

EARLY LEARNING COALITION OF
SEMINOLE



Good beginnings last a lifetime



Child Care Workforce Study: Phase II
2007

Acknowledgments

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Executive Summary

Teacher recruitment, training, and retention are critical if Seminole County is to offer young children consistent, high quality care and appropriate educational opportunities. Through surveys and interviews with child care center (CCC) teachers, family child care home (FCCH) teachers, former teachers, and child care center directors, we learned about the factors affecting recruitment, training, and retention, and the interplay among these elements.

Currently, annual turnover among CCC teachers averages around 25 to 34 percent in Seminole County. Teachers often leave their centers because of low wages and inadequate benefits, moving to other positions within the field and sometimes leaving the child care field altogether. Many of these teachers report that they enjoy working with the children under their care but need to seek higher pay. Good working conditions can partially compensate for lower salaries, and the Coalition may want to consider providing structured opportunities for directors to learn about ways to improve working conditions. This could include both formal training – such as seminars on providing high quality teacher induction – and more informal opportunities, such as providing venues for directors to share ideas and experiences with each other.

One important component of working conditions is training. Teachers who are satisfied with their training opportunities are less likely to seek other employment. Both CCC and FCCH teachers feel that training is generally of high quality but they are somewhat dissatisfied with their opportunities to participate. The Coalition can play a role in increasing participation in several ways. For CCC teachers, offering training during the day and assisting directors in obtaining substitutes may allow for more frequent participation. For FCCH teachers, the Coalition may want to consider offering weekend training that is tailored to this group and assist them in obtaining scholarships and grants to pay for their training.

Current Coalition-sponsored curricular training appears to be particularly effective at improving both teacher competence and enthusiasm. Teachers who attended Coalition-sponsored curricular training are more comfortable with their curriculum and are more likely to plan to remain in their current centers. While generally satisfied, some teachers, particularly FCCH teachers, suggest that the Coalition offer training on how to utilize space and materials under less-than-ideal conditions, and several teachers feel that they need additional training in the assessment portion of their curriculum.

Teachers report learning from virtually all of the training they receive, but often report that interactive sessions and seminars, rather than a lecture format, are particularly effective. The frequency and availability of current Coalition curricular offerings are generally adequate, but there is unmet demand for training on other topics. Some of the topics mentioned by teachers include classroom and behavior management, child psychology and development, and creative play. Directors would also like to see more training

available on identifying and teaching children with special needs, a topic where teachers also saw unmet demand. Experienced teachers would like to see the Coalition offer advanced training on both curricular and other topics, as existing offerings tend to feel basic and repetitive.

While providing teachers with high quality training opportunities is one way to reduce turnover, it is not the only available tool. Attention to relationships between teachers and other staff, directors, parents, and the children can also minimize turnover. While CCC teachers are generally satisfied with their relationships, FCCH teachers sometimes feel isolated in their work. Providing structured opportunities for these teachers to interact can help prevent feelings of isolation while allowing for an exchange of ideas about building satisfying relationships with parents and children. Flexible hours are important to teachers as well and CCC directors' consideration of their personal scheduling needs may help reduce turnover. Despite these efforts, turnover is likely to be an ongoing challenge as long as the existing norm of low wages and limited benefits persists.

Given the high turnover in the field, teacher recruitment is an ongoing task for many directors and one that can be quite time-consuming. Directors are generally pleased with their recruitment efforts, often hiring their first-choice candidate. Word of mouth is the most popular recruitment strategy and one that directors feel effectively reaches the stable, experienced candidates they seek. New teachers generally receive initial training, but the quality and quantity of this training varies widely.

Summary of Recommendations

The following is a compilation of our recommendations in the areas of recruitment, training, and retention. The recommendations are based on the responses of the child care center (CCC) teachers, family child care home (FCCH) teachers, former teachers, and CCC directors who participated in this workforce study. The corresponding page number for each set of recommendations is provided to guide the reader towards a more in-depth review of reported information.

RECRUITMENT

Attracting Teachers to the Field (p. 14)

Early childhood teachers enter the field from a variety of previous positions but, for many of them, teaching is their first full-time paid position. The Coalition can increase the attractiveness of early childhood teaching in several ways.

- The most important factors in choosing to become FCCH teachers are the opportunity to work with young children and being able

to work in their homes. The Coalition can encourage entry by maintaining constant support for home-based care.

- CCC teachers also find the opportunity to work with young children important. In addition, hours that work well with their personal needs and the center's reputation in the community are important factors. By continuing to increase the quality of child care centers through management training for directors and high quality training opportunities for teachers, the Coalition can attract teachers to the profession.

Recruitment Strategies (p. 14)

Word of mouth referrals are the most popular recruitment strategy used by CCC directors when hiring new teachers. Local colleges and newspapers also provide job posting opportunities; however, many directors report that familiarity with the background of applicants is also important. The Coalition could provide support by:

- Organizing a directors' network so that those responsible for hiring could share recruitment ideas and possible candidates for open positions.

TRAINING

Training Delivery Systems (p. 23)

Teachers find Coalition-sponsored trainings generally useful; however, their preferred delivery systems vary. The Coalition may want to consider offering similar training using a variety of delivery systems.

- CCC teachers would like to see more weekday/daytime trainings available, allowing them to spend time with their families in the evenings and on weekends. In order to allow more teachers to take advantage of offerings during the workday, the Coalition may want to compile a qualified substitute teacher list and make it available to CCC directors and FCCH teachers.
- FCCH teachers prefer weekend trainings as constraints associated with operating their own business make weekday/evening attendance difficult.
- Many teachers prefer sustained training that takes place over a period of days or weeks, as they feel they learn more during sustained training.
- Experienced teachers asked for the Coalition to offer advanced trainings so they can build on their existing knowledge base.

Training Topics (p. 24)

Teachers are generally satisfied with the Coalition's current curricular offerings but are interested in seeing more training available on several other topics.

- Teachers would like to see more training available on classroom management/behavior management, child psychology and

development, and creative play techniques (i.e., music and movement, dramatic play).

- CCC directors, as well as many teachers, would like more training available on identifying and working with children with special needs.
- Several teachers expressed a need for additional training on the assessment aspect of their curriculum.

Training Costs (p. 25)

While Coalition-sponsored trainings are generally provided at low or no cost, many other opportunities are relatively expensive. In addition, substitute teachers must be paid for trainings that take place during the day.

- Almost half of CCC teachers and virtually all FCCH teachers must bear the cost of their training. The Coalition may want to continue offering their trainings at little to no cost and increase awareness of scholarship and financial aid availability.
- The Coalition may want to take steps to ensure that all teachers are aware of available trainings and that interested teachers have the opportunity to attend trainings.

Training Incentives (p. 26)

Training and job satisfaction appear to be correlated, but teachers do not always feel that their efforts are recognized.

- The Coalition may want to offer training to directors on the need for positive promotion and recognition of training.

RETENTION

Improving Retention (p. 30)

While the turnover rate varies, turnover among early childhood teachers is a major problem. Turnover costs both time and money, and inconsistent care is detrimental to children. There are several ways that the Coalition can help to reduce turnover.

- Low wages and lack of benefits, particularly health insurance, drive many CCC and FCCH teachers out of the field. The Coalition may want to consider providing wage stipends tied to professional development – foundations may be a possible funding source – and pursue the establishment of group health insurance benefits anchored by the Coalition for interested providers.
- Working conditions, particularly satisfactory relationships and adequate training opportunities, are important to job satisfaction and retention. The Coalition may want to consider providing management training to assist CCC directors in providing productive work environments. The substitute teacher list discussed above may help CCC directors offer teachers more opportunities to participate in trainings and allow FCCH teachers to attend trainings during the workday.



*“A teacher affects eternity; he can
never tell where his influence stops.”*
- Henry Brooks Adams

Introduction

In September 2006, the Children’s Forum completed a workforce study of early care and education (ECE) providers in Seminole County. From this Phase I study, we learned a great deal about the demographics, tenure and turnover rates, wages, benefits, working conditions, and training participation of this workforce. The current Phase II study represents the next step in this process, focusing on issues of recruitment, training, and retention of Seminole County’s ECE providers. Through surveys and interviews with child care center (CCC) teachers, family child care home (FCCH) teachers, former teachers, and child care center directors, we learned about the factors affecting recruitment, training, and retention, and the interplay among these elements.

In the area of recruitment, we focused on the work histories and aspirations of the current workforce, as well as the recruitment strategies used by directors, their perceived effectiveness, and cost. In the area of training, we studied training received by teachers prior to and while in the field and the effectiveness and cost of that training, with a particular emphasis on Coalition-sponsored curricular training. We also looked at training needs. In the area of retention, we investigated the effect job characteristics and personal considerations have on satisfaction and retention (again with a particular emphasis on Coalition-sponsored curricular training), the retention strategies used by directors and their perceived effectiveness, and why teachers choose to leave their current position or the child-care field.

By learning more about these aspects of the ECE teacher labor market, the Coalition can take steps to strengthen both the quality and stability of education in Seminole County.

Methodology

Research Design

We utilized a mixed-methods case study with multiple sites within the case to analyze the recruitment, training, and retention of ECE providers. We also examined the effect that Coalition-provided curriculum and training have on expertise, retention, and job satisfaction. The study drew on two main sources of data: surveys and interviews. The choice of a combination of quantitative and qualitative data collection methods allowed us to build on the strengths of each. As Miles and Huberman (1994) state, “at bottom, we have to face the fact that numbers and words are *both* needed if we are to understand the world” (p. 40). The structured nature of the survey allowed us to systematically measure potentially relevant factors while the interviews helped place survey findings in context. The interviews also allowed teachers and directors to explain their actions and understandings in their own words, rather than limiting them to survey choices.

Instrument Construction

Surveys

Three surveys were developed for the study: a survey for teachers in child care centers, one for teachers in family child care homes, and one for teachers who had left child care centers (See Appendix I). Each survey was available in both English and Spanish formats. The CCC and FCCH surveys asked teachers about their current position and future employment plans, recent training (including Coalition-sponsored training), and job satisfaction. The survey for teachers who had left child care centers asked teachers about their current employment (whether in or outside of the early childhood education field), their position in their former centers, job satisfaction in their current and previous positions, and recent training. As much as possible, survey items match items in the Department of Education’s Schools and Staffing Survey. This approach has the advantage of using items that have already been field tested and found to provide appropriate measures of the underlying construct of interest.

Interviews

Interviews were conducted using structured interview protocols (see Appendix II). Protocols were developed for interviewing CCC teachers, FCCH teachers, teachers who had left child care centers, and CCC directors. Structured instruments minimize the collection of unnecessary data, reduce unintentional researcher bias, and allow for comparability across sites (Miles & Huberman, 1994). Protocols were designed after the initial analysis of survey responses, allowing us to incorporate those responses into the interview design. Interviews with current teachers focus on satisfaction and training opportunities. Interviews with teachers who had left their centers examine the reasons why teachers changed positions, their satisfaction with their current and previous jobs, and training opportunities in their current and previous positions. Director interviews look at the hiring process and associated costs, the nature of and costs associated with turnover and retention, and the support provided to new and existing teachers.

Sampling

The entire population of CCC and FCCH teachers in Seminole County was surveyed. Surveys were mailed to all licensed and licensed-exempt child care centers and all licensed and registered family child care homes listed in the Enhanced Field System (EFS) database on December 15, 2006. CCC surveys were mailed to each center and the number of surveys included was based on the number of staff members present on the date of the last licensing inspection (Source: Department of Children and Families website). FCCH surveys were mailed to each home, with one survey going to each regular FCCH and two surveys to each large FCCH. In addition, each center received three surveys designed for teachers who had left the center, and directors were asked to send the surveys in enclosed postage-paid envelopes to teachers who had left their employment within the past year. Both centers and homes also received one



Spanish language survey, as well as instructions for requesting additional surveys of each type in English or Spanish as needed.

Subsequently, we selected survey respondents for interviews. Due to the low response rate among teachers who had left their centers, we attempted to interview all of these teachers. Among current teachers, we selected a stratified random sample for interviews. To select the sample, child care facilities were categorized into four strata (licensed child care centers, licensed-exempt child care centers, licensed family child care homes, and registered family child care homes) and a minimum of ten responding teachers were randomly selected for interviews within each stratum. We conducted interviews with 15 teachers in licensed CCC, 10 teachers in licensed-exempt CCC, 15 registered FCCH teachers, and nine licensed FCCH teachers.¹

Of the 25 CCC teachers interviewed, 20 of their center directors were also interviewed. When a teacher or director declined the interview, a replacement was found. This resulted in five unpaired director interviews, bringing the total number of director interviews to 25.

Data Collection

Surveys

The survey was administered between January 22 and March 30, 2007. As potential respondents may be hesitant to respond to a request from an unknown person (Dillman, 2000), we mailed each CCC director and FCCH teacher a pre-notification letter describing the study and providing contact information. The following week, we mailed out survey packets to CCC directors and FCCH teachers. To promote a higher return rate, we offered a retail store gift card upon the receipt of a completed survey. Two weeks later, we sent non-responding centers and family child care homes a reminder postcard. If we still had not received a response from a FCCH teacher or from at least one teacher in a particular center after two additional weeks, we sent a set of replacement surveys. Finally, we telephoned all centers and homes that had not returned a survey to us by March 12, for a total of five contacts.

In all, 439 usable surveys were returned. This included 351 CCC teachers for a response rate of 26.5 percent, 71 FCCH teachers for a response rate of 62.3 percent, and 17 former teachers. While the response rate for CCC teachers was lower, we did receive at least one returned survey from 61.5 percent of all child care centers.

Interviews

Telephone interviews were conducted between April 23 and May 24, 2007. Director interviews were completed first, followed by CCC and FCCH teacher interviews. Two directors, three CCC teachers, and three FCCH teachers declined to be interviewed and were replaced. In some cases, English was a second language for selected teachers. These teachers were included in the sample, their interviews were conducted in English and, when responses from non-native speakers are included in the report, teachers are quoted verbatim even when they used non-standard English. We attempted to contact all of the responding teachers who had left their centers and were able to speak with six. All of these teachers agreed to the interviews.

Data Analysis

Surveys

The surveys allowed us to systematically measure factors that appeared relevant to our understanding of recruitment, training, and retention. We analyzed overall responses as well as the responses of CCC teachers and FCCH teachers looking for both general patterns and differences between the two groups using appropriate statistical techniques. The question of weighting was also addressed, as FCCH teachers were overrepresented in our study. Weighted results are reported throughout the analysis, as these are generally considered more accurate reflections of the underlying population. Appendix III provides a more detailed discussion of weighting procedures.

Interviews

The first step in our analysis was transcribing the interviews and adding field notes to the transcripts. Following that, we read the interviews, looking for patterns in responses. Through this inductive process, we began to note emerging response patterns. We then returned to the transcripts, searching for evidence confirming or casting doubt upon our emerging hypotheses. This deductive process helped us refine our developing framework. Throughout the analysis, we constantly considered whether our explanations of behavior would appear reasonable to the members of the community being studied—teachers and directors. As Cusick (1983) notes, the field researcher should strive to “unravel and explain the complexity of the events so that others who share similar circumstances may find ways to express and understand their world” (p. 143). After identifying response patterns, we returned to the data to make sure that our conceptualizations echoed the ideas, if not the language, of respondents. As several members of the research team have extensive experience as CCC teachers and directors, they also reviewed the ideas expressed in the analysis to make sure that they were consistent with their own experiences in the field.

¹ We received surveys from a total of nine licensed FCCH teachers and interviewed all of these teachers.



Results and Implications

Recruitment

What do we know about current Early Care and Education (ECE) teachers?²

Demographics

Reported ages are consistent with Phase I results, with 72 percent of teachers being between the ages of 20 and 50 (see Table 1). Child Care Center (CCC) teachers tend to be younger than Family Child Care Home (FCCH) teachers – over half of CCC teachers are younger than 40 while only 16 percent of FCCH teachers are this young. Assistant teachers are slightly younger and teacher-directors are slightly older, on average, than teachers, but these differences are not significant.

TABLE 1: DEMOGRAPHICS

| | ALL | CCC | FCCH |
|------------------------------------------------------|-------|-------|-------|
| Age: | | | |
| Under 20 | 3.1% | 3.4% | 0.0% |
| Between 20 and 29 | 24.3% | 26.3% | 2.9% |
| Between 30 and 39 | 22.0% | 22.9% | 12.9% |
| Between 40 and 49 | 25.4% | 24.6% | 32.9% |
| Between 50 and 59 | 17.8% | 17.1% | 25.7% |
| 60 years and older | 7.3% | 5.7% | 25.7% |
| Average household size (includes self): | 3.25 | 3.30 | 2.75* |
| Average number of children under age 5 in household: | .37 | .38 | .28 |
| Experience: | | | |
| Average years of full-time experience | 7.9 | 7.5 | 12.2* |
| Average years of part-time experience | 3.9 | 3.8 | 4.5 |
| Year began teaching in current center/home | 2003 | 2003 | 1996* |
| Degree status: | | | |
| Some high school | 3.1% | 3.2% | 3.0% |
| High school diploma or GED | 21.5% | 19.8% | 38.6% |
| CDA or equivalent | 19.9% | 21.6% | 4.3% |
| Some credits towards Associate Degree | 15.5% | 14.9% | 20.0% |
| Associate Degree | 11.3% | 11.8% | 5.7% |
| Some credits towards Bachelor's Degree | 4.2% | 4.0% | 5.7% |
| Bachelor's Degree or higher | 24.4% | 24.7% | 21.4% |

* indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.

² When the term “teachers” is used, we refer to all teachers as one group. When distinctions are made between child care center teachers and family child care home teachers, they are referred to respectively as “CCC teachers” and “FCCH teachers.”

“What actually brought me into teaching was being a mom and needing a job where I could have the same vacation times as my children in the summer.”



The average teacher lives in a household with 3.25 persons, including his or her self. CCC teachers have significantly larger households than FCCH teachers (3.30 persons compared to 2.75 persons). This may be a function of age – CCC teachers may be more likely to have children living at home. On average, teachers have .37 children under the age of 5 and differences between CCC and FCCH teachers are not significant.

The average teacher has almost eight years of full-time experience, with FCCH teachers being significantly more experienced than CCC teachers (12.2 years compared to 7.5 years). Again, this may be a function of age – FCCH teachers are older and may have been in the workforce longer than CCC teachers. For the average teacher, four years of this experience was in the current center or home. This varies significantly by location, with FCCH teachers reporting seven more years of experience in their current location than CCC teachers. In addition to their full-time experience, teachers report almost four years of part-time experience.

Teachers generally have modest education levels but almost all teachers have completed high school or earned a General Equivalency Diploma (GED). Twenty percent have earned a Child Development Associate credential (CDA) or equivalent, most of them CCC teachers. Another 15.5 percent have some credits towards an Associate’s degree, while 11.3 percent have completed this degree. Almost one quarter of teachers report earning a Bachelor’s degree or higher. This is a substantially larger percentage than was reported in Phase I of the project – more educated teachers may have been more likely to respond to the survey than their less educated peers. When asked whether their degree-seeking work was in the field of early childhood education, a little more than half of teachers answered affirmatively.

Previous Positions

Teachers enter the field from a variety of previous positions. When asked to describe their occupation prior to becoming an early childhood teacher, 23.0 percent of CCC teachers and 30.3 percent of FCCH teachers report that they were homemakers, and 20.3 percent of CCC teachers and 1.5 percent of FCCH teachers report that they were students prior to entering the field. An additional 2.9 percent of CCC teachers and 3.0 percent of FCCH teachers report “none.” Adding these numbers, almost half of CCC teachers were not in the paid work force prior to entering the field. While the percent of FCCH teachers who were not in the paid work force prior to entering the field is lower (34.8 percent), it is still the single largest point of entry. For teachers who entered the field from another paid profession, clerical or administrative positions were the most common point of entry (10.6 percent of FCCH teachers and 4.9 percent of CCC teachers). It does not appear that ECE teachers tend to enter the field from a particular type of alternative profession. Their prior experiences are varied, and many of them start out with little or no full-time work experience.

Current Employment

Seventy percent of CCC teachers identify themselves as teachers with 23 percent identifying themselves as assistant teachers and 8 percent identifying themselves as teacher-directors (see Table 2). This is consistent with Phase I results.

TABLE 2: CURRENT TITLE (*Child Care Centers Only*)

| | |
|-------------------|-------|
| Teacher | 69.7% |
| Assistant teacher | 22.5% |
| Teacher-director | 7.8% |

Over 40 percent of teachers report teaching infants and toddlers, and almost 90 percent of FCCH teachers report caring for children in this age group (see Table 3). Almost 40 percent of teachers report teaching preschoolers, and another 31 percent report teaching VPK children. CCC teachers were over three times as likely to report teaching VPK children as FCCH teachers. Fewer than 10 percent of teachers serve school age children, but over twice as many FCCH teachers report serving this group as CCC teachers.

TABLE 3: AGES OF CHILDREN TAUGHT

| | ALL | CCC | FCCH |
|---------------------|-------|-------|--------|
| Infants/toddlers | 41.4% | 36.8% | 88.2%* |
| Preschoolers | 38.9% | 38.0% | 48.5% |
| VPK children | 31.0% | 33.0% | 9.1%* |
| School age children | 9.3% | 8.4% | 18.2% |

Note: Totals will not add up to 100 percent as some teachers work with more than one age group and VPK children may also be classified as preschoolers.

* indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.

CCC teachers report hourly salaries ranging from \$6.47 to \$20.00, with a mean hourly wage of \$9.58. Three-quarters of respondents report hourly wages of \$10.00 or less. The average CCC teacher reports working 35.4 hours per work, generating an average weekly salary of \$339.13. FCCH teachers report working an average of 52.0 hours per week, significantly more than those reported by CCC teachers.

Professional Aspirations

Teachers were asked what job(s) they would like to have in five years and in ten years. Answers were varied but some patterns emerged. Given the high teacher turnover rate in CCCs,³ a surprisingly high 54.6 percent of CCC teachers report that they hope to still be involved in the early childhood education field in five years (see Table 4). FCCH teachers report similar loyalty to the ECE field at 46.9 percent. The only other choice that showed a relatively high rate of endorsement was retirement with 6.9 and 12.5 percent of CCC and FCCH teachers reporting this aspiration. The larger proportion of FCCH teachers choosing retirement probably reflects their higher average age.

³ Turnover will be discussed in detail later in the report but it appears that annual Seminole County CCC teacher turnover is somewhere between 25 and 34 percent.



TABLE 4: PROFESSIONAL ASPIRATIONS—FIVE YEARS

| | ALL | CCC | FCCH |
|----------------------------------------|-------|-------|-------|
| Early childhood teacher | 23.0% | 24.6% | 6.3% |
| Operator FCCH | 4.2% | 2.0% | 28.1% |
| Center director | 6.0% | 5.7% | 9.4% |
| Public school teacher | 5.5% | 5.7% | 3.1% |
| Multiple jobs checked – all in ECE | 15.2% | 16.6% | 0.0% |
| Subtotal: Aspirations within the field | 53.9% | 54.6% | 46.9% |
| Retired | 7.3% | 6.9% | 12.5% |
| Multiple jobs checked | 22.0% | 21.7% | 25.0% |
| Homemaker | 3.4% | 3.1% | 6.3% |
| Full-time student | .3% | .3% | .0% |
| Clerical or administrative | .3% | .0% | 3.1% |
| Accounting or finance | .3% | .3% | .0% |
| Health care | 3.7% | 4.0% | .0% |
| Food service | .5% | .6% | .0% |
| Retail management | .5% | .6% | .0% |
| Other management (not retail) | .8% | .9% | .0% |
| Other | 7.1% | 7.1% | 6.3% |

TABLE 5: PROFESSIONAL ASPIRATIONS—TEN YEARS

| | ALL | CCC | FCCH |
|----------------------------------------|-------|-------|-------|
| Early childhood teacher | 13.0% | 13.9% | 3.1% |
| Operator FCCH | 5.3% | 4.3% | 15.6% |
| Center director | 5.6% | 4.9% | 12.5% |
| Public school teacher | 5.0% | 4.9% | 6.3% |
| Multiple jobs checked – all in ECE | 19.4% | 21.2% | 0.0% |
| Subtotal: Aspirations within the field | 48.3% | 49.2% | 37.5% |
| Retired | 14.9% | 13.9% | 25.0% |
| Multiple jobs checked | 16.4% | 16.2% | 18.8% |
| Homemaker | 6.6% | 6.4% | 9.4% |
| Full-time student | .3% | .3% | .0% |
| Clerical or administrative | .5% | .3% | 3.1% |
| Accounting or finance | .3% | .3% | .0% |
| Health care | 3.2% | 3.5% | .0% |
| Food service | .8% | .9% | .0% |
| Management (not retail) | 1.4% | 1.4% | .0% |
| Other | 7.4% | 7.5% | 6.3% |

Almost a quarter of teachers checked multiple jobs when reporting their job aspirations. This may reflect general dissatisfaction with their current positions, rather than a well-developed career path. If this is the case, it could provide center directors and interested agencies such as the Coalition with an opportunity to improve retention. Retention will be discussed in more detail in a later section, but improved working conditions may convince some teachers to remain if they are ambivalent as to what alternative is preferable to teaching.

