



Florida Office of Early Learning

Florida Statewide Early Care and Education Workforce Study

JANUARY 2013



This research was commissioned by the Florida Office of Early Learning under OEL Solicitation No. 12-RFP-001-LJ on behalf of the Florida State Advisory Council on Early Education and Care

ACKNOWLEDGEMENTS

This study was funded by the Florida Office of Early Learning (OEL) on behalf of the Florida State Advisory Council on Early Education and Care. We would like to thank OEL for the thoughtful feedback on study documents, instruments, analytical plans and findings, and report drafts. We also wish to extend our appreciation to those early care and education (ECE) programs that assisted with the survey pilot and offered insightful feedback to refine the surveys. To those organizations and agencies that assisted the Forum with outreach to inform and encourage your constituents to participate in this study, your efforts are greatly appreciated. Most importantly, we are indebted to the administrators, teachers, staff, and providers who took the time to participate in this study. Your time is valued and the information you have provided will guide future policy decisions.



2807 Remington Green Circle
Tallahassee, FL 32308
(850) 681-7002

www.thechildrensforum.com

RESEARCH TEAM

Melissa Clements, Ph.D., Principal Investigator

Beverly Esposito, Ph.D.

Saralyn Grass, Ed.D.c

Phyllis Kalifeh, Ed.D.c

Nina Brown, Ph.D.

Lisa Roberts

Iris Davis

Jinan As-Siddiq

GRAPHICS AND DESIGN

Joy Stover

Janelle Karlen

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GLOSSARY OF TERMS

Child Care Center

As defined by sections 403.302(2) and 402.308(1), Florida Statutes, any child care center or child care arrangement that provides child care for more than five children, unrelated to the operator and that receives a payment, fee, or grant for any of the children receiving care, wherever operated, and whether or not operated for profit; which must be licensed by the Florida Department of Children and Families.

Child Care Resource and Referral (CCR&R)

A free, statewide service that helps families identify and select quality early learning programs. The CCR&R State Network Office, which is responsible for administration of CCR&R services, develops training, educational materials, and other resources for early learning coalitions, families, and child care providers and is housed in the Office of Early Learning. The CCR&R State Network Office also maintains a statewide provider information database.

Certificates and Credentials

Florida Director Credential (Levels I, II and Advanced; 5 year renewal)

Every licensed Florida child care facility is required to have a credential director. Director Credential core requirements include: High school diploma or GED, Part I Introductory Child Care Training, 8-hours of in-service training serving children with disabilities, an active Staff Credential.

Level I - Completion of core requirements and an approved Overview of Child Care Management course for 3 credits or 4.5 CEUs, or Director Credential issued by another state.

Level II - Completion of core requirements and an approved Overview of Child Care Management course for 3 credits or 4.5 CEUs or Director Credential issued by another state, and a minimum of one year experience as an on-site child care director.

Advanced Level - Completion of core requirements and an approved Overview of Child Care Management course for 3 credits or 4.5 CEUs or Director Credential issued by another state, a minimum of two years experience as an on-site child care director, AND completion of ONE of the following:

- Associate degree or higher
- Completion of two 3-hour approved college courses.

Florida Staff Credential (5 Year Renewal)

A Staff Credential is an official designation that indicates an individual's professional education meets or exceeds the professional criteria set by the Department of Children and Families. Every licensed child care facility must have one member of its child care personnel present with a verified staff credential for every 20 children.

The Staff Credential requirement can be met in several ways:

National Early Childhood Certificate

National programs that are recognized in at least 5 states and meet or exceed the programmatic requirements qualify for the National Early Childhood Certificate, including the following: Council for Professional Recognition Child Development Associate (CDA) (Initial 3-year renewal with subsequent 5-year renewals); National Child Care Association; Association Montessori International (AMI); American Montessori Society (AMS); Montessori Accreditation Council for Teacher Education (MACTE).

Formal Educational Qualifications

a) BA, BS or advanced degree in ONE of the following areas: Early Childhood Education/Child Development, Pre-Kindergarten or Primary Education, Preschool Education, Family and Consumer Sciences (formerly Home Economics/Child Development), Exceptional Student Education, Special Education, Mental Disabilities, Specific Learning Disabilities, Physically

Impaired, Varying Exceptionalities, Emotional Disabilities, Visually Impaired, Hearing Impaired, Speech-Language Pathology or Elementary Education with certification to teach any age birth through 6th grade (certification may be inactive provided the certificate is not suspended/revoked).

- b) AS or AA degree or higher in Early Childhood Education/Child Development.
- c) Associate's degree or higher WITH at least six (6) college credit hours in early childhood education/child development AND at least 480 hours experience in a child care setting serving children ages birth through eight (8).

Florida Child Care Professional Credential (FCCPC)

Formerly known as the Child Development Associate Equivalent (CDAE) credential. Pursuant to section 402.305(3)(b), Florida Statutes, the FCCPC is a Florida Department of Children and Families approved training program that consists of a minimum of 120 hours of early childhood instruction and 480 contact hours with children ages birth through eight (8) and at least two (2) methods of formal assessment. The FCCPC training program offers two (2) areas of certification: "Birth Through Five (formerly the department approved CDA Equivalency training programs)" and "School-Age (formerly the Florida School-Age Certification)."

Early Childhood Professional Certificate (ECPC)

An educational credential issued by the Florida Department of Education (DOE), the ECPC, formally known as the Child Development Associate Equivalent (CDAE), is obtained by completing the Early Childhood Education (ECE) program. Students who complete Occupational Completion Point A of the ECE program and pass the required Florida Department of Children and Families (DCF) exams with a score of 70 or better will have completed the DCF 40 hour Introductory Child Care Training. Students who complete the ECE program and meet all other requirements for the Early Childhood Professional Certificate (ECPC) as outlined in the Student Guidelines can be awarded the ECPC. The DOE ECPC is a Preschool specialization.

Child Care Apprenticeship Certificate (CCAC)

An education credential issued by the FDOE, the CCAC is obtained by completing the DOE Child Care Apprenticeship Program. The Apprenticeship Certificate designates a student as a Child Care Development Specialist.

Child Care WAGES®

A licensed program created by the Child Care Services Association in North Carolina. Through this program, teachers receive a salary supplement paid directly to them on a semi-annual basis provided they have remained with their employer for the previous six months and earn less than \$17.50 per hour. The amount of the supplement is determined using an incremental scale from the first educational level up to the highest educational level requiring an advanced degree in early childhood or child development. Each level specifies a level of education or continuing course work toward degrees with an accompanying supplement amount.

Early Care and Education (ECE) Programs

A wide array of child care and education programs that serve children, ages birth through five including, but not limited to, Head Start, Early Head Start, Migrant Head Start, public schools, prekindergarten and Voluntary Prekindergarten programs provided by non-public school providers, religious exempt child care programs, and private/parochial school prekindergarten and after school programs, School Readiness Programs, private child care centers, and family child care homes.

Early Head Start (EHS)

A federally-funded, community-based program for low-income families with infants, toddlers and pregnant women, which includes goals to promote healthy prenatal outcomes for pregnant women, to enhance the development of very young children, and to promote healthy family functioning.

Early Learning Coalition (Coalition)

Part of a system of statutorily-authorized local entities in Florida that implement early learning programs at the local level including the School Readiness Program, Voluntary Prekindergarten Program, and Child Care Resource and Referral. Each early learning coalition implements an Office of Early Learning approved plan that includes a comprehensive program of services enhancing the cognitive, social, and physical development of children to achieve the performance standards and outcome measures. Each early learning coalition is governed by a board whose members are appointed in accordance with the requirements of statutes.

Family Child Care Home (FCCH)

A family day care home is an occupied residence in which child care is regularly provided for children from at least two unrelated families and which receives a payment, fee, or grant for any of the children receiving care, whether or not operated for profit. § 402.302(8), Florida Statutes. (2010). Includes family day care homes and large family child care homes.

Head Start

A national school readiness program that provides comprehensive education, health, nutrition, and parent involvement services to three- and four-year-old children from low-income families.

Hard-to-Reach Population Indicator

Programs meeting one or more of three risk factors derived from 2010 U.S. Census Bureau data: located in a city/county with 25% or more of the population at or below the federal poverty line; located in a city/county with 33% or more of the population speaking a language other than English; and/or located in rural areas. Rural areas encompass all populations, housing, and territory not included within an urban area. Urban areas are classified into two groups: Urbanized Areas of 50,000 or more people and Urban Clusters of at least 2,500 and less than 50,000.

Individuals with Disabilities Education Act (IDEA), Part B

A federal program that requires states to provide free appropriate public education in the least restrictive environment to students with disabilities from ages three through twenty-one. Eligibility criteria are mandated through federal and state regulations, and services are supported with public funds. The Prekindergarten Program for Children with Disabilities (the preschool component of Part B, Section 619 of IDEA) is provided by the local school district to meet the child's unique needs for specially-designed instruction and related services, ages three through five. School districts may serve children beginning on their third birthday or in the school year in which they turn three. Eligibility for special education is based on criteria in State Board of Education rules.

Lead Teacher

A teacher in a program who bears primary responsibility for planning, preparing, implementing and evaluating developmentally appropriate activities and routines as well as providing care for physical needs of children, supervising and evaluating assistant classroom staff, maintaining a safe and sanitary environment, and performing related work.

Migrant Head Start

A federally-funded community-based program serving the children of migrant farm workers while their parents are at work. Child care centers that serve this population are open for varying lengths of time during the year, depending largely on the harvest activities in the area.

Random Sampling

Non-systematic participant selection method whereby all cases in the population (or sampling frame) have an equal opportunity to be selected for participation.

Religious Exempt Child Care Facilities

A child care facility may claim Religious Exemption from licensure if: it is an integral part of a church or parochial school conducting regularly scheduled classes, courses of study or educational programs; it is accredited by, or by a member of, an organization that publishes and requires compliance with its standards for health, safety and sanitation; and it meets background screening requirements in sections 402.305, 402.316, and 435.04, Florida Statutes.

Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Scholarship Program

Provides scholarships for early care educators and center directors to work towards earning an associate’s degree or credentials in early childhood education. It is funded by the Office of Early Learning and administered by Children’s Forum, Inc. It involves a three-way partnership for the sharing of expenses by the caregiver receiving the scholarship, the sponsoring child care center or family day care home and the T.E.A.C.H Program.

Voluntary Prekindergarten Education (VPK) Program

Constitutionally mandated entitlement program begun in 2005 designed to prepare all eligible four-year-olds in Florida for kindergarten. Eligibility includes being four years old on or before September 1st of the school year and being a resident of Florida. The VPK program elements include high literacy standards, accountability, appropriate curricula, substantial instruction periods, manageable class sizes, and qualified instructors.



EXECUTIVE SUMMARY

Introduction

Many states in the nation have conducted early care and education (ECE) workforce studies over the past two decades to gather information about ECE practitioners in order to make improvements in both policy and practice. Research is conclusive that children who receive higher quality care in their early years are more successful in their formal school years as well as in life. High quality care has been repeatedly linked to positive developmental outcomes for children, including cognitive, social, and emotional development (Helburn, 1995; National Research Council and Institute of Medicine, 2000; Peisner-Feinberg, et al., 1999; Vandell & Wolfe, 2000). In addition, children who receive consistent, nurturing, and stimulating care in their first five years are found to become more productive citizens who contribute to society through higher employment rates and avoidance of the criminal justice system, teen pregnancy, and drug dependency issues (Campbell, Ramey, Pungello, Sparling, & Miller-Johnson, 2002; Reynolds, et al., 2007; Schweinhart, et al., 2005).

This report presents the findings of the 2012 Florida Statewide Early Care and Education Workforce Study funded by the Florida Office of Early Learning on behalf of the Florida State Advisory Council on Early Education and Care. To inform the development and enhancement of a quality ECE system in the state of Florida, comprehensive information about the ECE workforce was gathered including demographic and program characteristics regarding providers and practitioners, job satisfaction and turnover rates, wage and benefit information about the workforce, professional development opportunities and needs, and technology access and needs, among other data. Data were obtained from existing state and national sources as well as from stakeholders in the ECE field including program administrators, teachers and support staff, and family child care home (FCCH) providers. The following key research questions guided this study:

Research Questions

Demographic Characteristics

1. What are the demographic characteristics of Florida's ECE workforce personnel, including owners/operators, directors, lead teachers, teacher assistants and aides, and support personnel?

Program Characteristics

2. What types of federal or state programs are offered as part of the part-day or full-day services?
3. What number or percentages of programs/employers participate in a Quality Rating Improvement System (QRIS)?

Employment Characteristics

4. What are the wages and benefits earned by individuals in the ECE workforce?
5. What is the status of workforce job satisfaction rates, including turnover and job stress issues?

Education Status

6. What is the educational attainment of Florida's ECE workforce?

Professional Development Training

7. What types of informal training opportunities have individuals in the ECE workforce accessed?
8. What types of formal training opportunities have individuals in the ECE workforce accessed?

Professional Development Barriers

9. What are the challenges/barriers that may be preventing the workforce from accessing the available professional development opportunities?

Technology

10. What are the perceived technology needs, comfort levels, abilities, and resources of ECE programs and practitioners?

Methods

Data Collection.

Existing state and national data as well as survey, interview, and focus group data were obtained for this study. Specifically, U.S. Census Bureau and Bureau of Labor Statistics (BLS) data for the child care and related workforces in the state of Florida were compared with that of similar states as well as the nation on size, earnings, growth, and turnover characteristics. Survey data were collected from practitioners employed at randomly sampled ECE programs throughout Florida. The survey data supplement the BLS data to yield comprehensive data describing the ECE workforce in terms of demographic characteristics, educational status and experience, program characteristics, professional development supports and needs, and technology access and needs.

The Florida Statewide Early Care and Education Workforce Surveys developed for this study encompassed three separate surveys designed to capture perceptual data from key practitioner groups: Administrator Survey (completed by administrators at ECE facilities), Teacher and Support Staff Survey (completed by all staff at ECE facilities), and Family Child Care Home Provider Survey (completed by FCCH owners). Three interview and focus group guides were also developed and used to collect in-depth qualitative data from a sub-group of practitioners: Administrator Interview Guide, FCCH Owner Interview Guide, and Instructional Staff Focus Group Guide.

Sampling Procedures.

Stratified random sampling was used to select survey participants. Only those practitioners at a randomly sampled group of ECE programs could participate in the survey but participation was voluntary so any program or practitioner could also decline participation. A sub-sample of the survey programs was randomly selected for interview participation. Administrators or FCCH owners from those sites were asked to participate in an interview regarding their experiences and needs in the ECE field. A group of instructional staff participating in a traditionally well-attended statewide ECE conference was asked to participate in a focus group to capture in-depth qualitative information on the experiences and needs of

teaching staff in the ECE field. This method was used in lieu of conducting focus groups at the same sites randomly selected for administrator interviews to minimize potential burden on program sites that would have otherwise needed to provide classroom coverage for multiple teachers.

Outreach Efforts to Achieve Target Response Rates.

Outreach efforts to ensure targeted response rates were conducted following initial survey distribution and included sending out reminder emails and reminder post-cards, making reminder telephone calls, and utilizing existing ECE networks. The research team made a telephone reminder call to each "hard-to-reach" program (defined by high poverty concentration, rural/urban location, and high bilingual concentration) and nearly all programs including those not identified as hard-to-reach as well. Letters were sent to ECE community agencies, organizations, and service providers requesting their support in encouraging participation and reminding selected program sites to participate. These organizations and agencies were very helpful in getting the word out about the study and encouraging participation. The research team prepared flyers to pass out at conferences and other venues to increase awareness of the study. Additionally, satellite office staff assisted in outreach efforts to encourage participation in the study. Program sites participating in the survey were entered into a raffle drawing for the chance to receive a package of classroom supplies for their program, and interview and focus group participants each received a package of classroom supplies as a token of appreciation for participation.

Response Rates.

The population of ECE providers throughout the state as determined by the Florida Department of Children and Families (DCF) master program site database included 13,065 program sites (DCF, 2012). These sites included child care centers, public and private schools, and FCCHs. From this population, a sample of 2,279 programs was randomly selected for survey participation. The survey response rate for this study was 25% and included 271 child care centers, 30 schools, 46 religious exempt programs, and 187 FCCHs. The group

of program sites responding to the survey was representative of the population on a number of key characteristics (i.e., program characteristics such as Head Start, Migrant Head Start, VPK, schools, centers, religious exempt, FCCHs; services offered such as afterschool and special education services; regional location; urban/rural status; and neighborhood demographics such as poverty and bilingual concentration).

Sample Representativeness.

For this study, the representative sample size needed for the population at a 95% confidence interval and 5% error rate was determined to be 373.¹ The overall respondent sample size achieved was 569. The survey respondent sample has a similar demographic and programmatic make-up as the population on a number of factors. At the same time, this is not an experimental study and there are many factors that cannot be measured or controlled on which the survey sample may differ from the ECE population in Florida. In voluntary survey research, those individuals choosing to respond to a survey are likely different in some ways from those who choose not to respond making it difficult to generalize the findings beyond the group responding.

Also, the respondent sample sizes for sub-groups (e.g., program types and regions), were not sufficiently large for making generalizations for sub-groups with a high degree of confidence (within a 95% confidence interval). This does not mean findings should not be considered at the sub-group levels but rather that a greater degree of caution is warranted when generalizing to the sub-group for making inferences and policy decisions. Also, comparing rates across groups should be done with caution because percentages from small samples vary more widely so that there may appear to be a large difference between groups that is likely an artifact of large variation in sample size. More information regarding sample representativeness is discussed in the Study Considerations section of the Executive Summary and throughout the report.

Findings

The findings of the Florida ECE Workforce Study are threefold. The first set of findings presented is existing labor statistics data for Florida

relative to the nation and select comparable states (California, Minnesota, North Carolina, and Texas). The second set of findings includes results from the three surveys: Administrator Survey, Teacher and Support Staff Survey, and FCCH Owner Survey. The final set of findings includes qualitative findings from the interview and focus groups. Analytical techniques used for this study included descriptive statistics for survey analysis and existing data (i.e., frequency, percentage, mean, median, standard deviations, and ranges) and qualitative analysis of interview and focus group data (deriving common themes). A summary of key findings from each set of findings follows.

Section 1. Analysis of Early Care and Education Workforce Data Comparing Florida with California, Minnesota, North Carolina, and Texas

Size of the Workforce.

For the occupation of Childcare Worker (according to the North American Industry Classification System; NAICS), Florida has 35,430 workers in the occupation. California and Texas have 1.7 and 1.5 times as many Childcare Workers (60,290 and 53,860, respectively), but Florida exceeds the other two comparison states. North Carolina reports 21,350 and Minnesota reports 8,570 in the Childcare Worker occupation.

For Childcare Workers in the state of Florida, four metro areas account for three-fourths of the total number employed (26,370 of 35,430 total). These areas are:

- Miami-Fort Lauderdale-Pompano Beach FL
- Tampa-St. Petersburg-Clearwater FL
- Miami-Miami Beach-Kendall FL Metropolitan Division
- Orlando-Kissimmee-Sanford FL

Earnings.

Childcare Workers in Florida earn an average of \$20,160 annually. The median annual wage is \$19,140. In comparison, Florida has a lower pay rate for this occupation relative to the national average and two of the four comparison states.

The highest wages (mean annual wage) in Florida are in:

¹Confidence interval not adjusted for potential non-response bias.

- Lakeland-Winter Haven FL (\$22,530)
- Ocala FL (\$21,850)
- Sebastian-Vero Beach FL (\$21,700)
- Cape Coral-Fort Myers, FL (\$21,550)
- Naples-Marco Island FL (\$21,320)
- Gainesville FL (\$21,220)
- Palm Bay-Melbourne-Titusville FL (\$21,150)

The lowest wages (mean annual wage) in Florida are in:

- Pensacola-Ferry Pass-Brent FL (\$18,910)
- Panama City-Lynn Haven-Panama City Beach FL (\$18,600)
- Miami-Miami Beach-Kendall FL Metropolitan Division (\$18,590)

Comparing early care and education occupations within Florida, the 35,430 Childcare Workers in Florida have a lower annual mean wage and annual median wage than other comparable positions of Teacher Assistants (41,400 employed in Florida), Preschool Teachers except Special Education (18,130 employed in Florida), and Kindergarten Teachers Except Special Education (10,880 employed in Florida). For comparable positions, Florida is also lower than two of the four comparison states for Teaching Assistants and Kindergarten Teachers (except Special Education), and lower than three of the four comparison states for Preschool Teachers (except Special Education).

New Hires and Turnover.

Florida has more new hires than all the comparison states except Texas. Overall, Florida reported a turnover rate of 11.5% in Child Day Care Services for 2011. Minnesota and Texas were higher at 12.7% each, while California was considerably lower at 8.5% and North Carolina was about the same at 11.4%. It is important to note that most workforce studies typically calculate turnover based on the number of staff leaving their program during the year. Conversely, turnover as measured by the U.S. Census Bureau is equal to the number of workers hired by an establishment to replace those workers who have left in a given period of time. It is calculated by summing the number of stable hires and separations, and dividing by the average full-quarter employment. This accounts for the differences in the

reported turnover rates in the studies used for comparative purposes. Both are accurate but reflect differences in how they are defined, calculated, and reported.

Section 2: Survey Data Findings

A total of 330 unique individuals responded to the Administrator Survey (representing 318 programs), 187 unique owners responded to the FCCH Survey, and 348 staff responded to the Teacher and Support Staff Survey. Survey findings are presented throughout the report by position type (administrators, FCCH providers, and teachers and support staff), program type (centers, schools, religious exempt, and FCCHs), and region (Central, Northeast, Northwest, Southeast, Southern, and Suncoast). A summary of the survey findings follows. It is important to bear in mind that these findings may not generalize to the ECE population in Florida because of the voluntary nature of the survey.

Demographics.

The demographics of the ECE workforce responding to the survey can be characterized as:

- Primarily female (97%).
- Typically at least 30 years old.
- Over 40% White (43%) with equal distributions (27%) of African American and Hispanic.
 - Race by Program Type: Administrators are more likely to be White, especially administrators at schools. African American race is more prevalent among FCCH owners (42%) whereas Hispanic race is most prevalent among staff (38%) relative to other respondent groups.
 - Race by Region: Administrators (83%) and staff (60%) in the Northwest region are more likely to be White. Administrators and staff in the Southern (58% for administrators and 61% for staff) and Southeast (24% for administrators and 56% for staff) regions have the highest rates of Hispanic. Rates of reporting African American are highest in the Northeast for administrators (29%) and staff (38%) and in the Northwest for staff (40%).

- The majority of the workforce is fluent in English (87%) with just over one-quarter of the workforce being fluent in Spanish.
 - Language by Program Type: A larger percentage of staff (37%) relative to administrators (18%) and FCCH owners (19%) speaks Spanish fluently. Center-based administrators and FCCH owners report higher rates (20%) of speaking Spanish fluently as compared to administrators at school- and religious exempt programs (10%).
 - Language by Region: The largest percentage of Spanish-speaking practitioners is in the Southeast and Southern regions. A sizable percentage of the Florida ECE workforce is bilingual especially in the Southern part of the state.

Program Characteristics.

The majority of respondents are licensed, center-based for-profit programs. Family child care providers comprised approximately 40% of the sample. Approximately half of the programs represented have been in business for 10 or more years with the remainder having fewer years experience. Statewide, almost half (46%) of ECE programs are accredited or working toward accreditation with over one-quarter (28%) also holding a Gold Seal certificate. One-third of programs participate in a QRIS which are only available in some counties and administered through eleven early learning coalitions throughout the state. Child care centers represent the largest percentage of programs participating in a QRIS followed by FCCH programs. Schools and religious exempt providers represent only a small portion.

Program participation and funding streams of ECE programs can be described as follows:

- Slightly more than half of programs are VPK providers (56%).
- Before and afterschool services are provided by 29% with fewer offering services such as Head Start (6%), Early Head Start (5%), Title I (8%), Birth to Three Disabilities (6%), and 21st Century Community Learning Centers (CCLC) afterschool (.3%).
- More than half (57%) serve school readiness eligible children.

- Approximately 40% access the USDA Child Care Food Program to provide healthy and nutritious meals and a majority of respondents rely on parent tuition to support their programs.
- A majority (56%) of programs receives tuition payments.

Children Served.

Across programs, just over 50% of programs serve infants. The most prevalent age groups served across ECE programs are toddlers and preschool age children. As would be expected, facilities are more likely to offer VPK services than FCCHs. Many owners choose not to offer VPK services because state regulations governing the VPK program limit enrollment to four VPK children in FCCH. Infants and toddlers are served at a higher percentage of centers and FCCHs relative to schools or religious exempt programs.

There is great variation in the number of children served by age group across facilities which is highly tied to the size of the facility and number of slots available to serve children of various age groups. According to administrator reports, only about one-quarter or less of all facilities sampled serve children with disabilities (28%), children with limited English skills (13%), and children of migrant families (4%). Family child care homes served children in these categories even less frequently, with 11% serving children with disabilities, 6% serving children with limited English skills, and 1% serving children from migrant families. Thirty-five percent of individual teachers are serving children with disabilities, 37% are serving children with limited English skills, and 25% are serving children from migrant families.

Longevity and Work Hours.

In terms of years spent in the field, administrators and FCCH owners have spent an average of 17 to 18 years in the field. FCCH owners have been overseeing their current site longer than administrators (for an average of 12 relative to 7 years) which would be expected since they are working in their homes. Teachers and staff have lower rates of longevity with an average of 10 years in the field and about 6 years on average at their current site.

FCCH owners work the longest hours (average of 52 hours per week), followed by

administrators (average of 46 hours per week) and then the teachers and staff (average of 37 hours per week). Family child care home owners typically work longer hours because they are the sole managers of their programs and must perform all functions such as food shopping, meal preparation, and daily maintenance in addition to working with the children in their care. Family child care homes also often provide longer hours of child care per day for the convenience of the families they serve. Additionally, classroom personnel are typically hourly wage earners who earn higher wages for over-time hours, making scheduled hours over 40 hours per week unlikely in programs with limited budgets.

Earnings.

Earnings reported throughout this report vary somewhat depending on the data source largely because of differences in sampling procedures and how a childcare provider is defined. Appendix I of this report provides specific definitions for the U.S. Bureau of Labor Statistics data. However, regardless of the source, data show that Florida's child care providers are typically making low wages across position levels. Based on survey self-reporting, the average annual salary for administrators is \$35,027 and the median annual salary is \$31,200. Administrators in child care settings are typically responsible for the overall facility maintenance, hiring and supervision of staff, parent relations, program compliance, curriculum, equipment, and overall operations. These responsibilities are similar to those of elementary school principals though size, scope and educational qualifications required may vary considerably. The average salary for an elementary school principal in Florida in 2010-2011 was \$85,200 according to the Florida Department of Education (2011). Administrators in child care settings earn approximately 59% less than elementary school principals.

Lead teachers earn an average of \$10.80 per hour and median of \$10.00 per hour. The annualized salaries are \$22,464 and \$20,800 respectively. Interestingly, specialists earned more than administrators in the sample and typically include positions such as curriculum specialists, program coordinators, etc. This is likely due to the educational and experience

requirements of these types of positions and the need to compete with other potential employers for similarly educated and experienced staff.

Those who work in large family child care facilities (and are not the FCCH owners) earn an average of \$8.67 per hour and a median wage of \$8.00. This equates to \$18,034 and \$16,000 respectively. Practitioners working in family child care settings earn the least of those positions directly responsible for the care and education of young children.

According to survey data, slightly higher salaries were reported in the southern regions as compared to the central and northern regions of Florida.

Job Satisfaction.

Overall, perceived job satisfaction is relatively high for ECE practitioners. Administrators have the highest job satisfaction rates (97% very/somewhat satisfied) followed by FCCH owners (92% very/somewhat satisfied). Satisfaction rates for teachers and staff are lower at 82%. However, very few practitioners reported actually being dissatisfied (ranging from three to nine individuals across position types). Most practitioners who are not very or somewhat satisfied with their job report feeling neutral about their current job.

Most (85% or more) teachers agreed ("strongly" or "somewhat") that:

- My director is supportive and encouraging (90%)
- My director lets staff members know what is expected of them (90%)
- I feel supported by my colleagues to try out new ideas (87%)
- I can count on most co-workers to help out even though it may not be part of their job (86%)
- There is a great deal of cooperation among co-workers (86%)
- Employees are constantly learning and seeking new ideas (85%)

As for program type, job satisfaction rates are somewhat higher at facilities (ranging from 96% to 98%) relative to FCCHs (92%). As for regional differences, teachers in the Southern region are most satisfied (89%). Those in the Central and Southeast regions have lower rates of satisfaction and higher rates of neutrality

compared to other regions. The Suncoast region has the highest number of dissatisfied teachers although the rate is still relatively low (n = 5; 6% report somewhat dissatisfied).

Eighty-five percent of teachers indicate that they expect to remain in their current position or move into a higher position at their place of employment. The remainder will look for a different job or further their education. Six percent intend to remain in-field whereas 5% report plans to leave the ECE field. By region, there is some variation in the percentage of teachers that expect to remain in their current or higher position ranging from 75% to 94% with the highest in the Northeast region and lowest in the Southeast region.

The following factors most often influence staff decisions to change jobs:

- Low wages (79%)
- Lack of benefits (55%)
- Inflexible hours (26%)
- Burnout (24%)

According to administrators, the most prevalent turnover reasons experienced at facilities are:

- Got another job offer that better fit their needs (24%)
- Moved out of the area (17%)
- Family Issues (16%)
- Went to work at a different child care center (15%)
- Low wages and/or benefits (13%)
- Staying home with their own children (10%)

Turnover and Retention.

Turnover rates based on the Florida Statewide ECE Survey data captures the percentage of program sites across the state that had at least one teacher/provider leave their site over the past year. These rates do not take into consideration the number of staff employed at a given site or reasons for leaving. What the survey turnover rate offers is an overall statewide picture of teaching staff turnover experienced by children at ECE program sites regardless of the reasons for turnover or the overall turnover rate at a given program site. Note that Child Care Worker data from NAICS do not include practitioners employed at all of the program types participating in the Florida Statewide ECE Workforce Survey and timeframes and other factors differ across the various data sources. For these reasons, survey

turnover rates will be different and typically higher than turnover rates reported in the BLS or other data sources.

Almost 60% of facilities had at least one staff member leaving over the past year. Rates and reasons for turnover are generally similar for centers and schools except that the percentage of programs experiencing turnover due to insufficient wages and/or benefits was lower at schools relative to other facilities (4% as compared to 12% to 14%). In general, religious exempt programs report lower rates of turnover as compared to other types of facilities. Across regions, the lowest turnover rate is found in the Southern region with 49% of programs experiencing staff turnover and an average of one person leaving over the past year compared to 58% to 70% of programs experiencing turnover and an average of two people leaving across the other regions. Turnover rates may be positively impacted by the scholarship and wage incentive programs available in Miami-Dade County (the largest county represented in the Southern region).

Teachers and staff are least satisfied with their wages (44%) and benefits (40%) which likely impacts turnover. In five of the six regions, half or more of the teachers indicated low satisfaction with wages (with Suncoast as the exception). In four of the six regions, half or more indicated low satisfaction with benefits such as health insurance (with Southern and Suncoast as the exceptions).

The survey results show that health coverage is very limited for the ECE workforce.

- Just over one-third of administrators (37%) report having access to paid health coverage, either fully paid or partially paid through their center/program, while 56% indicate that health care coverage is not available.
- Almost half (46%) of FCCH owners report that they did not have health care coverage from any source. For 28%, their spouse provides full coverage (24%) or partial coverage (4%). Six percent have full or partial coverage through their FCCH business. Nine percent are covered by Medicare or Medicaid.
- Staff survey results mirrored the administrators report of coverage—with 37% saying their health care coverage is

fully or partially paid and 48% reporting none is available. The remainder (15%) said coverage was available but not paid by the employer. Regarding FCCH child care provider staff, almost all (90%) of FCCH owners reported that health care coverage is not available for their child care providers. Only 3% say coverage is fully paid. The remainder (7%) says coverage is available but not paid.

To help reduce turnover and improve retention of staff, it may be useful to understand the factors that most impact an ECE program site's ability to retain practitioners. The top three factors that would most help directors and FCCH owners continue at their program are:

- For facilities:
 1. Better pay
 2. Easier time finding/keeping qualified staff
 3. Better benefits
- For FCCHs:
 1. Better/Available benefits
 2. Easier time enrolling enough children
 3. More opportunities for professional growth

Factors most positively influencing a teacher's decision to remain the ECE field include:

- Children that I enjoy working with (92%)
- Pleasant relationship with co-workers (92%)
- Good relationship with the director (91%)
- A competent director (90%)
- Employer's reputation in the community (90%)

In addition to wages and health benefits, other benefits are also offered to staff. The following staff benefits are most frequently available to staff at facilities according to administrators:

- Paid holidays (68%)
- Adult size bathrooms (66%)
- Paid vacation/personal days (62%)
- Annual evaluation (60%)
- Written personnel policies available to the employee (52%)
- Paid sick days (50%)

According to teachers and support staff, the most frequent benefits available are:

- Paid holidays (69%)
- Paid vacation/personal days (59%)
- Flexible work schedules (58%)
- Emphasis on good working relationships/teamwork (51%)

Education Status.

Eighty-four percent of administrators hold a Director Credential issued by the Florida Department of Children and Families (DCF). At center-based facilities the rate is even higher at 90%. It is not surprising that this percentage is high given that all center-based directors are required by DCF to hold a Director Credential. Most but not all of the Administrator Survey respondents at centers are the director which would explain why the percentage is not 100%. When examining only those individuals that reported being the director of child care centers, 97% reported holding a staff credential or having a bachelor's degree. Rates of holding the National Child Development Associate (CDA) credential ranges from 34% to 40% with staff reporting the highest rates relative to administrators and FCCH owners. Between 19% and 25% of staff hold the Florida Child Care Professional Credential (FCCPC) or the Staff Credential issued by DCF.

Across position groups (administrators, staff, and FCCH owners), rates of holding certificates and credentials tend to be consistently higher in the Southeast and Southern regions. These findings are likely best understood in the context of participation rates for wage and scholarship incentive programs which are higher in the Southern region of the state where such programs are more widely available to practitioners. (See the Glossary of Terms for a complete explanation of the child care credential structure in Florida).

Most survey respondents report having a high school diploma and at least some college credits or a degree: 91% of administrators, 78% of staff and 68% of FCCH owners. The percentage of practitioners reporting not having a high school diploma is low ranging from one to four percent across respondent groups. Nine percent of administrators, 20% of staff, and 28% of FCCH owners have a high school diploma but no college level education. One quarter

of administrators has a four-year degree and 15% have a graduate degree as their highest education level. Rates of holding either a 2- or 4-year degree range from 14% to 16% for staff and FCCH owners. Lead teachers are more likely than assistant teachers/teacher's aides to hold college degrees. School administrators tend to be more likely to have either a 4-year degree or graduate degree relative to administrators at other program types. At FCCH programs, the most prevalent level of highest education is having some college credits (35%). Rates of holding a high school diploma as the highest education level are higher for religious exempt (15%) and FCCH programs (20%) relative to center- and school-based programs (8% and 7% respectively). There are no discernible variations in the patterns for highest education level by region.

Given the importance of both professional development opportunities and wages to staff turnover, retention, and job satisfaction rates, the link between education level and hourly wage for teaching staff was examined. Findings showed that the rate of compensation for teaching staff increases with higher education up to the bachelor's degree level. This suggests that although overall salaries are low, education does make a difference. Those teachers that have higher levels of education tend to earn more than their less educated colleagues.

Trainings Attended.

Practitioners were asked to report on the types of trainings they have attended over the last five years and their perceived usefulness of those trainings. In-services provided on site, on-line trainings, and workshops and conferences are the three most accessed types of trainings across administrators, teaching staff, and FCCH owners. Consistent with educational preferences, on-line training is the most accessed type of training for administrators (90%) and FCCH owners (79%) whereas in-service training on-site is the most accessed type of training for staff (74%). However, the rates of attendance across these three most prevalent training types did not differ much for administrators or staff. The range for administrators is 81% to 89% and the range for staff is 68% to 74%. There is greater variation for FCCH owners with a

range of 40% to 79% participation rates across the three most attended training types. Also of note, approximately 30% of administrators and staff and 22% of FCCH owners have taken college credit courses toward a degree in the last 5 years. Fourteen percent of practitioners across groups have taken not-for-credit college courses over the past five years. Because FCCH owners are often the sole caregiver and business operator for their facilities, it is likely they have fewer opportunities to leave the workplace for training and still accomplish their work. One likely reason that administrators and teaching staff have participated in college courses more often than FCCH owners is due to state credential requirements for center-based personnel.

Overall, practitioners are generally positive in their ratings of the usefulness of the trainings they have received in the last five years. Although, as with participation rates, there is greater variation in usefulness ratings for FCCHs. The least useful training type reported across practitioner groups is not-for-credit college courses.

Supports for Professional Development and Retention.

The most frequently-provided type of opportunity available through ECE employers was on-site training (61%), followed by mentoring/coaching (42%) and participation in the T.E.A.C.H. Early Childhood® Scholarship Program (T.E.A.C.H.; 31%). About one-fourth of the facilities provided tuition reimbursement (26%) and paid release time (26%) for professional development activities, while less than 20% of the programs offered help in securing funds for training (17%), paid training expenses (16%), or paid for books/travel (14%). When teaching staff respondents provided information on their professional development preferences, they indicated their most preferred training method was on-site training (47%), so it may be that administrators are responding to the preferences of their staff members by providing on-site training as the most frequently-provided type of professional development opportunity by the employer.

Participation in Child Care WAGES® Florida (WAGE\$) was included as an option on the survey; however, the WAGE\$ program is currently available in only three Coalition

areas (Broward, Miami-Dade/Monroe, and Palm Beach) through local funding initiatives. As a result, the WAGE\$ program is the least frequently-provided opportunity (10.4%) as reported by the administrators.

On-site training is reported by administrators as both the most frequently employer-offered opportunity (61%) and the most frequently received opportunity (52%) by the teaching staff. T.E.A.C.H. scholarships (38%) is the second most-frequently received opportunity, and about one-fourth of the teaching staff respondents receive paid training expenses (30%) and mentoring/coaching (25%) through their employer. Less than 15% of the respondents receive any of the other professional development opportunities offered through their employer. The results suggest that, beyond on-site training, the majority of practitioners working in facilities do not receive additional types of professional development opportunities from the employer.

It appears that practitioners working as employees in FCCHs have fewer opportunities to receive professional development compared to practitioners working in center-based sites. Because of the small number of responding FCCHs employing other providers, professional development opportunity data are not provided by region for FCCHs.

Notable program type differences included that schools tend to provide books/travel at a higher rate than centers and religious exempt facilities. T.E.A.C.H. scholarships are most frequently accessed by child care centers.

Regionally, there is a relatively higher percentage of centers accessing T.E.A.C.H. scholarships in the Northeast region relative to other regions. As expected given that tuition reimbursement, books/travel, and paid release time are required components of the T.E.A.C.H. program, rates for those items were also relatively high in the Northeast as well. However, the rate of teachers actually participating in the T.E.A.C.H. program was relatively low as reported by teachers. It may be that the teaching staff who responded to the survey were not the staff at their respective centers who have had a T.E.A.C.H. scholarship, or the staff who have had scholarships may no longer be working at those centers.

Practitioners are generally aware of the professional development opportunities available to them and participate to some degree in T.E.A.C.H. and local scholarships. Outreach strategies to inform practitioner populations appear to be relatively successful with the sample. However, it should be reiterated that these findings must be considered in relation to the sample sizes across sub-groups. Considering the turnover of individuals working in early childhood programs statewide, ongoing efforts to engage, support and develop competent practitioners should be enhanced to meet the ongoing need for a fairly compensated, trained, and educated workforce to positively impact child outcomes.

Educational Preferences.

All three groups of practitioners (administrators, FCCH owners, and staff) most prefer evening time for attending trainings or college courses. Other relatively popular time choices include weekends for FCCH owners and mornings for staff. Family child care owners often do not have substitute caregivers available to come into their homes to care for children while they attend training during the day and may prefer evening or weekend training for this reason. Regarding types of professional development, on-line training is the most preferred method for administrators and FCCH owners whereas on-site training is the most preferred method for staff. Almost one-half of administrators (45%) and FCCH owners (46%) chose on-line training as their most preferred method compared to 20% of teaching staff. Conversely, almost one-half of teaching staff (47%) selected on-site training at their place of employment as their most favored option, while only 15% of administrators and 3% of FCCH owners made the same choice. Because they work at home, FCCH owners would not be expected to select on-site training. As for staff, while evening is the preferred time to attend training, staff also report family demands and lack of time as two predominate barriers to accessing professional development opportunities. It follows that on-site trainings would be their preference.

The preferred language for training and materials is typically English. Although, about 22% of practitioners prefer to receive instruction and materials in Spanish, almost all of whom are employed in the Southern region.

Training Topics of Interest.

Understanding the preferences of administrators, teaching staff and FCCH owners enables education and training organizations to tailor opportunities to specific audiences. In addition, each group views their needs and challenges through a different lens. Administrators typically view training from a wide angle reflective of the need to manage and administer programs for all children effectively. Teaching staff often view their training needs from a professional and personal perspective based on the care, education, and guidance of children in their respective classrooms. FCCH providers view their needs holistically both as administrators and teachers in a home setting. All perspectives are valuable in meeting the needs of children and families.

There is little variation in the preference of training topics by provider type or region. Overall there are consistent topics of high interest across position types.

The 10 topics ranking highest among administrators are:

- Positive discipline / behavior modification (62%)
- Business management / leadership (59%)
- Preschool-age development (51%)
- Curriculum development / lesson planning (51%)
- Building positive relationships with parents (50%)
- Literacy development / reading skills (49%)
- Early math / science (48%)
- Creative play (music and movement) (47%)
- Social / emotional development (44%)
- Learning through play (44%)

The 10 topics ranking highest among teaching staff are:

- Positive discipline / behavior modification (54%)
- Social / emotional development (51%)
- Learning through play (44%)
- Literacy development / reading skills (44%)
- Curriculum development / lesson planning (44%)
- Classroom management (43%)
- Health and safety (41%)
- Preschool-age development (41%)

- Building positive relationships with parents (40%)
- Nutrition (40%)

The 10 topics ranking highest among FCCH owners are:

- Infant and toddler development (60%)
- Creative play (music and movement) (58%)
- Preschool-age development (57%)
- Positive discipline / behavior modification (57%)
- Health and safety (57%)
- Learning through play (55%)
- Nutrition (55%)
- Social / emotional development (53%)
- Building positive relationships with parents (52%)
- Curriculum development/lesson planning (50%)

The top training topic of interest for both administrators and teaching staff and fourth for FCCH owners is positive discipline or behavior modification. This finding held across program types and regions as the most frequently requested training topic.

Professional Development Barriers.

Understanding the barriers to receiving professional development opportunities can inform how and what professional development opportunities are offered. The top three barriers most frequently identified across administrators, teachers, and family child care providers are:

- lack of funds
- lack of time
- family demands

The pattern of responses for administrators reporting on behalf of the teaching staff at their program is similar to the pattern of staff self-reporting. This suggests that administrators have a good sense of the challenges and barriers facing teaching staff who work directly with children. Administrators most frequently identified lack of funds as a barrier faced by their teaching staff which can also reflect their own inability to provide financial assistance to staff for professional development activities. While funding was also a big concern for teachers and support staff, lack of time to pursue professional development was the most frequently selected staff response. Balancing the demands of

both work and family responsibilities is challenging for the early childhood workforce and exacerbated by low compensation rates. Fewer resources are available to pay for other expenses such as child care while practitioners are engaged in professional development and higher education opportunities usually offered in the evenings and on weekends. These findings suggest that greater availability of funds to pursue professional development opportunities may enable more practitioners to improve their competence in working with young children. Also, the availability of supports such as child care, transportation, and work release stipends may relieve some of the pressures practitioners face in balancing work and family demands.

Analyzing the results by geographic regions revealed similar results with the exception of the Southern region where language was more frequently identified as a barrier. This is consistent with other studies on the workforce in Miami-Dade County where a majority of the child care workforce is foreign born and more than 60% identified English as their second language with varying levels of proficiency (Clements, 2011).

Technology Access and Needs.

Most of the ECE workforce report being comfortable taking classes on-line (76% to 92% agreed or strongly agreed across respondent groups). Fifty-four to 76% of the workforce would like training to improve their computer skills. Staff (61%) and FCCH owners (66%) report a greater interest in trainings to improve their computer skills than administrators (54%). Administrators at schools are least likely to indicate an interest in improving their computer skills compared to administrators at other programs. Seventy-one percent of administrators agree (somewhat or strongly) with allowing release time for staff to attend technology trainings.

Access to computers with internet is relatively high across respondent groups ranging from 78% to 89%. Staff have the lowest degree of access relative to administrators and FCCH owners. Thirty-one to 39% of respondents indicated having a smart phone. Most administrators have access to a fax machine (83%) and copier (84%). Scanners are less likely to be accessible across respondent groups than copiers or fax machines. Staff has relatively

low rates of access to office machines including copiers, faxes, and scanners (ranging from 40% to 60%). There is variation across regions on the percentage of practitioners with access to office machines. Administrators in the Central, Northeast, and Southeast regions have the highest rates of access to such equipment. Staff in the Southern region is least likely to have access to office machines relative to staff in other regions.

Regarding barriers to using technology, the single largest and most consistently reported technology barrier across respondent groups, program types, and regions is lack of time (ranging from 16% to 24% across respondent groups). The next most prevalent barrier for staff is not having access to a computer with internet at home (10%).

Section 3: Qualitative Interview and



Focus Group Findings

As indicated, administrators and FCCH owners were interviewed and instructional staff participated in focus groups designed to capture in-depth qualitative perceptual data about their experiences, barriers, and needs related to their work in the ECE field. Participant's feedback mirrored findings from the surveys and provided some additional information for understanding the experiences of the ECE workforce in Florida. Below is a summary of the findings from the qualitative interview/focus group data.

Professional Development.

Interviewees were asked what professional development opportunities were available within their community as well as those opportunities that were lacking. The most common answer among the interviewees

regarding availability was opportunities at their respective local college, university or technical school. Second were Early Learning Coalitions and third were nonprofit organizations. The Department of Children and Families ranked fourth among respondents. When asked what was lacking in their community, respondents referred to training topics such as curriculum development and lesson planning along with business management and leadership. Respondents also noted that they would like more training on statewide standards as well as general professionalism. Current standards trainings include regional and local trainings provided by Early Learning Coalitions. Regional Train-the-Trainer sessions for the Florida Early Learning and Developmental Standards were rolled out to the early learning coalitions, partners and other trainers across Florida in the summer of 2010. These sessions were planned to develop a statewide cadre of trainers who will be responsible for training providers in implementing the standards in classrooms. Florida Early Learning and Developmental Standards trainings are conducted locally as needed in the coalition geographic area.

Both focus groups members and interviewees were also asked how they found out about professional development opportunities. Both cited Early Learning Coalition communication and e-mails along with other online sources and fliers. Another often cited source was finding out from others through employer communications, word of mouth, colleague recommendations, or professional networking.

Professional Development Preferences.

Many respondents favored holding trainings either at their own program site or at a nearby program site. Others preferred a college or university environment while some desired online training. Regarding those who should be leading this training, respondents preferred individuals at local colleges or universities as well as Early Learning Coalition staff.

Both focus groups members and interviewees preferred college courses and in-service classes as the ideal types of training experiences. When asked about the learning experience, all respondents were emphatic that training needed to be hands-on and interactive. Additionally, they wanted the material to be practical and be able to learn in a collaborative

atmosphere allowing for networking and sharing. A variety of topics were suggested by respondents with some of the most popular being developmentally appropriate practices in early care and education, teaching through play, working with children with challenging behaviors, business management, and curriculum and lesson planning. Finally, when asked in what language the training should be offered, the two most common responses were English and Spanish.

Usefulness of Trainings Attended.

Interview respondents were asked about the most beneficial training experience they had within the last five years and what made that experience so beneficial. Just as respondents noted the importance of an ideal learning experience to be hands-on and interactive with practical information, these were also the qualities used to describe the majority of their previous experiences identified as the most beneficial. Interviewees were asked about their level of training in business management and how beneficial that training has been in operating their facility. Most all respondents had received some training in business management from a variety of sources including on the job training and the business management portion of the Director's Credential training. Almost all said the training received was useful.

Professional Development Barriers.

Both focus groups members and interviewees were asked about their biggest challenges to furthering their education, and in both cases lack of funding was cited as the biggest constraint. Additionally, time constraints were second-most common. Other answers were competing demands such as family obligations and limited class availability. When interviewees were asked what professional development they would seek if there were no barriers or constraints to consider, the majority stated they would take early care and education classes, pursue a degree in the field, and pursue a degree in business management or leadership. When focus group respondents were asked for the top three items that would most help them to obtain additional education and training, they cited more funding, more time, a better variety of training, and more support.

Job Satisfaction.

Many of the focus group members and interviewees stated that they chose to work at their current program because the type of program was appealing to them (i.e. family owned, Christian-based, etc.), because they had a passion for the field, because their own children could attend the facility, and/or because of the opportunities available for professional growth.

Both focus groups members and interviewees were asked what they liked most and least about being an early care and education provider or administrator. Overwhelmingly, the most common answer was making a positive impact on children and watching them grow. A close second response was impacting families and establishing relationships. Both interviewees and focus group respondents stated that dealing with challenging parents and the ramification of tight finances were two of the least desirable attributes of their work. Administrators also had a difficult time dealing with staffing issues while providers disliked working in sites with poor administration.

Employee Turnover and Retention.

Interviewees were asked about their biggest challenges in recruiting, hiring, and retaining qualified ECE staff. The majority stated that the biggest difficulty was finding individuals who already possessed the qualifications to work in the early care and education field. They also noted that hiring proved to be difficult with low salaries and minimal benefits. When asked what would make it easier to retain qualified staff, the majority of administrators noted higher wages and benefits would be key to retaining highly qualified employees.

Interviewees were questioned regarding the top three reasons employees decided to continue working at their respective facilities. The top three answers given were positive work environment, supportive administration, and flexible work hours. Interviewees were also questioned regarding the top three reasons their employees decided to leave their respective facilities. The top three answers were low wages and benefits as well as higher wages offered at another potential place of employment, moving out of the area, and changes in employees' personal situations.

Serving Special Populations.

Both interviewees and focus groups members were asked what type of additional training and services would assist them in better working with children with special needs. Responses for training included more in-depth training on various types of disabilities, how to work with children with disabilities, and how to relate to and communicate with their parents. Responses for services included more access to specialists, more classroom aides, and better equipment.

Both interviewees and focus groups members were asked what type of additional training and services would assist them in better working with children with limited English skills. Responses for training included basic foreign language acquisition training and strategies on how to work with dual language learners. Responses for services included more parent involvement, translators in the classroom, more classroom aides, bilingual teachers, and bilingual curriculum and classroom materials.

Study Considerations

This research was conducted in response to a competitive request for proposals (RFP) released by the Florida Office of Early Learning on behalf of the Florida State Advisory Council on Early Education and Care. This study was commissioned and funded to better understand the ECE workforce and use statewide data to drive policy decisions. The State Advisory Council will use the findings of this report to generate policy recommendations for the Office of Early Learning.

Before such recommendations are generated, it will help to consider the findings of the study in the context of the study's limitations. First, it is necessary to bear in mind that there were specific requirements per the RFP within which this study was conducted, meaning adherence to certain contractual requirements and review processes. Also, as with most research, there were limitations on the funders and the research team in terms of the time and funding available to conduct this study which impacted the study methodology, sample size, type and amount of outreach activities possible, and amount of time available for data collection. Study limitations surrounding funding, time constraints, and contractual parameters are summarized below.

- **Data Collection Methods:** Survey data collection was predominately via on-line surveys because of the lower cost of web-based data collection. Telephone and paper surveys were only available upon request or if falling within a harder to reach sub-group. Physically visiting a site to collect survey data or mailing hard copy forms to all selected programs was not an option.
- **Sampling Methods:** Response rates for studies of this size and scope and with the ECE population tend to be similar to the rate obtained for this study (25%). With greater oversampling and a larger sample size, the sub-group samples would also have been larger strengthening the conclusions that could be drawn regarding those groups. However, if a larger survey sample would have been selected for this study, there would not have been sufficient funds to cover the added cost or time needed for communication, mailing, and outreach; especially for the more intensive outreach required per contract for a hard-to-reach group which made up about one-third of the selected sample. Anticipated non-response rates had to be balanced with data collection feasibility factors.
- **Sampling Frame:** The sampling frame for this study was very comprehensive and included all types of ECE programs and employees of those programs including non-teaching support staff. The ECE workforce is made up many different kinds of programs and workers and capturing information on the full workforce is ideal. However, the more broad focus on capturing all possible program and worker types may have also impacted response rates by spreading resources thinner and potentially creating a barrier to sites that may have perceived it overly burdensome to ensure that all their employees respond. In fact, there were very few non-teaching support staff who responded and very few practitioners from school-based programs that responded.
- **Data Collection Timeframes:** Data collection had to begin in the summer to meet contractual requirements but some programs were not open in the summer. Although the survey was then re-opened for a period of time in the fall, ECE programs housed at schools, which are not typically open during the summer, responded to the survey with a very low frequency. The start time of the survey may have played a role in response rates overall and particularly for school-based programs.
- **Areas Addressed:** Recognizing the important role of stakeholder input in the workforce study, questions covering a wide range of topics were proposed. Their input guided the development of the research questions meeting the requirements outlined in the RFP. This input framed the study in terms of comprehensiveness but it also resulted in 40 to 60 item surveys which likely impacted response rates. A balancing act ensued to maintain the breadth of the study while keeping the survey to a reasonable length. This dynamic challenged the study team in allowing sufficient time for the revision and review process yet not extending beyond contract deliverable due dates for survey administration.
- **Interagency Collaboration:** Due to the short timeframe of the study, a list of partner agencies was quickly generated based on the Children’s Forum’s collaborative relationships with many ECE agencies and organizations around the State. Those agencies were reached out to for assistance in outreach for the study. This list was not all-inclusive. With a more comprehensive list of agencies serving the ECE workforce, greater outreach may have been possible, thereby increasing response rates. Additionally, there was insufficient time to coordinate an interagency conference call or other general venue for fully informing agencies of all the nuances of the study. A brief letter and follow-up telephone call was instead made to each agency describing the study and requesting their support.
- **Analysis and Reporting:** Decisions regarding the analysis and reporting plan needed to be made and generally adhered to early on given limited time to conduct the study; specific contractual deliverable dates tied to financial penalties for each step of the research process; and a five-person review committee procedure for approval of most requested changes. These parameters helped keep the project on track and ensured adequate quality control and meeting the specific needs of the

State Advisory Council that commissioned the study. At the same time, this combination of factors (e.g. limited time, intense review process, and incremental due dates requiring formal request to change) resulted in barriers to the typically fluid decision making in research whereby best methods for data analysis and reporting occur simultaneously with running, re-conceptualizing, and re-running analyses based on prior literature, research questions, and theory as well as data findings. Although it was possible to make changes throughout the course of this study and all parties were committed to expediting the process as much as possible, realistically, there was not sufficient time for this kind of incremental and fluid process. For example, there was an initial requirement to analyze all data by 67 counties in Florida. A quick examination of the data in accordance with deliverable due dates resulted in a recommendation to instead examine six geographic boundaries. Later in the process it appeared that further collapsing of geographical boundaries might be more ideal for some findings. However, there was not sufficient time at that point to make such a mid-course adjustment.

Furthermore, there are many considerations relating to the representativeness of the survey sample to the population of ECE providers throughout Florida as well as factors impacting the precision of data and analysis. These issues are summarized below.

- Most of the data collected for this study were self-reported and the validity and completeness of the data cannot be quantified. As with all survey research, there is some measurement error and bias inherent in the data presented within this report, the extent to which is unknown. As an example, some survey items asked respondents to “select all that apply” from a menu of options and if the respondent does not select a given option, it is assumed that option did not apply to them or their program. This is a common practice in survey research and this assumption fits in most cases. However, it is also possible that the option was applicable but the respondent intentionally or unintentionally skipped the item or option or misunderstood the item or option so that not selecting a given option could also be a reflection of missing or inaccurate data rather than a valid not-applicable response (e.g., a program really receives tuition payments from parents as a source of funding but the administrator, misunderstanding the survey question, did not select that option on the survey).
- Data were merged across data sources using the unique program numbers issued by the Florida DCF. Some data could not be linked due to lack of a valid and reliable unique program identifier. Furthermore, some variables could not be directly quantified based on available data and therefore had to be extrapolated using the most valid and complete data available.
- Programs were randomly selected to participate in the survey but practitioners at selected programs could choose whether or not to participate. Even though a representative group was sampled and the respondent group was similar to the population in many ways, it is likely that the sample differs in some ways from the population. For example, although QRIS status was not readily available for all programs in the State, an overall estimate of the QRIS program participation rate in Florida is about 10% relative to 33% for the survey respondent sample. QRIS participation in Florida is limited to counties falling within 11 coalition areas and is typically voluntary. It follows that administrators and FCCH owners participating in this study may place a higher value on program quality, staff professional development, and staff retention relative to the population. As another example, the survey was conducted primarily on-line increasing the likelihood of the respondent sample being more technologically savvy relative to the population. The survey sample cannot therefore be generalized to the population. The take home message is that the survey sample was similar in many ways to the population but the sample differs as well due to the voluntary nature of the study and therefore we cannot assume the findings from this study are always representative of the ECE workforce in Florida
- The responding sample was a slightly higher risk group in terms of poverty, bilingual, and rural status relative to the population

of providers because these providers were oversampled and more intensely targeted to ensure sufficient responses from this group.

- Random sampling occurred at the ECE program level not the practitioner level because there is no comprehensive database of ECE practitioners throughout the State. It is unknown whether and to what extent staff responding to the Teacher and Support Staff Survey are representative of all staff at ECE programs throughout Florida. However, we know the sample size is small relative to the estimated number of ECE practitioners in Florida. Also, direct communications were sent to administrators using available contact information and those administrators were relied upon to pass the study participation information along to their staff. We do not know the extent to which staff at programs had ample opportunity to participate or to what extent administrators encouraged participation.
- Survey sample sizes for sub-groups (e.g., program types and regions) were often small limiting the ability to generalize to sub-group populations. Sub-groups examined throughout the report included position type (administrators, FCCH providers, and teachers and support staff), program type (centers, schools, religious exempt, and FCCHs), and region (Central, Northeast, Northwest, Southeast, Southern, and Suncoast). Where notable difference among these groups were found, those differences are highlighted in this report but caution is recommended for generalizing these sub-group findings to the sub-group populations for making statewide inferences and policy decisions for those sub-groups.

Recommendations for Future Study

Despite limitations of this study, it represents the most comprehensive data collection and reporting effort of the Florida ECE workforce ever conducted. The study obtained stakeholder information and perceptions from ECE practitioners in all regions and nearly all counties in the State. All program types were represented and all practitioners at randomly selected programs were invited to participate in the study. Random sampling helped ensure a fairly representative group of participating programs even with some differences in

relation the population which is to be expected in voluntary survey research. The rich findings from this study can be used to guide statewide decisions and policies impacting the ECE workforce. Given that policy recommendations based on this study are the role of the State Advisory Council, recommendations provided in this section pertain to future workforce studies.

Future workforce studies are recommended every three to five years so that updated data is continuously available to guide future policies and decisions affecting the ECE workforce. As mentioned, this study was conducted within fairly tight funding and time parameters which placed some limitations on the study design and methodology. Assuming that somewhat more time and funds could be available for future workforce studies and based on lessons learned from this study, the following is a list of suggestions for future workforce studies.

- **Data Collection Methods:** In addition to administering an on-line survey, mail hard copies to all selected facilities (approximately 10; half in English and half in Spanish) and FCCHs (one English, one Spanish) along with self addressed postage paid envelopes. Programs can make more copies of the surveys as needed but this would accommodate most program staff sizes and primary languages. In a survey study of ECE practitioners in Miami-Dade County (Clements, 2012), when both paper and on-line surveys were made available, approximately 1100 practitioners responded with about two-thirds submitting paper surveys. In the following year, using the same survey and population, when the survey was administered as web-based only, the sample size was about 300 practitioners. Note too that 1100 responses from one county alone is almost twice the respondent sample size obtained in this entire statewide study. Part of this was due to having a greater amount of time to conceptualize and conduct the study and offering the hard-copy survey option. The other key reason was greater motivation to respond because respondents in the Miami-Dade study were being surveyed about specific services they were receiving.

Telephone and on-site survey data collection could be available by request only. It is rare

that there would be sufficient funds to collect data on-site from thousands of programs but perhaps these options could be available in rare cases where the program director gives assurance that the data can be obtained on site or by telephone but it is clear that otherwise the data will not be provided.

- **Sampling Frame:** Oversample to a larger degree selecting a larger random survey sample to better ensure sufficient sample size overall and within groups. Limit the respondents to those with the primary administrative role for the program site and those providing direct care to children (e.g., lead teachers, assistant teachers, FCH providers). In terms of policy decisions, it is likely that most will center on administration and teaching staff or direct care providers. Conduct a separate study for school-based programs as the structure, administration, and rules governing service provision likely differ for school-based as compared to non-school based providers. The limited response from school-based providers in this study surely had to do with the timing of the initial data collection phase which occurred when schools were closed. However, administrators at school-based programs may have also felt that this study was not applicable to them because the communications and surveys had to be more geared to the bulk of the providers which were private child care facilities. Communications and surveys more tailored specifically to preschool programs at schools and survey administration beginning in the fall or spring would likely allow for a better understanding of the characteristics and experiences of the school-based workforce.
- **Data Collection Timeframes and Procedure:** Begin survey administration in the fall or spring of the academic year rather than during the summer; even if it means holding off on data collection for a period of time. Hold two 2-month data collection cycles (with the last two weeks for reminder communications) using random replacement for the second data collection cycle. Non-responders from the first data collection cycle could be contacted and given an extension for submitting their survey. However, if they didn't reply the first time they likely won't the second time around so a replacement random

sample similar in size and demographics to the non-responders could be selected for the second data collection cycle to improve response rates.

Begin making telephone calls within two weeks of the survey start date to encourage involvement using a non-systematic method. In other words, don't target a specific group for outreach because the ECE workforce as a whole is at high risk for not responding. Take a targeted approach after learning from the first survey cycle which kinds of respondents are less likely to respond. In this study there was actually an over-representation from the harder to reach group which had a counter effect of reducing the representativeness of the study. Those programs may have otherwise responded proportionately to the population yielding a more representative sample without using valuable time and resources to identify and target a specific group. More of that time could then be reallocated to general outreach to increase the overall sample size.

- **Areas Addressed:** Focus the study specifically on understanding the characteristics of the workforce streamlining the survey to about two to three pages front and back including instructions. Be more verbose in explaining what is being requested for each item which will help ensure valid responses. Examining professional development preferences or other such information is also important but should be a separate study to get rich data on that information as well. Trying to capture such a broad range of questions and topic areas in one survey in such a short timeframe with limited funds likely yielded less depth and validity than separate focused studies.
- **Interagency Collaboration:** Obtain a broader list of organizations and agencies around the State that can assist with data collection and give them information regarding the sample methods in layman's terms that they can share with their constituents. Information could be provided via a Go-To-Meeting conference call with agencies to inform them about the study and garner their buy-in for supporting data collection and outreach efforts. In the current study, agencies were supportive and eager to assist but there were some questions about why some

programs were selected rather than others. Even though agencies were informed that random sampling was used, more detailed information or information provided in a different more user-friendly venue may have helped.

- **Analysis and Reporting:** After the second and final cycle of data collection, make decisions about how to report the data based on continual analysis of the data as needed. In terms of contractual parameters, this could be best facilitated if review and approval of analysis and reporting were based on draft and final reports rather than initial analyses. It will be clear what analyses were conducted in the draft report but by that point, if the typical fluidity of analysis and reporting has occurred, several shifts in how the data were analyzed and reported may have occurred. This does not preclude regular conversation and collaboration between researchers and the funders as this process unfolds which is highly recommended and critical to the process. However, if the analysis plan and analyses are not concrete deliverables requiring formal review and amendment to change, the final product will be based on the best thinking of the research team and the process will be expedited leaving more time for changes after the first draft if needed. With good communication and collaboration between the research team and funders and sufficient intermediary time for the review process, few changes will be needed in the analyses themselves after the first report draft.

Finally, if the same funds and time were available to conduct a future workforce study, the recommendations would obviously differ. In this case:

- Select a relatively small random sample but one still large enough to be statistically valid, reliable, and representative (e.g., $n = 600$ to 800). With this smaller sample size, be more intense about getting an accurate response from that group and do random replacement until the target is met or as close as reasonably possible within timeframe. With this method, there would be little room for attrition.
- Be realistic about how much the data could be broken out assuming at the start of the

study that no more than two to three global groupings will be possible (e.g., center-based and FCCH; north, south, and central regions).

- Make the survey available on-line and via paper along with business reply envelopes. Provide surveys in both English and Spanish to reach the most used languages in Florida. Conduct a telephone follow-up with every program sampled to collect the data or to verify the data for accuracy if already submitted.
- Limit the sampling frame to child care providers and FCCHs.
- Finally, shorten the survey to approximately two pages front and back and provide more explanation throughout the survey as described above.

Understanding that with such limited funds and time it is likely that the sample size is going to be small and setting reasonable expectations for what can be accomplished with a smaller sample size will allow for a better allocation and use of limited time and resources. Hopefully this method would yield a more representative sample and more accurate data.

If the ideal of a large sample size and comprehensive reach to all providers and capturing a wide array of topics is not feasible, it will be better to trade-off the larger sample size and breadth of focus in order to get more accurate and representative information. However, as a final note, random sampling is the most critical design element to retain for future study as it will give all programs and practitioners equal chance of being selected and offer the greatest likelihood of a representative respondent sample.





INTRODUCTION

It is widely held that warm, nurturing and responsive caregiving for children from birth to five provides stronger foundations for cognitive, physical and socio-emotional development and success in school and life (Shore, 1997; National Research Council and Institute of Medicine, 2000). Parents are the primary caregivers for their children; however, it is estimated that more than 60% of parents with children from birth to kindergarten are in the workforce (Laughlin, 2010). In response to the demand, the child care industry has grown significantly over the past fifty years with the majority of care provided in the private market. Yet, standards and regulations governing the industry have evolved in different ways across the country with the ongoing dynamic tension between private market interests versus the public good. Considering the fact that many children spend the majority of their waking hours in the care of others in child care and preschool settings, it is wise to examine these environments and better understand the variables that impact the quality of children's early experiences.