A similar pattern emerges when we look at longer term professional aspirations. Almost half of teachers plan to remain in the ECE field for at least ten years, with retirement the second most popular response (see Table 5). As we would expect, the percentage of teachers who hope to retire increases when teachers think in terms of ten years, rather than five.

Summary

The average ECE teacher is between 30 and 39 years of age and has almost eight years of full-time experience. Teachers enter the field from a variety of positions but, for almost half of respondents, teaching was their first full-time paid position. Around half of teachers plan to remain in the ECE field for at least ten years and those who plan to leave often have only vague career goals outside of teaching.



“I will let them understand who we are, I will give them a tour of our center, and I will talk to them about . . . our expectations. I want them to know what they are getting into, basically because that will reduce my turnover.”

Recruitment

What attracts teachers to the field?

Choosing to Enter the Field

Teachers decide to become early childhood educators for a variety of reasons, but they almost all agree that the opportunity to work with children is very important (see Table 6). While this is encouraging, it is not particularly helpful to policymakers and administrators since controlling this preference is beyond their reach. Other key factors are amenable to change, however. FCCH teachers rank the ability to be able to work in their homes as being just as important as their enjoyment of working with young children. Maintaining support for both center-based and home-based care is critical if this group is to continue entering and remaining in the field. Another important factor for FCCH teachers is the opportunity to have their child(ren) with them during the day. This is significantly less important to CCC teachers. It is possible that this is a function of age and experience – when FCCH teachers were entering the field, there were fewer attractive child care programs available and so they chose a field where their child(ren) could remain with them while they worked. CCC teachers, who are younger and less experienced, made the decision to enter the field more recently. As the number of quality child care programs has increased, the ability to have their child(ren) with them during the day may have become less of a motivator for choosing ECE. It may also be true that some younger CCC teachers do not yet have children of their own.

TABLE 6: THE IMPORTANCE OF SELECTED FACTORS IN THE DECISION TO BECOME AN EARLY CHILDHOOD EDUCATOR

| | ALL | CCC | FCCH |
|-----------------------------------------------------------------------------------------------------------------------------------|------|------|-------|
| I enjoy working with young children. | 3.89 | 3.89 | 3.94 |
| I wanted to be able to work in my home. | 3.94 | na | 3.94 |
| I planned to, or already, have children and liked the idea of a job where my child could be with me. | 2.67 | 2.61 | 3.33* |
| Family and/or friends asked me to be their regular child-care provider. | 2.94 | na | 2.94 |
| Family and/or friends suggested that it would be a good idea. | 2.32 | 2.28 | 2.72* |
| I heard there are opportunities for promotions/ advancement. | 2.24 | 2.24 | na |
| I heard there were a lot of jobs available (CCC)/ I heard I wouldn't have any trouble enrolling children in my home (FCCH). | 2.31 | 2.28 | 2.68* |
| I heard that the wages are good in this field. | 2.05 | 1.99 | 2.69* |
| I needed a job and someone told me about an opening in a center (CCC)/ asked me about watching their child during the day (FCCH). | 2.07 | 2.07 | 2.06 |

Note: Respondents ranked importance on a four-point scale with “1” being not at all important and “4” being very important. Not Applicable (na) indicates that the question was not asked of this group.

* indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.



Interviews with FCCH teachers support this hypothesis. When asked about why they entered the field, almost all of them mentioned that they love working with children but many also talked about wanting to stay home with their own children or grandchildren. One teacher left her position as a preschool teacher and opened her FCCH when her son frequently became sick in the child care setting. Another had placed her own child in a FCCH but recalled that, “it really wasn’t a good experience, but I really liked the concept and that’s what started off my venture.” One grandmother said, “My daughter had a baby and had to go back to work right away and there was no one to care for her, so I started.” Many of these FCCH teachers enjoyed the work so much that they remained in the field even after their own children or grandchildren reached school age.

While the ability to work from home and having their children with them during the day prompted FCCH teachers to enter the field, motivators for CCC teachers are less clear. When asked what led them to work in particular centers, rather than in the ECE field in general, more precise reasons begin to emerge.

Choosing a Particular Center

Consistent with the enjoyment of children reported previously, the most important factor that CCC teachers cite in their decision to work in their current center is the opportunity to work directly with children (see Table 7).

TABLE 7: THE IMPORTANCE OF SELECTED FACTORS IN CCC TEACHERS’ CHOICE OF THEIR CURRENT CENTER

| | |
|-----------------------------------------------------------------------------|------|
| It gave me a chance to work directly with children. | 3.73 |
| The hours worked out well with my personal schedule needs. | 3.57 |
| I heard the other teachers were pleasant to work with. | 3.12 |
| It is close to where I live. | 3.11 |
| I heard the director of the center was a good administrator. | 3.06 |
| I heard the parents in this center were supportive of the teachers. | 2.96 |
| I heard it was a good place to work from family or friends. | 3.01 |
| The wages are good. | 2.41 |
| The center offers benefits such as health insurance. | 2.24 |
| I heard that the center offered good training opportunities. | 2.67 |
| A friend or relative who was already in the field helped me get a job here. | 1.89 |
| They had an opening when I really needed a job. | 3.05 |
| My own child could be at the center with me during the day. | 2.27 |

Note: Respondents ranked importance on a four-point scale with “1” being not at all important and “4” being very important.

Hours that mesh well with their personal needs, proximity to home, and a good reputation among existing teachers, the center director, and parents were also important. In addition, the simple fact that the center had an opening when the prospective teacher needed a job was rated as “moderately important.” The importance of hours, location, and a well-timed opening all tend to indicate a somewhat happenstance choice. As one interviewed teacher noted:

What actually brought me into teaching was being a mom and needing a job where I could have the same vacation times as my children in the summer. So, it’s kind of embarrassing that that’s what actually brought me to do it, but I’ve always loved working with people.

Despite the fact that her initial decision was driven by personal, rather than professional, goals, this teacher has remained in her center for six years and plans to remain into the indefinite future. Another teacher who initially worked in a center that had staff on a four-day schedule stated, “. . . it was a little bit different and that attracted me to the field.” She remained in the field even after a cross-country move forced her to leave that center and work in one with a more conventional schedule.

If the hours, location, and timing of an opening in another field had been desirable, teachers like the ones mentioned above might have chosen these positions instead. To broaden the pool of applicants who love children but may not have well-defined initial career goals, CCC directors may want to advertise their openings through a variety of outlets, such as community college placement centers and job fairs, that will help match interested prospects with positions.

Reputation is important as well. Centers can control their reputations through their actions, and agencies such as the Coalition can help by providing CCC directors with opportunities to learn good management skills. Teachers can be provided with training opportunities to learn about techniques such as peer study groups which help maintain a collaborative atmosphere.

One remaining point that should be noted is that wages and benefits are not major motivators in the decision to enter the field or to work for a particular center. Teachers are aware of the low wages and limited benefits available, but choose to enter the field despite these drawbacks. Whether or not they choose to remain in a field with low-level wages and benefits is discussed in a later section.

Summary

Teachers almost universally agree that the opportunity to work with children plays an important role in the decision to enter the field. FCCH teachers also find the opportunity to work in their homes attractive while CCC teachers choose centers with hours that mesh well with their personal needs. It also appears that factors such as the timing of job openings and center location play an important role in CCC teachers’ decisions.

Recruitment

What strategies do CCC directors use to recruit teachers and how effective are these strategies?

There are several steps to effective recruitment: advertising the position, selecting applicants for interviews, conducting the interviews, making a selection, and encouraging the selected candidate to accept a position.

CCC directors report using a variety of strategies to advertise openings and they are generally happy with their recruitment efforts. The most common recruitment strategy is word of mouth, with 72 percent of directors reporting its use. Directors found that this often yields high quality teachers who live a reasonable distance from the center (the importance of proximity to home will be discussed in a later section, but it does appear to play a role in retention). The next most popular advertising strategies are posting openings at local colleges, a strategy used by 36 percent of directors, and on-line job postings, used by 32 percent of directors. Directors consider the local colleges a good source of teachers, but note that these teachers often leave when their class schedules change each semester. On-line postings are considered effective as well, with the local newspaper's on-line job listings the most common source. Twenty percent of directors also advertise in local newspapers, but, while this yields a large number of applicants, they are not generally positive about this experience. One notes that many applicants live quite far from the center, making retention difficult because, "It's an exhausting job and you don't want people traveling hours." Another reports feeling uncomfortable hiring people without local ties and reputations, noting that, "I would prefer not to do it that way [the newspaper]. Obviously, I want to have a little background on where this person is coming from, and you don't get that when you're having them out of the newspaper." A few directors also mentioned the use of signs outside the center and advertising in their affiliated church bulletin as effective advertising strategies.

Another strategy used by one group of CCC directors is sharing information about potential applicants with each other. A group of approximately 15 directors of faith-based centers have formed a Directors' Network which meets once a month. During their formal meetings, they have a set agenda designed to help them in a particular area (for example, classroom management strategies).⁴ Informally, directors let each other know when strong prospective teachers inquire about positions at times when they do not have appropriate openings so that they may be utilized elsewhere.

CCC directors report that their advertising strategies yield an average of 6 applicants, with reported ranges from one to over 20 applications per opening. Most are satisfied with the number of applicants, particularly when a small number of qualified applicants are found through word of mouth advertising. When choosing which applicants to interview, almost two-thirds of directors rate prior experience in the field as an important consideration. Directors

want to interview applicants who already know what the job entails because they believe these applicants, if hired, will be more likely to stay. In a similar vein, 71 percent of directors cite a history of "job hopping" as a red flag in the selection process. Directors attempt to minimize eventual turnover when selecting teachers at the earliest stages of the recruitment process. One-third of directors also consider education and training important considerations, but others are willing to provide additional training to an otherwise qualified applicant.⁵

On average, 3.5 applicants are interviewed for each position. Directors generally conduct these interviews, which last an average of 30 minutes to an hour. In a few cases, several interviews are conducted or more than one person sits in on the interview. Directors use the interviews both to learn about the applicant and to educate the applicant about the position. A standard set of questions is generally used, with the director modifying the protocol as needed. Directors often present teachers with hypothetical scenarios designed to gauge their knowledge of child development, appropriate pedagogy, and classroom management.

CCC directors also discuss salary and benefits during the interview, as only one of the directors we spoke to included this information in the job advertisement.⁵ In all but two cases, salary was dependent on education and experience, making it difficult to include on the initial advertisement. Hourly wages often fall in the \$7.50 to \$10.00 range, depending on qualifications, but one center starts all of its teachers at \$7.00 per hour and another (a private school-based program) offers salaries of up to \$48,000 per year.

In addition, prospective teachers are often given information about the center, job expectations, and daily routines. Several directors explicitly linked this practice to reducing turnover. As one said:

I will let them understand who we are, I will give them a tour of our center, and I will talk to them about our behavior policy, how we handle things, our high expectations, our standards . . . I want them to know what they're getting in to, basically because that will reduce my turnover. Not that it always does, but I try to.

In addition to providing information, directors use this opportunity to highlight the advantages of working in their centers. Most of the

⁴ Several interviewed directors who participate in the Directors' Network suggested that the Coalition could be helpful to them in providing expertise and trainers during some of their meetings. Participating directors find that the Director's Network is helpful both formally, through the expertise gained from the monthly programs, and informally, by increasing their enthusiasm. We found no evidence of other networks, but the Coalition may want to consider sponsoring this type of endeavor. Many FCCH teachers appeared isolated and anxious to meet other FCCH teachers, but were not sure how to connect with teachers in similar situations. The Coalition could be of assistance. Isolation appears to be less of a problem for CCC directors, but a Coalition-sponsored network would allow them to share knowledge among themselves and learn new skills at monthly meetings.

⁵ Since experience is often considered important by directors, most of the applicants selected for interviews will already have received some ECE training. This may explain why education and training are not explicitly mentioned more often by directors.

directors are excited about their centers and want applicants to share their enthusiasm.

While CCC directors often had difficulty articulating exactly what they look for in the interview, a professional demeanor and developmentally appropriate answers to hypothetical scenarios are commonly viewed as important factors. Directors feel that a professional demeanor reflects a commitment to high work standards and that parents are more comfortable with teachers who dress and speak in a professional manner. Developmentally appropriate answers are one way that directors try to ensure the potential teacher will care for the children in his/her classroom properly.

Directors are almost always involved in the final selection decision, and they are the sole decision makers two-thirds of the time. Even in the few cases where a school board, owner, or pastor makes the final hiring decision, directors report that their recommendation is almost always taken.

Directors report that their first-choice applicant usually accepts the offer. When applicants do refuse offers, an infrequent occurrence, salary is the most common reason for the rejection. As one director stated, “I think that if I had more money, I would have been able to offer them maybe what the [public] school board offers, and then I would be able to get . . . more qualified teachers . . . I think money would be the issue.” Since applicants rarely refuse offers, this is not inconsistent with the teacher survey finding that wages are not a major factor in teachers’ decisions to work for a particular center.

When CCC directors were asked why their centers are attractive to applicants, the center’s good reputation in the community and the excellent relationships enjoyed by current employees are mentioned frequently. This is also consistent with the survey results discussed above. Directors are generally aware of what matters to prospective teachers and, given that they are generally successful in recruiting their first-choice candidates, seem to be doing a good job marketing their centers to prospects.

Summary

CCC directors are generally pleased with their recruitment efforts. They choose advertising methods, interview techniques, and selection criteria that usually allow them to hire their first-choice applicants. Among advertising methods, word of mouth advertising is both popular and seen as effective by directors. Directors use interviews to learn about potential teachers, to educate them about the center’s expectations, and to market their centers as excellent workplaces. The results of these efforts are generally positive, and most center directors believe that the positive reputations their centers enjoy in the community and the enjoyable relationships among staff, parents, and children are the primary reasons for their success.

Recruitment

What are the costs associated with the recruitment of new teachers?

The primary recruitment cost is time. While most centers do pay for required fingerprinting and some have costs associated with Internet and newspaper advertising, time spent spreading the news of an opening, reviewing applications, interviewing applicants, and making the selection represents the lion’s share of cost. CCC directors report that it takes an average of about two weeks to fill an opening. In some cases, teachers leave suddenly and a substitute teacher must be hired during this period. When substitutes are not available, directors report that they must take over the teacher’s position until a replacement is found—teaching and recruiting at the same time.⁶

Once a new teacher is hired, he or she is generally provided with some initial training (to be discussed in more detail in a later section). This training is often in-house, resulting in more time being spent as a result of the job opening, but teachers are sometimes sent to outside training at the center’s expense.

Another recruitment cost, and one which is difficult to measure, is the cost of lost productivity. Directors were asked how long it takes for a new teacher to get up to full speed on the job. Estimates ranged from two weeks to two years, probably due to different perceptions of full productivity. In any case, there is a period during which new teachers are less productive, and other teachers and the director must fill this gap if the quality of the children’s learning environment is to be maintained.

Summary

Time is the largest cost associated with the recruitment of new teachers. CCC directors must select new teachers and these teachers must be trained. In addition, lost productivity while new teachers learn to perform their new jobs is another recruitment cost.

⁶ Several directors asked if the Coalition would consider creating a database of qualified substitute teachers. Finding substitute teachers with the necessary background checks, etc. may be a particular problem for the directors of smaller centers, as they are more likely to need substitutes less frequently.



Training

What types of training are provided to ECE teachers in the field and how effective is this training?

Recent Training Experiences

Given that they are required, it is not surprising that teachers attend more state-mandated Department of Children and Families (DCF) training courses than any other type, averaging 2.2 courses per teacher (see Table 8). Workshops and in-service trainings were the second and third most popular overall choices, respectively, but this varies by setting. CCC teachers attend around two trainings of each type but FCCH teachers report attending fewer in-service trainings. Instead, they report receiving significantly more training in the form of DCF on-line courses, averaging 2.4 trainings.

TABLE 8: THE NUMBER OF TRAININGS RECEIVED IN THE PAST TWO YEARS BY DELIVERY SYSTEM

| | ALL | CCC | FCCH |
|---------------------------------------------------------------------------------|------|------|-------|
| State-mandated Department of Children and Families training courses. | 2.20 | 2.14 | 2.79 |
| Workshops about early childhood education/child development. | 2.01 | 2.02 | 1.91 |
| In-service training sessions about early childhood education/child development. | 1.92 | 1.95 | 1.58 |
| On-line courses through the Department of Children and Families. | 1.65 | 1.58 | 2.40* |
| Conferences about early childhood education/child development. | 1.22 | 1.25 | .94 |
| Community college courses about early childhood education/child development. | .95 | 1.00 | .48 |
| CDA Credential Training (National CDA or state equivalency). | .75 | .79 | .31 |
| University courses about early childhood education/child development. | .32 | .34 | .12 |
| Renewal training for the CDA. | .17 | .17 | .15 |

* indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.

There are several reasons why this format may be particularly popular with FCCH teachers. Since these teachers generally work alone and work longer hours than CCC teachers, it may be difficult for them to attend other types of training that meet at established times. This explanation is consistent with interview results. FCCH teachers consistently discussed the difficulty they face in attending classes held during weekdays or evenings. One noted that, "It's hard because sometimes the parents come so late to pick up the children... I don't get [to the training] on time," while another said that, "I have the type of parents [who]... won't let me use a substitute. They will take their kids out, they will pick them up... so it's hard for me to do the daytime ones or the during the week ones."

Also, the fact that they are running a business may increase the likelihood that FCCH teachers have access to a computer at home and are comfortable working on a computer, making these offerings more attractive. This explanation seems unlikely, however, since 88 percent of FCCH teachers responding to the Phase I survey reported that they did not have ready access to a computer.

Finally, since these courses are offered through DCF, an agency they interact with as FCCH owners, they may simply be more aware of the availability of DCF offerings compared to other offerings. Making loaner computers and basic computer training available to FCCH teachers may enhance their on-line experiences, and doing the same for CCC teachers may increase their interest in taking on-line courses. In addition, making sure that FCCH teachers are aware of alternatives to on-line courses (through a Coalition-sponsored listserv, for example) may encourage them to take advantage of a wider variety of opportunities.

Teachers have attended more trainings on early literacy in the past two years than any of the other topics, averaging 1.47 trainings (see Table 9). Next in popularity was classroom management/behavior management, with teachers averaging 1.01 trainings. FCCH teachers attend significantly fewer trainings on this topic than CCC teachers. This may be because a larger proportion of them care for infants. In addition, these trainings tend to be geared towards classrooms that are relatively homogenous in age and FCCH teachers are more likely to teach mixed-age groups. Including offerings that are geared towards behavior management in a mixed-age setting may increase the attractiveness of these offerings to FCCH teachers. FCCH teachers also attended significantly fewer trainings on curriculum implementation; however, we will see in a later section that over half of FCCH teachers do not use a formal curriculum.

TABLE 9: THE NUMBER OF TRAININGS RECEIVED IN THE PAST TWO YEARS BY TOPIC

| | ALL | CCC | FCCH |
|-----------------------------------------------------------------|------|------|------|
| Early Literacy | 1.47 | 1.50 | 1.10 |
| Classroom management/Behavior management | 1.01 | 1.05 | .66* |
| Implementing a specific curriculum | .88 | .92 | .48* |
| Child psychology and development | .71 | .71 | .66 |
| Working with children with disabilities and other special needs | .59 | .61 | .40 |
| Working with children who are English Language Learners | .19 | .19 | .13 |

* indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.



Perceived Usefulness of Recent Training

Teachers were asked about the usefulness of the training they have attended in the past two years. All of the delivery systems, with the exception of university courses and renewal training for the CDA, were found to be at least moderately useful (an average rating of “3” or greater) (see Table 10). Workshops, conferences, and state-mandated DCF courses were perceived as particularly useful. FCCH teachers rank on-line DCF courses as significantly more useful than CCC teachers do. This may reflect their greater experience with these types of courses or the course content may be more attractive to FCCH teachers than to CCC teachers, but it appears that scheduling plays a role as well.

TABLE 10: THE USEFULNESS OF TRAINING RECEIVED IN THE PAST TWO YEARS BY DELIVERY SYSTEM

| | ALL | CCC | FCCH |
|---------------------------------------------------------------------------------|------|------|-------|
| Workshops about early childhood education/child development. | 3.38 | 3.38 | 3.50 |
| In-service training sessions about early childhood education/child development. | 3.34 | 3.34 | 3.33 |
| State-mandated Department of Children and Families training courses. | 3.32 | 3.30 | 3.51 |
| Conferences about early childhood education/child development. | 3.30 | 3.30 | 3.25 |
| On-line courses through the Department of Children and Families. | 3.23 | 3.21 | 3.49* |
| CDA Credential Training (National CDA or state equivalency). | 3.17 | 3.18 | 2.96 |
| Community college courses about early childhood education/child development. | 3.13 | 3.14 | 2.87 |
| University courses about early childhood education/child development. | 2.69 | 2.72 | 2.15 |
| Renewal training for the CDA. | 2.52 | 2.53 | 2.38 |

Note: Respondents ranked usefulness on a four-point scale with “1” being not at all useful and “4” being very useful. * indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.

During interviews, teachers were asked which delivery systems they found most and least effective. When FCCH teachers speak about the attractiveness of on-line training, they often cite convenience. As one teacher noted, “On-line is helping me because I can get the classes and I don’t have to get out from my house and I can do it when they’re sleeping so I’m still taking care of the children. It’s good, you know.” A few teachers also appreciate the self-paced nature of on-line learning but convenience seems to be a more important factor. One disadvantage of on-line learning often cited by teachers, even those who find the convenience attractive, is the solitary nature of on-line learning.⁷ As one CCC teacher said, “I don’t really like on-line classes other than that you can do them at your convenience. But as far as me learning, I like the hands-on with a bunch of people trading ideas kind of thing more than anything [else].”

One distinction that teachers make when discussing delivery systems is comparing lectures to “hands-on” training. They overwhelmingly prefer training with a substantial hands-on component. In the interviews, it was clear that teachers were not

talking about make-and-take sessions, but consider opportunities for peer interaction to be hands-on learning. As one FCCH teacher noted, “You learn things from each other.”

Interviewed teachers were asked about their preferences regarding the timing and duration of training as well, and CCC directors were asked about obstacles they face when sending teachers to training. FCCH teachers and CCC directors often expressed a preference for Saturday trainings. These preferences are largely driven by the difficulty of obtaining substitutes and, to a lesser degree, the cost of doing so. FCCH teachers and CCC directors suggest that the Coalition compile a qualified substitute teacher list and make it available to them so that teachers may attend training.

In contrast, teachers – particularly those with children at home – often prefer training that takes place during the regular work week. After working all week, these teachers use the weekend to reconnect with their families and attend their own children’s extracurricular activities. Many of these teachers are willing to give up several consecutive Saturdays because they believe in the importance of training, but they find training during regular work hours more attractive.

Along with their preference for Saturday training, CCC directors are enthusiastic about evening training but this option seems unpopular with both FCCH and CCC teachers. As one CCC teacher put it, “it makes your day very long.” FCCH teachers face the additional challenge of long hours and late parent pickups – they are not always able to get to evening trainings on time.

When asked whether they prefer short training or training that takes place over time and includes follow-up meetings, most interviewed teachers prefer more sustained training. One CCC teacher said, “I like the longer ones, it gives you more opportunity to ask questions. The longer ones usually have the hands-on and they are more informative,” while another commented that, “I really don’t like the one day or a couple of hours training. I like to take my time, go over everything.” One FCCH teacher compared short and sustained training, preferring the latter:

It [sustained training] gives you a longer time to get up there and actually be able to ask questions, and the person, the instructor, can have a little bit more time to explain things to you. Because at the three-hour class . . . It’s kind of like, take this to get started, here’s this and this, don’t ask questions . . . Here’s the way it works, blahblahblah, okay here’s your certificate. Have a good night . . . [In sustained training], you had a chance to sit there and be able to ask questions a little bit or they have time to demonstrate or try to explain, after years of research, this is what they came up with, and this is what they believe is better for the children. Instead of just saying, ‘This is the way it is,’ and that’s that.

⁷ It should be noted that on-line learning can be structured in a way that allows students to frequently interact with each other and the instructor, but none of the interviewed teachers appeared to have experience with this type of class.

Teachers who prefer short training generally cited personal obligations as the reason for their preference (difficulty finding child care for evening or Saturday training that took place over a series of weeks, etc.), although a few said that they find it difficult to remain focused on a particular training topic in a sustained manner.

With the exception of training on working with English Language Learners, teachers generally find training topics to be useful (see Table 11). Differences will be discussed but it should be kept in mind that teachers are generally finding the training they receive to be helpful and differences among topics should not be interpreted as a weakness in any of the endorsed topics. During interviews, we asked teachers about the least helpful training topics in their work with children (as well as the best) and teachers rarely felt that any training topics lacked usefulness. Teachers made comments such as, “I use all of them [trainings],” and “You’re always learning something [in trainings].”

TABLE 11: THE USEFULNESS OF TRAINING RECEIVED IN THE PAST TWO YEARS BY TOPIC

| | ALL | CCC | FCCH |
|-----------------------------------------------------------------|------|------|-------|
| Child psychology and development | 3.24 | 3.25 | 3.21 |
| Early Literacy | 3.38 | 3.38 | 3.36 |
| Classroom management/Behavior management | 3.31 | 3.29 | 3.49 |
| Working with children with disabilities and other special needs | 3.12 | 3.09 | 3.52* |
| Working with children who are English Language Learners | 2.75 | 2.75 | 2.71 |
| Implementing a specific curriculum | 3.14 | 3.14 | 3.14 |

Note: Respondents ranked usefulness on a four-point scale with “1” being not at all useful and “4” being very useful. * indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.

Both CCC and FCCH teachers rate early literacy training as relatively high in usefulness. While this may be related to the topic itself, repeated exposure to training on this topic may be increasing perceived usefulness as well. In the K-12 setting, it has been found that sustained, coherent training has a greater effect on practice than isolated training on a variety of topics (Cohen & Hill, 2001) and this may be true for ECE teachers in the child care setting as well. Teachers may also perceive this training as useful since recent policy and media rhetoric has stressed the importance of early literacy.

Teachers also find training in classroom and behavior management quite useful, particularly FCCH teachers. Some of the differences between CCC and FCCH teachers may be caused by self-selection. With the exception of mandated training, FCCH teachers probably enjoy more freedom to choose particular trainings than CCC teachers (who may be steered into particular selections by their directors). As noted above, FCCH teachers participate in fewer trainings on classroom and behavior management than CCC teachers. FCCH teachers who do choose to participate may be experiencing current difficulty in this area and therefore find the training more useful

than a CCC teacher who may be attending training on this topic because all the teachers in the center are being encouraged to do so.

Teachers generally find training on child psychology and development and curricular trainings to be useful as well. While both CCC and FCCH teachers report that training on working with children with special needs is useful, FCCH teachers find training on this topic particularly useful. Again, self-selection into training may be responsible – FCCH teachers who care for children with special needs may be seeking out this training and finding it relevant and helpful in their current situations. When asked about the best training experience she had ever received, one FCCH teacher mentioned a conference class on autism. She said:

It really stood out because I once had a kid who was autistic and, of course, it really, really helped me . . . you see children acting strangely and what-not but you don’t know what to do . . . It’s not the norm, you know? . . . And then [after the training] I could relate to parents and that was very, very much helpful.

During interviews, teachers were reluctant to identify topics that were particularly helpful, since they find all of their training to be helpful. Teachers occasionally mentioned particular trainings that they enjoyed; in one case, a teacher talked about a favorite from 1994. Teachers talked about how much they enjoyed enthusiastic, knowledgeable instructors but they also talked about less enjoyable trainings and how they often learned something in those as well. Overall, the interviewed teachers appear enthusiastic about training and excited about opportunities to improve their skills.

One concern voiced by several experienced FCCH and CCC teachers was the need for rigorous training that was not repetitive. As one experienced CCC teacher said, “After a while, there’s only so much ‘Fun with Science’ you can do, or ‘Discovery Fun’ you can do . . . you really can’t get in depth.” It appears that trainings that present challenging, fresh material to novices can appear superficial and repetitive to their more experienced peers. Several teachers suggest the Coalition consider offering advanced training on some topics as a follow-up to introductory trainings.

Some interviewed FCCH teachers also propose that training geared specifically to FCCH, rather than CCC, settings would be useful to them. Many feel that the challenges they face in teaching multi-age children and the difficulty of arranging their physical space to serve both the children they care for and their own families’ needs are largely ignored in training. One FCCH teacher noted:

The videos that they show, it is child care facilities. You should be setting your facility up like this and it’s never in homes where our space is more limited . . . It would be nice to see . . . different ways to set it up with your dining room being in there . . . so you’re using the whole house instead of a big open space.



Training and Job Satisfaction

While training can be perceived as useful by teachers, it can also affect them in other ways, specifically their job satisfaction. Training can help teachers with specific skills, but it can also send the message that they are valued professionals. Both of these can improve job satisfaction; thereby reducing turnover and providing children with more enthusiastic, competent teachers. One general measure of job satisfaction is whether teachers report that they are likely to still be teaching in two years, with “1” being very unlikely and “4” being very likely. To look at the relationship between training and job satisfaction, teacher’s responses to this question were compared to their training experiences. It should be kept in mind that correlation does not necessarily imply causation. For example, more satisfied teachers may seek out high quality training more often than less satisfied teachers. Despite this limitation, it is worth investigating the relationship between satisfaction and training.

One way to begin investigating this relationship is by looking at the number of trainings teachers have attended in the past two years. There is a positive relationship between the number of trainings attended and job satisfaction for each type of training, but the correlation is only significant for CDA renewal trainings (.122), workshops (.159) and conferences (.127). The significance of CDA renewal is not surprising as someone who is planning to leave the profession within the next two years has few incentives to renew.

The relationship between workshop and conference attendance and job satisfaction is more interesting. Teachers who attend these types of training are more satisfied and the relationship is stronger than the relationship between coursework and satisfaction. Since coursework requires a sustained commitment, it is unlikely that less satisfied teachers initially choose coursework over conferences and workshops. Conferences and workshops seem to generate job satisfaction in ways that coursework does not, but this may be related to teachers’ lack of experience with formal coursework. Given the current movement toward higher education and credentials for ECE teachers, teachers should be encouraged to begin making the move from non-credit bearing workshops and conference sessions toward a well-developed career plan that includes the accumulation of college credits.

The relationship between training topics and satisfaction is weak but positive, with one exception. Teachers who attended English Language Learner (ELL) trainings may be less satisfied than teachers who have not. One possible explanation for this is that these teachers are serving increasing numbers of ELL students in their classrooms and this is making them feel uncomfortable or inadequate in their preparation.

In addition to the number of trainings attended, teachers were asked if they were satisfied with the training opportunities made available to them. Overall satisfaction was significantly correlated with adequate training opportunities (.154). Making sure that teachers are aware of trainings and have the opportunity to attend available training has a positive impact on overall satisfaction.

“I like the longer [sustained training] ones, it gives you more opportunity to ask questions. The longer ones usually have the hands-on and they are more informative.”



Induction Experiences

In addition to formal training, novice teachers often learn from their more experienced peers and administrators. Teachers were asked about their first-year experiences and report that they often began teaching with full responsibility for a group of children. This is particularly true of FCCH teachers, with 81 percent reporting that they began teaching on their own either as a FCCH teacher or as a CCC teacher (see Table 12). It seems that most FCCH teachers began by teaching on their own, whether in their own FCCH or in a CCC, rather than co-teaching with a more experienced colleague.

TABLE 12: FIRST YEAR TEACHING EXPERIENCES

| In your first year of teaching, did you : | All | CCC | FCCH |
|----------------------------------------------------------------------------------|-----|-----|------|
| Teach on your own as a family child-care home provider? | 81% | na | 81% |
| Work in a child-care center with full responsibility for a group of children? | 62% | 66% | 21%* |
| Work in a child-care center under the supervision of a more experienced teacher? | 35% | 38% | 9%* |
| Co-teach with another teacher in a child-care center? | 40% | 43% | 7%* |
| Meet regularly with the center director? | 31% | 31% | na |
| Have a mentor teacher? | 23% | 23% | na |

Note: Totals may add to more than 100 percent as teachers were told to check all the choices that were applicable to their experience. Not Applicable (na) indicates that the question was not asked of this group.

CCC teachers were more likely to report experiencing some structured support as novices. Forty-three percent report co-teaching with another teacher, over a third report working under the supervision of a more experienced teacher, and almost a quarter had a mentor. CCC directors were also actively involved with their novice teachers, with almost a third of CCC teachers reporting regular meetings during their first year. While this is good news, two-thirds of CCC teachers report having full responsibility for a group of children during their first year – a possibly overwhelming experience for a novice. During future studies, it may be worthwhile to learn more about teachers’ first-year experiences and the types of support they are given, particularly since adequate support may mean the difference between a successful, competent teacher and a teacher who quickly leaves the profession.

CCC directors report wide variation in the support they provide to first-year teachers, consistent with the teacher responses discussed above. Almost all directors report an orientation for first-year teachers, but there is considerable variation in what this entails. Some directors describe a one-hour session that is largely devoted to completing paperwork while others offer longer sessions that include curriculum training, meetings with experienced teachers, and a detailed explanation of the school’s philosophy and how this applies to operations. Sixty percent of directors report that new teachers have a mentor – a higher percentage than teachers report – but this again may be a difference of definition. While most

directors talk about teaming new teachers with more experienced peers on an ongoing basis, others consider the presence of an assistant in the classroom to be mentoring or co-teaching. Most directors report that the support and training they provide to new teachers is a good investment, increasing both teacher retention and expertise.

Summary

Teachers have various training opportunities made available to them after entering the field. We asked teachers about the training delivery systems and topics they have participated in during the last two years and the perceived usefulness of these training experiences. The most commonly attended trainings were Department of Children and Families mandated training courses, which teachers generally report are quite useful. Workshops and in-service trainings are also quite popular delivery systems and reported as useful. Teachers were less impressed with their experiences with CDA renewal training and university courses.

On average, teachers attend more trainings on early literacy than on any other topic, followed by classroom and behavior management. These were also described as quite useful, as were most of the training topics we asked about. With a few exceptions, teachers report their recent training experiences – both the delivery systems and the training topics – to be useful.

In addition to its direct usefulness, training can affect overall job satisfaction as well. Attendance at conferences and workshops seems particularly effective in helping maintain enthusiasm for teaching. In addition, teachers who feel that adequate training opportunities are available to them are significantly more likely to be satisfied.

The novice year provides teachers with important training experiences, particularly if they receive support from more experienced peers and supervisors. Most teachers have full responsibility for a classroom in their first year but many of them also report co-teaching and mentoring experiences as well as regular meetings with the center director.

Training

What types of training are provided to ECE teachers prior to entering the field?

Pre-Service Training Experiences

Prior to entering the field, teachers report that they received some training, both formal and informal. Teachers report babysitting experience and reading books and magazines to prepare themselves before entering a classroom (see Table 13). Over two-thirds of teachers also report receiving infant and child CPR training as well. Over half of the prospective teachers observed other teachers prior to entering the field and almost half report attending workshops or conferences. This is encouraging as it indicates that some teachers are entering the field thoughtfully – they are finding out about what is involved prior to making their decision. The flip side of this,

of course, is that over half of teachers do not participate in many of these activities and that less than a third report having coursework in the field prior to entering the field. Increasing the opportunities for prospective teachers to hear about and participate in pre-service trainings may help improve this situation.

FCCH teachers and CCC teachers report different prior training experiences but neither group seems to be more likely to have received training. One exception is state-mandated Introductory Child Care Training and this difference makes sense – many FCCH teachers report that their first teaching experiences were as FCCH teachers, and they would be required to take this training prior to opening their businesses. Babysitting is another exception but how to enumerate these experiences is not immediately clear, and the two groups may have interpreted this question differently.

TABLE 13: THE NUMBER OF TRAININGS RECEIVED PRIOR TO ENTERING THE FIELD BY TRAINING TYPE

| | Percent Reporting At Least One Training | ALL | CCC | FCCH |
|-------------------------------------------------------------------------------------------------|-----------------------------------------|------|------|-------|
| Infant and child CPR. | 70.2% | 1.91 | 1.86 | 2.55 |
| Babysitting. | 67.8% | 5.11 | 5.30 | 2.77* |
| Reading books and magazines about caring for/teaching young children. | 62.0% | 3.45 | 3.44 | 3.67 |
| State-mandated Introductory Child Care Training. | 58.2% | 2.05 | 1.89 | 4.15* |
| Observing others teaching in a similar setting (whether informally or as an assistant teacher). | 55.3% | 2.38 | 2.44 | 1.76 |
| Workshops on caring for/teaching young children. | 44.6% | 1.77 | 1.74 | 2.13 |
| Conferences on caring for/teaching young children. | 40.0% | 1.35 | 1.35 | 1.31 |
| Conferences about early childhood/teaching. | 38.0% | 1.20 | 1.15 | 1.80 |
| Community college coursework about caring for/teaching young children. | 30.1% | 1.11 | 1.13 | .87 |
| High school coursework about caring for/teaching young children. | 27.7% | .73 | .76 | .40 |
| Four-year college coursework about caring for/teaching young children. | 20.4% | .87 | .88 | .72 |

* indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.



Perceived Usefulness of Pre-Service Training

Teachers report that their prior training was relatively useful, although high school and university coursework are seen as marginally useful (see Table 14). CCC teachers and FCCH teachers tend to be in agreement on the usefulness of prior trainings, although FCCH teachers found the state-mandated trainings to be significantly more useful than their CCC peers. Since these two groups take similar, but not identical, state-mandated trainings, this may reflect a difference in the relevance to the two groups or a difference in the quality of the non-identical portions. This difference also emerged earlier when teachers were asked about training in the past two years, so the pattern appears to hold

throughout teachers' careers. Generally, teachers found prior training to be helpful, so increasing the opportunities for all prospective teachers to participate in pre-service activities might increase both the number of prospective teachers and the likelihood that they will feel prepared and successful when they begin teaching.

Summary

Many teachers report pre-service training experiences that are informal, such as babysitting or reading books and magazines on their own, but almost half also report more formal experiences, such as observing classrooms and attending workshops or conferences. Teachers generally found both their informal and formal pre-service training useful.

TABLE 14: THE USEFULNESS OF TRAININGS RECEIVED PRIOR TO ENTERING THE FIELD BY TYPE OF TRAINING

| | ALL | CCC | FCCH |
|-------------------------------------------------------------------------------------------------|------|------|-------|
| Infant and child CPR. | 3.51 | 3.50 | 3.61 |
| Observing others teaching in a similar setting (whether informally or as an assistant teacher). | 3.38 | 3.38 | 3.30 |
| Reading books and magazines about caring for/teaching young children. | 3.34 | 3.34 | 3.40 |
| Workshops on caring for/teaching young children. | 3.33 | 3.28 | 3.49 |
| Babysitting. | 3.32 | 3.32 | 3.33 |
| State-mandated Introductory Child Care Training. | 3.28 | 3.23 | 3.64* |
| Conferences on caring for/teaching young children. | 3.27 | 3.25 | 3.48 |
| Conferences about early childhood/teaching. | 3.20 | 3.18 | 3.43 |
| Community college coursework about caring for/teaching young children. | 3.05 | 3.04 | 3.17 |
| High school coursework about caring for/teaching young children. | 2.87 | 2.86 | 2.88 |
| Four-year college coursework about caring for/teaching young children. | 2.84 | 2.83 | 2.85 |

Note: Respondents ranked usefulness on a four-point scale with "1" being not at all useful and "4" being very useful.
* indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.



Training

What types of training would CCC directors and ECE teachers like to see offered?

Training Delivery Systems

Teachers were asked about their training needs. Specifically, they were asked which training delivery systems and topics they would like to see made available more often. Teachers were most enthusiastic about workshops, in-service trainings, and conferences and least enthusiastic about opportunities to work with experts, community college courses, and university courses (see Table 15). Some of this may be familiarity with particular types of training. As discussed earlier, teachers were more likely to have attended workshops, in-service sessions, and conferences than to have taken coursework, particularly at the university level, or to have worked with more experienced teachers. Also, teachers who may have struggled academically in the past may not be asking to see more university coursework offered because they may be unsure whether they have the ability or credentials to enter a university program.

Teachers who had participated in coursework and worked with experts report that community college courses and work with experts were useful (university courses were still ranked relatively low on the scale). While it appears that teachers may be gravitating towards training types that are familiar, rather than expressing a genuine preference, it is also possible that they are concerned about scheduling difficulties with community college and university

TABLE 15: THE TRAINING DELIVERY SYSTEMS TEACHERS WOULD LIKE TO SEE MADE AVAILABLE MORE OFTEN

| | ALL | CCC | FCCH |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|------|
| Workshops about early childhood education/child development. | 63% | 65% | 45%* |
| In-service training sessions about early childhood education/child development. | 53% | 54% | 47% |
| Conferences about early childhood education/child development. | 44% | 45% | 25%* |
| Opportunities to work with expert early childhood education/child development. mentors (Observing their classes, having them observe yours, etc.). | 38% | 39% | 30% |
| Community college courses about early childhood education/child development. | 36% | 36% | 36% |
| University courses about early childhood education/child development. | 16% | 16% | 8% |

Note: Totals may add to more than 100 percent as teachers were told to check all applicable choices. * indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.

coursework and observations. To be effective, both of these types of training require a sustained commitment that short-term conferences, workshops, and in-service sessions do not. Busy teachers may be hesitant to make this commitment. It should be kept in mind, however, that short-term professional development has been found much less effective in changing practice than more sustained efforts in the Kindergarten through Grade Twelve setting (Cohen & Hill, 2001; Fullan, 1991; Hawley & Valli, 1999); and it may be worth encouraging ECE teachers to commit to these more sustained experiences by providing incentives for them to do so.



CCC teachers and FCCH teachers ranked delivery systems in a similar order, but FCCH teachers were less enthusiastic about conferences and workshops than CCC teachers. This may be because conferences and workshops often take place during the work day and may take place out of town. Most FCCH teachers are single proprietors, and it may be more difficult for them to arrange for substitutes while they attend these types of trainings.

CCC directors all report that they make training opportunities available to their teachers. While three directors emphasized in-house training opportunities, the others all mentioned a rich variety of training opportunities with half specifically mentioning Coalition offerings. Directors are generally pleased with the variety of delivery systems available, although three directors mentioned that they would like to see more on-line training made available. They feel that on-line training would reduce lost work time and the need for substitute teachers and would allow teachers with young children at home to learn at night, thereby avoiding child care expenses that might discourage them from otherwise attending training that takes place outside of regular work hours.

Directors frequently talked about the usefulness of training that is interactive, rather than in a straight lecture format. They believe teachers learn more when training is presented with both theoretical components and practice in applying those components. As one director noted, “If they don’t have the background to scaffold the endless hours of training, they will never be able to bring it to their classroom as easily and as quickly as we want (them) to.” This is consistent with teacher preferences.

Training Topics

Teachers would like to see more training made available on a variety of topics with classroom and behavior management being the most popular choice, and over half of teachers wanting more offerings in child psychology and development and creative play (see Table 16). CCC teachers were significantly more enthusiastic about classroom and behavior management than FCCH teachers, a choice that mirrors their participation in the past two years on training related to these topics.

There may be an unmet demand for trainings on child psychology and development. Teachers report taking relatively few of these trainings, and they are asking for more offerings on this topic. The problem does not appear to be with the quality of the current offerings, as teachers report that they were useful, but with their availability.

Teachers are not particularly anxious to see more offerings made available on curriculum implementation. This will be discussed in more detail in a later section, but it appears that current offerings are perceived as sufficient.

CCC directors are generally satisfied with current training topics but several mentioned that they would like to see more training made available on identifying and working with children with special needs. Forty-five percent of CCC teachers would like to see more training available on this topic as well. The Coalition may want to consider making these types of training available more frequently. While other topics are more popular with teachers, directors may encourage teachers to attend special education training, increasing attendance at these sessions. A few directors also commented that training topics can become redundant, making it difficult for their more experienced teachers to find training that appeals to them. The Coalition may want to offer a few “advanced” trainings on popular topics to see if this encourages seasoned teachers to be lifelong learners.

TABLE 16: THE TRAINING TOPICS TEACHERS WOULD LIKE TO SEE MADE AVAILABLE MORE OFTEN

| | ALL | CCC | FCCH |
|------------------------------------------------------------------|-----|-----|------|
| Classroom management/behavior management. | 58% | 59% | 39%* |
| Child psychology and development. | 55% | 56% | 45% |
| Creative play (ex. music and movement, dramatic play) | 54% | 54% | 47% |
| Working with children with disabilities and other special needs. | 44% | 45% | 32% |
| Early literacy. | 40% | 40% | 39% |
| Early learning standards (ex. VPK, School Readiness). | 40% | 40% | 32% |
| Math/science. | 34% | 35% | 26% |
| Working with English Language Learners. | 31% | 32% | 19%* |
| Implementing the curriculum my center currently uses. | 24% | 24% | 21% |
| Implementing other curricula. | 18% | 17% | 28%* |

Note: Totals may add to more than 100 percent as teachers were told to check all applicable choices.
* indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.

Summary

Teachers would like to see workshops, in-service trainings, and conferences made available to them more often. While they are less enthusiastic about coursework or the opportunity to work with experts, this may be the result of less experience with these delivery systems. So far as training topics, teachers are particularly anxious to see more offerings on classroom and behavior management, child psychology and development, and creative play. Directors would like to see more training available on identifying and teaching children with special needs, a topic where teachers also saw some unmet demand.



Training

What are the costs associated with training?

Who pays for training?

Training costs can be measured in a variety of ways. There are direct costs, such as workshop fees and substitute teacher wages, and indirect costs, such as time spent in training after work that might have been leisure time. Some costs are borne by groups such as the Coalition, some by centers, and some by teachers themselves.

Teachers were asked how they pay for their training. Over 40 percent of teachers report that they almost always pay for their own training (see Table 17). This may be discouraging some teachers from seeking out training, since CCC teachers and FCCH teachers are generally earning low to modest wages. As one CCC teacher put it, “If you have to pay, you pay, but then it is like ‘Ouch’ in the pocket!” The problem appears particularly severe for FCCH teachers as almost 60 percent of them report paying for most of their training themselves. FCCH teachers do take some advantage of low- or no-cost opportunities but the bulk of training expenses are still absorbed by the teachers themselves. Very few FCCH teachers are taking advantage of grants and financial assistance to pay for their training. This may be because of scarce availability, but it also seems likely that FCCH teachers are not aware of opportunities or find the application process cumbersome or confusing. When grants are available, they should be advertised widely (again, a list-serv could be a cost-effective way to reach FCCH teachers who have computer access while postcards could be used to reach others) and the application process streamlined as much as possible to encourage FCCH teachers to take advantage of funded training opportunities.

TABLE 17: HOW TEACHERS PAY FOR THEIR TRAINING

| | ALL | CCC | FCCH |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|
| The center pays for most of my training or reimburses me. | 45.3% | 45.3% | na |
| I almost always pay for training myself. | 41.9% | 40.7% | 58.3% |
| I try to sign up for training sessions that are offered by my Coalition, by 4C Orlando, or by the Florida Family Child Care Home Association at no cost or low cost. | 33.3% | na | 33.3% |
| The center pays me for the time I spend in training. | 19.9% | 19.9% | na |
| I generally apply for and receive grants and financial assistance to pay for my training. | 8.3% | na | 8.3% |

Note: Totals may add to more than 100 percent as teachers were told to check all applicable choices. Not Applicable (na) indicates that the question was not asked of this group.

* indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.

Almost half of CCC teachers report that their center absorbs most of the direct costs of their training. This finding is reasonably consistent with director’s reports. During the interviews, two-thirds of CCC directors report that they often pay for teachers to attend training or encourage their teachers to sign up for low- or no-cost offerings. The higher rate of payment reported by directors may be because directors are often willing to pay for certain types of trainings. If these compensated offerings do not match up with teachers’ choices, teachers will report a lower reimbursement rate than directors. There is a positive correlation (.37) between center size⁸ and the likelihood that the center will reimburse teachers for their direct training cost, meaning that larger centers may be more willing or able to pay for training.

While many CCC teachers are reimbursed for direct costs, a much lower percentage, 19.9 percent, is reimbursed for their time as well. Directors agree – only three out of 25, or 12 percent, report compensating teachers for time spent in training. This may be discouraging CCC teachers from signing up for trainings that take place outside of normal work hours.

The Teacher Education and Compensation Helps[®] (T.E.A.C.H.) scholarship program is one potential source of training funds. When asked if they are familiar with this state-funded program, 42 percent of both CCC and FCCH teachers responded affirmatively, leaving over half of teachers unfamiliar with this opportunity (see Table 18). Roughly 6 percent of teachers were current T.E.A.C.H. participants and 10 percent, or almost one quarter of teachers reporting familiarity with the program, had participated at some time. Teachers who knew about the program often decided to participate.

T.E.A.C.H. participation has been increasing over time. Sixty-six percent of teachers report that their scholarships began in the past three years, with the remaining teachers reporting that their scholarships began during the years from 1995 to 2003.

TABLE 18: EXPERIENCES WITH THE T.E.A.C.H. SCHOLARSHIP PROGRAM

| | ALL | CCC | FCCH |
|--------------------------------------------------|-------|-------|-------|
| Familiar with the T.E.A.C.H. scholarship program | 42.0% | 42.0% | 41.9% |
| Current scholarship recipient | 6.1% | 6.1% | 6.3% |
| Has been a scholarship recipient at some time | 9.9% | 9.9% | 10.0% |

⁸ For purposes of analysis, center size is measured by the total number of teachers and assistant teachers in a center, as reported by the center director.



Incentives for Teachers to Seek Training

While the cost of training can be a deterrent, incentives can encourage teachers to seek out training even when they must absorb the costs themselves. One obvious incentive is monetary and half of CCC teachers report receiving a pay raise as a result of training (see Table 19). Half of CCC teachers also report that training provides them with certification/recertification credit.