Child care quality matters. Higher program quality is directly correlated with better child

outcomes (National Research Council and Institute of Medicine, 2000; Peisner-Feinberg, et al., 1999; Vandell & Wolfe, 2000). However, research suggests that child care quality in a majority of programs is considered mediocre to poor. Nationally, 20% of the programs are considered to be at a level of quality that positively contributes to the healthy growth and development of children (Helburn et al., 1995). To understand and measure child care quality, structural and process indicators are examined. Examples of structural quality indicators include licensing standards, accreditation, group sizes, staff to child ratios and teacher qualifications; these are also the variables that are most amenable to policy adjustments. Process quality indicators are defined as the interactions between the teacher and children and among the children themselves which are typically assessed by direct observation.

The interactions that occur daily within the context of the child caregiving environment are central for the developing child. Experts agree that early childhood practitioners (directors, teachers, assistant teachers, teacher aides) are likely the most important determinants of

quality in out-of-home early childhood settings (Bowman, Donovan & Burns, 2001). Therefore, understanding the issues impacting the early childhood workforce is paramount to inform policy conversations aimed at improving quality and achieving optimal child outcomes.

This report presents the findings of the Florida Statewide Early Care and Education Workforce Study funded by the Florida Office of Early Learning on behalf of the Florida State Advisory Council on Early Education and Care. This report represents the most comprehensive ECE workforce study conducted in the state of Florida. The overarching purpose of the study was to learn more about Florida's early childhood workforce and its current needs. To inform the development and enhancement of

a quality ECE system in the state of Florida, comprehensive information about the ECE workforce was gathered including demographic and program characteristics regarding providers and practitioners, job satisfaction and turnover rates, wage and benefit information about the workforce, professional development opportunities and needs, and technology access and needs, among other data. Data were obtained from existing state and national sources as well as from stakeholders in the ECE field including program administrators, teachers and support staff, and family child care home (FCCH) providers.

The research questions that guided this study included:

Research Questions

Demographic Characteristics

1. What are the demographic characteristics of Florida's Early Care and Education workforce personnel, including owners/operators, directors, lead teachers, teacher assistants and aides, and support personnel?

Program Characteristics

2. What types of federal or state programs are offered as part of the part-day or full-day services?
3. What number or percentages of programs/employers participate in a Quality Rating Improvement System (QRIS)?

Employment Characteristics

4. What are the wages and benefits earned by individuals in the ECE workforce?
5. What is the status of workforce job satisfaction rate, including turnover and job stress issues?

Education Status

6. What is the educational attainment of Florida's ECE workforce?

Professional Development Training

7. What types of informal training opportunities have individuals in the ECE workforce accessed?
8. What types of formal training opportunities have individuals in the ECE workforce accessed?

Professional Development Barriers

9. What are the challenges/barriers that may be preventing the workforce from accessing the available professional development opportunities?

Technology

10. What are the perceived technology needs, comfort level, abilities, and resources of ECE programs and practitioners?

To help place the findings of this study into the broader context of the ECE field, a literature review of the ECE workforce was conducted. Following the literature review is a brief summary of the methods used for this study. Findings and recommendations for future research are the final sections of this report.

LITERATURE REVIEW

An estimated 20.3 million children under the age of five were living in the United States in 2011 (U. S. Census Bureau, 2012). Over 11 million of those children were cared for in some type of child care arrangement each week (National Association of Child Care Resource & Referral Agencies [NACCRRA], 2011a), accounting for more than 50% of children in that age group. Other sources have reported that more than 60% of children under age 5 are served in out-of-home settings (Laughlin, 2010).

Child care is typically defined as the care of a child on a regular basis by someone other than the child's parents. As the percentage of women with young children who are members of the workforce has almost doubled over the last two decades (Ackerman, 2006; Gabor, Houlder & Carpio, 2001), the need for reliable, affordable child care has also grown. Equally important is the capacity of child care settings to provide safe, nurturing and stimulating environments for children as they spend significant portions of their day in the care of non-parental adults.

Research is now conclusive in its findings that children who receive higher quality care in their early years are more successful in their formal school years as well as in life. High quality care has been repeatedly linked to positive developmental outcomes for children, including cognitive, social, and emotional development (Helburn, 1995; National Research Council and Institute of Medicine, 2000; Peisner-Feinberg et al., 1999; Vandell & Wolfe, 2000). In addition, children who receive consistent, nurturing, and stimulating care in their first five years are found to become more productive citizens who contribute to society through higher employment rates and avoidance of the criminal justice system, teen pregnancy, and drug dependency issues (Campbell, Ramey, Pungello, Sparling, & Miller-Johnson, 2002; Reynolds et al., 2005; Schweinhart et al., 2005).

While there are many relevant indicators of quality in early care and education settings, it is the practitioners – the directors, teachers, assistant teachers, and family child care providers – who will most directly determine the quality of care (Bowman, Donovan & Burns, 2001). These individuals providing direct care to young children comprise the early care and education workforce, and understanding

their characteristics, work environments, and professional needs is critical to any reforms aimed at improving our systems of care and education for young children.

Many states in the nation have conducted workforce studies over the past two decades to gather information about early care and education practitioners in order to make improvements in both policy and practice. Some national organizations have collected nationwide data in efforts to examine elements such as average hourly wages, education levels, training needs, and turnover rates for the nation. The state of Florida last conducted a statewide workforce study in 2000 (Mullis, Mullis & Cornille, 2001), and some Florida counties have carried out local workforce studies since that time targeting specific populations of early care and education practitioners. These existing data sources can provide an initial framework for a current understanding of Florida's early care and education workforce as well as a comparison across several states with similar characteristics.

Practitioner Demographics.

The early care and education workforce constitutes 31% of the entire U.S. teaching workforce across all ages and educational settings (Rhodes and Huston, 2012) and includes approximately 1.8 million people (U.S. Government Accountability Office, 2012). Each year this workforce cares for and educates over 11 million children between the ages of birth and 5 years being served in early care and education settings across the United States. By the year 2020, it is projected the child care workforce will increase by 20% based on the steady employment growth occurring in the field (Bureau of Labor Statistics, 2012). In Florida approximately 35,000 people work with young children—placing the state among the top employers of child care practitioners in the country. Annually over 800,000 children are cared for in more than 13,000 child care centers and family child care homes in Florida (NACCRRA, 2011a), with the remaining children being served in informal care arrangements with relatives or non-relatives (such as friends, neighbors, babysitters, and nannies).

Nationwide, practitioners in early care and education are predominantly female, with estimates ranging from 95% to 99% (Child Care Services Association, 2004; Herzenberg,

Price, & Bradley, 2005; Saluja, Early, & Clifford, 2002). These practitioners represent all age categories, with the national average between the late 30s and early 40s (Saluja et al., 2002; Clements, 2011). Approximately 50% of all child care workers are married and nearly 70% have children of their own living at home (Rhodes & Huston, 2012). Race and ethnicity differ by state and program types. Nationally, recent data indicate that practitioners in center-based programs are predominantly White (78%), followed by Black (10%) and Hispanic or Latino (6%), with the remainder dispersed across Asian, Pacific Islander, Native American, and mixed/other categories (Saluja, Early, & Clifford, 2002). In family child care homes, Hispanic women make up the largest percentage (36%-40%) of practitioners (Rhodes & Huston, 2012). Florida's existing data on the race and ethnicity of the early care and education workforce show that 56% are White, 21% Hispanic, 20% Black, and 3% Other (Children's Forum, 2006). Clements (2011) found in a study of the workforce in Miami-Dade County that race and ethnicity statistics were somewhat confounded, in that most of the respondents identifying themselves as Hispanic also selected White as their racial identity.

The languages spoken by practitioners in their work vary throughout the country. In a study of pre-kindergarten programs in 11 states (California, Georgia, Illinois, Kentucky, Massachusetts, New Jersey, New York, Ohio, Texas, Washington, and Wisconsin), 32% of practitioners reported speaking Spanish in the classroom, and 5% reported speaking a language other than English or Spanish (Early et al., 2005). In another study of Head Start, 27% of practitioners reported proficiency in a language other than English (Hart & Schumacher, 2005). Clements (2011) reported that the primary language of practitioners in child care and Head Start programs in Miami-Dade County was Spanish (60.6%), with English being the next most prevalent (35.7%), followed by other varied languages (4%), and Haitian-Creole (2.7%).

Program Characteristics.

Early care and education programs vary enormously in their structure, function, and operations. Unlike public schools where formal systems of governance have long-established

practices, programs for children under five typically exist as small businesses in the marketplace and their practices differ along a substantial number of dimensions. Programs may vary in their legal operating status (for-profit/non-profit, public/private, faith-based/secular, center-based/home-based) as well as their licensing status (licensed/exempt). Their funding may come from one source or many and, in Florida alone, can include School Readiness (Child Care and Development Block Grant), Voluntary Prekindergarten, Head Start, Early Head Start, Title 1, Early Steps (Birth-3 disability programs), pre-kindergarten disability programs (3-5 year-olds), Child and Adult Care Food Program, local governments and agencies, grants and foundations, and private tuition, among others. Based in part on the funding they receive, programs also differ in the types of services they provide for children and families, including services such as meals, transportation, social services, and support services for children with disabilities, children learning English as a second language, and children from migrant families.

Other studies of early care and education work environments suggest additional supports are also important to teachers. In one study, the highest-ranking need viewed as important to their success was increased supplies and equipment while the next highest were additional staff in the classroom and the availability of substitute teachers. Playgrounds, availability of resource lending libraries, and physical facilities and equipment were other areas in which teachers indicated that improvements were needed (Cornille et al., 2006). Jorde-Bloom (1990) suggested several other features as important for teacher satisfaction, including collegiality with peers in the workplace, task orientation, goal consensus, supervisor support, innovativeness, clarity of policies and procedures, reward systems, decision-making, and professional growth.

Education and Training.

The education and training of the early care and education workforce has received much attention in recent literature. Several studies have linked teacher quality with formal education (Barnett, 2003; Tout, Zaslow, & Berry, 2006; Whitebook, 2003). Others have linked program quality and more positive teacher-child

interactions to the formal education levels of teachers (Loeb, Fuller, Kagan, & Carroll, 2003; Howes & Galinsky, 1998; Tout et al., 2006). Proponents of degreed teachers cite studies that link the most positive outcomes with teachers holding bachelor degrees in early childhood education (Barnett, 2003; Whitebook, 2003). A 2005 meta-analysis of earlier studies complicated claims that bachelor degrees correlated with better outcomes for children (Early et al., 2005) by suggesting that teachers' years of education have little effect on children's achievement. While conclusive evidence is lacking that directly correlates teacher degrees with achievement levels of children, the literature generally supports the finding that specialized training in early care and education directly impacts teacher quality and, in turn, improves child outcomes (Zaslow & Martinez-Beck, 2006; Whitebook, 2003).

In 2006, Tout, Zaslow, & Berry conducted a meta-analysis of research related to the education and training of early childhood teachers and its relationship to program quality. They established a rubric of criteria for examination and reviewed research studies conducted from 1996 to 2003. Studies considered for inclusion focused on early care and education in the United States, had a minimum sample size of 50 teachers, and were published in peer-reviewed journals. Overall, they found that more formal education, particularly specialized in early childhood education, was related to higher program quality and enhanced interactions between teachers and children. The researchers noted that thresholds were not examined to determine if specific degrees, credentials, or certifications were related to observed program quality. Training was not rigorously examined due to difficulty with precise measurement of content, intensity, and type, though more training seems to be associated with higher program quality.

Determining the impact of program ecology (teacher, program, and classroom attributes) on observed program quality and teacher/child interaction was the focus of a multi-state study of 238 classrooms (Pianta et al., 2005). Global quality was observed at the program level for specific teaching practices. Researchers found that the effects of program and teacher attributes were significant though modest. Lower quality was observed in

classrooms where 60% or more of the children were identified as living below the poverty level and where teachers lacked a degree in early childhood education and held fewer child-centered beliefs. These findings raise important considerations for policymakers and program administrators in designing professional development, recruitment, and retention strategies for teachers of vulnerable populations.

Throughout the nation, educational requirements for child care practitioners vary. Some states require only a Child Development Associate (CDA) credential or State issued staff credential, while other states require child care employees to have a college degree in Early Childhood Education or Child Development (Whitebook, Sakai, and Kipnis, 2010). In Florida, at minimum, practitioners working at licensed child care facilities must possess the state child care credential at the level of one credentialed staff person for every 20 children enrolled. Florida along with 15 other states does not require a high school diploma or GED for child care practitioners (NACCRRRA, 2011b). Only three states require that child care practitioners have an associates or bachelors degree (NACCRRRA, 2011b).

Relationship among Wages/Benefits, Job Satisfaction, Turnover, and Workplace Stress.

The compensation and benefits available to early care and education practitioners is highly related to their job satisfaction and intention to remain in their workplace. Lower wages are associated with higher staff turnover, which is detrimental to the development of young children (Phillips, Howes, & Whitebook, 1991; Whitebook & Eichberg, 2002). Low satisfaction with wages was found to be the most important work-related factor in the decision to leave the workforce (Stremmel, 1991). In a longitudinal study of the child care workforce examining the changes from 1994 to 2000 in California (Whitebook, Sakai, Gerber, & Howes, 2001), researchers found alarming instability in staffing evidenced by teacher turnover of 82% between 1996 and 2000, with annual turnover reported at 30%. Program directors left at a rate of 40% between 1996 and 2000, compared to an 8.6% annual turnover of teachers in K-12 public schools nationally (Ingersoll & Rossi, 1995). The

high rate of teacher turnover in early care and education is one of the risk factors affecting young children that has been referred to as the “quiet crisis” because it rarely surfaces to the public’s consciousness (Carnegie Task Force, 1994). Higher wages and cash incentives have been shown to decrease turnover rates among educators (Gable, Rothrauff, Thronburg, & Mauzy, 2007; Holochwost, DeMott, Buell, Yannetta, & Amsden, 2009), yet the problem persists across the nation.

High rates of teacher turnover in children’s lives jeopardize the quality of care they receive (Howes, 1990; Kontos & Fiene, 1987). Several studies report that children in programs with higher staff turnover rates are more aggressive with peers, more withdrawn, and spend more time in aimless and unoccupied behaviors (Helburn et al., 1995; Howes & Hamilton, 1993; Whitebook, Howes, & Phillips, 1990).

When early childhood educators receive adequate compensation, they are more likely to provide higher quality care and education to the children they serve through greater staffing stability (Ghazvini & Mullis, 2002; Phillips, Mekos, Scarr, McCartney, & Abbott-Shim, 2000; Torquati, Raikes, & Huddleston-Casas, 2007; Whitebook et al., 1990). In spite of this evidence, wages in the field remain low. The Center for the Child Care Workforce (2010) reported the mean wage for a child care practitioner in the U.S. is \$9.88 per hour while a preschool teacher earns \$16.61. Florida’s wages are lower than national averages for child care and preschool practitioners. In a survey of 558 child care teachers in Florida, wage increases and health benefits were the factors named as most important to respondents in deciding whether or not to remain in the field (Cornille, Mullis, Mullis, & Shriner, 2006). Of these teachers, nearly 24% reported they were employed at a second job as a means to earn additional income. Inability to meet their living expenses on their child care wages ultimately drives some teachers out of the field (Torquati et al., 2007). According to Herzenberg and colleagues (2005), the field lost ground between 1980 and 2004 based on data from the Current Population Survey. Teachers and administrators were found to be less educated, with a lower share of center-based staff possessing a college degree, declining from 43% in 1983-1985 to 30% in 2002-2004. The authors suggested that the trend

was directly related to low wages and benefits. Moreover, the authors noted that the trends represented cause for concern as the more-educated practitioners are in their late 50s and are reaching retirement age and suggested that maintaining an educated workforce will become more problematic as less-educated teachers and administrators replace them.



Several states and local communities have implemented compensation initiatives aimed at supplementing low salaries of the early childhood workforce (Whitebook & Eichberg, 2002). The design of these initiatives varies and is typically aimed at retention based on educational attainment. Child Care WAGE\$[®] is a licensed program created by the Child Care Services Association in North Carolina. Through this program, teachers receive a salary supplement paid directly to them on a semi-annual basis provided they have remained with their employer for the previous six months and earn less than \$17.50 per hour. The amount of the supplement is determined using an incremental scale from the first educational level up to the highest educational level requiring an advanced degree in early childhood education or child development.

Each level specifies a level of education or continuing course work toward degrees with an accompanying supplement amount. Since movement up the scale is incremental, teachers can increase the amount of their supplement by participating in ongoing education to eventually earn a degree. The Child Care Services Association reports that teachers participating in Child Care WAGES[®] stay at their jobs longer with an annual turnover rate of 8-12%, far less than the national turnover rate of 30% to 40% annually. Moreover, these teachers have increased their education with 59% taking coursework since beginning the WAGES[®] program, 22-31% submitting documentation they had completed additional coursework, and 11-20% completing coursework to move up a level on the supplement scale (CCSA, 2011). Whitebook and Eichberg (2002) argued that compensation initiatives of this type are helpful but lack dependability because funding is dependent on policy priorities in states and communities. They asserted that the underlying issues of low pay and benefits for the early childhood workforce are symptomatic of market failure, which must be addressed by policy reform.

In addition to wages and benefits, other factors can also influence the turnover and retention of practitioners within the early care and education field. Murray (2000) found that teachers stayed in the field because they found the work to be rewarding both emotionally and ideologically. Teachers' perceptions of their opportunities for advancement in the field can also predict retention. Many teachers anticipate moving into higher paying administrative positions within the field (Torquati et al., 2007), while others continue to work in the field on the basis of their sense of a higher purpose and duty in doing the work. Despite these intrinsic motivations, low wages make it difficult for directors to both hire and retain teachers with higher levels of education (Ackerman, 2006).

Technology.

An online survey of the readers of *Child Care Information Exchange* sought to collect information on their use of technology (Donohue, 2003). The survey was designed to assess the use of technological advances in three broad areas: program management, classroom teaching, and professional development. Included in those categories was technology

usage for teaching, documentation of children's work, administrative tasks, customer service, communication with staff and parents, marketing, staff training and education, networking, advocacy, security, and access to information and resources. The survey was completed by 1,341 early care and education practitioners in the United States and abroad in the roles of center directors, owners, teachers, family child care providers, early education faculty and consultants, public officials, and advocates. Overall, the study found that the respondents were most likely to use technology for administrative tasks, with financial management and accounting being the most common. Database software for managing information and records was also important. Multi-center for-profit companies ("child care chains") had the highest level of technology usage while family child care providers had the lowest level of use. Even so, more than half of the family child care providers who completed the survey used a computer for accounting purposes, record management, and ordering materials for their programs, with half also having high-speed Internet access from their homes.

A more recent national study was conducted by the Fred Rogers Center for Early Learning and Children's Media in 2010 (Wartella, Schombur, Lauricella, Robb, & Flynn, 2010) in collaboration with the National Association for the Education of Young Children. A total of 1,445 self-selected respondents completed the survey and were comprised primarily of early childhood head teachers (74%), assistant teachers (12%), and family child care providers (12%). The types of digital technologies surveyed included computers, broadband connections, electronic books, electronic toys, and smart boards. Questions about smart phones and social media such as Skyping, Tweeting, blogging, instant messaging, and connecting through Facebook were not included.

Overall, more than 70% of the respondents reported owning a desktop computer and more than 60% owned a laptop. Of those with a computer, nearly all (96%) had an Internet connection. In this study, more family child care providers (75%) owned a desktop computer than classroom teachers (67%).

The respondents reported substantial use of technology and comfort in its use. Four-fifths of the sample reported they go online everyday and nearly three-quarters do so several times a day. More than three-fourths reported using the Internet frequently for work-related business, and more than one-half reported they frequently used the Internet to find information to help a child and to look for activities to use with children. Nearly half of all respondents reported frequently using the Internet to stay in touch with parents or a team member. When asked about their comfort with searching online, nearly all of the classroom teachers (92%) and family child care providers (94%) reported being either successful or very successful in their ability to use the Internet.

As the everyday use of technology has become prevalent in our society, it is not surprising that early care and education practitioners have become frequent technology users who are comfortable with a variety of digital devices. Because the respondents in this study were self-selected, however, they may have chosen to respond to the survey because they were already more sophisticated technology users. An understanding of the technology use of practitioners is important in that it has broad implications not only for program operation and classroom instruction, but also for the types of training and education opportunities that can be made available to them.



METHODS

This section includes a brief description of the study methodology including sampling and data collection procedures. Participants included administrators, teaching staff, providers, and support staff from ECE programs employed at centers, schools, and family child care homes (FCCHs). Data collected for this study included existing data from state and national sources as well as primary data obtained via measures developed for the study (i.e., Administrator Survey, Teacher and Support Staff Survey, Family Child Care Home (FCCH) Survey, Administrator Interview Guide, FCCH Provider Interview Guide, and Instructional Staff Focus Group Guide). A detailed description of the sampling methodology and data collection procedures for obtaining, coding, and merging data is found in Appendix A.

Sampling Procedures.

All sampling for this study was conducted at the ECE program level. A complete and systematic database of individual ECE workers across all ECE programs does not exist. Therefore, programs were sampled and all individuals working at those selected programs were asked to participate in this study. These included administrators, FCCH providers, teachers, and support staff (i.e., office staff, transportation staff, food preparation staff, and program/curriculum specialists).

The total population of ECE programs (N = 13,065) was obtained from data on child care facilities and homes maintained in the Florida Department of Children and Families (DCF) database. The population (sampling frame) includes licensed child care centers (non-profit and for-profit); registered and licensed family child care homes (small and large); Early Head Start, Head Start, and Migrant Head Start programs; public schools; private and public prekindergarten and Voluntary Prekindergarten programs; religious exempt child care programs; and after school programs.

Indicator variables were created for purposes of ensuring a representative sample on key factors. DCF data files included indicators for region, county, program identification number, program type, status (regular, registered, exempt, probationary, provisional) and program name, as well as contact information for each

of the programs. Providers with DCF licensing status classification of probationary or provisional were not included in the sampling frame. DCF-designated program type was re-coded into four general types for sampling and reporting purposes: center-based (facilities), home-based (licensed homes, registered homes, and large family homes), religious exempt, and school-based (school exempt and school districts). There was no systematic and complete data source of programs that identified as faith-based so religious exempt was used as the closest proxy possible for ensuring a representative sub-sample of faith-based programs was selected. Systematic indicators for Head Start programs, Migrant Head Start programs, programs serving children with special needs, and hard-to-reach population groups (e.g., poverty, limited English, urban/rural) were not available through DCF data. Some of these could be obtained from other data sources. Steps taken to create these classifications are summarized in Appendix A. It is important to note that each of the indicators described in Appendix A includes some degree of bias. Precise indicators could not be derived for these factors for a number of reasons including that most of these data are self-reported data and may be inaccurate or incomplete, a unique and accurate identifier was not always available for data matching across different data sources, and data were sometimes only available at an aggregated level (e.g., county or city level rather than program level). However, the most reliable and valid data available were used to derive these indicators.

Survey Sampling Design.

The sample size needed to achieve a representative sample for the full population at a 95% confidence interval and 5% error rate is 373. However, the sample size needed for each of the program type sub-groups was used rather than the representative sample size for the population as a whole to ensure a large enough sample size for program type sub-group analyses. SPSS was used to conduct random sampling at the program level stratified by four program types: center-based, home-based, school-based, and religious exempt. As a first step, the sample size needed to achieve a representative sample was established separately for each of these groups

at a 95% confidence interval and 5% error rate. For school-based and religious exempt categories, because the size of the population for these groups was relatively small, the finite population correction factor was used when determining representative sample sizes.

Next, programs were randomly sampled within each program type strata according to the oversample number of providers needed within each program type group. All programs in the population per the DCF child care facilities database were included in the random sampling.

After the randomly selected survey sample was derived, it was compared with the population on key factors to determine whether the sample distributions were proportionate to the population distributions. The population and sample distributions were similar meaning the sample selected was representative of the population on key factors.

To obtain the final sample further oversampling was conducted using random sampling for the hard-to-reach group due to their higher likelihood of not responding. This increased the overall sample size to $N = 2,279$. Distributions on key factors for the final sample selected are depicted in the first two columns of Table 1. The population and final sample distributions were similar on key factors. See Appendix A for further details on sample comparisons at the regional and district levels.

Survey Response Rates.

The program level response rate for this study was 25%. A total of 569 unique programs and 805 individuals were included in the analyses for this study. The number of program responses ($n = 569$) was the number of unique programs represented across the three surveys administered.

For this study, the representative sample size needed for the population at a 95% confidence interval and 5% error rate was determined to be 373.¹ The overall respondent sample size achieved was 569. As shown in Table 1, the respondent sample was generally representative of the population which can be seen by comparing the percentage distributions in the first column (population distributions) of the table with those in the third column (respondent sample distributions). Where

distributions differed it was for the “hard-to-reach” groups for which the percentages responding were somewhat higher than the population. This is to be expected because more extensive outreach occurred for this group resulting in proportionately more of the survey respondents coming from this group compared to those not falling in the hard-to-reach group. Outreach activities are described in detail in the data collection section of this report. Overall, for the respondent sample as a whole, there is good representation of the ECE workforce in Florida on a number of measurable factors. However, the sample likely differs in some ways on unmeasured factors given the voluntary nature of the study. Although random sampling was used to select the survey sample, self selection played a role in that those programs selected, and their workers, could choose whether to participate.

Furthermore, the respondent sample sizes for sub-groups were not sufficiently large to make generalizations at the sub-group level with a high degree of confidence (within a 95% confidence interval). For example, a respondent sample size of $n = 189$ was needed to make valid inferences for school-based programs distinct from other program types. The number of school-based programs responding was $n = 30$. This does not mean findings should not be considered at the sub-group levels but rather that a greater degree of caution is warranted when generalizing to the sub-group in the larger population for making inferences and policy decisions. Such caution is exercised throughout this report when offering interpretation and recommendations based on study findings.

¹Confidence interval not adjusted for potential non-response bias.

Table 1. Program Response Rates and Distributions.

Program Characteristic	Population N=13,065	Sample Size (N=2,279)	Response Distribution ⁴ (N=569)*	Response Rate ⁵ (25%)
	N (%)	n (%)	N	%
Program Type¹				
Center-based	6,672 (51%)	858 (38%)	271 (50.7%)	31.6%
Home-based	4,923 (38%)	762 (33%)	187 (35.0%)	21.0%
Religious exempt	897 (7%)	378 (17%)	46 (8.6%)	12.2%
School-based	573 (4%)	281 (12%)	30 (5.6%)	10.7%
Region²				
Central	2,982 (23%)	553 (24%)	128 (25.1%)	23.1%
Southeast	1,717 (13%)	277 (12%)	64 (12.6%)	23.1%
Northeast	2,024 (16%)	392 (17%)	89 (17.5%)	22.7%
Northwest	1,178 (9%)	212 (9%)	45 (8.8%)	21.2%
Suncoast	3,600 (28%)	576 (25%)	115 (22.6%)	20.0%
Southern	1,564 (12%)	269 (12%)	68 (13.4)	25.3%
Head Start³	477 (4%)	101 (4%)	21 (4.4%)	20.8%
Migrant³	93 (1%)	15 (1%)	12 (2.5%)	80.0%
VPK³	5,246 (40%)	968 (43%)	214 (44.7%)	22.1%
Special Education³	6,147 (47%)	916 (40%)	255 (53.2%)	27.8%
Afterschool³	8,309 (64%)	1,250 (55%)	300 (62.6%)	24.0%
Hard-to-Reach³	3,939 (30%)	732 (32%)	196 (40.9%)	26.8%
Rural	250 (2%)	53 (2%)	15 (3.1%)	28.3%
Bilingual	2,489 (19%)	433 (19%)	116 (24.2%)	26.8%
Poverty	2,275 (17%)	442 (19%)	117 (24.4%)	26.5%

*Total number of program respondents varies by program characteristic where there was not enough information to match survey and DCF data.

¹Program Respondent n = 534; ²Program Respondent n = 509; ³Program Respondent n = 479.

⁴Percent of programs responding (e.g., 271 centers responded out of 534 programs sampled for which program type is known = 50.7%).

⁵Percent of the selected sample responding (e.g., 271 centers responded out of 858 centers sampled = 31.6%).

Interview Sampling

From the survey sample, a sub-sample of 32 programs was selected for participation in administrator/owner interviews using a combination of purposeful and random sampling described in Appendices A and B. Table 2 below summarizes the characteristics of the interview respondent sample.

Table 2. Number of Programs Participating in Interviews by Program and Demographic Characteristics.

Characteristic	Number of Interviews (N=32)
Program Type	
Center-based	17
Home-based	11
School-based	3
Religious exempt	1
Region	
Central	8
Northeast	3
Northwest	5
Southeast	3
Southern	4
Suncoast	9
Head Start	2
Migrant	1
VPK	19
Afterschool	16
Special Education	15
Hard-to-Reach	14
Rural	1
Bilingual	6
Poverty	10

Focus Group Sampling

Focus Group participants were comprised of conference participants at the 2012 One Goal Summer Conference. This annual conference attracts a large number of ECE practitioners and occurred during the study's data collection timeframe. Research team members recruited focus group respondents at a booth at the conference. Six focus groups were conducted with 3 to 5 teachers per focus group. There were a total of 27 participants from 20 programs across Florida. Each region and 14 counties were represented across focus group participants. Characteristics of programs represented by focus group participants are shown in Table 3.

Table 3. Focus Group Program Characteristics.

Characteristic	Number of Programs (N=20)
Program Type	
Center-based*	17
Home-based	2
School-based	1
Religious exempt	0
Region	
Central	6
Northeast	6
Northwest	5
Southeast	1
Southern	1
Suncoast	1
Head Start	8
Migrant	2
VPK	10
Afterschool	7
Special Education	13
Hard-to-Reach	9
Rural	1
Bilingual	4
Poverty	7

*Five of the programs were likely faith-based programs based on the name of the program including a religious denomination term in the name.

**Fourteen counties were represented across the six regions.

PROCEDURES

Instrument Development

A number of surveys, interview guides, and focus group guides were developed and used for this study: Administrator Survey, Teacher and Support Staff Survey, Family Child Care Home (FCCH) Survey, Administrator Interview Guide, FCCH Provider Interview Guide, and Instructional Staff Focus Group Guide. Appendices C through H include the measures that were developed. The Administrator Survey and Administrator Interview Guide were designed to be completed by or administered to the on-site person with administrative and executive-level responsibilities for the operation of the site program. The FCCH Survey and FCCH Interview Guide were designed to be completed by or administered to the FCCH owner. A section was included in the FCCH Survey for the owner to provide information on any providers employed at their program other than themselves. Because it was expected that few FCCH programs would employ additional providers, a separate survey for these staff was not warranted since the FCCH owner could provide the information in the few cases where it was needed. As expected only 39 FCCH programs responding to the survey reported employing additional providers. The Teacher and Support Staff Survey was to be completed by all staff employed at each ECE site/program including teaching staff, specialists (e.g., program/curriculum specialists), office staff, transportation staff, and food preparation staff. The Instructional Staff Focus Group Guide was designed for use during focus groups with teaching staff and FCCH providers from ECE programs.

Instruments and written communications to providers were available in English and Spanish. Bilingual survey and interview facilitators were available and conducted interviews as needed (for English, Spanish, and Creole speakers). On-line (via Survey Monkey) and print versions of the surveys were developed. Research team members involved with data collection were provided instructional materials and received a training to ensure proper and standard procedures were followed for scheduling and conducting the surveys, interviews, and focus groups.

Data Collection

Survey Data Collection.

Unless falling into a hard-to-reach group, respondents were asked to complete the survey electronically or telephonically (upon request). If the provider fell within a hard-to-reach sub-group (located in a high poverty, high bilingual, and/or rural area), and there was no response from the program after the survey had been open for approximately one month, a research team member contacted the director/owner by telephone to encourage participation and determine if they wished to complete the survey on-line, telephonically, or on paper. If a telephone survey was requested, the research team member conducted separate telephone surveys with the lead administrator and each employee who chose to participate. After contacting all programs within the hard-to-reach group, research team members began calling other programs selected to participate in the survey to remind them of the survey and offer telephone and paper survey options.

Outreach to Achieve Response Targets.

Outreach efforts to ensure targeted response rates included sending out reminder emails and reminder post-cards, making reminder telephone calls, and utilizing existing ECE networks. The research team made a telephone call reminder to each hard-to-reach program and subsequently to nearly all programs including those not identified as hard-to-reach. Letters were sent to ECE community agencies, organizations, and service providers requesting their support in encouraging participation and reminding selected program sites to participate. These organizations and agencies were very helpful in getting the word out about the study and encouraging participation. The research team prepared flyers to pass out at conferences and other venues to increase awareness of the study. Additionally, staff located in satellite offices assisted with outreach efforts to encourage participation in the study.

Each program that participated in the survey had the opportunity to be included in a drawing to receive a package of classroom supplies in appreciation for participation in the study. The drawing was conducted at the program level because names of individual practitioners were

not collected for this study. Program name or license number was necessary in order for a program to be included in the drawing. All focus group and interview participants also received a classroom supplies package as an incentive for participation in the study.

In-Depth Qualitative Data Collection.

Qualitative data collection included interviews with lead administrators or FCCH owners at programs sites that were selected to participate in the survey data collection (see Sampling Procedure) and focus groups with teachers selected from the 2012 One Goal Summer Conference attendees. Programs selected to participate in in-depth interviews were contacted by telephone to set up an administrator interview. Providers had the option of completing the interview by telephone (encouraged) or in-person (if a telephone interview was not feasible or desired).

Existing Data.

Secondary data was obtained from existing data sources including but not limited to: Child Care Resource and Referral state database, Florida Department of Children and Families, Florida Head Start Association, Florida Head Start State Collaboration Office, U.S. Department of Labor Statistics, U.S. Census Bureau, and published state and federal workforce reports. Existing and primary data collection was combined where necessary to address research objectives.



Triangulation of Data Sources

To address research objectives in the most efficient and least burdensome way, existing data were combined with newly-collected data collected for this study.

Statewide Data Needed	Existing Data Sources	Primary Data Sources
<p>Demographics of ECE workforce (owners/ operators, directors, lead teachers, teacher assistants and aides, and support personnel)</p> <p>Need: age, gender, race, ethnicity, language(s) spoken, primary language of teaching, salary/hourly wage, benefit availability, education level, experience (years working in ECE), and training</p>	<p>National and statewide wage/salary data available from the Bureau of Labor Statistics: http://www.bls.gov/oes/current/oes_fl.htm#25-0,000:</p> <p>Preschool No Spec Ed: #25-2011</p> <p>Special Education Preschool (w/ K & Elem Ed): 25-2,041</p> <p>Gender, Race and Ethnicity available by County from the U.S. Census Bureau: http://www.census.gov/cgi-bin/broker</p> <p>Some demographics data available from the Bureau of Labor Statistics</p>	Surveys to supplement existing data
Business characteristics of ECE programs: revenue levels and source, salary levels, benefits offered, PD support, and turnover rates		Surveys
Workforce job satisfaction and job stress		Surveys, Interviews, and Focus Groups
Workforce turn over, reasons for leaving		Surveys, Interviews, and Focus Groups
Educational attainment of ECE workforce		Surveys
Types of federal or state programs offered by ECE programs as part of the part- or full-day services (i.e., School Readiness, Voluntary Prekindergarten, IDEA Part B and/or IDEA Part C, Head Start, Early Head Start, and Migrant Head Start)	Some data available via Florida CCR&R database	Surveys to supplement existing data
Description of ECE services available by program type: 1) number and ages of children served; 2) number of staff; 3) type of staff positions; 4) program location -rural, urban; 5) services offered for children by service need: special needs, dual language learners, children of migrant families; and 6) funding sources: IDEA Part B, IDEA Part C, School Readiness, VPK, and private pay	<p>1-3) DCF- Staff Credential and Enrollment Data Summary</p> <p>2) CCR&R, School Readiness and VPK participation rates</p>	Surveys to supplement existing data
Challenges to maintaining an effective and quality workforce		Surveys, Interviews, and Focus Groups
Challenges/barriers preventing the workforce from accessing PD opportunities		Surveys, Interviews, and Focus Groups

Statewide Data Needed	Existing Data Sources	Primary Data Sources
Professional development trainings and services pertaining to vulnerable populations		Surveys, Interviews, and Focus Groups
Types of informal training accessed by ECE workforce (owners/operators, directors, lead teachers, teacher assistants and aides, and support personnel) in last 5 years		Surveys, Interviews, and Focus Groups
Types of formal training accessed by ECE workforce (owners/operators, directors, lead teachers, teacher assistants and aides, and support personnel) in last 5 years		Surveys, Interviews, and Focus Groups
Quality learning environments, characteristics of quality trainings		Interviews and Focus Groups
Types of training/education desired (needs/motivations), sources of training, barriers and challenges to furthering education, and awareness of various existing PD initiatives		Surveys, Interviews, and Focus Groups
<p>Wages and benefits earned by individuals in ECE workforce</p> <p>Data for making comparison with the salary/hourly wages and cost of living on a statewide; county; and rural, suburban and urban basis</p>	<p>Bureau of Labor Statistics: median hourly wages</p> <p>U.S. Census Bureau</p> <p>Wage Information in Metro vs Non-Metro Areas: http://www.bls.gov/oes/current/oessrcma.htm</p> <p>Consumer Price Index: http://www.bls.gov/cpi</p>	Surveys to supplement existing data
Number or percentages of programs/employers participating in QRIS		Surveys
Types of social media and technology used by ECE practitioners/programs for professional purposes; technology usage, needs, and barriers		Surveys, Interviews, and Focus Groups
Data for determining and making comparisons with 3 comparable states and national information re: ECE workforce	<p>NACCRRRA annual report: http://www.naccrra.org/policy/docs/ChildCareInAmericaFacts_2011_090611_reprint.pdf</p> <p>Center for Child Care Workforce has published data for state to state comparison. www.ccw.org</p> <p>Workforce studies from other states (CA, MN, NC)</p>	

FINDINGS

The findings of the Florida ECE Workforce Study are presented in this section. The first set of findings presented is existing labor statistics data across comparable states: Florida, California, North Carolina, Texas, and Minnesota. The second set of findings includes results from the three surveys: Administrator Survey, FCCH Owner Survey, and Teacher and Support Staff Survey. The final set of findings includes qualitative findings from the interview and focus groups. Analytical techniques used for this study included descriptive statistics for survey analysis and existing data (i.e., frequency, percentage, mean, median, standard deviation, and range) and qualitative analysis of interview and focus group data (deriving common themes).

Section 1. Analysis of Early Care and Education Workforce Data Comparing Florida with California, Minnesota, North Carolina, and Texas

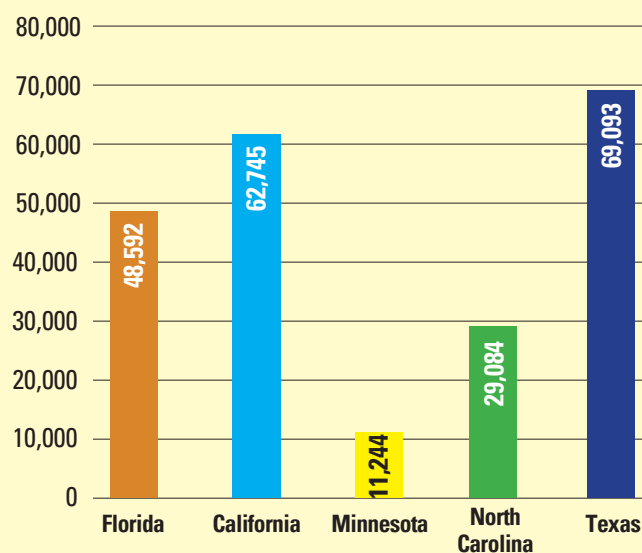
Four comparison states were chosen for this study which included California, North Carolina, Minnesota, and Texas. California and North Carolina were chosen as comparison states because of similarities to Florida with regards to the population demographics or regional location and because comprehensive reports were available in those states. Minnesota was selected as a comparison state because a comprehensive workforce study report was available that was similar in scope to this Florida ECE workforce study. The sections that follow present comparative data from the U.S. Census Bureau and Bureau of Labor Statistics (BLS; See Appendix I for BLS data source definitions). Appendix J includes a narrative comparison of workforce study reports for the three comparison states with available reports (California, North Carolina, and Minnesota).

Child Day Care Industry Indicators-Florida and Comparison States

This section describes the industry of Child Day Care Services (NAICS* Code 6244) in Florida and comparison states using data from the U.S. Census Bureau. Data for Quarter 2 of 2011 and the three prior quarters were used to create a reasonable annual estimate. The statistics include total employment in the industry (all occupations), the net job flows (job creation and job destruction), job creation (new jobs), new hires, separations, and turnover rates. Earnings for the industry overall are reported as average monthly earnings for all employees and monthly earnings for new hires. [*North American Industry Classification System]

A total of 48,592 individuals were employed in the early care and education workforce (using the NAICS industry category of Child Day Care Services) in Florida in 2011. Relative to the comparison states, the Texas workforce is 1.4 times larger and California's is 1.3 times larger, while the Minnesota workforce is about one-fourth the size of Florida and North Carolina is a little more than half the size of Florida.

Figure 1. Total Employment in Child Day Care Services



In 2011, Florida created 3,121 jobs in Child Day Care Services. Florida exceeded the smaller states of Minnesota and North Carolina in job creation but was below the larger states of California and Texas. Accounting for jobs lost during the same time period, the net job flows was positive for Florida at 295, exceeding all the comparison states except Texas with 306 net jobs added (Figure 2).

A total of 8,229 individuals were hired into Child Day Care Services in Florida in 2011, while 9,207 individuals were terminated (separations). Florida has more new hires than all the comparison states except Texas, and the number of separations followed the same pattern.

Overall, Florida reported a turnover rate of 11.5% in Child Day Care Services for 2011. Minnesota and Texas were higher at 12.7% each, while California was considerably lower at 8.5% and North Carolina was about the same at 11.4% (Figure 3).

Across all occupations, individuals in Child Day Care Services in Florida averaged monthly earnings of \$1,727 in 2011. The average earnings for new hires in Florida's early care and education workforce was \$1,403.25. Florida's average monthly earnings and average new hire earnings for the industry are lower than California but higher than Minnesota, North Carolina, and Texas (Figures 4 and 5).

Figure 2. Net Job Flows in Child Day Care Services

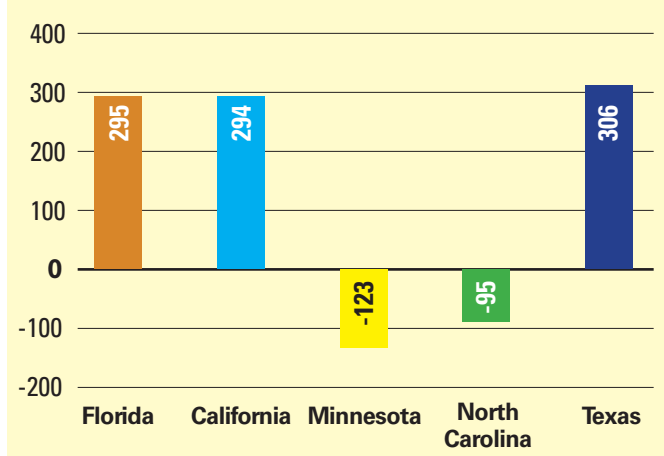


Figure 4. Average Monthly Earnings in Child Care Services

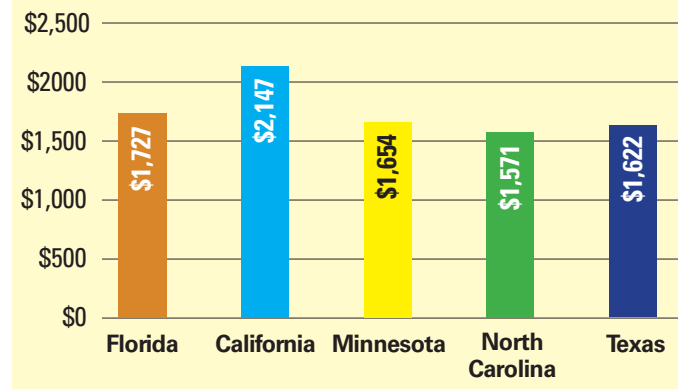


Figure 3. Turnover in Child Care Services

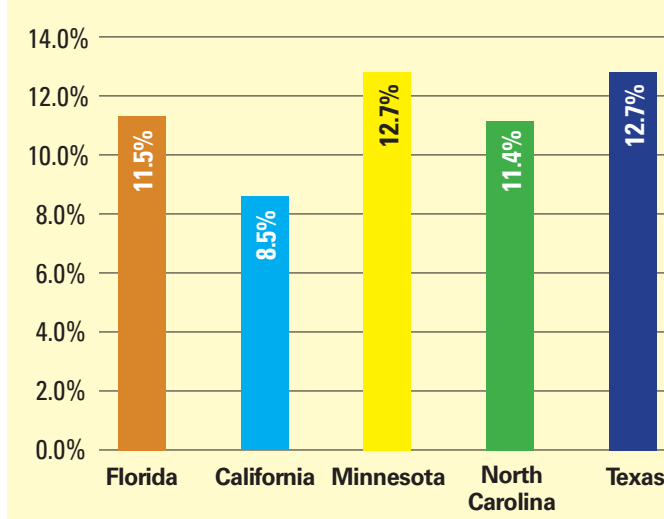


Figure 5. Average New Hire Earnings in Child Care Services

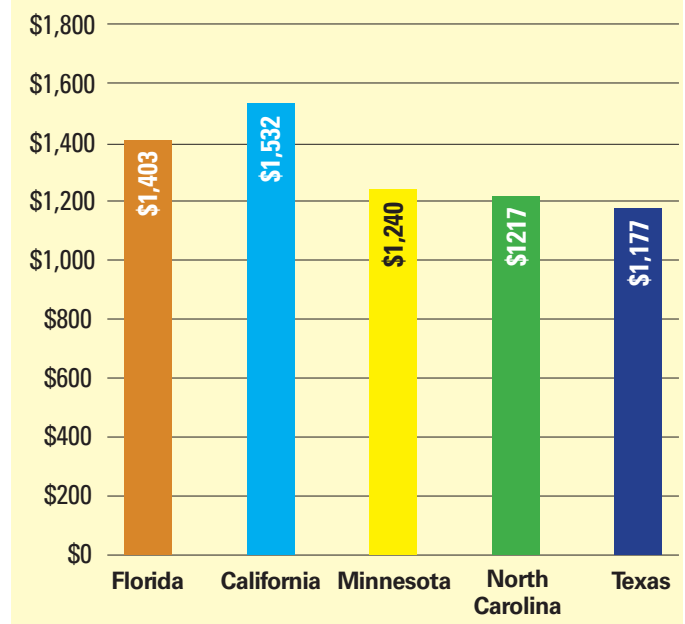


Table 4 compares Florida to the selected comparison states in terms of the Child Day Care Services industry.

Table 4. U. S. Census Bureau and Florida Department of Economic Opportunity: Quarterly Workforce Indicators for Child Day Care Services (NAICS Code 6244) for Florida and Comparison States (2011 Q2 and 3 Prior Quarters).

Area	Total Employment	Net Job Flows	Job Creation	New Hires	Separation	Turnover	Avg Monthly Earnings	Avg New Hire Earnings
Florida	48,592	295	3,121	8,229	9,207	11.5%	\$1,727.00	\$1,403.25
California	61,745	294	3,240	6,888	8,327	8.5%	\$2,146.50	\$1,532.00
Minnesota	11,244	-123	786	1,794	2,178	12.70%	\$1,654.00	\$1,239.50
North Carolina	29,084	-95	1,670	5,725	6,665	11.4%	\$1,571.00	\$1,217.00
Texas	69,093	306	3,991	14,025	15,109	12.7%	\$1,622.00	\$1,177.00

Note: National data not available

Note: Data extracted October 1, 2012 from <http://lehd.did.census.gov/led/datatools/qwiapp.html>

Child Day Care Services Industry Indicators-Florida Counties

This section describes the industry of Child Day Care Services (NAICS Code 6244) in Florida Counties. Data for Quarter 2 of 2011 and the three prior quarters were used to create a reasonable annual estimate. The statistics include total employment in the industry (all occupations), the net job flows (job creation and job destruction), job creation (new jobs), new hires, separations, and turnover rates. Earnings for the industry overall are reported as average monthly earnings for all employees and monthly earnings for new hires.

The Florida counties with the highest employment numbers for the Child Day Care Services industry for 2011 were Miami-Dade, Broward, Hillsborough, Duval, Orange, and Palm Beach counties. These counties accounted for 48% of the total employment of 48,592 in 2011. Miami-Dade and Broward alone account for 28% of the total Child Day Care Services industry employment (totaling 13,571 employed). Nine counties reported fewer than 50 people employed in the Child Day Care

Services industry (Calhoun, Franklin, Gilchrist, Hamilton, Jefferson, Madison, Sumter, Taylor, and Wakulla.)

Miami-Dade and Duval Counties reported the highest positive net job flows with 96 and 71 respectively. Broward followed at 47, then Orange and Leon with 28 and 24 respectively.

Compared to the state turnover rate of 11.5% in 2011, the highest turnover rates in the Florida Child Day Care Services industry occurred in Calhoun (73%), Flagler (19%), Charlotte (18%), and Wakulla (17%) counties. The lowest rates occurred in Franklin (7%), Monroe (7%), and Lafayette (6%) counties.

Seventeen counties reported average monthly earnings for individuals in the Child Day Care Services industry in 2011 above the state average of \$1,727. The highest three were Monroe, Santa Rosa and Seminole counties (\$1,941 to \$2,215). The lowest earnings were reported in Calhoun, Liberty, Dixie, Lafayette, and Taylor counties (\$711 to \$972).

Table 5 compares Florida counties on Child Day Care Services industry indicators.

Table 5. U. S. Census Bureau and Florida Department of Economic Opportunity: Quarterly Workforce Indicators for Child Day Care Services (NAICS Code 6,244) by Florida County (2011 Q2 and 3 Prior Quarters).

AREA	Total Employment	Net Job Flows	Job Creation	New Hires	Separations	Turnover	Avg Monthly Earnings	Avg New Hire Earnings
Florida	48,592	295	3,121	8,229	9,207	11.5%	\$1,727.00	\$1,403.25
Alachua	821	N/A	48	155	178	13.20%	\$1,439.50	\$1,149.50
Baker	85	3	6	13	13	10.20%	\$1,363.00	\$1,009.75
Bay	521	1	31	116	123	13.00%	\$1,467.00	\$1,163.75
Bradford	54	-3	4	6	14	14.80%	\$1,435.25	\$1,164.75
Brevard	1,148	6	91	251	258	14.30%	\$1,575.25	\$1,315.50
Broward	6,094	47	345	972	1,101	10.50%	\$1,691.75	\$1,218.25
Calhoun	6	-3	N/A	8	9	72.90%	\$711.00	\$272.50
Charlotte	170	-11	11	31	46	18.10%	\$1,696.25	\$1,212.25
Citrus	255	1	20	44	46	11.70%	\$1,510.00	\$1,277.25
Clay	777	4	53	144	163	13.40%	\$1,606.00	\$1,328.50
Collier	516	-7	37	63	89	12.50%	\$1,878.00	\$2,128.00
Columbia	387	-4	16	53	69	10.00%	\$1,372.25	\$1,080.75
DeSoto	75	-3	5	10	17	15.10%	\$1,463.00	\$1,081.75
Dixie	N/A	N/A	N/A	N/A	N/A	N/A	\$882.00	N/A
Duval	2,960	71	236	593	630	12.70%	\$1,710.00	\$1,388.25
Escambia	1,236	N/A	47	231	256	11.40%	\$1,807.75	\$1,463.25
Flager	113	-3	9	32	36	18.60%	\$1,303.50	\$1,136.00
Franklin	13	N/A	N/A	N/A	N/A	7.40%	\$1,410.25	\$864.50
Gadsden	96	-2	5	12	20	10.40%	\$1,421.50	\$1,195.25
Gilchrist	44	1	N/A	5	7	11.90%	\$1,284.25	\$871.25
Glades	N/A	N/A	N/A	N/A	N/A	9.30%	\$1,568.75	\$1,034.25
Gulf	94	3	4	13	11	9.90%	\$1,541.00	\$1,039.75
Hamilton	24	N/A	N/A	6	9	11.50%	\$1,477.75	\$1,104.75
Hardee	141	2	11	14	19	10.00%	\$1,454.50	\$1,010.00
Hendry	147	N/A	11	17	21	11.50%	\$1,514.50	\$1,321.25
Hernando	234	1	17	40	51	12.90%	\$1,818.75	\$1,162.00
Highlands	217	2	20	41	44	12.70%	\$1,536.25	\$1,166.50
Hillsborough	3,689	-24	207	603	705	12.10%	\$1,676.00	\$1,409.00
Holmes	51	-5	N/A	8	19	13.60%	\$1,042.75	\$761.50
Indian River	311	2	24	62	66	12.50%	\$1,652.25	\$1,451.25
Jackson	104	-5	5	22	32	15.10%	\$1,202.75	\$1,100.75
Jefferson	22	1	2	3	N/A	9.40%	\$1,281.50	\$997.75
Lafayette	N/A	N/A	N/A	N/A	N/A	6.00%	\$935.25	N/A
Lake	475	-10	27	77	100	13.20%	\$1,457.50	\$1,084.25
Lee	996	13	70	171	183	11.70%	\$1,624.75	\$1,278.75
Leon	804	24	65	175	165	13.30%	\$1,577.00	\$1,271.00
Levy	158	-1	3	13	16	7.50%	\$1,649.00	\$1,148.25
Liberty	N/A	N/A	N/A	N/A	N/A	N/A	\$767.50	N/A

Florida Statewide Early Care and Education Workforce Study

AREA	Total Employment	Net Job Flows	Job Creation	New Hires	Separations	Turnover	Avg Monthly Earnings	Avg New Hire Earnings
Madison	49	-1	1	5	7	9.10%	\$1,337.00	\$869.25
Manatee	606	N/A	37	112	125	11.90%	\$1,795.50	\$1,303.50
Marion	588	4	46	107	117	11.00%	\$1,838.75	\$1,453.00
Martin	236	-4	12	39	52	11.80%	\$1,731.50	\$1,500.25
Miami-Dade	7,477	96	451	953	1,003	8.60%	\$1,681.75	\$1,354.00
Monroe	93	N/A	3	10	10	7.30%	\$2,215.25	\$1,558.50
Nassau	154	4	9	22	22	10.50%	\$1,481.00	\$1,151.00
Okaloosa	1,114	-12	55	237	264	14.50%	\$1,922.25	\$1,615.75
Okeechobee	131	-7	5	18	31	13.40%	\$1,517.25	\$1,314.25
Orange	3,094	28	229	602	662	12.70%	\$1,820.50	\$1,433.00
Osceola	458	6	26	90	93	11.10%	\$1,560.00	\$1,203.00
Palm Beach	3,037	-13	186	491	576	11.50%	\$1,881.75	\$1,531.75
Pasco	1,121	3	74	219	237	13.30%	\$1,716.00	\$1,432.50
Pinellas	2,117	-20	101	290	343	10.30%	\$1,934.75	\$1,379.00
Polk	897	-2	67	190	220	13.80%	\$1,634.50	\$1,290.75
Putnam	232	N/A	16	29	41	11.10%	\$1,344.00	\$1,013.75
St. Johns	338	-1	23	79	88	14.50%	\$1,687.00	\$1,436.25
St. Lucie	617	2	31	95	104	10.10%	\$1,677.50	\$1,244.75
Santa Rosa	754	-11	10	143	165	13.30%	\$2006.50	\$1,664.00
Sarasota	496	1	34	63	75	9.50%	\$1,748.25	\$1,267.50
Seminole	1,130	-7	67	209	252	13.20%	\$1,940.50	\$1,509.50
Sumter	37	1	5	7	12	15.50%	\$1,181.75	\$703.00
Suwannee	93	-2	3	11	15	10.70%	\$1,306.25	\$837.75
Taylor	20	2	2	N/A	N/A	N/A	\$972.50	N/A
Union	N/A	N/A	N/A	N/A	N/A	8.30%	\$1,259.25	\$843.75
Volusia	597	-13	35	106	135	13.10%	\$1,398.50	\$1,078.00
Wakulla	47	1	4	14	14	17.00%	\$1,838.75	\$1,151.00
Walton	61	N/A	N/A	8	8	11.30%	\$1,608.50	\$1,353.75
Washington	64	-2	2	10	13	11.70%	\$1,315.75	\$1,262.00

Note: Data extracted July 27, 2012 from <http://lehd.did.census.gov/led/datatools/qwiapp.html>

Early Care and Education Occupational Employment and Wages Indicators-Florida and Comparison States

This section describes the occupations of Childcare Workers and related occupations in Florida and comparison states using data from the Bureau of Labor Statistics and the Standard Occupational Classification (SOC) codes. Data include the number employed in each occupation, the median and mean hourly wage, and the median and mean annual wage. The occupations included are:

- Childcare Workers (SOC code 399011)
- Teacher Assistants (SOC code 259041)
- Preschool Teachers, Except Special Education (SOC code 252011)
- Kindergarten Teachers, Except Special Education (SOC code 252012)
- Education Administrators, Preschool and Childcare Center/Program (SOC code 119031)

Employment.

The early care and education workforce is comprised of various occupations, predominately the Childcare Worker occupation and the Education Administrator, Preschool and Childcare Center/Program. The number employed in each occupation is examined in this section. Positions similar to Childcare Workers are examined for comparison purposes. These positions include Teacher Assistants; Preschool Teachers, Except Special Education; and Kindergarten Teachers.

For the occupation of Childcare Worker, Florida reports 35,430 in the occupation. California and Texas have 1.7 and 1.5 times as many Childcare Workers (60,290 and 53,860, respectively), but Florida exceeds the other two comparison states. North Carolina reports 21,350 and Minnesota reports 8,570 in the Childcare Worker occupation (Table 6).

Florida reports 41,400 Teacher Assistants. California has far more (3.3 times more) and Texas has double the number (2.1 times more). North Carolina and Minnesota have slightly fewer (about 30,400-36,000)(Table 7).

For Preschool Teachers (except Special Education), Florida reports 18,130 in the occupation, which is close to Texas at about

20,000. California reports a much greater number, at about 47,000. North Carolina and Minnesota report fewer (13,240 and 6,890) (Table 8).

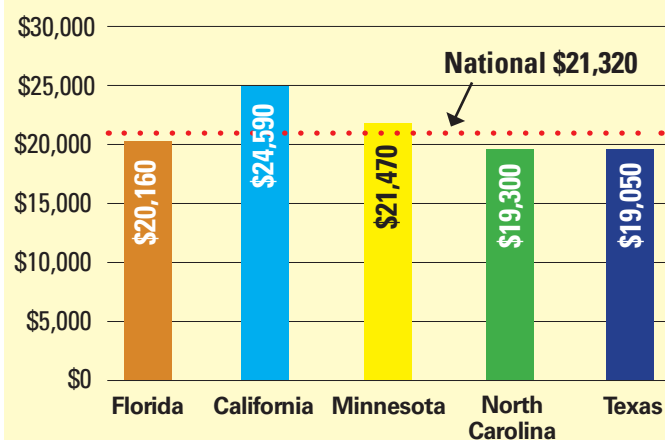
For Kindergarten Teachers (except Special Education), Florida reports 10,880 in the occupation, which is below California (21,560) and Texas (13,280). North Carolina and Minnesota again report fewer (4,200 and 3,140) (Table 9).

Wage Indicators.

Compensation is highly related to job satisfaction and retention; therefore, higher compensation contributes to a more stable early care and education work force. A comparison of the predominant occupation categories within the early care and education industry provides a picture of the potential for job satisfaction within the Florida early care and education workforce. Five positions were compared in terms of hourly and annual wages. For the wage data, both mean and median wages are provided. Mean wages are the arithmetic average of all wages. Median wages are the amount where half make more and half make less.

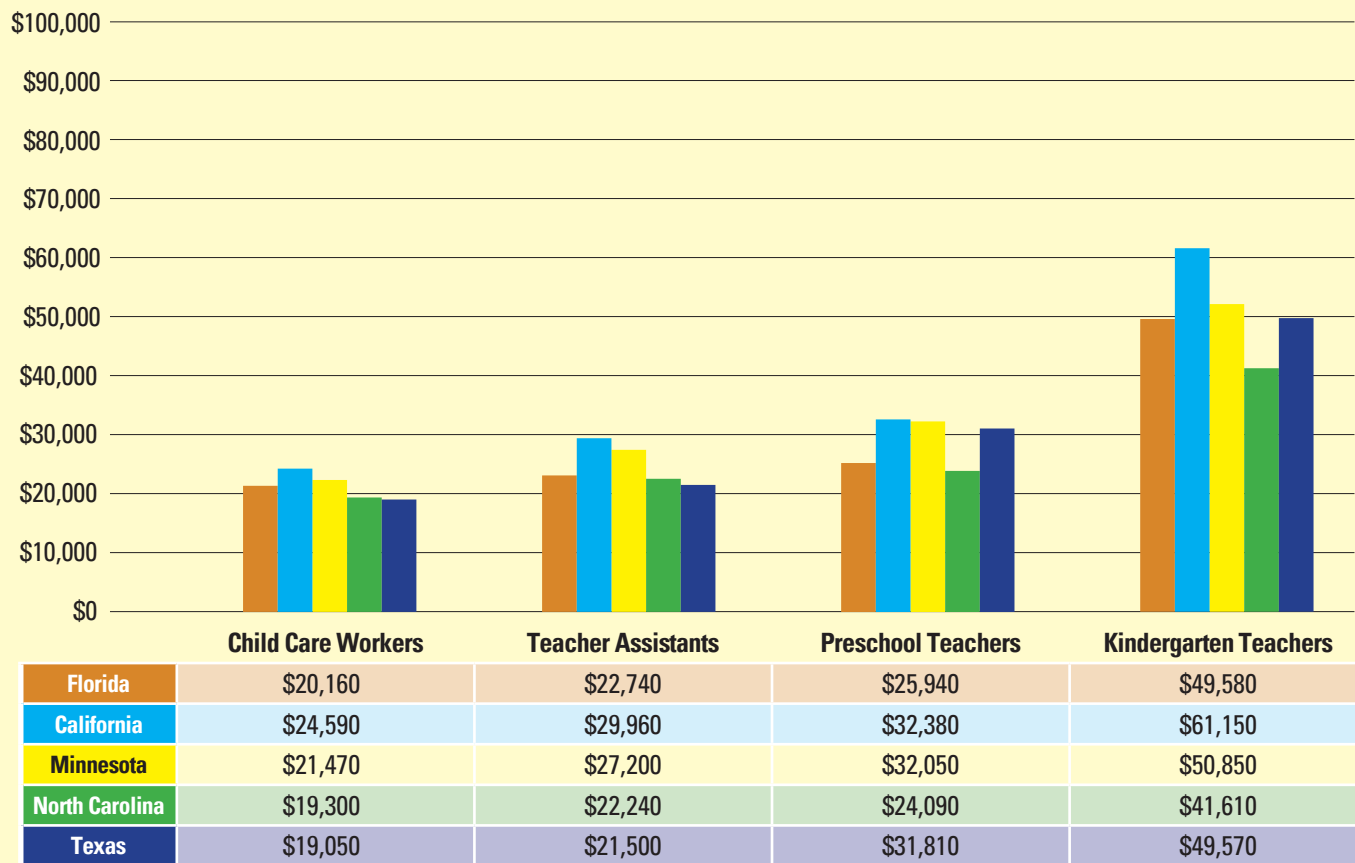
Childcare Workers in Florida earn an average of \$20,160 annually. The median annual wage is \$19,140. In comparison to other states, Florida has a lower pay rate for this occupation than two of the four comparison states and the national average (Figure 6).

Figure 6. Child Care Worker Annual Mean Wage



For comparable positions, Florida is also lower than two of the four states for Teaching Assistants and Kindergarten Teachers (except Special Education), and than three of the four states for Preschool Teachers (except Special Education).

Figure 7. Comparison of Annual Mean Wage for Child Care Workers and Comparable Occupations for Florida and Comparison States



Tables 6 through 10 compare Florida to the selected comparison states in terms of the occupations of Childcare Workers, Teaching Assistants, Preschool Teachers (except Special Education), Kindergarten Teachers (except Special Education), and Education Administrators, Preschool and Childcare Center/Program.

Table 6. Bureau of Labor Statistics: Employment and Wage for Childcare Workers (Period May 2011).¹

Area	Employment ²	Hourly Mean Wage	Annual Mean Wage ³	Hourly Median Wage	Annual Median Wage
National	631,240	\$10.25	\$21,320	\$9.34	\$19,430
Florida	35,430	\$9.69	\$20,160	\$9.20	\$19,140
California	60,290	\$11.82	\$24,590	\$11.14	\$23,180
Minnesota	8,570	\$10.32	\$21,470	\$9.94	\$20,680
North Carolina	21,350	\$9.28	\$19,300	\$8.89	\$18,500
Texas	53,860	\$9.16	\$19,050	\$8.72	\$18,140

Note. Data extracted July 9, 2012 from <http://www.bls.gov/soc/home.htm>.

Data Source: U.S. Department of Labor, Bureau of Labor Statistics. Occupational Employment Statistics (OES) Survey.

¹Standard Occupational Classification Code 399011

²Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

³Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

Table 7. Bureau of Labor Statistics: Employment and Wage for Teacher Assistants (Period May 2011).¹

Area	Employment ²	Hourly Mean Wage	Annual Mean Wage ³	Hourly Median Wage	Annual Median Wage
National	1,214,090	--	\$25,270	--	\$23,580
Florida	41,400	NA	\$22,740	NA	\$21,650
California	138,110	NA	\$29,960	NA	\$29,500
Minnesota	30,520	NA	\$27,200	NA	\$26,820
North Carolina	36,060	NA	\$22,240	NA	\$21,980
Texas	85,560	NA	\$21,500	NA	\$20,150

Note. Data extracted July 9, 2012 from <http://www.bls.gov/soc/home.htm>.

Data Source: U.S. Department of Labor, Bureau of Labor Statistics. Occupational Employment Statistics (OES) Survey.

¹Standard Occupational Classification Code 259041

²Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

³Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

NA = Estimate not released.

Table 8. Bureau of Labor Statistics: Employment and Wage for Preschool Teachers, Except Special Education (Period May 2011).¹

Area	Employment ²	Hourly Mean Wage	Annual Mean Wage ³	Hourly Median Wage	Annual Median Wage
National	349,430	\$14.50	\$30,150	\$12.80	\$26,620
Florida	18,130	\$12.47	\$25,940	\$11.25	\$23,390
California	47,100	\$15.57	\$32,380	\$14.41	\$29,980
Minnesota	6,890	\$15.41	\$32,050	\$13.61	\$28,300
North Carolina	13,240	\$11.58	\$24,090	\$10.66	\$22,160
Texas	20,410	\$15.29	\$31,810	\$12.19	\$25,360

Note. Data extracted July 9, 2012 from <http://www.bls.gov/soc/home.htm>.

Data Source: U.S. Department of Labor, Bureau of Labor Statistics. Occupational Employment Statistics (OES) Survey.

¹Standard Occupational Classification Code 252011

²Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

³Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

Table 9. Bureau of Labor Statistics: Employment and Wage for Kindergarten Teachers, Except Special Education (Period May 2011).¹

Area	Employment ²	Hourly Mean Wage	Annual Mean Wage ³	Hourly Median Wage	Annual Median Wage
National	164,910	--	\$52,350	--	\$49,520
Florida	10,880	NA	\$49,580	NA	\$46,060
California	21,560	NA	\$61,150	NA	\$61,530
Minnesota	3,140	NA	\$50,850	NA	\$49,410
North Carolina	4,200	NA	\$41,610	NA	\$40,230
Texas	13,280	NA	\$49,570	NA	\$49,170

Note. Data extracted July 9, 2012 from <http://www.bls.gov/soc/home.htm>.

Data Source: U.S. Department of Labor, Bureau of Labor Statistics. Occupational Employment Statistics (OES) Survey.

¹Standard Occupational Classification Code 252012

²Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

³Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

NA = Estimate not released.

Table 10. Bureau of Labor Statistics: Employment and Wage for Education Administrators, Preschool and Childcare Center/Program (Period May 2011).¹

Area	Employment ²	Hourly Mean Wage	Annual Mean Wage ³	Hourly Median Wage	Annual Median Wage
National	49,320	\$24.66	\$51,290	\$21.07	\$43,830
Florida– 9 metro areas ⁴	376	\$32.91	\$68,446	\$29.71	\$61,789
California	7,320	\$26.88	\$55,910	\$23.36	\$48,580
Minnesota	870	\$22.26	\$46,290	\$20.65	\$42,960
North Carolina	1,790	\$19.53	\$40,630	\$17.70	\$36,820
Texas	3,150	\$19.99	\$41,580	\$17.87	\$37,160

Note. Data extracted July 9, 2012 from <http://www.bls.gov/soc/home.htm>.

Data Source: U.S. Department of Labor, Bureau of Labor Statistics. Occupational Employment Statistics (OES) Survey.

¹Standard Occupational Classification Code 119031

²Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

³Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

⁴Note: Due to reporting restrictions, Florida data reflect only the following 9 metro areas: Cape Coral-Fort Myers, Jacksonville, Miami-Miami Beach-Kendall, North Port-Bradenton-Sarasota, Orlando-Kissimmee-Sanford, Pensacola-Ferry Pass-Brent, Tampa-St. Petersburg-Clearwater, West Palm Beach-Boca Raton-Boynton Beach, and South Florida Balance of State. The employment total is based on 2011 estimates and is a total of the employment in each of the nine areas. The wages are indexed to the second quarter 2012 using the Employment Cost Index. The data were prepared for this report by staff at the Florida Department of Economic Opportunity, Labor Market Statistics Center, October 2012.

Early Care and Education Occupational Employment and Wages Indicators-Florida Metro Areas

This section describes the occupations of Childcare Workers and related occupations in Florida metro areas. Data include the number employed in each occupation (using the Standard Occupation Classification [SOC] code), the median and mean hourly wage, and the median and mean annual wage. The occupations included are:

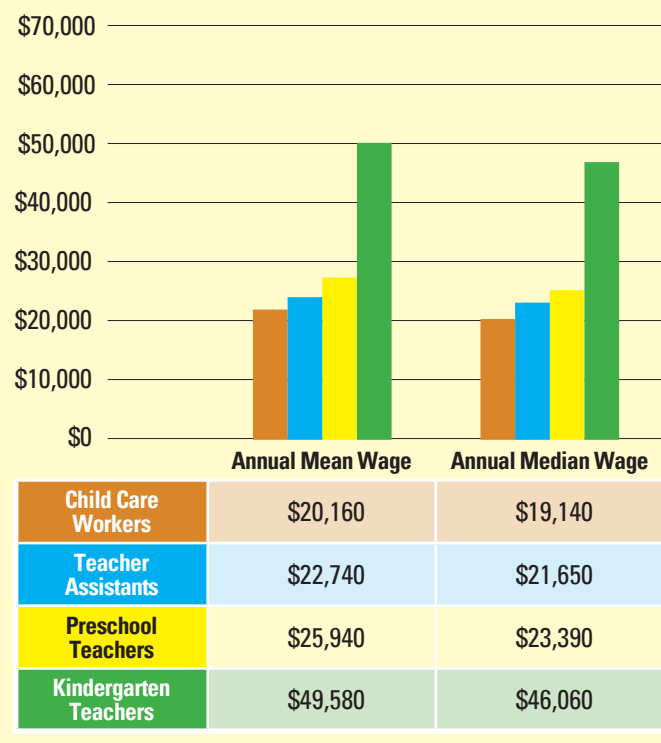
- Childcare Workers (SOC code 399011)
- Teacher Assistants (SOC code 259041)
- Preschool Teachers, Except Special Education (SOC code 252011)
- Kindergarten Teachers, Except Special Education (SOC code 252012)
- Education Administrators, Preschool and Childcare Center/Program (SOC code 119031)

Occupational Employment and Wages Data: Florida Wages for Childcare Workers and Related Occupations

Comparing early care and education occupations within Florida, the 35,430 Childcare Workers in Florida have a lower annual mean wage and annual median wage than the other three comparable positions of Teacher Assistants

(41,400 employed in Florida), Preschool Teachers except Special Education (18,130 employed in Florida), and Kindergarten Teachers Except Special Education (10,880 employed in Florida) (Figure 8).

Figure 8. Comparison of Annual Mean Wage and Annual Median Wage for Child Care Workers and Comparable Occupations



**Occupational Employment and Wages Data:
Florida Metro Area Statistics for Childcare
Workers and Related Occupations.**

For Childcare Workers, four metro areas account for three-fourths of the total number employed in Florida (26,370 of 35,430 total).

These areas are:

- Miami-Fort Lauderdale-Pompano Beach FL
- Tampa-St. Petersburg-Clearwater FL
- Miami-Miami Beach-Kendall FL Metropolitan Division
- Orlando-Kissimmee-Sanford FL

The **highest wages (annual mean wage)** in Florida are in:

- Lakeland-Winter Haven FL (\$22,530)
- Ocala FL (\$21,850)
- Sebastian-Vero Beach FL (\$21,700)
- Cape Coral-Fort Myers, FL (\$21,550)
- Naples-Marco Island FL (\$21,320)
- Gainesville FL (\$21,220)
- Palm Bay-Melbourne-Titusville FL (\$21,150)

The **lowest wages (annual mean wage)** in Florida are in:

- Pensacola-Ferry Pass-Brent FL (\$18,910)
- Panama City-Lynn Haven-Panama City Beach FL (\$18,600)
- Miami-Miami Beach-Kendall FL Metropolitan Division (\$18,590)

(Note: No data available for Northwest FL Non-metro area: Calhoun-Franklin-Gulf-Holmes-Jackson-Liberty-Walton-Washington).

Tables 11 through 15 on the following pages compare Florida metro areas on employment and wage variables by occupation for Childcare Workers (Table 11), Teacher Assistants (Table 12), Preschool Teachers (except Special Education) (Table 13), Kindergarten Teachers (except Special Education) (Table 14), and Education Administrators, Preschool and Childcare Center/Program (Table 15).



Table 11. Bureau of Labor Statistics: Employment and Wage for Childcare Workers (Period May 2011).¹

Area	Employment ²	Hourly mean wage	Annual mean wage ³	Hourly median wage	Annual median wage
Cape Coral-Fort Myers, FL	980	\$10.36	\$21,550	\$10.19	\$21,200
Crestview-Fort Walton Beach-Destin FL	370	\$9.39	\$19,530	\$9.08	\$18,900
Deltona-Daytona Beach-Ormond Beach FL	980	\$9.61	\$19,990	\$9.17	\$19,070
Fort Lauderdale-Pompano Beach-Deerfield Beach FL Metropolitan Division	3,720	\$9.57	\$19,910	\$9.13	\$18,980
Gainesville FL	370	\$10.20	\$21,220	\$9.23	\$19,210
Jacksonville FL	3,350	\$9.85	\$20,490	\$9.37	\$19,490
Lakeland-Winter Haven FL	680	\$10.83	\$22,530	\$10.69	\$22,230
Miami-Fort Lauderdale-Pompano Beach FL	11,500	\$9.40	\$19,560	\$8.94	\$18,600
Miami-Miami Beach-Kendall FL Metropolitan Division	5,120	\$8.94	\$18,590	\$8.66	\$18,010
Naples-Marco Island FL	370	\$10.25	\$21,320	\$9.96	\$20,710
North Port-Bradenton-Sarasota FL	950	\$9.48	\$19,710	\$9.25	\$19,230
Ocala FL	NA	\$10.50	\$21,850	\$9.40	\$19,550
Orlando-Kissimmee-Sanford FL	4,310	\$9.70	\$20,170	\$9.30	\$19,350
Palm Bay-Melbourne-Titusville FL	830	\$10.17	\$21,150	\$10.00	\$20,800
Palm Coast FL	190	\$9.69	\$20,150	\$9.27	\$19,280
Panama City-Lynn Haven-Panama City Beach FL	250	\$8.94	\$18,600	\$8.72	\$18,130
Pensacola-Ferry Pass-Brent FL	1,080	\$9.09	\$18,910	\$8.84	\$18,390
Port St. Lucie FL	740	\$9.20	\$19,150	\$9.16	\$19,060
Punta Gorda FL	150	\$9.59	\$19,940	\$9.39	\$19,530
Sebastian-Vero Beach FL	300	\$10.43	\$21,700	\$10.26	\$21,340
Tallahassee FL	690	\$9.67	\$20,120	\$8.98	\$18,680
Tampa-St. Petersburg-Clearwater FL	5,440	\$9.95	\$20,690	\$9.41	\$19,580
West Palm Beach-Boca Raton-Boynton Beach FL Metropolitan Division	2,660	\$10.07	\$20,930	\$9.54	\$19,840
Northwest Florida nonmetropolitan area	NA	NA	NA	NA	NA
Northeast Florida nonmetropolitan area	920	\$9.83	\$20,450	\$9.13	\$19,000
South Florida nonmetropolitan area	330	\$9.74	\$20,250	\$9.17	\$19,080

Note: Data extracted on July 9, 2012 from <http://www.bls.gov/soc/home.htm>.

Data Source: U.S. Department of Labor, Bureau of Labor Statistics.

¹SOC code: Standard Occupational Classification code-399011

²Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

³Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

NA = Estimate not released.

Table 12. Bureau of Labor Statistics: Employment and Wage for Teacher Assistants (Period May 2011).¹

Area	Employment ²	Hourly mean wage	Annual mean wage ³	Hourly median wage	Annual median wage
Cape Coral-Fort Myers, FL	NA	NA	\$19,490	NA	\$18,370
Crestview-Fort Walton Beach-Destin FL	480	NA	\$26,020	NA	\$25,450
Fort Lauderdale-Pompano Beach-Deerfield Beach FL Metropolitan Division	2,450	NA	\$21,390	NA	\$20,030
Gainesville FL	1,120	NA	\$21,320	NA	\$20,510
Jacksonville FL	3,060	NA	\$23,150	NA	\$21,910
Lakeland-Winter Haven FL	2,040	NA	\$19,500	NA	\$18,460
Miami-Fort Lauderdale-Pompano Beach FL	7,320	NA	\$22,920	NA	\$21,450
Miami-Miami Beach-Kendall FL Metropolitan Division	3,310	NA	\$23,070	NA	\$21,060
North Port-Bradenton-Sarasota FL	1,320	NA	\$21,710	NA	\$20,350
Ocala FL	NA	NA	\$22,180	NA	\$21,950
Orlando-Kissimmee-Sanford FL	6,070	NA	\$22,470	NA	\$21,990
Palm Bay-Melbourne-Titusville FL	1,180	NA	\$24,030	NA	\$23,870
Palm Coast FL	180	NA	\$25,050	NA	\$24,490
Port St. Lucie FL	800	NA	\$20,530	NA	\$20,240
Sebastian-Vero Beach FL	300	NA	\$25,870	NA	\$26,590
Tallahassee FL	1,390	NA	\$25,180	NA	\$23,830
Tampa-St. Petersburg-Clearwater FL	6,960	NA	\$22,740	NA	\$20,900
West Palm Beach-Boca Raton-Boynton Beach FL Metropolitan Division	1,560	NA	\$24,990	NA	\$23,580
Northwest Florida nonmetropolitan area	660	NA	\$19,650	NA	\$18,550
Northeast Florida nonmetropolitan area	1,710	NA	\$24,000	NA	\$23,150
South Florida nonmetropolitan area	680	NA	\$21,780	NA	\$19,750

Note: Data extracted on July 9, 2012 from <http://www.bls.gov/soc/home.htm>.

Data Source: U.S. Department of Labor, Bureau of Labor Statistics.

¹SOC code: Standard Occupational Classification code: 259041

²Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

³Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

NA = Estimate not released.

Table 13. Bureau of Labor Statistics: Employment and Wage for Preschool Teachers, Except Special Education (Period May 2011).¹

Area	Employment ²	Hourly mean wage	Annual mean wage ³	Hourly median wage	Annual median wage
Cape Coral-Fort Myers, FL	510	\$12.16	\$25,290	\$11.46	\$23,830
Crestview-Fort Walton Beach-Destin FL	230	\$11.40	\$23,710	\$10.62	\$22,100
Deltona-Daytona Beach-Ormond Beach FL	220	\$10.70	\$22,260	\$10.17	\$21,140
Fort Lauderdale-Pompano Beach-Deerfield Beach FL Metropolitan Division	2,790	\$12.45	\$25,890	\$11.23	\$23,360
Gainesville FL	240	\$11.11	\$23,110	\$9.84	\$20,460
Jacksonville FL	1,430	\$11.24	\$23,380	\$10.37	\$21,570
Lakeland-Winter Haven FL	400	\$13.36	\$27,800	\$11.54	\$24,000
Miami-Fort Lauderdale-Pompano Beach FL	6,220	\$13.15	\$27,360	\$11.85	\$24,650
Miami-Miami Beach-Kendall FL Metropolitan Division	2,210	\$14.03	\$29,180	\$12.04	\$25,040
Naples-Marco Island FL	300	\$14.46	\$30,090	\$12.77	\$26,560
North Port-Bradenton-Sarasota FL	530	\$12.98	\$26,990	\$11.47	\$23,860
Ocala FL	240	\$15.83	\$32,920	\$13.44	\$27,950
Orlando-Kissimmee-Sanford FL	1,980	\$13.24	\$27,540	\$11.96	\$24,880
Palm Bay-Melbourne-Titusville FL	520	\$11.13	\$23,150	\$10.26	\$21,340
Panama City-Lynn Haven-Panama City Beach FL	170	\$9.80	\$20,380	\$9.27	\$19,280
Pensacola-Ferry Pass-Brent FL	470	\$11.54	\$24,000	\$9.60	\$19,970
Port St. Lucie FL	300	\$12.76	\$26,540	\$11.18	\$23,260
Sebastian-Vero Beach FL	190	\$11.52	\$23,970	\$11.07	\$23,030
Tallahassee FL	310	\$15.55	\$32,340	\$13.87	\$28,840
Tampa-St. Petersburg-Clearwater FL	2,850	\$11.40	\$23,720	\$10.36	\$21,550
West Palm Beach-Boca Raton-Boynton Beach FL Metropolitan Division	1,220	\$13.19	\$27,430	\$12.73	\$26,470
Northwest Florida nonmetropolitan area	230	\$11.55	\$24,010	\$11.84	\$24,620
Northeast Florida nonmetropolitan area	320	\$11.25	\$23,390	\$9.29	\$19,330
South Florida nonmetropolitan area	460	\$10.65	\$22,150	\$10.49	\$21,820

Note: Data extracted on July 9, 2012 from <http://www.bls.gov/soc/home.htm>.

Data Source: U.S. Department of Labor, Bureau of Labor Statistics.

¹SOC code: Standard Occupational Classification code-252011

²Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

³Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.



Table 14. Bureau of Labor Statistics: Employment and Wage for Kindergarten Teachers, Except Special Education (Period May 2011).¹

Area	Employment ²	Hourly mean wage	Annual mean wage ³	Hourly median wage	Annual median wage
Cape Coral-Fort Myers FL	NA	NA	\$46,460	NA	\$44,090
Crestview-Fort Walton Beach-Destin FL	150	NA	NA	NA	NA
Gainesville FL	160	NA	NA	NA	NA
Jacksonville FL	1,010	NA	\$48,470	NA	\$44,730
Lakeland-Winter Haven FL	490	NA	\$41,570	NA	\$39,990
Miami-Fort Lauderdale-Pompano Beach FL	2,790	NA	\$48,170	NA	\$44,800
Miami-Miami Beach-Kendall FL Metropolitan Division	1,020	NA	\$45,610	NA	\$43,590
Ocala FL	NA	NA	\$59,110	NA	\$55,400
Orlando-Kissimmee-Sanford FL	1,410	NA	\$50,550	NA	\$46,740
Palm Coast FL	60	NA	\$46,830	NA	\$44,770
Port St. Lucie FL	190	NA	\$39,460	NA	\$36,640
Tallahassee FL	230	NA	NA	NA	NA
Tampa-St. Petersburg-Clearwater FL	1,870	NA	\$54,320	NA	\$49,990
Northeast Florida nonmetropolitan area	320	NA	\$51,470	NA	\$49,760
South Florida nonmetropolitan area	170	NA	\$41,750	NA	\$40,040

Note: Data extracted on July 9, 2012 from <http://www.bls.gov/soc/home.htm>.

Data Source: U.S. Department of Labor, Bureau of Labor Statistics.

¹SOC code: Standard Occupational Classification code-252012

²Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

³Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours; where an hourly mean wage is not published the annual wage has been directly calculated from the reported survey data.

NA = Estimate not released.



Table 15. Bureau of Labor Statistics: Employment and Wage for Education Administrators, Preschool and Childcare Center/Program (Period May 2011).¹

Area	Employment ²	Hourly mean wage	Annual mean wage ³	Hourly median wage	Annual median wage
Cape Coral-Fort Myers MSA	9	\$27.58	\$57,367	\$21.24	\$44,177
Jacksonville MSA	68	\$28.04	\$58,319	\$25.42	\$52,872
Miami-Miami Beach-Kendall MSA	131	\$31.47	\$65,460	\$29.34	\$61,027
North Port-Bradenton-Sarasota MSA	13	\$23.72	\$49,326	\$21.65	\$45,034
Orlando-Kissimmee MSA	43	\$28.98	\$60,271	\$27.09	\$56,353
Palm Bay-Melbourne-Titusville MSA	NA	\$30.12	\$62,653	\$27.41	\$57,019
Pensacola-Ferry Pass-Brent MSA	8	\$29.27	\$60,867	\$29.26	\$60,846
Tallahassee MSA	NA	\$31.00	\$64,479	\$31.31	\$65,116
Tampa-St. Petersburg-Clearwater MSA	44	\$46.02	\$95,717	\$45.21	\$94,037
West Palm Beach-Boca Raton -Boynton Beach MSA	37	\$39.49	\$82,137	\$41.31	\$85,943
South Florida Balance of State	23	\$39.54	\$82,242	\$43.07	\$89,592

Note: The Department of Economic Opportunity Labor Market Statistics Center (LMS) has not released statewide employment and wage estimates for SOC 119031 -- Education Administrators, Preschool and Childcare Center/Program for 2011. LMS produces employment estimates under a cooperative agreement with the U.S. Bureau of Labor Statistics. LMS follows publication and confidentiality rules established by this federal agency. The statewide estimates for this occupation for 2011 did not meet publication standards for quality control; therefore, the data were not released. This may occur when the number of respondents is deemed too low to report and protect confidentiality, or when one large employer that accounts for a significant share of the total statewide employment does not fill out the survey or does not fill out the survey accurately and the information submitted cannot be verified.

LMS produced a special report for this study that estimated statewide employment and wages for 2012 for published Metro Statistical Areas (MSAs) only. This is not a true statewide estimate; it is a combined estimate of the following published areas: Cape Coral-Fort Myers, Jacksonville, Miami-Miami Beach-Kendall, North Port-Bradenton-Sarasota, Orlando-Kissimmee-Sanford, Palm Bay-Melbourne-Titusville MSA, Pensacola-Ferry Pass-Brent, Tallahassee MSA, Tampa-St. Petersburg-Clearwater, West Palm Beach-Boca Raton-Boynton Beach, and South Florida Balance of State. The employment is based on 2011 estimates and is a total of the employment in each of the nine areas. The wages are indexed to the second quarter 2012 using the Employment Cost Index.

Section 2: Survey Data Findings

The survey data findings serve to describe the ECE workforce in the state of Florida in terms of demographic characteristics of the workforce, educational status and experience, program characteristics, professional development supports and needs, and technology access and needs. As indicated earlier, the response rate for this study was 25% and the program sample was representative of the ECE program population on several measurable factors as determined from the Florida DCF database of ECE providers. For this study, the representative sample size needed for the population at a 95% confidence interval and 5% error rate was determined to be 373.¹ The overall respondent sample size achieved was 569. However, sample sizes within subgroups were smaller so that caution must be taken when comparing findings across groups. Throughout this report survey findings are typically provided by position according to the three surveys (administrators, FCCH Owners, and teachers and support staff), program type (centers, schools, religious exempt programs, and FCCHs), and region (Central, Northeast, Northwest, Southeast, Southern, Suncoast). Where sub-group sample sizes are very small (n = 20 or less), sub-group data are usually not provided because the findings would be too misleading and certainly not representative.

Additionally, this study is based on self-report data from self-selected participants since randomly-selected programs could choose whether or not to respond. The responding sample may differ from the population in a number of ways that cannot be easily measured and are not controlled. For example, this may be a more motivated and technologically savvy group (since on-line surveys were encouraged) relative to other ECE providers throughout Florida. Taking these issues into consideration, the following sections describe the Florida ECE workforce as determined from data obtained through the surveys conducted for this study.

Key Data Characteristics.

A total of 330 unique individuals responded to the Administrator Survey, 187 unique owners responded to the FCCH Survey, and 348 staff responded to the Teacher and Support Staff Survey, although not every respondent answered every question. In cases where

duplicate surveys with the same information were submitted by the same program/person, the last submission was retained for analysis. If more than one survey was submitted by the same FCCH, only the most recent submission was retained for inclusion in analysis because only the FCCH owner was to complete the FCCH survey (Note: Recall there was a section of the survey for the owner to report on information regarding any providers they employed at their site other than themselves). Receipt of multiple FCCH surveys from the same program was a low incidence occurrence and was typically due to duplicate survey submission.

Note that findings presented for administrators may include all administrators responding (n = 330) or a single administrator representative per program (n = 318) depending on the topic addressed. All 330 administrator respondents were included for survey items that are more appropriately interpreted at the individual level (e.g., educational status) and a single administrator representative (n = 318) was included for survey findings that are more appropriately interpreted at the program level (e.g., funding sources used by a program, number of staff leaving a program). In cases where multiple administrators responded to the Administrator Survey from a given program (e.g., director and assistant director), the administrator representative selected for program-level analyses was either the director, principal, or highest level person from the program who responded.

By the same token, some findings for ECE staff include all staff responding to the Teacher and Support Staff Survey whereas other findings include only teaching staff depending on the topic examined (e.g., understanding the educational status of the workforce as compared to understanding scholarship participation for which non-teaching staff are not typically eligible). Unless otherwise noted, findings regarding staff at ECE programs are for all respondents to the Teacher and Support Staff Survey.

Findings for center, school, and religious exempt program types are drawn from respondents to the Administrator Survey and these program type groups are based on program designation derived from data within the DCF database. The sample sizes for school

¹Confidence interval not adjusted for potential non-response bias.

and religious exempt programs within the Teacher and Support Staff Survey were very small (6 and 20 respectively) and therefore data broken out by program type are based on Administrator Survey data. When references are made to facilities throughout the survey findings those references refer to centers, schools, and religious exempt programs and are based on data from the Administrator Survey. Findings for the FCCH program type sub-group are from FCCH Survey data. Note that the religious except legal status captures some but not all faith-based programs. Statistics for those self-identifying on the survey as faith-based can be found in the Program Characteristics section of the survey findings.

ECE Workforce Demographic Characteristics.

Research Question 1: *What are the demographic characteristics of Florida's Early Care and Education workforce personnel, including owners/operators, directors, lead teachers, teacher assistants and aides, and support personnel?*

The demographic characteristics of the survey sample (including all survey respondents) as well as demographics broken out by administrators, staff, and FCCH owners are shown in Table 16 and Figures 1 to 4. Demographics broken out by program type and region can be found in Tables 17 to 19. Overall the Florida ECE workforce responding to the survey is predominately female (97%) and either White, African American, or Hispanic. A larger percentage of practitioners are white (43%) with equal distributions (27%) of African American and Hispanic. Other racial categories and the mixed race category are represented at lower rates ranging from less than one percent to four percent. Administrators were more likely to report being White than staff or FCCH owners (58% relative to 33%). There is a higher rate of reporting African American by FCCH owners (42%) whereas Hispanic race is most frequently reported among staff (38%) relative to other respondent groups. Administrators at schools are much more likely to be White (90%) than administrators/owners at other types of programs. The White racial category is most frequently selected by administrators (83%) and staff (60%) in the Northwest region and least frequently in the Southern region (27%

for administrators and 10% for staff). Rates of reporting Hispanic are highest in the Southern (58% for administrators and 61% for staff) and Southeast (24% for administrators and 56% for staff) regions. Rates of reporting African American are highest in the Northeast for administrators (29%) and staff (38%) and in the Northwest for staff (40%).

The majority of the workforce is fluent in English (87%) with just over one-quarter of the workforce being fluent in Spanish. About 3% speak either Creole or a language other than English or Spanish. A larger percentage of staff (37%) relative to administrators (18%) and FCCH owners (19%) speaks Spanish fluently. Center-based administrators and FCCH owners report higher rates (20%) of speaking Spanish fluently as compared to administrators at schools and religious exempt programs (10%). As expected, given the demographics of Florida, the largest percentage of Spanish-speaking practitioners are in the Southeast and Southern regions where rates ranged from 50 to 67 percent Spanish speaking for staff. Note that survey respondents could report being fluent in more than one language if applicable. Rates of languages spoken fluently show that a sizable percentage of the Florida ECE workforce is bilingual especially in the Southern part of the state where there is considerable overlap in percentages of practitioners reporting fluency in English and Spanish.

In terms of age of the workforce, most practitioners are 30 years or older. Administrators and FCCH owners tend to fall into older age brackets compared to staff which is not surprising because years of experience can be important in taking on these roles. Comparing age categories across program types, FCCH owners tend to fall into higher age brackets than practitioners at other types of programs with 56% of FCCH owners being 50 years or older compared to 38% to 47% for those at other programs types.

Table 16. Demographic Characteristics of the Florida ECE Workforce
(Data Source: Florida Statewide ECE Workforce Survey).

Demographic Characteristics	All Survey Respondents			Administrators ¹			Teachers/Staff ²			FCCH Owners ³		
	N	n	%	N	n	%	N	n	%	N	n	%
Gender	849			323			343			183		
Female		827	97.4		308	95.4		339	98.8		180	98.4
Male		22	2.6		15	4.6		4	1.2		3	1.6
Race	859			328			347			184		
White, non-Hispanic		371	43.2		195	58.2		116	33.4		60	32.6
African American, non-Hispanic		229	26.7		66	19.7		86	24.8		77	41.8
Hispanic		229	26.7		60	17.9		133	38.3		36	19.6
Asian		4	0.5		2	0.6		1	0.3		1	0.5
Native Hawaiian/Pacific Islander		2	0.2		1	0.3		1	0.3		0	0.0
American Indian/Alaskan Native		0	0.0		0	0.0		0	0.3		0	0.0
Biracial/Multiracial		10	1.1		3	0.9		5	1.4		2	1.0
Other		14	1.6		1	0.3		5	1.4		8	4.3
Fluent Language⁴	865			330			348			187		
English		756	87.4		318	96.4		275	79.0		163	87.2
Spanish		222	25.7		58	17.6		128	36.8		36	19.3
Creole		7	0.8		1	0.3		3	0.9		3	1.6
Other		17	2.0		10	3.0		3	0.9		4	2.0
Age Range	851			326			345			180		
Under 20 yrs.		9	1.0		0	0.0		7	2.0		2	1.1
20-29 yrs.		101	11.9		19	5.8		80	23.3		2	1.1
30-39 yrs.		171	20.1		61	18.7		82	23.8		28	15.6
40-49 yrs.		253	29.7		110	33.7		96	27.8		47	26.1
50-59 yrs.		232	27.3		102	31.3		56	16.2		74	41.1
Over 60 yrs.		85	10.0		34	10.3		24	7.0		27	15.0

*All respondents across Administrator Survey, Teacher and Support Staff Survey, and FCCH Survey.

¹As reported on the Administrator Survey.

²As reported on the Teacher and Support Staff Survey.

³As reported on the FCCH Survey.

⁴Percentages will not add to 100%. Respondents could choose multiple options.

Figure 9. Percentage of ECE Practitioners by Gender.

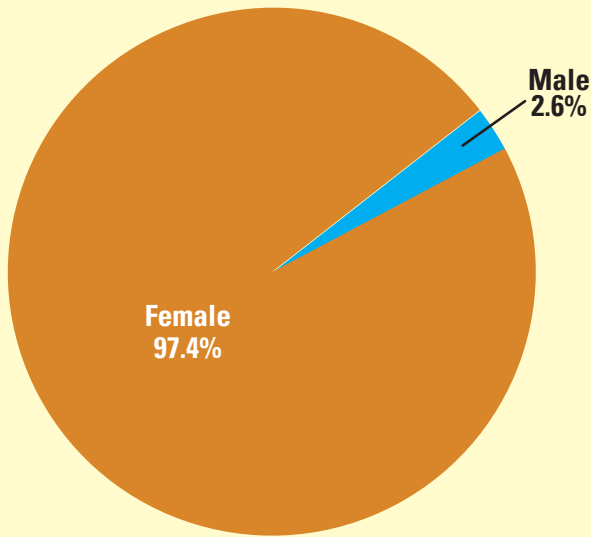


Figure 10. Percentage of ECE Practitioners by Fluent Language.

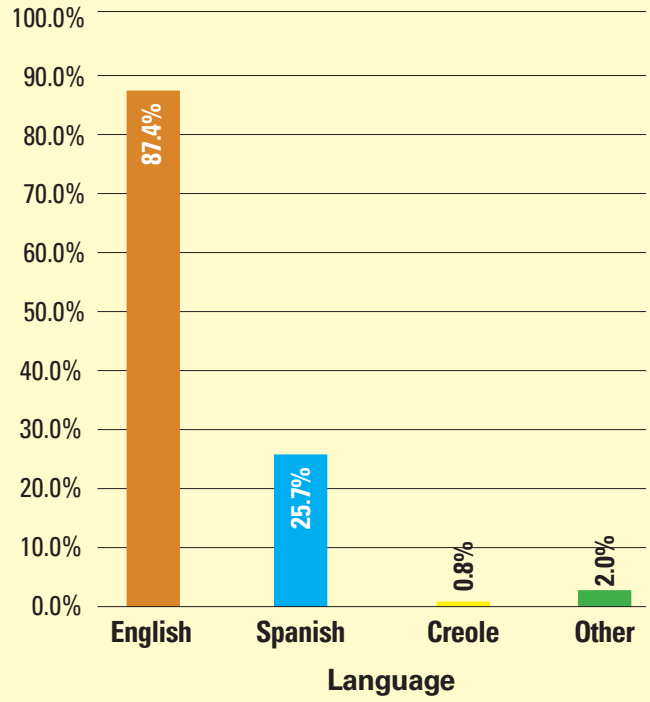


Figure 11. Percentage of ECE Practitioners by Race.

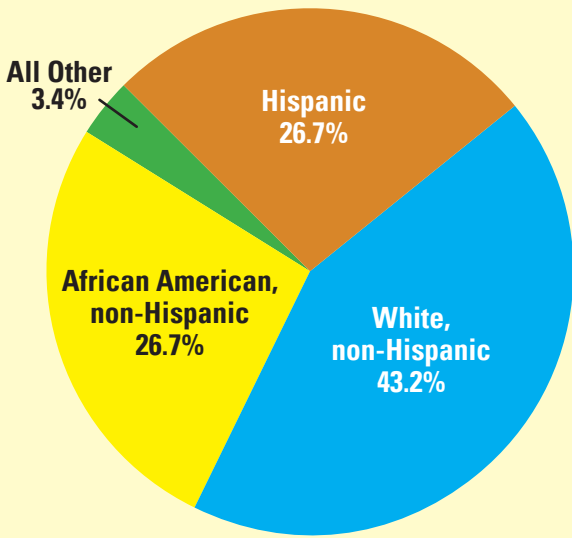


Figure 12. Percentage of ECE Practitioners by Age.

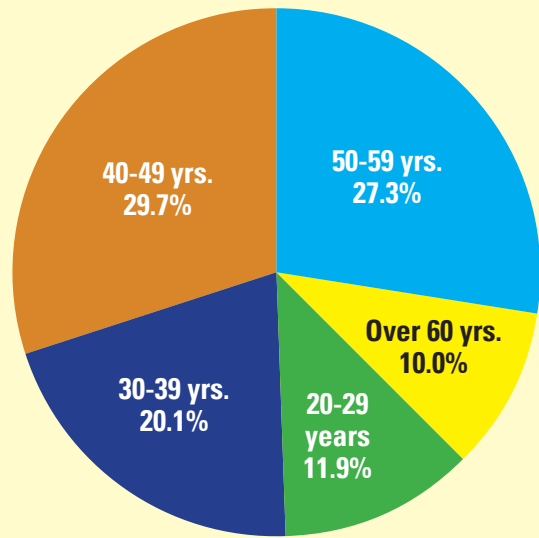


Table 17. Demographic Characteristics of Administrators/FCCH Owners by Program Type
(Data Source: Florida Statewide ECE Workforce Survey).

Demographic Characteristics	Center N=257		School N=30		Religious exempt ¹ N=43		FCCH ² N=187	
	n	%	n	%	n	%	n	%
Gender								
Female	238	95.2	30	100	40	93.0	180	98.4
Male	12	4.8	0	—	3	7.0	3	1.6
Race								
White, non-Hispanic	142	55.9	27	90.0	27	61.4	60	32.6
African American, non-Hispanic	56	22.0	3	10.0	10	22.7	77	41.8
Hispanic	53	20.9	0	—	4	9.1	36	19.6
Asian	2	0.8	0	—	0	—	1	0.5
Native Hawaiian/ Pacific Islander	0	—	0	—	1	2.3	0	—
American Indian/ Alaskan Native	0	—	0	—	0	—	0	—
Biracial/Multiracial	1	0.4	0	—	2	4.5	2	1.1
Other	0	—	0	—	0	—	8	4.3
Fluent Language³								
English	245	95.3	30	100	43	100	163	87.2
Spanish	51	19.8	3	10.0	4	9.3	36	19.3
Creole	1	0.4	0	—	0	—	3	1.6
Other	8	3.1	0	—	2	4.7	4	2.1
Age Range								
Under 20 yrs.	0	—	0	—	0	—	2	1.1
20-29 yrs.	17	6.7	1	3.4	1	2.3	2	1.1
30-39 yrs.	48	18.9	7	24.1	6	14.0	28	15.6
40-49 yrs.	84	33.1	10	34.5	16	37.2	47	26.1
50-59 yrs.	77	30.3	10	34.5	15	34.9	74	41.1
Over 60 yrs.	28	11.0	1	3.4	5	11.6	27	15.0

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey

³Percentages will not add to 100%. Respondent could select multiple options.

Table 18. Demographic Characteristics of Administrators¹ by Region.
 (Data Source: Florida Statewide ECE Workforce Survey).

Demographic Characteristics	Central N=83		Northeast N=48		Northwest N=24		Southeast N=42		Southern N=45		Suncoast N=77	
	n	%	n	%	n	%	n	%	n	%	n	%
Gender												
Female	76	95.0	47	97.9	24	100	37	88.1	43	100	71	93.4
Male	4	5.0	1	2.1	0	—	5	11.9	0	—	5	6.6
Race												
White, non-Hispanic	56	67.5	28	58.3	20	83.3	19	46.3	12	26.7	56	73.7
African American, non-Hispanic	18	21.7	14	29.2	3	12.5	11	26.8	7	15.6	10	13.2
Hispanic	6	7.2	6	12.5	1	4.2	10	24.4	26	57.8	8	10.5
Asian	1	1.2	0	—	0	—	1	2.4	0	—	0	—
Native Hawaiian/ Pacific Islander	0	—	0	—	0	—	0	—	0	—	1	1.3
American Indian/ Alaskan Native	0	—	0	—	0	—	0	—	0	—	0	—
Biracial/ Multiracial	2	2.4	0	—	0	—	0	—	0	—	1	1.3
Other	0	—	0	—	0	—	0	—	0	—	0	—
Fluent Language²												
English	83	100	47	97.9	24	100	42	100	37	82.2	77	100
Spanish	5	6.0	5	10.4	1	4.2	9	21.4	25	55.6	10	13.0
Creole	0	—	0	—	0	—	0	—	1	2.2	0	—
Other	2	2.4	0	—	0	—	4	9.5	2	4.4	1	1.3
Age Range												
Under 20 yrs.	0	—	0	—	0	—	0	—	0	—	0	—
20-29 yrs.	1	1.2	4	8.3	1	4.2	3	7.1	1	2.2	7	9.3
30-39 yrs.	17	20.7	10	20.8	4	16.7	5	11.9	7	15.6	18	24.0
40-49 yrs.	26	31.7	14	29.2	12	50.0	15	35.7	20	44.4	21	28.0
50-59 yrs.	31	37.8	15	31.3	4	16.7	16	38.1	9	20.0	23	30.7
Over 60 yrs.	7	8.5	5	10.4	3	12.5	3	7.1	8	17.8	6	8.0

¹As reported on the Administrator survey.

²Percentages will not add to 100%. Respondent could select multiple options.

Table 19. Demographic Characteristics of Teachers and Support Staff¹ by Region. (Data Source: Florida Statewide ECE Workforce Survey).

Demographic Characteristics	Central N=49		Northeast N=38		Northwest N=21		Southeast N=34		Southern N=86		Suncoast N=94	
	n	%	n	%	n	%	n	%	n	%	n	%
Gender												
Female	49	100	36	97.3	20	95.2	33	97.1	84	100	92	97.9
Male	0	—	1	2.7	0	—	1	2.9	0	—	2	2.1
Race												
White, non-Hispanic	22	45.8	14	36.8	12	57.1	11	32.4	8	9.3	43	46.2
African American, non-Hispanic	14	29.2	14	36.8	8	38.1	4	11.8	24	27.9	18	19.4
Hispanic	7	14.6	10	26.3	0	—	19	55.9	53	61.6	31	33.3
Asian	0	—	0	—	0	—	0	—	1	1.2	0	—
Native Hawaiian/ Pacific Islander	1	2.1	0	—	0	—	0	—	0	—	0	—
American Indian/ Alaskan Native	0	—	0	—	0	—	0	—	0	—	0	—
Biracial/ Multiracial	4	8.3	0	—	1	4.8	0	—	0	—	1	1.1
Other	1	2.0	1	2.6	0	—	0	—	0	—	0	—
Fluent Language²												
English	48	98.0	32	84.2	20	95.2	31	91.2	41	47.7	88	93.6
Spanish	3	6.1	10	26.3	0	—	17	50.0	58	67.4	25	26.6
Creole	1	2.0	0	—	0	—	0	—	2	2.3	0	—
Other	0	—	0	—	0	—	0	—	0	—	1	1.1
Age Range												
Under 20 yrs.	1	2.1	0	—	1	4.8	1	2.9	0	—	4	4.3
20-29 yrs.	17	35.4	8	21.1	10	47.6	8	23.5	11	12.9	25	26.6
30-39 yrs.	15	31.3	11	28.9	4	19.0	10	29.4	20	23.5	19	20.2
40-49 yrs.	7	14.6	11	28.9	2	9.5	7	20.6	34	40.0	23	24.5
50-59 yrs.	6	12.5	4	10.5	2	9.5	4	11.8	13	15.3	20	21.3
Over 60 yrs.	2	4.2	4	10.5	2	9.5	4	11.8	7	8.2	3	3.2

¹As reported on the Teacher and Support Staff survey.

²Percentages will not add to 100%. Respondent could select multiple options.

Program Characteristics.

Research Question 2: *What types of federal or state programs are offered as part of the part-day or full-day services including but not limited to School Readiness, Voluntary Prekindergarten, IDEA Part B and/or IDEA Part C, Head Start, Early Head Start, and Migrant Head Start.*

Research Question 3: *What number or percentages of programs/employers participate in a Quality Rating Improvement System (QRIS)?*

Survey respondents were asked to describe their programs from a list of options relative to legal status, licensing status, years in operation, accreditation and Gold Seal status and participation in a local quality rating improvement system (QRIS). Additionally, respondents were asked to select all applicable options from a list of services provided by the program and a list of funding streams supporting the program. The number and percentage of all programs selecting each survey option are provided in this report. Multiple service and funding stream options could have been selected so that percentages will not add to 100% for those items. Also, rates are probably somewhat underreported for those items given that non-responses could be due to missing data or reporting errors rather than truly being “not applicable.”

Data presented by provider type are shown in Tables 20 and 21. Data by region are presented in Tables 22 through 27. The majority of respondents are licensed, center-based, for profit programs. Family child care providers comprised approximately 40% of the sample which is important considering the important role of family child care in caring for infants and toddlers. Approximately half of the programs represented have been in business for 10 or more years with the remainder with fewer years of operation. One-third are accredited and approximately one-quarter hold a Gold Seal certificate. Fifty percent participate in a local quality rating improvement system. Slightly more than half are VPK providers and more than half serve school readiness eligible children. Approximately 40% access the U.S. Department of Agriculture (USDA) Child Care Food Program to provide healthy and nutritious meals and a majority of respondents rely on

parent tuition to support their programs. In summary, these data provide a snapshot of Florida’s child care infrastructure and the complex patchwork of both resources and services to accommodate the needs of children and their families.

Legal Status.

Respondents were asked to provide information related to their programs as reflected in Tables 20 and 21. The majority of the programs are for profit businesses (66%). The remainder includes faith-based providers (17%), private nonprofit (12%) and publicly-funded programs (5%). Publicly-funded programs are typically public schools or programs operated by local governmental entities.

FCCHs were not asked about their legal status but it was assumed that all FCCHs were for profit since they are typically operated as sole proprietorships. Just over half of centers are private, for profit programs. Rates of nonprofit and religious exempt centers are relatively similar at 23% and 20% respectively. A smaller proportion of centers (6%) are publicly funded. Most programs (81%) coded as religious exempt using DCF data also self-selected as faith-based legal status. The number of school facilities responding was relatively small (n = 21) and there was variation across the selected legal status for schools.

Licensing Status.

Most programs in the sample are licensed (74%) with the remaining distributed across various exemption categories (public school and religious exempt and registered family child care providers). Though not exempt from licensure, large family child care homes are reflected separately since they are required to be licensed. A majority of the centers are licensed (98%) as compared to schools where only one-third are licensed (33%) and religious exempt programs where 16% are licensed. The majority of family child care providers are licensed including large family child care homes (72%).

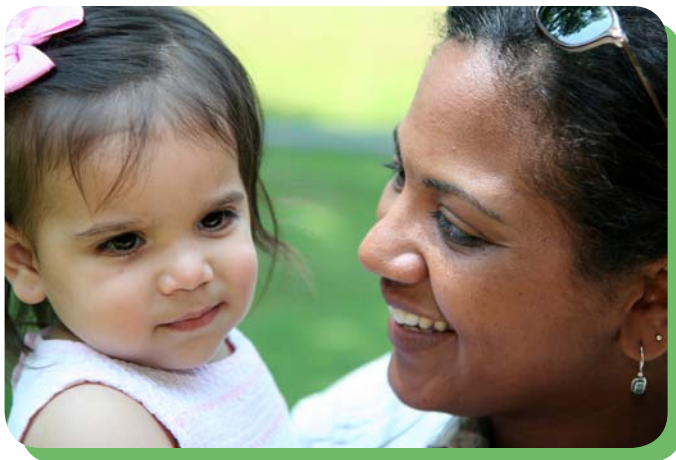
Years in Operation.

Respondents were asked how many years they had been in business. Of the overall sample, more than 55% of respondents have been in business more than 10 years. Approximately 30% have been in business for 4-10 years with

17% in business for three years or less. This finding holds true across program types to include centers, schools, religious exempt and family child care programs. Overall, the sample reflects the responses from relatively stable and well-established child care businesses.

Accreditation.

Accredited programs represent 31% of the sample. While 15% of respondents are working towards accreditation, 54% of programs are not accredited or working towards accreditation. Of programs that are accredited or working towards accreditation (n=204), the majority are centers (58%). Respondents were asked if they possess a Gold Seal certificate since accreditation is required to attain this designation. About 28% of respondents hold a Gold Seal certificate. Gold Seal certificate holders are primarily centers at 66% with family child care homes comprising 17%.



Quality Rating Improvement System (QRIS).

Although there is no statewide Quality Rating Improvement System in Florida, local QRIS exist in some counties. When asked if they participate in a QRIS initiative, 33% reported participation. Of those who are participating in QRIS, 60% are child care centers and 31% are FCCHs. Schools and religious exempt providers represent only a small portion at 2% and 3% respectively.

Services Offered.

Respondents were asked to indicate the services their program provides from a list of eight choices with the opportunity to write in other services provided but not listed. VPK is the service most often provided by respondents at 52%. Before and afterschool services are provided by 29% with fewer offering services

such as Head Start (6%), Early Head Start (5%), Title I (8%), Birth to Three Disabilities (6%), 21st Century Community Learning Centers (CCLC) afterschool (.31%) and Other (12%). When determining services offered by program type, Voluntary Prekindergarten is the program offered in greatest frequency across centers, schools and religious exempt programs. While 17% of family child care providers offer VPK, a greater percentage provide before and after school services for families at 60%.

Funding Streams.

Respondents were asked to identify the funding streams they access to serve children in their programs. Fifty-six percent of respondents indicate receiving tuition payments. Similar rates of programs report providing services for school readiness eligible families (57%). School readiness funds provide partial tuition subsidies for eligible families as determined by federal and state guidelines serving low to moderate wage earners. More than 40% of the programs report receiving reimbursement for meals through the USDA Child Care Food Program designed to increase access to healthy, nutritious meals for children. Less than 5% of programs access other funding through United Way, city or county funding, or Children’s Services Councils. Approximately 9% indicate that funding comes from other sources such as early learning coalitions and faith-based organizations. However, 15% of respondents did not indicate a funding source for their program. Presumably all programs receive funds from at least one source so reported rates are probably lower than reality. For example, most programs likely receive tuition payments from parents/caregivers but only 56% of respondents selected the “private pay tuition” option. It could be that some respondents did not notice the “private pay tuition” option or misinterpreted its meaning.

Table 20. Program-level Information (Data Source: Florida Statewide ECE Workforce Survey)

Program Characteristics	All Programs			Center ¹			School ¹			Religious exempt ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%	N	n	%	N	n	%
Legal Status															
Private, for profit	466	305	65.5	222	113	50.9	21	4	19.0	36	1	2.8	187	187	100
Private, nonprofit	466	58	12.4	222	50	22.5	21	2	9.5	36	6	16.7	187	0	0.0
Private, faith-based	466	80	17.2	222	45	20.3	21	6	28.6	36	29	80.6	187	0	0.0
Publicly funded	466	23	4.9	222	14	6.3	21	9	42.9	36	0	0.0	187	0	0.0
Licensing Status															
Licensed	441	327	74.1	223	218	97.8	21	7	33.3	37	6	16.2	160	96	60.0
Public School Exempt	441	11	2.5	223	2	0.9	21	9	42.9	37	0	0.0	160	0	0.0
Religious Exempt	441	39	8.8	223	3	1.3	21	5	23.8	37	31	83.8	160	0	0.0
Registered Home	441	45	10.2	223	0	0.0	21	0	0.0	37	0	0.0	160	45	28.1
Large Home	441	19	4.3	223	0	0.0	21	0	0.0	37	0	0.0	160	19	11.9
Years in Operation															
1 or less	448	29	6.5	216	17	7.9	21	0	0.0	36	1	2.8	175	11	6.3
2-3 Years	448	47	10.5	216	20	9.3	21	1	4.8	36	5	13.9	175	21	12.0
4-6 Years	448	50	11.2	216	21	9.7	21	5	23.8	36	4	11.1	175	20	11.4
7-10 Years	448	75	16.7	216	36	16.7	21	3	14.3	36	4	11.1	175	32	18.3
Over 10 Years	448	247	55.1	216	122	56.5	21	12	57.1	36	22	61.1	175	91	52.0
Accreditation															
Accredited	445	139	31.2	216	80	37.0	19	15	78.9	36	20	55.6	174	24	13.8
Working on it	445	65	14.6	216	39	18.1	19	0	0.0	36	5	13.9	174	21	12.1
Not Accredited	445	241	54.2	216	97	44.9	19	4	21.1	36	11	30.6	174	129	74.1
Gold Seal (Yes)	448	123	27.5	222	81	36.5	19	10	52.6	34	11	32.4	173	21	12.1
QRIS (Yes)	439	146	33.3	218	89	40.8	20	4	20.0	34	8	23.5	167	45	26.9
Services Offered**															
Head Start	318	20	6.3	247	14	5.7	28	6	21.4	43	0	0.0	—	—	—
Early Head Start	318	16	5.0	247	12	4.9	28	3	10.7	43	1	2.3	—	—	—
Voluntary VPK	505	263	52.1	247	195	78.9	28	20	71.4	43	17	39.5	187	31	16.6
Title 1	318	26	8.2	247	17	6.9	28	7	25.0	43	2	4.7	—	—	—
Birth – 3 Disabilities	318	19	6.0	247	15	6.1	28	3	10.7	43	1	2.3	—	—	—
Pre-K Disabilities	318	15	4.7	247	8	3.2	28	7	25.0	43	0	0.0	—	—	—
21st CCLC	318	1	.31	247	1	.4	28	0	0.0	43	0	0.0	—	—	—
Before/Afterschool Service	505	148	29.3	247	29	11.7	28	1	3.6	43	5	11.6	187	113	60.4
Other	505	58	11.5	247	19	7.7	28	0	0.0	43	8	18.6	187	31	15.5
Funding Streams**															
School Readiness	505	286	56.6	247	168	68.0	28	9	32.1	43	22	51.2	187	87	46.5
USDA Food	505	209	41.4	247	107	43.3	28	8	28.6	43	6	14.0	187	88	47.1
Private Pay Tuition	505	282	55.8	247	154	62.3	28	11	39.3	43	27	62.8	187	90	48.1
United Way	505	20	4.0	247	15	6.1	28	0	0.0	43	1	2.3	187	4	2.1
City/County funding	505	23	4.6	247	13	5.3	28	2	7.1	43	1	2.3	187	7	3.7
CSC	505	18	3.6	247	12	4.9	28	2	7.1	43	1	2.3	187	3	1.6

Program Characteristics	All Programs			Center ¹			School ¹			Religious exempt ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%	N	n	%	N	n	%
None of the Above	318	24	7.5	247	18	7.3	28	3	10.7	43	3	7.0	—	—	—
Other ³	505	44	8.7	247	21	8.5	28	3	10.7	43	1	2.3	187	19	9.6

Note: Total sample sizes vary across survey items.

N = number of programs responding to each item; n = number of programs by program type; % = percent of programs responding to each item.

*All programs across the Administrator Survey and FCCH Survey.

**Percentages will not add to 100% because respondents could select multiple options. Where multiple options could be selected, non-responses are assumed valid “no” responses (e.g., if respondent did not select “Head Start” as a service provided by their program it is assumed they do not provide that service). For the Survey item addressing funding streams, 15% of respondents did not select any of the options suggesting non-response to the item, since all programs are presumably funded in some way.

¹As reported on the Administrator Survey; ²As reported on the FCCH Survey. ³Other included answers such as: the Early Learning Coalition, church support, and teen parent programming.

Table 21. Program-level Information (Data Source: Florida Statewide ECE Workforce Survey).

Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
Legal Status									
Private, for profit	466	305	65.5	279	118	42.3	187	187	100
Private, nonprofit	466	58	12.4	279	58	20.8	187	0	0.0
Private, faith-based	466	80	17.2	279	80	28.7	187	0	0.0
Publicly funded	466	23	4.9	279	23	8.2	187	0	0.0
Licensing Status									
Licensed	441	327	74.1	281	231	82.2	160	96	60.0
Public School Exempt	441	11	2.7	281	11	3.9	160	0	0.0
Religious Exempt	441	39	8.8	281	39	13.9	160	0	0.0
Registered Home	441	45	10.2	281	0	0.0	160	45	28.1
Large Home	441	19	4.3	281	0	0.0	160	19	11.9
Years in Operation									
1 or less	448	29	6.5	273	18	6.6	175	11	6.3
2-3 Years	448	47	10.5	273	26	9.5	175	21	12.0
4-6 Years	448	50	11.2	273	30	11.0	175	20	11.4
7-10 Years	448	75	16.7	273	43	15.8	175	32	18.3
Over 10 Years	448	247	55.1	273	156	57.1	175	91	52.0
Accreditation									
Accredited	445	139	31.2	271	115	42.3	174	24	13.8
Working on it	445	65	14.6	271	44	16.2	174	21	12.1
Not Accredited	445	241	54.2	271	112	41.3	174	129	74.1
Gold Seal (Yes)	448	123	27.5	275	102	37.1	173	21	12.1
QRIS (Yes)	439	146	33.3	272	101	37.1	167	45	26.9
Services Offered**									
Head Start	318	20	6.3	318	20	6.3	—	—	—
Early Head Start	318	16	5.0	318	16	5.0	—	—	—
Voluntary VPK	505	263	52.1	318	232	73.0	187	31	16.6
Title 1	318	26	8.2	318	26	8.2	—	—	—
Birth – 3 Disabilities	318	19	6.0	318	19	6.0	—	—	—
Pre-K Disabilities	318	15	4.7	318	15	4.7	—	—	—

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Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
21st CCLC	318	1	.31	318	1	.3	—	—	—
Before/Afterschool Service	505	148	29.3	318	35	11.0	187	113	60.4
Other	505	58	11.5	318	27	8.5	187	31	15.5
Funding Streams**									
School Readiness	505	286	56.6	318	199	62.6	187	87	46.5
USDA Food	505	209	41.4	318	121	38.1	187	88	47.1
Private Pay Tuition	505	282	55.8	318	192	60.4	187	90	48.1
United Way	505	20	4.0	318	16	5.0	187	4	2.1
City/County funding	505	23	4.6	318	16	5.0	187	7	3.7
CSC	505	18	3.6	318	15	4.7	187	3	1.6
None of the Above	318	24	7.5	318	24	7.5	—	—	—
Other ³	505	44	8.7	318	25	7.9	187	19	9.6

Note: Total sample sizes vary across survey items.

N = number of programs responding to each item; n = number of programs by program type; % = percent of programs responding to each item.

*All programs across the Administrator Survey and FCCH Survey.

**Percentages will not add to 100% because respondents could select multiple options. Where multiple options could be selected, non-responses are assumed valid “no” responses (e.g., if respondent did not select “Head Start” as a service provided by their program it is assumed they do not provide those services). For the Survey item addressing funding streams, 15% of respondents did not select any of the options suggesting non-response to the item, since all programs are presumably funded in some way.

¹As reported on the Administrator Survey; ²As reported on the FCCH Survey. ³Other included answers such as: the Early Learning Coalition, church support, and teen parent programming.

Table 22. Program-level Information (Data Source: Florida Statewide ECE Workforce Survey): Central Region

Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
Legal Status									
Private, for profit	115	72	62.6	71	28	39.4	44	44	100.0
Private, nonprofit	115	13	11.3	71	13	18.3	44	0	0.0
Private, faith-based	115	26	22.6	71	26	36.6	44	0	0.0
Publicly funded	115	4	3.5	71	4	5.6	44	0	0.0
Licensing Status									
Licensed	114	70	61.4	71	50	70.4	43	20	46.5
Public School Exempt	114	3	2.6	71	3	4.2	43	0	0.0
Religious Exempt	114	18	15.8	71	18	25.4	43	0	0.0
Registered Home	114	22	19.3	71	0	0.0	43	22	51.2
Large Home	114	1	0.88	71	0	0.0	43	1	2.3
Years in Operation									
1 or less	114	10	8.7	71	6	8.5	43	4	9.3
2-3 Years	114	12	10.5	71	7	9.9	43	5	11.6
4-6 Years	114	19	16.7	71	11	15.5	43	8	18.6
7-10 Years	114	13	11.4	71	7	9.9	43	6	14.0
Over 10 Years	114	60	52.6	71	40	56.3	43	20	46.5
Accreditation									
Accredited	111	33	29.7	69	29	42.0	42	4	9.5
Working on it	111	12	10.8	69	9	13.0	42	3	7.1
Not Accredited	111	66	59.5	69	31	44.9	42	35	83.3

Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
Gold Seal (Yes)	113	26	23.0	71	23	32.4	42	3	7.1
QRIS (Yes)	108	24	22.2	69	17	24.6	39	7	17.9
Services Offered**									
Head Start	80	5	6.3	80	5	6.3	—	—	—
Early Head Start	80	3	3.8	80	3	3.8	—	—	—
Voluntary VPK	124	88	72.7	80	61	76.3	44	8	18.2
Title 1	80	6	7.5	80	6	7.5	—	—	—
Birth – 3 Disabilities	80	6	7.5	80	6	7.5	—	—	—
Pre-K Disabilities	80	2	2.5	80	2	2.5	—	—	—
21st CCLC	80	0	0.0	80	0	0.0	—	—	—
Before/Afterschool Service	124	36	29.0	80	11	13.8	44	25	56.8
Other	124	8	6.4	80	3	3.6	44	5	11.4
Funding Streams**									
School Readiness									
USDA Food	124	65	52.4	80	51	63.8	44	14	31.8
Private Pay Tuition	124	40	32.2	80	26	32.5	44	14	31.8
United Way	124	70	56.5	80	50	62.5	44	20	45.5
City/County funding	124	5	40.0	80	4	5.0	44	1	2.3
CSC	124	1	0.0	80	1	1.3	44	0	0.0
Other ³	124	1	0.0	80	1	1.3	44	0	0.0
None of the above	80	0	0.0	80	0	0.0	—	—	—
Other ³	124	7	5.6	80	5	6.3	44	2	4.5

Note: Total sample sizes vary across survey items.

N = number of programs responding to each item; n = number of programs by program type; % = percent of programs responding to each item.

*All programs across the Administrator Survey and FCCH Survey.

**Percentages will not add to 100% because respondents could select multiple options. Where multiple options could be selected, non-responses are assumed valid “no” responses (e.g., if respondent did not select “Head Start” as a service provided by their program it is assumed they do not provide those services).

¹As reported on the Administrator Survey; ²As reported on the FCCH Survey. ³Other included answers such as: the Early Learning Coalition, church support, and teen parent programming.

Table 23. Program-level Information (Data Source: Florida Statewide ECE Workforce Survey): Northeast Region

Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
Legal Status									
Private, for profit	78	49	62.8	45	16	35.6	33	33	10.0
Private, nonprofit	78	9	11.5	45	9	20.0	0	0	0.0
Private, faith-based	78	16	20.5	45	16	35.6	0	0	0.0
Publicly funded	78	4	5.1	45	4	8.9	0	0	0.0
Licensing Status									
Licensed	77	54	70.1	45	35	77.8	32	19	59.4
Public School Exempt	77	1	1.3	45	1	2.2	32	0	0.0
Religious Exempt	77	9	11.7	45	9	20.0	32	0	0.0
Registered Home	77	7	9.1	45	0	0.0	32	7	21.9

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Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
Large Home	77	6	7.8	45	0	0.0	32	6	18.8
Years in Operation									
1 or less	75	6	8.0	43	3	7.0	32	3	9.4
2-3 Years	75	7	9.3	43	3	7.0	32	4	12.5
4-6 Years	75	4	5.3	43	2	4.7	32	2	6.3
7-10 Years	75	18	24.0	43	13	30.2	32	5	15.6
Over 10 Years	75	40	53.3	43	22	51.2	32	18	56.3
Accreditation									
Accredited	76	16	21.0	44	11	25.0	32	5	15.6
Working on it	76	19	25.0	44	13	29.5	32	6	18.8
Not Accredited	76	41	54.0	44	20	45.5	32	21	65.6
Gold Seal (Yes)	76	16	21.0	44	11	25.0	32	5	15.6
QRIS (Yes)	76	25	33.0	44	15	34.1	32	7	21.9
Services Offered**									
Head Start	47	2	4.3	47	2	4.3	—	—	—
Early Head Start	47	4	8.5	47	4	8.5	—	—	—
Voluntary VPK	80	40	50.0	47	37	78.7	33	3	9.1
Title 1	47	3	6.4	47	3	6.4	—	—	—
Birth – 3 Disabilities	47	2	4.3	47	2	4.3	—	—	—
Pre-K Disabilities	47	3	6.4	47	3	6.4	—	—	—
21st CCLC	47	1	2.1	47	1	2.1	—	—	—
Before/Afterschool Service	80	28	35.0	47	5	10.6	33	23	69.7
None of the above	47	5	10.6	47	5	10.6	—	—	—
Other	80	8	10.0	47	5	10.6	33	4	12.1
Funding Streams**									
School Readiness	80	53	66.3	47	35	74.5	33	18	54.5
USDA Food	80	35	44.0	47	15	31.9	33	20	60.6
Private Pay Tuition	80	50	63.0	47	30	63.8	33	20	60.6
United Way	80	4	5.0	47	4	8.5	33	0	0.0
City/County funding	80	2	2.5	47	2	4.3	33	2	6.1
CSC	80	1	1.3	47	1	2.1	33	0	0.0
None of the above	47	3	6.4	47	3	6.4	—	—	—
Other ³	80	3	3.8	47	3	6.4	33	1	3.0

Note: Total sample sizes vary across survey items.

N = number of programs responding to each item; n = number of programs by program type; % = percent of programs responding to each item.

*All programs across the Administrator Survey and FCCH Survey.

**Percentages will not add to 100% because respondents could select multiple options. Where multiple options could be selected, non-responses are assumed valid "no" responses (e.g., if respondent did not select "Head Start" as a service provided by their program it is assumed they do not provide those services).

¹As reported on the Administrator Survey; ²As reported on the FCCH Survey. ³Other included answers such as: the Early Learning Coalition, church support, and teen parent programming.

Table 24. Program-level Information (Data Source: Florida Statewide ECE Workforce Survey): Northwest Region

Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
Legal Status									
Private, for profit	40	27	67.5	22	9	40.9	18	18	100
Private, nonprofit	40	6	15.0	22	6	27.3	18	0	0.0
Private, faith-based	40	5	12.5	22	5	22.7	18	0	0.0
Publicly funded	40	2	5.0	22	2	9.1	18	0	0.0
Licensing Status									
Licensed	40	28	70.0	22	18	81.8	18	5	27.8
Public School Exempt	40	1	2.5	22	1	4.5	18	0	0.0
Religious Exempt	40	3	7.5	22	3	13.6	18	0	0.0
Registered Home	40	12	30.0	22	0	0.0	18	12	66.7
Large Home	40	1	2.5	22	0	0.0	18	1	5.6
Years in Operation									
1 or less	40	3	7.5	22	2	9.1	18	1	5.6
2-3 Years	40	8	20.0	22	4	18.2	18	4	22.2
4-6 Years	40	5	12.5	22	4	18.2	18	1	5.6
7-10 Years	40	3	7.5	22	1	4.5	18	2	11.1
Over 10 Years	40	29	72.5	22	11	50.0	18	10	55.6
Accreditation									
Accredited	40	6	15.0	22	6	27.3	18	0	0.0
Working on it	40	4	20.0	22	3	13.6	18	1	5.6
Not Accredited	40	30	75.0	22	13	59.1	18	17	94.4
Gold Seal (Yes)	40	5	12.5	22	5	22.7	18	0	0.0
QRIS (Yes)	38	2	5.3	20	2	10.0	18	0	0.0
Services Offered**									
Head Start	23	1	4.3	23	1	4.3	—	—	—
Early Head Start	23	3	13.0	23	3	13.0	—	—	—
Voluntary VPK	41	15	36.6	23	13	56.5	18	2	11.1
Title 1	23	1	4.3	23	1	4.3	—	—	—
Birth – 3 Disabilities	23	1	4.3	23	1	4.3	—	—	—
Pre-K Disabilities	23	1	4.3	23	1	4.3	—	—	—
21st CCLC	23	0	0.0	23	0	0.0	—	—	—
Before/Afterschool Service	41	12	29.3	23	1	4.3	18	11	61.1
None of the above	23	5	21.7	23	5	21.7	—	—	—
Other	41	3	7.3	23	2	8.7	18	1	5.6
Funding Streams**									
School Readiness	41	21	51.2	23	12	52.2	18	9	50.0
USDA Food	41	12	29.3	23	9	39.1	18	3	16.7
Private Pay Tuition	41	21	51.2	23	13	56.5	18	8	44.4
United Way	41	1	2.4	23	1	4.3	18	0	0.0
City/County funding	41	1	2.4	23	1	4.3	18	0	0.0
CSC	41	2	4.8	23	1	4.3	18	1	5.6

Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
None of the above	23	2	8.7	23	2	8.7	—	—	—
Other ³	41	2	4.8	23	0	0.0	18	2	11.1

Note: Total sample sizes vary across survey items.