TABLE 19: TRAINING INCENTIVES FOR TEACHERS

| | ALL | CCC | FCCH |
|------------------------------------------------------------|-----|-----|------|
| Positive feedback from parents. | .63 | na | .63 |
| Pay raise. | .50 | .50 | na |
| Credit towards certification/recertification in the field. | .50 | .50 | na |
| Recognition by the center director. | .47 | .47 | na |
| Continuing education units (CEU). | .31 | .31 | .27 |
| Higher ratings in the evaluation by the center director. | .23 | .23 | na |
| College credit. | .20 | .21 | .12 |

Note: Totals may add to more than 100 percent as teachers were told to check all applicable choices. Not Applicable (na) indicates that the question was not asked of this group.

* indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.

Positive feedback can be a powerful incentive to seek out training as well. Almost half of CCC teachers report receiving positive recognition from the center director, and almost two-thirds of FCCH teachers receive positive recognition from parents. While this is good news, it also implies that half of CCC teachers do not receive

positive recognition from their directors when they attend training. Educating CCC directors about the effect that positive feedback can have on teachers' willingness to participate in training could help improve these percentages.

Slightly less than a quarter of teachers believe that their training results in higher evaluations by their director, yet every interviewed director had positive things to say about the effect of most training. Again, educating directors could be helpful here. Directors may recognize that training has a positive effect on teacher competency and rate teachers higher as a result but, when conducting the evaluation, directors may not be explicitly discussing the link that exists among training participation, better teaching, and higher ratings.

Summary

Almost half of teachers report that they generally pay for training themselves with most remaining CCC teachers reporting that their centers pay the cost and most remaining FCCH teachers reporting that they seek low- or no-cost training offered by agencies such as the Coalition. Few teachers report taking advantage of grant opportunities.

While many teachers report that there are incentives for them to seek out training, such as parental recognition (for FCCH teachers) and pay raises and recognition by the center director (for CCC teachers), some teachers report few or no incentives.



Training

What trainings have ECE teachers received on implementing Coalition-provided curricula and how satisfied are CCC directors and teachers with this training?

Curricular Choices

Teachers were asked what curriculum or curricula their center or home is currently using. Almost a third of teachers report that multiple curricula are used, with this response particularly common among CCC teachers (see Table 20). Over half of FCCH teachers report that they do not use a formal curriculum; future studies may want to investigate why this group does not use formal curricula more often and what steps might be taken to encourage them to reconsider this choice. From the interviews, it appears that the difficulty of implementing a curriculum in a multi-age setting and a perception that curricula are not designed for infants may play a role in teachers' decisions not to adopt a formal curriculum. The Coalition might want to consider offering trainings that are designed specifically to address these issues. Among teachers who report using one curriculum, Creative Curriculum is the most common choice, with almost a quarter of CCC teachers and over ten percent of FCCH teachers reporting its use.

TABLE 20: CURRICULAR CHOICES

| | ALL | CCC | FCCH |
|----------------------------------------------|-------|-------|-------|
| A Planning Guide | .3% | .3% | .0% |
| ABEKA | 4.3% | 4.7% | .0% |
| Beyond Centers and Circle Time (BCCT) | 1.1% | .9% | 3.4% |
| Bright Beginnings | .0% | .0% | .0% |
| Creative Curriculum | 21.7% | 22.7% | 10.3% |
| High Scope | .5% | .3% | 3.4% |
| High Reach | 8.7% | 8.8% | 6.9% |
| Houghton Mifflin PreK | .3% | .3% | .0% |
| Montessori | .5% | .6% | .0% |
| Scholastic | .3% | .3% | .0% |
| Wee Learn | 5.4% | 5.3% | 6.9% |
| Other | 5.4% | 5.6% | 3.4% |
| Curriculum from National Organization | 4.6% | 5.0% | .0% |
| Center-designed curriculum | 10.9% | 11.8% | na |
| Multiple curricula are used | 31.5% | 33.0% | 13.8% |
| No formal curriculum is used | 4.3% | .3% | 51.7% |

Note: Coalition-approved curricula are in bold type. No teachers report that their center or home uses Galileo or Beyond Cribs and Rattles (BCR), although BCR may be included in the total reported for Beyond Centers and Circle Time (BCCT). Totals will not add up to 100 percent as some teachers use more than one curriculum.

Coalition-approved curricula are used extensively, with 42.6 percent of teachers reporting the use of either a Coalition-approved curriculum or multiple curricula that are all Coalition-approved. FCCH teachers do not report the extensive use of any curricula that are not Coalition-approved. CCC teachers report using center-designed curricula (10.9 percent) and ABEKA (4.3 percent) fairly frequently, but Creative Curriculum, an approved curriculum, is still the most popular choice.

Curriculum Selection

FCCH teachers were asked about their curriculum selection decision and CCC teachers were asked about their involvement in the decision. FCCH teachers tend to review several curricula before making a choice and training availability plays an important role in their eventual decision (see Table 21). In addition to training, the availability of supplemental materials and cost are considered. FCCH teachers generally disagree when asked if prior experience with a particular curriculum is important. This supports their assertion that training availability is important since they are not simply staying with a familiar curriculum but are considering a variety of new options.

TABLE 21: CURRICULUM SELECTION

| | ALL | CCC | FCCH |
|----------------------------------------------------------------------------------------|------|------|------|
| I selected this curriculum because there was training available in how to use it. | 3.43 | na | 3.43 |
| I selected this curriculum after reviewing several curricula. | 3.17 | na | 3.17 |
| I selected this curriculum because of the materials that were available to go with it. | 3.15 | na | 3.15 |
| I selected this curriculum because the cost was reasonable. | 3.08 | na | 3.08 |
| I selected this curriculum because I had used it before. | 2.67 | na | 2.67 |
| I am required to use this curriculum. | 3.40 | 3.40 | na |
| I was able to select this curriculum for my classroom; it was my decision. | 2.13 | 2.13 | na |
| I don't know what curriculum our center uses. | 1.46 | 1.46 | na |

Note: Respondents ranked agreement on a four-point scale with "1" being strongly disagree and "4" being strongly agree. Not Applicable (na) indicates that the question was not asked of this group.

CCC teachers are generally required to use a particular curriculum and do not usually get to select their own choice. The fact that CCC teachers do not usually select their own curriculum makes training important for this group, as well. Just as FCCH teachers may be choosing unfamiliar curricula, CCC teachers may be instructed to teach using unfamiliar curricula.

Curricular Training

This brings us to the question of whether teachers find that curricular training is available and useful. For purposes of this analysis, Coalition-approved curricula will be emphasized, with non-approved curricula included for comparative purposes.

Teachers generally find curricular training to be useful, with both CCC and FCCH teachers rating training that they have attended on implementing a specific curriculum as 3.14, between “useful” and “very useful” (see Table 11, on page 18). When we compare the responses of teachers using Coalition-approved and non-approved curricula, teachers using approved curricula have generally found the training they have received to be more useful (see Table 22). Despite attending fewer total hours of training and fewer training sessions, they are significantly more likely to have received at least some training, to feel that this training was of high quality, and to feel that the training they received included enough hours. They also appear to be more comfortable using Coalition-approved curricula.

TABLE 22: CURRICULUM TRAINING – TYPE OF CURRICULUM

| | Coalition-approved | Non-approved |
|-----------------------------------------------------------------------------------|--------------------|--------------|
| Usefulness of curricular training received in the last two years. | 3.17 | 3.11 |
| <i>The number of curricular training sessions attended.</i> | 3.26 | 4.04 |
| <i>The number of hours of curricular training sessions.</i> | 19.48 | 26.36 |
| I have received training in using this curriculum. | 3.26* | 2.97 |
| I received high quality training in using this curriculum. | 2.97* | 2.69 |
| I received enough hours of training in using this curriculum. | 3.15* | 2.86 |
| I feel comfortable using this curriculum. | 3.56 | 3.39 |
| I selected this curriculum because there was training available in how to use it. | 3.42 | 3.45 |

Note: For items in regular font, respondents ranked agreement on a four-point scale with “1” being not at all satisfied and “4” being very satisfied (Item 1), or with “1” being strongly disagree and “4” being strongly agree (Items 4-8). For italicized items, respondents reported the actual numbers of sessions or hours (Items 2 and 3). * indicates that the difference between teachers using Coalition-approved and non-approved curricula was statistically significant at the .05 level.

Given that teachers using Coalition-approved curricula are generally more satisfied with the training they have received than teachers using non-approved curricula, the next question is whether the curricular training provided by the Coalition appears to be superior to the training provided by other groups or if there is simply better training available in general for Coalition-approved curricula. Teachers who have attended at least one Coalition-provided curricular training session appear to generally be more satisfied with the curriculum training they have received than those who have not (see Table 23). Teachers attending at least one Coalition-provided training are significantly more likely to have found curricular training useful (3.35 compared to 3.03), to have attended more training sessions (4.47 compared to 3.73) and to have spent a larger number of hours in curricular training (30.70 compared to 22.94) than teachers who have not attended any Coalition-provided training. They are also significantly more likely to agree that they have received an adequate amount of training and that they are comfortable using the curriculum. In addition, they are also more likely to feel that they received high quality training.

TABLE 23: CURRICULUM TRAINING – TRAINING PROVIDER

| | At Least One Coalition-Provided Training | No Coalition-Provided Training |
|-----------------------------------------------------------------------------------|------------------------------------------|--------------------------------|
| Usefulness of curricular training received in the last two years. | 3.35* | 3.03 |
| <i>The number of curricular training sessions attended.</i> | 4.47 | 3.73 |
| <i>The number of hours of curricular training sessions.</i> | 30.70 | 22.94 |
| I have received training in using this curriculum. | 3.61* | 3.06 |
| I received high quality training in using this curriculum. | 3.34 | 2.79 |
| I received enough hours of training in using this curriculum. | 3.52* | 2.95 |
| I feel comfortable using this curriculum. | 3.76* | 3.45 |
| I selected this curriculum because there was training available in how to use it. | 3.79 | 3.36 |

Note: For items in regular font, respondents ranked agreement on a four-point scale with “1” being not at all satisfied and “4” being very satisfied (Item 1), or with “1” being strongly disagree and “4” being strongly agree (Items 4-8). For italicized items, respondents reported the actual numbers of sessions or hours (Items 2 and 3). * indicates that the difference between teachers receiving at least one Coalition-provided training and those receiving no Coalition-provided training was statistically significant at the .05 level.

Teachers who use Coalition-approved curricula report better training experiences than those who do not, and attendance at Coalition-sponsored training has a positive effect as well. It appears that the Coalition’s curricular training efforts are making a difference to teachers.

This is consistent with interview results as well. Teachers generally had positive things to say about Coalition-sponsored curricular training, although they had a few suggestions as well. Several teachers felt that the training had changed their teaching for the better, even when they were not initially enthusiastic. One CCC teacher said:

[Creative Curriculum] was totally different than what I had learned before . . . their philosophy is teaching in a different way. But now I hold so tight to that, I really agree with everything they were saying. So it was a hard sell for me at first because I was so into the way I was doing things, but now I feel strong with it.

A FCCH teacher noted:

[Using] Beyond Centers and Circle Time . . . there’s not a checklist, there’s not a report card, so you just have to ask parents [if your teaching is effective]. Can they see a difference in their child? So that’s what’s important to find out . . . And she [a parent] goes ‘he’s [her child] really into it where before he knows the letters and stuff, but now he’s into wanting to do things with letters and wanting to write words and that type of thing.’

This teacher was very excited when parents reported that their children were more enthusiastic about learning at home, as well as in the FCCH setting, and believed that this positive change was due to the training she had received and the resulting changes to her teaching.

Another CCC teacher reported that Coalition-sponsored training changed her beliefs about appropriate teaching methods. She said:

Now I know . . . you can do everything, even a mess with paper, it's okay with that. Before for me was not like that. No, you had to be clean in your room, you had to be organized to keep it, and don't make a mess in your room . . . Now I know everything is okay.

Of course, not all teachers report large changes in their teaching as a result of Coalition-sponsored training but most do report positive training experiences. Even the few who were dissatisfied with the conditions during training (overcrowded or noisy) felt that the training had generally been a positive experience.

Teachers were pleased with their ability to implement curricula after receiving Coalition-sponsored training, but they did have a few suggestions as well. As mentioned earlier, FCCH teachers find it frustrating that most training tends to assume that their physical space is similar to that found in centers. When discussing Coalition-sponsored training, one concern voiced by several CCC and FCCH teachers is that the training tends to assume that space and materials are readily available. One CCC teacher commented:

The Creative Curriculum [training] . . . was exciting as far as classroom setup, however, it is not useful, because most of the classrooms, those are like dream classrooms. The rooms [in my center] really aren't set up to accommodate that kind of stuff. So I think it might be helpful to do realistic training so far as . . . this is your budget, what can you do? Use the resources that are on-hand and more available to you, maybe free, or cheap, or things that you can ask the parents to bring in that they regularly have at their house.

One FCCH teacher said, "it [part of the training] was on how to set up a large day care, media centers and that kind of thing, and I don't have that kind of space," while another commented that she did not have room to store large quantities of materials such as blocks and would have appreciated a discussion of how to effectively use smaller amounts of each material with the children. The Coalition may want to consider adding a component to their training addressing these concerns, while still encouraging teachers to strive for the ideal.

A few teachers suggested that additional training on the assessment component of their curriculum would be helpful. Even though the material was covered in curricular training, they did not feel particularly competent in this area. Not all of the teachers who expressed this concern had attended Coalition-sponsored training, so the problem does not seem to be a particular weakness of

Coalition-sponsored training. Nonetheless, the Coalition may want to consider offering training that focuses on appropriate assessments for Coalition-approved curricula. One possibility is to offer this as advanced training for experienced teachers who have already received curricular training – a group that is asking for training geared for their higher level of expertise.

At centers where Coalition-approved curricula are used, directors generally report that at least some of their teachers have attended Coalition-sponsored training. Directors were generally pleased with this training, although a few said their teachers found it difficult to attend training on three consecutive Saturdays (particularly when the teacher had young children at home) and several mentioned teacher concerns that the first part of the training was too lecture-oriented. When we spoke with the teachers themselves, they commented that they did not enjoy the emphasis on lecture in the first part of the training, but they felt that the information provided was helpful. Directors were generally appreciative of the Coalition's efforts to help them train their teachers and to provide them with materials.

At centers where non-approved curricula are used, directors are more likely to talk about having teachers watch DVDs in order to receive curricular training. While these may be high-quality DVDs, it seems unlikely that teachers watching a video in isolation are receiving the same quality of training as the more sustained, interactive Coalition offerings. This is consistent with the earlier finding that teachers using Coalition-approved curricula and attending Coalition-sponsored training report better training experiences than other teachers.

Summary

Coalition-approved curricula are the most popular curricular choices, with almost half of teachers reporting their use. When FCCH teachers select a curriculum, training availability plays a large role in their decision (CCC teachers do not usually select the curriculum they will use in their classroom). Teachers are generally satisfied with the training they have received, with teachers who use Coalition-approved curricula and those who have attended at least one Coalition-provided curricular training being significantly more satisfied than other teachers. Teachers do have several suggestions for improvement, and the Coalition may want to consider incorporating these suggestions into their training plans. Directors are generally pleased with and appreciative of Coalition offerings.

“I’m still somewhat disappointed with some parents. There’s just a lack of involvement in their child’s education. They drop them off and say, ‘Here, take this kid for a while and I’ll see you later.’”



Retention

How do job characteristics and personal considerations affect job satisfaction and retention?

Remaining in the current position

Teachers were asked about the importance of particular job characteristics in their decision to remain at their current center or to continue as a FCCH teacher. Relationships appear to be the most important factor in this decision (see Table 24). For CCC teachers, having a competent director and good relationships with the center director, peers, parents, and the children were all quite important, averaging 3.59 or higher on a four-point scale. FCCH teachers rate the presence of supportive parents and enjoyable children significantly higher than CCC teachers do, but this may occur because the lack of colleagues and supervisors increases the relative importance of these relationships.

TABLE 24: IMPORTANCE OF JOB CHARACTERISTICS IN DECISION TO REMAIN AT THEIR CURRENT CENTER/CONTINUE AS A FAMILY CHILD-CARE HOME PROVIDER

| | ALL | CCC | FCCH |
|-------------------------------------------------------|------|------|-------|
| A competent director. | 3.77 | 3.77 | na |
| Good relationship with the center director. | 3.70 | 3.70 | na |
| Pleasant relationship with the other teachers. | 3.61 | 3.61 | na |
| I enjoy working with children. | 3.60 | 3.57 | 3.88* |
| Having parents who support me. | 3.59 | 3.57 | 3.76* |
| The center’s reputation in the community. | 3.56 | 3.56 | na |
| Flexible hours. | 3.50 | 3.52 | 3.25* |
| Adequate wages. | 3.40 | 3.39 | 3.54 |
| Working in my home(FCCH)/close to where I live (CCC). | 3.25 | 3.19 | 3.87* |
| Training opportunities. | 3.20 | 3.21 | 3.11 |
| Benefits such as health insurance. | 2.98 | 2.98 | 2.91 |
| My own child can be with me during the day. | 2.34 | 2.31 | 2.60 |

Note: Respondents ranked agreement on a four-point scale with “1” being not at all important and “4” being very important. Not Applicable (na) indicates that the question was not asked of this group.

* indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.

Flexible hours, wages, proximity to home, and training opportunities were all important to teachers as well. Flexible hours were significantly less important to FCCH teachers – a finding that makes sense given that teachers who choose this route realize that they will, for the most part, be sole proprietorships with limited flexibility in their work schedules. For CCC teachers, the reputation that the center enjoys in the community was surprisingly important, surpassing flexible hours and adequate wages in importance.

While having their own children with them during the day appears relatively unimportant, the average is misleading in this case. Only 16.9 percent of teachers rated this characteristic “somewhat

important” or “important,” with 47.1 percent and 36.0 percent rating it as “not at all important” or “very important,” respectively. For many teachers, this characteristic is irrelevant but, when it matters, it tends to matter a lot.

In addition to identifying important characteristics, teachers were asked how satisfied they were with job characteristics at their current center or as a FCCH teacher. The pattern of relationship

TABLE 25: SATISFACTION WITH JOB CHARACTERISTICS AT THE CURRENT CENTER/AS A FAMILY CHILD-CARE HOME PROVIDER

| | ALL | CCC | FCCH |
|---------------------------------------------------------------------------------------------------------------------|------|------|-------|
| The children are enjoyable to work with. | 3.57 | 3.55 | 3.80* |
| Distance from where I live. | 3.56 | 3.56 | na |
| Relationship with the center director. | 3.53 | 3.53 | na |
| Relationship with the other teachers. | 3.44 | 3.44 | na |
| The degree to which parents support me. | 3.32 | 3.29 | 3.57* |
| Flexibility of hours. | 3.30 | 3.38 | 2.90* |
| Training opportunities. | 2.90 | 2.90 | 2.91 |
| Wages. | 2.21 | 2.15 | 2.81* |
| Benefits such as health insurance. | 2.01 | 2.05 | 1.60* |
| <i>I am generally satisfied with being a teacher at this center.</i> | 3.47 | 3.47 | na |
| <i>There is a great deal of cooperative effort among staff members in my center.</i> | 3.43 | 3.43 | na |
| <i>The center director is helpful and supportive when I am having difficulty with a particular child.</i> | 3.43 | 3.43 | na |
| <i>The center director is supportive and encouraging.</i> | 3.39 | 3.39 | na |
| <i>I am satisfied with the number of children that I care for.</i> | 3.32 | 3.31 | 3.43 |
| <i>I feel supported by colleagues to try out new ideas.</i> | 3.28 | 3.28 | na |
| <i>The center director understands the problems faced by the staff.</i> | 3.27 | 3.27 | na |
| <i>The center director sets priorities, makes plans, and sees that they are carried out.</i> | 3.25 | 3.25 | na |
| <i>My center director lets staff members know what is expected of them.</i> | 3.23 | 3.23 | na |
| <i>You can count on most staff members to help out even though it may not be part of their official assignment.</i> | 3.22 | 3.22 | na |
| <i>The center director treats all the teachers in a fair, evenhanded way.</i> | 3.20 | 3.20 | na |
| <i>Necessary materials and supplies are available as needed by the staff.</i> | 3.16 | 3.16 | na |
| <i>Teachers at this center have a good idea of each other's teaching goals and classroom practices.</i> | 3.14 | 3.14 | na |
| <i>I like the way things are run at this center.</i> | 3.14 | 3.14 | na |
| <i>Staff members are recognized for a job well done.</i> | 3.14 | 3.14 | na |
| <i>I think about moving to another center.</i> | 1.68 | 1.68 | na |

Note: For items in regular font, respondents ranked agreement on a four-point scale with “1” being not at all satisfied and “4” being very satisfied. For italicized items, respondents ranked agreement on a four-point scale with “1” being strongly disagree and “4” being strongly agree.

* indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.

satisfaction mirrors that of importance. The average teacher is happy with her or his relationships at work (see Table 25) – the characteristic that matters the most according to the previous discussion. They enjoy the children (3.57), their directors (3.53), and their peers (3.44), and find parents supportive (3.32). When asked specific questions about the support they receive from directors and peers, CCC teachers were generally positive. They believe their directors treat them in a fair manner (3.20), are supportive and encouraging (3.39), and are willing to help when a teacher has difficulty with a particular child (3.43). The average teacher feels like colleagues are supportive when they want to try new ideas (3.28) and work together in a cooperative manner (3.43). Teachers also believe that their class sizes are reasonable (3.32), a factor that probably helps them enjoy their work with the children.

When surveyed, teachers reported they were generally happy with the support they received from parents; however, dissatisfaction surfaced in the interviews. When probed about any areas where teaching had failed to live up to their expectations, some teachers mentioned that they are disappointed with parents. One teacher who “strongly agreed” that parents were supportive when completing her survey said that:

The only disappointment I’ve ever had is that I’m still somewhat disappointed . . . with some parents. There’s just a lack of involvement in their child’s education . . . they drop them off and say, ‘Here, take this kid for a while . . . and I’ll see you later.’ And that’s my biggest disappointment.

This difference may stem from the wording of the survey question. Parents support teachers in the sense that they approve of what teachers are doing. These teachers express dissatisfaction with parents’ involvement in their children’s learning, not with the way parents treat the teachers.

CCC teachers are also generally happy with the distance from the center to their homes (3.56) and with the flexibility of their work hours (3.38), but FCCH teachers are somewhat dissatisfied with the flexibility of their hours (2.90) – a finding that is consistent with the sole proprietorship model under which most of them operate.

Teachers express some dissatisfaction with training opportunities as well. Since teachers generally found the training they received to be useful, as discussed in an earlier section, this probably reflects an inadequate number of training opportunities or an inability to take advantage of opportunities, rather than poor quality. This is consistent with the earlier discussion of the difficulties teachers face in attending training sessions. The earlier discussions of the types of training and training topics that teachers would like to see offered, and barriers to their taking advantage of current offerings provide information that could be used to address this issue.

Wages and benefits are problematic. It was noted earlier that when teachers decide to enter the field, they are aware of low wages and limited benefits but choose to become ECE teachers anyway. Once

they are in the field (and in many cases, have entered the paid work force for the first time), wages and benefits start to matter more. Current teachers feel that wages are important, and are quite dissatisfied with both their wages (2.21) and benefit packages (2.01). When CCC teachers and FCCH teachers are compared, CCC teachers are significantly less satisfied with their wages (2.15 compared to 2.81) and FCCH teachers are significantly less satisfied with their benefits (1.60 compared to 2.05). The average center probably has higher non-teaching costs, such as administrative salaries and overhead costs, and this may depress teacher salaries while FCCH teachers, like most self-employed business owners in the current policy environment, probably have difficulty obtaining reasonably-priced benefits like health insurance. While the severity varies between the two groups, low wages and inadequate benefits are a problem for both CCC and FCCH teachers.

Teachers expressed concerns about pay and benefits during interviews as well. When asked what they would like to change about their current job, CCC teachers frequently mentioned the pay and occasionally expressed concerns about health insurance while FCCH teachers often talked about the difficulty of obtaining health insurance and sometimes mentioned low pay as a concern. The Coalition may want to consider providing wage stipends tied to professional development – foundations may be a possible funding source – and pursue the establishment of group health insurance benefits anchored by the Coalition for interested providers.

CCC teachers are generally satisfied teaching at their current centers (3.47) and do not really think much about moving to another center (1.68), liking the way things are run at their centers (3.14). While this is encouraging, some teachers are dissatisfied and seek alternative employment.

Teachers were asked whether or not they plan to continue working in their current centers or remain FCCH teachers in the following year and, if not, they were asked a series of questions about their decision to seek other employment. Inadequate wages (3.07) are the main reason cited by CCC teachers and a lack of benefits (2.83) is the main reason cited by FCCH teachers when asked about their decision to seek other employment (see Table 26). This is consistent with the satisfaction ratings discussed above and, as we will see in a later section, is also consistent with the reasons provided by teachers who have left their centers for other positions. Teachers are generally dissatisfied with pay and benefits and it is driving some of them to seek other employment. Not a single other factor was cited, on average, as being important even “to some extent” (a “3” on the scale). Some FCCH teachers found the long hours a deterrent (2.67), but even this failed to be a major impetus for the average job seeker. In short, money matters, many teachers are dissatisfied with their current wage and benefit package, and it is driving some of them to seek employment elsewhere.

Table 26: The Extent to Which Job and Personal Factors Affect the Decision to Seek Other Employment

| | ALL | CCC | FCCH |
|--------------------------------------------------------------------------------------------------------------|------|------|-------|
| Low wages. | 3.05 | 3.07 | 2.67 |
| Lack of benefits such as health insurance. | 2.56 | 2.55 | 2.83 |
| Long hours. | 2.67 | na | 2.67 |
| The work is too tiring or too stressful. | 2.17 | 2.20 | 1.50* |
| The children I currently teach will no longer be needing family home child care. | 2.14 | na | 2.14 |
| I am burned out. | 2.13 | 2.12 | 2.29 |
| My personal situation has changed (ex., birth or adoption of a child, the need to care for an aging parent). | 2.05 | 2.08 | 1.50 |
| I want to work with other adults rather than by myself. | 2.00 | na | 2.00 |
| Inadequate training opportunities. | 1.76 | 1.77 | 1.50 |
| Inflexible hours. | 1.57 | 1.57 | na |
| Poor relationship with the center director. | 1.57 | 1.57 | na |
| Poor relationship with the other teachers. | 1.45 | 1.45 | na |
| The parents do not support me or tend to take advantage of me. | 1.45 | 1.44 | 1.83 |
| It is too far from where I live. | 1.35 | 1.35 | na |
| I am being terminated. | 1.11 | 1.11 | na |

Note: Respondents ranked agreement on a four-point scale with “1” being not at all and “4” being to a very great extent. Not Applicable (na) indicates that the question was not asked of this group. * indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.

We will see in a later section that CCC directors are generally aware of teachers’ frustration with their low pay and that they try to compensate by offering training opportunities, flexible hours, low-cost incentives such as birthday celebrations, and, in some cases, benefits such as health insurance. These offerings are consistent with the preceding discussions of the kinds of incentives that matter to teachers and how well their needs are being met at their current centers.



Satisfaction with Teaching

When asked about the likelihood that they would still be ECE teachers in two years, the average teacher was at the low end of the “likely” to “very likely” range (3.24), with CCC teachers averaging 3.22 and FCCH teachers averaging 3.44. FCCH teachers may be somewhat more likely to stay in the field, but this is probably a function of their age and experience. Across professions, older and more experienced employees are less likely to switch fields than their younger, less-experienced peers.

Teachers were asked a series of questions designed to reveal their satisfaction with teaching and with particular aspects of the profession. Teachers are generally satisfied with their decision to teach, with the average teacher agreeing that they would make the same choice if they could go back and choose their job all over again (see Table 27). They feel teaching allows them to be lifelong learners and find that parents are generally supportive. When asked about possible negative aspects of the job, such as fatigue, low pay, and stress, teachers generally disagreed that these statements apply to them. While both FCCH teachers and CCC teachers are satisfied with their chosen profession, FCCH teachers are more enthusiastic – often significantly so – than CCC teachers. For example, the average FCCH teacher rated choosing the same job all over again at 3.63 (the upper end of the area between “agree” and “strongly agree”) while CCC teachers rated this at 3.32 (the lower end of the same area). Both groups are satisfied, but FCCH teachers are generally more satisfied.



we looked at the correlation between teachers’ responses to the question about whether they planned to still be ECE teachers in two years and the series of questions about general satisfaction. Results were reasonably consistent with previous findings that relationships matter. The likelihood that a teacher planned to remain in the profession for at least two years was significantly correlated with her or his satisfaction with: working with children (.244), support from the director (.240), peer support (.229) and cooperation (.138), class size (.191), and parental support (.181). As discussed above, most teachers are satisfied with their relationships so few teachers cited this as the reason why they are seeking other employment. When relationships are poor, however, it can drive teachers away from the profession. An alternative explanation for this finding does also exist, however. When teachers are planning to leave the field, they may not invest as much time and effort into building relationships, so that the decision to leave within the next two years may be causing poor relationships, rather than the other way around.

Teachers who are satisfied with their wages are significantly more likely to plan to remain in teaching (.246). It appears that professional development has a significant effect as well; teachers who are satisfied with their training opportunities (.154) and those who feel that they are constantly learning (.229) are more likely to plan to stay. Finally, teachers who are satisfied with the flexibility of their hours are also more likely to plan to remain in teaching (.154).

Summary

When deciding whether or not to remain in their current position, the quality of relationships with the director, peers, parents, and children are all important, and the average teacher is satisfied with these relationships. Wages and benefits, while not as important, also matter and many teachers are dissatisfied with this aspect of their current situation. When teachers decide to leave their current position, wages are the most commonly-cited factor in the decision to seek other employment. Teachers also report that, on average, they are satisfied with their decision to teach, with the average teacher agreeing that they would make the same choice if they could go back and choose their job all over again.

TABLE 27: SATISFACTION WITH TEACHING

| | ALL | CCC | FCCH |
|---------------------------------------------------------------------------------------------------------------------------------------|------|------|-------|
| If I could go back and choose my job all over again, I would become an early childhood teacher/Family Child Care Home provider again. | 3.34 | 3.32 | 3.63* |
| Parents are generally supportive. | 3.35 | 3.31 | 3.75* |
| In this job, I am constantly learning and seeking new ideas. | 3.11 | 3.08 | 3.53* |
| I miss adult interaction with this job. | 2.30 | na | 2.30 |
| If I could get a higher paying job, I'd leave teaching as soon as possible. | 2.25 | 2.28 | 1.88* |
| I don't seem to have as much enthusiasm now as when I began teaching. | 1.95 | 1.96 | 1.86 |
| The stress and difficulty involved in being a family child-care home provider/teaching at this center isn't really worth it. | 1.73 | 1.75 | 1.42* |
| I think about leaving the field because I'm just too tired to work sometimes. | 1.66 | 1.66 | 1.59 |
| I sometimes feel it is a waste of time to try to do my best as a child-care provider. | 1.54 | 1.57 | 1.22* |

Note: Respondents ranked agreement on a four-point scale with “1” being strongly disagree and “4” being strongly agree. Not Applicable (na) indicates that the question was not asked of this group.

* indicates that the difference between CCC teachers and FCCH teachers was statistically significant at the .05 level.

While asking teachers directly about factors influencing their decision to seek other employment is helpful, sometimes they are hesitant to provide particular reasons or they are not quite sure what reasons are behind their decision. To see if this was the case,

Retention

How do Coalition-approved curricula and Coalition training affect job satisfaction and retention?

It was noted earlier that teachers who have attended at least one Coalition-sponsored curricular training or whose centers use Coalition-approved curricula are generally more comfortable with their curriculum and satisfied with their curricular training experiences than other teachers. In addition to this direct relationship, we looked at the correlation between attending Coalition-sponsored curricular training or the use of Coalition-approved curricula and more general job satisfaction items. Given the importance of relationships and wages to satisfaction, it would be extremely difficult to isolate the relationship between the curricular factors and satisfaction in the quantitative portion of the study. As expected, the use of Coalition-approved curricula was not significantly correlated with any of the general satisfaction items or with the likelihood that a teacher planned to remain in his or her center or as a FCCH teacher for the next two years.

Attending at least one Coalition-sponsored curricular training was not significantly correlated with any of the general satisfaction items but, surprisingly, there was a significant, positive relationship between attending at least one Coalition-sponsored curricular training and the likelihood that a teacher planned to remain in his or her center for the next two years. There are two plausible explanations for this finding.

The first is that, as discussed earlier, CCC teachers who have attended at least one Coalition-sponsored curricular training are significantly more likely to feel that they have received high quality curricular training, an adequate number of hours of curricular training, and are comfortable using their curriculum. In turn, this may increase their feelings of competence and professionalism, thereby making it more likely that they will plan to stay in their current positions. If this explanation is driving the relationship between Coalition-sponsored training attendance and mobility plans, then Coalition-sponsored curricular training is indirectly improving retention.

A second possibility is that directors who send their CCC teachers to Coalition-sponsored training are also more likely to give their teachers positive feedback, again enhancing teachers' perceptions of their competence and professionalism. The correlation between attending a Coalition-sponsored training and receiving positive recognition from the director as a result of training is positive (.164) and significant. Directors who send their teachers to Coalition-sponsored training appear more likely to provide positive feedback and recognition to teachers when they attend training sessions than directors who do not give teachers this opportunity, increasing the likelihood that they plan to continue teaching in the center. If this explanation is driving the relationship between Coalition-sponsored training attendance and mobility plans, then the correlation is spurious – in other words, no causal relationship exists between Coalition-sponsored training attendance and lack of mobility; rather, both variables happen to be correlated with positive director feedback and this gives the appearance of a relationship.

Given the available data, it is impossible to tell which explanation is driving the observed relationship. It seems likely that both scenarios are true at least some of the time for CCC teachers and that attending Coalition-sponsored curricular training may positively affect retention for at least some CCC teachers.

Summary

While the use of Coalition-approved curricula does not appear to significantly affect job satisfaction and retention, attendance at Coalition-sponsored curricular training is positively correlated with CCC teacher plans to remain in their current center. It appears that this may be the result of both indirect effects – teachers who attend these trainings are more comfortable with the curriculum they use, positively affecting retention – and a spurious correlation – directors who send their CCC teachers to Coalition-sponsored curriculum training are also more likely to give teachers positive feedback.



Retention

Choosing to Leave

As mentioned in the methodology section, we were only able to obtain surveys from 17 teachers who had left their centers and to interview six of these teachers. As a result, the reader should be wary of drawing conclusions based on the information in this section. Rather than treating this as a portrait of the average teacher who leaves a center, our data should be viewed as a series of stories which are not necessarily representative of the whole. Despite this limitation, these stories do help us to understand some of the decisions made by CCC teachers who have changed jobs.

Of the 17 teachers who returned surveys, four teachers moved from one CCC to another, one opened a FCCH, four moved to positions in the public schools, seven moved to positions in another field, and one returned to school. When asked about the primary reason why they left their previous position, nine teachers indicated that they moved for better pay. This was the most common response from both teachers who moved within the field (movers) and those who left the field of education altogether (leavers). As one teacher who moved to the public schools said, “It’s the pay, it all boils down to the money, unfortunately.” This teacher would not have left her previous position if her pay had been higher. She said, “She [the CCC director in her previous position] was super, the program was great – it’s just the money . . . It’s just not enough money, you can’t survive.” She was happy at her previous center and even noted that she would like to return there if the pay situation improved.

Other important factors affecting the decision to move or leave included better benefits in the new position (this was particularly true of leavers), and hours that were more compatible with their personal needs. This is consistent with directors’ perceptions. They believe that low pay and poor benefits impair their ability to retain teachers and feel that flexible hours are important to teachers as well.

While CCC directors also believe that relationships are important to teachers—an observation supported by the current teacher interviews—dissatisfaction with relationships does not appear to be a major factor affecting mobility decisions in our sample. This may be because teachers generally enjoy good relationships – directors are providing support and a congenial atmosphere prevails—so teachers do not cite poor relationships as a factor in their mobility decisions.

While dissatisfaction with relationships does not appear to be a general problem, high staff turnover in some centers, and the strain it puts on relationships, may be. One CCC teacher who does not plan to return to her center next year and a former CCC teacher who has opened a FCCH both mentioned that rapid staff turnover played a role in their decision. The CCC teacher noted that, “The people that I work with, I wish it would be consistent because a lot of them leave, and then new people come in and then they leave.” Turnover makes it difficult to build sustained relationships, making teachers more

likely to leave, and further exacerbating existing turnover problems. This issue may be a more widespread problem than our results indicate. We did not directly ask teachers about this in the surveys or interviews, so some teachers may be upset by this aspect of their working conditions but not have mentioned it to us. We suspect it may affect the morale of many CCC teachers.

When teachers move, they take the knowledge and skills they have gained with them. We asked movers whether they found their prior training useful in their new positions, and they all responded positively. They made comments such as, “children are children,” and that, “pretty much everything that I took” was helpful across jobs. While an individual center may lose the skills a teacher has gained during her or his tenure there, it does not appear that the profession loses those skills – they are helpful across positions. This is consistent with director preferences for experienced teachers when filling an open position. Experienced teachers bring the knowledge gained in prior training with them.

When we look at teachers who leave the profession altogether, distaste for working with young children appears to play little, if any, role in their decision. In fact, leavers tend to miss that aspect of their job. As one former teacher who left for the legal profession noted:

I love children and I love teaching young children and . . . if I could find a place that respected and valued their teachers [financially] as much as other people in the corporate world are valued, I would have absolutely stayed . . . or if I was in a different situation . . . it’s [child care] not something that I could afford to be in . . . with me being the primary income . . . I miss the kids terribly. I miss the interactions; I miss feeling like I actually made a difference every day . . . I miss a lot of things.

This teacher was forced to leave a position she enjoyed because of the financial realities she faced. It was clear throughout her interview that she longed to return to the child care field but did not see a way to make this work while financially supporting her own family.

Undoubtedly, there are teachers who discover that they do not enjoy working with young children and so leave the profession. Directors occasionally mentioned this situation and, across professions, people sometimes discover they are not well-suited for a position only after they begin working. Our sample did not include members of this group, but that is to be expected in a survey of this type with a token financial incentive for respondents – leavers who disliked working with children and do not plan to do so again are less likely to return surveys designed to improve the teaching environment than leavers who enjoyed the nature of the work and might return to it someday.

Summary

The opportunity to earn higher wages was the primary reason many teachers left centers. This was true of both movers and leavers, sometimes driving teachers who enjoy working with children out of the field altogether. Better benefits and hours that were more

compatible with their personal needs also played a role in mobility decisions. In centers with high turnover, turnover may tend to be self-perpetuating – teachers become discouraged by the rapid loss of colleagues and decide to leave themselves.

When teachers move within the field, they generally feel that their training is beneficial to them in their new positions. Director preferences for experienced teachers would tend to support this teacher assertion.

Retention

What strategies do CCC directors use to retain teachers and how effective are these strategies?

CCC directors report using a variety of strategies to retain teachers but several dominate. As discussed earlier, directors believe the initial training they offer new teachers is an effective way to increase both their expertise and enthusiasm which, in turn, increases retention. They also believe that ongoing training increases retention both directly, by keeping seasoned teachers enthusiastic about teaching, and indirectly, by improving the work environment. As one director notes:

If you're going to spend money on your teachers, then getting them the qualifications they need to continue is a great way of showing support for them . . . And always offering them training . . . just putting it out and saying if any of you want to go, I'll pay for it. In turn, she [a particular teacher] came back this morning, and she's up and running, she's full of enthusiasm; she's full of all the ideas to share with everybody. It just makes for a good working environment for everybody.

In addition to making training opportunities available, CCC directors try to offer their teachers flexible schedules. Forty percent of directors view this as an effective retention strategy and they are probably correct since, as discussed earlier, flexible hours are important to teachers when they decide whether or not to remain in their current positions. A little over half of directors also consider their benefits package an effective retention tool, while several others mentioned that their lack of benefits – particularly health insurance – makes it difficult to retain teachers. Directors also mentioned using incentives such as small bonuses to recognize teacher efforts, staff birthday celebrations, and employee of the month recognition as part of their retention efforts. While all of this is encouraging, it is often not enough to overcome the problem of low pay.

Turnover in child care centers is high. On average, interviewed directors reported an annual turnover rate of 25 percent over the past year, varying from reports of zero to 83 percent turnover in centers with as few as two to as many as 58 teachers and assistant teachers. This is lower than the 34 percent average turnover reported in Phase I of the study. The difference is probably the result of sample bias. Teachers who are planning to leave the field may have been less likely to return surveys than those who are planning

to remain.⁹ Given that turnover varies across centers, this would result in a higher likelihood that the center directors with lower turnover rates would be selected for interviews – their teachers are overrepresented in the sample from which the interviews were drawn.

While our average reported turnover rate may be lower than the actual countywide average, most of the interviewed directors experience turnover resulting in the loss of high quality teachers and they often expressed frustration with their turnover rates. Generally, they tend to feel that their other efforts to retain teachers are rendered somewhat ineffective by the low salaries they are able to offer. This is consistent with the comments made by movers and leavers and by teachers who were planning to leave their current centers.

CCC directors are supportive of the increasingly rigorous standards their teachers are held to but feel that these standards also exacerbate their turnover problems. As standards increase, the gap in education and training between CCC teachers and K-12 public school teachers narrows. Teachers will remain in CCCs until they have the credentials to move to public schools, and then leave for a higher-paying public school job. As one director said:

The most difficult thing could possibly be that if you have a good Pre-K teacher, is to retain that person from the Seminole School System. Because obviously the standards . . . need to be made higher for the Pre-K but . . . it's really, really difficult for us to compete with the likes of Seminole County in the likes of pay and benefits.

While another noted that:

It puts the responsibility on the centers to provide more benefits and a higher salary because of what you're asking the students¹⁰ to do, in reference to constantly go to school or college or whatever . . . In accordance with all the up-scaling and upgrading and the requirements, you're looking for a different type of person than you would have looked for maybe five years ago, and I believe that's the reason why you have so much turnover in all the centers.

These directors feel that they face a new competitor – the public school system – since the requirements for teaching in a CCC are increasingly similar to those for teaching in public schools and that they cannot match public schools when it comes to pay and benefits.

While CCC directors are frustrated with high turnover, they also recognize that not all turnover is bad. Directors mentioned that less experienced and less educated teachers are often the ones who leave. In some cases, they feel that these novices entered the field

⁹ Teachers who are planning to leave the field have fewer incentives to return surveys as they are less likely to reap any benefits that this study may yield, such as improved future training opportunities.

¹⁰ "Students" refers to teachers in the context of training, not the children under the teacher's care.

without a firm understanding of what's involved. When a novice is unwilling to teach rather than baby-sit, or is unenthusiastic about the often exhausting work of teaching, directors are not sorry to see them go. In other cases, directors talked about strong novice teachers who were driven from the profession by low pay and benefits. Directors were, understandably, frustrated when this occurred.

As noted above, annual reported turnover ranged from zero to 83 percent. It does not appear that turnover rate is related to center size or to actual wages, but teacher reports of their perceived satisfaction with wages and of working conditions are significantly correlated with turnover rate. Teachers in centers with low turnover report greater satisfaction with their wages, despite the fact that wages themselves are not correlated with turnover. These teachers may be willing to trade monetary rewards for high quality working conditions, at least to some extent. In centers with lower turnover, teachers generally report that their director is supportive, fair, helpful, and recognizes a job well done. They are more likely to agree that their colleagues are supportive and that staff members are willing to help each other out even when it is not part of their job. They feel that adequate materials are available, that the environment encourages constant learning, and are satisfied with the flexibility of their hours. While directors report frustration with their inability to compete with other jobs – particularly in the public schools – on salary, they do have some control over working conditions and it appears this is an important factor in turnover rates.

Summary

CCC directors believe that training opportunities, flexible hours, benefits, and staff recognition all help improve retention but that low salaries often make it difficult to retain high quality teachers. Turnover rates vary widely across centers and working conditions appear to play an important role in reducing turnover.

“It puts the responsibility on the centers to provide more benefits and a higher salary because of what you're asking the [teachers] to do, in reference to constantly go to school or college or whatever . . .”



CONCLUSION

Teacher recruitment, training, and retention are critical if Seminole County is to offer young children consistent, high quality care and appropriate educational opportunities. Teachers generally enter the field because they want to work with children and almost half of current teachers plan to remain in the ECE field for at least ten years. Unfortunately, low wages and inadequate benefits frequently drive them out of the field altogether. In addition, teachers who remain in the field sometimes move from center to center in search of higher wages. This results in an annual average turnover of around 25 to 34 percent.

While low pay appears to be the main driver of high turnover, working conditions matter as well. Teachers care a great deal about the quality of the relationships they have with peers, the director, parents, and children, and are generally satisfied with these relationships. Teachers also feel hours that mesh well with their personal needs are important. Satisfaction varies on this parameter and directors may want to think about ways to accommodate teachers' scheduling needs while ensuring consistent care for children. In addition, teachers who are satisfied with their training opportunities are less likely to seek other employment.

Teachers are generally enthusiastic about the quality of the training they receive but are somewhat dissatisfied with their opportunities to participate. This is true of both CCC and FCCH teachers. In CCCs, directors may want to take steps to ensure that teachers are aware of training opportunities and assist them with the cost of training. The Coalition can play a role in increasing opportunities as well. Offering training during the day for CCC teachers and assisting directors in obtaining substitutes will help CCC teachers take advantage of offerings. FCCH teachers prefer training on the weekends and often find it difficult to pay for their training. The Coalition can offer weekend training that is tailored to FCCH teachers and assist this group in obtaining scholarships and grants to pay for their training.

Improving working conditions through attention to relationships, considering teachers' personal schedules, and offering a variety of training opportunities will not eliminate wage-driven turnover but it may reduce the severity of the problem. Turnover is generally lower at centers where teachers report satisfaction with their working conditions, even though average salaries are not higher at these centers.

Given the generally high turnover in the field, teacher recruitment is an ongoing activity for many directors. Directors are generally pleased with their recruitment efforts, often hiring their first-choice candidate. Word of mouth is the most popular recruitment strategy and one that directors feel effectively reaches the stable, experienced candidates that they seek. New teachers generally receive initial training, but the quality and quantity of this training varies widely. Future studies may want to look at the relationship between the quality and quantity of first-year training experiences and retention over several years.

Teachers are generally enthused about training. Coalition-sponsored curricular training appears to be particularly effective at improving both teacher competence and enthusiasm. Teachers who have attended Coalition-sponsored curricular training are more comfortable with their curriculum and are more likely to plan to remain in their current centers. Some teachers, particularly FCCH teachers, did suggest that the Coalition offer training on how to utilize space and materials in home-based settings and several teachers feel that they need additional training in the assessment portion of their curriculum.

Teachers report learning from virtually all of the training they receive, but often report that peer interactions and a seminar, rather than lecture, format are particularly effective. FCCH teachers would like to see more training geared towards their environments, particularly with regard to the challenges of implementing curriculum in a multi-age setting and working with available physical space. Experienced teachers would like to see the Coalition offer advanced training on both curricular and other topics, as existing offerings tend to feel basic and repetitive.

The frequency and availability of current Coalition-sponsored curricular offerings are generally adequate, but there is unmet demand for training on other topics. These include classroom and behavior management (particularly among CCC teachers), child psychology and development, and creative play. CCC directors would like to see more training available on identifying and teaching children with special needs, a topic where teachers also saw some unmet demand.

The Coalition's current efforts appear to be having a positive effect on the quality and retention of Seminole County's ECE teachers. While this is good news, there are several areas where teachers and directors would like to see greater involvement. Improving training opportunities through assistance with obtaining substitute teachers and helping teachers and directors learn about grants and scholarships to pay for training are ways that the Coalition could enhance teachers' learning opportunities. The Coalition may also want to expand their offerings, emphasizing topics where there is unmet demand and offering trainings geared toward the needs of FCCH teachers and experienced teachers. In the area of retention, the Coalition may want to consider providing structured opportunities for CCC directors to learn about ways to improve working conditions. This could include both formal training – such as seminars on providing high quality teacher induction – and more informal opportunities, such as providing venues for directors to share ideas and experiences with each other. Providing both structured and informal learning opportunities for CCC directors might best be accomplished through the formation of a formalized Director's Network where directors could gain needed information as well as experience support and participate in networking sessions to share effective practices.



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APPENDICES

The following appendices are included in this section: survey instruments, interview protocols, weighting procedures, and a list of the tables included within the body of the report.

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APPENDIX I: Workforce Survey Phase II (Child Care Center Teacher Version)

The Seminole County Child Care Workforce Survey-Phase II

Child Care Center Teacher Version

Welcome!

In May 2006, the Early Learning Coalition of Seminole asked the Children's Forum to develop a survey for the purpose of gathering information about child care centers and homes in your county. At that time, center directors and family child care home providers were asked to complete the survey for us. That was Phase I of the work we are doing.


Now it is time for Phase II. This time, we will be asking **child care center teachers** and family child care home providers to answer some new survey questions. As before, the Coalition will use the information to help guide their plans and programs in the coming years. In order to develop effective plans, the Coalition needs accurate information about the strengths and needs of your programs.


Each child care center will receive enough surveys for every teacher who works directly with children (cooks, office staff, etc., will not be included). The Director and/or Owner of each program will ask each teacher to complete the survey.

Do not write your name on the survey! We have given every survey a number to help us keep track of the teachers who have responded and those who have not. All of the information you provide will be considered confidential and will not be shared with anyone outside of the project. Your answers are for data collection purposes only and will in no way be used for any type of monitoring or evaluation of your program. We are simply interested in the information you can provide to help the Coalition with future planning. Your participation is voluntary, but we hope you will choose to complete the survey. You are under no obligation to participate and, if you choose not to participate, no penalties will occur. If any of the questions make you uncomfortable, you may discontinue participation in the study at any time without penalty.