N = number of programs responding to each item; n = number of programs by program type; % = percent of programs responding to each item.

*All programs across the Administrator Survey and FCCH Survey.

**Percentages will not add to 100% because respondents could select multiple options. Where multiple options could be selected, non-responses are assumed valid “no” responses (e.g., if respondent did not select “Head Start” as a service provided by their program it is assumed they do not provide those services).

¹As reported on the Administrator Survey; ²As reported on the FCCH Survey. ³Other included answers such as: the Early Learning Coalition, church support, and teen parent programming.

Table 25. Program-level Information (Data Source: Florida Statewide ECE Workforce Survey): Southeast Region

Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
Legal Status									
Private, for profit	55	41	74.5	37	23	62.2	18	18	100
Private, nonprofit	55	5	9.1	37	5	13.5	18	0	0.0
Private, faith-based	55	5	9.1	37	5	13.5	18	0	0.0
Publicly funded	55	4	7.3	37	4	10.8	18	0	0.0
Licensing Status									
Licensed	55	49	89.1	37	34	91.9	18	15	83.3
Public School Exempt	55	2	3.6	37	2	5.4	18	0	0.0
Religious Exempt	55	1	1.8	37	1	2.7	18	0	0.0
Registered Home	55	0	0.0	37	0	0.0	18	0	0.0
Large Home	0	3	5.5	0	0	0.0	18	3	16.7
Years in Operation									
1 or less	53	1	1.9	35	0	0.0	18	1	5.6
2-3 Years	53	3	5.7	35	3	8.6	18	0	0.0
4-6 Years	53	7	13.2	35	5	14.3	18	2	11.1
7-10 Years	53	13	25.0	35	10	28.6	18	3	16.7
Over 10 Years	53	29	55.0	35	17	48.6	18	12	66.7
Accreditation									
Accredited	54	23	43.0	36	21	58.3	18	2	11.1
Working on it	54	7	13.0	36	6	16.7	18	1	5.6
Not Accredited	54	24	44.4	36	9	25.0	18	15	83.3
Gold Seal (Yes)	55	24	44.0	37	21	56.8	17	3	17.6
QRIS (Yes)	55	33	60.0	37	25	67.6	17	8	47.1
Services Offered**									
Head Start	39	1	2.6	39	1	2.6	—	—	—
Early Head Start	39	1	2.6	39	1	2.6	—	—	—
Voluntary VPK	57	32	56.1	39	31	79.5	18	1	5.6
Title 1	39	3	7.7	39	3	7.7	—	—	—
Birth – 3 Disabilities	39	2	5.1	39	2	5.1	—	—	—
Pre-K Disabilities	39	0	0.0	39	0	0.0	—	—	—
21st CCLC	39	0	0.0	39	0	0.0	—	—	—

Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
Before/Afterschool Service	57	10	17.6	39	2	5.1	18	8	44.4
None of the above	39	4	10.3	39	4	10.3	—	—	—
Other	57	5	8.8	39	3	7.7	18	2	11.1
Funding Streams**									
School Readiness	57	36	63.2	39	27	69.2	18	9	50.0
USDA Food	57	22	39.0	39	15	38.5	18	7	38.9
Private Pay Tuition	57	39	68.4	39	29	74.4	18	10	55.6
United Way	57	1	1.8	39	1	2.6	18	0	0.0
City/County funding	57	3	5.3	39	3	7.7	18	0	0.0
CSC	57	3	5.3	39	2	5.1	18	1	5.6
None of the above	39	2	5.1	39	2	5.1	—	—	—
Other ³	57	3	5.3	39	1	2.6	18	2	11.1

Note: Total sample sizes vary across survey items.

N = number of programs responding to each item; n = number of programs by program type; % = percent of programs responding to each item.

*All programs across the Administrator Survey and FCCH Survey.

**Percentages will not add to 100% because respondents could select multiple options. Where multiple options could be selected, non-responses are assumed valid “no” responses (e.g., if respondent did not select “Head Start” as a service provided by their program it is assumed they do not provide those services).

¹As reported on the Administrator Survey; ²As reported on the FCCH Survey. ³Other included answers such as: the Early Learning Coalition, church support, and teen parent programming.

Table 26. Program-level Information (Data Source: Florida Statewide ECE Workforce Survey): Southern Region

Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
Legal Status									
Private, for profit	53	35	66.0	36	18	50.0	17	17	100
Private, nonprofit	53	10	18.9	36	10	27.8	17	0	0.0
Private, faith-based	53	7	13.2	36	7	19.4	17	0	0.0
Publicly funded	53	1	1.9	36	1	2.8	17	0	0.0
Licensing Status									
Licensed	54	43	79.6	37	32	86.5	17	11	64.7
Public School Exempt	54	0	0.0	37	0	0.0	17	0	0.0
Religious Exempt	54	5	9.3	37	5	13.5	17	0	0.0
Registered Home	54	1	1.9	37	0	0.0	17	1	5.9
Large Home	54	5	9.3	37	0	0.0	17	5	29.4
Years in Operation									
1 or less	54	6	11.1	37	4	10.8	17	2	11.8
2-3 Years	54	6	11.1	37	3	8.1	17	3	17.6
4-6 Years	54	4	7.4	37	1	2.7	17	3	17.6
7-10 Years	54	12	22.2	37	7	18.9	17	5	29.4
Over 10 Years	54	26	48.1	37	22	59.5	17	4	23.5
Accreditation									
Accredited	54	24	44.4	34	21	61.8	17	3	17.6
Working on it	54	12	22.2	34	5	14.7	17	4	23.5
Not Accredited	54	22	41.0	34	8	23.5	17	10	58.8

Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
Gold Seal (Yes)	54	36	67.0	37	19	51.4	17	3	17.6
QRIS (Yes)	52	18	34.6	36	14	38.9	16	4	25.0
Services Offered**									
Head Start	43	2	4.7	43	2	4.7	—	—	—
Early Head Start	43	1	2.3	43	1	2.3	—	—	—
Voluntary VPK	60	41	68.3	43	34	79.1	17	7	41.2
Title 1	43	5	11.6	43	5	11.6	—	—	—
Birth – 3 Disabilities	43	3	7.0	43	3	7.0	—	—	—
Pre-K Disabilities	43	3	7.0	43	3	7.0	—	—	—
21st CCLC	43	0	0.0	43	0	0.0	—	—	—
Before/After school Service	60	22	37.0	43	8	18.6	17	14	82.4
None of the above	43	2	4.7	43	2	4.7	—	—	—
Other	60	5	8.3	43	4	9.3	17	1	5.9
Funding Streams**									
School Readiness	60	37	62.0	43	27	62.8	17	10	58.8
USDA Food	60	32	53.3	43	25	58.1	17	7	41.2
Private Pay Tuition	60	28	47.0	43	23	53.5	17	5	29.4
United Way	60	3	5.0	43	3	7.0	17	0	0.0
City/County funding	60	4	6.7	43	4	9.3	17	0	0.0
CSC	60	3	5.0	43	3	7.0	17	0	0.0
None of the above	43	5	11.6	43	5	11.6	—	—	—
Other ³	60	2	3.3	43	2	4.7	17	0	0.0

Note: Total sample sizes vary across survey items.

N = number of programs responding to each item; n = number of programs by program type; % = percent of programs responding to each item.

*All programs across the Administrator Survey and FCCH Survey.

**Percentages will not add to 100% because respondents could select multiple options. Where multiple options could be selected, non-responses are assumed valid “no” responses (e.g., if respondent did not select “Head Start” as a service provided by their program it is assumed they do not provide those services).

¹As reported on the Administrator Survey; ²As reported on the FCCH Survey. ³Other included answers such as: the Early Learning Coalition, church support, and teen parent programming.

Table 27. Program-level Information (Data Source: Florida Statewide ECE Workforce Survey): Suncoast Region

Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
Legal Status									
Private, for profit	96	58.3	35.5	62	22	35.5	34	34	100
Private, nonprofit	96	12.5	19.4	62	12	19.4	34	0	0.0
Private, faith-based	96	20.8	32.3	62	20	32.3	34	0	0.0
Publicly funded	96	8.3	12.9	62	8	12.9	34	0	0.0
Licensing Status									
Licensed	95	82	86.3	63	56	88.9	32	26	81.3
Public School Exempt	95	4	4.2	63	4	6.3	32	0	0.0
Religious Exempt	95	3	3.2	63	3	4.8	32	0	0.0

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Program Characteristics	All Programs*			Facility ¹			FCCH ²		
	N	n	%	N	n	%	N	n	%
Registered Home	95	3	3.2	63	0	0.0	32	3	9.4
Large Home	95	3	3.2	63	0	0.0	32	3	9.4
Years in Operation									
1 or less	92	2	2.2	60	2	3.3	32	0	0.0
2-3 Years	92	9	9.8	60	5	8.3	32	4	12.5
4-6 Years	92	8	8.7	60	6	10.0	32	2	6.3
7-10 Years	92	9	9.8	60	5	8.3	32	4	12.5
Over 10 Years	92	64	70.0	60	42	70.0	32	22	16.8
Accreditation									
Accredited	93	33	35.4	60	26	43.3	33	7	21.2
Working on it	93	33	35.4	60	6	10.0	33	5	15.2
Not Accredited	93	38	41.0	60	28	46.7	33	21	63.6
Gold Seal (Yes)	93	28	30.1	58	22	37.9	33	6	18.2
QRIS (Yes)	93	43	46.2	60	25	41.7	31	18	58.1
Services Offered**									
Head Start	75	9	12.0	75	9	12.0	—	—	—
Early Head Start	75	4	5.3	75	4	5.3	—	—	—
Voluntary VPK	109	57	52.3	75	50	66.7	34	7	20.6
Title 1	75	8	10.7	75	8	10.7	—	—	—
Birth – 3 Disabilities	75	5	6.7	75	5	6.7	—	—	—
Pre-K Disabilities	75	6	8.0	75	6	8.0	—	—	—
21st CCLC	75	0	0.0	75	0	0.0	—	—	—
Before/Afterschool Service	109	31	28.4	75	8	10.7	34	23	67.6
None of the above	75	9	12.0	75	9	12.0	—	—	—
Other	109	6	8.3	75	2	2.7	34	4	11.8
Funding Streams**									
School Readiness	109	63	58.0	75	42	56.0	34	21	61.8
USDA Food	109	51	47.0	75	27	36.0	34	24	70.6
Private Pay Tuition	109	63	58.0	75	43	57.3	34	20	58.8
United Way	109	5	4.6	75	3	4.0	34	2	5.9
City/County funding	109	7	6.4	75	5	6.7	34	2	5.9
CSC	109	7	6.4	75	6	8.0	34	1	2.9
None of the above	75	5	6.7	75	5	6.7	—	—	—
Other ³	109	9	8.3	75	7	9.3	34	2	5.9

Note: Total sample sizes vary across survey items.

N = number of programs responding to each item; n = number of programs by program type; % = percent of programs responding to each item.

*All programs across the Administrator Survey and FCCH Survey.

**Percentages will not add to 100% because respondents could select multiple options. Where multiple options could be selected, non-responses are assumed valid “no” responses (e.g., if respondent did not select “Head Start” as a service provided by their program it is assumed they do not provide those services).

¹Other included answers such as: before and after school care, school readiness, and elementary.

²As reported on the Administrator Survey; ³As reported on the FCCH Survey. ³Other included answers such as: the Early Learning Coalition, church support, and teen parent programming.

Program Characteristics: Child Age.

Administrators and FCCH owners were asked to indicate the number of children served by age group in their program. Tables 28 to 32 show the percentage of programs that served at least one child within each age group by type of program and by region. Across programs, just over 50% of programs serve infants. The most prevalent age groups served across ECE programs are toddlers and preschool/VPK. As would be expected, facilities are more likely to offer VPK to children than FCCHs. Many owners choose not to offer VPK to children because state regulations governing the VPK program limit enrollment to four VPK children in FCCH. Infants and young toddlers are served at a higher percentage of centers and FCCHs relative to schools or religious exempt programs. Ninety percent of facilities serve preschool-age children compared to lower percentages of facilities serving other age groups. As for kindergarten-aged children, there are similar rates served across centers, schools, and religious exempt facilities. School-age children are served at roughly 50% of programs including facilities and FCCHs. As for staff responding to the Teacher and Support Staff Survey, most serve infants through preschool-age children with preschoolers being the most prevalent age group served.

The pattern of programs serving children across different age groups is generally similar across regions for facilities. However, the percentage of facilities offering and serving

VPK, kindergarten, and school-age children is lower in the Northwest relative to the other regions. The sample size in the Northwest is also smallest and the number within age sub-groups is sometimes less than 10. Thus, the percentages are more prone to wide variation due to the smaller sample sizes. On that same note, there is wide variation in the percentage of FCCHs providing services across age groups by region for which there are also very small sample sizes. It is also important to note that FCCHs tend to have more flexibility regarding the children they serve so that greater variation across age groups served for FCCHs can be expected.

The range of responses as well as the average and median number of children served by age group for facilities and FCCHs are shown in Tables 33 and 34 respectively. There is a great deal of variation in the number of children served by age group, especially for facilities, as demonstrated by the large range of values (minimum to maximum values) and standard deviations. Because of this wide variation, neither the average number of children served per age group nor the median number served adequately describes the overall or typical program with regards to number of children served by age group. Instead, the more useful finding is that there is great variation in the number of children served by age group across facilities, which is highly tied to the size of the facility, and number of slots available to serve children of various age groups.

Table 28. Number and Percentage of programs serving children by age groups and program type (Data Source: Florida Statewide ECE Workforce Survey).

Program Characteristics	All Programs ¹ N=446		Facilities ² N=272		FCCHs ³ N=174	
	n	%	n	%	n	%
Child Age Group						
Infants	233	52.2	140	51.5	93	53.4
Young Toddlers	324	72.6	191	70.2	133	76.4
Older toddlers	322	72.2	221	81.3	101	58.0
Preschoolers	341	76.5	247	90.8	94	54.0
VPK Students	233	52.2	205	75.4	28	16.1
Kindergarteners	124	27.8	100	36.8	24	13.8
School Age	221	49.6	137	50.4	84	48.3

¹Across all programs as reported on the Administrator and FCCH Surveys. ²As reported on the Administrator Survey.

³As reported on the FCCH Survey.

Table 29. Number and Percentage of teachers serving children by age groups and program type (Data Source: Florida Statewide ECE Workforce Survey).

Child Characteristics	Served by Teachers ¹ N=305	
	n	%
Age Groups		
Infants	52	17.0
Young Toddlers	51	16.7
Older Toddlers	50	16.4
Preschoolers	80	26.2
VPK Students	64	21.0
Kindergarteners	2	0.7
School age	6	2.0



¹As reported on the Teacher and Support Staff Survey.
 N=Number of programs.
 n = number of programs serving children within each age group.
 % = percentage of programs serving children within each age group [n/N].

Table 30. Number and Percentage of programs serving children by age groups and program type (Data Source: Florida Statewide ECE Workforce Survey).

Program Characteristics	Center ¹ N=247		School ¹ N=28		Religious exempt ¹ N=43		FCCH ² N=174	
	n	%	n	%	n	%	n	%
Child Age Group								
Infants	120	54.8	5	29.4	15	41.7	93	53.4
Young Toddlers	161	73.5	7	41.2	23	63.9	133	76.4
Older toddlers	184	84.0	7	41.2	30	83.3	101	58.0
Preschoolers	201	91.8	15	88.2	31	86.1	94	54.0
VPK Students	170	77.6	17	100	18	50.0	28	16.1
Kindergarteners	79	36.1	6	35.3	15	41.7	24	13.8
School Age	111	50.7	7	41.2	19	52.8	84	48.3

¹As reported on the Administrator Survey. ²As reported on the FCCH Survey.
 N=Number of programs.
 n = number of programs serving children within each age group.
 % = percentage of programs serving children within each age group [n/N].

Table 31. Number and Percentage of Programs Serving Children by Age Groups and Regions for Facilities¹ (Data Source: Florida Statewide ECE Workforce Survey).

Program Characteristics	Central N=69		Northeast N=41		Northwest N=22		Southeast N=36		Southern N=37		Suncoast N=62	
	n	%	n	%	n	%	n	%	n	%	n	%
Child Age Group												
Infants	34	49.3	23	56.1	13	59.1	18	50.0	20	54.1	29	46.8
Young Toddlers	47	68.1	33	80.5	17	77.3	25	69.4	29	78.4	37	59.7
Older toddlers	55	79.7	35	85.4	18	81.8	30	83.3	30	81.1	50	80.6
Preschoolers	63	91.3	39	95.1	19	86.4	35	97.2	32	86.5	55	88.7
VPK Students	60	87.0	28	68.3	14	63.6	26	72.2	28	75.7	45	72.6
Kindergarteners	30	43.5	14	34.1	6	27.3	14	38.9	13	35.1	22	35.5
School Age	41	59.4	20	48.8	7	31.8	18	50.0	18	48.6	31	50.0

N=Number of programs.

n = number of programs serving children within each age group.

% = percentage of programs serving children within each age group [n/N].

¹As reported on the Administrator Survey.

Table 32. Percent of Programs Serving Children by Age Groups and Regions for FCCHs (Data Source: Florida Statewide ECE Workforce Survey).

Program Characteristics	Central N=43		Northeast N=32		Northwest N=18		Southeast N=17		Southern N=17		Suncoast N=32	
	n	%	n	%	n	%	n	%	n	%	n	%
Child Age Group												
Infants	16	37.2	17	53.1	10	55.6	12	70.6	10	58.8	20	62.5
Young Toddlers	24	55.8	22	68.8	10	55.6	11	64.7	10	58.8	19	59.4
Older toddlers	27	62.8	29	90.6	7	38.9	16	94.1	14	82.4	26	81.3
Preschoolers	25	58.1	18	56.3	12	66.7	9	52.9	7	41.2	17	53.1
VPK Students	10	23.3	6	18.8	4	22.2	1	5.9	1	5.9	5	15.6
Kindergarteners	10	23.3	4	12.5	1	5.6	3	17.6	3	17.6	2	6.3
School Age	21	48.8	22	68.8	8	44.4	5	29.4	8	47.1	12	37.5

N=Number of programs.

n = number of programs serving children within each age group.

% = percentage of programs serving children within each age group [n/N].

¹As reported on the FCCH Survey.

Table 33. Average Number Children served by age groups for Facilities¹ (Data Source: Florida Statewide ECE Workforce Survey).

Program Characteristics	N	Min - Max	Average	Median	Stand. Dev.
Child Age Group					
Infants	140	1 - 24	6.2	5.0	3.9
Young Toddlers	191	1 - 53	9.6	8.0	6.7
Older toddlers	221	1 - 46	13.2	11.0	9.1
Preschoolers	247	1 - 501	27.8	18.0	45.8
VPK Students	205	1 - 501	31.7	20.0	43.6
Kindergarteners	100	1 - 121	11.9	8.0	15.7
School Age	137	1 - 501	33.8	13.0	70.6

¹As reported on the Administrator Survey.

Table 34. Average Number Children served by age groups for FCCHs¹ (Data Source: Florida Statewide ECE Workforce Survey).

Program Characteristics	N	Min - Max	Average	Median	Stand. Dev.
Child Age Group					
Infants	93	1 - 4	1.5	1.0	0.72
Young Toddlers	133	1 - 7	1.9	2.0	1.2
Older toddlers	101	1 - 5	1.9	2.0	1.1
Preschoolers	94	1 - 7	2.1	2.0	1.4
VPK Students	28	1 - 21	3.5	2.0	3.9
Kindergarteners	24	1 - 3	1.5	1.0	0.72
School Age	84	1 - 12	3.4	3.0	2.1

¹As reported on the FCCH Survey.

Program Characteristics: Employment Information

Position Title of the Respondents.

Survey respondents were asked to identify themselves by the title of their position in the workplace. Respondents to the Administrator Survey were asked to enter their title as an open-ended response (as opposed to selecting a title from a list). An instructional note to the respondent was provided stating that “The director/school administrator should complete this survey. Director/Administrator = the on-site person with administrative and executive-level responsibilities for running the program site/school program.” Based on this instruction, it was assumed that all respondents to this survey would be the primary administrator for their site/program. Because of the open-ended format of the question, there was a range of responses, most of which fit within the following categories: Director/Administrator (73%), Owner/Operator (3%), Owner/Director (6%), and Program Director/Manager (9%). Thus, most respondents to the Administrator Survey were the primary administrator for their site or program (See Table 35). However, twenty-eight of the 330 respondents (8%) identified themselves either as an Assistant Director (n= 13), Lead Teacher (n=3), Curriculum Specialist (n=1), Office Administrative Staff (n=1), or Other (n=10). These individuals are unlikely to be the primary administrator for

their site but presumably responded to the survey on behalf of that person. As indicated earlier in this report, some findings include only one representative from each program (either the director/administrator or the respondent with the highest position if the director/administrator did not complete the survey).

Respondents to the Teacher and Support Staff Survey were asked to select the title that “best describes your current position” from a list. Further instructions directed respondents who work in multiple positions to select the position in which they spent most of their time or, if equal time was spent in multiple positions, to select the highest position held. The largest percentage (66%) of respondents to this survey identified themselves as Lead Teachers/Providers, while 17% chose the title of Assistant Teacher/Provider and 6% chose Teacher’s Aide as their title. Forty-one respondents (12%) identified themselves as being in non-teaching or support positions, including Program Manager (n=3), Curriculum Specialist (n=6), Office Administrative Staff (n=17), Food Preparation Staff (n=1), and Other (n=14).

The Family Child Care Home Survey was designed to be completed by the owner/operator of the program so there was no item regarding position title on the survey. All respondents are coded as the Owner/Operator. A total of 39 FCCH owners reported employing a direct care provider(s) other than themselves.

Table 35. Number and Percentage of Practitioners by Position Title.

Employment Characteristics	Administrators N=330		Teachers/Staff ² N=348		FCCH Owners ³ N=187	
	n	%	n	%	n	%
Position Title						
Director/Administrator	242	73.3	—	—	—	—
Owner/Operator	11	3.3	—	—	187	100
Owner/Director	20	6.1	—	—	—	—
Program Director/Manager	29	8.8	3	0.9	—	—
Assistant Director	13	3.9	—	—	—	—
Lead Teacher/Provider	3	0.9	229	65.8	—	—
Assistant Teacher/Provider	—	—	59	17.0	—	—
Teacher's Aide	—	—	19	5.5	—	—
Curriculum Specialist	1	0.3	6	1.7	—	—
Office Admin. Staff	1	0.3	17	4.9	—	—
Food Prep. Staff	—	—	1	0.3	—	—
Transportation Staff	—	—	—	—	—	—
Other	10	3.0	14	4.0	—	—

¹As reported on the Administrator Survey.

²As reported on the Teacher and Support Staff Survey.

³As reported on the FCCH Survey.

Table 36. Number and Percentage of Programs and Staff providing services to Children by Child Need Groups. (Data Source: Florida Statewide ECE Workforce Survey).

Child Need Group	Served At Facilities*			Served At FCCHs*			Served by Teachers**		
	N	n	%	N	n	%	N	n	%
Special Needs	318	88	27.7	187	21	11.2	348	120	34.5
Limited English Skills	318	42	13.2	187	12	6.4	348	128	36.8
Migrant	318	13	4.1	187	2	1.1	348	88	25.3

*Represents program level information or percent of programs within a given need group.

**Represents teacher level information or percent of practitioners teaching/caring for children within a given need group.

Characteristics of Children Served.

Specialized services were identified as services needed by children with disabilities, children with limited English language abilities, and children of migrant workers. With regard to the characteristics of the children they serve, Administrators and family child care owners described the characteristics of the children in their facilities, while teachers reported on those characteristics for the children in their own classrooms. According to the reports of the administrators, only about one-quarter or less of all facilities sampled serve children with

disabilities (28%), children with limited English skills (13%), and children of migrant families (4%). Family child care homes serve children in these categories even less frequently, with 11% serving children with disabilities, 6% serving children with limited English skills, and 1% serving children from migrant families. When the responses of the staff were analyzed, it was found that 35% of individual teachers are serving children with disabilities, 37% are serving children with limited English skills, and 25% are serving children from migrant families.

Table 37. Employment Characteristics by Position. (Data Source: Florida Statewide ECE Workforce Survey).

Employment Characteristics	N	Min - Max	Average	Median	Stand. Dev.
Administrators¹					
Years in ECE	316	0.33 - 55.0	18.0	17.0	9.9
Years at program	317	0.08 - 40.0	8.9	6.8	8.0
Years as director	308	0.08 - 40.0	7.1	4.3	7.3
Hours worked per week	314	6.0 - 100	46.3	45.0	10.9
FCCH Owners²					
Years in ECE	174	1.0 - 50.0	17.0	15.0	9.7
Years at program	181	0.17 - 44.5	12.1	10.9	7.9
Hours worked per week	180	0.0 - 100	52.3	55.0	19.3
Teachers/Staff³					
Years in ECE	318	0.08 - 40.0	10.4	8.0	8.2
Years at program	326	0.08 - 33.5	6.3	4.0	6.6
Hours worked per week	327	5.0 - 80.0	36.8	40.0	10.2

¹As reported on the Administrator Survey.

²As reported on the Teacher and Support Staff Survey.

³As reported on the FCCH Survey.

Employment Characteristics: Years of Experience and Hours Worked.

All survey respondents were asked to report the length of time they have worked in the early care and education field in years and months, the length of time they have worked at their current program site in years and months, and how many hours they typically work each week. In addition, Administrators were asked to report the length of time they have been the director of their current site.

Administrators have worked in the field for an average of 18 years (SD = 9.9 years), with a range of less than one year to 55 years and a median of 17 years. They have worked at their current program site for an average of 9 years (SD = 8.0 years), with a range from less than one year to 40 years and a median of 7 years. Further, they have been the director of their current site for an average of 7 years (SD = 7.3 years), ranging from less than one to 40 years and a median of 4 years. On average, they typically work for 46 hours (SD = 10.9 hours) per week, a median work week of 45 hours with a range of 6 to 100 hours. Analysis of these data suggests that respondents represent a wide range of experience in the field, from those who are new to the field and the position to those who have made early care and education their long-term career. Regarding hours worked per week, findings indicate that these administrators are working slightly more

than the average 40-hour per week wage earner, but there is also a fair amount of variation.

Family child care home owners report a pattern similar to Administrators regarding their years in the ECE field, with an average of 17 years (SD = 9.7 years), a range of one to 50 years, and a median of 15 years. When it comes to years at their current site, family child care owners report greater average longevity at 12 years, which would be expected since they are working in their homes. Family child care home owners also report working longer hours, ranging up to 100 hours with a mean of 52 hours (SD = 19.3 hours) and a median of 55 hours.

As might be expected based on typical staff turnover rates in early care and education, teachers and support staff report fewer years in the field (average of 10 years with a standard deviation of 8 years, range of less than one to 40 years, and median of 8 years) and fewer years at their current site (average of 6 years with a standard deviation of 7 years, range of less than one to 34 years, and median of 4 years) than administrators and FCCH owners. They also report working fewer hours each week, which is not surprising given that most classroom personnel are hourly wage earners who earn higher wages for over-time hours, making scheduled hours over 40 hours per week unlikely in programs with limited budgets.

Table 38. Employment Characteristics by Position. (Data Source: Florida Statewide ECE Workforce Survey).

Employment Characteristics	Administrators ¹		Teachers/Staff ²		FCCH Owners ³	
	n	%	n	%	n	%
Years in ECE	N=316		N=318		N=174	
1 year or less	4	1.3	36	11.9	2	1.1
2 to 4 years	18	5.7	49	15.4	11	6.3
5 to 9 years	43	13.6	84	26.4	23	13.2
10 to 19 years	116	36.7	100	31.4	74	42.5
20 or more years	135	42.7	47	14.8	64	36.8
Years in Program	N=317		N=326		N=181	
1 year or less	48	15.1	82	25.2	11	6.1
2 to 4 years	72	22.7	90	27.6	20	11.0
5 to 9 years	81	25.6	78	23.9	42	23.2
10 to 19 years	73	23.0	57	17.5	73	40.3
20 or more years	43	13.6	19	5.8	35	19.3
Years as Director	N=308					
1 year or less	61	19.8				
2 to 4 years	94	30.5				
5 to 9 years	74	24.0				
10 to 19 years	54	17.5				
20 or more years	25	8.1				

¹As reported on the Administrator Survey. ²As reported on the Teacher and Support Staff Survey. ³As reported on the FCCH Survey. Grey highlighting = response option not available on a given survey.

Years of Experience Categories.

The data on years of experience in the early care and education field were broken into five categories including 1 year or less, 2 to 4 years, 5 to 9 years, 10 to 19 years, and 20 or more years and analyzed by the three groups of respondents. Analyses of these data reveal that nearly half of administrators (43%) have worked in the field for more than 20 years, nearly half of FCCH owners (43%) have worked in the field from 10 to 19 years, and slightly more than half (58%) of teachers and support staff have worked in the field from 5 to 19 years (collapsed across two categories). Although this analysis indicates longevity of 10 to 19 years for almost one-third (31%) of the teachers and support staff, they still demonstrate shorter longevity in the field overall.

This trend continues for years spent at the current program site. Fully one quarter of the teachers and support staff have been in their current site for one year or less, whereas fewer administrators (15%) and family child care owners (6%) in particular have been in their

site for one year or less. At the other end of the spectrum, 23% of the teachers and support staff have been working at their current sites for 10 years or more, while 37% of administrators and 60% of FCCH owners have reached that level of longevity.

When the administrators were asked how long they have worked as the administrator of their current site, 20% reported having served in that role for one year or less, while 8% have done so for 20 years or more. The large majority (72%) of the administrators have worked in their role at their current site between 2 and 19 years, with 31% being relatively new as directors (2 to 4 years) and the remaining 42% being relatively experienced (5 to 19 years). Comparing the figures for their longevity in the field with their longevity as directors, the majority of administrators have spent many years in the field before becoming directors, an expected finding given that many directors are selected for their positions after demonstrating competence in the classroom.

Figure 13. Hours worked for Administrators.

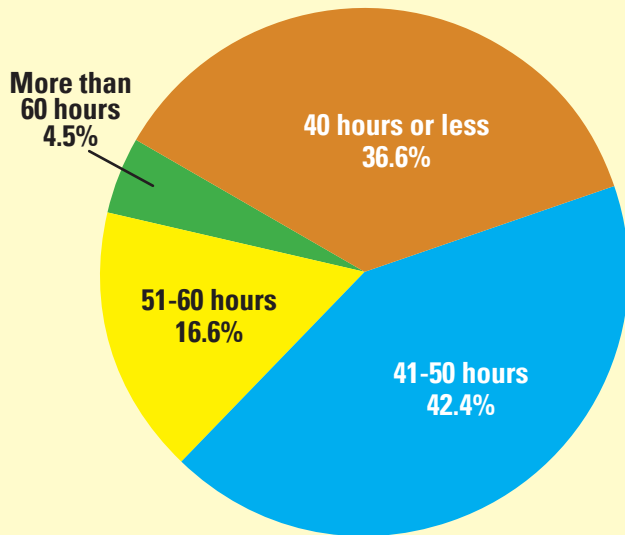


Figure 14. Hours worked for FCCH Owners.

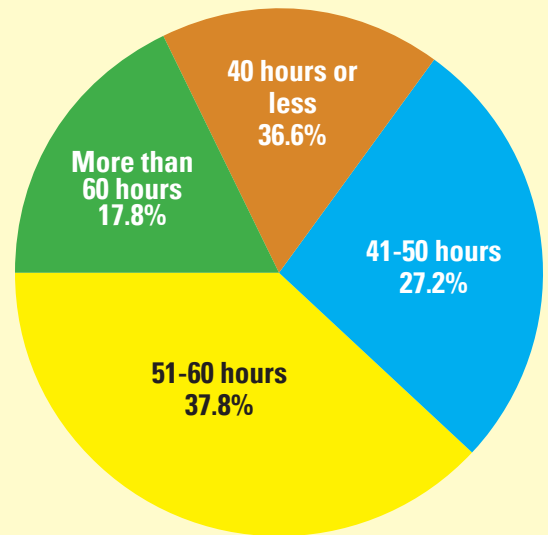
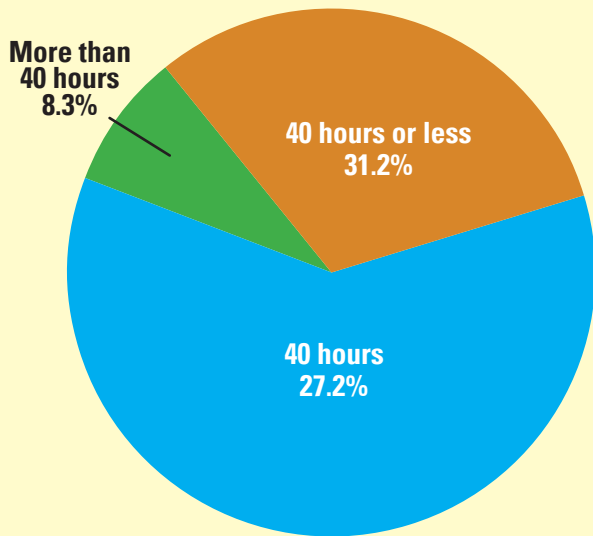


Figure 15. Hours worked for Staff.



Hours Worked Per Week Categories.

The data on hours worked per week were further analyzed by time categories ranging from “one year or less” to “more than 20 years”. Findings indicate that, as reported earlier, FCCH owners work the longest hours, followed by administrators and then the teachers and support staff. While 92% of the teachers and support staff work 40 hours or less, only 37% of the administrators and 17% of the family child care home owners work that same amount of hours. At the higher end, only 8% of teachers

and support staff work more than 40 hours per week, while 64% of administrators and 83% of FCCH owners work more than the traditional 40 hours per week. Family child care home owners typically work longer hours because they are the sole managers of their programs and must perform all functions such as food shopping, meal preparation, and daily maintenance in addition to working with the children in their care. Family child care homes also often provide longer hours of child care per day for the convenience of the families they serve.

Table 39. Employment Characteristics for Facilities¹ by Region (Data Source: Florida Statewide ECE Workforce Survey).

Employment Characteristics	N	Min – Max	Average	Median	Stand. Dev.
Central					
Years in ECE	80	2.2 - 55.0	18.6	17.0	10.3
Years at program	80	.08 - 30.0	9.0	7.0	7.8
Years as director	79	.08 - 29.0	6.7	4.0	7.8
Hours worked per week	80	6 - 80	45.4	45.0	11.3
Northeast					
Years in ECE	47	3.0 - 44.0	16.8	15.4	9.2
Years at program	47	.33 - 32.0	9.2	7.2	8.0
Years as director	46	.08 - 32.0	6.9	4.6	6.9
Hours worked per week	47	20 - 80	46.8	45.0	11.0
Northwest					
Years in ECE	23	2.4 - 40.0	18.0	20.0	10.0
Years at program	23	.75 - 29.0	7.4	5.0	7.8
Years as director	22	.33 - 24.0	5.7	2.7	6.9
Hours worked per week	23	24 - 70	46.3	45.0	10.1
Southeast					
Years in ECE	39	1.0 - 34.5	18.3	20.0	9.0
Years at program	39	.25 - 24.1	7.2	6.5	5.7
Years as director	38	.33 - 24.1	6.8	5.4	5.6
Hours worked per week	38	11 - 75	45.1	49.0	11.6
Southern					
Years in ECE	42	.33 - 40.0	15.6	15.0	11.3
Years at program	43	.08 - 40.0	9.7	7.0	9.0
Years as director	42	.08 - 40.0	8.1	5.7	8.3
Hours worked per week	43	12 - 100	47.1	50.0	13.2
Suncoast					
Years in ECE	75	.67 - 43.0	19.2	18.8	9.8
Years at program	75	.08 - 31.3	9.3	7.0	8.4
Years as director	72	.08 - 31.3	7.4	4.0	7.9
Hours worked per week	74	8 - 80	46.4	45.0	9.3

¹As reported on the Administrator Survey.

Table 40. Time Spent in the ECE Field for Administrators Characteristics for Facilities¹ by Region (Data Source: Florida Statewide ECE Workforce Survey).

Employment Characteristics	Central N=80		Northeast N=47		Northwest N=23		Southeast N=39		Southern N=43		Suncoast N=75	
	n	%	n	%	n	%	n	%	n	%	n	%
Years in ECE												
1 year or less	0	0.0	0	0.0	0	0.0	1	2.6	2	4.8	1	1.3
2 to 4 years	6	7.5	2	4.3	2	8.7	1	2.6	6	14.3	0	0.0
5 to 9 years	6	7.5	8	17.0	3	13.0	6	15.4	7	16.7	13	17.3
10 to 19 years	35	43.8	20	42.6	6	26.1	11	28.2	16	38.1	24	32.0
20+ years	33	41.3	17	36.2	12	52.2	20	51.3	11	26.2	37	49.3
Years in Program												
1 year or less	12	15.0	7	14.9	5	21.7	5	12.8	5	11.6	11	14.7
2 to 4 years	17	21.3	9	19.1	6	26.1	7	17.9	11	25.6	21	28.0
5 to 9 years	21	26.3	15	31.9	6	26.1	17	43.6	8	18.6	12	16.0
10 to 19 years	17	21.3	9	19.1	3	13.0	8	20.5	15	34.9	19	25.3
20+ years	13	16.3	7	14.9	3	13.0	2	5.1	4	9.3	12	16.0
Years as Director												
1 year or less	16	20.3	10	21.7	6	27.3	3	7.9	6	14.3	17	23.6
2 to 4 years	26	32.9	13	28.3	8	36.4	12	31.6	13	31.0	21	29.2
5 to 9 years	18	22.8	11	23.9	3	13.6	16	42.1	10	23.8	14	19.4
10 to 19 years	13	16.5	9	19.6	3	13.6	5	13.2	10	23.8	12	16.7
20+ years	6	7.6	3	6.5	2	9.1	2	5.3	3	7.1	8	11.1

¹As reported on the Administrator Survey.

Employment Characteristics for Facilities by Region.

Research Question 4: *What are the wages and benefits earned by individuals in the ECE workforce?*

Research Question 5: *What is the status of workforce job satisfaction rate, including turnover and job stress issues?*

The data collected with regard to employment characteristics in center-based facilities were analyzed by the region of the state in which the responding administrator was located. Administrators in the six regions reported on their own employment characteristics.

Though sample sizes are small at the regional level and caution must be taken when interpreting these findings, some regional trends appear to be present in the findings. Regarding years of experience in the early care and education field, administrators in the Southern region are more likely (19%) to have been in the field for less than 5 years when compared to the other five regions, where

administrator longevity for this category ranged from 1% to 9%. From the opposite perspective, administrators in the Southern region are less likely (81%) to report five or more years in the field relative to administrators in the other five regions, which all showed administrator longevity in the field at 91% or greater. In contrast, administrators in the Suncoast region report the greatest longevity in the field, with only 1% of the administrators reporting less than five years in the field, and 99% reporting five years or more as an early care and education practitioner.

A different pattern emerged for the number of years administrators have worked at their current program site. For this item, administrators in the Northwest region report less longevity, with 48% working less than 5 years and 52% working five years or more at the same site. The reports of the administrators in the other five regions are more comparable to each other, although the Suncoast region has slightly lower longevity than the other four regions.

When the administrators reported the length of time they have served as the director at their current site, the results again suggested less longevity in the Northwest region, with 64% of the administrators working at their current site less than five years and 36% doing so for five or more years. In the other five regions, 47% or more of the administrators indicated serving as the director of their program for at least five years.

Wages.

As indicated earlier in this report, according to the Bureau of Labor Statistics, Childcare Workers in Florida earn an average annual wage of \$20,160 and a median annual wage of \$19,140. Florida's pay rate for Childcare Workers is lower than the national average.

To further understand wages across the ECE workforce, survey respondents were asked to indicate their hourly wage or annual salary. Because extreme values can distort averages, it is often useful to consider the median wages which represents the mid-range of wages in the sample. Therefore, both average and median wage ranges are reported. Survey respondents could provide either hourly wage or salary. To have common comparable metrics, all responses were converted to hourly wage and once analyzed, average and median hourly wages were also converted to salaries based on 2,080 work hours per year.

As reflected in Table 45 Average Hourly Wage by Position, the range for administrators is \$7.00 (less than minimum wage) to a maximum of \$50.48. The average annual salary is \$35,027 and median annual salary for administrators is \$31,200. Administrators in child care settings are typically responsible for the overall facility maintenance, hiring and supervision of staff, parent relations, program compliance, curriculum, equipment, and overall operations. These responsibilities are similar to those of elementary school principals though size, scope and educational qualifications required may vary considerably. The average salary for an elementary school principal in Florida in 2010-2011 was \$85,200 according to the Florida Department of Education (2011). Administrators in child care settings earn approximately 59% less than elementary school principals.

Staff who work in large family child care homes (and are not the FCCH owners) earn an average

of \$8.67 per hour and a median wage of \$8.00. This equates to \$18,034 and \$16,640 respectively. As noted in the table, practitioners working in family child care settings earn the least of those positions directly responsible for the care and education of young children.

Lead teachers earn an average of \$10.80 per hour and median of \$10.00 per hour. The annualized salaries are \$22,464 and \$20,800 respectively. Interestingly, specialists earned more than administrators in the sample and typically include positions such as curriculum specialists, program coordinators, etc. This is likely due to the educational and experience requirements of these types of positions and the need to compete with other potential employers for similarly educated and experienced staff.

Table 46 reflects the average typical starting wage by position. The average starting salaries do not vary significantly from current salaries reported. There appears to be little room for movement up the wage scale once employed in the field according to the sample. The minimum hourly wage reported by respondents for some positions is less than the Florida minimum wage requirements when calculating hourly rates from annual salaries. Therefore, the data have been adjusted to reflect minimum wage rates in these cases.

Analyzing the data by region shows that administrators in the southern parts of Florida typically earn more than their counterparts in north and central Florida. The Suncoast region reported the highest average administrator and teacher salaries in the state. Administrators in the Suncoast region earn an average of \$19.11 per hour but it is important to note that the median wage is considerably lower for administrators at \$16.82 per hour. The Southeast region is second with administrators earning \$19.02 and the Southern region shows an average of \$16.08 per hour. Teachers throughout the state earn similar wages with some slight variations. Teachers in the Northern and Central regions of the state earn collectively an average of \$10.07 per hour as compared to the Southern regions at \$10.26 per hour. It is important to note that the median salary ranges for teachers are lowest in the Central region at \$8.88 per hour and highest in the Suncoast region at \$11.29 per hour.

Overall, the variations in salaries are slight but appear to be regionally determined with slightly

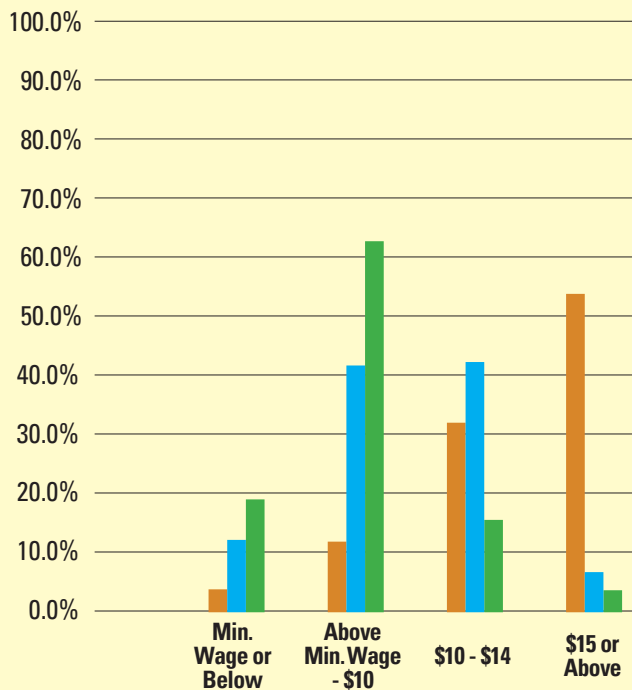
higher salaries in the south as compared to the central and northern regions of Florida. As with other sub-group findings throughout this report, caution should be taken in generalizing these results and the sample size taken into consideration.

Table 41. ECE Positions by Hourly Wage Category (Data Source: Florida Statewide ECE Workforce Survey)

Wage Category	Administrators ¹			Teaching Staff ²			FCCH Providers ³		
	N	n	%	N	n	%	N	n	%
Min. Wage or Below	240	8	3.3	243	28	11.5	32	6.0	18.8
Above Min. Wage to \$10	240	28	11.7	243	100	41.2	32	20.0	62.5
\$10 to \$14	240	76	31.7	243	100	41.2	32	5.0	15.6
\$15 or Above	240	128	53.3	243	15	6.2	32	1.0	3.1

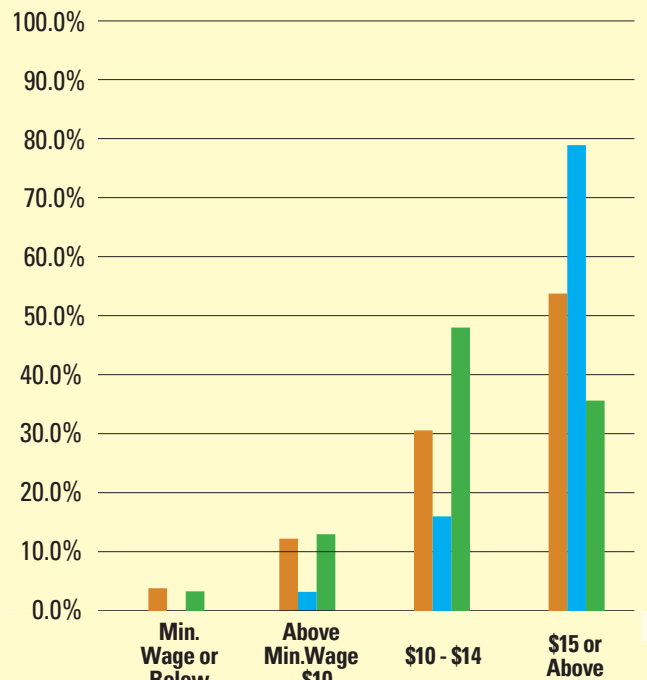
¹As reported on the Administrator Survey. ²As reported on the Teacher and Support Staff Survey. Includes Teaching Staff only (no support staff included). ³As reported on the FCCH Survey. Reported for providers employed at FCCHs; not including owners.

Figure 16. ECE Positions by Hourly Wage Category.



Administrators	3.3%	11.7%	31.7%	53.3%
Teaching Staff	11.5%	41.2%	41.2%	6.2%
FCCH Providers*	18.8%	62.5%	15.6%	3.1%

Figure 17. Hourly Wage for Administrators by Program Type.



Center	3.7%	12.1%	30.5%	53.7%
School	0.0%	3.6%	15.8%	78.9%
Religious-Exempt	3.2%	12.9%	48.4%	35.5%

Table 42. Hourly Wage Category by Facility Type (Data Source: Florida Statewide ECE Workforce Survey)

Wage Category	Center N=190		School N=19		Religious exempt N=31	
	N	%	N	%	N	%
Min. Wage or Below	7	3.7	—	—	1	3.2
Above Min. Wage to \$10	23	12.1	1	3.6	5	12.9
\$10 to \$14	58	30.5	3	15.8	15	48.4
\$15 or Above	102	53.7	15	78.9	11	35.5

*As reported on the Administrator Survey

Table 43. Hourly wage Categories for Administrators¹ by Region (Data Source: Florida Statewide ECE Workforce Survey)

Region	Min. Wage or Below	Above Min.		Wage to \$10		\$10 to \$14		\$15 or Above	
	N	n	%	n	%	n	%	n	%
Central	63	4	6.3	7	11.1	23	36.5	29	46.0
Northeast	33	1	3.0	4	12.1	15	45.5	13	39.4
Northwest	18	—	—	4	22.2	7	38.9	7	38.9
Southeast	30	—	—	2	6.7	7	23.3	21	53.8
Southern	32	2	6.3	8	25.0	5	15.6	17	53.1
Suncoast	57	1	1.8	2	3.5	16	28.1	38	66.7

*As reported on the Administrators Survey.

Figure 18. Hourly Wage for Administrators by Region

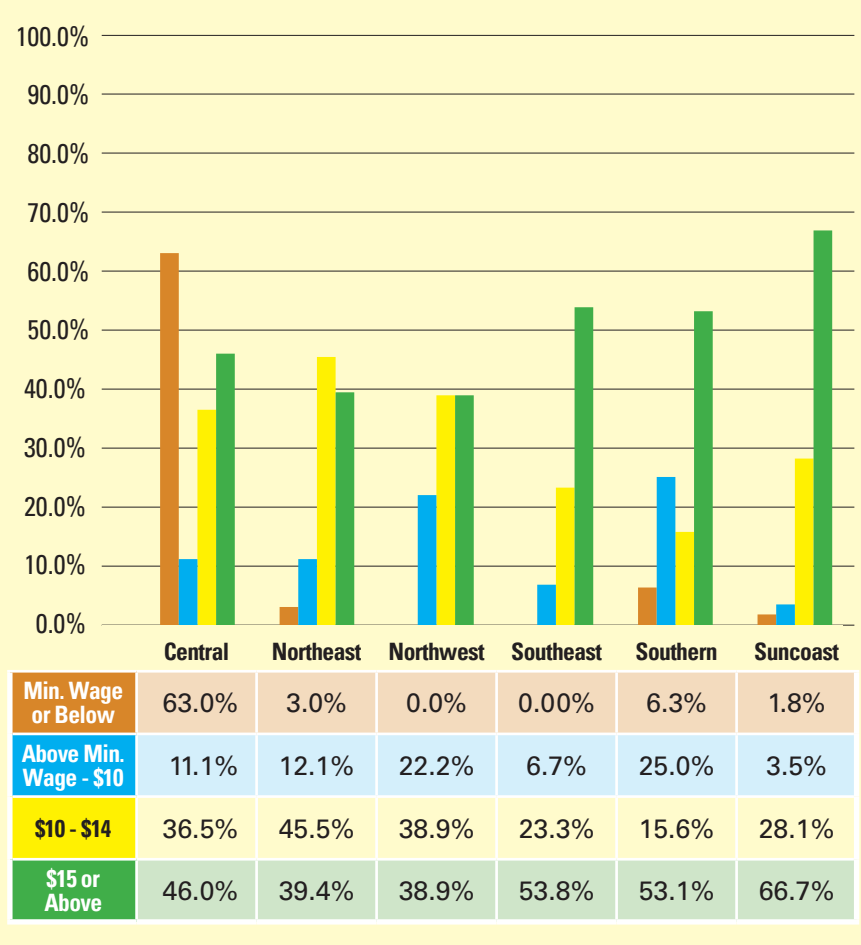


Table 44. Hourly Wage Categories for Teachers and Support Staff¹ by Region (Data Source: Florida Statewide ECE Workforce Survey).

Region	Min. Wage or Below	Above Min.		Wage to \$10		\$10 to \$14		\$15 or Above	
	N	n	%	n	%	n	%	n	%
Central	36	4	11.1	22	61.1	8	22.2	2	5.6
Northeast	25	2	8.0	10	40.0	13	52.0	0	0.0
Northwest	18	2	11.1	12	66.7	4	22.2	0	0.0
Southeast	24	3	12.5	10	41.7	8	33.3	3	12.5
Southern	62	9	14.5	29	46.8	20	32.3	4	6.5
Suncoast	60	7	11.7	11	18.3	36	60.0	6	10.0

¹As reported on the Teacher and Support Staff Survey.

Figure 19. Hourly Wage Categories for Staff by Region

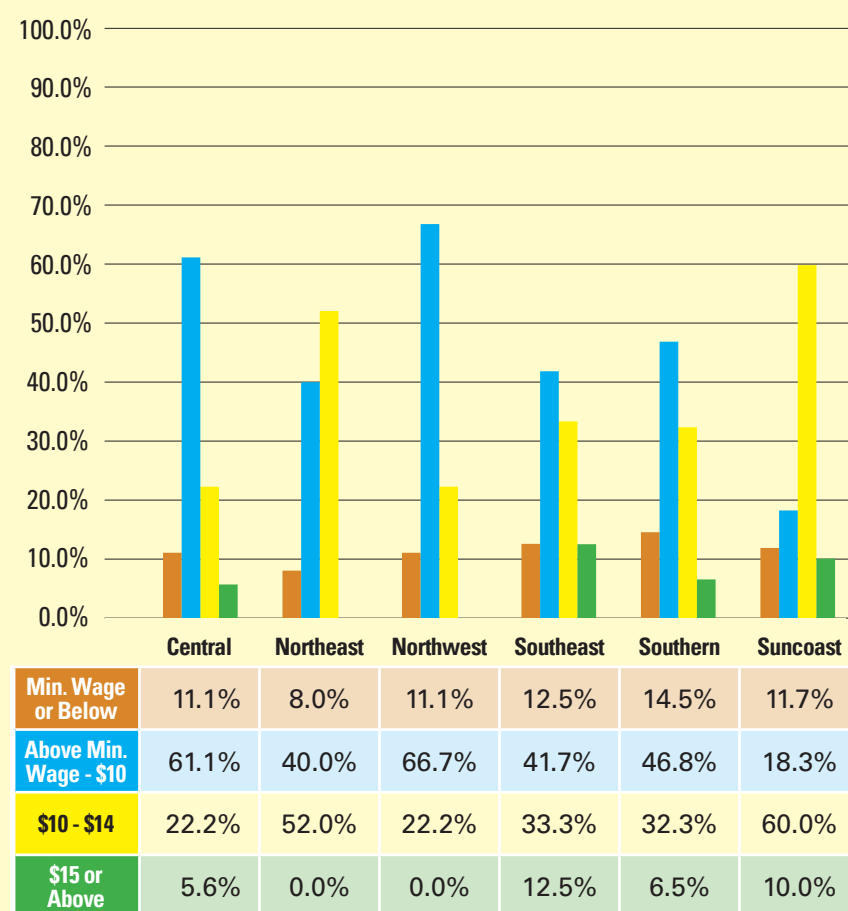


Table 45. Average Hourly Wage by Position (Data Source: Florida Statewide ECE Workforce Survey).

Position	N	Min - Max	Average	Median	Stand. Dev.
Administrators ¹	240	\$7.00-\$50.48	\$16.84	\$15.00	\$7.58
FCCH Providers ² (not owners)	32	\$7.67-\$15.00	\$8.67	\$8.00	\$1.40
Teachers and Support Staff³					
Lead Teachers	180	\$6.25-\$30.00	\$10.80	\$10.00	\$3.74
Assistant Teachers	63	\$6.01-\$15.38	\$9.12	\$8.50	\$1.66
Specialists	9	\$12.00-\$44.00	\$18.99	17.00	\$10.00
Other Staff	14	\$7.31-\$16.62	\$11.60	\$11.87	\$2.85

¹As reported on the Administrator Survey. ²As reported on the FCCH Survey. ³As reported on the Teacher and Support Staff Survey

Table 46. Average Typical Starting Hourly Wage by Position

Position	N	Min - Max	Average	Median	Stand. Dev.
Owner	16	\$7.67 - \$24.00	\$13.11	\$10.00	\$5.84
Director	126	\$7.67 - \$38.22	\$14.57	\$14.00	\$4.89
Owner/Director	38	\$7.67 - \$30.00	\$13.75	\$12.57	\$6.07
Assistant Director	80	\$7.67 - \$23.44	\$11.76	\$11.30	\$2.84
Lead Teacher	191	\$7.67 - \$25.00	\$10.22	\$9.75	\$2.44
Assistant Teacher	164	\$7.67 - \$12.02	\$8.63	\$8.36	\$0.93
Teacher's Aide	79	\$7.65 - \$12.00	\$8.38	\$8.00	\$0.96
Curriculum Specialist	25	\$7.67 - \$31.25	\$13.84	\$13.00	\$5.05
Program Coordinator	10	\$7.67 - \$32.69	\$14.25	\$12.14	\$7.43
Office Administrative Staff	57	\$7.67 - \$17.00	\$10.27	\$10.00	\$2.04
Food Preparation Staff	71	\$7.67 - \$11.25	\$8.46	\$8.00	\$0.83
Transportation Staff	21	\$7.67 - \$11.00	\$9.01	\$9.00	\$1.10
Other	16	\$7.67 - \$32.00	\$10.48	\$9.00	\$5.84

¹As reported by administrators on the Administrator Survey.

Table 47. Average Hourly Wage by Position by Region (Data Source: Florida Statewide ECE Workforce Survey).

Position	N	Min - Max	Average	Median	Stand. Dev.
Central					
Administrators ¹	63	\$7.29 - \$50.48	\$15.17	\$13.75	\$8.05
Teaching Staff ²	36	\$7.21 - \$30.00	\$10.20	\$8.88	\$4.11
Northeast					
Administrators	33	\$7.67 - \$39.42	\$15.68	\$14.42	\$7.08
Teaching Staff	25	\$7.25 - \$14.38	\$10.00	\$10.00	\$2.03
Northwest					
Administrators	18	\$8.65 - \$34.62	\$14.21	\$12.48	\$6.03
Teaching Staff	25	\$7.25 - \$14.38	\$10.00	\$10.00	\$2.03
Southeast					
Administrators	30	\$8.00 - \$32.69	\$19.02	\$18.95	\$6.40
Teaching Staff	18	\$6.67 - \$13.15	\$9.43	\$9.15	\$1.69
Southern					
Administrators	32	\$7.67 - \$38.46	\$16.08	\$15.00	\$8.28
Teaching Staff	62	\$7.65 - \$21.83	\$9.99	\$9.00	\$3.02
Suncoast					
Administrators	57	\$7.00 - \$45.67	\$19.11	\$16.82	\$7.67
Teaching Staff	60	\$6.01 - \$18.27	\$11.35	\$11.29	\$2.72

¹As reported on the Administrator Survey.

²As reported on the Teacher and Support Staff Survey. Includes teaching staff only, not support staff.

Job Satisfaction, Benefits and Turnover

Child Care Center administrators, FCCH owners, and teachers and support staff provided information about job satisfaction and identified factors related to job retention and turnover.

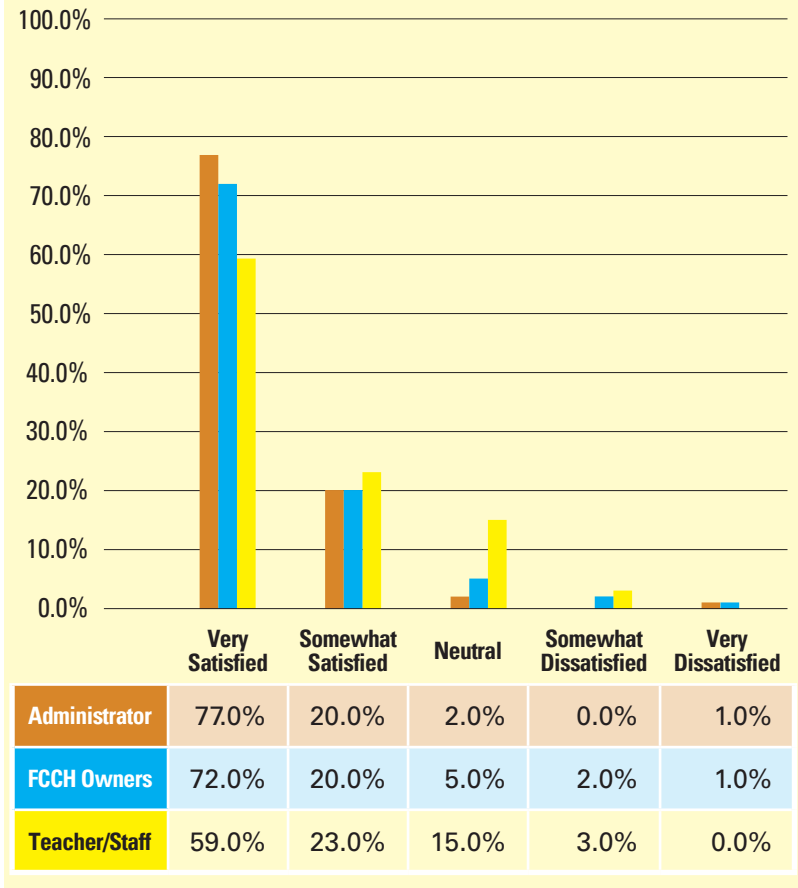
Overall Job Satisfaction.

Administrators have the highest job satisfaction rates (97% very/somewhat satisfied) followed by FCCH owners (92% very/somewhat satisfied); Teacher and support staff satisfaction rates are lower at 82%. It is noteworthy that very few respondents report being dissatisfied (n = 3 for administrators, n = 5 for FCCH providers, and n = 9 for staff). Most respondents who do not report being at least somewhat satisfied with their job indicate feeling neutral rather than dissatisfied. A sizable percentage of teachers fall into the neutral category (15%). Though not dissatisfied with their job, those with neutral feelings about their position are likely at greater risk of turnover. Almost all respondents from each group expected to continue in their current position or a higher position for the next three years. Teachers and staff are the most certain, with 85% expecting to remain, while 78% of administrators and 76% of FCCH owners expected to remain in current positions.

Variation by Region.

As noted above, a large percentage of administrators are satisfied with their job. Taking sample size into consideration, administrator rates of job satisfaction are similar across regions, ranging from 91% to 99%. The rate for the Northwest region is somewhat lower than the other regions (91% compared to 95% to 99%) but the sample size in that region is also the smallest so that minimal differences in the numbers result in larger influences on the percentages. To elaborate, only two administrators in the Northwest region report neutrality and none report being dissatisfied compared to one or two administrators across the other regions reporting neutrality or dissatisfaction.

Figure 20. Job Satisfaction by Position Type.



There is greater variation in job satisfaction across regions for FCCH owners. The most satisfied FCCH owners are located in the Southeast where all those responding to the survey are very satisfied or somewhat satisfied. On the other hand, owners in the Suncoast region have the lowest satisfaction rate at 82% satisfied or very satisfied.

For teachers (reporting 82% job satisfaction overall), the most satisfied are those in the Southern region at 89% (very satisfied or somewhat satisfied). The lowest levels of satisfaction (74%) are in the Central and Southeast regions due primarily to the rate of neutral perceptions. The Suncoast region has the highest rate of staff dissatisfaction (n = 5; 6% report somewhat dissatisfied).

Variation by Program Type

As for program type, job satisfaction rates were higher at facilities (96% to 98%) relative to FCCHs (92%).

Table 48. Job Satisfaction and Turnover (Data Source: Florida Statewide ECE Workforce Survey).

Satisfaction/Turnover Factors	Administrators ¹ N=318		FCCH Owners ² N=187		Teachers/ Staff ³ N=348	
	n	%	n	%	n	%
Overall satisfaction with current Position						
Very Satisfied	233	77.4	130	71.8	186	58.7
Somewhat Satisfied	59	19.6	37	20.4	74	23.3
Neutral	6	2.0	9	5	48	15.1
Somewhat Dissatisfied	1	.3	4	2.2	8	2.5
Very Dissatisfied	2	.7	1	.6	1	.3
Expect to continue in current position for next 3 years	236	78.1	136	76.0	277	85.0

¹As reported on the Administrator Survey. ²As reported on the FCCH Survey. ³As reported on the Teacher and Support Staff Survey.

Table 49. Job Satisfaction and Turnover for Administrators¹ by Region (Data Source: Florida Statewide ECE Workforce Survey).

Job Satisfaction/ Turnover	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
Overall Satisfaction with Current Position	N=76		N=45		N=23		N=38		N=39		N=71	
Very Satisfied	65	85.5	35	77.8	17	73.9	25	65.8	26	66.7	58	81.7
Somewhat Satisfied	9	11.8	9	20.0	4	17.4	12	31.6	11	28.2	12	16.9
Neutral	0	0	1	2.2	2	8.7	1	2.6	1	2.6	1	1.4
Somewhat Dissatisfied	1	1.3	0	0	0	0	0	0	0	0	0	0
Very Dissatisfied	1	1.3	0	0	0	0	0	0	1	2.6	0	
Expect to continue in current position for next 3 yrs.	61	80.3	38	82.6	18	78.3	31	81.6	31	81.6	50	70.4

¹As reported on the Administrator Survey.

Table 50. Job Satisfaction and Turnover for FCCH Owners¹ by Region (Data Source: Florida Statewide ECE Workforce Survey).

Job Satisfaction/ Turnover	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
Overall Satisfaction with Current Position	N=44		N=33		N=18		N=18		N=17		N=34	
Very Satisfied	32	72.7	26	78.8	13	72.2	13	72.2	15	88.2	22	64.7
Somewhat Satisfied	10	22.7	6	18.2	4	22.2	5	27.8	1	5.9	6	17.6
Neutral	2	4.5	1	3.0	1	5.6	0	0	0	0	2	5.9
Somewhat Dissatisfied	0	0	0	0	0	0	0	0	0	0	4	11.8
Very Dissatisfied	0	0	0	0	0	0	0	0	1	5.9	0	0
Expect to continue in current position for next 3 yrs.	31	72.1	25	75.8	15	83.3	16	88.9	13	81.3	26	76.5

¹As reported on the FCCH Survey.

Table 51. Job Satisfaction and Turnover for Teachers and Support Staff¹ by Region (Data Source: Florida Statewide ECE Workforce Survey).

Job Satisfaction/ Turnover	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
Overall Satisfaction with Current Position	N=46		N=34		N=20		N=31		N=80		N=83	
Very Satisfied	22	47.8	18	52.9	15	75.0	19	61.3	48	60.0	50	60.2
Somewhat Satisfied	12	26.1	10	29.4	2	10.0	4	12.9	23	28.8	17	20.5
Neutral	12	26.1	6	17.6	3	15.0	6	19.4	8	10.0	11	13.3
Somewhat Dissatisfied	0	0	0	0	0	0	1	3.2	1	1.3	5	6.0
Very Dissatisfied	0	0	0	0	0	0	1	3.2	0	0	0	0
Expect to continue in current position for next 3 yrs.	40	83.3	32	84.2	15	71.4	24	75.0	70	87.5	75	83.3

¹As reported on the Teacher and Support Staff Survey.