Your participation is very important to us. As a way of saying thank you, we will send each teacher who returns a completed survey a **\$10.00 gift certificate** for merchandise at Wal-Mart, Publix or Albertson's. Please fill out the enclosed postage paid postcard with your name and address and mail it to us when you return your survey so that we can send you your gift certificate. Be sure to submit your survey soon to receive your gift certificate.

Thanks!





INSTRUCTIONS

Here's what we're asking you to do:

- Please read and follow all directions carefully. Do not check more than one answer for each question unless you are instructed to do so.
- Please try to answer every question except those that we ask you to skip. If you're not sure of an answer, give us your best estimate.
- The survey will take approximately 30 minutes to complete. The time you invest will help to improve programs and services in Seminole County. Thanks for doing your part!
- You are not expected to share your responses with your center director or any other person at your center. We are interested in your honest answers. Your responses will be treated as confidential information at all times and the study results will be reported in such a way that individuals cannot be identified.
- When you have finished the survey, please place it in the stamped envelope we have provided.
- Mail the survey to the address on the envelope.

If you misplace the envelope, you can mail your completed survey to:

The Children's Forum
Attention: Beverly Esposito
2807 Remington Green Circle
Tallahassee, FL 32308

or you can fax it to Beverly Esposito at (850) 681-7048.

- Don't forget to fill in your name and address on the postage paid postcard we have provided and mail it back to us so we can send your free gift to you.
- Please return your survey no later than February 23, 2007 in order to receive your free gift.
- Please enter your answers correctly.
 - Only one letter, number, or check mark per box. Write in capital letters.
 - Do not write outside the boxes.
 - For numbers less than 10, write a zero in the first box.

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Correct</p> <p style="font-family: monospace; font-size: 1.2em;">C H I L D R E N</p> <p style="font-family: monospace; font-size: 1.2em;">2 0 0 7 or 0 2</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>Incorrect</p> <p style="font-family: monospace; font-size: 1.2em;">c h i l d r e n</p> <p style="font-family: monospace; font-size: 1.2em;">2 0 0 7 or 2</p> <p><input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

If you have questions, please contact Beverly Esposito at (850) 681-7002.

SECTION 1

Your Current Position

- Which of the following best describes your current position (check only one)?
 - Teacher – a person in charge of a group or classroom of children.
 - Assistant Teacher – a person working with children under the supervision of a teacher.
 - Teacher/Director – a person with both teaching and administrative duties who spends at least 50% of his/her time teaching.
- What age groups do you currently teach (check all that apply)?
 - Infants/Toddlers
 - Preschoolers
 - VPK children
 - School-age children

| 3. How important was each of the following in your decision to become an early childhood educator? | Not At All Important | Slightly Important | Moderately Important | Very Important |
|----------------------------------------------------------------------------------------------------|----------------------|--------------------|----------------------|----------------|
| Family and/or friends suggested that it would be a good idea. | 1 | 2 | 3 | 4 |
| I enjoy working with young children. | 1 | 2 | 3 | 4 |
| I heard there are opportunities for promotions/advancement. | 1 | 2 | 3 | 4 |
| I heard there were a lot of jobs available. | 1 | 2 | 3 | 4 |
| I planned to or already have children and liked the idea of a job where my child could be with me. | 1 | 2 | 3 | 4 |
| I heard that the wages are good in this field. | 1 | 2 | 3 | 4 |
| I needed a job and someone told me about an opening in a center. | 1 | 2 | 3 | 4 |
| Comments: | | | | |

- How many hours do you work at this center in an average week?
- In what year did you begin teaching in this center?

| 6. How important was each of the following in your decision to teach at this particular center? | Not At All Important | Slightly Important | Moderately Important | Very Important |
|-------------------------------------------------------------------------------------------------|----------------------|--------------------|----------------------|----------------|
| I heard it was a good place to work from family or friends. | 1 | 2 | 3 | 4 |
| The wages are good. | 1 | 2 | 3 | 4 |
| The center offers benefits such as health insurance. | 1 | 2 | 3 | 4 |
| I heard that the center offered good training opportunities. | 1 | 2 | 3 | 4 |
| The hours worked out well with my personal schedule needs. | 1 | 2 | 3 | 4 |
| I heard the other teachers were pleasant to work with. | 1 | 2 | 3 | 4 |
| A friend or relative who was already in the field helped me get a job here. | 1 | 2 | 3 | 4 |
| I heard the director of the center was a good administrator. | 1 | 2 | 3 | 4 |
| It gave me a chance to work directly with children. | 1 | 2 | 3 | 4 |
| I heard the parents in this center were supportive of the teachers. | 1 | 2 | 3 | 4 |
| They had an opening when I really needed a job. | 1 | 2 | 3 | 4 |
| It is close to where I live. | 1 | 2 | 3 | 4 |
| My own child could be at the center with me during the day. | 1 | 2 | 3 | 4 |

- What curricula are currently used at this center (check all that apply)?
 - A Planning Guide (LAPD activities)
 - ABEKA
 - Active Learning Series
 - Beyond Centers and Circle Time
 - Bright Beginnings
 - Creative Curriculum

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DLM Early Childhood Express
 High Scope
 High Reach
 Houghton Mifflin Pre-K: Where Bright Futures Begin
 MacMillan
 Montessori
 Project Approach
 Reggio Emilia
 Scholastic
 WEE Learn
 Other (please give name) _____

We do not use any of these curricula. We use:

The curriculum developed by our national organization (e.g. Knowledge, Life Skills)
 The curriculum developed by our center.

| 8. Thinking about the curriculum you are using in your classroom, please indicate the degree to which you agree with each statement below. | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|----------------|----------------|
| I was able to select this curriculum for my classroom; it was my decision. | 1 | 2 | 3 | 4 |
| I am required to use this curriculum. | 1 | 2 | 3 | 4 |
| I don't know what curriculum our center uses. | 1 | 2 | 3 | 4 |
| I have received training in using this curriculum. | 1 | 2 | 3 | 4 |
| I received high quality training in using this curriculum. | 1 | 2 | 3 | 4 |
| I received enough hours of training in using this curriculum. | 1 | 2 | 3 | 4 |
| I feel comfortable using this curriculum. | 1 | 2 | 3 | 4 |

Comments on the amount or quality of the training you received:

7

9. How many training sessions on using this curriculum have you attended?

10. How many hours of training have you received in using this curriculum?

11. What types of training have you received in using this curriculum (check all that apply)?

Curriculum training at my center.
 Curriculum training at another location.
 In my CDA class.
 In a college course.
 Conference that included training on curriculum.
 Reading the teacher's manual.
 Working in the classroom with someone who has used the curriculum.
 Other _____

12. What agency/agencies conducted the training you received (check all that apply)?

Early Learning Coalition of Seminole
 Community Coordinated Care for Children (4C Orlando)
 Orlando Vo-Tech
 Seminole Community College
 Other _____

13. How many years have you worked teaching full-time in this or any other center or family child care home?

14. How many years have you worked teaching part-time in this or any other center or family child care home?

15. What other full or part-time jobs have you held in the last five years (check all that apply)?

Full-time homemaker
 Full-time student
 Center director
 Public school teacher
 Retail sales or marketing position (sales clerk, etc.)
 Clerical or administrative position (secretary, receptionist etc.)
 Accounting or finance position (bookkeeper, etc.)
 Banking position (bank teller, etc.)
 Health care position (nurse, dental assistant, etc.)

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Legal position (paralegal, etc.)
 Food service position (wait staff, chef, etc.)
 Retail management position
 Other management position
 Other _____

16. Which of the following best describes your occupation prior to becoming an early childhood teacher?

Full-time homemaker
 Full-time student
 Part-time student
 Retail sales or marketing position (sales clerk, etc.)
 Clerical or administrative position (secretary, receptionist etc.)
 Accounting or finance position (bookkeeper, etc.)
 Banking position (bank teller, etc.)
 Health care position (nurse, dental assistant, etc.)
 Legal position (paralegal, etc.)
 Food service position (wait staff, chef, etc.)
 Retail management position
 Other management position
 Other _____
 None

17. Are you familiar with the TEA.C.H. scholarship program?
Yes No

18. Are you currently a TEA.C.H. scholarship recipient?
Yes No

19. Have you ever been a TEA.C.H. scholarship recipient?
Yes No

If so, in what years? From: to

9

20. Do you serve any VPK children in your classroom?
Yes No

21. Are any VPK children served in your center in other classrooms?
Yes No

22. How long do you plan to remain in teaching?

Until I retire.
 Until I am able to work my way up to being a center director or similar position.
 I'll probably continue unless something better comes along in another field.
 Until I have children of my own.
 I plan to leave teaching as soon as I can.

23. What are your plans for next year?

I plan to continue working in this center.
 I plan to look for a teaching position in another center.
 I plan to look for a teaching position in the public school system.
 I plan to care for children in my home.
 I plan to look for a non-teaching job.
 I do not plan to work for pay next year.

| 24. If you do not plan to continue working in this center next year, to what extent did each of the following play a role in that decision? (If you do plan to remain in the same center next year, skip this section and go to question 25.) | Not At All | To a Small Extent | To Some Extent | To a Very Great Extent |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------|----------------|------------------------|
| Low wages. | 1 | 2 | 3 | 4 |
| Lack of benefits such as health insurance. | 1 | 2 | 3 | 4 |
| Inadequate training opportunities. | 1 | 2 | 3 | 4 |
| Inflexible hours. | 1 | 2 | 3 | 4 |
| Poor relationship with the other teachers. | 1 | 2 | 3 | 4 |
| Poor relationship with the center director. | 1 | 2 | 3 | 4 |

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| If you do not plan to continue working in this center next year, to what extent did each of the following play a role in that decision? (If you do plan to remain in the same center next year, skip this section and go to question 25.) | Not At All | To a Small Extent | To Some Extent | To a Very Great Extent |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------|----------------|------------------------|
| I am burned out. | 1 | 2 | 3 | 4 |
| I am being terminated. | 1 | 2 | 3 | 4 |
| The parents in this center do not support the teachers. | 1 | 2 | 3 | 4 |
| The work is too tiring or too stressful. | 1 | 2 | 3 | 4 |
| It is too far from where I live. | 1 | 2 | 3 | 4 |
| My personal situation has changed (i.e., birth or adoption of a child, the need to care for an aging parent) | 1 | 2 | 3 | 4 |
| Comments: | | | | |

25. How likely is it that you will still be teaching in this center in two years (check only one)?

Very likely
 Likely
 Somewhat likely
 Very unlikely

26. How likely is it that you will still be an early childhood teacher in two years (check only one)?

Very likely
 Likely
 Somewhat likely
 Very unlikely

10

27. In five years, what job would you like to have (check all that apply)?

Early childhood teacher
 Center director
 Public school teacher
 Owner of a family child care home
 Full-time homemaker
 Full-time student
 Retail sales or marketing position (sales clerk, etc.)
 Clerical or administrative position (secretary, receptionist etc.)
 Accounting or finance position (bookkeeper, etc.)
 Banking position (bank teller, etc.)
 Health care position (nurse, dental assistant, etc.)
 Legal position (paralegal, etc.)
 Food service position (wait staff, chef, etc.)
 Retail management position
 Other management position
 Retired
 Other _____

28. How about ten years (check all that apply)?

Early childhood teacher
 Center director
 Public school teacher
 Owner of a family child care home
 Full-time homemaker
 Full-time student
 Retail sales or marketing position (sales clerk, etc.)
 Clerical or administrative position (secretary, receptionist etc.)
 Accounting or finance position (bookkeeper, etc.)
 Banking position (bank teller, etc.)
 Health care position (nurse, dental assistant, etc.)
 Legal position (paralegal, etc.)

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Food service position (wait staff, chef, etc.)
 Retail management position
 Other management position
 Retired
 Other _____

29. What is your highest level of educational achievement (check only one)?

Some high school.
 High school diploma or GED.
 National CDA or CDA equivalency.
 Some credits towards an associate's degree.
 In Early Childhood? Yes No
 Associate's degree.
 In Early Childhood? Yes No
 Some credits towards a bachelor's degree.
 In Early Childhood? Yes No
 Bachelor's degree or higher. Major _____

30. What is your current age (check only one)?

Under 20
 Between 20 and 29
 Between 30 and 39
 Between 40 and 49
 Between 50 and 59
 60 years and older

31. Including yourself, how many family members were living in your household during 2006?

32. How many family members living in your household during 2006 were under the age of 5?

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SECTION 2

Training

| 1. BEFORE you began teaching in this or any other center, how many times had you participated in the following types of training and how useful did you find the training? | Number of Times of That Type (You may answer "0") | Not At All Useful | Somewhat Useful | Useful | Very Useful |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------|-----------------|--------|-------------|
| Infant and child CPR. | | 1 | 2 | 3 | 4 |
| Conferences on caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Workshops on caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Conferences about early childhood/teaching. | | 1 | 2 | 3 | 4 |
| High school coursework about caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Community college coursework about caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Four-year college coursework about caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Reading books and magazines about caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Observing others teaching in a similar setting (whether informally or as an assistant teacher). | | 1 | 2 | 3 | 4 |
| State mandated introductory Child Care Training. | | 1 | 2 | 3 | 4 |
| Babysitting. | | 1 | 2 | 3 | 4 |

2. In your first year of teaching, did you (check all that apply)?

Have full responsibility for a group of children?
 Work under the supervision of a more experienced teacher?
 Co-teach with another teacher?
 Meet regularly with the center director to discuss your progress?
 Have a mentor teacher to help you with any problems you experienced?



APPENDIX I: Workforce Survey Phase II (Child Care Center Teacher Version)

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3. How many times have you participated in each of the following types of training in the last two years and how useful did you find the training?

| | Number of Times of That Type (You may answer "0") | Not At All Useful | Somewhat Useful | Useful | Very Useful |
|---------------------------------------------------------------------------------|---------------------------------------------------|-------------------|-----------------|--------|-------------|
| Community college courses about early childhood education/child development. | | 1 | 2 | 3 | 4 |
| University courses about early childhood education/child development. | | 1 | 2 | 3 | 4 |
| CDA Credential Training (National CDA or state equivalency). | | 1 | 2 | 3 | 4 |
| Renewal training for the CDA. | | 1 | 2 | 3 | 4 |
| State-mandated Department of Children and Families training courses. | | 1 | 2 | 3 | 4 |
| Department of Children and Families on-line courses. | | 1 | 2 | 3 | 4 |
| Workshops about early childhood education/child development. | | 1 | 2 | 3 | 4 |
| Conferences about early childhood education/child development. | | 1 | 2 | 3 | 4 |
| In-service training sessions about early childhood education/child development. | | 1 | 2 | 3 | 4 |

4. How many times have you participated in training on each of the following topics in the last two years and how useful did you find the training?

| | Number of Times of That Type (You may answer "0") | Not At All Useful | Somewhat Useful | Useful | Very Useful |
|----------------------------------------------------------------------|---------------------------------------------------|-------------------|-----------------|--------|-------------|
| Child psychology and development. | | 1 | 2 | 3 | 4 |
| Early Literacy | | 1 | 2 | 3 | 4 |
| Classroom management/Behavior management. | | 1 | 2 | 3 | 4 |
| Working with children with disabilities and other special needs. | | 1 | 2 | 3 | 4 |
| Working with children who are learning English as a second language. | | 1 | 2 | 3 | 4 |
| Implementing a specific curriculum. | | 1 | 2 | 3 | 4 |

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5. As a result of your training, did you receive any of the following (check all that apply)?

- A raise in your pay.
- Recognition by the center director.
- Higher ratings in your evaluation by the center director.
- Continuing education units (CEUs).
- College credit.
- Credit towards certification/recertification in your field.

6. Which of the following best describes the way you pay for your training (check all that apply)?

- I almost always pay for training myself and am not reimbursed.
- The center pays for most of my training or reimburses me.
- The center pays me for the time I spend in training.

7. What types of training would you like to see made available more often (check all that apply)?

- Community college courses about early childhood education/child development.
- University courses about early childhood education/child development.
- Workshops about early childhood education/child development.
- Conferences about early childhood education/child development.
- In-service training sessions about early childhood education/child development.
- Opportunities to work with expert early childhood education/child development mentors (observing their classes, having them observe yours, etc.)

8. What topics would you like to see made available more often (check all that apply)?

- Child psychology and development.
- Early literacy.
- Classroom management/behavior management.
- Working with children with disabilities and other special needs.
- Working with children who are learning English as a second language.
- Implementing the curriculum my center currently uses.
- Implementing other curricula.
- Early learning standards (ex., VPK, school readiness).
- Math/Science
- Creative play (ex., music and movement, dramatic play).
- Other _____

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SECTION 3

Job Satisfaction

1. How important is each of the following in your decision to continue teaching at this particular center?

| | Not At All Important | Somewhat Important | Important | Very Important |
|-----------------------------------------------------------|----------------------|--------------------|-----------|----------------|
| Adequate wages. | 1 | 2 | 3 | 4 |
| Benefits such as health insurance. | 1 | 2 | 3 | 4 |
| Training opportunities. | 1 | 2 | 3 | 4 |
| Flexible hours. | 1 | 2 | 3 | 4 |
| The center's reputation in the community. | 1 | 2 | 3 | 4 |
| A competent director. | 1 | 2 | 3 | 4 |
| Pleasant relationship with the other teachers. | 1 | 2 | 3 | 4 |
| Good relationship with the center director. | 1 | 2 | 3 | 4 |
| Children that I enjoy working with. | 1 | 2 | 3 | 4 |
| Having parents in this center who support the teachers. | 1 | 2 | 3 | 4 |
| Working close to where I live. | 1 | 2 | 3 | 4 |
| My own child can be at the center with me during the day. | 1 | 2 | 3 | 4 |
| Comments: | | | | |

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2. How satisfied are you with each of the following characteristics of this particular center?

| | Not At All Satisfied | Somewhat Satisfied | Satisfied | Very Satisfied |
|--------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|-----------|----------------|
| Wages. | 1 | 2 | 3 | 4 |
| What is your current hourly wage? \$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | | | | |
| Benefits such as health insurance. | 1 | 2 | 3 | 4 |
| Training opportunities. | 1 | 2 | 3 | 4 |
| Flexibility of hours. | 1 | 2 | 3 | 4 |
| Relationship with the other teachers. | 1 | 2 | 3 | 4 |
| Relationship with the center director. | 1 | 2 | 3 | 4 |
| The children are enjoyable to work with. | 1 | 2 | 3 | 4 |
| The degree to which parents are supportive of the teachers. | 1 | 2 | 3 | 4 |
| Distance from where I live. | 1 | 2 | 3 | 4 |
| Comments: | | | | |

3. In your current center, how much influence do you and the other teachers have over each of the following?

| | No Influence | Minor Influence | Major Influence | A Great Deal Of Influence |
|-------------------------------------------------|--------------|-----------------|-----------------|---------------------------|
| Choosing curricula. | 1 | 2 | 3 | 4 |
| Deciding how the center budget will be spent. | 1 | 2 | 3 | 4 |
| Hiring new teachers and aides. | 1 | 2 | 3 | 4 |
| Deciding what skills and topics will be taught. | 1 | 2 | 3 | 4 |
| Selecting teaching techniques. | 1 | 2 | 3 | 4 |
| Evaluating current teachers. | 1 | 2 | 3 | 4 |
| Comments: | | | | |

APPENDIX I: Workforce Survey Phase II (Child Care Center Teacher Version)

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4. Please indicate the degree to which you agree with each statement below.

| | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|--------------------------------------------------------------------------------------------------------------|-------------------|-------------------|----------------|----------------|
| If I could go back and choose my job all over again, I would become an early childhood teacher again. | 1 | 2 | 3 | 4 |
| My center director lets staff members know what is expected of them. | 1 | 2 | 3 | 4 |
| There is a great deal of cooperative effort among staff members in my center. | 1 | 2 | 3 | 4 |
| I think about staying home from work because I'm just too tired to go. | 1 | 2 | 3 | 4 |
| The center director is supportive and encouraging. | 1 | 2 | 3 | 4 |
| Teachers in this center are constantly learning and seeking new ideas. | 1 | 2 | 3 | 4 |
| I feel supported by my colleagues to try out new ideas. | 1 | 2 | 3 | 4 |
| You can count on most staff members to help out even though it may not be part of their official assignment. | 1 | 2 | 3 | 4 |
| I think about moving to another center. | 1 | 2 | 3 | 4 |
| The center director is helpful and supportive when I am having difficulty with a particular child. | 1 | 2 | 3 | 4 |
| I don't seem to have as much enthusiasm now as I did when I began teaching. | 1 | 2 | 3 | 4 |
| Necessary materials and supplies are available as needed by the staff. | 1 | 2 | 3 | 4 |
| Teachers at this center have a good idea of each other's teaching goals and classroom practices. | 1 | 2 | 3 | 4 |
| If I could get a higher paying job, I'd leave teaching as soon as possible. | 1 | 2 | 3 | 4 |
| I am satisfied with my class size. | 1 | 2 | 3 | 4 |

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Please indicate the degree to which you agree with each statement below.

| | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|---------------------------------------------------------------------------------------|-------------------|-------------------|----------------|----------------|
| Parents are generally supportive of staff members. | 1 | 2 | 3 | 4 |
| I sometimes feel it is a waste of time to try to do my best as a teacher. | 1 | 2 | 3 | 4 |
| The center director understands the problems faced by the staff. | 1 | 2 | 3 | 4 |
| Staff members are recognized for a job well done. | 1 | 2 | 3 | 4 |
| The center director treats all the teachers in a fair, evenhanded way. | 1 | 2 | 3 | 4 |
| I am generally satisfied with being a teacher at this center. | 1 | 2 | 3 | 4 |
| The center director sets priorities, makes plans, and sees that they are carried out. | 1 | 2 | 3 | 4 |
| The stress and difficulty involved in teaching at this center isn't really worth it. | 1 | 2 | 3 | 4 |
| I like the way things are run at this center. | 1 | 2 | 3 | 4 |

Comments:

If you have any other comments or observations that you would like to make, please make them in the space below.

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Thank you for completing the survey!

We will send you a \$10.00 gift certificate shortly. If you would like to make any additional comments, please contact Beverly Esposito by e-mail at besposito@thechildrensforum.com or by phone at (850) 681-7002.



2001 Pennington Green Circle • Tallahassee, Florida 32309-3712
www.thechildrensforum.com
DECEMBER 2008



APPENDIX I: Workforce Survey Phase II (Family Child Care Home Teacher Version)

The Seminole County Child Care Workforce Survey-Phase II

Family Child Care Home Teacher Version

Welcome!

In May 2006, the Early Learning Coalition of Seminole asked the Children's Forum to develop a survey for the purpose of gathering information about child care centers and homes in your county. At that time, center directors and family child care home providers were asked to complete the survey for us. That was Phase I of the work we are doing.

Now it is time for Phase II. This time, we will be asking child care center teachers and family child care home providers to answer some new survey questions. As before, the Coalition will use this information to help guide their plans and programs in the coming years. In order to develop effective plans, the Coalition needs accurate information about the strengths and needs of your programs.


We are asking you, as the operator of a family child care home, to complete a survey. If you have other teachers working for you, please call or email us and we will be happy to provide you with additional surveys so they can answer one as well. We know that you may have completed a survey for us last May, but you will find that these questions are very different from the last ones.

Do not write your name on the survey. We have given every survey a number to help us keep track of the providers who have responded and those who have not. All of the information you provide will be considered confidential and will not be shared with anyone outside of the project. Your answers are for data collection purposes only and will in no way be used for any type of monitoring or evaluation of your program. We are simply interested in the information you can provide to help the Coalition with future planning. Your participation is voluntary, but we hope you will choose to complete the survey. You are under no obligation to participate and, if you choose not to participate, no penalties will occur. If any of the questions make you uncomfortable, you may discontinue participation in the study at any time without penalty.

Your participation is very important to us. As a way of saying thank you, we will send each teacher who returns a completed survey a **\$50.00 gift certificate** for merchandise at Wal-Mart, Publix or Abernethy's. Please fill out the enclosed postage paid postcard with your name and address and mail it to us when you return your survey so that we can send you your gift certificate. Be sure to submit your survey soon to receive your gift certificate.

Thanks!

The Children's Forum
SEMINOLE COUNTY



INSTRUCTIONS

Here's what we're asking you to do:

- Please read and follow all directions carefully. Do not check more than one answer for each question unless you are instructed to do so.
- Please try to answer every question except those that we ask you to skip. If you're not sure of an answer, give us your best estimate.
- The survey will take approximately 30 minutes to complete. The time you invest will help to improve programs and services in Seminole County. Thanks for doing your part!
- You are not expected to share your responses with anyone outside of the project. We are interested in your honest answers. Your responses will be treated as confidential information at all times and the study results will be reported in such a way that individuals cannot be identified.
- When you have finished the survey, please place it in the stamped envelope we have provided.
- Mail the survey to the address on the envelope.

If you misplace the envelope, you can mail your completed survey to:

The Children's Forum
Attention: Beverly Esposito
2807 Remington Green Circle
Tallahassee, FL 32308

or you can fax it to Beverly Esposito at (850) 681-7048.

- Don't forget to fill in your name and address on the postage paid postcard we have provided and mail it back to us so we can send your free gift to you.
- Please return your survey no later than February 23, 2007 in order to receive your free gift.
- Please enter your answers correctly.
 - Only one letter, number, or check mark per box. Write in capital letters.
 - Do not write outside the boxes.
 - For numbers less than 10, write a zero in the first box.

| | |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Correct CHILDREN 2 0 0 7 or 0 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Incorrect children 007 or 2 <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

If you have questions, please contact Beverly Esposito at (850) 681-7002.

SECTION 1

Your Current Position

1. What age group(s) do you currently teach (check all that apply)?

Infants/Toddlers
 Preschoolers
 VPK children
 School-age children

2. How important was each of the following in your decision to become a Family Child Care Home provider?

| | Not At All Important | Slightly Important | Moderately Important | Very Important |
|----------------------------------------------------------------------------------------------------|----------------------|--------------------|----------------------|----------------|
| Family and/or friends suggested that it would be a good idea. | 1 | 2 | 3 | 4 |
| I enjoy working with young children. | 1 | 2 | 3 | 4 |
| Family and/or friends asked me to be their regular child-care provider. | 1 | 2 | 3 | 4 |
| I heard I wouldn't have any trouble enrolling children in my home. | 1 | 2 | 3 | 4 |
| I wanted to be able to work in my home. | 1 | 2 | 3 | 4 |
| I planned to or already have children and liked the idea of a job where my child could be with me. | 1 | 2 | 3 | 4 |
| I heard that the wages are good in this field. | 1 | 2 | 3 | 4 |
| I needed a job and someone asked me about watching their child during the day. | 1 | 2 | 3 | 4 |

Comments: _____

3. How many hours do you work as a family child care provider in an average week?

4. In what year did you begin teaching in your home?

5. What curricula do you currently use (check all that apply)?

A Planning Guide (LAPD activities)
 ABEKA
 Active Learning Series
 Beyond Centers and Circle Time
 Bright Beginnings
 Creative Curriculum
 DLM Early Childhood Express
 High Scope
 High Reach
 Houghton Mifflin Pre-K: Where Bright Futures Begin
 MacMillan
 Montessori
 Project Approach
 Reggio Emilia
 Scholastic
 WEE Learn
 Other (please give name) _____
 I do not use a formal curriculum.

6. If you are currently using a formal curriculum, please indicate the degree to which you agree with each statement below. If you are not using a formal curriculum, skip to question 7.

| | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|----------------------------------------------------------------------------------------|-------------------|-------------------|----------------|----------------|
| I selected this curriculum after reviewing several curricula. | 1 | 2 | 3 | 4 |
| I selected this curriculum because of the materials that were available to go with it. | 1 | 2 | 3 | 4 |
| I selected this curriculum because I had used it before. | 1 | 2 | 3 | 4 |
| I selected this curriculum because the cost was reasonable. | 1 | 2 | 3 | 4 |

APPENDIX I: Workforce Survey Phase II (Family Child Care Home Teacher Version)

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| If you are currently using a formal curriculum, please indicate the degree to which you agree with each statement below. If you are not using a formal curriculum, skip to question 11. | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|-------------------|----------------|----------------|
| I selected this curriculum because there was training available in how to use it. | 1 | 2 | 3 | 4 | |
| I have received training in using this curriculum. | 1 | 2 | 3 | 4 | |
| I received high quality training in using this curriculum. | 1 | 2 | 3 | 4 | |
| I received enough hours of training in using this curriculum. | 1 | 2 | 3 | 4 | |
| I feel comfortable using this curriculum. | 1 | 2 | 3 | 4 | |

7. How many training sessions on using this curriculum have you attended?

8. How many hours of training have you received in using this curriculum?

9. What types of training have you received in using this curriculum (check all that apply)?

Curriculum training at a child care center.

Curriculum training at another location.

In my CDA class.

In a college course.

Conference that included training on curriculum.

Reading the teacher's manual.

Someone who has used the curriculum recommended it to me.

Other _____

10. What agency/agencies conducted the training you received (check all that apply)?

Early Learning Coalition of Seminole

Community Coordinated Care for Children (C3) Orlando

Orlando-Vs-Tech

Seminole Community College

Florida Family Child Care Home Association

Other _____

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11. How many years have you worked teaching full-time as a family child care home provider or in a child care center?

12. How many years have you worked teaching part-time as a family child care home provider or in a child care center?

13. What other full or part-time jobs have you held in the last five years?

Full-time homemaker

Full-time student

Part-time student

Center director

Public school teacher

Retail sales or marketing position (sales clerk, etc.)

Clerical or administrative position (secretary, receptionist, etc.)

Accounting or finance position (bookkeeper, etc.)

Banking position (bank teller, etc.)

Health care position (nurse, dental assistant, etc.)

Legal position (paralegal, etc.)

Food service position (wait staff, chef, etc.)

Retail management position

Other management position

Other _____

None

14. Which of the following best describes your occupation prior to becoming an early childhood teacher?

Full-time homemaker

Full-time student

Retail sales or marketing position (sales clerk, etc.)

Clerical or administrative position (secretary, receptionist, etc.)

Accounting or finance position (bookkeeper, etc.)

Banking position (bank teller, etc.)

Health care position (nurse, dental assistant, etc.)

Legal position (paralegal, etc.)

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Food service position (wait staff, chef, etc.)

Retail management position

Other management position

Other _____

15. Are you familiar with the T.E.A.C.H. scholarship program?

Yes No

16. Are you currently a T.E.A.C.H. scholarship recipient?

Yes No

17. Have you ever been a T.E.A.C.H. scholarship recipient?

Yes No

If so, in what years? From to

18. Do you serve any YPK children in your program?

Yes No

19. How long do you plan to offer child care in your home?

Until I retire.

Until my own children reach school age.

I'll probably continue unless I decide to take a position in a child care center or public school classroom.

I'll probably continue unless something better comes along in another field.

I plan to leave the child care field as soon as I can.

20. What are your plans for next year?

I plan to continue working as a family child care home provider.

I plan to look for a teaching position in a child care center.

I plan to look for a teaching position in the public school system.

I plan to look for a non-teaching job.

I do not plan to work for pay next year.

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| 21. If you do not plan to continue working as a family child care home provider next year, to what extent did each of the following play a role in that decision? (If you do plan to remain in the same family child care home provider next year, skip this section and go to question 22.) | Not At All | To a Small Extent | To Some Extent | To a Very Great Extent |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------|----------------|------------------------|
| Low wages. | 1 | 2 | 3 | 4 |
| Lack of benefits such as health insurance. | 1 | 2 | 3 | 4 |
| Inadequate training opportunities. | 1 | 2 | 3 | 4 |
| Long hours. | 1 | 2 | 3 | 4 |
| I am burned out. | 1 | 2 | 3 | 4 |
| The children I currently teach will no longer be needing family home child-care. | 1 | 2 | 3 | 4 |
| I want to work with other adults rather than by myself. | 1 | 2 | 3 | 4 |
| The parents do not support me or tend to take advantage of me. | 1 | 2 | 3 | 4 |
| The work is too tiring or too stressful. | 1 | 2 | 3 | 4 |
| My personal situation has changed (i.e., birth or adoption of a child, the need to care for an aging parent). | 1 | 2 | 3 | 4 |
| Comments: | | | | |

22. How likely is it that you will still be a family child care home provider in two years (check only one)?

Very likely

Likely

Somewhat likely

Very unlikely



APPENDIX I: Workforce Survey Phase II (Family Child Care Home Teacher Version)

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23. How likely is it that you will still be working in the child care field in two years (check only one)?
(check only one)?

Very likely
 Likely
 Somewhat likely
 Very unlikely

24. In five years, what job would you like to have (check all that apply)?

Early childhood teacher
 Center director
 Public school teacher
 Operator of a family child care home
 Full-time homemaker
 Full-time student
 Retail sales or marketing position (sales clerk, etc.)
 Clerical or administrative position (secretary, receptionist, etc.)
 Accounting or finance position (bookkeeper, etc.)
 Banking position (bank teller, etc.)
 Health care position (nurse, dental assistant, etc.)
 Legal position (paralegal, etc.)
 Food service position (wait staff, chef, etc.)
 Retail management position
 Other management position
 Retired
 Other _____

25. How about ten years (check all that apply)?

Early childhood teacher
 Center director
 Public school teacher
 Operator of family child care home
 Full-time homemaker
 Full-time student
 Retail sales or marketing position (sales clerk, etc.)
 Clerical or administrative position (secretary, receptionist, etc.)

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Accounting or finance position (bookkeeper, etc.)
 Banking position (bank teller, etc.)
 Health care position (nurse, dental assistant, etc.)
 Legal position (paralegal, etc.)
 Food service position (wait staff, chef, etc.)
 Retail management position
 Other management position
 Retired
 Other _____

26. What is your highest level of educational achievement (check only one)?

Some high school
 High school diploma or GED
 National CDA or CDA equivalency
 Some credits towards an associate's degree.
 In Early Childhood? Yes No

Associate's degree
 In Early Childhood? Yes No

Some credits towards a bachelor's degree.
 In Early Childhood? Yes No

Bachelor's degree or higher. Major _____

27. What is your current age (check only one)?

Under 20
 Between 20 and 29
 Between 30 and 39
 Between 40 and 49
 Between 50 and 59
 60 years and older

28. Including yourself, how many family members were living in your household during 2006?

29. How many family members living in your household during 2006 were under the age of 5?

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SECTION 2

Training

1. BEFORE you began teaching young children in your home or at a child-care center, how many times had you participated in the following types of training and how useful did you find the training?

| | Number of Times of That Type (You may answer "0") | Not At All Useful | Somewhat Useful | Useful | Very Useful |
|------------------------------------------------------------------------|---------------------------------------------------|-------------------|-----------------|--------|-------------|
| Infant and child CPR. | | 1 | 2 | 3 | 4 |
| Conferences on caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Workshops on caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Conferences about early childhood teaching. | | 1 | 2 | 3 | 4 |
| High school coursework about caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Community college coursework about caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Four-year college coursework about caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Reading books and magazines about caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Observing others teaching in a similar setting. | | 1 | 2 | 3 | 4 |
| State mandated Family Child Care training. | | 1 | 2 | 3 | 4 |
| Babysitting. | | 1 | 2 | 3 | 4 |

2. In your first year of teaching, did you (check all that apply)?

Teach on your own as a family child-care home provider?
 Work in a child care center with full responsibility for a group of children?
 Work in a child-care center under the supervision of a more experienced teacher?
 Co-teach with another teacher in a child-care center?

11

3. How many times have you participated in each of the following types of training in the last two years and how useful did you find the training?

| | Number of Times of That Type (You may answer "0") | Not At All Useful | Somewhat Useful | Useful | Very Useful |
|---------------------------------------------------------------------------------|---------------------------------------------------|-------------------|-----------------|--------|-------------|
| Community college courses about early childhood education/child development. | | 1 | 2 | 3 | 4 |
| University courses about early childhood education/child development. | | 1 | 2 | 3 | 4 |
| CDA Credential Training (National CDA or state equivalency). | | 1 | 2 | 3 | 4 |
| Renewal training for the CDA. | | 1 | 2 | 3 | 4 |
| State-mandated Department of Children and Families training courses. | | 1 | 2 | 3 | 4 |
| Department of Children and Families on-line courses. | | 1 | 2 | 3 | 4 |
| Workshops about early childhood education/child development. | | 1 | 2 | 3 | 4 |
| Conferences about early childhood education/child development. | | 1 | 2 | 3 | 4 |
| In-service training sessions about early childhood education/child development. | | 1 | 2 | 3 | 4 |

4. How many times have you participated in training on each of the following topics in the last two years and how useful did you find the training?

| | Number of Times of That Type (You may answer "0") | Not At All Useful | Somewhat Useful | Useful | Very Useful |
|----------------------------------------------------------------------|---------------------------------------------------|-------------------|-----------------|--------|-------------|
| Child psychology and development. | | 1 | 2 | 3 | 4 |
| Early literacy. | | 1 | 2 | 3 | 4 |
| Classroom management/Behavior management. | | 1 | 2 | 3 | 4 |
| Working with children with disabilities and other special needs. | | 1 | 2 | 3 | 4 |
| Working with children who are learning English as a second language. | | 1 | 2 | 3 | 4 |
| Implementing a specific curriculum. | | 1 | 2 | 3 | 4 |

APPENDIX I: Workforce Survey Phase II (Family Child Care Home Teacher Version)

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5. As a result of your training, did you receive any of the following (check all that apply)?

- Positive feedback from parents?
- Continuing education units (CEU)?
- College credit?
- Credit towards certification/recertification in your field?

6. Which of the following best describes the way you pay for your training (check all that apply)?

- I almost always pay for training myself.
- I generally apply for and receive grants and financial assistance to pay for my training.
- I try to sign up for training sessions that are offered by my Coalition or other local agencies at no cost or low cost.

7. What types of training would you like to see made available more often (check all that apply)?

- Community college courses about early childhood education/child development.
- University courses about early childhood education/child development.
- Workshops about early childhood education/child development.
- Conferences about early childhood education/child development.
- In-service training sessions about early childhood education/child development.
- Opportunities to work with expert early childhood education/child development mentors (observing their classes, having them observe yours, etc.)

8. What topics would you like to see made available more often (check all that apply)?

- Child psychology and development.
- Early literacy.
- Classroom management/behavior management.
- Working with children with disabilities and other special needs.
- Working with children who are learning English as a second language.
- Implementing the curriculum I am currently using.
- Experience with different types of curriculum models.
- Early learning standards (ex., VPK, school readiness)
- Math/Science
- Creative play (ex., music and movement, dramatic play).
- Other _____

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SECTION 3

Job Satisfaction

1. How important is each of the following in your decision to continue working as a family child-care home provider?

| | Not At All Important | Somewhat Important | Important | Very Important |
|---------------------------------------------|----------------------|--------------------|-----------|----------------|
| Adequate wages. | 1 | 2 | 3 | 4 |
| Benefits such as health insurance. | 1 | 2 | 3 | 4 |
| Training opportunities. | 1 | 2 | 3 | 4 |
| Flexible hours. | 1 | 2 | 3 | 4 |
| I enjoy working with children. | 1 | 2 | 3 | 4 |
| Having parents who support me. | 1 | 2 | 3 | 4 |
| Working in my house. | 1 | 2 | 3 | 4 |
| My own child can be with me during the day. | 1 | 2 | 3 | 4 |
| Comments: | | | | |

2. How satisfied are you with each of the following characteristics of your position as a family child-care home provider?

| | Not At All Satisfied | Somewhat Satisfied | Satisfied | Very Satisfied |
|------------------------------------------|----------------------|--------------------|-----------|----------------|
| Wages. | 1 | 2 | 3 | 4 |
| Benefits such as health insurance. | 1 | 2 | 3 | 4 |
| Training opportunities. | 1 | 2 | 3 | 4 |
| Flexibility of hours. | 1 | 2 | 3 | 4 |
| The children are enjoyable to work with. | 1 | 2 | 3 | 4 |
| The degree to which parents support me. | 1 | 2 | 3 | 4 |
| Comments: | | | | |

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3. Please indicate the degree to which you agree with each statement below.

| | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|--------------------------------------------------------------------------------------------------------------|-------------------|-------------------|----------------|----------------|
| If I could go back and choose my job all over again, I would become a Family Child Care Home provider again. | 1 | 2 | 3 | 4 |
| I think about leaving the field because I'm just too tired to work sometimes. | 1 | 2 | 3 | 4 |
| In this job, I am constantly learning and seeking new ideas. | 1 | 2 | 3 | 4 |
| I miss adult interaction with this job. | 1 | 2 | 3 | 4 |
| I don't seem to have as much enthusiasm now as when I began teaching. | 1 | 2 | 3 | 4 |
| If I could get a higher paying job, I'd leave teaching as soon as possible. | 1 | 2 | 3 | 4 |
| I am satisfied with the number of children that I care for. | 1 | 2 | 3 | 4 |
| Parents are generally supportive. | 1 | 2 | 3 | 4 |
| I sometimes feel it is a waste of time to try to do my best as a child-care provider. | 1 | 2 | 3 | 4 |
| The stress and difficulty involved in being a family child-care home provider isn't really worth it. | 1 | 2 | 3 | 4 |

If you have any other comments or observations that you would like to make, please make them in the space below.

Thank you for completing the survey!

We will send you a \$10.00 gift certificate shortly. If you would like to make any additional comments, please contact Beverly Esposito by e-mail at besposito@thechildrensforum.com or by phone at (850) 681-7002.



APPENDIX I: Workforce Survey Phase II (Early Childhood Teachers Who Have Changed Jobs Version)

The Seminole County Child Care Workforce Survey-Phase II

Early Childhood Teachers Who Have Changed Jobs

Welcome!

In May 2006, the Early Learning Coalition of Seminole County asked the Children's Forum to develop a survey for the purpose of gathering information about child care centers and homes in your county. At that time, center directors and family child care home providers were asked to complete the survey for us. That was Phase I of the work we are doing.

Now it is time for Phase II. This time, we will be asking child care center teachers and family child care home providers to answer some new survey questions. As before, the Coalition will use this information to help guide their plans and programs in the coming years. In order to develop effective plans, the Coalition needs accurate information about the strengths and needs of the programs in Seminole County.



We are also interested in hearing from teachers who have changed their place of employment or who have left the child care field altogether. It is just as important for us to find out why teachers leave their jobs as why they stay. That's why we are asking you to complete this survey.

Do not write your name on the survey. We have given every survey a number to help us keep track of those who have responded and those who have not. All of the information you provide will be considered confidential and will not be shared with anyone outside of the project. Your answers are for data collection purposes only and will in no way be used for any type of monitoring or evaluation. We are simply interested in the information you can provide to help the Coalition with future planning. Your participation is voluntary, but we hope you will choose to complete the survey. You are under no obligation to participate and, if you choose not to participate, no penalties will occur. If any of the questions make you uncomfortable, you may discontinue participation in the study at any time without penalty.

Your participation is very important to us. As a way of saying thank you, we will send each person who returns a completed survey a **\$10.00 gift certificate** for merchandise at Wal-Mart, Publix or Albertson's. Please fill out the enclosed postage paid postcard with your name and address and mail it to us when you return your survey so that we can send you your gift certificate. Be sure to submit your survey soon to receive your gift certificate.

Thanks!

IDE _____

INSTRUCTIONS

Here's what we're asking you to do:

- Please read and follow all directions carefully. Do not check more than one answer for each question unless you are instructed to do so.
- Please try to answer every question except those that we ask you to skip. If you're not sure of an answer, give us your best estimate.
- The survey will take approximately 30 minutes to complete. The time you invest will help to improve programs and services in Seminole County. Thanks for doing your part!
- You are not expected to share your responses with anyone outside of the project. We are interested in your honest answers. Your responses will be treated as confidential information at all times and the study results will be reported in such a way that individuals cannot be identified.
- When you have finished the survey, please place it in the stamped envelope we have provided.
- Mail the survey to the address on the envelope.

If you misplace the envelope, you can mail your completed survey to

The Children's Forum
Attention: Beverly Esposito
2007 Remington Green Circle
Tallahassee, FL 32308

or you can fax it to Beverly Esposito at (850) 681-7048.

- Don't forget to fill in your name and address on the postage paid postcard we have provided and mail it back to us so we can send your free gift to you.
- Please return your survey no later than February 26, 2007 in order to receive your free gift.
- Please enter your answers correctly.
 - Only one letter, number, or check mark per box. Write in capital letters.
 - Do not write outside the boxes.
 - For numbers less than 10, write a zero in the first box.

| | |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Correct | Incorrect |
| C H I L D R E N | c h i l d r e n |
| 2 0 0 7 or 0 2 | 0 0 7 or 2 |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

If you have questions, please contact Beverly Esposito at (850) 681-7002.

SECTION 1

Your Current Position

1. Which of the following best describes your current position?

Child Care Center Teacher – a person in charge of a group or classroom of children in a child care center setting

Child Care Center Assistant Teacher – a person working with children under the supervision of a teacher in a child care center setting

Public School Teacher

Child Care Center Director – a person whose primary responsibilities are administrative in a child care center setting

Family Child Care Home Provider – a person in charge of a child or group of children in a home setting

Full-time student

Part-time student

Self-employed in your own or a family business
 (Please describe: _____)

Retail sales or marketing position (sales clerk, etc.)

Clerical or administrative position (secretary, receptionist, etc.)

Accounting or finance position (bookkeeper, etc.)

Banking position (bank teller, etc.)

Health care position (nurse, dental assistant, etc.)

Legal position (paralegal, etc.)

Food service position (wait staff, chef, etc.)

Retail management position

Other management position

Unemployed, but seeking work

Retired

Voluntarily out of the workforce for a reason other than retirement (such as raising a child, caring for an aging parent, etc.)

Other _____

2. In five years, what job would you like to have (check all that apply)?

Early childhood teacher

Center director

Public school teacher

Owner of a family child care home

Full-time homemaker

Full-time student

Retail sales or marketing position (sales clerk, etc.)

Clerical or administrative position (secretary, receptionist, etc.)

Accounting or finance position (bookkeeper, etc.)

Banking position (bank teller, etc.)

Health care position (nurse, dental assistant, etc.)

Legal position (paralegal, etc.)

Food service position (wait staff, chef, etc.)

Retail management position

Other management position

Retired

Other _____

3. How about ten years (check all that apply)?

Early childhood teacher

Center director

Public school teacher

Owner of a family child care home

Full-time homemaker

Full-time student

Retail sales or marketing position (sales clerk, etc.)

Clerical or administrative position (secretary, receptionist, etc.)

Accounting or finance position (bookkeeper, etc.)

Banking position (bank teller, etc.)

Health care position (nurse, dental assistant, etc.)

Legal position (paralegal, etc.)

APPENDIX I: Workforce Survey Phase II (Early Childhood Teachers Who Have Changed Jobs Version)

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Food service position (wait staff, chef, etc.)
 Retail management position
 Other management position
 Retired
 Other _____

4. What is your highest level of educational attainment? (check only one!)

Some high school
 High school diploma or GED
 National CDA or CDA equivalency
 Some credits towards an associate's degree.
 In Early Childhood? Yes No

Associate's degree.
 In Early Childhood? Yes No

Some credits towards a bachelor's degree.
 In Early Childhood? Yes No

Bachelor's degree or higher. Major _____

5. What is your current age? (check only one!)

Under 20
 Between 20 and 29
 Between 30 and 39
 Between 40 and 49
 Between 50 and 59
 60 years and older

6. Including yourself, how many family members were living in your household during 2006?

7. How many family members living in your household during 2006 were under the age of 5?

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SECTION 2

The Center Where You Worked Last year

1. How important was each of the following in your decision to LEAVE YOUR PREVIOUS CENTER?

| | Not At All Important | Slightly Important | Moderately Important | Very Important |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|----------------------|----------------|
| a. The pay is better at my new job. My hourly wage at my PREVIOUS job was \$ <input type="text"/> <input type="text"/> <input type="text"/> | 1 | 2 | 3 | 4 |
| b. The benefits such as health insurance are better at my new job. | 1 | 2 | 3 | 4 |
| c. My new job offers better training opportunities. | 1 | 2 | 3 | 4 |
| d. The hours at my new job work out better with my personal schedule needs. | 1 | 2 | 3 | 4 |
| e. I did not enjoy working with some of the staff at my previous job. | 1 | 2 | 3 | 4 |
| f. I did not enjoy working with the director of my previous center. | 1 | 2 | 3 | 4 |
| g. It was difficult to get adequate supplies/materials to do my job well at my previous center. | 1 | 2 | 3 | 4 |
| h. The parents in my previous center did not support the teachers. | 1 | 2 | 3 | 4 |
| i. I was terminated or laid off from my previous center. | 1 | 2 | 3 | 4 |
| j. My current job is closer to where I live. | 1 | 2 | 3 | 4 |
| k. I did not enjoy teaching. | 1 | 2 | 3 | 4 |
| l. My own child is now in school all day, rather than at the center with me. | 1 | 2 | 3 | 4 |
| m. I did not like the curriculum used at my previous center. | 1 | 2 | 3 | 4 |
| n. I felt like there would be more job security in my current job. | 1 | 2 | 3 | 4 |
| o. I needed more time so I could take courses to improve my career opportunities WITHIN the field of education. | 1 | 2 | 3 | 4 |
| p. I needed more time so I could take courses to improve my career opportunities OUTSIDE the field of education. | 1 | 2 | 3 | 4 |
| q. I felt like I would have more influence over how things were done in my current job. | 1 | 2 | 3 | 4 |

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2. From the items above, which do you consider the MOST important reason in your decision to leave YOUR PREVIOUS CENTER? (enter the letter from question 1 on previous page)

3. What curricula were used at YOUR PREVIOUS CENTER?

A Planning Guide (LAPD activities)
 ABEKA
 Active Learning Series
 Beyond Centers and Circle Time
 Bright Beginnings
 Creative Curriculum
 DLM Early Childhood Express
 High Scope
 High Reach
 Houghton Mifflin Pre-K: Where Bright Futures Begin
 MacMillan
 Montessori
 Project Approach
 Reggio Emilia
 Scholastic
 WEE Learn
 Other (please give name) _____
 We did not use a formal curriculum
 We did not use any of these curricula. We used:
 The curriculum developed by our national organization (e.g. KinderCare, La Petite)
 The curriculum developed by our center

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4. Thinking about the curriculum you used in your previous center, please indicate the degree to which you agree with each statement below.

| | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|----------------------------------------------------------------------------|-------------------|-------------------|----------------|----------------|
| I was able to select this curriculum for my classroom; it was my decision. | 1 | 2 | 3 | 4 |
| I was required to use this curriculum. | 1 | 2 | 3 | 4 |
| I received training in using this curriculum. | 1 | 2 | 3 | 4 |
| I received high quality training in using this curriculum. | 1 | 2 | 3 | 4 |
| I received enough hours of training in using this curriculum. | 1 | 2 | 3 | 4 |
| I felt comfortable using this curriculum. | 1 | 2 | 3 | 4 |

Comments on the amount or quality of the training you received: _____

5. How many training sessions on using this curriculum did you attend?

6. How many hours of training did you receive in using this curriculum?

7. What types of training did you receive in using this curriculum? (Check all that apply!)

Curriculum training at my center.
 Curriculum training at another location.
 In my CDA class.
 In a college course.
 Conference that included training on curriculum.
 Reading the teacher's manual.
 Working in the classroom with someone who has used the curriculum.
 Other _____

8. What agency/agencies conducted the training you received? (check all that apply!)

Early Learning Coalition of Seminole
 Community Coordinated Care for Children (4C Orlando)
 Orlando Vo-Tech
 Seminole Community College
 Other _____

If you are currently employed in the field of early childhood education, continue to the next section. If you are not currently working in the field of early childhood education, skip to Section 4.