Table 52. Job Satisfaction and Turnover for Administrators and FCCH Owners by Program Type (Data Source: Florida Statewide ECE Workforce Survey).

Job Satisfaction/ Turnover	Center ¹ N=235		School ¹ N=26		Religious exempt ¹ N=40		FCCH ² N=187	
Overall Satisfaction with Current Position	n	%	n	%	n	%	n	%
Very Satisfied	180	76.6	22	84.6	31	77.5	130	71.8
Somewhat Satisfied	48	20.4	3	11.5	8	20.0	37	20.4
Neutral	4	1.7	1	3.8	1	2.5	9	5
Somewhat Dissatisfied	1	.4	0	0	0	0	4	2.2
Very Dissatisfied	2	.9	0	0	0	0	1	.6
Expect to continue in current position for next 3 yrs.	183	77.5	21	80.8	32	80.0	136	76.0

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

Teachers Future Employment Plans.

Teachers were asked to give more detailed information about their future plans. As shown in Table 53, 85% expect to remain in their current position or move into a higher position. The remainder will look for a different job or further their education. Six percent intend to remain in-field whereas 5% report plans to move out of the ECE field either through seeking an immediate position outside of the field or going back to school in another field.

Variation by Region.

By region, there is some variation in the percentage of teachers that expect to remain in their current or higher position ranging from 75% to 94% with the highest being in the Northeast region and lowest in the Southeast region.

Seven percent of teachers in the Suncoast region report they would look for a different job within the field. Six percent in both the Central and Southeast regions report that they would look for a different job outside the field. Six percent in the Southeast region would open their own child care program.

Table 53. Teacher and Support Staff Future¹ Employment Plans (Data Source: Florida Statewide ECE Teacher and Support Staff Workforce Survey)

Future Plans	N=326	%
Continue working for my current employer in the same type of position.	196	60.1
Continue working for my current employer in a higher position level.	81	24.8
Look for a different job within the early childhood or school age care and education field.	13	4.0
Look for a different job outside of the early childhood or school age care and education field.	7	2.1
Leave my current employer to further my education within the early childhood or school age care and education field	7	2.1
Leave my current employer to further my education outside of the early childhood or school age care and education field	11	3.4
Open my own child care/afterschool program.	3	0.9
Do not plan to work for pay or be a student.	8	2.5

¹As reported on the Teacher and Support Staff Survey.

Table 54. Teacher and Support Staff¹ Future Employment Plans by Region (Data Source: Florida Statewide ECE Workforce Survey)

Future Plans	Central N=48		Northeast N=34		Northwest N=18		Southeast N=33		Southern N=80		Suncoast N=90	
	n	%	n	%	n	%	n	%	n	%	n	%
Continue working for current employer in same position.	24	50.0	22	64.7	11	61.1	16	50.0	52	65.0	53	58.9
Continue working for current employer in a higher position.	16	33.3	10	29.4	4	22.2	8	25.0	18	22.5	22	24.4
Look for a different job within the field.	2	4.2	0	0	0	0	0	0	4	5.0	6	6.7
Look for a different job outside of the field.	3	6.3	0	0	0	0	2	6.3	2	2.5	0	0
Leave current employer to further education within field	1	2.1	1	2.9	2	11.1	2	6.3	1	1.3	0	0
Leave current employer to further education outside field	2	4.2	0	0	0	0	0	0	1	1.3	7	7.8
Open own child care/afterschool program.	0	0	0	0	0	0	2	6.3	0	0	1	1.1
Do not plan to work for pay or be a student.	0	0	1	2.9	1	5.6	2	6.3	2	2.3	1	1.1

¹As reported on the Teacher and Support Staff Survey.

Reasons for Leaving

Teachers who planned to leave their current employment within the coming year were asked to indicate what factors most influenced their decision. The following factors most often influence their decisions to a great or moderate extent:

- **Low wages** (79%)
- **Lack of benefits** (55%)
- **Inflexible hours** (26%)
- **Burnout** (24%)

By region, the most prominent reasons for leaving (reported by half or more) are:

- **Low wages** (83% for Northwest and Southeast, 75% for Southern, 67% for Northeast, and 56% for Central)
- **Lack of benefits** (63% for Central and 50% for Southern)
- **Work too tiring/stressful** (53% for Southern)

Table 55. Factors Impacting Staff¹ Decision to Terminate Employment (Data Source: Florida Statewide ECE Workforce Survey).

Factor	Not at all		To a small extent		To a moderate extent		To a great extent	
	n	%	n	%	n	%	n	%
Low wages (N=259)	10	11.2	14	15.7	28	31.5	37	41.6
Lack of benefits (N=259)	33	37.1	16	18.0	14	15.7	26	29.2
Inadequate training opportunities (N=262)	46	53.5	15	17.4	18	20.9	7	8.1
Inflexible hours (N=261)	43	49.4	17	19.5	15	17.2	12	13.8
Poor relationship with other teachers (N=263)	62	72.9	12	14.1	8	9.4	3	3.5
Poor relationship with center director (N=263)	65	76.5	7	8.2	10	11.8	3	3.5
Lack of mentoring opportunities (N=263)	54	63.5	12	14.1	16	18.8	3	3.5
Burned out (N=261)	40	46.0	21	24.1	15	17.2	11	12.6
Being terminated (N=262)	76	88.4	3	3.5	4	4.7	3	3.5
Parents do not support the teachers (N=268)	39	48.8	18	22.5	16	20.0	7	8.8
Work too tiring/stressful (N=261)	38	43.7	22	25.3	22	25.3	5	5.7
Too far from where I live (N=261)	65	74.7	9	10.3	10	11.5	3	3.4
Personal situation has changed (N=261)	58	66.7	11	12.6	10	11.5	8	9.2

¹As reported on the Teacher and Support Staff Survey.

Table 56. Factors Impacting Staff¹ Decision to Terminate Employment by Region (Data Source: Florida Statewide ECE Workforce Survey).

Factor	High Impact: Moderate/Great Extent											
	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
Low wages	9	56.3	6	66.7	5	83.3	10	83.3	12	75.0	7	31.8
Lack of benefits	10	62.5	4	44.4	2	33.3	5	41.7	8	50.0	6	27.3
Inadequate training opportunities	4	26.7	2	22.2	3	50.0	2	16.7	5	33.3	4	18.2
Inflexible hours	3	18.8	1	10.0	2	33.3	5	41.7	2	14.3	11	52.4
Poor relationship with other teachers	4	26.7	0	0	0	0	0	0	2	14.3	3	13.6
Poor relationship with center director	3	21.4	0	0	0	0	1	8.3	2	14.3	5	22.7
Lack of mentoring opportunities	4	26.7	0	0	0	0	0	0	5	33.3	6	28.6
Burned out	2	13.3	1	11.1	1	16.7	5	41.7	6	40.0	6	27.3
Being terminated	2	13.3	0	0	1	16.7	0	0	0	0	3	14.3
Parents do not support the teachers	5	33.3	0	0	1	16.7	2	16.7	5	38.5	6	33.3
Work too tiring/stressful	2	13.3	1	10.0	2	33.3	4	33.3	8	53.3	7	31.8
Too far from where I live	3	20.0	1	10.0	0	0	0	0	4	26.7	3	13.6
Personal situation has changed	5	31.3	0	0	2	33.3	2	16.7	1	6.7	6	28.6

¹As reported on the Teacher and Support Staff Survey.

Turnover Reasons: Administrator and FCCH Reported

Administrators indicated the number of staff who left their programs of their own choosing over the past year due to each of the reasons shown in Table 83. Tables 83 and 84 show the percentages of programs indicating they had at least one staff member leave their program of their own choosing for each turnover reason. The most prevalent turnover reasons experienced by facilities are:

- **Got another job offer that better fit their needs** (24%)
- **Moved out of the area** (17%)
- **Family Issues** (16%)
- **Went to work at a different child care center** (15%)
- **Low wages and/or benefits** (13%)
- **Staying home with their own children** (10%)

There are generally similar patterns of turnover reasons experienced by centers and schools except that the percentage of programs experiencing turnover due to low wages and/or benefits was lower at schools relative to

other facilities (4% as compared to 12% to 14%). Rates of experiencing turnover and therefore rates of experiencing the various turnover reasons is lower for religious exempt programs as compared to other types of facilities. The average number of staff leaving over the last year (either by their own choosing or through termination) at centers and schools was about two staff members as compared to about one staff member at religious exempt programs. Also, the percentage of religious exempt programs experiencing at least one person leaving was somewhat lower (53%) than the rate for centers (61%) or schools (57%). Across regions, the lowest turnover rate was found in the Southern region with 49 % of programs experiencing staff turnover and one person leaving on average over the past year compared to 58 to 70 percent of programs experiencing turnover and two people leaving on average across the other regions. Turnover rates may be positively impacted by the scholarship and wage incentive programs available in Miami-Dade County (the largest county represented in the Southern region). The highest turnover

rates are experienced in the North with roughly 70% of programs experiencing at least one person leaving and about 2 people leaving over the last year on average. Note that there was a large range in the number of staff leaving a program over the last year varying from zero to 17 individuals leaving (see Table 85). However it was rare for programs to have more than two people leaving per year.

Factors Relating to Retention of Administrators and FCCH Owners

Administrators and FCCH owners were asked what would help them continue in their positions. The groups identified one factor in common among their top three and differed in the other two.

For administrators, the top three factors are (in order):

- Better pay
- Easier time finding/keeping qualified teachers/providers
- Better/Available benefits

For FCCH owners, the top three factors are:

- Better/Available benefits
- Easier time enrolling enough children
- More opportunities for Professional growth

Variation by Region

By region, the top three factors for **administrators** that would help them continue in their positions are:

Central:

- Better pay
- Better/Available benefits
- Easier time finding/keeping qualified teachers/providers

Northeast

- Better pay
- Better/Available benefits
- More opportunities for professional growth

Northwest

- Better pay
- Better/Available benefits
- More opportunities for professional growth

Southeast

- Better pay
- Better/Available benefits
- More opportunities for professional growth

Southern

- Easier time finding/keeping qualified teachers/providers
- More opportunities for professional growth
- Fewer problems with money

Suncoast

- Easier time finding/keeping qualified teachers/providers
- Better pay
- More opportunities for professional growth

By region, the top three factors for **FCCH owners** that would help them continue in their positions are:

Central:

- Better/Available benefits
- Fewer problems with money
- Easier time enrolling enough children

Northeast

- Fewer problems with money
- More training on how to run a FCCH business
- Better/Available benefits

Northwest

- Fewer problems with money
- Better/Available benefits
- More respect from families

Southeast

- Fewer problems with money
- Better/Available benefits
- More training on how to run a FCCH business

Southern

- Better/Available benefits
- Fewer problems with money
- More opportunities for professional growth

Suncoast

- Fewer problems with money
- Better/Available benefits
- More opportunities for professional growth

By program type, the top three factors that would help **administrators/owners** continue in their positions are:

Center (12% - 10%)

- Easier time finding/keeping qualified teachers/providers
- Better pay
- Better/Available benefits

School (11% - 4%)

- Nothing, I'm retiring
- Better pay
- Nothing, I want to go back to school

FCCH (15% - 11%)

- Fewer problems with money
- Better/Available benefits
- Easier time enrolling enough children

Religious exempt (12% - 7%)

- Better pay
- Better/Available benefits
- Easier time finding/keeping qualified teachers/providers

Table 57. Job Satisfaction and Turnover for Administrators¹ by Region (Data Source: Florida Statewide ECE Workforce Survey).

Factors Helping Director Continue	Central N=80		Northeast N=47		Northwest N=23		Southeast N=39		Southern N=43		Suncoast N=75	
	n	%	n	%	n	%	n	%	n	%	n	%
Better pay	10	12.5	4	8.5	5	21.7	4	10.3	4	9.3	7	9.3
Better/Available benefits	10	12.5	3	6.4	4	17.4	4	10.3	2	4.7	5	6.7
More opportunities for professional growth	3	3.8	3	6.4	2	8.7	2	5.1	5	11.6	6	8.0
More training on how to run a FCCH business												
Easier time finding/keeping qualified teachers/providers	9	11.3	3	6.4	2	8.7	2	5.1	6	14.0	9	12.0
Fewer problems with money	5	6.3	1	2.1	2	8.7	0	0	5	11.6	4	5.3
Fewer work hours per week	7	8.8	2	4.3	0	0	2	5.1	0	0	3	4.0
More admin. help	1	1.3	3	6.4	2	8.7	0	0	3	7.0	6	8.0
More respect from families	3	3.8	0	0	0	0	1	2.6	1	2.3	2	2.7
Easier time enrolling enough children												
Nothing, I'm retiring	2	2.5	0	0	0	0	1	2.6	1	2.3	4	5.3
Nothing, I want to start my own program	0	0	0	0	0	0	0	0	0	0	0	0
Nothing, I want a job at a center												
Nothing I want to go back to school	0	0	0	0	0	0	0	0	0	0	0	0
Nothing, I want a job outside of the ECE field	0	0	0	0	0	0	0	0	1	2.3	1	1.3
Nothing I am closing for personal reasons	0	0	2	4.3	0	0	0	0	1	2.3	1	1.3

¹As reported on the Administrator Survey.

Grey highlighting = response option not available on a given survey.

Table 58. Job Satisfaction and Turnover for FCCH Owners¹ by Region
 (Data Source: Florida Statewide ECE Workforce Survey).

Factors Helping FCCH Owner Continue	Central N=44		Northeast N=33		Northwest N=18		Southeast N=18		Southern N=17		Suncoast N=34	
	n	%	n	%	n	%	n	%	n	%	n	%
Better pay												
Better/Available benefits	7	15.9	4	12.1	2	11.1	2	11.1	4	23.5	5	14.7
More opportunities for professional growth	4	9.1	3	9.1	1	5.6	1	5.6	2	11.8	4	11.8
More training on how to run a FCCH business	0	0	5	15.2	1	5.6	1	5.6	0	0	2	5.9
Easier time finding/keeping qualified teachers/providers	3	6.8	3	9.1	0	0	0	0	2	11.8	3	8.8
Fewer problems with money	7	15.9	7	21.2	2	11.1	2	11.1	2	11.8	6	17.6
Fewer work hours per week	1	2.3	2	6.1	1	5.6	0	0	2	11.8	4	11.8
More admin. help												
More respect from families	4	9.1	2	6.1	2	11.1	0	0	1	5.9	3	8.8
Easier time enrolling enough children	6	13.6	4	12.1	0	0	1	5.6	2	11.8	4	11.8
Nothing, I'm retiring	3	6.8	1	3.0	0	0	0	0	0	0	0	0
Nothing, I want to start my own program												
Nothing, I want a job at a center	0	0	1	3.0	0	0	0	0	0	0	0	0
Nothing I want to go back to school	0	0	1	3.0	0	0	0	0	0	0	1	2.9
Nothing, I want a job outside of the ECE field	0	0	0	0	0	0	0	0	0	0	0	0
Nothing I am closing for personal reasons	0	0	0	0	1	5.6	0	0	0	0	0	0

¹As reported on the FCCH Survey.
 Grey highlighting = response option not available on a given survey.

Table 59. Factors Facilitating Retention of Administrators/FCCH Owners by Program Type (Data Source: Florida Statewide ECE Workforce Survey).

Factors Helping Director/ FCCH Owner Continue	Center ¹ N=235		School ¹ N=26		Religious exempt ¹ N=40		FCCH ² N=187	
	n	%	n	%	n	%	n	%
Better pay	28	11.3	1	3.6	5	11.6		
Better/Available benefits	24	9.7	0	0	4	9.3	27	14.4
More opportunities for professional growth	20	8.1	0	0	1	2.3	16	8.6
More training on how to run a FCCH business			0	0			10	5.3
Easier time finding/keeping qualified teachers/providers	29	11.7	0	0	3	7.0	13	7.0
Fewer problems with money	16	6.5	0	0	2	4.7	28	15.0
Fewer work hours per week	12	4.9	0	0	3	7.0	12	6.4
More administrative help	15	6.1	0	0	1	2.3		
More respect from families	6	2.4	0	0	1	2.3	15	8.0
Easier time enrolling enough children	0	0	0	0	0	0	20	10.7
Nothing, I'm retiring	5	2.0	3	10.7	0	0	4	2.1
Nothing, I want to start my own program	0	0	0	0	0	0		
Nothing, I want a job at a center	0	0	0	0	0	0	2	1.1
Nothing I want to go back to school	0	0	1	3.6	0	0	2	1.1
Nothing, I want a job outside of the ECE field	0	0	0	0	0	0	0	0
Nothing, I am closing my family child care home for personal reasons							1	.5

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

Grey highlighting = response option not available on a given survey.

Strategies Used to Recruit and Retain Staff.

Administrators and FCCH owners were asked to identify the strategies they used to recruit and retain staff.

As expected, center administrators have a wider array of recruitment/retention strategies. Over half of administrators indicated they use the following for recruitment/retention:

- Emphasis on good working relationships/teamwork (63%)
- Free or reduced-price child care for children of staff (56%)
- Flexible work schedules (52%)

Fewer FCCH owners reported recruitment/retention strategies as expected given that only 39 of the FCCHs responding to the survey employ providers other than the owner. The most frequently mentioned by FCCH owners are:

- Emphasis on good working relationships/teamwork (13%)
- Flexible work schedules (11%)
- Opportunities for professional growth (6%)

Variation by Region.

By region, the most prevalent recruitment/retention strategies that administrators used are (1) emphasis on good working relationships/teamwork (top reason in all six regions), (2) free or reduced-price child care for children of staff (top reason in all six regions), (3) flexible work schedules (top reason in three north/central regions), and (4) opportunities for professional growth (top reason in three southern regions).

The top three recruitment/retention strategies that FCCH owners used were similar, including

(1) opportunities for professional growth (among top three reasons in all six regions), (2) flexible work schedules (among top three reasons in all six regions), (3) emphasis on good working relationships/teamwork (among top three reasons in five of six regions), and (4) competitive salary and fringe benefits (among top three reasons in Southern region).

retention strategies used are the same for centers and religious exempt programs, including (1) emphasis on good working relationships/teamwork, (2) free or reduced-price child care for children of staff/ ability to bring own children with them to work, and (3) flexible work schedules. The top strategies for school-based programs were (1) emphasis on good working relationships/teamwork, (2) opportunities for professional growth, and (3) competitive salary and fringe benefits.

Variation by Program Type.

By program type, the top three recruitment/

Table 60. Strategies Used by to Attract and Keep Staff (Data Source: Florida Statewide ECE Workforce Survey).

Strategies	Administrators ¹ N=318		FCCHs ² N=187	
	n	%	n	%
Opportunities for promotion	89	28.0		
Competitive salary and fringe benefits	82	25.8	7	3.7
Opportunities for professional growth	151	47.5	12	6.4
Longevity pay/bonuses	29	9.1		
Flexible work schedules	164	51.6	21	11.2
Merit pay	58	18.2		
Signing bonuses	7	2.2		
Regular cost of living increases	46	14.5	3	1.6
Free or reduced-price child care for children of staff/ Ability to bring own children with them to work	178	56.0	7	3.7
Regular opportunities for recognition and appreciation	138	43.4		
Emphasis on good working relationships/teamwork	201	63.2	24	12.8
Other	15	4.7	2	1.0

Note. Respondents were allowed to select more than one option for this item.

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

Grey highlighting = response option not available on a given survey.

Table 61. Strategies Used to Attract and Keep Staff at Facilities¹ by Region
(Data Source: Florida Statewide ECE Workforce Survey).

Strategies	Central N=80		Northeast N=47		Northwest N=23		Southeast N=39		Southern N=43		Suncoast N=65	
	n	%	n	%	n	%	n	%	n	%	n	%
Opportunities for promotion	20	25.0	14	29.8	7	30.4	14	35.9	9	20.9	24	32.0
Competitive salary and fringe benefits	20	25.0	12	25.5	4	17.4	10	25.6	11	25.6	23	30.7
Opportunities for professional growth	31	38.8	27	57.4	11	47.8	24	61.5	22	51.2	35	46.7
Longevity pay/bonuses	6	7.5	3	6.4	2	8.7	5	12.8	4	9.3	8	10.7
Flexible work schedules	47	58.8	27	57.4	13	56.5	20	51.3	22	51.2	33	44.0
Merit pay	13	16.3	8	17.0	3	13.0	10	25.6	7	16.3	15	20.0
Signing bonuses	1	1.3	2	4.3	1	4.3	1	2.6	1	2.3	1	1.3
Regular cost of living increases	9	11.3	12	25.5	4	17.4	3	7.7	6	14.0	12	16.0
Free or reduced-price child care for children of staff	47	58.8	28	59.6	14	60.9	24	61.5	27	62.8	35	46.7
Regular opportunities for recognition and appreciation	30	37.5	22	46.8	11	47.8	18	46.2	18	41.9	35	46.7
Emphasis on good working relationships/teamwork	50	62.5	33	70.2	14	60.9	28	71.8	28	65.1	44	58.7
Other	4	5.0	14	33.3	3	13.0	4	10.3	14	32.6	4	5.3

Note. Respondents were allowed to select more than one option for this item. ¹As reported on the Administrator Survey.

Table 62. Strategies Used to Attract and Keep Providers employed at FCCHs¹ by Region
(Data Source: Florida Statewide ECE Workforce Survey).

Strategies	Central N=80		Northeast N=47		Northwest N=23		Southeast N=39		Southern N=43		Suncoast N=65	
	n	%	n	%	n	%	n	%	n	%	n	%
Opportunities for promotion												
Competitive salary and fringe benefits	2	4.5	1	3.0	0	0.0	1	5.6	2	11.8	1	2.9
Opportunities for professional growth	4	9.1	2	6.1	0	0.0	2	11.1	3	17.6	1	2.9
Longevity pay/bonuses												
Flexible work schedules	4	9.1	5	15.2	0	0.0	3	16.7	6	35.3	2	5.9
Merit pay												
Signing bonuses												
Regular cost of living increases	2	4.5	1	3.0	0	0.0	0	0.0	0	0.0	0	0.0
Free or reduced-price child care for children of staff/ Ability to bring their own children with them to work	1	2.3	2	6.1	0	0.0	1	5.6	1	5.9	1	2.9
Regular opportunities for recognition and appreciation												
Emphasis on good working relationships/teamwork	7	15.9	4	12.1	0	0.0	3	16.7	0	0.0	2	5.9
Other	0	0	1	3.0	0	0.0	0	0.0	0	0.0	1	2.9

Note. Respondents were allowed to select more than one option for this item. ¹As reported on the FCCH Survey.
Grey highlighting = response option not available on a given survey.

Table 63. Strategies Used to Attract and Keep Staff by Program Type
(Data Source: Florida Statewide ECE Workforce Survey).

Strategies	Center ¹ N=235		School ¹ N=26		Religious exempt ¹ N=40		FCCH ² N=187	
	n	%	n	%	n	%	n	%
Opportunities for promotion	76	30.8	5	17.9	8	18.6		
Competitive salary and fringe benefits	66	26.3	10	35.7	7	16.3	7	3.7
District salary schedule			1	3.6				
Opportunities for professional growth	122	49.4	12	42.9	17	39.5	12	6.4
Longevity pay/bonuses	23	9.3	2	7.1	4	9.3		
Flexible work schedules	135	54.7	7	25.0	22	51.2	21	11.2
Merit pay	50	20.2	5	17.9	3	7.0		
Signing bonuses	6	2.4	0	0.0	1	2.3		
Regular cost of living increases	35	14.2	2	7.1	9	20.9	3	1.6
Free or reduced-price child care for children of staff/ Ability to bring own children with them to work	149	60.3	7	25.0	22	51.2	7	3.7
Regular opportunities for recognition and appreciation	116	47.0	8	28.6	14	32.6		
Emphasis on good working relationships/teamwork	164	66.4	15	53.6	22	51.2	24	12.8
Other	9	3.6	3	10.7	3	7.0	2	1.0

Note. Respondents were allowed to select more than one option for this item. ¹As reported on the Administrator Survey. ²As reported on the FCCH Survey. Grey highlighting = response option not available on a given survey

Teachers’ Satisfaction with Job Characteristics.

Teachers were asked to indicate how satisfied they were with various characteristics of their current place of employment. Some of the items relate to recruitment/retention strategies and others relate to the work environment. Teachers most frequently indicated that they are **“very satisfied” or “satisfied”** with the following:

1. Children that I enjoy working with (92%)
2. Pleasant relationship with co-workers (92%)
3. Good relationship with the director (91%)
4. A competent director (90%)
5. Employer’s reputation in the community (90%)

They are **least satisfied** with wages (44%) and benefits (40%).

Variation by Region.

Looking by region, in each of the six regions, almost all (90% to 100%) teachers are most satisfied (“very satisfied” or “satisfied”) with a competent director. In five of the six regions, almost all (90% to 100%) teachers express satisfaction with the children they work with, with having a pleasant relationship with co-workers, and with the employer’s reputation in the community.

In five of the six regions, half or more of the teachers indicated low satisfaction with adequate wages (with Suncoast the exception). In four of the six regions, half or more indicated low satisfaction with benefits such as health insurance (with Southern and Suncoast the exceptions).



Table 64. Degree of Teacher and Support Staff¹ Job Satisfaction.
 (Data Source: Florida Statewide ECE Workforce Survey).

Characteristic	Not at all		Somewhat Satisfied		Satisfied		Very Satisfied		Not Applicable	
	n	%	n	%	n	%	n	%	n	%
Adequate wages (N=318)	55	17.3	123	38.7	97	30.5	43	13.5	0	0
Benefits such as health insurance (N=319)	76	23.8	48	15.0	77	24.1	52	16.3	66	20.7
Training opportunities (N=324)	14	4.3	35	10.8	116	35.8	155	47.8	4	1.2
Flexible work hours (N=325)	15	4.6	41	12.6	108	33.2	148	45.5	13	4.0
Employer's reputation in the community (N=320)	8	2.5	20	6.3	92	28.8	195	60.9	5	1.6
A competent director (N=315)	10	3.2	13	4.1	95	30.2	189	60.0	8	2.5
Pleasant relationship with co-workers (N=327)	6	1.8	20	6.1	105	32.1	195	59.6	1	.3
Good relationship with the director (N=324)	7	2.2	19	5.9	88	27.2	205	63.3	5	1.5
Children that I enjoy working with (N=322)	6	1.9	14	4.3	75	23.3	221	68.6	6	1.9
Parents who are supportive of teachers (N=320)	9	2.8	58	18.1	130	40.6	120	37.5	3	.9
Working close to where I live (N=320)	19	5.9	36	11.3	95	29.7	157	49.1	13	4.1
My own child can be at the center/program with me during the day (N=305)	16	5.2	7	2.3	33	30.5	65	21.3	184	60.3

¹As reported on the Teacher and Support Staff Survey.

Table 65. High Degree of Teacher and Support Staff Job Satisfaction by Region.
(Data Source: Florida Statewide ECE Workforce Survey).

Characteristic	High Satisfaction: Satisfied or Very Satisfied											
	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
Adequate wages	20	42.6	14	42.4	9	45.0	15	50.0	28	36.8	447	53.4
Benefits such as health insurance	18	50.0	8	36.4	10	71.4	10	43.5	31	50.8	45	57.7
Training opportunities	35	76.1	26	78.8	18	90.0	26	86.7	71	88.8	78	88.6
Flexible work hours	36	80.0	31	91.2	13	81.3	24	80.0	71	89.9	66	77.6
Employer's reputation in the community	41	91.1	33	94.3	16	94.1	28	90.3	73	94.8	75	85.2
A competent director	40	90.9	32	91.4	20	100.0	26	92.9	70	95.9	79	90.8
Pleasant relationship with co-workers	40	87.0	34	97.1	20	100.0	27	90.0	77	93.9	81	91.0
Good relationship with the director	40	88.9	35	100.0	19	95.0	26	89.7	71	89.9	82	93.2
Children that I enjoy working with	38	88.4	33	97.1	20	100.0	28	90.3	76	95.0	80	93.0
Parents who are supportive of teachers	33	76.7	26	76.5	19	95.0	26	83.9	58	73.4	70	80.5
Working close to home	36	81.8	26	76.5	16	80.0	22	73.3	65	86.7	72	85.7
My own child can be at the center/program	16	80.0	12	80.0	5	83.3	12	85.7	25	92.6	23	71.9

Table 66. Low Degree of Teacher and Support Staff¹ Job by Region.
(Data Source: Florida Statewide ECE Workforce Survey).

Characteristic	Low Satisfaction: Not at All or Somewhat Satisfied											
	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
Adequate wages	27	57.4	19	57.6	11	55.0	15	50.0	48	63.2	41	46.6
Benefits such as health insurance	18	50.0	14	63.6	4	28.6	13	56.5	30	49.2	33	42.3
Training opportunities	11	23.9	7	21.2	2	10.0	4	13.3	9	11.3	10	11.4
Flexible work hours	9	20.0	3	8.8	3	18.8	6	20.0	8	10.1	19	22.4
Employer's reputation in the community	4	8.9	2	5.7	1	5.9	3	9.7	4	5.2	13	14.8
A competent director	4	9.1	3	8.6	0	0.0	2	7.1	3	4.1	8	9.2
Pleasant relationship with co-workers	6	13.0	1	2.9	0	0.0	3	10.0	5	6.1	8	9.0
Good relationship with the director	5	11.1	0	0.0	1	5.0	3	10.3	8	10.1	6	6.8
Children that I enjoy working with	5	11.6	1	2.9	0	0.0	3	9.7	4	5.0	6	7.0
Parents who are supportive of teachers	10	23.3	8	23.5	1	5.0	5	16.1	21	26.6	17	19.5
Working close to home	8	18.2	8	23.5	4	20.0	8	26.7	10	13.3	12	14.3
My own child can be at the center/program	4	20.0	3	20.0	1	16.7	2	14.3	2	7.4	9	28.1

¹As reported on the Teacher and Support Staff Survey.

Job Environment and Supports Experienced by Teachers and Support Staff.

Teachers were asked to indicate the extent to which positive work environment factors existed in their current job. Most (85% or more) agreed (“strongly” or “somewhat”) that:

- The director is supportive and encouraging (90%)
- My director lets staff members know what is expected of them (90%)
- I feel supported by my colleagues to try out new ideas (87%)
- I can count on most co-workers to help out even though it may not be part of their job (86%)
- There is a great deal of cooperation among co-workers (86%)
- Employees are constantly learning and seeking new ideas (85%)

Between 70% and 84% of respondents agreed (“strongly” or “somewhat”) that:

- The director sets priorities, makes plans, and sees they are carried out
- The director treats all employees in a fair, evenhanded way
- Necessary materials and supplies are available as needed by the staff
- Staff members are recognized for a job well done
- Mentoring is available through the director or a coach

Few agreed with the following:

- If I could get a higher paying job, I’d leave my current job as soon as possible (37%)
- I don’t seem to have as much enthusiasm now as I did when I began in my current position (24%)
- The stress and difficulty involved in working at this center/program isn’t really worth it (19%)
- I think about moving to another center/program (11%)

Variation by Region

By region, most teachers (85% or more) in each of the six regions agreed (“strongly” or “somewhat”) that their director is supportive and encouraging. Most teachers in five of the six regions (with Suncoast the exception) agreed their director lets staff members know what is expected of them. Most teachers in five of the six regions (with Northeast the exception) agreed that they feel supported by their colleagues to try out new ideas. Most teachers in four of the six regions (with Northeast and Central as the exceptions) agreed that employees in their program are constantly learning and seeking new ideas. Most teachers in three of the six regions (with Northeast, Northwest and Suncoast as the exceptions) agreed that they can count on most co-workers to help out even though it may not be part of their job. In three of six regions, most teachers agreed that the director sets priorities, makes plans, and sees they are carried out (with Northeast, Southeast and Suncoast as the exceptions). In three of six regions, most teachers agreed that there is a great deal of cooperation among co-workers (with Central, Northeast, and Suncoast as the exceptions). Most teachers in the Northwest and Southern regions agreed that necessary materials and supplies are available as needed by the staff. Most teachers in the Northwest and Southern regions agreed that their director treats all employees in a fair, evenhanded way. Most teachers in the Central and Southern regions agreed that staff members are recognized for a job well done.

In terms of disagreement that certain work environment factors existed:

- 65% - 78% of respondents from each region disagreed that they are thinking about moving to another center/program.
- 63% - 80% of respondents from each region disagreed that the “stress and difficulty involved in working at this center/program isn’t really worth it.”
- 50% - 80% of respondents from each region disagreed that they do not have as much enthusiasm for the job as they once did.

Table 67. Job Environment and Supports Experienced by Teachers and Support Staff¹
(Data Source: Florida Statewide ECE Workforce Survey).

Statement	Strongly Agree		Somewhat Agree		Neutral		Somewhat Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
My director lets staff members know what is expected of them.	240	73.6	52	16.0	24	7.4	7	2.1	3	0.9
There is a great deal of cooperation among co-workers.	185	57.1	94	29.0	38	11.7	7	2.2	0	0.0
The director is supportive and encouraging.	236	72.6	57	17.5	21	6.5	9	2.8	2	0.6
Employees are constantly learning and seeking new ideas.	185	56.7	93	28.5	37	11.3	11	3.4	0	0.0
I feel supported by my colleagues to try out new ideas.	200	61.3	85	26.1	33	10.1	8	2.5	0	0.0
I can count on most co-workers to help out even though it may not be part of their job.	209	63.9	73	22.3	28	8.6	14	4.3	3	0.9
I think about moving to another center/program.	19	5.9	15	4.7	51	15.9	36	11.2	200	62.3
I don't seem to have as much enthusiasm now as I did when I began in my current position.	27	8.5	49	15.4	47	14.7	52	16.3	144	45.1
Necessary materials and supplies are available as needed by the staff.	186	57.2	73	22.5	41	12.6	18	5.5	7	2.2
If I could get a higher paying job, I'd leave my current job as soon as possible.	65	20.6	52	16.5	73	23.2	43	13.7	82	26.0
Staff members are recognized for a job well done.	170	52.3	81	24.9	47	14.5	19	5.8	8	2.5
The director treats all employees in a fair, evenhanded way.	202	62.5	60	18.6	37	11.5	16	5.0	8	2.5
The director sets priorities, makes plans, and sees they are carried out.	196	60.7	72	22.3	40	12.4	9	2.8	6	1.9
Mentoring is available through the director or a coach.	163	51.1	63	19.7	59	18.5	22	6.9	12	3.8
The stress and difficulty involved in working at this center/program isn't really worth it.	25	8.1	33	10.7	47	15.2	44	14.2	160	51.8

¹As reported on the Teacher and Support Staff Survey.

Table 68. Positive Job Environment and Supports Experienced by Teachers and Support Staff¹ by Region (Data Source: Florida Statewide ECE Workforce Survey).

Statement	Somewhat or Strongly Agree											
	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
My director lets staff members know what is expected of them.	44	91.7	33	94.3	19	95.0	28	90.3	74	93.7	74	83.1
There is a great deal of cooperation among co-workers.	39	84.8	28	82.4	19	95.0	31	100.0	73	89.0	72	80.9
The director is supportive and encouraging.	43	93.5	32	91.4	19	95.0	27	87.1	75	93.8	80	89.9
Employees are constantly learning and seeking new ideas.	36	78.3	25	73.5	18	90.0	30	96.8	73	89.0	77	86.5
I feel supported by my colleagues to try out new ideas.	41	87.2	24	68.6	20	100.0	29	96.7	75	92.6	75	85.4
I can count on most co-workers to help out even though it may not be part of their job.	40	85.1	29	82.9	16	80.0	31	100.0	73	90.1	75	84.3
I think about moving to another center/program.	4	8.5	3	8.8	2	10.0	3	9.7	4	5.2	16	18.0
I don't seem to have as much enthusiasm now as I did when I began in my current position.	9	19.6	7	20.6	2	10.0	10	33.3	17	21.8	23	25.8
Necessary materials and supplies are available as needed by the staff.	34	73.9	24	68.6	18	90.0	25	80.6	73	90.1	68	76.4
If I could get a higher paying job, I'd leave my current job as soon as possible.	22	46.8	9	26.5	6	30.0	13	41.9	27	36.5	31	36.0
Staff members are recognized for a job well done.	40	85.1	23	67.6	13	65.0	22	71.0	72	88.9	68	76.4
The director treats all employees in a fair, evenhanded way.	38	80.9	27	77.1	17	85.0	24	80.0	72	90.0	69	78.4
The director sets priorities, makes plans, and sees they are carried out.	43	91.5	24	68.6	18	90.0	25	80.6	72	90.0	71	81.6
Mentoring is available through the director or a coach.	29	64.4	17	50.0	13	65.0	26	83.9	62	79.5	64	72.7
The stress and difficulty involved in working at this center/program isn't really worth it.	8	17.0	5	15.6	0	0	9	29.0	10	14.3	22	25.3

¹As reported on the Teacher and Support Staff Survey.

Table 69. Poor Job Environment and Supports Experienced by Teachers and Support Staff¹ by Region
 (Data Source: Florida Statewide ECE Teacher and Support Staff Workforce Survey)

Statement	Somewhat or Strongly Disagree											
	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
My director lets staff members know what is expected of them.	1	2.1	0	0.0	0	0.0	2	6.5	2	2.5	4	4.5
There is a great deal of cooperation among co-workers.	0	0.0	2	5.9	0	0.0	0	0.0	1	1.2	3	3.4
The director is supportive and encouraging.	0	0.0	0	0	1	5.0	1	3.3	3	3.8	2	2.2
Employees are constantly learning and seeking new ideas.	2	4.3	2	5.9	1	5.0	0	0.0	3	3.7	2	2.2
I feel supported by my colleagues to try out new ideas.	3	6.4	0	0.0	0	0.0	1	3.3	3	3.7	1	1.1
I can count on most co-workers to help out even though it may not be part of their job.	2	4.3	2	5.7	0	0.0	0	0.0	4	4.9	5	5.6
I think about moving to another center/program.	36	76.6	22	64.7	16	80.0	24	77.4	60	77.9	60	67.4
I don't seem to have as much enthusiasm now as I did when I began in my current position.	29	63.0	19	55.9	16	80.0	15	50.0	52	66.7	53	59.6
Necessary materials and supplies are available as needed by the staff.	5	10.9	6	17.1	1	5.0	1	3.2	4	4.9	5	5.6
If I could get a higher paying job, I'd leave my current job as soon as possible.	19	40.4	14	41.2	9	45.0	14	45.2	28	35.1	34	39.5
Staff members are recognized for a job well done.	1	2.1	3	8.8	4	20.0	2	6.5	3	3.7	6	6.7
The director treats all employees in a fair, evenhanded way.	1	2.1	3	8.6	1	5.0	3	10.0	3	3.8	7	8.0
The director sets priorities, makes plans, and sees they are carried out.	0	0.0	1	2.9	1	5.0	3	9.7	3	3.8	4	4.6
Mentoring is available through the director or a coach.	2	4.4	8	23.5	5	25.0	2	6.5	4	5.1	10	11.4
The stress and difficulty involved in working at this center/program isn't really worth it.	30	63.8	20	62.5	16	80.0	20	64.5	50	71.4	56	64.4

¹As reported on the Teacher and Support Staff Survey.

Employee Benefits: Health Coverage.

Administrators, FCCH owners and teachers and staff were asked to describe the health coverage that was available to them through their center/program. The survey results show that health coverage is very limited for the child care workforce.

- Just over one-third of administrators (37%) report having access to paid health coverage, either fully paid or partially paid through their center/program, while 56% indicate that health care coverage is not available. (For the remainder (7%), health care coverage is available but not paid by the employer.)
- Almost half (46%) of FCCH owners report that they did not have health care coverage from any source. For 28%, their spouse provided full coverage (24%) or partial coverage (4%). Six percent have full or partial coverage through their FCCH business. Nine percent are covered by Medicare or Medicaid.
- The teachers' survey results reflected the administrators report of coverage—with 37% saying their health care coverage was fully or partially paid and 48% reporting none was available. The remainder (15%) said coverage was available but not paid by the employer. Regarding FCCH child care provider staff, almost all (90%) of FCCH owners reported that health care coverage is not available for child care providers. Only 3% say coverage is fully paid. The remainder (7%) says coverage is available but not paid.

Variation by Region

Central

- **Administrators**—33% report that paid health coverage is available to them, either fully paid or partially paid through their center/program, while 58% indicate health care coverage is not available.
- **FCCH**—20% have no health care and 36% have full or partial coverage through a spouse. Nine percent have Medicaid or Medicare.

Northeast

- **Administrators**—19% report that paid health coverage is available to them, either fully paid or partially paid through their center/program, while 67% indicate health care coverage is not available.
- **FCCH**—49% have no health care and 21% have full or partial coverage through a spouse. Twelve percent have Medicaid or Medicare.

Northwest

- **Administrators**—20% report that paid health coverage is available to them, either fully paid or partially paid through their center/program, while 60% indicate health care coverage was not available.
- **FCCH**—33% have no health care coverage and 50% have full or partial coverage through a spouse. Seventeen percent have Medicaid or Medicare.

Southeast

- **Administrators**—35% report that paid health coverage is available to them, either fully paid or partially paid through their center/program, while 59% indicate health care coverage was not available.
- **FCCH**—50% have no health care and 22% have full or partial coverage through a spouse. Six percent have Medicaid or Medicare.

Southern

- **Administrators**—38% report that paid health coverage is available to them, either fully paid or partially paid through their center/program, while 56% indicate health care coverage was not available.
- **FCCH**—53% have no health care and 6% have full or partial coverage through a spouse. Six percent have Medicaid or Medicare.

Suncoast

- **Administrators**—56% reported that paid health coverage was available to them, either fully paid or partially paid through their center/program, while 39% indicated health care coverage was not available.
- **FCCH**—65% have no health care and 24% have full or partial coverage through a spouse. Three percent have Medicaid or Medicare.

Variation by Program Type

Center

- **Administrators**—35% report that paid health coverage is available to them, either fully paid or partially paid through their center/program, while 58% indicate health care coverage was not available.

School

- **Administrators**—74% report that paid health coverage is available to them, either fully paid or partially paid through their center/program, while 16% indicate health care coverage is not available.

Religious exempt

- **Administrators**—32% report that paid health coverage is available to them, either fully paid or partially paid through their center/program, while 63% indicate that health care coverage is not available.

Table 70. Health coverage available at facilities.

Options Available	Administrators ¹ N=261		Teachers/ Support Staff ² N=283	
	n	%	n	%
Unavailable	145	55.6	135	47.7
Fully paid for employee and dependents	5	1.9	13	4.6
Fully paid for employee, partially paid for dependents	7	2.7	11	3.9
Fully paid for employee only	19	7.3	13	4.6
Partially paid for employee and dependents	35	13.4	55	19.4
Partially paid for employee only	31	11.9	14	4.9
Available but unpaid by employer	19	7.3	42	14.8

¹As reported on Administrator Survey.

²As reported on Teacher and Support Staff Survey.

Table 71. Health Care Options Available to FCCH Owners¹

FCCH Owners	N=187	%
No health care	85	45.5
Partial health care coverage through my FCCH business	3	1.6
Full health care coverage through my FCCH business	9	4.8
Partial health care coverage through my spouse	7	3.7
Full health care coverage through my spouse	45	24.1
Medicaid/Medicare	16	8.6
Other	14	17.4

¹As reported on the FCCH Survey.

Table 72. Health coverage available to Administrators¹ by Region
(Data Source: Florida Statewide ECE Workforce Survey).

Options Available	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
Unavailable	39	58.2	28	66.7	12	60	20	58.8	18	56.2	24	39.3
Fully paid for employee and dependents	2	3.0	1	2.4	1	5	1	2.9	1	3.1	1	1.6
Fully paid for employee, partially paid for dependents	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	8.2
Fully paid for employee only	5	7.5	1	2.4	0	0.0	1	2.9	4	12.5	8	13.1
Partially paid for employee and dependents	10	14.9	4	9.5	3	15	6	17.6	3	9.4	9	14.8
Partially paid for employee only	5	7.5	2	4.8	4	20	4	11.8	4	12.5	11	18
Available but unpaid by employer	6	9.0	6	14.3	0	0.0	2	5.9	2	6.3	3	4.9

¹As reported on Administrator Survey.

Table 73. Health coverage available to FCCH Owners¹ by Region
(Data Source: Florida Statewide ECE Workforce Survey).

Options Available	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
No health care	20	45.5	16	48.5	6	33.3	9	50.0	9	52.9	22	64.7
Partial health care coverage through my FCCH business	1	2.3	0	0.0	0	0.0	0	0.0	0	0.0	2	5.9
Full health care coverage through my FCCH business	2	6.1	2	6.1	1	5.6	3	16.7	1	5.9	1	2.9
Partial health care coverage through my spouse	2	4.5	1	3.0	0	0.0	1	5.6	2	11.8	0	0.0
Full health care coverage through my spouse	14	31.8	6	18.2	9	50.0	3	16.7	1	5.9	8	23.5
Medicaid/Medicare	4	9.1	4	12.1	3	16.7	1	5.6	1	5.9	1	2.9
Other	4	9.1	5	15.2	1	5.6	1	5.6	1	5.9	2	5.9

¹As reported on the FCCH Survey.

Employee Benefits: Differential Pay

Administrators and FCCH Owners provided information about the factors that influence the rate of pay for teaching/child care staff. The two groups indicated a very different picture for the two program types. Most Center Administrators indicated that the rate of pay for teachers was affected by level of education/training (71%), years of experience (67%), and job performance (52%). In contrast, only 12% of FCCH Owners said level of education/training affected pay and 7% said both years of experience and job performance affected teacher pay.

Administrators and FCCH owners provided information about the factors that influence the rate of pay for teaching/child care staff. The two groups indicated a very different picture for the two program types. Most center administrators indicated that the rate of pay for teachers was affected by level of education/training (71%), years of experience (67%), and job performance (52%). As for FCCH owners, 12% indicate that level of education/training affected pay and 7 percent said both years of experience and job performance affected teacher pay. The rates for FCCH owners are lower because a lower rate of FCCHs employs other providers.

Variation by Region—Administrators.

For administrators by region, 67% to 89% indicated that the rate of pay for teachers was affected by level of education/training. Between 61% and 77% indicated that the rate of pay for teachers was affected by years of experience. Job performance was cited as a factor by 44% to 68%.

Variation by Region—FCCH.

For FCCH owners by region, 6% to 24% indicated that the rate of pay for teachers was affected by level of education/training. Between 3% and 17% indicated that the rate of pay for teachers was affected by years of experience. Job performance was cited as a factor by 0% to 14%.

Variation by Program Type.

Responses were similar across program types. Administrators indicated that the rate of pay for teachers was affected by (1) level of education/training (73% at centers, 68% at schools, and 67% at religious exempt sites); (2) years of experience (69% at centers, 75% at schools, and 54% at religious exempt sites); and job performance (54% at centers, 39% at schools, and 47% at religious exempt sites).

Table 74. Factors Influencing Rate of Pay (Data Source: Florida Statewide ECE Workforce Survey)

Characteristic	Facilities ¹		FCCHs ²	
	n	%	n	%
Level of Education/ Training	227	71.4	23	12.3
Job Performance/ Annual Evaluation	165	51.9	13	7.0
Years of Experience	214	67.3	13	7.0
Languages Spoken	18	5.7	5	2.7

Note: Respondents were allowed to select more than one option for this item.

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

Table 75. Factors Influencing Rate of Pay by Region at Facilities¹ by Region (Data Source: Florida Statewide ECE Workforce Survey).

Characteristic	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
Level of Education/ Training	57	71.3	42	89.4	17	73.9	28	71.8	29	67.4	51	68.0
Years of Experience	51	63.8	36	76.6	17	73.9	30	76.9	30	69.8	46	61.3
Job Performance/ Annual Evaluation	37	46.3	32	68.1	13	56.5	22	56.4	19	44.2	38	50.7
Languages spoken	0	0.0	2	4.3	3	13.0	6	15.4	4	9.3	3	4.0

Note: Respondents were allowed to select more than one option for this item.

¹As reported on the Administrator Survey.

Table 76. Factors Influencing Rate of Pay by Region at FCCHs¹
(Data Source: Florida Statewide ECE Workforce Survey).

Characteristic	Central N=44		Northeast N=33		Northwest N=18		Southeast N=18		Southern N=17		Suncoast N=34	
	n	%	n	%	n	%	n	%	n	%	n	%
Level of Education/ Training	6	13.6	6	18.2	1	5.6	3	16.7	4	23.5	2	5.9
Job Performance/ Annual Evaluation	6	13.6	3	9.1	0	0	1	5.6	2	11.8	1	2.9
Years of Experience	5	11.4	4	12.1	1	5.6	3	16.7	0	0	0	0
Languages spoken	2	4.5	0	0	0	0	2	11.1	1	5.9	0	0

Note: Respondents were allowed to select more than one option for this item.
¹As reported on the FCCH Survey.

Table 77. Factors influencing Rates of Pay by Program Type (Data Source: Florida Statewide ECE Workforce Survey).

Characteristic	Center ¹		School ¹		Religious exempt ¹		FCCH ²	
	n	%	n	%	n	%	n	%
Level of Education/Training	179	72.5	19	67.9	29	67.4	23	12.3
Years of Experience	170	68.8	21	75.0	23	53.5	13	7.0
Job Performance/Annual Evaluation	134	54.3	11	39.3	20	46.5	13	7.0
Languages spoken	17	6.9	0	0	1	2.3	5	2.7

Note: Respondents were allowed to select more than one option for this item.
¹As reported on the Administrator Survey.
²As reported on the FCCH Survey.



Employee Benefits: Other Benefits

Administrators, FCCH owners and teachers and staff were asked to describe other benefits, besides health coverage and differential pay, that were offered to the full-time teaching/child care staff. As with differential pay, the two groups indicated a very different picture for the two program types. Less than 10% of FCCH owners indicated that additional benefits were available because only a small percentage employed other providers. Therefore, no additional description is provided regarding employee benefits at FCCHs. The following staff benefits are most frequently available to staff at facilities:

- Paid holidays (68%)
- Adult-size bathrooms (66%)
- Paid vacation/personal days (62%)
- Annual evaluation (60%)
- Written personnel policies available to the employee (52%)
- Paid sick days (50%)

The following staff benefits are least likely to be available to staff (reported by less than one-third of administrators):

- Separate staff lounge for breaks, lunch
- Paid breaks
- Periodic increase in wages based on performance
- Increase in wages based on educational advancement
- Written salary schedule
- Retirement or pension plan
- Free child care
- Written contract
- Paid lunch periods
- Formal mentoring/coaching
- Disability insurance
- Yearly cost-of-living increase in wages
- Paid/job-protected maternity or paternity leave
- Program site participates in WAGES

According to teachers and support staff, the most frequent benefits available are:

- Paid holidays (69%)
- Paid vacation/personal days (59%)
- Flexible work schedules (58%)
- Emphasis on good working relationships/teamwork (51%)

The least frequent kinds of benefits available according to staff are (reported by less than one-third of teachers):

- Paid days for early childhood conference attendance
- Periodic increase in wages based on performance evaluations
- Opportunities for promotion
- Competitive salary and fringe benefits
- Disability insurance
- Compensation for overtime (financial or time off)
- Paid, job-protected maternity or paternity leave
- Regular cost-of-living increases
- Paid breaks
- Paid lunch periods
- Longevity pay or on-going bonuses
- Signing bonuses

Looking by region, as reported by one-third up to one-half of administrators, the following benefits are offered in all six regions:

- Adult-size bathrooms
- Annual evaluation
- Paid vacation/personal days
- Reduced child care fees
- Written personnel policies available to the employee
- Paid sick days
- Paid holidays

One-third to one-half of administrators in five of the six regions report the following benefits:

- Secure place for teachers' belongings
- Compensation for overtime (financial or time off)
- Paid time off for trainings
- Paid planning time

One-third to one-half of administrators in three of the six regions report the following benefits:

- Payment for educational or training expenses (conference fees, tuition, travel costs)
- Program site participates in T.E.A.C.H.

One-third to one-half of administrators in two of the six regions report the following benefits:

- Increase in wages based on educational advancement
- Paid breaks
- Separate staff lounge for breaks, lunch

One-third to one-half of administrators in one of the six regions report the following benefits:

- Paid lunch periods
- Periodic increase in wages based on performance
- Written contract
- Program site participates in WAGES

Variation by Program Type.

Looking by program, one-third to one-half of administrators in all three program types report the following benefits are offered to staff:

- Adult-size bathrooms
- Annual evaluation
- Paid holidays
- Paid planning time
- Paid sick days
- Paid vacation/personal days
- Payment for educational or training expenses (conference fees, tuition, travel costs)
- Written personnel policies available to the employee

For two of the three program types, one-third to one-half of administrators report the following benefits are offered to staff:

- Compensation for overtime (financial or time off) (centers and schools)
- Paid breaks (schools and religious exempt)
- Paid time off for trainings (centers and schools)
- Reduced child care fees (centers and religious exempt)
- Secure place for teachers' belongings (centers and schools)
- Separate staff lounge for breaks, lunch (centers and schools)

For one program type, one-third to one-half of administrators report the following benefits are offered to staff:

- Program site participates in T.E.A.C.H. (centers)
- Paid lunch periods (schools)
- Retirement or pension plan (schools)
- Written contract (schools)
- Written salary schedule (schools)
- Increase in wages based on educational advancement (religious exempt)



Table 78. Benefits Offered at Facilities and FCCHs (Data Source: Florida Statewide ECE Workforce Survey).

Benefit Offered/Received	Facilities ¹		FCCHs ²	
	n	%	n	%
Reduced child care fees	150	47.2	10	5.3
Written contract	74	23.3	6	3.2
Free child care	75	23.6	4	2.1
Annual evaluation	191	60.1	7	3.7
Paid breaks	97	30.5	6	3.2
Periodic increase in wages based on performance	88	27.7	1	.5
Paid lunch periods	72	22.6	6	3.2
Yearly cost-of-living increase in wages	43	13.5	1	.5
Paid sick days	158	49.7	8	4.3
Increase in wages based on educational advancement	87	27.4		
Paid holidays	215	67.6	16	8.6
Paid vacation/personal days	196	61.6	7	3.7
Program site participates in WAGE\$	36	11.3		
Paid/job-protected maternity or paternity leave	40	12.6	1	.5
Paid planning time	119	37.4		
Formal mentoring/coaching	60	18.9	5	2.7
Separate staff lounge for breaks, lunch	101	31.8		
Paid time off for trainings	107	33.6	7	3.7
Adult-size bathrooms	211	66.4		
Payment for educational or training expenses (conference fees, tuition, travel costs)	110	34.6	6	3.2
Program site participates in T.E.A.C.H.	105	33.0	5	2.7
Retirement or pension plan	76	23.9	0	0
Secure place for teachers' belongings	142	44.7		
Disability insurance	55	17.3	1	.5
Written personnel policies available to the employee	166	52.2	7	3.7
Compensation for overtime (financial or time off)	116	36.5	7	3.7
Written salary schedule	82	25.8	5	2.7

Note. Respondents were allowed to select more than one option for this item.

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

Table 79. Benefit Options Received by Teachers and Support Staff¹ (Data Source: Florida Statewide ECE Workforce Survey).

Benefit	N=283	%
Competitive salary and fringe benefits	100	28.7
Free or reduced-price child care for children of staff	126	36.2
Signing bonuses	12	3.4
Longevity pay or on-going bonuses	13	3.7
Regular cost-of-living increases	56	16.1
Periodic increase in wages based on performance evaluations	109	31.3
Regular opportunities for recognition and appreciation	126	36.2
Emphasis on good working relationships/teamwork	179	51.4
Opportunities for promotion	104	29.9
Opportunities for professional growth	172	49.4
Flexible work schedules	202	58.0
Retirement or pension plan	129	37.1
Disability insurance	99	28.4
Compensation for overtime (financial or time off)	89	25.6
Other	9	2.9
Paid breaks	48	13.8
Paid lunch periods	36	10.3
Paid sick days	172	49.4
Paid holidays	241	69.3
Paid vacation/personal days	204	58.6
Paid, job-protected maternity or paternity leave	63	18.1
Paid days for early childhood conference attendance	112	32.2

Note. Respondents could select multiple options for this item. N = 283 staff responded to this item.

¹*As reported on Teacher and Support Staff Survey.*

Table 80. Benefits Offered by Region at Facilities¹ (Data Source: Florida Statewide ECE Workforce Survey).

Benefits	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
Reduced child care fees	41	51.3	25	53.2	12	52.2	20	51.3	20	46.5	30	40.0
Written contract	14	17.5	16	34.0	6	26.1	7	17.9	9	20.9	20	26.7
Free child care	20	25.0	12	25.5	6	26.1	9	23.1	11	25.6	14	18.7
Annual evaluation	46	57.5	29	61.7	16	69.6	25	64.1	26	60.5	45	60.0
Paid breaks	24	30.0	12	25.5	9	39.1	14	35.9	14	32.6	21	28.0
Periodic increase in wages based on performance	24	30.0	11	23.4	10	43.5	10	25.6	10	23.3	22	29.3
Paid lunch periods	18	22.5	10	21.3	4	17.4	8	20.5	16	37.2	15	20.0
Yearly cost-of-living increase in wages	8	10.0	8	17.0	5	21.7	6	15.4	7	16.3	8	10.7
Paid sick days	37	46.3	24	51.1	10	43.5	24	61.5	20	46.5	41	54.7
Increase in wages based on educational advancement	24	30.0	17	36.2	9	39.1	10	25.6	6	14.0	20	26.7
Paid holidays	51	63.8	37	78.7	13	56.5	33	84.6	25	58.1	52	69.3
Paid vacation/personal days	44	55.0	31	66.0	14	60.9	30	76.9	22	51.2	51	68.0
Program site participates in WAGE\$	1	1.3	4	8.5	1	4.3	20	51.3	9	20.9	0	0.0
Paid/job-protected maternity or paternity leave	4	5.0	1	2.1	4	17.4	5	12.8	10	23.3	14	18.7
Paid planning time	33	41.3	17	36.2	7	30.4	20	51.3	10	23.3	29	38.7
Formal mentoring/coaching	13	16.3	13	27.7	4	17.4	7	17.9	8	18.6	14	18.7
Separate staff lounge for breaks, lunch	18	22.5	15	31.9	7	30.4	20	51.3	15	34.9	24	32.0
Paid time off for trainings	23	28.8	17	36.2	6	26.1	13	33.3	20	46.5	25	33.3
Adult-size bathrooms	48	60.0	36	76.6	15	65.2	34	87.2	27	62.8	48	64.0
Payment for educational or training expenses (conference fees, tuition, travel costs)	26	32.5	24	51.1	10	43.5	15	38.5	12	27.9	21	28.0
Program site participates in T.E.A.C.H.	25	31.3	19	40.4	9	39.1	14	35.9	13	30.2	22	29.3
Retirement or pension plan	19	23.8	10	21.3	6	26.1	10	25.6	8	18.6	22	29.3
Secure place for teachers' belongings	30	37.5	22	46.8	7	30.4	26	66.7	20	46.5	34	45.3
Disability insurance	12	15.0	8	17.0	4	17.4	7	17.9	6	14.0	18	24.0
Written personnel policies available to the employee	38	47.5	27	57.4	14	60.9	21	53.8	20	46.5	42	56.0
Compensation for overtime (financial or time off)	30	37.5	20	42.6	6	26.1	20	51.3	10	23.3	26	34.7
Written salary schedule	16	20.0	13	27.7	5	21.7	10	25.6	13	30.2	22	29.3

Note. Respondents were allowed to select more than one option for this item.

¹As reported on the Administrator Survey.

Table 81. Benefits Offered by Program Type as reported at Facilities¹. (Data Source: Florida Statewide ECE Workforce Survey).

Benefits	Center		School		Religious exempt	
	n	%	n	%	n	%
Reduced child care fees	122	49.4	6	21.4	22	51.2
Written contract	51	20.6	12	42.9	11	25.6
Free child care	64	25.9	2	7.1	9	20.9
Annual evaluation	150	60.7	18	64.3	23	53.5
Paid breaks	73	29.6	10	35.7	14	32.6
Periodic increase in wages based on performance	72	29.1	7	25.0	9	20.9
Paid lunch periods	51	20.6	12	42.9	9	20.9
Yearly cost-of-living increase in wages	34	13.8	1	3.6	8	18.6
Paid sick days	122	49.4	18	64.3	18	41.9
Increase in wages based on educational advancement	65	26.3	8	28.6	14	32.6
Paid holidays	170	68.8	17	60.7	28	65.1
Paid vacation/personal days	154	62.3	16	57.1	26	60.5
Program site participates in WAGE\$	34	13.8	2	7.1	0	0.0
Paid/job-protected maternity or paternity leave	31	12.6	5	17.9	4	9.3
Paid planning time	90	36.4	14	50.0	15	34.9
Formal mentoring/coaching	48	19.4	8	28.6	4	9.3
Separate staff lounge for breaks, lunch	81	32.8	12	42.9	8	18.6
Paid time off for trainings	83	33.6	11	39.3	13	30.2
Adult-size bathrooms	169	68.4	17	60.7	25	58.1
Payment for educational or training expenses (conference fees, tuition, travel costs)	84	34.0	12	42.9	14	32.6
Program site participates in T.E.A.C.H.	91	36.8	4	14.3	10	23.3
Retirement or pension plan	58	23.5	13	46.4	5	11.6
Secure place for teachers' belongings	113	45.7	17	60.7	12	27.9
Disability insurance	45	18.2	7	25.0	3	7.0
Written personnel policies available to the employee	131	53.0	15	53.6	20	46.5
Compensation for overtime (financial or time off)	93	37.7	11	39.3	12	27.9
Written salary schedule	56	22.7	14	50.0	12	27.9

Note. Respondents were allowed to select more than one option for this item.

¹As reported on the Administrator Survey.

Table 82. Benefits available at FCCHs¹(Data Source: Florida Statewide ECE Workforce Survey).

Benefits	n	%
Reduced child care fees	10	5.3
Free child care	4	2.1
Paid breaks	6	3.2
Paid lunch periods	6	3.2
Paid sick days	8	4.3
Paid holidays	16	8.6
Paid vacation/personal days	7	3.7
Paid/job-protected maternity or paternity leave	1	0.5
Formal mentoring/coaching	5	2.7
Paid time off for trainings	7	3.7
Payment for educational or training expenses (conference fees, tuition, travel costs)	6	3.2
Program site participates in T.E.A.C.H.	5	2.7
Written personnel policies available to the employee	7	3.7
Written salary schedule	5	2.7
Written contract	6	3.2
Annual evaluation	7	3.7
Periodic increase in wages based on performance	1	0.5
Yearly cost-of-living increase in wages	1	0.5
Retirement or pension plan		
Disability insurance	1	0.5
Compensation for overtime (financial or time off)	7	3.7

Note. Respondents were allowed to select more than one option for this item.

¹As reported on the FCCH Survey.



Table 83. Number and Percentage of ECE Facilities¹ Experiencing each Turnover Reason by Program (Data Source: Florida Statewide ECE Workforce Survey).

Reasons for Leaving	All Facilities* N=318		Center ¹ N=247		School ¹ N=28		Religious exempt ¹ N=43	
	n	%	n	%	n	%	n	%
Wages and/or benefits low	41	12.9	35	14.2	1	3.6	5	11.6
Burnout	20	6.3	17	6.9	2	7.1	1	2.3
Not enough opportunities for professional growth	6	1.9	5	2.0	0	—	1	2.3
Got another job offer that better fit their needs	75	23.6	60	24.3	7	25.0	8	18.6
Unhappy with the job duties	20	6.3	18	7.3	1	3.6	1	2.3
Retiring	16	5.0	13	5.3	3	10.7	0	—
Family Issues	52	16.4	41	16.6	5	17.9	6	14.0
Health Issues	12	3.8	11	4.5	0	—	1	2.3
Staying at home with their own children	32	10.1	27	10.9	3	10.7	2	4.7
Opened their own child care center or family child care home	8	2.5	6	2.4	0	—	2	4.7
Went to work at a different child care center	46	14.5	42	17.0	0	—	4	9.3
Moved out of the area	55	17.3	45	18.2	5	17.9	5	11.6
Returned to school	22	6.9	14	5.7	2	7.1	6	14.0
Found a job with the public school system	23	7.2	17	6.9	1	3.6	5	11.6
Found another job within the child care field	13	4.1	12	4.9	0	—	1	2.3
Found another job outside of the child care field	29	9.1	25	10.1	2	7.1	2	4.7

*Across all facilities represented in the Administrator Survey.

¹As reported on the Administrator Survey.



Table 84. Number and Percentage of ECE Facilities¹ Experiencing each Turnover Reason by Region (Data Source: Florida Statewide ECE Workforce Survey).

Reasons for Leaving	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
Wages and/or benefits low	8	10.0	7	14.9	0	—	8	20.5	7	16.3	10	13.3
Burnout	3	3.8	3	6.4	2	8.7	5	12.8	1	2.3	5	6.7
Not enough opportunities for professional growth	1	12.3	2	4.3	0	—	1	2.6	1	2.3	1	1.3
Got another job offer that better fit their needs	13	16.3	14	29.8	4	17.4	8	20.5	9	20.9	26	34.7
Unhappy with the job duties	5	6.3	3	6.4	2	8.7	3	7.7	1	2.3	6	8.0
Retiring	3	3.8	2	4.3	0	—	3	7.7	2	4.7	6	8.0
Family Issues	18	22.5	8	17.0	6	26.1	3	7.7	3	7.0	14	18.7
Health Issues	2	2.5	2	4.3	0	—	2	5.1	1	2.3	5	6.7
Staying at home with their own children	8	10.0	5	10.6	4	17.4	6	15.4	3	7.0	6	8.0
Opened their own child care center or family child care home	2	2.5	1	2.1	0	—	3	7.7	0	—	2	2.7
Went to work at a different child care center	7	8.8	7	14.9	2	8.7	7	17.9	6	14.0	16	21.3
Moved out of the area	17	21.3	7	14.9	6	26.1	10	25.6	5	11.6	10	13.3
Returned to school	5	6.3	3	6.4	2	8.7	4	10.3	3	7.0	4	5.3
Found a job with the public school system	3	3.8	5	10.6	3	13.0	4	10.3	3	7.0	5	6.7
Found another job within the child care field	1	1.3	3	6.4	1	4.3	1	2.6	0	—	7	9.3
Found another job outside of the child care field	10	12.5	4	8.5	0	—	3	7.7	5	11.6	7	9.3

¹As reported on the Administrator Survey.