APPENDIX I: Workforce Survey Phase II (Early Childhood Teachers Who Have Changed Jobs Version)

SECTION 3

The Center or School Where You Are Currently Employed
(Skip this section if you are not currently working in the field of early childhood education and go directly to Section 4)

1. What are your plans for next year?

- I plan to continue working in this center/school.
- I plan to look for a teaching position in another center.
- I plan to look for a teaching position in a public school.
- I plan to look for a position as a director of a child-care center.
- I plan to open a family child-care home.
- I plan to look for a non-teaching job.
- I do not plan to work for pay next year.

2. How many hours do you work in this job in an average week?

| 3. How important was each of the following in your decision to teach at your current center/school? | Not At All Important | Slightly Important | Moderately Important | Very Important |
|-----------------------------------------------------------------------------------------------------|----------------------|--------------------|----------------------|----------------|
| I heard that it was a good place to work from family or friends. | 1 | 2 | 3 | 4 |
| The wages are good. | 1 | 2 | 3 | 4 |
| The center offers benefits such as health insurance. | 1 | 2 | 3 | 4 |
| I heard the center offered good training opportunities. | 1 | 2 | 3 | 4 |
| The hours worked out well with my personal schedule needs. | 1 | 2 | 3 | 4 |
| I heard the other teachers were pleasant to work with. | 1 | 2 | 3 | 4 |
| A friend or relative who was already in the field helped me get a job here. | 1 | 2 | 3 | 4 |
| I heard the director of the center was a good administrator. | 1 | 3 | 3 | 4 |
| The class sizes are smaller at my new center. | 1 | 2 | 3 | 4 |
| I heard the parents in this center were supportive of the teachers. | 1 | 2 | 3 | 4 |
| They had an opening when I really needed a job. | 1 | 2 | 3 | 4 |

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How important was each of the following in your decision to teach at your current center/school?

| | Not At All Important | Slightly Important | Moderately Important | Very Important |
|--------------------------------------------------------------------|----------------------|--------------------|----------------------|----------------|
| I was able to increase the number of hours I would work each week. | 1 | 2 | 3 | 4 |
| I was able to decrease the number of hours I would work each week. | 1 | 2 | 3 | 4 |
| It is close to where I live. | 1 | 2 | 3 | 4 |
| My own child could be at the center with me during the day. | 1 | 2 | 3 | 4 |

4. How satisfied are you with each of the following characteristics of your current center/school?

| | Not At All Satisfied | Somewhat Satisfied | Satisfied | Very Satisfied |
|-----------------------------------------------------------------------------------------------------|----------------------|--------------------|-----------|----------------|
| Wages. | 1 | 2 | 3 | 4 |
| What is your current hourly wage? \$ <input type="text"/> <input type="text"/> <input type="text"/> | 1 | 2 | 3 | 4 |
| Benefits such as health insurance. | 1 | 2 | 3 | 4 |
| Training opportunities. | 1 | 2 | 3 | 4 |
| Flexibility of hours. | 1 | 2 | 3 | 4 |
| Number of hours I work each week. | 1 | 2 | 3 | 4 |
| Relationship with the other teachers. | 1 | 2 | 3 | 4 |
| Relationship with the center director. | 1 | 2 | 3 | 4 |
| The children are enjoyable to work with. | 1 | 2 | 3 | 4 |
| The degree to which parents are supportive of the teachers. | 1 | 2 | 3 | 4 |
| Distance from where I live. | | | | |

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5. To what extent do you agree or disagree with the following statements about your current center?

| | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|--------------------------------------------------------------------------------------------------------------|-------------------|-------------------|----------------|----------------|
| If I could go back and choose my job all over again, I would become an early childhood teacher again. | 1 | 2 | 3 | 4 |
| My center director lets staff members know what is expected of them. | 1 | 2 | 3 | 4 |
| There is a great deal of cooperative effort among staff members in my center. | 1 | 2 | 3 | 4 |
| I think about staying home from work because I'm just too tired to go. | 1 | 2 | 3 | 4 |
| The center director is supportive and encouraging. | 1 | 2 | 3 | 4 |
| Teachers in this center are constantly learning and seeking new ideas. | 1 | 2 | 3 | 4 |
| I feel supported by colleagues to try out new ideas. | 1 | 2 | 3 | 4 |
| You can count on most staff members to help out even though it may not be part of their official assignment. | 1 | 2 | 3 | 4 |
| I think about moving to another center. | 1 | 2 | 3 | 4 |
| The center director is helpful and supportive when I am having difficulty with a particular child. | 1 | 2 | 3 | 4 |
| I don't seem to have as much enthusiasm now as I did when I began teaching. | 1 | 2 | 3 | 4 |
| Necessary materials and supplies are available as needed by the staff. | 1 | 2 | 3 | 4 |
| Teachers at this center have a good idea of each other's teaching goals and classroom practices. | 1 | 2 | 3 | 4 |
| If I could get a higher paying job, I'd leave teaching as soon as possible. | 1 | 2 | 3 | 4 |
| I am satisfied with my class size. | 1 | 2 | 3 | 4 |
| Parents are generally supportive of staff members. | 1 | 2 | 3 | 4 |
| I sometimes feel it is a waste of time to try to do my best as a teacher. | 1 | 2 | 3 | 4 |

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To what extent do you agree or disagree with the following statements about your current center?

| | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|---------------------------------------------------------------------------------------|-------------------|-------------------|----------------|----------------|
| The center director understands the problems faced by the staff. | 1 | 2 | 3 | 4 |
| Staff members are recognized for a job well done. | 1 | 2 | 3 | 4 |
| The center director treats all the teachers in a fair, evenhanded way. | 1 | 2 | 3 | 4 |
| I am generally satisfied with being a teacher at this center. | 1 | 2 | 3 | 4 |
| The center director sets priorities, makes plans, and sees that they are carried out. | 1 | 2 | 3 | 4 |
| The stress and difficulty involved in teaching at this center isn't really worth it. | 1 | 2 | 3 | 4 |
| I like the way things are run at this center. | 1 | 2 | 3 | 4 |

6. What curricula are currently used at this center (check all that apply)?

- A Planning Guide (LAPD activities)
- ABEKA
- Active Learning Series
- Beyond Centers and Circle Time
- Bright Beginnings
- Creative Curriculum
- DLM Early Childhood Express
- High Scope
- High Reach
- Houghton Mifflin Pre-K: Where Bright Futures Begin
- MacMillan
- Montessori
- Project Approach
- Reggio Emilia
- Scholastic

APPENDIX I: Workforce Survey Phase II (Early Childhood Teachers Who Have Changed Jobs Version)

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WEE Learn
 Other (please give name) _____
 We do not use a formal curriculum.
 We do not use any of these curricula. We use:

- The curriculum developed by our national organization (e.g. Kindergarten, La Pevier)
- The curriculum developed by our center.

7. Thinking about the curriculum you are using in your current classroom, please indicate the degree to which you agree with each statement below.

| | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|----------------------------------------------------------------------------|-------------------|-------------------|----------------|----------------|
| I was able to select this curriculum for my classroom; it was my decision. | 1 | 2 | 3 | 4 |
| I was required to use this curriculum. | 1 | 2 | 3 | 4 |
| I received training in using this curriculum. | 1 | 2 | 3 | 4 |
| I received high quality training in using this curriculum. | 1 | 2 | 3 | 4 |
| I received enough hours of training in using this curriculum. | 1 | 2 | 3 | 4 |
| I feel comfortable using this curriculum. | 1 | 2 | 3 | 4 |

Comments on the amount or quality of the training you received:

8. How many training sessions on using this curriculum have you attended?

9. How many hours of training have you received in using this curriculum?

10. What types of training have you received in using this curriculum (Check all that apply)?

- Curriculum training at my center.
- Curriculum training at another location.
- In my CDA class.
- In a college course.
- Conference that included training on curriculum.
- Reading the teacher's manual.
- Working in the classroom with someone who has used the curriculum.
- Other _____

11. What agency/agencies conducted the training you received (check all that apply)?

- Early Learning Coalition of Seminole
- Community Coordinated Care for Children (4C Orlando)
- Orlando Vo-Tech
- Seminole Community College
- Other _____

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SECTION 4
Your Current Employment Outside the Field of Early Childhood Education (If you are currently employed in the field of early childhood education or you are not employed at this time, skip this section and go directly to Section 5)

1. How important was each of the following in your decision to accept YOUR CURRENT JOB?

| | Not At All Important | Slightly Important | Moderately Important | Very Important |
|-------------------------------------------------------------------|----------------------|--------------------|----------------------|----------------|
| I heard it was a good place to work from family or friends. | 1 | 2 | 3 | 4 |
| The wages are good. | 1 | 2 | 3 | 4 |
| The job offers benefits such as health insurance. | 1 | 2 | 3 | 4 |
| The job offers good training opportunities. | 1 | 2 | 3 | 4 |
| The hours work out well with my personal schedule needs. | 1 | 2 | 3 | 4 |
| The job offers good opportunities for promotions and advancement. | 1 | 2 | 3 | 4 |
| The other employees are pleasant to work with. | 1 | 2 | 3 | 4 |
| The supervisor is pleasant to work with. | 1 | 2 | 3 | 4 |
| I was tired of spending my entire workday with children. | 1 | 2 | 3 | 4 |
| They had an opening when I really needed a job. | 1 | 2 | 3 | 4 |
| It is close to where I live. | 1 | 2 | 3 | 4 |
| This job allows me to work with family/friends. | 1 | 2 | 3 | 4 |

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2. How satisfied are you with each of the following characteristics of YOUR CURRENT JOB?

| | Not At All Satisfied | Somewhat Satisfied | Satisfied | Very Satisfied |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|-----------|----------------|
| Wages. | 1 | 2 | 3 | 4 |
| What is your current hourly wage? \$ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | |
| Benefits such as health insurance. | 1 | 2 | 3 | 4 |
| Training opportunities. | 1 | 2 | 3 | 4 |
| Flexibility of hours. | 1 | 2 | 3 | 4 |
| Opportunities for promotions and advancement. | 1 | 2 | 3 | 4 |
| Relationship with my coworkers. | 1 | 2 | 3 | 4 |
| Relationship with my supervisor. | 1 | 2 | 3 | 4 |
| The opportunity to spend more time with adults during the workday. | 1 | 2 | 3 | 4 |
| Distance from where I live. | 1 | 2 | 3 | 4 |
| Opportunities to work with family/friends. | 1 | 2 | 3 | 4 |

3. Thinking about all of the factors that influence your overall job satisfaction, how would you rate your current job compared to your previous job as a teacher?

- More satisfied in teaching.
- More satisfied in my current job.
- No difference.

4. To what extent do you agree or disagree with the following statements about your current job?

| | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|--------------------------------------------------------------------------------|-------------------|-------------------|----------------|----------------|
| My supervisor lets employees know what is expected of them. | 1 | 2 | 3 | 4 |
| There is a great deal of cooperative effort among employees in my current job. | 1 | 2 | 3 | 4 |
| I think about staying home from work because I'm just too tired to go. | 1 | 2 | 3 | 4 |

APPENDIX I: Workforce Survey Phase II (Early Childhood Teachers Who Have Changed Jobs Version)

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| To what extent do you agree or disagree with the following statements about your current job? | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|----------------------------------------------------------------------------------------------------------------|-------------------|-------------------|----------------|----------------|
| The supervisor is supportive and encouraging. | 1 | 2 | 3 | 4 |
| You can count on most employees to help out even though it may not be part of their official responsibilities. | 1 | 2 | 3 | 4 |
| I think about moving to another job. | 1 | 2 | 3 | 4 |
| The supervisor is helpful and supportive when I am having difficulty. | 1 | 2 | 3 | 4 |
| I have the materials and supplies I need to do a good job. | 1 | 2 | 3 | 4 |
| If I could get a higher paying job, I'd leave this job as soon as possible. | 1 | 2 | 3 | 4 |
| The supervisor understands the problems faced by the employees. | 1 | 2 | 3 | 4 |
| Employees are recognized for a job well done. | 1 | 2 | 3 | 4 |
| The supervisor treats all the employees in a fair, evenhanded way. | 1 | 2 | 3 | 4 |
| I am generally satisfied with my job. | 1 | 2 | 3 | 4 |
| The stress and difficulty involved in working at this job isn't really worth it. | 1 | 2 | 3 | 4 |
| I like the way things are run at this job. | 1 | 2 | 3 | 4 |

5. How many hours do you work at your job in an average week?

6. What are your plans for next year?

I plan to continue working in this job.

I plan to look for a different non-teaching job.

I plan to look for a teaching position in a child-care center.

I plan to look for a teaching position in a public school.

I plan to open a family child-care home.

I do not plan to work for pay next year.

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SECTION 5

Your Background in Early Childhood Education

1. When you decided to work as an early childhood educator, how important was each of the following in your decision?

| | Not At All Important | Slightly Important | Modestly Important | Very Important |
|--------------------------------------------------------------------------------------------------------|----------------------|--------------------|--------------------|----------------|
| Family and/or friends suggested that it would be a good idea. | 1 | 2 | 3 | 4 |
| I enjoyed working with young children. | 1 | 2 | 3 | 4 |
| I heard there were opportunities for promotions/advancement. | 1 | 2 | 3 | 4 |
| I heard there were a lot of jobs available. | 1 | 2 | 3 | 4 |
| I planned to have or already had children and liked the idea of a job where my child could be with me. | 1 | 2 | 3 | 4 |
| I heard that the wages are good in this field. | 1 | 2 | 3 | 4 |
| I needed a job and someone told me about an opening in a center. | 1 | 2 | 3 | 4 |

Comments:

2. How many years have you worked as a full-time early childhood educator (if you are currently working as a full-time early childhood educator, include this year in your total number of years)?

3. How many years have you worked as a part-time early childhood educator (if you are currently working as a part-time early childhood educator, include this year in your total number of years)?

4. What other full or part-time jobs have you held in the last five years (check all that apply)?

Full-time homemaker

Full-time student

Part-time student

Center director

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Public school teacher

Retail sales or marketing position (sales clerk, etc.)

Clerical or administrative position (secretary, receptionist, etc.)

Accounting or finance position (bookkeeper, etc.)

Banking position (bank teller, etc.)

Health care position (nurse, dental assistant, etc.)

Legal position (paralegal, etc.)

Food service position (wait staff, chef, etc.)

Retail management position

Other management position

Other _____

None

5. Which of the following best describes your occupation prior to becoming an early childhood teacher (check only one)?

Full-time homemaker

Full-time student

Retail sales or marketing position (sales clerk, etc.)

Clerical or administrative position (secretary, receptionist, etc.)

Accounting or finance position (bookkeeper, etc.)

Banking position (bank teller, etc.)

Health care position (nurse, dental assistant, etc.)

Legal position (paralegal, etc.)

Food service position (wait staff, chef, etc.)

Retail management position

Other management position

Other _____

6. Are you familiar with the TEA.C.H. scholarship program?

Yes No

7. Have you ever been a TEA.C.H. scholarship recipient?

Yes No If so, in what years? From to

20

8. BEFORE you began teaching in any child care center, how many times had you participated in the following types of training and how useful did you find the training?

| | Number of Times of That Type (How many answer "9") | Not At All Useful | Somewhat Useful | Useful | Very Useful |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------|-----------------|--------|-------------|
| Infant and child CPR. | | 1 | 2 | 3 | 4 |
| Conferences on caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Workshops on caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Conferences about early childhood/teaching. | | 1 | 2 | 3 | 4 |
| High school coursework about caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Community college coursework about caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Four-year college coursework about caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Reading books and magazines about caring for/teaching young children. | | 1 | 2 | 3 | 4 |
| Observing others teaching in a similar setting (whether informally or as an assistant teacher). | | 1 | 2 | 3 | 4 |
| State mandated Introductory Child Care Training. | | 1 | 2 | 3 | 4 |
| Babysitting. | | 1 | 2 | 3 | 4 |



The Seminole County Child Care Workforce Study: Interview Questions

Interview Questions for Program Directors

Section 1: Retention/Turnover and Related Costs

1. How many teachers and assistant teachers work in your program?
2. How many of those are new in the last 12 months or so? Is that typical?
3. How do you feel the quality of new teachers who leave the program within a year or so compares with the quality of those who remain?
4. When new teachers leave within the first year, how are they different from the teachers who stay?
5. When teachers announce they are leaving, what are some of the common reasons they give?
6. When new teachers leave within the first year, what types of positions do they generally tell you they are taking?
7. What administrative tasks are associated with a teacher leaving (i.e., COBRA notification, recordkeeping, payroll)?
8. Who does these things and how much total time is spent on these types of tasks?

Section 2: Support for New and Existing Teachers

9. What types of things do you do to support new teachers?
10. How do you feel this support affects a new teacher's expertise?
11. How about the likelihood that he or she will remain in teaching?
12. From the time you hire them, how long does it take a new teacher to get up to full speed on the job?
13. What training is available for your current teachers?
14. Besides training, what kinds of things do you offer to increase teacher retention rates?
15. Generally, why do you think teachers decide to continue working for you in this program?

Section 3: Hiring Process and Costs

16. Tell me about how you generally recruit for open positions.
17. On average, how many applicants do you have for each open position?
18. How do you review applications?
19. Please tell me a little about the interview process.
20. Tell me about the decision to offer a job position.
21. From advertising the position to hiring a new teacher, how many hours would you estimate you spend to fill an opening?
22. How effective do you feel your hiring process is at recruiting high quality teachers? Do you feel that the offers you can make are attractive to high quality teachers? What things, if any, would you like to change about the hiring process and job offers that you make?
23. What are the characteristics of your newly hired teachers?
24. Thinking about a specific recent hire, can you please tell me about that specific hire from the time you began advertising the position to how the teacher is working out in the classroom?



APPENDIX II: Interview Questions (for Teachers in Child Care/Pre-K Programs)



The Seminole County Child Care Workforce Study: Interview Questions

Interview Questions for Teachers in Child Care/Pre-K Programs

Section 1: Satisfaction

1. What first attracted you to teaching?
2. Now that you are teaching, in what ways has teaching lived up to your expectations and in what ways have you been disappointed?
3. Overall, are you satisfied with teaching in general and with your specific position?
4. What is your favorite thing about your job?
5. If you could change something about your job, what would you most like to change?
6. Do you plan to stay at your current center/school for the next school year? Why or why not?

Section 2: Training Opportunities

7. What are some of the types or methods of training you have participated in (such as, workshops at your center, workshops at other locations, meeting with a mentor, college classes, etc.)?
8. Thinking about what you learned in training, what methods of training have generally been the most effective for you? The least? Why?
9. How about training topics such as curriculum training, classroom management, etc.? What have been the most and least helpful topics in your work with children? Why?
10. Thinking specifically about curriculum training, tell me about the types or methods of training you have received? What has been helpful or not-so-helpful about that training?
11. Thinking about specific curriculum trainings such as Creative Curriculum, which have been the most and least helpful in your work with children? Why?
12. Sometimes training is short and other times it takes place over time and there are follow-up meetings. Which do you like best and why?
13. Are there any kinds of training that help get you excited about teaching all over again? Why?
14. Thinking about specific training you have received, tell me about the best experience you ever had – the training where you learned the most.
15. How about the worst training experience you ever had?

APPENDIX II: Interview Questions (for Teachers in Family Child Care Homes)



The Seminole County Child Care Workforce Study: Interview Questions

Interview Questions for Teachers in Family Child Care Homes

Section 1: Satisfaction

1. What first attracted you to becoming a family child care home provider?
2. Now that you are a family child care home provider, in what ways has it lived up to your expectations and in what ways have you been disappointed?
3. Overall, are you satisfied with being a family child care home provider?
4. What is your favorite thing about your job?
5. If you could change something about your job, what would you most like to change?

Section 2: Training Opportunities

6. What are some of the types or methods of training you have participated in (such as, workshops, conferences, meeting with a mentor, college classes, etc.)?
7. Thinking about what you learned in training, what methods of training have generally been the most effective for you? The least? Why?
8. How about training topics such as curriculum training, behavior management, etc.? What have been the most and least helpful topics in your work with children? Why?
9. Thinking specifically about curriculum training, tell me about the types or methods of training you have received? What has been helpful or not-so-helpful about that training?
10. Thinking about specific curriculum trainings such as Creative Curriculum, which have been the most and least helpful in your work with children? Why?
11. Sometimes training is short and other times it takes place over time and there are follow-up meetings. Which do you like best and why?
12. Are there any kinds of training that help get you excited about being a family child care home provider all over again? Why?
13. Thinking about specific training you have received, tell me about the best experience you ever had – the training where you learned the most.
14. How about the worst training experience you ever had?

APPENDIX II: Interview Questions (for Teachers in Child Care/Pre-K Programs)



The Seminole County Child Care Workforce Study: Interview Questions

Interview Questions for Teachers Who Have Moved Within the Profession

1. May I ask where you are currently working?
2. What is your position there?
3. When you decided to look for a new job, what attracted you to your current position?
4. What made you decide to look for a new job?
5. Was there anything that the director of your previous center could have done to get you to stay in your previous job?
6. Now that you have moved, how does your current job compare to your previous one?
 - a. What is better about the new position?
 - b. Is there anything you miss about your old job?
7. How do the training opportunities in your current job compare to the opportunities in your old one?
8. Do you find that the training you received in your previous job is helpful to you in your new position?
 - a. What types of training are helpful across jobs?
 - b. What types are not?
9. How long do you plan to stay in your new job?
 - a. Leaving? ... Why?
 - b. Staying? ... Why?



APPENDIX II: Interview Questions *(for Teachers in Family Child Care Homes)*



The Seminole County Child Care Workforce Study: Interview Questions

Interview Questions for Teachers Who Have Left the Profession

1. May I ask where you are currently working?
2. What is your position there?
3. When you decided to look for a new job, what attracted you to your current position?
4. What made you decide to look for a new job?
5. Was there anything that the director of your previous center could have done to get you to stay in your previous job?
6. Now that you have moved, how does your current job compare to your previous one?
 - a. What is better about the new position?
 - b. Is there anything you miss about your old job?
7. How do the training opportunities in your current job compare to the opportunities in your old one?
8. Do you feel like the recognition you receive or opportunities for advancement are different in the two jobs. How?
9. How long do you plan to stay in your new job?
 - a. Leaving? ... Why?
 - b. Staying? ... Why?



APPENDIX III: Weighting Procedures

How representative is the sample?

Estimated number of FCCH teachers = 114 (12 licensed FCCH, one of which has two teachers and 101 registered FCCH)

Estimated number of CCC teachers = 1,324 (1194 teachers in licensed centers and approximately 130 teachers in exempt centers)

Total number of teachers = 1,438

Percentage of teachers in FCCH settings: 7.9%

FCCH figures are based on the number of licensed and registered homes that were in business as of December 2006 and had valid mailing addresses.

CCC figures are based on the number of licensed and licensed-exempt child care centers and school-based programs that were in business as of December 2006 and had valid mailing addresses. Teacher estimates for licensed centers were calculated by taking the number of staff members present on the day that DCF licensing counselors made their last inspection and adjusting the figures to account for non-teaching staff, such as cooks. Teacher estimates for exempt centers/programs are reasonable estimates based on the research team's experience with exempt facilities, since DCF does not inspect these centers/programs.

Number of FCCH teachers who returned surveys = 71

Number of CCC teachers who returned surveys = 351

Total number of teachers who returned surveys = 422

Percentage of FCCH teachers in total sample = 16.8%

FCCH teachers are overrepresented in our study. To correct for this, weighting is used when aggregated statistics are reported. Each FCCH survey receives a weight of .47, while CCC surveys receive a weight of 1.00. Statistics are reported separately for each group as well.



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