Table 85. Program Level Turnover Characteristics.¹

	Range: # of Staff Leaving Across Facilities	Average # of Staff Leaving	Percent of Facilities with Staff Leaving
All Facilities	0 to 17	1.79	59.3%
Centers	0 to 12	1.85	60.6%
Schools	0 to 17	2.0	57.1%
Religious exempt	0 to 5	1.28	53.5%
Regions			
Central	0 to 10	1.77	57.5%
Northeast	0 to 10	2.04	70.2%
Northwest	0 to 12	2.09	69.6%
Southeast	0 to 17	1.97	59.0%
Southern	0 to 6	1.07	48.8%
Suncoast	0 to 9	2.05	62.2%

¹As reported on the Administrator Survey.

Education Status

Research Question 6: *What is the educational attainment of Florida's ECE workforce?*

Survey respondents were asked to indicate the ECE certificates and credentials they hold as well as their highest education level and area of education. The frequency and percentage of administrators, teachers and support staff, and FCCH owners by certificate/credential are shown in Tables 86 through 90. Similar data can be found for education level and area of study in Tables 91 through 96.

Certificates/Credentials.

In terms of certificates and credentials, nearly all administrators hold at least one early care and education certificate or credential (only 2% indicated holding no certificate/credential). Eighty-four percent of administrators hold a Director Credential issued by the Florida Department of Children and Families (DCF). At center-based facilities the rate is even higher at 90%. It is not surprising that this percentage is high given that center-based directors are typically required by DCF to hold a Director Credential. Most but not all of the Administrator Survey respondents at centers are the director which would explain why the percentage is not 100%. Twenty-nine percent of FCCH owners and 16% of staff hold a Director Credential issued by DCF. Rates of holding the National Child Development Associate (CDA) credential ranges from 34% to 40% with staff reporting the highest rates relative to administrators and FCCH owners. Between 19% and 25% of staff hold the Florida Child Care Professional Credential (FCCPC) or the Staff Credential

issued by DCF. Consistent rates are found when only considering teaching staff at centers. When comparing teaching staff by position, lead teachers report higher rates of holding credentials than assistant teachers or teacher's aides whose rates of holding certificates are higher than lead teachers. The largest difference between lead and assistant teachers/teacher's aides is for the CDA for which 47% of lead teachers hold the credential relative to 26% of assistant teachers. Fifty-one percent of administrators and 27% of FCCH owners hold a DCF Staff Credential. Twenty-seven percent of administrators and 36% of FCCH owners hold an FCCPC. Across regions, the rates of administrators holding a DCF Director Credential are highest in the Northeast (94%) and Southeast (91%) regions. Additionally, administrators in the Northeast region have the highest rates of holding a CDA (52%). Administrators in the Southern (56%) and Southeast (48%) regions have the highest rates of holding an FCCPC. Across position groups (administrators, staff, and FCCH owners), rates of holding certificates and credentials tend to be consistently higher in the Southeast and Southern regions. These findings are likely best understood in the context of participation rates for wage and scholarship incentive programs which are higher in the Southern region of the state where such programs are more widely available to practitioners. As indicated earlier in this report, sample sizes are relatively small when data are broken out by region so caution must be taken when interpreting the region-level findings.

Table 86. Number and Percentage of Practitioners holding Certificates and Credentials by Position (Data Source: Florida Statewide ECE Workforce Survey).

Certificates and Credentials	Administrator ¹ N=330		FCCH Owner ² N=187		Staff (Across Facilities) ³ N=348		Staff (At Centers) ³ N=285	
	n	%	n	%	n	%	n	%
None	7	2.1	41	21.9	38	10.9	31	10.9
National Child Development Associate (CDA) Credential	117	35.5	63	33.7	139	39.9	118	41.8
Child Care Apprenticeship Certificate (CCAC)	14	4.2	9	4.8	17	4.9	12	4.2
Early Childhood Professional Certificate (ECPC)	27	8.2	17	9.1	23	6.6	16	5.6
Florida Child Care Professional Credential (FCCPC)	122	37.0	49	26.2	67	19.3	58	20.4
Director Credential issued through DCF	277	83.9	54	28.9	57	16.4	46	16.1
Staff Credential issued through DCF	168	50.9	50	26.7	86	24.7	73	25.6
Other	80	14.2	31	16.6	55	15.8	45	15.8

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

³As reported on the Teacher and Support Staff Survey.

Table 87. Number and Percent of Practitioners holding Certificates and Credentials by Position and Program Type.

Certificates and Credentials	Center ¹ Administrators	School ¹ Administrators	Religious Exempt ¹ Administrators	FCCH ² Owners
	n (%)	n (%)	n (%)	n (%)
None	2 (<1)	1 (3.3)	4 (9.3)	41 (21.9)
CDA	101 (39.3)	5 (16.7)	11 (25.6)	63 (33.7)
CCAC	13 (5.1)	0 (0.0)	1 (2.3)	9 (4.8)
ECPC	22 (8.6)	4 (13.3)	1 (2.3)	17 (9.1)
FCCPC	103 (40.1)	5 (16.7)	14 (32.6)	49 (26.2)
DCF Director Credential	232 (90.3)	16 (53.3)	29 (67.4)	54 (28.9)
DCF Staff Credential	139 (54.1)	10 (33.3)	19 (44.2)	50 (26.7)
Other	80 (14.2)	16 (53.3)	10 (23.3)	31 (16.6)

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

Table 88. Number and Percentage of Administrators¹ holding Certificates and Credentials by Region.
(Data Source: Florida Statewide ECE Workforce Survey).

Certificates and Credentials	Central N=83	Northeast N=48	Northwest N=24	Southeast N=42	Southern N=45	Suncoast N=77
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
None	4 (4.8)	0 (0.0)	1 (4.2)	0 (0.0)	1 (2.2)	1 (1.3)
CDA	24 (28.9)	25 (52.1)	10 (41.7)	16 (38.1)	17 (37.8)	22 (28.6)
CCAC	3 (3.6)	1 (2.1)	0 (0.0)	1 (2.4)	3 (6.7)	5 (6.5)
ECPC	6 (7.2)	3 (6.3)	2 (8.3)	3 (7.1)	6 (13.3)	5 (6.5)
FCCPC	25 (30.1)	15 (31.3)	6 (25.0)	20 (47.6)	25 (55.6)	29 (37.7)
DCF Director Credential	67 (80.7)	45 (93.8)	20 (83.3)	38 (90.5)	36 (80.0)	62 (80.5)
DCF Staff Credential	42 (50.6)	19 (39.6)	11 (45.8)	22 (52.4)	27 (60.0)	40 (51.9)
Other	21 (25.3)	7 (14.6)	5 (20.8)	14 (33.3)	13 (28.9)	18 (23.4)

¹As reported on the Administrator Survey

Table 89. Number and Percentage of Teachers and Support Staff¹ holding Certificates and Credentials by Region
(Data Source: Florida Statewide ECE Workforce Survey).

Certificates and Credentials	Central N=49	Northeast N=38	Northwest N=21	Southeast N=34	Southern N=86	Suncoast N=94
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
None	11 (22.4)	5 (13.2)	4 (19.0)	2 (5.9)	4 (4.7)	12 (12.8)
CDA	14 (28.6)	15 (39.5)	5 (23.8)	11 (32.4)	37 (43.0)	44 (46.8)
CCAC	4 (8.2)	1 (2.6)	0 (0.0)	1 (2.9)	6 (7.0)	2 (2.1)
ECPC	4 (8.2)	2 (5.3)	1 (4.8)	5 (14.7)	7 (8.1)	1 (1.1)
FCCPC	9 (18.4)	11 (28.9)	4 (19.0)	9 (26.5)	21 (24.4)	9 (9.6)
DCF Director Credential	10 (20.4)	5 (13.2)	5 (23.8)	7 (20.6)	13 (15.1)	14 (14.9)
DCF Staff Credential	10 (20.4)	7 (18.4)	9 (42.9)	9 (26.5)	30 (34.9)	16 (17.0)
Other	6 (12.2)	3 (7.9)	3 (14.3)	12 (35.3)	12 (14.0)	16 (17.0)

¹As reported on the Teacher and Support Staff Survey.

Table 90. Number and Percentage of FCCH Owners¹ holding Certificates and Credentials by Region
(Data Source: Florida Statewide ECE Workforce Survey).

Certificates and Credentials	Central N=44	Northeast N=33	Northwest N=18	Southeast N=18	Southern N=17	Suncoast N=34
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
None	9 (20.5)	6 (18.2)	11 (61.1)	3 (16.7)	0 (0.0)	10 (29.4)
CDA	12 (27.3)	14 (42.4)	0 (0.0)	9 (50.0)	10 (58.8)	12 (35.3)
CCAC	1 (2.3)	4 (12.1)	0 (0.0)	1 (5.6)	0 (0.0)	1 (2.9)
ECPC	3 (6.8)	8 (24.2)	0 (0.0)	0 (0.0)	0 (0.0)	3 (8.8)
FCCPC	14 (31.8)	5 (15.2)	3 (16.7)	6 (33.3)	9 (52.9)	7 (20.6)
DCF Director Credential	15 (34.1)	9 (27.3)	1 (5.6)	5 (27.8)	12 (70.6)	9 (26.5)
DCF Staff Credential	12 (27.3)	11 (33.3)	3 (16.7)	4 (22.2)	5 (29.4)	8 (23.5)
Other	8 (18.9)	6 (18.2)	4 (22.2)	4 (22.2)	1 (5.9)	5 (14.7)

¹As reported on the FCCH Survey.

Figure 21. Percentage of Practitioners holding Certificates and Credentials for Administrators (N = 330), Teachers and Support Staff (N = 348), and FCCH Owners (N = 187).

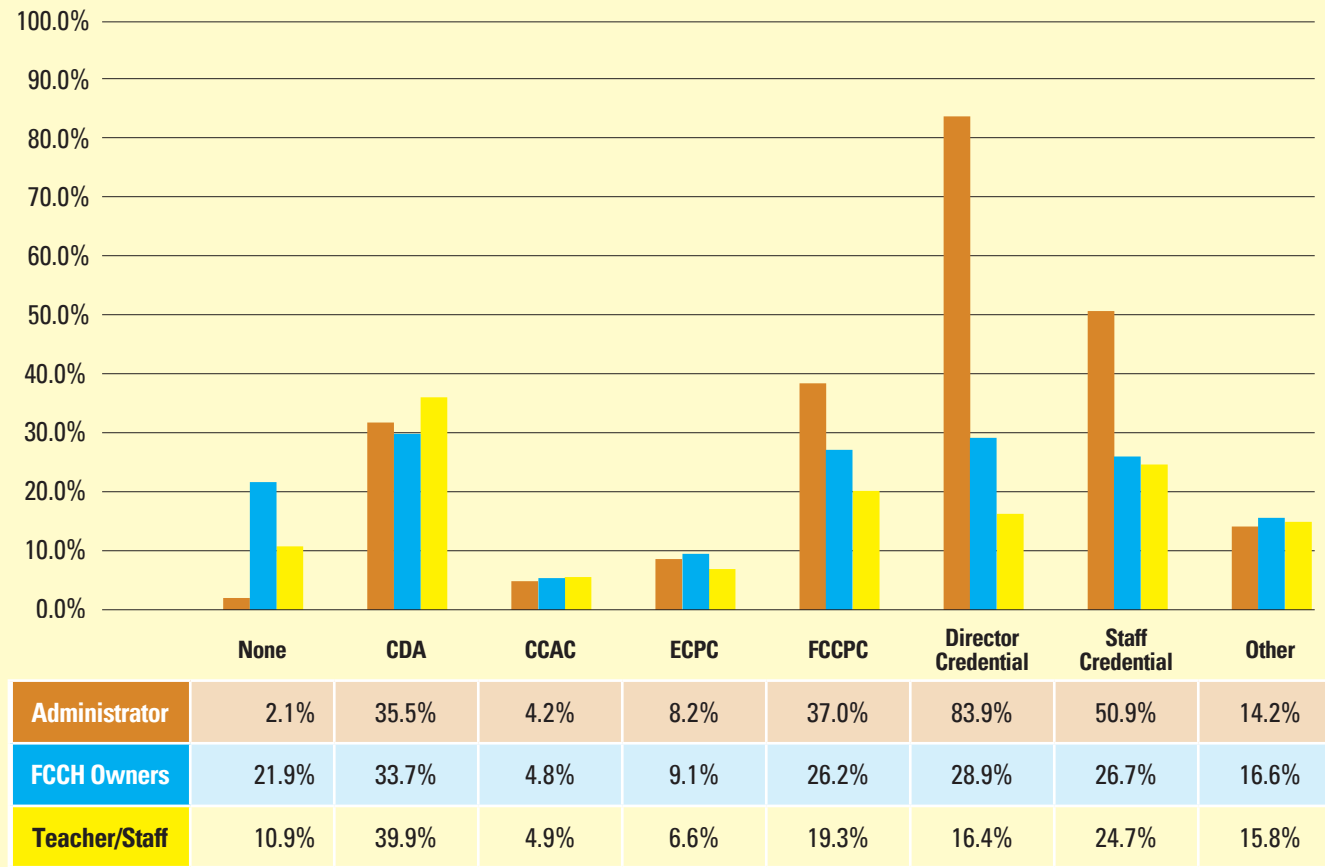
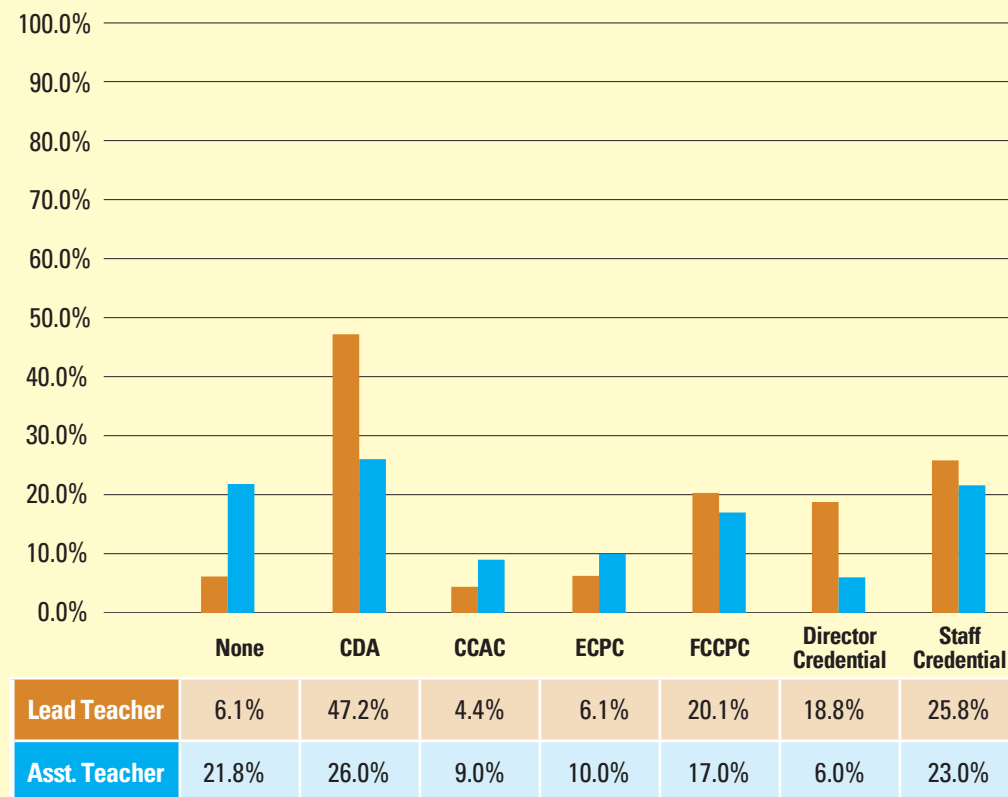


Figure 22. Percentage of Teachers holding Certificates and Credentials for Lead Teachers (N = 229) and Assistant Teachers/Teachers Aides (N =78).



Highest Education Level and Area of Study.

Survey respondents indicated whether they held a high school diploma and whether they had completed any college level degrees or credits. Most survey respondents report having a high school diploma and at least some college credits or a degree: 91% of administrators, 78% of staff (79% if only considering teaching staff) and 68% of FCCH owners. The percentage of practitioners reporting not having a high school diploma is low ranging from 1% to 4% across respondent groups. Nine percent of administrators, 20% of staff (21% if considering only teaching staff), and 28% of FCCH owners have a high school diploma but no college level education. One quarter have a four-year degree and 15% have a graduate degree as their highest education level. Rates of holding either a 2- or 4-year degree range from 14% to 16% for staff and FCCH owners. Lead teachers are more likely than assistant teachers/teacher’s aides to hold college degrees. School administrators tend to be more likely to have either a 4-year degree or graduate degree relative to administrators at other program types reflecting higher educational requirements for school-based programs. At FCCH programs, the most prevalent level of highest education is having some college credits (35%). Rates of holding a high school diploma as the highest education level are higher for religious exempt (15%) and FCCH programs (20%) relative to

center- and school-based programs (8% and 7% respectively). There are no discernible variations in the patterns for highest education level by region. As for area of study, most practitioners identify early childhood education (50% to 68%) followed by elementary or secondary education (9% to 24%) as their primary area of college training. There are also notable rates of business management as the primary area of study identified by administrators (16%) and FCCH owners (17%).

Given the importance of both professional development opportunities and wages to staff turnover, retention, and job satisfaction rates, the link between education level and hourly wage for teaching staff was examined. As demonstrated in Figure 18, levels of education appear to be associated with hourly wages of those working directly with children. The trend line shows that the rate of compensation for teaching staff increases with higher education up to the bachelor’s degree level. Hourly wage rates taper off beyond the bachelor’s degree but sample sizes are also small for graduate level training sub-groups. These data suggest that although overall salaries are low, education does make a difference. Those teachers that have higher levels of education tend to earn more than their less educated colleagues. These findings were not examined by region due to small sub-group sample sizes.

Table 91. Number and Percentage of Practitioners by Highest Education Level and Position (Data Source: Florida Statewide ECE Workforce Survey).

Education Level	Administrators ¹ N=311		Teachers/Staff ² N=312		FCCH ³ Owners N=178	
	n	%	n	%	n	%
No HS Diploma	2	0.6	7	2.2	7	3.9
HS Diploma Only	27	8.7	63	20.2	49	27.5
Some College Credits	82	26.4	111	35.6	60	33.7
Two-year College Degree	61	19.6	48	15.4	25	14.0
Four-year College Degree	77	24.8	51	16.3	24	13.5
Some Graduate Credits	16	5.1	14	4.5	10	5.6
Graduate Degree	46	14.8	18	5.8	3	1.7

¹As reported on the Administrator Survey.

²As reported on the Teacher and Support Staff Survey.

³As reported on the FCCH Survey.

Figure 23. Percentage of Practitioners with a High School Diploma by Position.

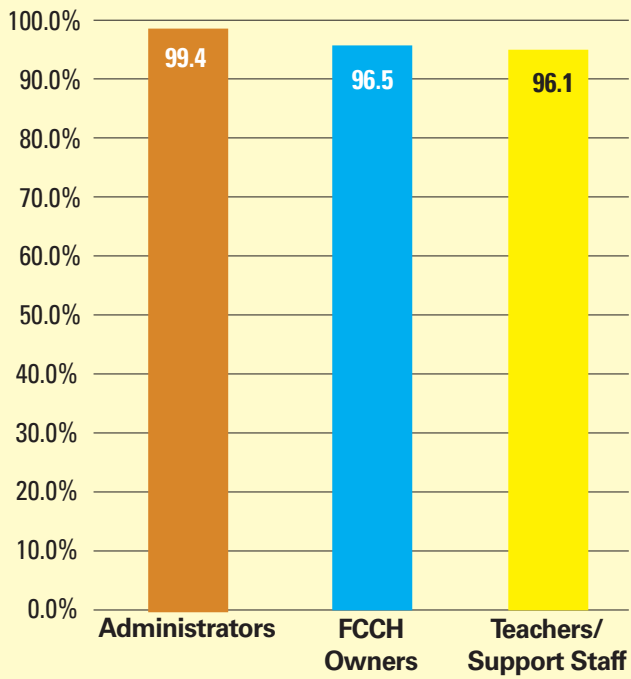


Figure 24. Percentage of Teachers with a High School Diploma for Lead Teachers (N = 214) and Assistant Teachers/Teachers Aides (N = 68).

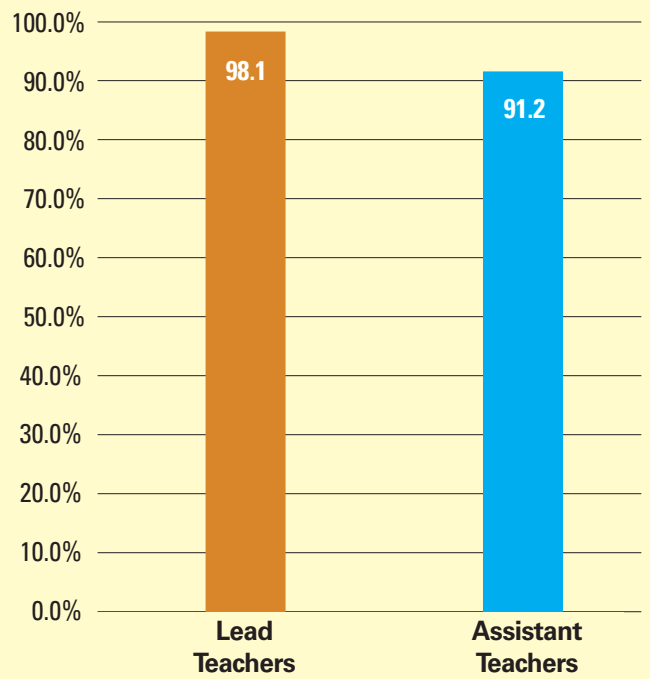


Figure 25. Percentage of Practitioners by Education Level and Position.

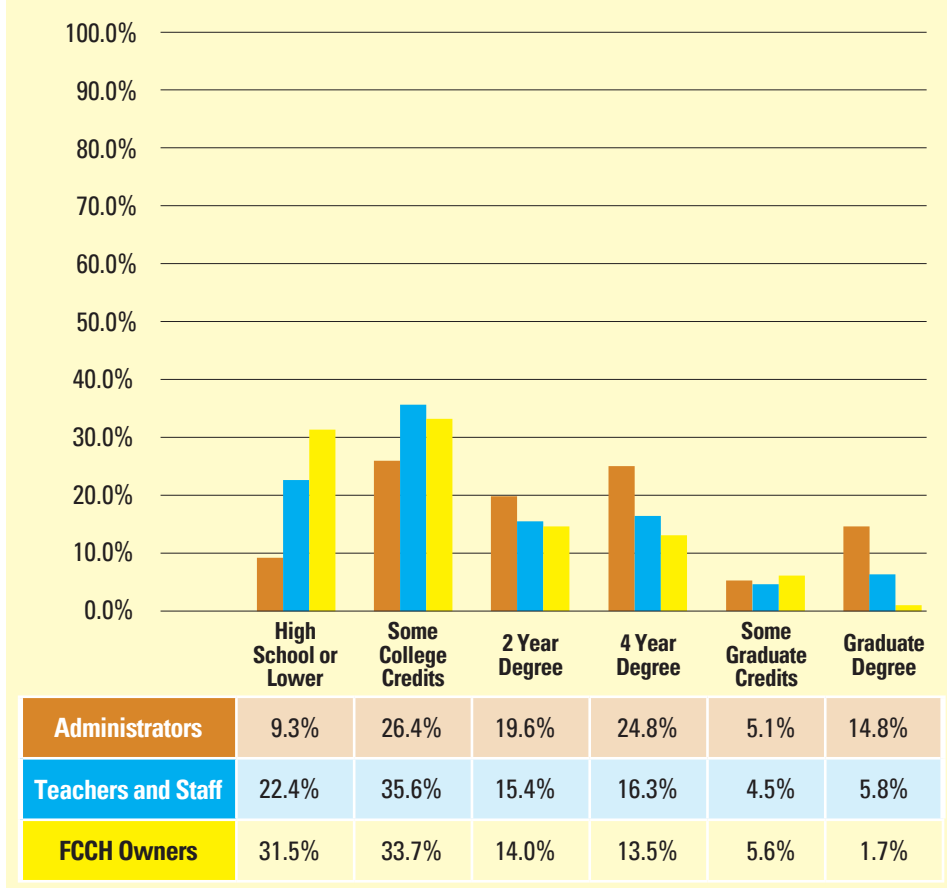


Figure 26. Percentage of Teachers by Highest Education Level for Lead Teachers (N = 210) and Assistant Teachers/Teachers Aides (N =66).

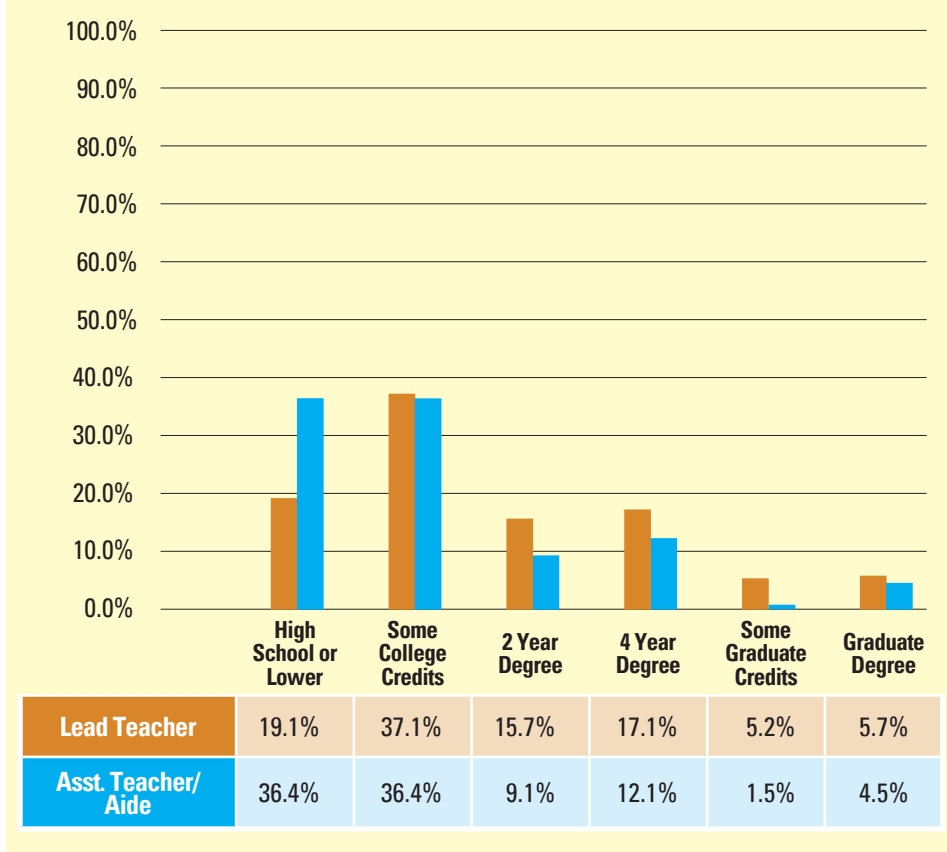


Table 92. Number and Percentage of Administrators/FCCH Owners by Highest Education Level and Program Type. (Data Source: Florida Statewide ECE Workforce Survey).

Education Level	Center ¹ N=243	School ¹ N=28	Religious Exempt ¹ N=40	FCCH Owners ² N=312
	n (%)	n (%)	n (%)	n (%)
No HS Diploma	1 (0.4)	1 (3.6)	0 (0.0)	7 (2.2)
HS Diploma Only	19 (7.8)	2 (7.1)	6 (15.0)	63 (20.2)
Some College Credits	67 (27.6)	3 (10.7)	12 (30.0)	111 (35.6)
Two-year College Degree	53 (21.8)	0 (0.0)	8 (20.0)	48 (15.4)
Four-year College Degree	62 (25.5)	7 (25.0)	8 (20.0)	51 (16.3)
Some Graduate Credits	14 (5.8)	1 (3.6)	1 (2.5)	14 (4.5)
Graduate Degree	27 (11.1)	14 (50.0)	5 (12.5)	18 (5.8)

¹As reported on the Administrator Survey

²As reported on the FCCH Survey.

Table 93. Number and Percentage of Administrators¹ by Highest Education Level Across Regions for Administrators. (Data Source: Florida Statewide ECE Workforce Survey).

Education Level	Central N=75	Northeast N=47	Northwest N=24	Southeast N=40	Southern N=42	Suncoast N=75
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
No HS Diploma	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (2.4)	1 (1.3)
HS Diploma Only	5 (6.7)	6 (12.8)	2 (8.3)	3 (7.5)	4 (9.5)	7 (9.3)
Some College Credits	22 (29.3)	15 (31.9)	7 (29.2)	8 (20.0)	10 (23.8)	16 (21.3)
Two-year College Degree	14 (18.7)	11 (23.4)	6 (25.0)	6 (15.0)	10 (23.8)	14 (18.7)
Four-year College Degree	17 (22.7)	7 (14.9)	7 (29.2)	14 (35.0)	11 (26.2)	19 (25.3)
Some Graduate Credits	7 (9.3)	1 (2.1)	0 (0.0)	1 (2.5)	0 (0.0)	7 (9.3)
Graduate Degree	10 (13.3)	7 (14.9)	2 (8.3)	8 (20.0)	6 (14.3)	11 (14.7)

¹As reported on the Administrator Survey

Table 94. Number and Percentage of Staff¹ by Highest Education Level Across Regions for Teachers and Support Staff. (Data Source: Florida Statewide ECE Workforce Survey).

Education Level	Central N=37	Northeast N=27	Northwest N=21	Southeast N=26	Southern N=67	Suncoast N=79
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
No HS Diploma	0 (0.0)	3 (11.1)	1 (4.8)	1 (3.8)	1 (1.5)	1 (1.3)
HS Diploma Only	10 (27.0)	2 (7.4)	2 (9.5)	6 (23.1)	16 (23.9)	17 (21.5)
Some College Credits	15 (40.5)	13 (48.1)	7 (33.3)	2 (7.7)	21 (31.3)	31 (39.2)
Two-year College Degree	7 (18.9)	2 (7.4)	4 (19.0)	4 (15.4)	3 (4.5)	15 (19.0)
Four-year College Degree	4 (10.8)	5 (18.5)	4 (19.0)	4 (15.4)	13 (19.4)	11 (13.9)
Some Graduate Credits	1 (2.7)	0 (0.0)	1 (4.8)	2 (7.7)	4 (6.0)	3 (3.8)
Graduate Degree	0 (0.0)	2 (7.4)	2 (9.5)	1 (3.8)	9 (13.4)	1 (1.3)

As reported on the Teacher and Support Staff Survey.

Table 95. Number and Percentage of FCCH Owners¹ by Highest Education Level Across Regions for FCCH Owners. (Data Source: Florida Statewide ECE Workforce Survey).

Education Level	Central N=42	Northeast N=33	Northwest N=18	Southeast N=18	Southern N=17	Suncoast N=33
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
No HS Diploma	3 (7.1)	1 (3.0)	0 (0.0)	0 (0.0)	1 (5.9)	1 (3.0)
HS Diploma Only	12 (28.6)	11 (33.3)	7 (38.9)	3 (16.7)	5 (29.4)	8 (24.2)
Some College Credits	14 (33.3)	7 (21.2)	5 (27.8)	6 (33.3)	3 (17.6)	17 (51.5)
Two-year College Degree	5 (11.9)	7 (21.2)	3 (16.7)	3 (16.7)	1 (5.9)	4 (12.1)
Four-year College Degree	4 (9.5)	5 (15.2)	2 (11.1)	4 (22.2)	4 (23.5)	3 (9.1)
Some Graduate Credits	4 (9.5)	2 (6.1)	0 (0.0)	2 (11.1)	1 (5.9)	0 (0.0)
Graduate Degree	0 (0.0)	0 (0.0)	1 (5.6)	0 (0.0)	2 (11.8)	0 (0.0)

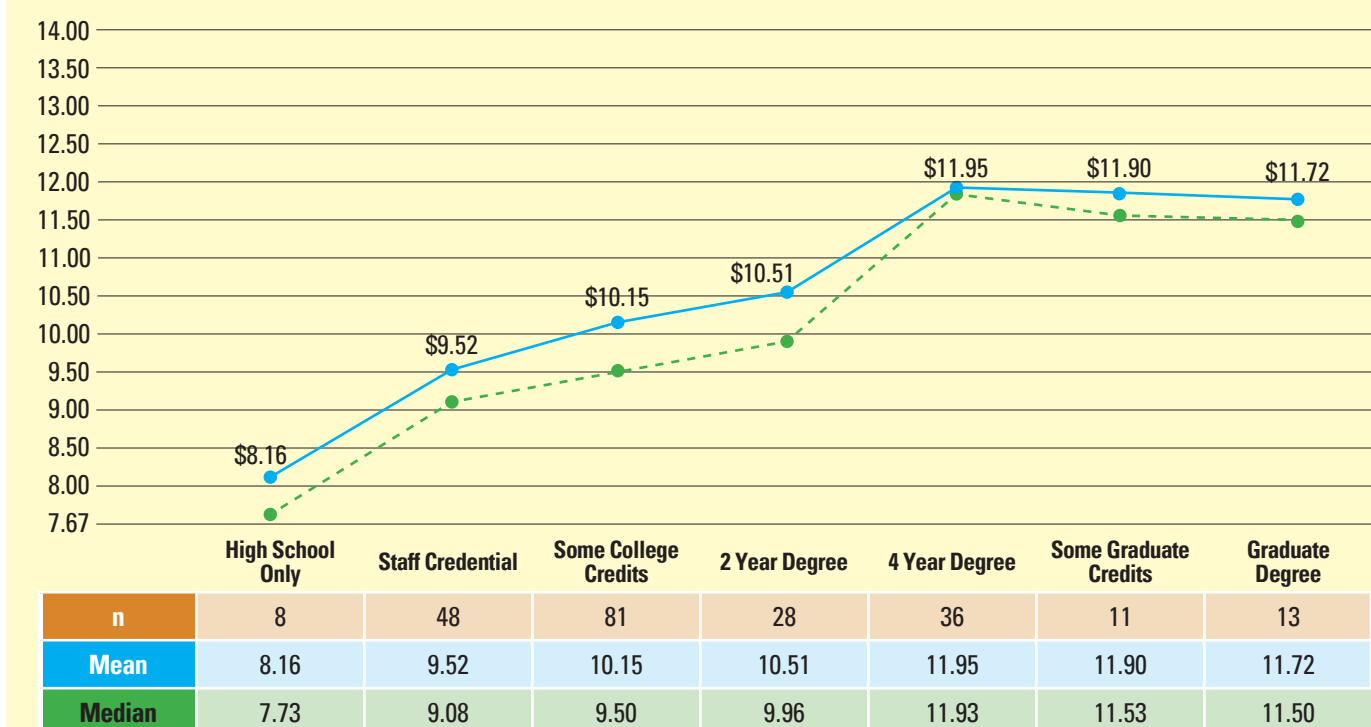
¹As reported on the FCCH Survey.

Table 96. Number and Percentage of Practitioners by Area of Study. (Data Source: Florida Statewide ECE Workforce Survey).

Education Area	Administrators ¹ N=245		FCCH Owners ² N=96		Teachers/Staff ³ N=178	
	n	%	n	%	n	%
Early Childhood Education/Child Development (ECE/CD)	123	50.2	57	59.4	103	67.9
Elementary or Secondary Education (E/S ED)	51	20.8	9	9.4	42	23.6
Special Education	9	3.7	3	3.1	7	3.9
Recreation/Sports Management or related field	3	1.2	—	—	0	0
Business Management	38	15.5	16	16.7	0	0
Other	21	8.6	11	11.5	18	10.1

¹As reported on the Administrator Survey. ²As reported on the FCCH Survey. ³As reported on the Teacher and Support Staff Survey.

Figure 27. Mean Hourly Wage of Teaching Staff by Credential and Highest Education Level (N=225).



Note. Cases included in the Staff Credential category are those that have a staff credential and high school diploma but no higher level of education. However, many of those with education levels beyond a high school diploma also have a staff credential.

Professional Development

Participation and Preferences

Training Time.

Survey participants were asked to report the time of day they prefer to attend a training session and/or college course. All three groups prefer evening sessions as their favored time for training, with more than half of FCCH owners (51%) choosing this time of day, and administrators (47%) and staff (39%) selecting evenings somewhat less often.

The remaining 53% of administrators are split fairly evenly across the other time slots of mornings (20%), afternoons (15%), and weekends (19%). It may be expected that administrators would prefer evening training for themselves so they would not have extended time away from their program duties and for their staff members so that substitute teachers would not have to be located and paid during daytime program hours.

Although the largest percentage of teaching staff prefer evening training, 31% like to attend training in the morning, with only 19% preferring weekends and 10% selecting afternoons as their most preferred time. Among FCCH owners, 43% of the owners prefer weekend training, while a small percentage (6%) prefers mornings and afternoons. Family child care owners often do not have substitute caregivers available to come into their homes to care for children while they attend training during the day and may prefer evening or weekend training for this reason.

Although 43% of FCCH owners expressed a preference for weekend training, center-based employees (administrators and teaching staff) did not share the same degree of enthusiasm for this option, with about 20% preferring weekend training.

Language.

When asked to report the language in which they prefer to receive trainings or materials, survey participants indicated a relatively strong preference for English language instruction across respondent groups. Of the administrators, 97% report English as their most preferred language, with 80% of teaching staff and 88% of FCCH owners making the same choice. The only other language chosen

as a preferred language was Spanish, with no respondents selecting Creole or Other as a choice. Nearly all respondents across positions who preferred training and materials in Spanish were employed in the Southern region.

Examining the demographic language characteristics of the respondents, a large percentage (87%) of respondents consider themselves to be fluent in English, including 96% of administrators, 79% of teaching staff, and 87% of FCCH owners. Although over one-quarter are fluent in Spanish; with administrators at 18%, teaching staff at 37%, and FCCH owners at 19%. Of the 58 administrators reporting Spanish fluency, 11 also prefer the Spanish language for training. Among teaching staff, who represent the largest percentage of the Spanish-speaking workforce, 65 of the 128 staff prefer the Spanish language for trainings. Of the 36 FCCH owners reporting Spanish fluency, 21 chose Spanish as their favored choice for training. These findings indicate that some respondents reporting Spanish fluency prefer English as their instructional language. Respondents who are fluent in both English and Spanish may make their choice for preferred training language based on the language in which they are most comfortable learning new information. Anecdotally, during administration of surveys and interviews, some respondents commented that even though Spanish was their preferred speaking language, they preferred to take the survey in English and preferred trainings and written materials in English because of variation in dialects within the Spanish language.

Method.

Survey participants were also asked to report on their preferred way to receive professional development in terms of method of delivery. Findings reveal some distinct preferences among the three groups of respondents. Almost one-half of administrators (45%) and FCCH owners (46%) chose on-line training as their most preferred method, while only 20% of the teaching staff made that choice. Conversely, almost one-half of the teaching staff (47%) selected on-site training at their place of employment as their most favored option, while only 15% of administrators and 3% of FCCH owners made the same choice.

Because they work at home, FCCH owners would not be expected to select on-site training. Teaching staff, on the other hand, may prefer on-site trainings due to constraints on their time after work hours for meeting their family’s needs.

The remaining 55% of administrators are somewhat equally split across the other five training method options, ranging from 15%

who preferred on-site training to 7% who selected hybrid training. Approximately 20% of staff chose conferences (20%) and on-line training (20%) as their most preferred methods. After on-line training, the next largest percentage (27%) of FCCH owners selected off-site training at community agencies (such as early learning coalitions) as their preferred training option.

Table 97. Professional Development Preferences by Position. (Data Source: Florida Statewide ECE Workforce Survey).

PD Preferences	Administrators ¹		Teachers/Staff ²		FCCH Owners ³	
	N	n (%)	N	n (%)	N	n (%)
Training Time	318		324		179	
Morning		62 (19.5%)		101 (31.2%)		6 (3.4%)
Afternoon		46 (14.5%)		33 (10.2%)		5 (2.8%)
Evening		150 (47.2%)		127 (39.2%)		92 (51.4%)
Weekend		60 (18.9%)		63 (19.4%)		76 (42.5%)
Language	317		327		179	
English		306 (96.5%)		262 (80.1%)		158 (88.3%)
Spanish		11 (3.5%)		65 (19.9%)		21 (11.7%)
Creole		0 (0%)		0 (0%)		0 (0%)
Other		0 (0%)		0 (0%)		0 (0%)
Method	319		313		176	
On-line training/course		144 (45.1%)		61 (19.5%)		81 (46%)
College classroom		25 (7.8%)		20 (6.4%)		11 (6.3%)
Hybrid—on-line and classroom		21 (6.6%)		22 (7.0%)		17 (9.7%)
Conference		39 (12.2%)		64 (20.4%)		13 (7.4%)
On-site training		49 (15.4%)		146 (46.6%)		6 (3.4%)
Off-site community training		41 (12.9%)		0 (0%)		48 (27.3%)

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

³As reported on the Teacher and Support Staff Survey.

Table 98. Professional Development Preferences for Administrators by Region.

PD Preferences	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	N=80		N=48		N=23		N=42		N=41		N=74	
Training Time	n	%	n	%	n	%	n	%	n	%	n	%
Morning	16	20.0	10	20.8	5	21.7	9	21.4	12	29.3	8	10.8
Afternoon	13	16.3	7	14.6	4	17.4	4	9.5	5	12.2	13	17.6
Evening	39	48.8	21	43.8	9	39.1	15	35.7	16	39.0	46	62.2
Weekend	12	15.0	10	20.8	5	21.7	14	33.3	8	19.5	7	9.5
Language	N=79		N=48		N=24		N=42		N=40		N=74	
	n	%	n	%	n	%	n	%	n	%	n	%
English	79	100.0	48	100.0	24	100.0	42	100.0	31	77.5	74	100.0
Spanish	0	0.0	0	0.0	0	0.0	0	0.0	9	22.5	0	0.0
Creole	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Method	N=80		N=48		N=24		N=42		N=41		N=74	
	n	%	n	%	n	%	n	%	n	%	n	%
On-line training/course	39	48.8	23	47.9	12	50.0	20	47.6	14	34.1	31	41.9
College classroom	4	5.0	1	2.1	3	12.5	6	14.3	5	12.2	6	8.1
Hybrid—on-line and classroom	2	2.5	4	8.3	1	4.2	3	7.1	4	9.8	5	6.8
Conference	9	11.3	8	16.7	2	8.3	4	9.5	4	9.8	12	16.2
On-site training	12	15.0	7	14.6	2	8.3	4	9.5	10	24.4	13	17.6
Off-site community training	14	17.5	5	10.4	4	16.7	5	11.9	4	9.8	7	9.5



Table 99. Professional Development Preferences for Teachers and Support Staff by Region.

PD Preferences	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	N=77		N=47		N=22		N=39		N=39		N=72	
Training Time	n	%	n	%	n	%	n	%	n	%	n	%
Morning	16	20.8	10	21.3	5	22.7	8	20.5	12	30.8	7	9.7
Afternoon	13	16.9	7	14.9	4	18.2	4	10.3	5	12.8	13	18.1
Evening	37	48.1	21	44.7	8	36.4	14	35.9	15	38.5	46	63.9
Weekend	11	13.8	9	19.1	5	22.7	3	33.3	7	17.9	6	8.3
Language	N=76		N=47		N=23		N=39		N=38		N=72	
	n	%	n	%	n	%	n	%	n	%	n	%
English	76	100.0	47	100.0	23	100.0	39	100.0	31	81.6	72	100.0
Spanish	0	0.0	0	0.0	0	0.0	0	0.0	7	18.4	0	0.0
Creole	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Method	N=77		N=47		N=23		N=39		N=39		N=72	
	n	%	n	%	n	%	n	%	n	%	n	%
On-line training/course	37	48.1	22	41.8	12	52.2	18	46.2	13	33.3	31	43.1
College classroom	4	5.2	1	2.1	2	8.7	6	15.4	5	12.8	6	8.3
Hybrid—on-line and classroom	2	2.6	4	8.5	1	4.3	3	7.7	4	10.3	3	4.2
Conference	9	11.7	8	17.0	2	8.7	4	10.3	4	10.3	12	16.7
On-site training	12	15.6	7	14.9	2	8.7	3	7.7	10	25.6	13	18.1
Off-site community training	13	16.9	5	10.6	4	17.4	5	12.8	3	7.7	7	9.7



Table 100. Professional Development Preferences for FCCH by Region.

PD Preferences	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
Training Time	N=43		N=32		N=18		N=18		N=17		N=34	
	n	%	n	%	n	%	n	%	n	%	n	%
Morning	1	2.3	2	6.3	2	11.1	1	5.6	0	0.0	1	2.9
Afternoon	2	4.7	1	3.1	0	0.0	0	0.0	0	0.0	0	0.0
Evening	17	39.5	18	56.2	9	50.0	10	55.6	8	47.1	19	55.9
Weekend	23	53.5	11	34.4	7	38.9	7	38.9	9	52.9	14	41.2
Language	N=44		N=31		N=18		N=18		N=17		N=34	
	n	%	n	%	n	%	n	%	n	%	n	%
English	39	88.6	31	100.0	17	94.4	18	100.0	8	47.1	32	94.1
Spanish	5	11.4	0	0.0	1	5.6	0	0.0	9	52.9	2	5.9
Creole	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Method	N=43		N=32		N=18		N=18		N=17		N=34	
	n	%	n	%	n	%	n	%	n	%	n	%
On-line training/ course	20	46.5	18	56.3	11	61.1	9	50.0	6	35.3	13	39.4
College classroom	2	4.7	1	3.1	0	0.0	1	5.6	4	23.5	3	9.1
Hybrid—on-line and classroom	1	2.3	6	18.8	3	16.7	1	5.6	2	11.8	2	6.1
Conference	5	11.6	0	0.0	2	11.1	0	0.0	2	11.8	0	0.0
On-site training	2	4.7	1	3.1	0	0.0	0	0.0	0	0.0	3	9.1
Off-site community training	13	30.2	6	18.8	2	11.1	7	38.9	3	17.6	12	36.4

Table 101. Participation and Degree of Usefulness of Training Types by Position (Data Source: Florida Statewide ECE Workforce Survey).

Training Type	Participated ¹	Degree of Usefulness			
			Very	Useful*	Not Useful
	n (%)	N	n (%)	n (%)	n (%)
Administrators²					
In-service on site	266 (80.6%)	256	126 (49.2%)	128 (50%)	2 (.8%)
On-line Training	296 (89.7%)	282	112 (39.7%)	165 (58.5%)	5 (1.8%)
Workshops/Conferences	289 (87.6%)	277	151(54.5%)	125 (45.1%)	1 (.4%)
Credential Training	202 (61.2%)	196	96 (49%)	97 (49.5%)	3 (1.5%)
College Courses-D ⁵	103 (31.2%)	116	65 (56%)	44 (37.9%)	7 (6%)
College Courses-ND ⁶	91 (27.6%)	92	37 (40.2%)	50 (54.3%)	5 (5.4%)
College Courses-NC ⁷	46 (13.9%)	55	19 (34.5%)	29 (52.7%)	7 (12.7%)
Formal Mentoring	75 (22.7%)	83	42 (50.6%)	35 (42.2%)	6 (7.2%)
Informal Mentoring	114 (34.5%)	112	51 (45.5%)	56 (50%)	5 (4.5%)
Other	11 (3.3%)	22	9 (40.9%)	7 (31.8%)	6 (27.3%)
Teachers/Staff³					
In-service on site	259 (74.4%)	234	124 (53%)	105 (44.9%)	5 (2.1%)
On-line Training	245 (70.4%)	225	110 (48.9%)	107 (47.6%)	8 (3.6%)
Workshops/Conferences	236 (67.8%)	212	113 (53.3%)	96 (45.3%)	3 (1.4%)
Credential Training	136 (39.1%)	133	74 (55.6%)	52 (39.1%)	7 (5.3%)
College Courses-D	105 (30.2%)	104	54 (51.9%)	43 (41.3%)	7 (6.7%)
College Courses-ND	58 (16.7%)	65	24 (36.9%)	31 (47.7%)	10 (15.4%)
College Courses-NC	49 (14.1%)	62	20 (32.3%)	31 (50%)	11 (17.7%)
Formal Mentoring	73 (21%)	81	34 (42%)	37 (45.7%)	10 (12.3%)
Informal Mentoring	76 (21.8%)	78	32 (41%)	38 (48.7%)	8 (10.3%)
Other	0 (0%)	0	0 (0%)	0 (0%)	0 (0%)
FCCH Owners⁴					
In-service on site	74 (39.6%)	79	61 (77.2%)	7 (8.9%)	11 (13.9%)
On-line Training	147 (78.6%)	131	98 (74.8%)	25 (19.1%)	8 (6.1%)
Workshops/Conferences	109 (58.3%)	104	75 (72.1%)	20 (19.2%)	9 (8.7%)
Credential Training	61 (32.6%)	69	45 (65.2%)	11 (15.9%)	13 (18.8%)
College Courses-D	41 (21.9%)	49	31 (63.3%)	7 (14.3%)	11 (22.4%)
College Courses-ND	29 (15.5%)	40	22 (55%)	5 (12.5%)	13 (32.5%)
College Courses-NC	26 (13.9%)	37	15 (40.5%)	7 (18.9%)	15 (40.5%)
Formal Mentoring	25 (13.4%)	39	22 (56.4%)	2 (5.1%)	15 (38.5%)
Informal Mentoring	31 (16.6%)	43	23 (53.5%)	6 (14%)	14 (32.6%)
Other	16 (8.6%)	24	15 (62.5%)	1 (4.2%)	8 (33.3%)

*"Somewhat Useful" and "Useful" ratings combined.

¹Total N=330 for Administrator Survey; N=348 for Teacher and Support Staff Survey; N=187 for FCCH Survey). ²As reported on the Administrator Survey ³As reported on the Teacher and Support Staff Survey ⁴As reported on the FCCH Survey. ⁵College Courses for credit toward a degree

⁶College courses for credit not toward a degree ⁷College Courses not for credit.

Survey participants were also asked about their participation in various types of training in the last five years and the perceived usefulness of the trainings they attended. Numbers of

training participants shown in Table 101 are duplicated counts, as respondents were asked to report all training types they attended.

Training Participation and Perceived Usefulness of Training by Position

Research Question 7: *What types of informal training opportunities have individuals in the ECE workforce accessed?*

Research Question 8: *What types of formal training opportunities have individuals in the ECE workforce accessed?*

Administrators.

Eighty to ninety percent of administrators have attended on-line training (90%), workshops or conferences (88%), and on-site training (81%) in the last five years. More than one-half (61%) have also attended credential training, while less than half have participated in college courses or mentoring programs. Generally, the respondents found the training types they have attended to be Useful or Very Useful. Though usefulness ratings were generally high, the least useful type of training as perceived by administrators was not-for-credit courses.

Teaching Staff.

As with administrators, the most well attended types of trainings over the last five years as reported by staff include on-site training (74%), on-line training (70%), and workshops or conferences (68%). Approximately one-third of the teaching staff also participated in credential training (39%) and college courses for credit toward a degree (30%). Smaller numbers of teaching staff participated in non-degree college courses, non-credit college courses and mentoring programs. As with the administrators, teaching staff generally rated the trainings they attended as Useful or Very Useful. The least useful types of trainings as reported by staff are college courses that do not count toward a degree and not-for-credit courses as well as mentoring.

Family Child Care Owners.

Family child care owners have attended the various types of training in somewhat lower percentages than administrators and teaching staff. The two types of trainings attended by more than 50% of the FCCH owners are on-line training (79%) and workshops/conferences (58%), while less than 40% have attended the other types of training included on the survey. Because FCCH owners are often

the sole caregiver and business operator for their facilities, it is likely they have fewer opportunities to leave the workplace for training and still accomplish their work. It is also noteworthy that FCCH owners have attended college courses for credit toward a degree in somewhat lower percentages than practitioners at child care facilities. One reason for this difference may be the lack of required state credentials for the operation of FCCHs.

With regard to usefulness of training, FCCH owners generally found trainings to be useful. FCCH owner usefulness ratings tended to be more polarized, with higher percentages reporting either Very Useful or Not Useful ratings as compared to other respondent groups. However, the pattern of responses was similar to that of teaching staff in that FCCH owners found college courses not-for-credit or not toward a degree and mentoring to be the least useful types of training.

Overall, the findings indicate that all three groups of respondents are receiving training and education through all training formats, with on-line training consistently being one of the most attended types of training for all practitioner groups. As access to technology has increased in the general population and on-line training opportunities have become more available, it appears that ECE practitioners are availing themselves to on-line training opportunities. Participation in credential training is more frequent for administrators given the state requirements for higher levels of credentialing for these individuals, including the Florida Staff Credential and the Florida Director Credential. Administrators and teaching staff also participated in college courses more often than FCCH owners, most likely as a result of state credential requirements for center-based personnel. Overall, practitioners are generally positive in their ratings of the usefulness of the training they have received in the last five years.

Table 102. Number and Percentage of Administrators/FCCH owners Participating in Trainings by Program Type (Data Source: Florida Statewide ECE Workforce Survey).

Training Type	Center ¹	School ¹	Religious Exempt ¹	FCCH ²
	n (%)	n (%)	n (%)	n (%)
In-service on site	203 (79.0%)	28 (93.3%)	35 (81.4%)	74 (39.6%)
On-line Training	235 (91.4%)	28 (93.3%)	33 (76.7%)	147 (78.6%)
Workshops/Conf.	224 (87.2%)	26 (86.7%)	39 (90.7%)	109 (58.3%)
Credential Training	158 (61.5%)	20 (66.7%)	24 (55.8%)	61 (32.6%)
College Courses-D ³	81 (31.5%)	8 (26.7%)	14 (32.6%)	41 (21.9%)
College Courses-ND ⁴	83 (32.3%)	5 (16.7%)	3 (7.0%)	29 (15.5%)
College Courses-NC ⁵	42 (16.3%)	2 (6.7%)	2 (4.7%)	26 (13.9%)
Formal Mentoring	58 (22.6%)	11 (36.7%)	6 (14.0%)	25 (13.4%)
Informal Mentoring	86 (33.5%)	15 (50.0%)	13 (30.2%)	31 (16.6%)
Other	10 (3.9%)	1 (3.3%)	11 (25.6%)	16 (8.6%)

¹As reported on the Administrator Survey ²As reported on the FCCH Survey ³College Courses for credit toward a degree ⁴College courses for credit not toward a degree ⁵College Courses not for credit. the sub-group provided a usefulness rating.

Table 103. Number and Percentage of Administrators/FCCH owners Rating Trainings as Very Useful by Program Type (Data Source: Florida Statewide ECE Workforce Survey).

Training Type	Center ¹	School ¹	Faith Based ¹	FCCH ²
	n (%)	n (%)	n (%)	tn (%)
In-service on site	92 (47.2%)	17 (60.7%)	17 (51.5%)	61 (77.2%)
On-line Training	84 (37.7%)	14 (50.0%)	14 (45.2%)	98 (74.8%)
Workshops/Conf.	107 (49.8%)	20 (76.9%)	24 (66.7%)	75 (72.1%)
Credential Training	75 (48.4%)	10 (52.6%)	11 (50.0%)	45 (65.2%)
College Courses-D ³	50 (53.2%)	6 (75.0%)	9 (64.3%)	31 (63.3%)
College Courses-ND ⁴	33 (39.8%)	2 (40.0%)	2 (50.0%)	22 (55.0%)
College Courses-NC ⁵	17 (33.3%)	1 (50.0%)	1 (50.0%)	15 (40.5%)
Formal Mentoring	31 (48.4%)	7 (50.0%)	4 (57.1%)	22 (56.4%)
Informal Mentoring	39 (45.3%)	7 (50.0%)	5 (41.7%)	23 (53.5%)
Other	9 (40.9%)	0 (0.0%)	0 (0.0%)	15 (62.5%)

¹As reported on the Administrator Survey ²As reported on the FCCH Survey ³College Courses for credit toward a degree ⁴College courses for credit not toward a degree ⁵College Courses not for credit.

Training Participation and Perceived Usefulness of Trainings by Program Type.

The data collected with regard to training participation and perceived usefulness of the training attended were further analyzed by the type of program in which the respondent (administrator or FCCH owner) was working.

Participation in Training Types.

Findings revealed that participation in various types of training did not vary substantially across the three types of child care facilities. More than 75% of the respondents in each category have attended on-site training, on-line training, and workshops/conferences in the last five years. Slightly more than one-half

of all respondents in these groups have also attended credential training in this time period. Further, approximately one-third or fewer of the same respondents have participated in college courses or mentoring programs as a part of their professional development. As noted earlier, FCCH owners tended to participate in training and education at a lower percentage than practitioners at child care facilities, with the exception of on-line training participation.

Degree of Usefulness of Training.

The percentages of practitioners by program type who gave the highest usefulness ratings (Very Useful) for trainings attended are provided in Table 103. Ratings varied across program

types and sample sizes were relatively small confounding the comparison of percentages across groups. However, the most notable difference is that FCCH owners tended to use the Very Useful rating at a proportionately higher rate relative to administrators of

centers-, schools-, and religious exempt programs. Usefulness ratings by region are not provided because the sample sizes of practitioners providing ratings were very low (typically below 20) when examined by region across the three surveys.

Table 104. Number and Percentage of Practitioners Participating in Trainings by Position and Region (Data Source: Florida Statewide ECE Workforce Survey).

Training Type	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	N=83		N=48		N=24		N=42		N=45		N=77	
Administrators ¹	n	%	n	%	n	%	n	%	n	%	n	%
In-service on site	66	79.5	42	87.5	24	100.0	30	71.4	32	71.7	65	84.4
On-line Training	75	90.4	42	87.5	22	91.7	41	97.6	37	82.2	70	90.9
Workshops/Conf.	71	85.5	43	89.6	22	91.7	38	90.5	37	82.2	70	90.9
Credential Training	55	66.3	31	64.6	17	70.8	29	69.0	24	53.3	41	53.2
College Courses-D ⁴	23	27.7	15	31.3	10	41.7	13	31.0	16	35.6	24	31.2
College Courses-ND ⁵	25	30.1	8	16.7	8	33.3	15	35.7	18	40.0	16	20.8
College Courses-NC ⁶	11	13.3	5	10.4	4	16.7	13	31.0	9	20.0	3	3.9
Formal Mentoring	18	21.7	10	20.8	3	12.5	12	28.6	10	20.2	19	24.7
Informal Mentoring	29	34.9	16	33.3	9	37.5	17	40.5	11	24.4	28	36.4
Other	2	2.4	3	6.3	1	4.2	2	4.8	2	4.4	1	1.3
Teachers/Staff ²	N=49		N=38		N=21		N=34		N=86		N=94	
	n	%	n	%	n	%	n	%	n	%	n	%
In-service on site	41	83.7	23	60.5	16	76.2	24	70.6	60	69.8	77	81.9
On-line Training	35	71.4	26	68.4	16	76.2	24	70.6	63	73.3	66	70.2
Workshops/Conf.	38	77.6	28	73.7	12	57.1	21	61.8	56	65.1	66	70.2
Credential Training	19	38.8	17	44.7	6	28.6	17	50.0	35	40.7	34	36.2
College Courses-D	19	38.8	12	31.6	9	42.9	13	38.2	20	23.3	27	28.7
College Courses-ND	13	26.5	8	21.1	0	0.0	7	20.6	10	11.6	17	18.1
College Courses-NC	8	16.3	3	7.9	0	0.0	7	20.6	17	19.8	11	11.7
Formal Mentoring	11	22.4	8	21.1	5	23.8	9	26.5	16	18.6	21	22.3
Informal Mentoring	17	34.7	8	21.1	10	47.6	7	20.6	16	18.6	18	19.1
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
FCCH Owners ³	N=44		N=33		N=18		N=18		N=17		N=34	
	n	%	n	%	n	%	n	%	n	%	n	%
In-service on site	15	34.1	15	45.5	10	55.6	7	38.9	3	17.6	15	44.1
On-line Training	39	88.6	28	84.8	15	83.3	13	72.2	13	76.5	22	64.7
Workshops/Conf.	28	63.6	19	57.6	10	55.6	11	61.1	11	64.7	22	64.7
Credential Training	15	34.1	14	42.4	3	16.7	8	44.4	6	35.3	12	35.3
College Courses-D	11	25.0	8	24.2	1	5.6	6	33.3	4	23.5	9	26.5
College Courses-ND	9	20.5	7	21.2	0	0.0	3	16.7	3	17.6	4	11.8
College Courses-NC	5	11.4	6	18.2	2	11.1	0	0.0	6	35.3	5	14.7
Formal Mentoring	6	13.6	4	12.1	1	5.6	2	11.1	1	5.9	6	17.6
Informal Mentoring	6	13.6	5	15.2	3	16.7	2	11.1	2	11.8	10	29.4
Other	3	6.8	5	15.2	0	0.0	1	5.6	2	11.8	4	11.8

¹As reported on the Administrator Survey ²As reported on the Teacher and Support Staff Survey ³As reported on the FCCH Survey. ⁴College Courses for credit toward a degree ⁵College courses for credit not toward a degree ⁶College Courses not for credit

Opportunities

Availability of Professional Development Opportunities at Child Care Facilities.

Respondents to the Administrator and Teacher and Support Staff Surveys were asked to provide information about the professional development opportunities available at or through their facilities. Administrators provided responses for their facilities at the program level (*During the past 12 months, identify ways in which your program has been able to support the professional development of your teaching staff*), whereas teaching staff replied at the individual level (*In the past year, which of the following professional development opportunities have you received from your employer?*).

The most frequently-provided type of opportunity offered at the program level was on-site training (61%), followed by mentoring/coaching (42%) and participation in the T.E.A.C.H. scholarship program (31%). About one-fourth of the facilities provided tuition reimbursement (26%) and paid release time (26%) for professional development activities, while less than 20% of the programs offered help in securing funds for training (17%), paid training expenses (16%), or books/travel (14%). When teaching staff respondents provided information on their professional development preferences, they indicated their most preferred training method was on-site training (47%), so it may be that administrators are responding to the preferences of their staff members by providing on-site training as the most frequently-provided type of professional development opportunity.

Participation in WAGE\$ was included as an option on the survey; however, the WAGE\$ program is currently available in only three Coalition areas (Broward, Miami-Dade/Monroe, and Palm Beach) through local funding initiatives. As a result, the WAGE\$ program was the least frequently-provided opportunity (10%) as reported by the administrators.

Teaching staff respondents reported on their own participation in the types of professional development opportunities listed in the survey. No direct comparisons can be made between the opportunities provided and the opportunities used because multiple staff members could have responded to the survey from the same facility or a facility could have been represented in one survey respondent sample but not the other (e.g., staff members from the program responded but the administrator did not or vice versa). It was noted, however, that on-site training was reported as both the most frequently-provided opportunity (61%) by the administrators and the most frequently-received opportunity (52%) by the teaching staff. Availability of T.E.A.C.H. scholarships (38%) is the second most-frequently received opportunity, and about one-fourth of the teaching staff respondents receive paid training expenses (30%) and mentoring/coaching (25%). Less than 15% of the respondents receive any of the other professional development opportunities.

The results suggest that, beyond on-site training, the majority of practitioners working in facilities do not receive additional types of professional development opportunities from their employers.

Table 105. Professional Development Opportunities Available at ECE Facilities (Data Source: Florida Statewide ECE Workforce Survey).

PD Opportunities	Provided By Facilities ¹ Administrator Report N=318		Received at Facilities ² Staff Report N=348	
	n	%	n	%
Mentoring/Coaching	132	41.5	87	25.0
WAGE\$	33	10.43	21	6.0
T.E.A.C.H.	97	30.5	81	37.94
Tuition Reimbursement	84	26.4	30	8.6
Books/Travel	44	13.8	27	7.8
Paid Release	81	25.5	44	12.6
Paid Training Expenses	52	16.4	103	29.6
On-Site Training	193	60.7	182	52.3
Help Securing Funds	53	16.7	22	6.3
Other	10	3.1	9	2.6

¹As reported on the Administrator Survey. ²As reported on the Teacher and Support Staff Survey.

Table 106. Professional Development Opportunities Available at FCCHs¹ that Employ Providers (Data Source: Florida Statewide ECE Workforce Survey).

PD Opportunities	Provided By FCCHs N=39	
	n	%
Mentoring/Coaching	11	28.2
T.E.A.C.H.	5	12.8
Tuition Reimbursement	5	12.8
Books/Travel	2	5.1
Paid Release	3	7.7
Paid Training Expenses	11	28.2
On-Site Training	12	30.8
Help Securing Funds	2	5.1
Other	3	7.7

¹As reported on the FCCH Survey.

Availability of Professional Development Opportunities in Home-Based Facilities Employing Staff.

Family child care home owners who employ practitioners to work with them in their homes were asked about the professional development opportunities they provide to these employees. The number of family child care home owners who have employees was relatively small, with only 39 of the 179 respondents (22%) to the FCCH survey reporting that they employed staff. Of the 39 respondents, 30% or less are providing any of the opportunities listed, with on-site training (31%), mentoring/coaching (28%), and paid training expenses (28%) as the most-frequently provided opportunities. It appears that practitioners working as employees in family child care homes have fewer opportunities to receive professional development than practitioners working in center-based sites. Because of the small number of responding FCCHs employing other providers, professional development opportunity data are not provided by region for FCCHs.

Table 107. Professional Development Opportunities Provided by ECE Facilities¹ (Data Source: Florida Statewide ECE Workforce Survey).

PD Opportunities	Center ¹ N=247		School ¹ N=28		Religious exempt ¹ N=43	
	n	%	n	%	n	%
Mentoring/Coaching	104	42.1	11	39.3	17	39.5
T.E.A.C.H.	84	34.0	3	10.7	10	23.3
Tuition Reimbursement	66	26.7	8	28.6	10	23.3
Books/Travel	33	13.4	8	28.6	3	7.0
Paid Release	60	24.3	11	39.3	10	23.3
Paid Training Expenses	101	40.9	15	53.6	23	53.5
On-Site Training	149	60.3	19	67.9	25	58.1
Help Securing Funds	44	17.8	4	14.3	4	9.3
Other	16	6.5	—	—	1	2.3

¹As reported on the Administrator Survey.

Availability of Professional Development Opportunities in Center-Based Facilities by Program Type.

The data collected with regard to availability of professional development opportunities in center-based facilities were further analyzed by type of program as reported by the administrator of those programs. Type of program included child care centers, schools, and religious exempt facilities. Administrators in child care centers (N=247) represented the largest group of respondents, with administrators in schools (N=28) and religious exempt facilities (N=43) responding in smaller numbers.

As with the findings for the administrators as a whole, the three most-frequently provided opportunities for all three of the program types are on-site training, paid training expenses, and mentoring/coaching, with the addition of paid release time as an additional type of opportunity tying for inclusion in the top three types for school facilities. Schools also appeared to provide books/travel at a higher rate than centers and religious exempt facilities. T.E.A.C.H. scholarships are most frequently provided by child care centers.

Table 108. Professional Development Opportunities Provided by ECE Facilities¹ by Region (Data Source: Florida Statewide ECE Workforce Survey).

PD Opportunities	Central N=80		Northeast N=47		Northwest N=23		Southeast N=39		Southern N=43		Suncoast N=75	
	n	%	n	%	n	%	n	%	n	%	n	%
Mentoring/Coaching	30	37.5	23	48.9	9	39.1	21	53.8	16	37.2	31	41.3
T.E.A.C.H.	24	30.0	19	40.4	6	26.1	15	38.5	10	23.3	20	26.7
Tuition Reimbursement	16	20.0	15	31.9	7	30.4	16	41.0	8	18.6	20	26.7
Books/Travel	11	13.8	13	27.7	6	26.1	6	15.4	3	7.0	5	6.7
Paid Release	18	22.5	18	38.3	5	21.7	9	23.1	13	30.2	17	22.7
Paid Training Expenses	39	48.8	26	55.3	10	43.5	18	46.2	14	32.6	31	41.3
On-Site Training	48	60.0	31	66.0	19	82.6	23	59.0	25	58.1	45	60.0
Help Securing Funds	13	16.3	11	23.4	4	17.4	10	25.6	5	11.6	8	10.7
Other	3	3.8	1	2.1	1	4.3	2	5.1	2	4.7	4	5.3

¹As reported on the Administrator Survey.

Availability of Professional Development Opportunities at Child Care Facilities by Region.

The data collected with regard to availability of professional development opportunities in center-based facilities were also analyzed by the region of the state in which the responding administrator was located. Administrators in six regions reported on the types of opportunities provided to their staff members.

Few notable trends were found for administrators in different regions of the state with regard to availability of professional development opportunities. As with many of the analyses by region, small sample sizes per region may have been a factor in detecting regional differences.

One possible observed trend was related to the relatively high percentage of centers offering T.E.A.C.H. scholarships in the Northeast region. Because tuition reimbursement, books/travel, and paid release time are required components of the T.E.A.C.H. program, it would be expected that administrators in the Northeast would report relatively high percentages for those items as well, as was the case. This observation was not borne out by the responding teaching staff in the Northeast region, however, with a relatively low percentage reporting they have participated in the T.E.A.C.H. program. It may be that the teaching staff who responded to

the survey was not the staff at their respective centers who have had a T.E.A.C.H. scholarship, or the staff who have had scholarships may no longer be working at those centers. The category of paid training expenses is the most prevalent opportunity for administrators in the Northeast region as well.

Data from the Teacher and Support Staff Surveys were also analyzed with regard to the reported frequency with which the respondents received professional development opportunities in child care facilities in which they worked according to region of the state. The only consistent trend observed across the six regions is the higher percentage of teaching staff who report participation in the WAGES program. Participation in the WAGES program was largely limited to the reports of the respondents from the Southeast (24%) and Southern (11%) regions due to the fact that, as previously noted, the WAGES program currently operates only in Broward (Southeast), Miami-Dade/Monroe (Southern), and Palm Beach (Southeast) counties. It is assumed that the three regions with respondents (Central, Northeast, and Suncoast regions) reporting WAGES participation in other counties were referring to local scholarship initiatives and not the statewide WAGES program.

Table 109. Professional Development Opportunities Received at ECE Facilities¹ [Reported by Support Staff] by Region (Data Source: Florida Statewide ECE Workforce Survey).

PD Opportunities	Central N=49		Northeast N=38		Northwest N=21		Southeast N=34		Southern N=86		Suncoast N=94	
	n	%	n	%	n	%	n	%	n	%	n	%
Mentoring/Coaching	12	24.5	10	26.3	8	38.1	12	35.3	18	20.9	26	27.7
WAGES	1	2.0	1	2.6	0	0.0	8	23.5	9	10.5	1	1.1
Tuition Reimbursement	7	14.3	2	5.3	0	0.0	6	17.6	2	2.3	10	10.6
Books/Travel	5	10.2	4	10.5	1	4.8	6	17.6	3	3.5	8	8.5
Paid Release	7	14.3	5	13.2	2	9.5	6	17.6	7	8.1	15	16.0
Paid Training Expenses	21	42.9	9	23.7	8	38.1	9	26.5	20	23.3	30	31.9
On-Site Training	30	61.2	19	50.0	11	52.4	16	47.1	44	51.2	53	56.4
Help Securing Funds	7	14.3	2	5.3	0	0.0	3	8.8	4	4.7	5	5.3
Other	1	2.0	0	0.0	1	4.8	2	5.9	2	2.3	3	3.2

¹As reported on the Teacher and Support Staff Survey.

Interests

Training Topics of Interest.

Respondents were asked to identify topics that they would be most interested in receiving training from a list of 27 topics with an opportunity to write in other areas not listed. The responses were analyzed based on the respondent's position, region and provider type. Those topic areas selected by the largest percentage of respondents are represented in bolded text in Table 110. As noted across positions, positive discipline or behavior modification ranked highest among administrators and teaching staffs and in the top 20% for FCCH providers. Overall there are consistent topics of high interest across position types.

Administrators.

The 10 topics ranking highest among administrators are:

- Positive discipline (62%)
- Business management/leadership (59%)
- Preschool-age development (51%)
- Curriculum development/lesson planning (51%)
- Building positive relationships with parents (50%)
- Literacy development/reading skills (49%)
- Early math/science (48%)
- Creative play (music and movement) (47%)
- Social/emotional development (44%)
- Learning through play (44%)

Teaching Staff.

The 10 topics ranking highest among teaching staff are:

- Behavior modification (54%)
- Social/emotional development (51%)
- Learning through play (44%)
- Literacy development/reading skills (44%)
- Curriculum development/lesson planning (44%)
- Classroom management (43%)
- Health and safety (41%)
- Preschool-age development (41%)
- Building positive relationships with parents (40%)
- Nutrition (40%)

Family Child Care Homes.

The 10 topics ranking highest among FCCH owners are:

- Infant and toddler development (60%)
- Creative play (music and movement) (58%)
- Preschool-age development (57%)
- Positive discipline (57%)
- Health and safety (57%)
- Learning through play (55%)
- Nutrition (55%)
- Social/emotional development (53%)
- Building positive relationships with parents (52%)
- Curriculum development/lesson planning (50%)

Regional Training Topics.

Table 111 reflects the most frequently reported training topics of interest by region for teaching staff. While there are some regional preferences, consistent among teaching staff in all regions is the desire for training in behavior modification for children. Two topics consistently surfaced as topics of high interest for administrators across regions as reflected in Table 112: Business management and positive discipline. While other topics are noted across several regions, these areas surfaced as those most important from the administrative perspective. A table was not provided for regional response for FCCH owners as the number of responses was too low for this category to infer training interests by region.

Training Topics by Provider Type.

Data were analyzed by provider type to determine if any consistent themes emerged. Centers, schools, and religious exempt administrators all indicated business management as a topic of interest. Positive discipline emerged as a training priority for administrators/owners across program types as well. Preschool development surfaced as a frequent topic of interest for administrators at schools and religious exempt programs and FCCH providers.



Summary.

The top training topic of interest for both administrators and teaching staff and fourth for family child care home owners is positive discipline or behavior modification. This finding held across regions as the most frequently requested training topic. Positive discipline/behavior modification also emerged when analyzing data by provider type. This need is likely reflective of the daily challenges that all practitioners face, regardless of region or provider type, in guiding and supporting appropriate child behaviors in early childhood settings.

Understanding the preferences of administrators, teaching staff and FCCH owners enable education and training

organizations to tailor opportunities to specific audiences. Further, each group views their needs and challenges from a different lens. Administrators typically view programs from a wide angle reflective of the need to manage and administer programs for all children effectively. Teaching staff often view their needs from a professional and personal perspective responsible for the care, education and guidance of children in their respective classrooms. Family child care home providers view their needs holistically both as administrators and teachers in a home setting. There was little variation in the preference of training topics by provider type or region. All perspectives are valuable in meeting the needs of children, families and the early childhood field.

Table 110 A. Training Topics of Interest: Number and Percentage of Practitioners by Position
(Source: Florida Early Care and Education Workforce Survey)

Training Topics	Administrator ¹		Teaching Staff ²		FCCH ³	
	n	%	n	%	n	%
Business management/Leadership	193	58.5	61	19.9	74	39.6
Financial management	123	37.3	35	11.4	74	39.6
Legal/Labor law	100	30.3	30	9.8	41	21.9
Health and safety	139	42.1	126	41.0	106	56.7
Nutrition	93	28.2	122	39.7	102	54.5
Computers/Technology	115	34.8	95	30.9	89	47.6
Stress management	137	41.5	110	35.8	76	40.6
Communication	136	41.2	114	37.1	82	43.9
Building positive relationships with parents	165	50.0	123	40.1	98	52.4
Accreditation	132	40.0			67	35.8
Arranging the learning environment	126	38.2	105	34.2	79	42.2
Classroom management	161	48.8	132	43.0	68	36.4
Positive discipline/Behavior Modification	205	62.1	166	54.1	106	56.7
Curriculum Development/Lesson Planning	167	50.6	135	44.0	94	50.3
Developmental and health screening/assessment	88	26.7	77	25.1	61	32.6
Diversity/multiculturalism	96	29.1	74	24.1	63	33.7
English language acquisition	47	14.2	71	23.1	38	20.3
Special needs/disabilities	130	39.4	101	32.9	90	48.1
Infant and toddler development	120	36.4	98	31.9	112	59.9
Preschool-age development	168	50.9	126	41.0	107	57.2
School-age development	85	25.8	57	18.6	55	29.4
Learning through play	144	43.6	136	44.3	104	55.6
Literacy development/reading skills	162	49.1	135	44.0	87	46.5
Social/emotional development	145	43.9	156	50.8	99	52.9
Early math/science	157	47.6	117	38.1	89	47.6
Creative play (music and movement, etc.)	155	47.0			108	57.8
Child abuse and neglect	94	28.5			69	36.9
Other	7	2.1			13	7.0

Note. Bold = Top 10 most frequently reported topics of interest. Grey highlighting = response option not available on a given survey. Percentages will not add to 100% because respondents could select more than one option.

¹As reported on the Administrator Survey

²As reported on the Teacher and Support Staff Survey (i.e., Teachers, Assistant Teachers, and Teacher’s Aides)

³As reported on the FCCH Survey.

Table 110 B. Top Ten Training Topics of Interest: Number and Percentage of Administrators
(Source: Florida Early Care and Education Workforce Survey)

Training Topics	Administrator	
	n	%
Positive discipline/Behavior Modification	205	62.1
Business management/Leadership	193	58.5
Preschool-age development	168	50.9
Curriculum Development/Lesson Planning	167	50.6
Building positive relationships with parents	165	50.0
Literacy development/reading skills	162	49.1
Early math/science	157	47.6
Creative play (music and movement, etc.)	155	47.0
Social/emotional development	145	43.9
Learning through play	144	43.6

Note. Percentages will not add to 100% because respondents could select more than one option.

Table 110 C. Top Ten Training Topics of Interest: Number and Percentage of Teaching Staff
(Source: Florida Early Care and Education Workforce Survey)

Training Topics	Teaching Staff	
	n	%
Positive discipline/Behavior Modification	166	54.1
Social/emotional development	156	50.8
Learning through play	136	44.3
Curriculum Development/Lesson Planning	135	44.0
Literacy development/reading skills	135	44.0
Classroom management	132	43.0
Preschool-age development	126	41.0
Health and safety	126	41.0
Building positive relationships with parents	123	40.1
Nutrition	122	39.7

Note. Percentages will not add to 100% because respondents could select more than one option.

Table 110 D. Training Topics of Interest: Number and Percentage of FCCH Owners
(Source: Florida Early Care and Education Workforce Survey)

Training Topics	FCCH Owners	
	n	%
Infant and toddler development	112	59.9
Creative play (music and movement, etc.)	108	57.8
Preschool-age development	107	57.2
Health and safety	106	56.7
Positive discipline/Behavior Modification	106	56.7
Learning through play	104	55.6
Nutrition	102	54.5
Social/emotional development	99	52.9
Building positive relationships with parents	98	52.4
Curriculum Development/Lesson Planning	94	50.3

Note. Percentages will not add to 100% because respondents could select more than one option.

Table 111. Most Frequently¹ Reported Training Topics of Interest by Region for Teaching Staff² (Data Source: Florida Statewide ECE Workforce Survey).

Training Topics	Central	Northeast	Northwest	Southeast	Southern	Suncoast
Business management						
Financial management						
Legal/Labor law						
Health and safety				✓	✓	
Nutrition					✓	✓
Technology						
Stress management						
Communication						
Relationships with parents		✓				
Learning environment					✓	
Classroom management			✓	✓		
Behavior Modification	✓	✓	✓	✓	✓	✓
Curriculum Development	✓ ²	✓				✓
Screening/assessment						
Diversity/multiculturalism						
English language acquisition						
Special needs/disabilities						
Infant and toddler development						
Preschool-age development	✓					
School-age development						
Learning through play		✓			✓	
Literacy development	✓		✓			
Social/emotional development	✓		✓	✓	✓	
Early math/science	✓		✓			

¹Top 3 reported topics within each region based on percent of respondents selecting the topic. More than three topics may be checked in the table above in cases where multiple topics are ranked as top 1, 2, or 3 due to the same percentage of respondents selecting a given item.

²As reported on the Teacher and Support Staff Survey.

Table 112. Most Frequently¹ Reported Training Topics of Interest for Administrators² by Region (Data Source: Florida Statewide ECE Workforce Survey).

Training Topics	Central	Northeast	Northwest	Southeast	Southern	Suncoast
Business management	✓	✓	✓	✓	✓	
Financial management						
Legal/Labor law						
Health and safety						
Nutrition						
Technology						
Stress management						
Communication						
Relationships with parents	✓	✓				✓
Accreditation						
Learning environment						
Classroom management		✓	✓			✓
Positive discipline	✓	✓	✓	✓	✓	✓
Curriculum Development					✓	
Screening/assessment						
Diversity/multiculturalism						
English language acquisition						
Special needs/disabilities						
Infant and toddler development						
Preschool-age development		✓		✓	✓	
School-age development						
Learning through play						
Literacy development					✓	
Social/emotional development		✓	✓			
Early math/science			✓	✓		
Creative play					✓	
Child abuse and neglect						
Other						

¹Top 3 reported topics within each region based on percent of respondents selecting the topic. More than three topics may be checked in the above in cases where multiple topics are ranked as top 1, 2, or 3 due to the same percentage of respondents selecting a given item.

²As reported on the Teacher and Support Staff Survey.

Table 113. Most Frequently Reported Training Topics of Interest by Program Type for Administrators/FCCH Owners.

Training Topics	Centers ¹	Schools ¹	Religious Exempt ¹	FCCH ²
Business management	✓	✓	✓	
Financial management				
Legal/Labor law				
Health and safety				✓
Nutrition				
Technology				
Stress management				
Communication				
Relationships with parents		✓	✓	
Accreditation				
Learning environment				
Classroom management	✓			
Positive discipline	✓	✓	✓	✓
Curriculum Development			✓	
Screening/assessment				
Diversity/multiculturalism				
English language acquisition				
Special needs/disabilities				
Infant and toddler development				
Preschool-age development		✓	✓	✓
School-age development				
Learning through play				
Literacy development		✓		
Social/emotional development				
Early math/science				
Creative play	✓			✓
Child abuse and neglect				
Other				

Note: Top 3 reported topics within each region based on percent of respondents selecting the topic. More than three topics may be checked in the table above in cases where multiple topics are ranked as top 1, 2, or 3 due to the same percentage of respondents selecting a given item.

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

Barriers

Research Question 9: *What are the challenges/barriers that may be preventing the workforce from accessing the available professional development opportunities?*

Respondents were asked to identify barriers faced by direct care providers (teaching staff and FCCH providers) for pursuing professional development opportunities. From a list of potential barriers, administrators were asked to identify the top three perceived barriers for their teaching staff and staff was asked to select all applicable barriers. Family child care home owners were asked to select their three top barriers. Shown in Tables 114 through 118, the three barriers most frequently identified across administrators, FCCH owners, and teachers are:

- lack of funds
- lack of time
- family demands

The pattern of responses for administrators reporting on behalf of the teaching staff at their program was similar to the pattern of staff's self-reporting. This suggests that administrators have a good sense of the challenges and barriers facing teaching staff who work directly with children. Interestingly, administrators most frequently identified lack of funds as a barrier faced by their teaching staff which can also reflect their own inability to provide financial assistance to staff for professional development activities.

While funding was also a big concern for teachers and support staff, lack of time to pursue professional development was the most frequently selected staff response.

Balancing the demands of both work and family responsibilities is challenging for the early childhood workforce and exacerbated by low compensation rates. Fewer resources are available to pay for other expenses such as child care while practitioners are engaged in professional development and higher education opportunities and usually offered in the evenings and on weekends. These findings suggest that the greater availability of funds to pursue professional development opportunities may enable more practitioners to improve their competence in working with young children. Additionally, the availability of supports such as child care, transportation and work release stipends may relieve some of the pressures practitioners face in balancing work and family demands.

Other common barriers cited by 15% or more of respondents include lack of incentives (reported by 22% of administrators), lack of information (reported by 21% of FCCH owners), and language barriers (reported by 15% of staff). When analyzing the data by program type, results were consistent for centers, schools, religious exempt providers and FCCHs as shown in Table 115. Analyzing the results by geographic regions also produced similar results with the exception of the Southern region where language was more frequently identified as a barrier. This is consistent with other studies on the workforce in Miami-Dade County where a majority of the child care workforce is foreign born and more than 60% identified English as their second language with varying levels of proficiency (Clements, 2011).



Table 114. Top Educational Barriers for Teaching Staff (Data Source: Florida Statewide ECE Workforce Survey).

Educational Barriers	Teaching Staff: Facility Level (Administrator Reported) ¹		Teaching Staff: Individual Level (Self Reported) ²	
	n	%	n	%
Lack of Time	191	60.1	193	55.5
Language Barrier	23	7.2	53	15.2
Physical/health Conditions	4	1.3	10	2.9
Lack of Transportation	16	5.0	23	6.6
Technology Limitations	30	9.4	28	8.0
Lack of Funds	192	60.4	173	49.7
Lack of Documents	13	4.1	16	4.6
Family Demands	125	39.3	92	26.4
Lack of Information	37	11.6	36	10.3
Lack of Confidence	38	11.9	28	8.0
Lack of Incentives	71	22.3	41	11.8

¹As reported on the Administrator Survey; administrators selected the top three barriers facing staff.

²As reported on the Teacher and Support Staff Survey; staff could select all barriers that applied. .

Table 115. Top Educational Barriers for Teaching Staff (as reported by Administrators) and FCCH Owners by Program Type (Data Source: Florida Statewide ECE Workforce Survey).

Educational Barriers	Center ¹		School ¹		Religious exempt ¹		FCCH ²	
	n	%	n	%	n	%	n	%
Lack of Time	151	61.1	16	57.1	24	55.8	105	56.1
Language Barrier	21	8.5	2	7.1	--	--	14	7.5
Physical/Health Conditions	4	1.6	--	--	--	--	14	7.5
Lack of Transportation	16	6.5	--	--	--	--	16	8.6
Technology Limitations	26	10.5	2	7.1	2	4.7	22	11.8
Lack of Funds	153	61.9	14	50	--	--	125	66.8
Lack of Documents	11	4.5	2	7.1	--	--	4	2.1
Family Demands	89	36.0	15	53.6	21	48.8	45	24.1
Lack of Information	30	12.1	--	--	7	16.3	40	21.4
Lack of Confidence	29	11.7	2	7.1	7	16.3	12	6.4
Lack of Incentives	63	25.5	1	3.6	7	16.3	36	19.3

¹As reported on the Administrator Survey; Administrators selected the top three barriers faced by staff. ²As reported on the Survey;

FCCH Owners selected the top three barriers they faced.

Table 116. Top Educational Barriers by Regions for Administrators¹ (Data Source: Florida Statewide ECE Workforce Survey).

Educational Barriers	Central N=80		Northeast N=47		Northwest N=23		Southeast N=39		Southern N=43		Suncoast N=75	
	n	%	n	%	n	%	n	%	n	%	n	%
Lack of Time	28	57.1	19	50.0	12	57.1	23	67.6	43	50.0	54	57.4
Language Barrier	2	4.1	4	10.5	--	--	2	5.9	34	39.5	3	3.2
Physical/health Cond.	1	2.0	1	2.6	1	4.8	1	2.9	3	3.5	2	2.1
Lack of Transportation	1	2.0	1	2.6	--	--	4	11.8	8	9.3	7	7.4
Technology Limitations	5	10.0	4	10.5	4	19.0	3	8.8	6	7.0	6	6.4
Lack of Funds	29	59.2	24	63.2	14	66.7	15	44.1	34	39.5	45	47.9
Lack of Documents	5	10.2	1	2.6	--	--	--	--	9	10.5	5	5.3
Family Demands	15	30.6	12	31.6	5	23.8	10	29.4	22	25.6	22	23.4
Lack of Information	10	20.4	5	13.2	5	23.8	3	8.8	5	5.8	4	4.3
Lack of Confidence	9	18.4	5	13.2	1	4.8	1	2.9	1	1.2	10	10.6
Lack of Incentives	9	18.4	6	15.8	1	4.8	8	23.5	6	7.0	8	8.5

¹As reported on the Administrator Survey.

Table 117. Top Educational Barriers by Region for FCCH Owners¹ (Data Source: Florida Statewide ECE Workforce Survey).

Educational Barriers	Central N=44		Northeast N=33		Northwest N=18		Southeast N=18		Southern N=17		Suncoast N=34	
	n	%	n	%	n	%	n	%	n	%	n	%
Lack of Time	27	61.4	13	39.4	17	94.4	10	55.6	7	41.2	19	55.9
Language Barrier	4	9.1	0	0.0	1	5.6	0	0.0	7	41.2	1	2.9
Physical/health Cond.	5	11.4	2	6.1	1	5.6	0	0.0	2	11.8	3	8.8
Lack of Transportation	3	6.8	4	12.1	0	0.0	0	0.0	3	17.6	3	8.8
Technology Limitations	8	18.2	4	12.1	4	22.2	3	16.7	2	11.8	1	2.9
Lack of Funds	30	68.2	22	66.7	15	83.3	14	77.8	10	58.8	23	67.6
Lack of Documents	0	0.0	1	3.0	0	0.0	0	0.0	0	0.0	0	0.0
Family Demands	12	27.3	5	15.2	7	38.9	4	22.2	2	11.8	8	23.5
Lack of Information	6	13.6	8	24.2	1	5.6	8	44.4	5	29.4	9	26.5
Lack of Confidence	2	4.5	4	12.1	2	11.1	2	11.1	0	0.0	1	2.9
Lack of Incentives	4	9.1	6	18.2	3	16.7	3	16.7	4	23.5	10	29.4

²As reported on the FCCH Survey.

Table 118. Top Educational Barriers by Region for Teachers and Support Staff¹
(Data Source: Florida Statewide ECE Workforce Survey).

Educational Barriers	Central N=49		Northeast N=38		Northwest N=21		Southeast N=34		Southern N=86		Suncoast N=94	
	n	%	n	%	n	%	n	%	n	%	n	%
Lack of Time	28	57.1	19	50.0	12	57.1	23	67.6	43	50.0	54	57.4
Language Barrier	2	4.1	4	10.5	0	0.0	2	5.9	34	39.5	3	3.2
Physical/health Cond.	1	2.0	1	2.6	1	4.8	1	2.9	3	3.5	2	2.1
Lack of Transportation	1	2.0	1	2.6	0	0.0	4	11.8	8	9.3	7	7.4
Technology Limitations	5	10.2	4	10.5	4	19.0	3	8.8	6	7.0	6	6.4
Lack of Funds	29	59.2	24	63.2	14	66.7	15	44.1	34	39.5	45	47.9
Lack of Documents	0	0.0	1	2.6	0	0.0	0	0.0	9	10.5	5	5.3
Family Demands	15	30.6	12	31.6	5	23.8	10	29.4	22	25.6	22	23.4
Lack of Information	10	20.4	5	13.2	5	23.8	3	8.8	5	5.8	4	4.3
Lack of Confidence	9	18.4	5	13.2	1	4.8	1	2.9	1	1.2	10	10.6
Lack of Incentives	9	18.4	6	15.8	1	4.8	8	23.5	6	7.0	8	8.5

¹As reported on the Teacher and Support Staff Survey.

Programs Supporting Professional Development and Retention.

Respondents were asked about their awareness and participation in programs designed to increase professional competence in the early childhood field; specifically, Child Care WAGE\$® Florida³ (a wage supplement program providing semi-annual stipends direct to practitioners based on levels of education aimed at increasing retention in the field), the T.E.A.C.H. Early Childhood® Scholarship Program (a comprehensive scholarship initiative designed to increase education, commitment and retention in the field) or local scholarship opportunities. The T.E.A.C.H. program is funded statewide through an annual appropriation from the Office of Early Learning (\$3 million in 2012-13) and local funders. Child Care WAGE\$ receives no statewide appropriation and is funded only in three counties; Palm Beach, Broward and Miami-Dade through funds provided by Early Learning Coalitions and Children’s Services Councils. Local scholarship initiatives are funded typically by Early Learning Coalitions and may consist of funding to take coursework towards formal education and/or specific professional development opportunities such as curriculum training, behavioral supports or participation in

conferences and related workshops. The results reflect a relatively small sample and caution should be exercised in generalizing the results to the larger population.

Groups (Administrators, Teachers, FCCHs).

Administrators represented the largest group of respondents reporting participation in professional development stipend and scholarship initiatives. Approximately half (50.5%) of administrators either currently participate or have participated in the T.E.A.C.H. program. Most administrators, consequently, are aware of the program (89.8%). Slightly more than half (50.6%) are either currently participating in local scholarship initiatives or have done so in the past. The majority of administrators responding are also aware of local scholarships available (86%). Conversely, fewer administrators (19.7%) either currently participate in the WAGE\$ programs or have done so in the past. This is likely due to the fact that there is not statewide funding available but localized funding in south Florida.

More than one-third of the teaching staff (37.8%) are either currently participating or have participated in the state’s T.E.A.C.H. program. Additionally, 30% of teaching staff have participated in local scholarship opportunities. However, most teaching staff are aware of the T.E.A.C.H. program (70%) and local scholarship opportunities (78%). Only 20% of teaching staff are either current or past participants in Child Care WAGE\$ with roughly half being aware

³The T.E.A.C.H. Early Childhood® Scholarship Program and Child Care WAGE\$® Florida are programs licensed by the Child Care Association in Chapel Hill, N.C. The Children’s Forum is licensed to administer both programs in Florida. Organizations that hold licenses must adhere to stringent standards of program fidelity for measurable program results across states.

of the Child Care WAGE\$ program (49%). The percentage of facilities with teaching staff participating in these programs as reported by administrators is 27% for T.E.A.C.H., 21% for local scholarships, and 10% for WAGE\$.

Family child care home owners have similar participation rates as teaching staff in the T.E.A.C.H. program (39%) and slightly more than half received local scholarships (51%). Awareness of T.E.A.C.H. and local scholarships appear to be relatively high at 70% and 78% respectively. Family child care home owners also have similar participation rates in WAGE\$ as compared to teaching staff (20%).

However, approximately half of the respondents are aware of the WAGE\$ program (49%).

Program Types.

The data were analyzed by program type to determine if there were any differences across program types with regards to access and awareness of stipend and scholarship initiatives. As previously mentioned, sample size must be considered when comparing across program types. The number of respondents from schools and religious exempt programs was relatively low, especially for awareness ratings.

More than half of administrators employed at centers either currently participate or have participated in T.E.A.C.H. (54%) or local scholarship opportunities (52%). Awareness of T.E.A.C.H. and local scholarship opportunities was high at 90% and 87% respectively. Center administrator participation in the Child Care WAGE\$ program was 24% (across past and present participation) but awareness was relatively high at 68%. A lower overall rate of participation in WAGE\$ is to be expected across settings since the program is only offered in certain counties.

Administrators employed in school settings appear to have less participation in the incentive and scholarship professional development initiatives examined via the survey as compared with other settings. Administrators employed in schools report less participation in T.E.A.C.H. at 19% and local scholarship opportunities at 44% than other program types. However, awareness of T.E.A.C.H. and local scholarships was relatively high at 90% and 79% respectively.

Administrators employed in religious exempt settings report current or past participation in T.E.A.C.H. at 53% or local scholarship opportunities at 47%. Awareness of these opportunities appears to be high at 88% for T.E.A.C.H. and 86% for local scholarships. WAGE\$ participation was low at 10% while awareness of the program was greater at 47%.

A similar pattern of findings was observed for respondents from FCCH settings with 38.9% participating in T.E.A.C.H. and slightly more than half (51%) receiving local scholarships. Awareness of T.E.A.C.H. and local scholarships appears to be relatively high for FCCH owners at 70% and 78% respectively. The FCCH participation rate in WAGE\$ is 20% and approximately half of the respondents are aware of the WAGE\$ program at 49%.

Regions.

The data were analyzed for variations across six regions in the state by position. The data do not vary greatly across regions based on position or location in the state with the exception of participation and awareness of the WAGE\$ program. As anticipated, there was greater awareness and participation by those regions in the southern part of the state by. Participation and awareness rates for T.E.A.C.H. and local scholarships are also relatively consistent across regions.

In summary, the data shows that practitioners are generally aware of the professional development opportunities available to them and participate to some degree in T.E.A.C.H. and local scholarships. Outreach strategies to engage and inform the practitioner populations appear to be relatively successful with the survey sample. However, it should be reiterated that these findings must be considered in relation to the sample sizes across sub-groups. Considering the turnover of individuals working in early childhood programs statewide, ongoing efforts to engage, support and develop competent practitioners should be sustained and enhanced to meet the ongoing need for a fairly compensated, trained and educated workforce to positively impact child outcomes.

Table 119. Scholarship and Incentive Participation and Awareness by Position
(Data Source: Florida Statewide ECE Workforce Survey).

Scholarship/ Incentive	Participation				Degree of Awareness			
		Current	Past	Never		Very	Some*	None
	N	n (%)	n (%)	n (%)	N	n (%)	n (%)	n (%)
Administrators¹								
WAGE\$	262	30 (11.5)	24 (9.2)	208 (79.4)	150	48 (32.0)	48 (32.0)	54 (36.0)
T.E.A.C.H.	283	49 (17.3)	94 (33.2)	140 (49.5)	197	110 (55.8)	67 (34.0)	20 (10.2)
Local Scholarship	269	80 (29.7)	56 (20.8)	133 (49.4)	183	95 (51.9)	63 (34.4)	25 (13.7)
Teaching Staff²								
WAGE\$	197	22 (11.2)	17 (8.6)	158 (80.2)	110	19 (17.3)	32 (29.1)	59 (53.6)
T.E.A.C.H.	214	24 (11.2)	57 (26.6)	133 (62.1)	142	60 (42.3)	53 (37.3)	29 (20.4)
Local Scholarship	195	39 (20.0)	20 (10.3)	136 (69.7)	121	39 (32.2)	38 (31.4)	44 (36.4)
FCCH Owners³								
WAGE\$	129	13 (10.1)	13 (10.1)	103 (79.8)	81	22 (27.2)	18 (22.2)	41 (50.6)
T.E.A.C.H.	131	11 (8.4)	40 (30.5)	80 (61.1)	87	37 (42.5)	24 (27.6)	26 (29.9)
Local Scholarship	142	38 (26.8)	35 (24.6)	69 (48.6)	92	48 (52.2)	24 (26.1)	20 (21.7)

*"Somewhat" and "A Little" ratings combined

¹As reported on the Administrator Survey; ²As reported on the Teacher and Support Staff Survey (i.e., Teachers, Assistant Teachers, and Teacher's Aides); ³As reported on the FCCH Survey.

Table 120. Scholarship and Incentive Participation and Awareness by Program Type for Administrators and FCCH Owners. (Data Source: Florida Statewide ECE Workforce Survey).

Scholarship/ Incentive	Participation				Degree of Awareness			
		Current	Past	Never		Very	Some*	None
	N	n (%)	n (%)	n (%)	N	n (%)	n (%)	n (%)
Centers¹								
WAGE\$	209	29 (13.9)	21 (10.0)	159 (76.1)	125	44 (35.2)	41 (32.8)	41 (32.0)
T.E.A.C.H.	225	43 (19.1)	78 (34.7)	104 (46.2)	162	92 (56.8)	54 (33.3)	16 (9.9)
Local Scholarship	216	64 (29.6)	48 (22.2)	104 (48.1)	148	79 (53.4)	50 (33.8)	19 (12.8)
Schools¹								
WAGE\$	24	1 (4.2)	0 (0.0)	23 (95.8)	8	1 (12.5)	2 (25.0)	5 (62.5)
T.E.A.C.H.	26	1 (3.8)	4 (15.4)	21 (80.8)	10	4 (40.0)	5 (50.0)	1 (10.0)
Local Scholarship	23	6 (26.1)	4 (17.4)	13 (56.5)	14	4 (28.6)	7 (50.0)	3 (21.4)
Religious Exempt¹								
WAGE\$	29	0 (0.0)	3 (10.3)	26 (89.7)	17	3 (17.6)	5 (29.4)	9 (52.9)
T.E.A.C.H.	32	5 (15.6)	12 (37.5)	15 (46.9)	25	14 (56.0)	8 (32.0)	3 (12.0)
Local Scholarship	30	10 (33.3)	4 (13.3)	16 (53.3)	21	12 (57.1)	6 (28.6)	3 (14.3)
FCCH²								
WAGE\$	129	13 (10.1)	13 (10.1)	103 (79.8)	81	22 (27.2)	18 (22.2)	41 (50.6)
T.E.A.C.H.	131	11 (8.4)	40 (30.5)	80 (61.1)	87	37 (42.5)	24 (27.6)	26 (29.9)
Local Scholarship	142	38 (26.8)	35 (24.6)	69 (48.6)	92	48 (52.2)	24 (26.1)	20 (21.7)

Note. Data for Teacher and Support Staff Survey by program type are not provided due to small sample sizes for program type sub-groups.

*"Somewhat" and "A Little" ratings combined; ¹As reported on the Administrator Survey; ²As reported on the FCCH Survey.

Table 121. Scholarship and Incentive Participation and Awareness by Position: Central Region.
(Data Source: Florida Statewide ECE Workforce Survey).

Scholarship/ Incentive	Participation			Degree of Awareness				
	N	Current n (%)	Past n (%)	Never n (%)	N	Very n (%)	Some* n (%)	None n (%)
Administrators¹								
WAGE\$	70	1 (1.4)	1 (1.4)	68 (97.1)	33	1 (3.0)	12 (36.4)	20 (60.6)
T.E.A.C.H.	73	10 (13.7)	24 (32.9)	39 (53.4)	50	21 (42.0)	24 (48.0)	5 (10.0)
Local Scholarship	72	26 (36.1)	13 (18.1)	33 (45.8)	48	27 (56.3)	14 (29.2)	7 (14.6)
Teaching Staff²								
WAGE\$	27	1 (3.7)	0 (0.0)	26 (96.3)	17	1 (5.9)	7 (41.2)	9 (52.9)
T.E.A.C.H.	28	2 (7.1)	7 (25.0)	19 (67.9)	22	7 (31.8)	9 (40.9)	6 (27.3)
Local Scholarship	27	7 (25.9)	3 (11.1)	17 (63.0)	19	7 (36.8)	6 (31.6)	6 (31.6)
FCCH Owners³								
WAGE\$	30	0 (0.0)	3 (10.0)	27 (90.0)	21	3 (14.3)	3 (14.3)	15 (71.4)
T.E.A.C.H.	28	2 (7.1)	6 (21.4)	20 (71.4)	21	7 (33.3)	7 (33.3)	7 (33.3)
Local Scholarship	31	8 (25.8)	4 (12.9)	19 (61.3)	21	8 (38.1)	5 (23.8)	8 (38.1)

*"Somewhat" and "A Little" ratings combined

¹As reported on the Administrator Survey; ²As reported on the Teacher and Support Staff Survey (i.e., Teachers, Assistant Teachers, and Teacher's Aides); ³As reported on the FCCH Survey.

Table 122. Scholarship and Incentive Participation and Awareness by Position: Northeast Region.
(Data Source: Florida Statewide ECE Workforce Survey).

Scholarship/ Incentive	Participation			Degree of Awareness				
	N	Current n (%)	Past n (%)	Never n (%)	N	Very n (%)	Some* n (%)	None n (%)
Administrators¹								
WAGE\$	34	4 (11.8)	2 (5.9)	28 (82.4)	19	5 (26.3)	6 (31.6)	8 (42.1)
T.E.A.C.H.	40	9 (22.5)	14 (35.0)	17 (42.5)	28	18 (64.3)	8 (28.6)	2 (7.1)
Local Scholarship	38	11 (28.9)	8 (21.1)	19 (50.0)	26	13 (50.0)	8 (30.8)	5 (19.2)
Teaching Staff²								
WAGE\$	21	1 (4.8)	0 (0.0)	20 (95.2)	9	1 (11.1)	2 (22.2)	6 (66.7)
T.E.A.C.H.	23	4 (17.4)	3 (13.0)	16 (69.6)	16	5 (31.3)	5 (31.3)	6 (37.5)
Local Scholarship	22	1 (4.5)	2 (9.1)	19 (86.4)	10	2 (20.0)	3 (30.0)	5 (50.0)
FCCH Owners³								
WAGE\$	28	2 (7.1)	1 (3.6)	25 (89.3)	17	4 (23.5)	4 (23.5)	9 (52.9)
T.E.A.C.H.	29	2 (6.9)	10 (34.5)	17 (58.6)	18	10 (55.6)	3 (16.7)	5 (27.8)
Local Scholarship	31	4 (12.9)	12 (38.7)	15 (48.4)	21	14 (66.7)	4 (19.0)	3 (14.3)

*"Somewhat" and "A Little" ratings combined

¹As reported on the Administrator Survey; ²As reported on the Teacher and Support Staff Survey (i.e., Teachers, Assistant Teachers, and Teacher's Aides); ³As reported on the FCCH Survey.

Table 123. Scholarship and Incentive Participation and Awareness by Position: Northwest Region.
(Data Source: Florida Statewide ECE Workforce Survey).

Scholarship/ Incentive	Participation				Degree of Awareness			
	N	Current	Past	Never	N	Very	Some*	None
		n (%)	n (%)	n (%)		n (%)	n (%)	n (%)
Administrators¹								
WAGE\$	20	0 (0.0)	2 (10.0)	18 (90.0)	11	1 (9.1)	8 (72.7)	2 (18.2)
T.E.A.C.H.	21	4 (19.0)	6 (28.6)	11 (52.4)	14	8 (57.1)	4 (28.6)	2 (14.3)
Local Scholarship	21	3 (14.3)	7 (33.3)	11 (52.4)	13	6 (46.2)	7 (53.8)	0 (0.0)
Teaching Staff²								
WAGE\$	15	0 (0.0)	0 (0.0)	15 (100.0)	8	1 (12.5)	2 (25.0)	5 (62.5)
T.E.A.C.H.	16	0 (0.0)	4 (25.0)	12 (75.0)	9	2 (22.2)	5 (55.6)	2 (22.2)
Local Scholarship	14	0 (0.0)	0 (0.0)	14 (100.0)	7	0 (0.0)	4 (57.1)	3 (42.9)
FCCH Owners³								
WAGE\$	16	3 (18.8)	1 (6.3)	12 (75.0)	8	2 (25.0)	1 (12.5)	5 (62.5)
T.E.A.C.H.	7	1 (6.3)	3 (18.8)	12 (75.0)	7	3 (42.9)	1 (14.3)	3 (42.9)
Local Scholarship	16	1 (6.3)	3 (18.8)	12 (75.0)	7	3 (42.9)	1 (14.3)	3 (42.9)

*"Somewhat" and "A Little" ratings combined

¹As reported on the Administrator Survey; ²As reported on the Teacher and Support Staff Survey (i.e., Teachers, Assistant Teachers, and Teacher's Aides); ³As reported on the FCCH Survey.

Table 124. Scholarship and Incentive Participation and Awareness by Position: Southeast Region.
(Data Source: Florida Statewide ECE Workforce Survey).

Scholarship/ Incentive	Participation				Degree of Awareness			
	N	Current	Past	Never	N	Very	Some*	None
		n (%)	n (%)	n (%)		n (%)	n (%)	n (%)
Administrators¹								
WAGE\$	38	17 (44.7)	9 (23.7)	12 (31.6)	31	26 (83.9)	4 (12.9)	1 (3.2)
T.E.A.C.H.	39	7 (17.9)	15 (38.5)	17 (43.6)	30	20 (66.7)	8 (26.7)	2 (6.7)
Local Scholarship	36	10 (27.8)	7 (19.4)	19 (52.8)	26	14 (53.8)	9 (34.6)	3 (11.5)
Teaching Staff²								
WAGE\$	22	6 (27.3)	6 (27.3)	10 (45.5)	13	6 (46.2)	6 (46.2)	1 (7.7)
T.E.A.C.H.	23	2 (8.7)	2 (8.7)	19 (82.6)	14	3 (21.4)	8 (57.1)	3 (21.4)
Local Scholarship	22	6 (27.3)	1 (4.5)	15 (68.2)	14	6 (42.9)	3 (21.4)	5 (35.7)
FCCH Owners³								
WAGE\$	10	2 (20.0)	1 (10.0)	7 (70.0)	7	3 (42.9)	0 (0.0)	4 (57.1)
T.E.A.C.H.	12	0 (0.0)	6 (50.0)	6 (50.0)	8	4 (50.0)	1 (12.5)	3 (37.5)
Local Scholarship	13	6 (46.2)	1 (7.7)	6 (46.2)	8	4 (50.0)	2 (25.0)	2 (25.0)

*"Somewhat" and "A Little" ratings combined

¹As reported on the Administrator Survey; ²As reported on the Teacher and Support Staff Survey (i.e., Teachers, Assistant Teachers, and Teacher's Aides); ³As reported on the FCCH Survey.

Table 125. Scholarship and Incentive Participation and Awareness by Position: Southern Region.
(Data Source: Florida Statewide ECE Workforce Survey).

Scholarship/ Incentive	Participation			Degree of Awareness				
	N	Current n (%)	Past n (%)	Never n (%)	N	Very n (%)	Some* n (%)	None n (%)
Administrators¹								
WAGE\$	32	6 (18.8)	5 (15.6)	21 (65.6)	19	11 (57.9)	4 (21.1)	4 (21.1)
T.E.A.C.H.	36	9 (25.0)	10 (27.8)	17 (47.2)	24	13 (54.2)	8 (33.3)	3 (12.5)
Local Scholarship	31	14 (45.2)	6 (19.4)	11 (35.5)	21	14 (66.7)	4 (19.0)	3 (14.3)
Teaching Staff²								
WAGE\$	53	10 (18.9)	10 (18.9)	33 (62.3)	31	9 (29.0)	12 (38.7)	10 (32.3)
T.E.A.C.H.	58	7 (12.1)	19 (32.8)	32 (55.2)	34	16 (47.1)	14 (41.2)	4 (11.8)
Local Scholarship	50	8 (32.0)	16 (16.0)	26 (52.0)	33	15 (45.5)	12 (36.4)	6 (18.2)
FCCH Owners³								
WAGE\$	9	3 (33.3)	3 (33.3)	3 (33.3)	7	4 (57.1)	3 (42.9)	0 (0.0)
T.E.A.C.H.	8	2 (25.0)	3 (37.5)	3 (37.5)	6	4 (66.7)	1 (16.7)	1 (16.7)
Local Scholarship	10	2 (40.0)	4 (20.0)	4 (40.0)	8	4 (50.0)	3 (37.5)	1 (12.5)

*"Somewhat" and "A Little" ratings combined

¹As reported on the Administrator Survey; ²As reported on the Teacher and Support Staff Survey (i.e., Teachers, Assistant Teachers, and Teacher's Aides); ³As reported on the FCCH Survey.

Table 126. Scholarship and Incentive Participation and Awareness by Position: Suncoast Region.
(Data Source: Florida Statewide ECE Workforce Survey).

Scholarship/ Incentive	Participation			Degree of Awareness				
	N	Current n (%)	Past n (%)	Never n (%)	N	Very n (%)	Some* n (%)	None n (%)
Administrators¹								
WAGE\$	60	0 (0.0)	4 (6.7)	56 (93.3)	35	3 (8.6)	13 (37.1)	19 (54.3)
T.E.A.C.H.	66	9 (13.6)	22 (33.3)	35 (53.0)	48	27 (56.3)	15 (31.3)	6 (12.5)
Local Scholarship	63	14 (22.2)	14 (22.2)	35 (55.6)	47	19 (40.4)	21 (44.7)	7 (14.9)
Teaching Staff²								
WAGE\$	47	2 (4.3)	1 (2.1)	44 (93.6)	28	1 (3.6)	3 (10.7)	24 (85.7)
T.E.A.C.H.	55	8 (14.5)	19 (34.5)	28 (50.9)	41	22 (53.7)	11 (26.8)	8 (19.5)
Local Scholarship	50	7 (14.0)	6 (12.0)	37 (74.0)	32	8 (25.0)	10 (31.3)	14 (43.8)
FCCH Owners³								
WAGE\$	24	3 (12.5)	3 (12.5)	18 (75.0)	14	5 (35.7)	5 (35.7)	4 (28.6)
T.E.A.C.H.	26	4 (15.4)	6 (23.1)	16 (61.5)	19	7 (36.8)	7 (36.8)	5 (26.3)
Local Scholarship	20	12 (41.4)	8 (27.6)	9 (31.0)	20	11 (55.0)	7 (35.0)	2 (10.0)

*"Somewhat" and "A Little" ratings combined

¹As reported on the Administrator Survey; ²As reported on the Teacher and Support Staff Survey (i.e., Teachers, Assistant Teachers, and Teacher's Aides); ³As reported on the FCCH Survey.

Technology

Research Question 10: *What are the perceived technology needs, comfort level, abilities, and resources of ECE programs and practitioners?*

Survey respondents were asked to report on their interest in taking technology related trainings as well as their access to technological devices and barriers to use of technology. Most of the ECE workforce report being comfortable taking classes on-line (76% to 92% agreed or strongly agreed across respondent groups). Fifty-four to sixty-seven percent of the workforce would like training to improve their computer skills. Staff (61% somewhat/strongly agreed) and FCCH owners (66% somewhat/strongly agreed) report a greater interest in trainings to improve their computer skills than administrators (54% somewhat/strongly agreed). Seventy-one percent of administrators agree (somewhat or strongly) with allowing release time for staff to attend technology trainings. Center-based administrators are most likely to be comfortable allowing staff to have release time for such trainings. Administrators, especially school-based administrators, have the highest rates of being comfortable using a blog. Two-thirds of staff and 61% of FCCH owners are comfortable using a blog. Generally, there are similar patterns of interest and comfort level with technology across regions. However, there is some variation across regions in comfort level with using a blog for FCCH owners. Those in the Northeast and Southern regions are more likely to report comfort with using a blog compared to owners in other regions.

Access to computer with internet is relatively high across respondent groups, ranging from 78% to 89%. Staff have the lowest degree of access relative to administrators and FCCH owners. Thirty-one to 39% of respondents indicated having a smart phone. Most administrators have access to a fax machine (83%) and copier (84%). Scanners are less likely to be accessible across respondent groups than copiers or fax machines. Staff have relatively low rates of access to office machines including copiers, faxes, and scanners (ranging from 40% to 60%). There is some variation across regions on the percentage of practitioners with access to office machines. Administrators in the Central, Northeast, and Southeast regions have the highest rates of access to such equipment. Staff in the Southern region are least likely to have access to office machines relative to staff in other regions.

Regarding barriers to using technology, the single largest and most consistently reported technology barrier across respondent groups, program types, and regions is lack of time (ranging from 16% to 24% across respondent groups). The next most prevalent barrier for staff is not having access to a computer with internet access at home (9.5%). A relatively large percentage of practitioners report no challenges in using a computer with internet connection across respondent groups ranging from 47% (for staff) to 64% (for administrators) across respondent groups.



Table 127. Interest, Comfort Level, and Need for Technology Training.
 (Data Source: Florida Statewide ECE Workforce Survey).

Statement	Strongly Agree		Somewhat Agree		Neutral		Somewhat Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Administrators¹										
Comfortable taking classes online. N=277	208	75.1	46	16.6	13	4.7	8	2.9	2	0.7
Would take training to improve computer skills. N=271	80	29.5	65	24.0	68	25.1	36	13.3	22	8.1
Important for teaching staff to have strong computer skills. N=275	134	48.7	101	36.7	36	13.1	0	0.0	4	1.3
Willing to allow release time (paid/unpaid) for staff to attend technology trainings. N=267	112	41.9	78	29.2	57	21.3	17	6.4	3	1.1
FCCH Owners²										
Comfortable taking classes online. N=171	109	63.7	34	19.9	20	11.7	5	2.9	3	1.8
Would take training to improve computer skills. N=165	67	40.6	42	25.5	28	17.0	13	7.9	15	9.1
Important for me to have strong computer skills. N=160	99	61.9	39	24.5	14	8.8	6	3.8	2	1.3
Teachers and Staff³										
Comfortable taking classes online. N=310	177	57.1	59	19.0	31	10.0	24	7.7	19	6.1
Would take training to improve computer skills. N=314	130	41.4	61	19.4	57	18.2	22	7.0	44	14.0

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

³As reported on the Teacher and Support Staff Survey.

Figure 28. Percentage of Practitioners Reporting Access to a Computer and the Internet by Position.

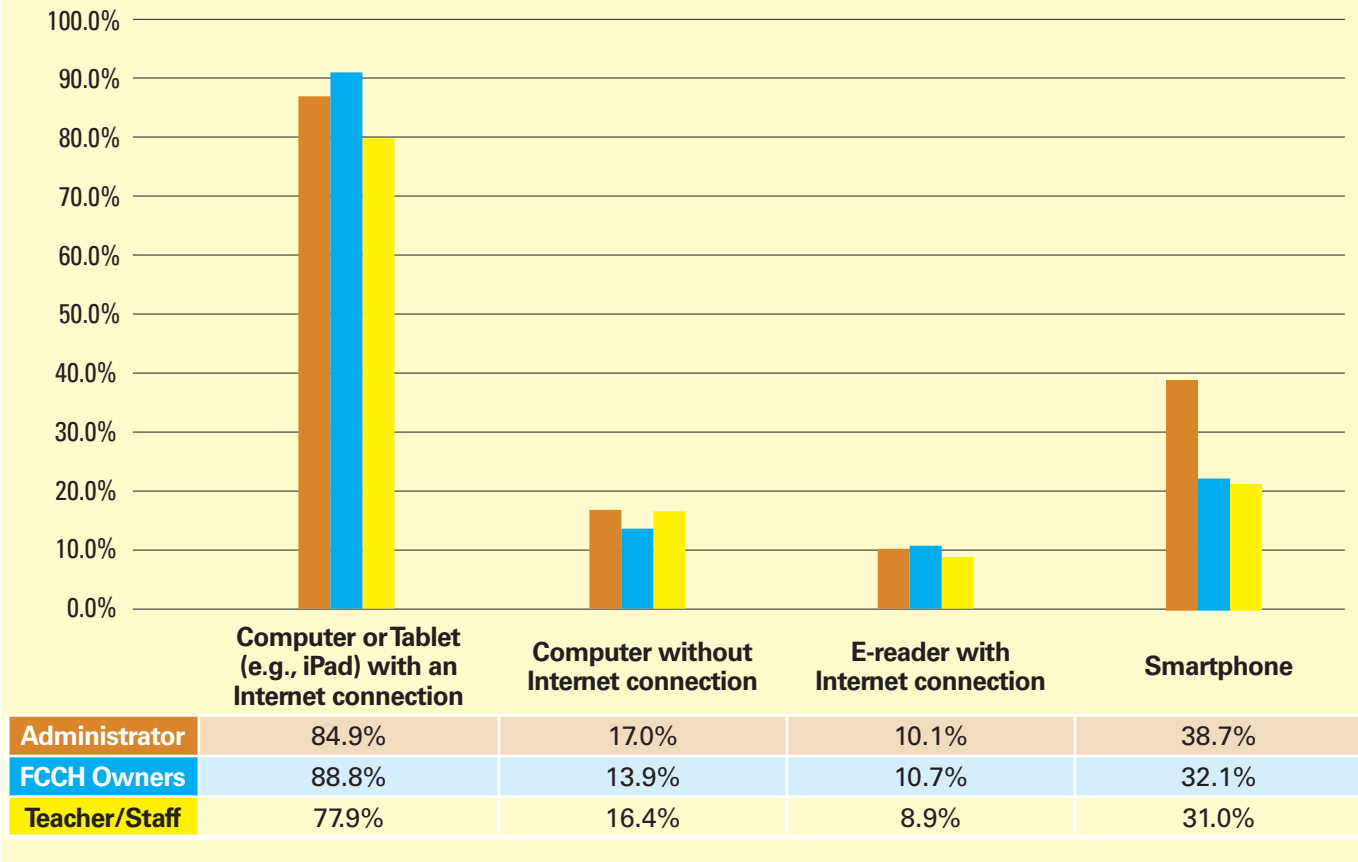


Figure 29. Percentage of Practitioners Reporting Access to Technology Equipment by Position.

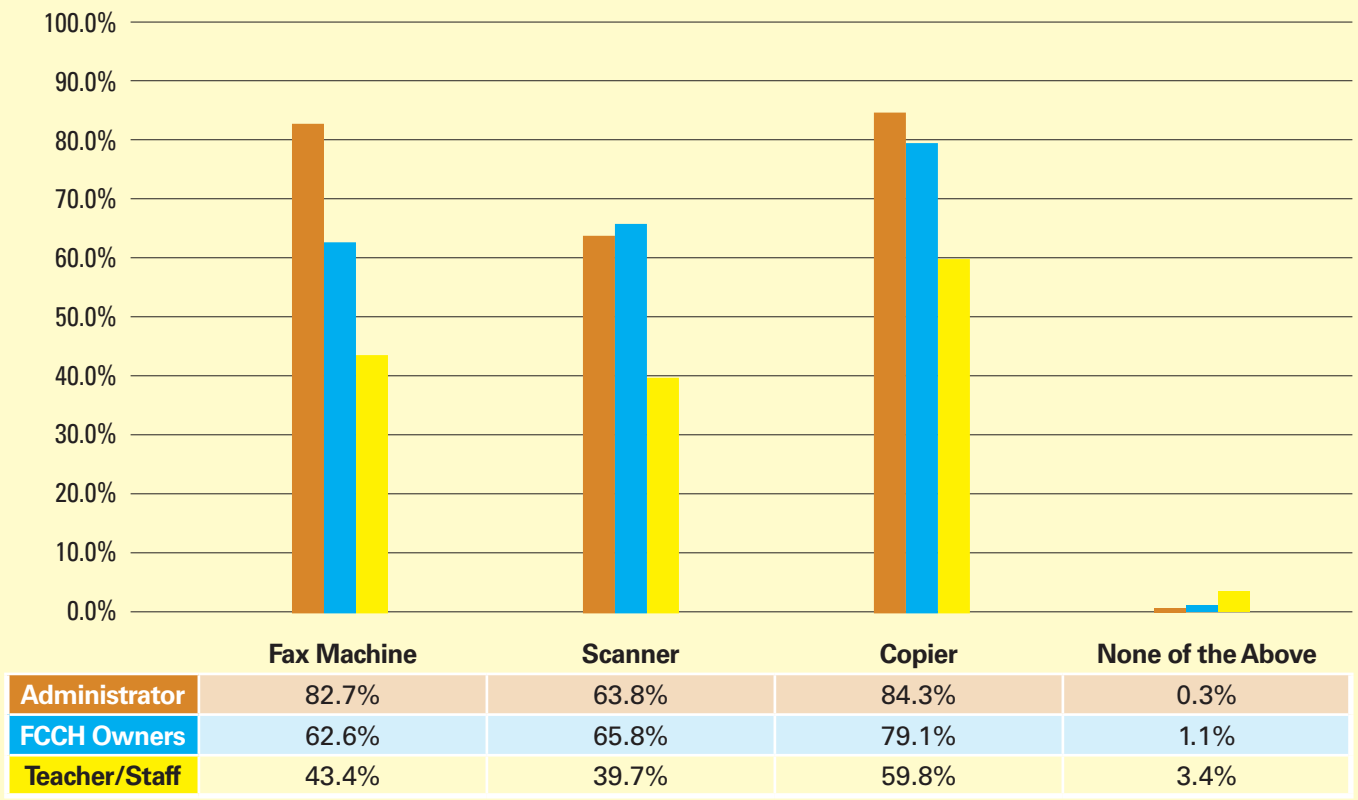
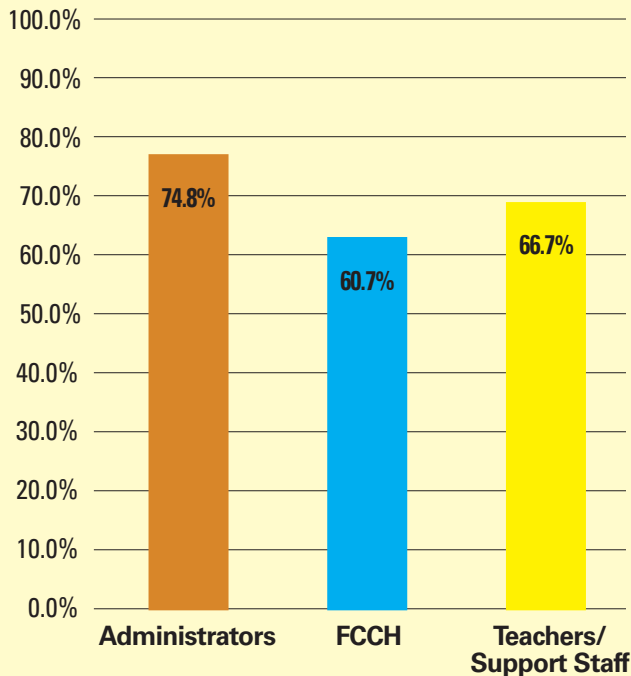


Figure 30. Percentage of Practitioners Comfortable Using A Blog by Position.¹



¹Note: Percentage represented is based upon those who answered in the affirmative (Yes).



Table 128. Interest, Comfort Level, and Need for Technology Training by Program Type for Administrators/FCCH Owners: Number and Percentage Practitioners Indicating “Strongly Agree”. (Data Source: Florida Statewide ECE Workforce Survey)

Statement	Centers ¹		Schools ¹		Religious Exempt ¹		FCCH ²	
	n	%	n	%	n	%	n	%
Comfortable taking classes online.	N=219		N=21		N=37		N=171	
	165	75.3	16	76.2	27	73.0	109	63.7
Would take training to improve computer skills.	N=214		N=21		N=36		N=165	
	65	30.4	5	23.8	10	27.8	67	40.6
Important for teaching staff to have strong computer skills.	N=217		N=21		N=37		N=160	
	109	50.2	11	52.4	14	37.8	99	61.9
Willing to allow release time (paid/unpaid) for staff to attend technology trainings.	N=213		N=17		N=37			
	93	43.7	6	35.3	13	35.1		

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

Grey highlighting = response option not available on a given survey.

Table 129. Interest, Comfort Level, and Need for Technology Training by Region: Number and Percentage Practitioners Indicating “Strongly Agree”. (Data Source: Florida Statewide ECE Workforce Survey)

Statement	Central		Northeast		Northwest		Southeast		Southern		Suncoast	
	n	%	n	%	n	%	n	%	n	%	n	%
Administrators¹												
Comfortable taking classes online.	N=71		N=45		N=21		N=36		N=37		N=61	
	53	74.6	31	68.9	16	76.2	24	66.7	29	78.4	49	80.3
Would take training to improve computer skills.	N=71		N=45		N=21		N=35		N=35		N=58	
	65	30.4	5	23.8	10	27.8	67	40.6	12	34.3	14	24.1
Important for teaching staff to have strong computer skills.	N=71		N=44		N=21		N=35		N=37		N=61	
	33	46.5	21	47.7	12	57.1	14	40.0	27	73.0	22	36.1
Willing to allow release time (paid/unpaid) for staff to attend technology trainings.	N=68		N=43		N=21		N=33		N=37		N=59	
	24	35.3	19	44.2	7	33.3	16	48.5	23	62.2	19	32.2
FCCH Owners²												
Comfortable taking classes online.	N=43		N=32		N=18		N=17		N=16		N=31	
	28	65.1	21	65.6	12	66.7	12	70.6	10	62.5	18	58.1
Would take training to improve computer skills.	N=42		N=32		N=17		N=17		N=16		N=29	
	18	42.9	13	40.6	6	35.3	5	29.4	9	56.3	12	41.4
Important for me to have strong computer skills.	N=40		N=31		N=16		N=16		N=16		N=28	
	24	60.0	18	58.1	9	56.3	12	75.0	12	75.0	17	60.7
Teachers and Staff³												
Comfortable taking classes online.	N=47		N=34		N=21		N=29		N=74		N=83	
	25	53.2	19	55.9	14	66.7	24	82.8	42	56.8	45	54.2
Would take training to improve computer skills.	N=47		N=35		N=21		N=28		N=78		N=83	
	17	36.2	11	31.4	4	19.0	13	46.4	39	50.0	34	41.0

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

³As reported on the Teacher and Support Staff Survey.

Table 130. Access To Technology by Region for Administrators.¹
 (Data Source: Florida Statewide ECE Workforce Survey).

Types of Devices	Central N=80		Northeast N=47		Northwest N=23		Southeast N=39		Southern N=43		Suncoast N=75	
	n	%	n	%	n	%	n	%	n	%	n	%
Computer or tablet with an Internet connection	68	85.0	44	93.6	20	87.0	34	87.2	38	88.4	61	81.3
Computer without Internet connection	14	17.5	7	14.9	6	26.1	5	12.8	10	23.3	10	13.3
E-reader with Internet connection	8	10.0	3	6.4	5	21.7	6	15.4	4	9.3	5	6.7
Smartphone	35	43.8	21	44.7	8	34.8	16	41.0	11	25.6	18	37.3
Fax machine	68	85.0	42	89.4	19	82.6	34	87.2	34	79.1	60	80.0
Scanner	57	71.3	35	74.5	13	56.5	24	61.5	25	58.1	43	57.3
Copier	70	87.5	43	91.5	19	82.6	35	89.7	35	81.4	60	80.0
None of the above	1	1.3	0	—	0	—	0	—	0	—	0	—

¹As reported on the Administrator Survey.

Table 131. Access To Technology by Region for FCCH Owners¹
 (Data Source: Florida Statewide ECE Workforce Survey).

Types of Devices	Central N=44		Northeast N=33		Northwest N=18		Southeast N=18		Southern N=17		Suncoast N=34	
	n	%	n	%	n	%	n	%	n	%	n	%
Computer or tablet with an Internet connection	42	95.5	30	90.9	18	100	16	88.9	16	94.1	31	91.2
Computer without Internet connection	5	11.4	6	18.2	0	—	3	16.7	6	35.3	2	5.9
E-reader with Internet connection	5	11.4	4	12.1	3	16.7	1	5.6	3	17.6	3	8.8
Smartphone	18	40.9	14	42.4	6	38.3	7	38.9	5	29.4	8	23.5
Fax machine	28	63.6	26	78.8	10	55.6	10	55.6	15	88.2	23	67.6
Scanner	3226	72.7	27	81.8	13	72.2	7	38.9	12	70.6	26	76.5
Copier	38	86.4	30	90.9	14	77.8	14	77.8	15	88.2	29	85.3
None of the above	1	2.3	0	—	0	—	0	—	0	—	1	2.9

¹As reported on the FCCH Owner Survey.

Table 132. Access To Technology by Region for Teachers and Support Staff¹ (Data Source: Florida Statewide ECE Workforce Survey).

Types of Devices	Central N=49		Northeast N=38		Northwest N=21		Southeast N=34		Southern N=86		Suncoast N=94	
	n	%	n	%	n	%	n	%	n	%	n	%
Computer or tablet with an Internet connection	39	79.6	28	73.7	17	81.0	26	76.5	69	80.2	74	78.7
Computer without Internet connection	9	18.4	6	15.8	8	38.1	6	17.6	11	12.8	15	16.0
E-reader with Internet connection	5	10.2	2	5.3	2	9.5	2	5.9	6	7.0	12	12.8
Smartphone	12	24.5	14	36.8	10	47.6	12	35.5	27	31.4	32	34.0
Fax machine	24	49.0	19	50.0	14	66.7	18	52.9	23	26.7	46	48.9
Scanner	24	49.0	17	44.7	10	47.6	17	50.0	24	27.9	39	41.5
Copier	30	61.2	25	65.8	15	71.4	22	64.7	45	52.3	61	64.9
None of the above	3	6.1	2	5.3	0	—	1	2.9	4	4.7	1	1.1

¹As reported on the Teacher and Support Staff Survey.

Table 133. Access To Technology for Administrators/FCCH Owners by Program Type (Data Source: Florida Statewide ECE Workforce Survey).

Types of Devices	Centers ¹ N=247		Schools ¹ N=28		Religious Exempt ¹ N=43		FCCH ¹ N=187	
	n	%	n	%	n	%	n	%
Computer or tablet with an Internet connection	212	85.8	21	75.0	37	86.0	166	88.8
Computer without Internet connection	47	19.0	2	7.1	5	11.6	26	13.9
E-reader with Internet connection	24	9.7	7	25.0	1	2.3	20	10.7
Smartphone	101	40.9	13	46.4	9	20.9	60	32.1
Fax machine	207	83.8	20	71.4	36	83.7	117	62.6
Scanner	161	65.2	17	60.7	25	58.1	123	65.8
Copier	211	85.4	21	75.0	36	83.7	148	79.1
None of the above	1	0.4	0	—	0	—	2	1.1

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

Table 134. Technology Challenges Experienced by Position Type.

Challenges	Administrators N = 318		Teacher/Staff N = 348		FCCH Owners N = 187	
	n	%	n	%	n	%
Lack of time	62	19.5	82	23.6	30	16.0
No need	1	0.3	4	1.1	2	1.1
Lack of interest	2	0.6	8	2.3	7	3.7
Don't have a computer with Internet connection at home	4	1.3	33	9.5	4	2.1
Not comfortable using a computer	12	3.8	25	7.2	16	8.6
Don't know how to use a computer	0	0.0	30	8.6	15	8.0
None, I am comfortable using a computer with Internet connection	203	63.8	162	46.6	109	58.3
Other	4	1.3	6	1.7	8	4.3

Table 135. Technology Challenges Experienced by Administrators/FCCH Owners by Program Type (Data Source: Florida Statewide ECE Workforce Survey).

Challenges	Centers ¹ N = 247		Schools ¹ N = 28		Religious Exempt ¹ N = 43		FCCH ² N = 187	
	n	%	n	%	n	%	n	%
Lack of time	54	21.9	2	7.1	6	14.0	30	16.0
No need	0	—	1	3.6	0	—	2	1.1
Lack of interest	2	0.8	0	—	0	—	7	3.7
Don't have a computer with Internet connection at home	4	1.6	0	—	0	—	4	2.1
Not comfortable using a computer	9	3.6	0	—	3	7.0	16	8.6
Don't know how to use a computer	0	—	0	—	0	—	15	8.0
None, I am comfortable using a computer with Internet connection	154	62.3	19	67.9	30	69.8	109	58.3
Other	4	1.6	0	—	0	—	8	4.3

¹As reported on the Administrator Survey.

²As reported on the FCCH Survey.

Table 136. Technology Challenges Experienced by Administrators¹ by Region
(Data Source: Florida Statewide ECE Workforce Survey).

Types of Devices	Central N=80		Northeast N=47		Northwest N=23		Southeast N=39		Southern N=43		Suncoast N=75	
	n	%	n	%	n	%	n	%	n	%	n	%
Lack of time	16	20.0	14	29.8	4	17.4	4	10.3	9	20.9	15	20.0
No need	0	—	0	—	0	—	0	—	0	—	1	1.3
Lack of interest	0	—	2	4.3	0	—	0	—	0	—	0	—
Don't have a computer with Internet connection at home	0	—	1	2.1	1	4.3	2	5.1	0	—	0	—
Not comfortable using a computer	2	2.5	7	14.9	1	4.3	0	—	0	—	2	2.7
Don't know how to use a computer	0	—	0	—	0	—	0	—	0	—	0	—
None, I am comfortable using a computer with Internet connection	54	67.5	30.2	63.8	15	65.2	27	69.2	26	60.5	46	61.3
Other	2	2.5	0	—	1	4.3	0	—	0	—	1	1.3

¹As reported on the Administrator Survey.

Table 137. Technology Challenges Experienced by FCCH Owners¹ by Region
(Data Source: Florida Statewide ECE Workforce Survey).

Types of Devices	Central N=44		Northeast N=33		Northwest N=18		Southeast N=18		Southern N=17		Suncoast N=34	
	n	%	n	%	n	%	n	%	n	%	n	%
Lack of time	6	13.6	3	9.1	2	11.1	2	11.1	4	23.5	9	26.5
No need	0	—	0	—	1	5.6	0	—	1	5.9	0	—
Lack of interest	2	4.5	0	—	0	—	1	5.6	0	—	2	5.9
Don't have a computer with Internet connection at home	1	2.3	0	—	0	—	1	5.6	0	—	1	2.9
Not comfortable using a computer	3	6.8	1	3.0	4	22.2	3	16.7	0	—	3	8.8
Don't know how to use a computer	5	11.4	3	9.1	1	5.6	1	5.6	1	5.9	4	11.8
None, I am comfortable using a computer with Internet connection	29	65.9	15	75.8	10	55.6	10	55.6	10	58.8	20	58.8
Other	2	4.5	2	6.1	3	16.7	0	—	0	—	1	2.9

¹As reported on the FCCH Survey.

Table 138. Technology Challenges Experienced by Teachers and Support Staff¹ by Region (Data Source: Florida Statewide ECE Workforce Survey).

Types of Devices	Central N=49		Northeast N=38		Northwest N=21		Southeast N=34		Southern N=86		Suncoast N=94	
	n	%	n	%	n	%	n	%	n	%	n	%
Lack of time	12	24.5	5	13.2	2	9.5	9	26.5	25	29.1	25	26.6
No need	2	4.1	1	2.6	0	—	0	—	0	—	0	—
Lack of interest	2	4.1	1	2.6	0	—	1	2.9	1	1.2	3	3.2
Don't have a computer with Internet connection at home	3	6.1	7	18.4	3	14.3	6	17.6	4	4.7	8	8.5
Not comfortable using a computer	6	12.2	2	5.3	0	—	1	2.9	7	8.1	7	7.4
Don't know how to use a computer	3	6.1	2	5.3	2	9.5	1	2.9	10	11.6	6	6.4
None, I am comfortable using a computer with Internet connection	25	51.0	23	60.5	15	71.4	14	41.2	33	38.4	45	47.9
Other	0	—	1	2.6	0	—	1	2.9	1	1.2	2	2.1

¹As reported on the Teacher and Staff Survey.

Figure 31. Percentage of Administrators Comfortable with Using a Blog within Each Region.

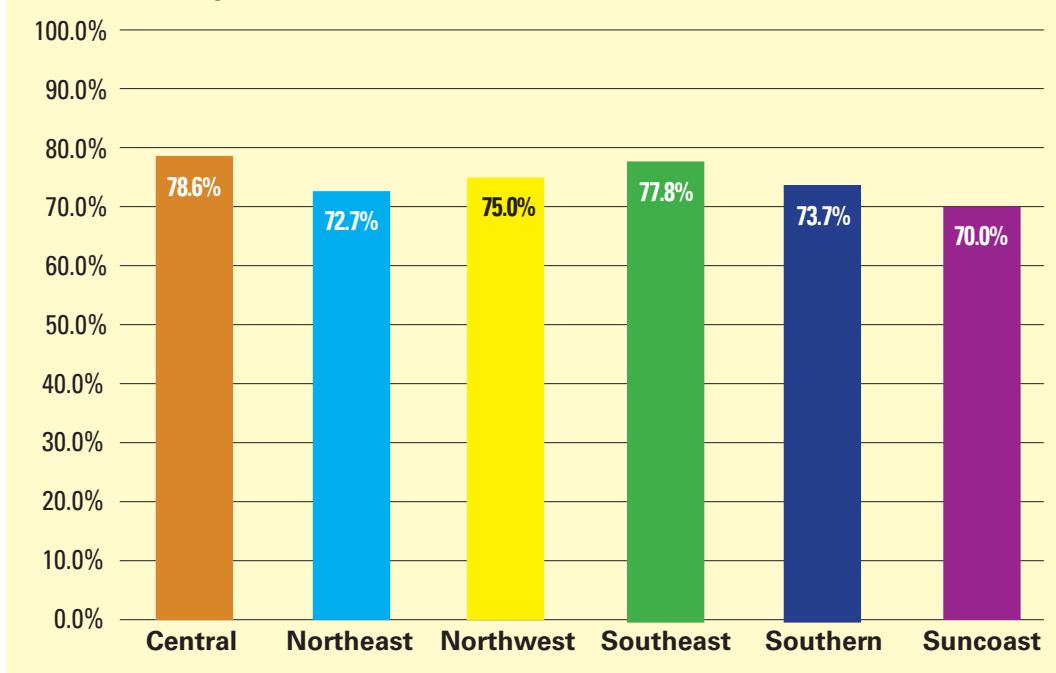


Figure 32. Percentage of Teachers and Support Staff Comfortable with Using a Blog within Each Region.

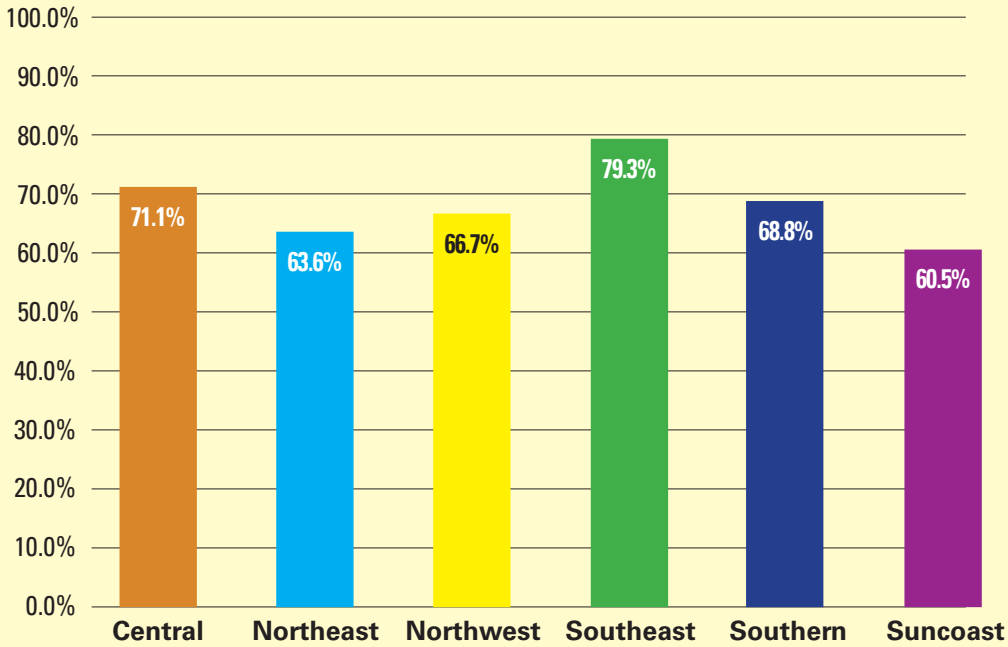


Figure 33. Percentage of FCCH Owners Comfortable with Using a Blog within Each Region.

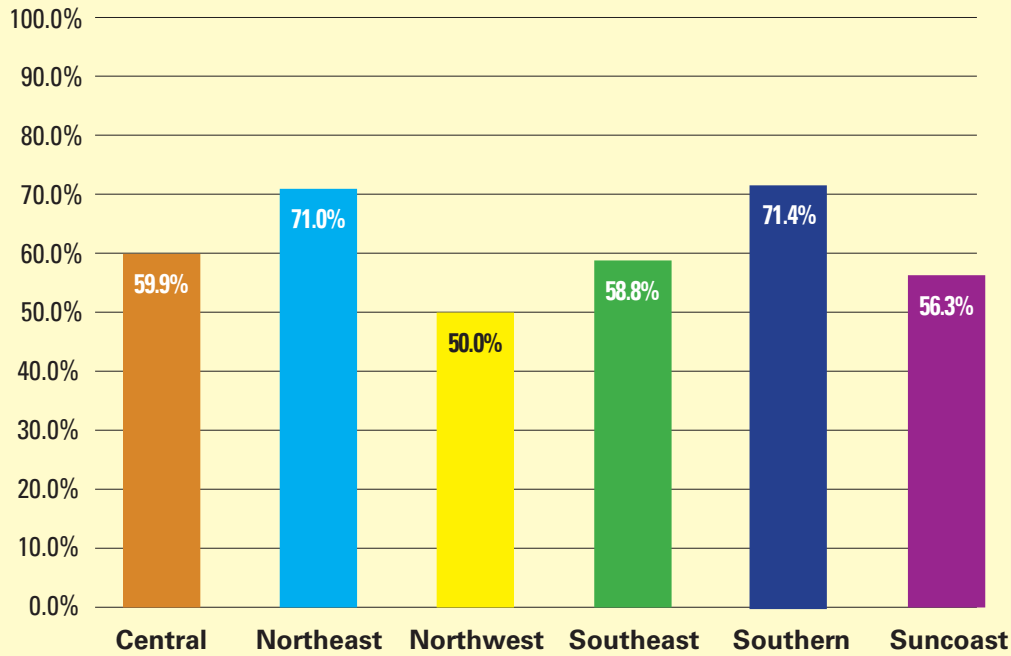


Figure 34. Blog Comfort Level by Region

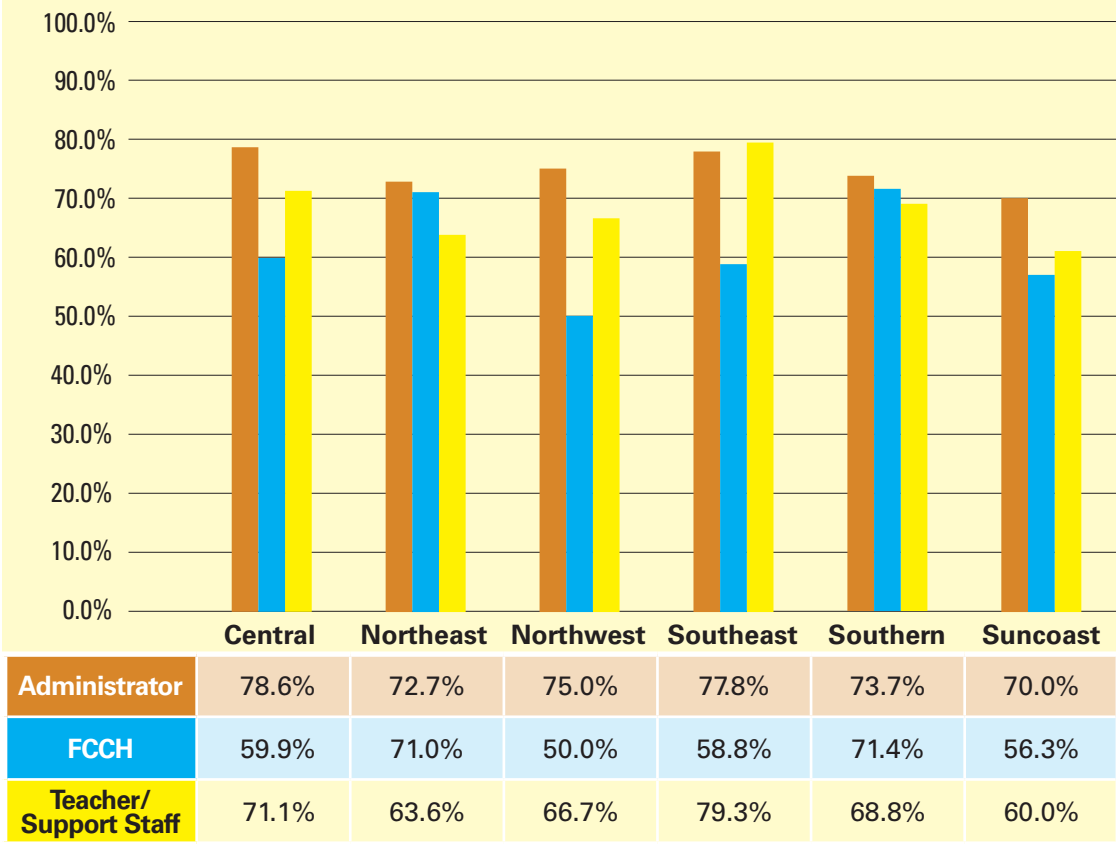
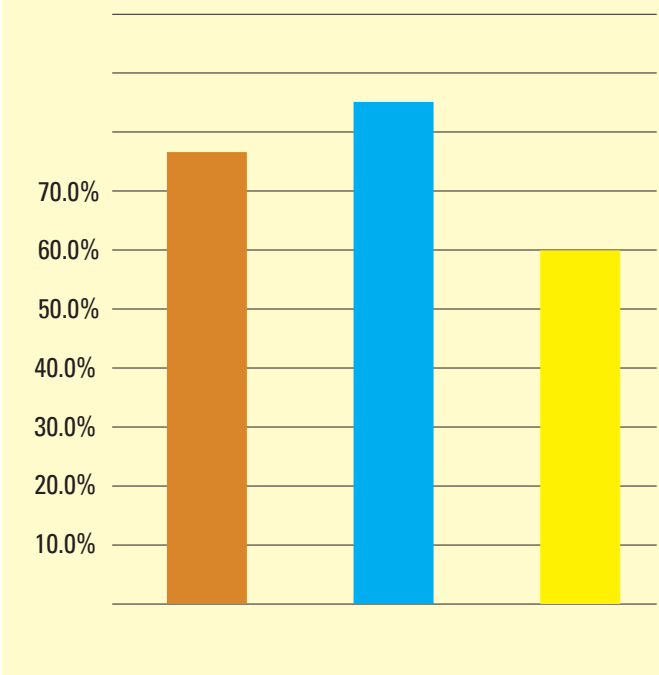


Figure 35. Percentage of Administrators Comfortable with Using a Blog by Program Type.



Section 3: Qualitative Analysis for Interviews and Focus Groups

Instrument Construction.

Thirty-two interviews and six focus groups were conducted using structured protocols, included as Appendices F, G, and H. A protocol was developed for interviewing administrators, including child care center directors, public school principals, and family child care home operators. A second protocol was developed for conducting focus groups with any early care and education staff, including both teachers and administrators. These structured instruments helped to minimize the collection of unnecessary data as well as to reduce unintentional researcher bias, and allow for comparability across subjects (Miles & Huberman, 1994). Both protocols were designed in conjunction with the surveys in order to capture those areas where respondents may be able to provide more expansive information which could supplement the quantitative collection. The interviews focus on five themes: professional development, work experience, employee retention, quality learning, and special populations. The focus groups focus on three themes: professional development, work experience, and special populations.

Data Analysis.

All interviews and focus groups were recorded for accuracy. The first step in the analysis was transcribing the interviews and focus groups, as well as adding field notes and summaries to the transcripts. Following this, the transcriptions were read and coded for patterns in the responses. Through this indicative process, response patterns began to emerge. This process continued for each transcription and throughout the analysis, and the research team continuously consulted one another to consider whether the explanations of behavior would appear reasonable to the members of the community being studied. Just as Cusick (1983) stated, the field researcher should “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). Once the response patterns were identified, the research team returned to the data to ensure that the conceptualizations echoed the ideas, and the

language, of the respondents. Finally, the codes were established and the responses for each code were counted and are reported within the analysis.

Results and Implications

- Interviews and Focus Groups
- Professional Development

Training Available Within the Community.

Interviewees were asked what professional development opportunities were available within their community as well as those opportunities that were lacking. Respondents most commonly identified opportunities at their respective local college, university or technical school. Second were Early Learning Coalitions and third were nonprofit organizations. Interestingly, when coded and counted, the Department of Children and Families ranked fourth among respondents. When asked what was lacking in their community, respondents referred to specific training topics, including curriculum development and lesson planning along with business management and leadership. Respondents also suggested more training on the statewide standards and professionalizing the ECE field. In one director’s own words,

The standards are definitely needed because that is state wide. Professionalism, just in general... you know I have been working in child care for 17 years and we’ve been trying to make it a profession, rather than just a babysitting service. So, that’s one of the big things.

Note that current standards trainings include regional and local trainings provided by Early Learning Coalitions. Regional Train-the-Trainer sessions for the Florida Early Learning and Developmental Standards were rolled out to the early learning coalitions, partners and other trainers across Florida in the summer of 2010. These sessions were planned to develop a statewide cadre of trainers who will be responsible for training providers in implementing the standards in classrooms. Florida Early Learning and Developmental Standards trainings are conducted locally as needed in the coalition geographic area.

Both focus groups and interviewees were asked how they found out about professional development opportunities. Both cited Early

Learning Coalition communications and e-mails as important along with other online sources and fliers. Other multiple-cited sources were finding out from others through employer communications, word of mouth, colleague recommendations or professional networking.

Ideal Training Experiences.

Both focus groups and interview respondents were asked to describe their ideal training or educational experience in detail, including where it would be offered, who would offer it, what kind of training would be offered, what the learning experience would look like, what the topic would be and what language in which the training would be offered. Many respondents favored holding the training either at their own program or at a nearby program. Others preferred a college or university environment while several desired online training. Regarding those who should be leading said training, respondents preferred individuals at local colleges or universities as well as Early Learning Coalition staff. In a close third were other early care and education professionals, including teachers and FCCH operators.

Interview respondents preferred a workshop-style experience while focus groups were more in favor of conferences. Also, both focus groups and interviewees preferred college courses and in-service classes as ideal training experiences. When asked about the learning experience, all respondents were emphatic that training needed to be hands-on and interactive. Additionally, they wanted the material to be practical and for the environment to provide the collaborative atmosphere for networking and sharing. A variety of topics were suggested by respondents with some of the most popular being developmentally appropriate practices in early care and education, teaching through play, working with children with challenging behaviors, business management, and curriculum and lesson planning. And finally, when asked what language the training should be offered in, the two most common responses were English and Spanish. When describing an ideal training experience, one respondent said she would like to attend a "Workshop that you earn credits for - no one wants to go to a mandatory meeting without getting something in return, especially since they increased the amount of credits you have to have."

Usefulness of Training.

Interview respondents were asked about the most beneficial training experience they had within the last five years and what made that experience so beneficial. Just as respondents had noted the importance of an ideal learning experience to be hands-on and interactive with practical information; these were the qualities used to describe the majority of their previous experiences identified as the most beneficial. Both focus groups and interviewees were asked how they used the training in the last five years to help them in their current positions. The administrators (interviewees) shared that they used the information to provide teacher support, improve teacher practices, solve problems, and improve communication. Focus group respondents (mixed positions) said that they use the training to share information with other professionals, apply the material learned to curriculum, and share information with parents. One interview respondent said that "It's a sharing and going into each other's classroom and offering suggestions. It is mentoring or coaching."

Interviewees were asked about their level of training in business management and how beneficial that training has been in operating their facility. Most all respondents had received some training in business management from a variety of sources including on the job training and the business management portion of the Director's Credential Certificate Training. Almost all said the training received was useful. Among the interviewees, those who were center directors were asked about the degree they were able to influence the professional growth of their teachers. Many stated they felt they were able to support their teachers' professional growth through activities such as employee in-service training, communication about training opportunities, assistance with funding their continuing education, and in the creation of professional development plans. One such director stated,

I think I have a great deal of influence. We do six days of in-service a year, also we encourage all our teachers to go to school. I actually help them register, apply for T.E.A.C.H., help them with homework - all sorts of help. We have a computer lab. A lot of our teachers go to school. I would say about 75% are attending college.

Administrators were also asked if they had a mentor, what said mentor was like, and how they would describe their experience with that mentor. About half of the group stated that they had a mentor, and of those, all described the relationship as one that offered support and advice.

Challenges to Receiving Training.

Both focus groups and interviewees were asked about their biggest challenges to furthering their education, and in both cases lack of funding was cited as the biggest constraint. Time constraints were second-most common. Other answers were competing demands such as family obligations and limited class availability. When interviewees were asked what professional development they would seek if there were no barriers or constraints to consider, the majority stated they would take early care and education classes, pursue a degree in the field, and pursue a degree in business management or leadership. When focus group respondents were asked for the top three items that would most help them to obtain additional education and training, they cited more funding, more time, a better variety of training, and more support.

Work Experience.

Focus groups were asked how long they had been employed at their current program and why they chose to work at said program. The largest group of individuals had worked at their program for 5 years or less while the remainder of respondents were divided equally between 6 to 10 years and 10 years or more. Many stated that they chose to work at their current program because the type of program was appealing to them (i.e. family owned, Christian-based, etc.), because they had a passion for the field, because their own children could attend the facility, and/or because of the opportunities available for professional growth. When asked why they chose to leave their last program of employment, responses included moving, a desire for a change in work environment, a desire to work with young children, and/or their previous program closed.

Both focus groups and interviewees were asked what they liked most and least about being an early care and education provider or administrator. Overwhelmingly, the most

common answer was making a positive impact in children and watching them grow. A close second response was impacting families and establishing relationships. Both interviewees and focus group respondents stated that dealing with challenging parents and the ramification of tight finances were two of the things they liked least. Administrators also had a difficult time dealing with staffing issues while staff had a hard time dealing with poor administration. One administrator stated that despite the challenges, "In my honest opinion, personally I love the job because of the influence that we have on children at this age. I love the opportunity to be around these little guys."

Employee Retention.

Administrators were asked about their biggest challenges in recruiting, hiring, and retaining qualified child care staff. The majority stated that the biggest difficulty was finding individuals who already possessed the qualifications to work in the early care and education field. They also noted that hiring proved to be difficult with low salaries and minimal benefits. When asked what would make it easier to retain qualified staff, the majority of administrators noted higher wages and benefits would be key to retaining highly qualified employees.

Administrators were questioned regarding the top three reasons employees decided to continue working at their respective facilities. The top three answers given were positive work environment, supportive administration, and flexible work hours. Administrators were also asked the top three reasons their employees decided to leave their respective facilities. The top three answers were low wages and benefits as well as higher wages offered at another potential place of employment, moving out of the area, and changes in employees' personal situations.

Quality Learning.

Administrators were asked their opinion on the characteristics of a high quality learning environment. Common responses included developmentally appropriate materials and practices, an environment that meets the children's needs, an adequate amount of materials and resources available, teachers with training in early care and education,

children who are happy and comfortable, a play-centered curriculum, positive relationships with parents and families, and a supportive administration. Administrators were then asked a series of questions regarding their familiarity and participation in a Quality Rating Improvement System. About half of the respondents were vaguely familiar with the initiative, about one-third were very familiar, and about one-fifth were not at all familiar. Over half had never participated in such a system and about one-third had participated with a few respondents no longer participating.

Of the 22 administrators not currently participating, 7 stated they would participate or would participate again, 7 said they were unsure, 5 stated they would probably participate, and 3 stated they would not at all. Of those that had participated, most said that the experience was helpful and that they appreciated the materials and support as well as the verification of quality. When asked how the system could have been better, some said that no improvements needed to be made while others felt that more training could have been provided. Only a few programs noted that nothing was gained from the experience. One director stated that,

I think that it gave us an outline and more details than even our accreditation has on things that we needed in each classroom; and supplies that we should have for certain age groups. It was more detailed which means it was in a good way - it gave us an outline on maybe what needed to be done. But in the negative way it did not bend in any areas. It was either a yes or a no and if you didn't have this many crayons or that color of this or a certain thing that could have been applied. I think it can be very rigid.

Special Populations.

When focus group participants were asked how they would describe the children they served in terms of race/ethnicity, gender, family structure, and socio-economic status, all responded that they served a very diverse family and child population. Interviewees were specifically asked if they served children who had special education or health care needs. Eighteen administrators responded that they did while 13 stated they had no children with special education or health care needs. Of those

that serve children with special needs, about 75% stated that they did offer services tailored specifically for children with special education and health care needs.

Both interviewees and focus group participants were asked what type of additional training and services would assist them in better working with children with special needs. Responses for training included more in-depth training on various types of disabilities and how to work with these children and how to relate to and communicate with said children's parents. Responses for services included more access to specialists, more classroom aides, and better equipment.

Interviewees were also asked if they served children with limited English skills. Seventeen administrators responded that they did while 14 stated they had no children with limited English skills. Of those that serve children with limited English skills, about 75% stated that they did offer services tailored specifically for these children.

Both interviewees and focus groups were asked what type of additional training and services would assist them in better working with children with limited English skills. Responses for training included basic foreign language acquisition training and strategies on how to work with dual language learners. Responses for services included more parent involvement, translators in the classroom, more classroom aides, bilingual teachers, and bilingual curriculum and classroom materials.

Interviewees were asked if they served children who participated in the Federal Migrant Education Program. One administrator responded that they did while 27 stated they had not served children in this program and one was unsure. Interviewees were also asked if they served children of migrant families regardless of their participation in the Federal Migrant Education Program. Three administrators stated they did, 23 said no and one was unsure. Of those who serve children of migrant families, 2 out of the 3 stated that they did offer services tailored specifically for these children.

Both interviewees and focus groups were asked what type of additional training and services would assist them in better working with children of migrant families. Responses for

training included general knowledge of migrant families and their respective issues and how to ensure continuity of care. Because of the lack of administrators with experience working with

children of migrant families, there were no suggestions for additional related services.

Please see Appendices K and L for detailed interview and focus group item analyses.

DISCUSSION

Introduction.

There is a high demand for early care and education in Florida as well as in the nation. An estimated 20.3 million children under the age of five were living in the United States in 2011 (U. S. Census Bureau, 2012). Over 11 million of those children were cared for in some type of child care arrangement each week (NACCRRRA, 2011), accounting for more than 50% of children in that age group.

As the percentage of women with young children who are members of the workforce has almost doubled over the last two decades (Ackerman, 2006; Gabor, Houlder & Carpio, 2001), the need for reliable, affordable child care has also grown. Equally important is the capacity of child care settings to provide safe, nurturing and stimulating environments for children as they spend significant portions of their day in the care of non-parental adults.

Research is now conclusive in its findings that children who receive higher quality care in their early years are more successful in their formal school years as well as in life. High quality care has been repeatedly linked to positive developmental outcomes for children, including cognitive, social, and emotional development (Helburn, 1995; National Research Council and Institute of Medicine, 2000; Peisner-Feinberg et al., 1999; Vandell & Wolfe, 2000). In addition, children who receive consistent, nurturing, and stimulating care in their first five years are found to become more productive citizens who contribute to society through higher employment rates and avoidance of the criminal justice system, teen pregnancy, and drug dependency issues (Campbell, et. al, 2002; Reynoldset al., 2007; Schweinhart et al., 2005).

Many states in the nation have conducted workforce studies over the past two decades to gather information about ECE practitioners in order to make improvements in both policy and practice. Some national organizations have collected nationwide data in efforts to examine elements such as average hourly wages,

education levels, training needs, and turnover rates for the nation. The state of Florida last conducted a statewide workforce study in 2000 (Mullis, Mullis & Cornille, 2001). The present report includes findings from the 2012 Florida Statewide Early Care and Education Workforce Study funded by the Florida Office of Early Learning on behalf of the Florida State Advisory Council on Early Education and Care. To inform the development and enhancement of a quality ECE system in the state of Florida, comprehensive information about the ECE workforce was gathered including demographic and program characteristics regarding providers and practitioners, job satisfaction and turnover rates, wage and benefit information about the workforce, professional development opportunities and needs, and technology access and needs, among other data. This report also compares labor statistics data for Florida relative to the nation and select comparable states (California, Minnesota, North Carolina, and Texas).

ECE Workforce Demographics.

Research Question 1: *What are the demographic characteristics of Florida's ECE workforce personnel, including owners/operators, directors, lead teachers, teacher assistants and aides, and support personnel?*

According to the survey conducted for this study, the ECE workforce in Florida is racially diverse and made up of mostly women age 30 or older. The most prevalent races among the Florida ECE workforce are White, African American, and Hispanic which account for 97% of the workforce. There are notable differences in race across position types (administrators, staff, and FCCH owners) and geographical regions. There appears to be some disparity between white and minority racial groups in terms of holding an administrative level position at an ECE facility (centers or schools). Administrators at ECE facilities are more likely

to be white relative to staff and FCCH owners (58% compared to 33%). The African American race is more prevalent among FCCH owners relative to administrators or staff at facilities (42% compared to 20% or 25%). Relative to the nation, studies have shown that Hispanic women make up the largest percentage of FCCH providers nationwide. In Florida, staff are more likely to be Hispanic and fluent in Spanish compared to administrators or FCCH owners. Overall, the majority of the ECE workforce is fluent in English (87%) with just over one-quarter fluent in Spanish. The largest percentage of the Hispanic and Spanish-speaking ECE workforce is employed at programs in the Southeast and Southern regions. This mirrors the general demographic make-up of the broader workforce in these regions and likely helps to meet the cultural and bilingual needs of children and families in these areas.

Based on age demographics and years of experience in the field, the ECE workforce is characteristically an older and more experienced workforce. Most of the workforce has at least five years experience in the field. Administrators and FCCH owners tend to be older than staff which is likely related to years of experience as they have been in the ECE field longer than staff (an average of 17 years compared to 10 years). About 10% of the workforce is nearing retirement age (60 years or older). Two-thirds of the workforce is 40 years or older. Only 13% is under 30 years of age. Although an older workforce might be expected based on longevity in the field, the age demographics may also be an indication that younger workers are not inclined to choose the ECE field as a beginning profession. Recruitment efforts at the high school and college levels could help those entering or preparing to enter the workforce to view the ECE field as a viable profession and to specifically choose and train for the profession.

Program Characteristics.

Research Question 2: *What types of federal or state programs are offered as part of the part-day or full-day services?*

Research Question 3: *What number or percentages of programs/employers participate in a Quality Rating Improvement System (QRIS)?*

More than 13,000 ECE programs are maintained in the Florida DCF database. These include ECE facilities (center-based programs, schools, and religious exempt programs) and homes. About half of the ECE programs in Florida are center-based facilities. Roughly 40% are FCCHs. Religious exempt and school-based child care facilities make up the remainder of programs. The percentages of programs by regional location are as follows: 28% located in the Suncoast region, 23% in Central, 16% in Northeast, 13% in Southeast, 12% in Southern, and 9% in Northwest. The counties with the largest concentration of ECE programs include Miami-Dade, Hillsborough, Pinellas, Broward, and Orange counties.

According to the North American Industry Classification System (NAICS), Florida has 35,430 workers in the occupation of Childcare Worker. Similar to findings for program concentration, four metro areas account for three-fourths of the total number of Childcare Workers employed. These findings also parallel findings from the survey conducted for this study. These areas are:

- Miami-Fort Lauderdale-Pompano Beach FL [Miami-Dade and Broward Counties]
- Tampa-St. Petersburg-Clearwater FL [Hillsborough and Pinellas Counties]
- Miami-Miami Beach-Kendall FL Metropolitan Division [Miami-Dade County]
- Orlando-Kissimmee-Sanford FL [Orange and Seminole Counties]

In 2011, Florida created 3,121 jobs in Child Day Care Services. Even accounting for jobs lost in the field during that time, the net was a positive number of jobs created. Relative to states compared for this study, Florida's net job flow or jobs created was higher than all of the comparison states except Texas.

Based on the survey results of this study, ECE programs are typically well-established, licensed, for-profit programs. Most child care facilities are required to be licensed which is reflected in the survey findings with only a small percentage reporting as license exempt. Although licensure for FCCHs is only required on a county-by-county basis in Florida, over 70% report being licensed. Statewide, almost half (46%) of ECE programs are accredited

or working toward accreditation with over one-quarter (28%) also holding a Gold Seal certificate. About one-third of programs participate in a QRIS which are only available in some counties and administered through 11 early learning coalitions throughout the state. Child care facilities represent the largest proportion (70%) of programs participating in a QRIS. About 30% of QRIS participants are FCCHs.

The major source of funding for ECE programs comes from private pay tuition and school readiness funds with similar distributions of programs (56% and 57%) reporting these funding sources. Fifty-six percent of all programs and 68% of child care centers serve school readiness families. Over 40% of all programs receive reimbursement for children's meals through the USDA Child Care Food Program. Just over half of programs and almost three-quarters of child care centers offer state-subsidized VPK services. These findings reflect the responsiveness of the child care field in meeting the child care needs of families which allows them to participate in the broader workforce in Florida.

According to the survey, about one-quarter or less of all child care facilities provide specialized services to children with disabilities or special health care needs (28%), children with limited English skills (13%), and children of migrant families (4%). Few facilities provide services to special populations, and for those that do, a gap exists between the need for services and the actual provision of services for children with disabilities or special health care needs and children with limited English skills. Of those facilities that provide specialized services to children with disabilities, about 40% have more children in need of those services than are receiving services. Administrators and child care providers interviewed suggested that they could better support children with disabilities or health care needs if they had greater access to specialists, more classroom aides, and appropriate equipment. Qualitative data also revealed a desire for more in-depth training for child care providers on working with children with various types of disabilities or conditions and communicating with parents about their child's developmental needs.

In terms of the gap between need and provision of specialized services for children with limited English skills, about 20% of facilities that provide such services have more children in need than are being served. Administrators and child care providers interviewed indicated that it would help to have more bilingual child care providers and greater access to bilingual curriculum and classroom materials. The gaps assessed in this study are only relevant to programs that provide services for specialized populations. We do not know from the findings the extent to which the child care needs for young children from special populations are being met through ECE programs in their area. Child care facilities that did not report providing services may not need to provide those services because there is no community need or needs are met through other child care facilities in their area.

Wages and Benefits.

Research Question 4: *What are the wages and benefits earned by individuals in the ECE workforce?*

Child care providers in Florida are low wage earners. Child care providers across the nation make low wages and the wages for Florida's child care providers are even lower than national rates and were lower than half of the comparable states specifically examined in this study. Earnings cited throughout this report vary somewhat depending on the data source largely because of differences in sampling procedures and how a childcare provider is defined. Appendix I of this report provides specific definitions for the U.S. Bureau of Labor Statistics data. For the survey data collected for this study, ECE providers surveyed included a random sample of providers employed at child care facilities (schools and centers) and homes maintained in the DCF database. Regardless of the source, however, data show that Florida's child care providers are typically making low wages across position levels. Regional differences in wages are minimal; wages are consistently low across geographical boundaries.

According to the U.S. Bureau of Labor Statistics, Childcare Workers in Florida earn an average of \$20,160 annually. The median annual wage is \$19,140. Based on the survey conducted for this study, the average annual

salary for administrators is \$35,027 and the median annual salary is \$31,200. Administrators in child care settings are typically responsible for facility maintenance, hiring and supervision of staff, parent relations, program compliance, curriculum, equipment, and overall operations. These responsibilities are similar to those of elementary school principals though size, scope and educational qualifications required may vary considerably. The average salary for an elementary school principal in Florida in 2010-2011 was \$85,200 according to the Florida Department of Education (2011). Administrators in child care settings earn approximately 59% less than elementary school principals.

According to the survey, lead teachers earn an average of \$10.80 per hour and a median of \$10.00 per hour. The annualized salaries are \$22,464 and \$20,800 respectively. Those who work in large family child care facilities (and are not the FCCH owners) earn an average of \$8.67 per hour and a median wage of \$8.00. This equates to \$18,034 and \$16,000 respectively. Practitioners (non-owners) working in family child care settings earn the least of those positions directly responsible for the care and education of young children.

Coupled with low wages, ECE providers in Florida have limited health care coverage. Roughly half of providers surveyed report having no health care coverage and of those with coverage, not all have full coverage. Consistently, survey respondents reported a desire for better pay and benefits. These two issues came up whether surveying or interviewing providers about the factors that would help in recruiting and retaining staff or factors that influence decisions to change jobs. Wages and benefits were also the two factors that staff reported being least satisfied with at their current job. Other benefits are limited at ECE facilities as well. Even among the most basic benefits that are most frequently available at programs responding to the survey (e.g., paid days off, adult-size bathrooms, annual evaluations, written personnel policies available to employees) only about one-half to two-thirds of child care facilities report offering those benefits.

These findings are especially critical because compensation and benefits available to ECE practitioners are highly related to their job satisfaction and intention to remain in their

workplace. Prior research has shown that low satisfaction with wages is the most important work-related factor in the decision to leave the workforce (Stremmel, 1991). Lower wages are associated with higher staff turnover, which is detrimental to the development of young children (Phillips, Howes, & Whitebook, 1991; Whitebook & Eichberg, 2002). When early childhood educators receive adequate compensation, they are more likely to provide higher quality care and education to the children they serve (Ghazvini & Mullis, 2002; Phillips, Mekos, Scarr, McCartney, & Abbott-Shim, 2000; Torquati, Raikes, & Huddleston-Casas, 2007; Whitebook et al., 1990).

Given the importance of both professional development opportunities and wages to staff turnover, retention, and job satisfaction rates, the link between education level and hourly wage for teaching staff was examined. Findings showed that the rate of compensation for teaching staff increases with higher education up to the bachelor's degree level. This suggests that although overall salaries are low, education does make a difference. Those teachers that have higher levels of education tend to earn more than their less educated colleagues.

Job Satisfaction.

Research Question 5: *What is the status of workforce job satisfaction rates, including turnover and job stress issues?*

Even with the relatively low wages and benefits, ECE providers surveyed reported generally high overall satisfaction rates ranging from 82% to 97% across position types. Practitioners indicated during interviews and focus groups that they value being able to make a positive impact on young children and having the opportunity to watch them grow. Similarly, staff reported enjoyment in working with children as the factor most positively influencing their decision to remain in the ECE field. This is consistent with studies demonstrating that teachers who remain in the ECE workforce do so because they find the work emotionally rewarding (Murray, 2000). Despite intrinsic motivations, low wages make it difficult for directors to both hire and retain teachers with higher levels of education (Ackerman, 2006) which is echoed in the administrator surveys and interviews conducted for this study.

According to the survey, the type of work environment most desired by staff is one in which the director is perceived to be competent, supportive, and encouraging and makes work-related expectations clear; co-workers have a pleasant relationship and are collaborative, cooperative, dependable, and supportive of one another; and employees have the opportunity to grow professionally. These findings align with those of Jorde-Bloom (1990) who found the following factors linked to teacher satisfaction: collegiality with peers in the workplace, task orientation, goal consensus, supervisor support, innovativeness, clarity of policies and procedures, reward systems, decision-making, and professional growth.

Turnover.

Research Question 5: *What is the status of workforce job satisfaction rates, including turnover and job stress issues?*

High rates of teacher turnover in children's lives jeopardize the quality of care they receive (Cummings, 1980; Howes, 1990; Kontos & Fiene, 1987). Several studies report that children in programs with higher staff turnover rates are more aggressive with peers, more withdrawn, and spend more time in aimless and unoccupied behaviors (Helburn et al., 1995; Howes & Hamilton, 1993; Whitebook, Howes, & Phillips, 1990).

Based on the typical research-based metric, national and State of Florida turnover rates for the ECE field typically range between 30% and 40%. National and state-level turnover rates are generally measured based on the number of teaching staff leaving out of the total number of teaching staff (or direct care provider) positions at an establishment within the last year. Data were collected for this study to examine turnover using the traditional research-based metric, however, the data obtained suggested that practitioners were not consistent in how they responded to survey items designed to measure turnover using that method. This may be a result of reporting errors or misinterpretation or inconsistent interpretations of relevant survey items. Survey data were reliable and valid with regards to the proportion of programs that had at least one teaching staff member leave their establishment over the past year with findings showing that about 60% of

programs experienced some change in teaching staff over a 12-month period of time.

According to the U.S. Census Bureau, Florida's 2011 turnover rate was 12% for Child Day Care Services. Turnover as measured by the U.S. Census Bureau is calculated by summing the number of stable hires and separations, and dividing by the average full-quarter employment. This rate captures the number of workers hired by an establishment to replace those workers who have left in a given period of time (usually one or more quarters). Conversely, as mentioned above, turnover rates are typically calculated based on the number of teachers/direct care providers leaving out of the total number of teacher/direct care provider positions at an establishment within the last year. The Child Day Care Services code also has tighter parameters around what constitutes a child care provider and is usually based on a shorter time period relative to that measured by researchers in the ECE field. The various turnover percentages presented within this report are expected to differ given the different measurement methods used to compute those turnover rates. Each is accurate but differs in terms of methodology. Yet each measurement tells a part of the story with regards to turnover experienced at ECE programs throughout the state.

The U.S. Census Bureau turnover rate for the Florida Child Day Care Services workforce are likely underestimating the turnover in terms of capturing the extent of change in child care provider staff which adversely impacts program quality and child outcomes. However, it is useful in terms of making national comparisons across comparable states. For example, using the census data for 2011, the turnover rate for Florida was 12% relative to 13% for Minnesota and Texas, 11% for North Carolina and 9% for California.

Education Status.

Research Question 6: *What is the educational attainment of Florida's ECE workforce?*

In general, research supports a positive link between specialized early childhood education and program quality, teacher quality, teacher-child interactions, and child outcomes (Zaslow & Martinez-Beck, 2006; Whitebook, 2003). In Florida, the educational level of the ECE

workforce is relatively low, particularly for those teachers and care providers working directly with children. A relatively large percentage (20% to 28%) of direct care providers only has a high school diploma and no college experience. Only about 15% of direct care providers have a college degree, although rates of holding a college degree are higher for administrators (64%). Overall, a fairly large percentage of practitioners has obtained at least some college credits (91% of administrators, 79% of teaching staff, and 68% of FCCH owners).

Rates of holding DCF-issued credentials are higher relative to rates of holding college degrees. Nearly two-thirds of teaching staff at centers have a DCF-issued Staff Credential or other credential that may be used to obtain the Staff Credential (e.g., FCCPC or National CDA). As expected, given that a Director Credential is required of center-based early childhood directors, nearly all directors of centers report having a DCF-issued Director Credential or a college degree.

Supports for Professional Development and Retention.

Across regions, based on the measurement method used in this study, the lowest turnover rate is found in the Southern region with 49% of programs experiencing staff turnover compared to the overall rate of 60%. Turnover rates may be positively impacted by the scholarship and wage incentive programs available in the Southern region (Miami-Dade and Monroe).

Several states and local communities have implemented compensation initiatives aimed at supplementing low salaries of the early childhood workforce (Whitebook & Eichberg, 2002). The design of these initiatives varies and is typically aimed at retention based on educational attainment. Child Care WAGES[®] (WAGES) is a licensed program created by the Child Care Services Association (CCSA) in North Carolina. Child Care WAGES[®] Florida is a wage supplement program providing semi-annual stipends directly to practitioners based on levels of education and length of time in the same workplace aimed at increasing retention in the field. Another CCSA-licensed program designed in part to influence ECE practitioner retention rates is the T.E.A.C.H. Early Childhood[®] Scholarship Program (T.E.A.C.H.) which is a

comprehensive scholarship initiative aimed at increasing education, commitment, and retention in the field. The T.E.A.C.H. program is funded statewide in Florida through an annual appropriation from the Legislature through the Office of Early Learning (\$3 million in 2012-13) and local funders.

WAGES receives no statewide appropriation and is funded only in three counties; Palm Beach, Broward and Miami-Dade through funds provided by Early Learning Coalitions and Children's Services Councils. Local scholarship programs also exist in certain localities throughout Florida. Local scholarship initiatives are funded typically by Early Learning Coalitions and may consist of funding to take coursework towards formal education and/or specific professional development opportunities such as curriculum training, behavioral supports or participation in conferences and related workshops.

According to findings from the survey conducted in this study, 38% of teaching staff are either currently participating or have participated in the state's T.E.A.C.H. program. Additionally, 30% of teaching staff have participated in local scholarship opportunities. Most teaching staff are aware of the T.E.A.C.H. program (80%) and local scholarship opportunities (64%). Only 20% of teaching staff are either current or past participants in WAGES with close to half being aware of the WAGES program. The percentage of facilities with teaching staff participating in these programs as reported by administrators is 27% for T.E.A.C.H., 21% for local scholarships, and 10% for WAGES.

Family child care home owners have similar participation rates as teaching staff in the T.E.A.C.H. program (39%) and about half have received local scholarships. Awareness of T.E.A.C.H. and local scholarships is relatively high for FCCH owners (70%). Family child care home owners also have similar participation and awareness rates for WAGES as compared to teaching staff.

Practitioners are generally aware of the professional development opportunities available to them and participate to some degree in T.E.A.C.H. and local scholarships. Outreach strategies to engage and inform the practitioner populations appear to be

relatively successful with the sample. However, funding for the T.E.A.C.H. program is limited and unavailable for practitioners who want to pursue education beyond an associate degree. Increasing awareness must be balanced against the funding that is available to practitioners.

The T.E.A.C.H. program also conducts independent surveys of recipients on an annual basis. Data show there is continuing interest expressed by recipients to expand the program beyond the associate degree to support ongoing pursuit of bachelor degrees. Fears that teachers will leave the field to accept higher-paying positions once degrees are earned is acknowledged; however, T.E.A.C.H. data show it generally takes between five to seven years to complete an associate degree for a teacher with a high school diploma. Earning a bachelor degree while working (a criterion for participation in T.E.A.C.H.) could take an additional three to five years. Attainment of a bachelor's degree does not necessarily mean that the recipient will leave the field but it could qualify the practitioner for other higher-paying positions within the field (such as curriculum specialists, coaches, mentors, and directors). Upward mobility and opportunities within the field provide a career path and aid in building early learning capacity for the future while benefitting children with better-educated teachers as practitioners are matriculating. A percentage of funding could be set aside to assist practitioners in pursuing bachelor degrees to avoid the cliff effect and lack of opportunity once an associate degree is earned.

However, it should be reiterated that these findings must be considered in relation to the sample sizes across sub-groups. Considering the turnover of individuals working in early childhood programs statewide, ongoing efforts to engage, support and develop competent practitioners should be sustained and enhanced to meet the recurring need for a fairly-compensated, trained and educated workforce to positively impact child outcomes.

Professional Development Participation.

Research Question 7: *What types of informal training opportunities have individuals in the ECE workforce accessed?*

Research Question 8: *What types of formal training opportunities have individuals in the ECE workforce accessed?*

Practitioners were asked to report on the types of trainings they have attended over the last five years and their perceived usefulness of those trainings. In-services provided on-site at the practitioner's place of employment, on-line trainings, and workshops and conferences are the three most accessed types of trainings across position types. Consistent with educational preferences, on-line training is the single most accessed type of training for administrators and FCCH owners whereas in-service training on-site is the most accessed type of training for staff. However, the rates of attendance across these three most prevalent training types did not differ much for administrators or staff. The range for administrators is 81% to 89% while the range for staff is 68% to 74%. There is greater variation for FCCH owners for all training types included on the survey. Also of note, approximately 30% administrators and staff and 22% of FCCH owners have taken for-credit college courses toward a degree in the last five years. Fourteen percent of all practitioners across groups have taken not-for-credit college courses over the past five years. Usefulness ratings tend to be high across practitioner groups although, as with participation rates, there is greater variation in usefulness ratings for FCCHs. The least useful training type across practitioner groups is not-for-credit college courses.

Professional Development Preferences.

All three groups of practitioners (administrators, staff, and FCCH owners) most prefer evenings for attending trainings or college courses. Other relatively popular time choices include weekends for FCCH owners and mornings for staff. Regarding types of professional development, on-line training is the most preferred method for administrators and FCCH owners whereas on-site training is the most preferred method for staff. Almost one-half of administrators (45%) and FCCH owners (46%) chose on-line training as their most preferred method compared to 20% of teaching staff. Conversely, almost one-half of teaching staff (47%) selected on-site training at their place of employment as their most favored option, while only 15% of administrators and 3% of FCCH owners made the same choice. Because they work at home, FCCH owners would not be expected to select on-site training.

The preferred language for training and materials is typically English. About 22% of practitioners prefer to receive instruction and materials in Spanish, almost all of whom are employed in the Southern region.

Topics consistently of high interest across position levels and data sources (surveys, interviews, and focus groups) include positive discipline/behavior modification, child development, curriculum and lesson planning, building relationships with parents, and business management and leadership (for administrators). There was little variation for professional development topics of interest across provider type or region. Understanding the professional development preferences of administrators, teaching staff and FCCH owners can enable education and training institutions to tailor opportunities to specific audiences in terms of method, time of day, language, and training topic.

Professional Development Barriers.

Research Question 9: *What are the challenges/barriers that may be preventing the workforce from accessing the available professional development opportunities?*

Understanding the barriers to accessing professional development opportunities from the practitioners' perspective can inform the delivery of these services. The top three barriers most frequently identified across provider types include lack of funds, lack of time, and family demands. Balancing the demands of both work and family responsibilities is challenging for the early childhood workforce and exacerbated by low compensation rates. Few resources are available to pay for other expenses such as child care while practitioners are engaged in training sessions and higher education courses offered in the evenings and on weekends. These findings suggest that greater availability of funds to pursue professional development opportunities may enable more practitioners to participate, thereby improving their competence in working with young children. Additionally, the availability of supports such as child care, transportation and work release stipends may relieve some of the pressures practitioners face in balancing work and family demands.

Analyzing the results by geographic region produced similar results with the exception of the southern region where language is more frequently identified as a barrier. This is consistent with other studies on the workforce in Miami-Dade County where a majority of the child care workforce is foreign-born and more than 60% identified English as their second language with varying levels of proficiency (Clements, 2011).

Technology Access and Needs.

Research Question 10: *What are the perceived technology needs, comfort levels, abilities, and resources of ECE programs and practitioners?*

Most of the ECE workforce report being comfortable taking classes on-line (76% to 92% agreed or strongly agreed across respondent groups). Fifty-four percent to 67% of the workforce would like training to improve their computer skills. Staff (61% somewhat/strongly agreed) and FCCH owners (66% somewhat/strongly agreed) report a greater interest in trainings to improve their computer skills than administrators (54% somewhat/strongly agreed). Administrators at schools are least likely to indicate an interest in improving their computer skills compared to administrators at other programs. Seventy-one percent of administrators agree (somewhat or strongly) with allowing release time for staff to attend technology trainings.

Access to a computer with internet is relatively high across respondent groups ranging from 78% to 89%. Staff has the lowest degree of access relative to administrators and FCCH owners. Thirty-one to 39% of respondents indicated having a smart phone. Most administrators have access to a fax machine (83%) and copier (84%). Scanners are less likely to be accessible across respondent groups than copiers or fax machines. Staff has relatively low rates of access to office machines including copiers, faxes, and scanners (ranging from 40% to 60%). There is some variation across regions on the percentage of practitioners with access to office machines. Administrators in the Central, Northeast, and Southeast regions have the highest rates of access to such equipment. Staff in the Southern region is least likely to have access to office machines.

As the everyday use of technology has become prevalent in our society, it is not surprising that early care and education practitioners have become frequent technology users who are comfortable with a variety of digital devices. Because the respondents in this study were self-selected, however, they may have chosen to respond to the survey because they were already more sophisticated technology users. An understanding of the technology use of practitioners is important in that it has broad implications not only for program operation and classroom instruction, but also for the types of training and education opportunities that can be made available to them.

Among barriers to technology use, the single largest and most consistently reported barrier across groups is lack of time (ranging from 16% to 24% across respondent groups) followed by staff not having access to a computer with internet at home (9.5%).

Study Considerations

This research was conducted in response to a competitive request for proposals (RFP) released by the Florida Office of Early Learning on behalf of the Florida State Advisory Council on Early Education and Care. This study was commissioned and funded to better understand the ECE workforce and use statewide data to drive policy decisions. The State Advisory Council will use the findings of this report to generate policy recommendations for the Office of Early Learning.

Before such recommendations are generated, it will help to consider the findings of the study in context of the study's limitations. First, it is necessary to bear in mind that there were specific requirements per the RFP within which this study was conducted, meaning adherence to certain contractual requirements and review processes. Also, as with most research, there were limitations on the funders and the research team in terms of the time and funding available to conduct this study which impacted the study methodology, sample size, type and amount of outreach activities possible, and amount of time available for data collection. Study limitations surrounding funding, time constraints, and contractual parameters are summarized below.

- **Data Collection Methods:** Survey data collection was predominately via on-line surveys because of the lower cost of web-based data collection. Telephone and paper surveys were only available upon request or if falling within a harder to reach sub-group. Physically visiting a site to collect survey data or mailing hard copy forms to all selected programs was not an option.
- **Sampling Methods:** Response rates for studies of this size and scope and with the ECE population tend to be similar to the rate obtained for this study (25%). With greater oversampling and a larger sample size, the sub-group samples would also have been larger strengthening the conclusions that could be drawn regarding those groups. However, if a larger survey sample would have been selected for this study, there would not have been sufficient funds to cover the added cost or time needed for communication, mailing, and outreach; especially for the more intensive outreach required per contract for a hard-to-reach group which made up about one-third of the selected sample. Anticipated non-response rates had to be balanced with data collection feasibility factors.
- **Sampling Frame:** The sampling frame for this study was very comprehensive and included all types of ECE programs and employees of those programs including non-teaching support staff. The ECE workforce is made up many different kinds of programs and workers and capturing information on the full workforce is ideal. However, the more broad focus on capturing all possible program and worker types may have also impacted response rates by spreading resources thinner and potentially creating a barrier to sites that may have perceived it overly burdensome to ensure that all their employees respond. In fact, there were very few non-teaching support staff who responded and very few practitioners from school-based programs that responded.
- **Data Collection Timeframes:** Data collection had to begin in the summer to meet contractual requirements but some programs were not open in the summer. Although the survey was then re-opened for a period of time in the fall, ECE programs housed at

schools, which are not typically open during the summer, responded to the survey with a very low frequency. The start time of the survey may have played a role in response rates overall and particularly for school-based programs.

- **Areas Addressed:** Recognizing the important role of stakeholder input in the workforce study, questions covering a wide range of topics were proposed. Their input guided the development of the research questions meeting the requirements outlined in the RFP. This input framed the study in terms of comprehensiveness but it also resulted in 40 to 60 item surveys which likely impacted response rates. A balancing act ensued to maintain the breadth of the study while keeping the survey to a reasonable length. This dynamic challenged the study team in allowing sufficient time for the revision and review process yet not extending beyond contract deliverable due dates for survey administration.
- **Interagency Collaboration:** Due to the short timeframe of the study, a list of partner agencies was quickly generated based on the Children’s Forum’s collaborative relationships with many ECE agencies and organizations around the State. Those agencies were reached out to for assistance in outreach for the study. This list was not all-inclusive. With a more comprehensive list of agencies serving the ECE workforce, greater outreach may have been possible, thereby increasing response rates. Additionally, there was insufficient time to coordinate an interagency conference call or other general venue for fully informing agencies of all the nuances of the study. A brief letter and follow-up telephone call was instead made to each agency describing the study and requesting their support.
- **Analysis and Reporting:** Decisions regarding the analysis and reporting plan needed to be made and generally adhered to early on given limited time to conduct the study; specific contractual deliverable dates tied to financial penalties for each step of the research process; and a five-person review committee procedure for approval of most requested changes. These parameters helped keep the project on track and ensured adequate quality

control and meeting the specific needs of the State Advisory Council that commissioned the study. At the same time, this combination of factors (e.g. limited time, intense review process, and incremental due dates requiring formal request to change) resulted in barriers to the typically fluid decision making in research whereby best methods for data analysis and reporting occur simultaneously with running; re-conceptualizing; and re-running analyses based on prior literature, research questions, and theory as well as the actual data findings. Although it was possible to make changes throughout the course of this study and all parties were committed to expediting the process as much as possible, realistically, there was not sufficient time for this kind of incremental and fluid process. For example, there was an initial requirement to analyze all data by 67 counties in Florida. A quick examination of the data in accordance with deliverable due dates resulted in a recommendation to instead examine six geographic boundaries. Later in the process it appeared that further collapsing of geographical boundaries might be more ideal for some findings. However, there was not sufficient time at that point to make such a mid-course adjustment.

Furthermore, there are many considerations relating to the representativeness of the survey sample to the population of ECE providers throughout Florida as well as factors impacting the precision of data and analysis. These issues are summarized below.

- Most of the data collected for this study were self-reported and the validity and completeness of the data cannot be quantified. As with all survey research, there is some measurement error and bias inherent in the data presented within this report, the extent to which is unknown. As an example, some survey items asked respondents to “select all that apply” from a menu of options and if the respondent does not select a given option, it is assumed that option did not apply to them or their program. This is a common practice in survey research and this assumption likely fits in most cases. However, it is also possible that the option was applicable but the respondent intentionally or unintentionally skipped the item or option or misunderstood the item or option so that

not selecting a given option could also be a reflection of missing or inaccurate data rather than a valid not-applicable response (e.g., a program really receives tuition payments from parents as a source of funding but the administrator, misunderstanding the survey question, did not select that option on the survey).

- Data were merged across data sources using the unique program numbers issued by the Florida DCF. Some data could not be linked due to lack of a valid and reliable unique program identifier. Furthermore, some variables could not be directly quantified based on available data and therefore had to be extrapolated using the most valid and complete data available.
- Programs were randomly selected to participate in the survey but practitioners at selected programs could choose whether or not to participate. Even though a representative group was sampled and the respondent group was similar to the population in many ways, it is likely that the sample differs in some ways from the population. For example, although QRIS status was not readily available for all programs in the State, an overall estimate of the QRIS program participation rate in Florida is about 10% relative to 33% for the survey respondent sample. QRIS participation in Florida is limited to counties falling within 11 coalition areas and is typically voluntary. It follows that administrators and FCCH owners participating in this study may place a higher value on program quality, staff professional development, and staff retention relative to the population. As another example, the survey was conducted primarily on-line increasing the likelihood of the respondent sample being more technologically savvy relative to the population. The survey sample cannot therefore be generalized to the population. The take home message is that the survey sample was similar in many ways to the population but the sample differs as well due to the voluntary nature of the study and therefore we cannot assume the findings from this study are always representative of the ECE workforce in Florida
- The responding sample was a slightly higher risk group in terms of poverty, bilingual,

and rural status relative to the population of providers because these providers were oversampled and more intensely targeted to ensure sufficient responses from this group.

- Random sampling occurred at the ECE program level not the practitioner level because there is no comprehensive database of ECE practitioners throughout the State. It is unknown whether and to what extent staff responding to the Teacher and Support Staff Survey are representative of all staff at ECE programs throughout Florida. However, we know the sample size is small relative to the estimated number of ECE practitioners in Florida. Also, direct communications were sent to administrators using available contact information and those administrators were relied upon to pass the study participation information along to their staff. We do not know the extent to which staff at programs had ample opportunity to participate or to what extent administrators encouraged participation.
- Survey sample sizes for sub-groups (e.g., program types and regions) were often small limiting the ability to generalize to sub-group populations. Sub-groups examined throughout the report included position type (administrators, FCCH providers, and teachers and support staff), program type (centers, schools, religious exempt, and FCCHs), and region (Central, Northeast, Northwest, Southeast, Southern, and Suncoast). Where notable difference among these groups were found, those differences are highlighted in this report but caution is recommended for generalizing these sub-group findings to the sub-group populations for making statewide inferences and policy decisions for those sub-groups.

Recommendations for Future Study

Despite limitations of this study, it represents the most comprehensive data collection and reporting effort of the Florida ECE workforce ever conducted. The study obtained stakeholder information and perceptions from ECE practitioners in all regions and nearly all counties in the State. All program types were represented and all practitioners at randomly selected programs were invited to participate in the study. Random sampling helped ensure a fairly representative group of participating

programs even with some differences in relation to the population which is to be expected in voluntary survey research. The rich findings from this study can be used to guide statewide decisions and policies impacting the ECE workforce. Given that policy recommendations based on this study are the role of the State Advisory Council, recommendations provided in this section pertain to future workforce studies.

Future workforce studies are recommended every three to five years so that updated data is continuously available to guide future policies and decisions affecting the ECE workforce. As mentioned, this study was conducted within fairly tight funding and time parameters which placed some limitations on the study design and methodology. Assuming that somewhat more time and funds could be available for future workforce studies and based on lessons learned from this study, the following is a list of suggestions for future workforce studies.

- **Data Collection Methods:** In addition to administering an on-line survey, mail hard copies to all selected facilities (approximately 10; half in English and half in Spanish) and FCCHs (one English, one Spanish) along with self-addressed postage paid envelopes. Programs can make more copies of the surveys as needed but this would accommodate most program staff sizes and primary languages. In a survey study of ECE practitioners in Miami-Dade County (Clements, 2012), when both paper and on-line surveys were made available, approximately 1100 practitioners responded with about two-thirds submitting paper surveys. In the following year, using the same survey and population, when the survey was administered as web-based only, the sample size was about 300 practitioners. Note too that 1100 responses from one county alone is almost twice the respondent sample size obtained in this entire statewide study. Part of this was due to having a greater amount of time to conceptualize and conduct the study and offering the hard-copy survey option. The other key reason was greater motivation to respond because respondents in the Miami-Dade study were being surveyed about specific services they were receiving.
- **Telephone and on-site survey data collection** could be available by request only. It is rare that there would be sufficient funds to collect data on-site from thousands of programs but perhaps these options could be available in rare cases where the program director gives assurance that the data can be obtained on site or by telephone but it is clear that otherwise the data will not be provided.
- **Sampling Frame:** Oversample to a larger degree selecting a larger random survey sample to better ensure sufficient sample size overall and within groups. Limit the respondents to those with the primary administrative role for the program site and those providing direct care to children (e.g., lead teachers, assistant teachers, FCCH providers). In terms of policy decisions, it is likely that most will center on administration and teaching staff or direct care providers. Conduct a separate study for school-based programs as the structure, administration, and rules governing service provision likely differ for school-based as compared to non-school based providers. The limited response from school-based providers in this study surely had to do with the timing of the initial data collection phase which occurred when schools were closed. However, administrators at school-based programs may have also felt that this study was not applicable to them because the communications and surveys had to be more geared to the bulk of the providers which were private child care facilities. Communications and surveys more tailored specifically to preschool programs at schools and survey administration beginning in the fall or spring would likely allow for a better understanding of the characteristics and experiences of the school-based workforce.
- **Data Collection Timeframes and Procedure:** Begin survey administration in the fall or spring of the academic year rather than during the summer; even if it means holding off on data collection for a period of time. Hold two 2-month data collection cycles (with the last two weeks for reminder communications) using random replacement for the second data collection cycle. Non-responders from the first data collection cycle could be contacted and given an extension for submitting their survey. However, if they

didn't reply the first time they likely won't the second time around so a replacement random sample similar in size and demographics to the non-responders could be selected for the second data collection cycle to improve response rates.

Begin making telephone calls within two weeks of the survey start date to encourage involvement using a non-systematic method. In other words, don't target a specific group for outreach because the ECE workforce as a whole is at high risk for not responding. Take a targeted approach after learning from the first survey cycle which kinds of respondents are less likely to respond. In this study there was actually an over-representation from the harder to reach group which had a counter effect of reducing the representativeness of the study. Those programs may have otherwise responded proportionately to the population yielding a more representative sample without using valuable time and resources to identify and target a specific group. More of that time could then be reallocated to general outreach to increase the overall sample size.

- **Areas Addressed:** Focus the study specifically on understanding the characteristics of the workforce streamlining the survey to about two to three pages front and back including instructions. Be more verbose in explaining what is being requested for each item which will help ensure valid responses. Examining professional development preferences or other such information is also important but should be a separate study to get rich data on that information as well. Trying to capture such a broad range of questions and topic areas in one survey in such a short timeframe with limited funds likely yielded less depth and validity than separate focused studies.
- **Interagency Collaboration:** Obtain a broader list of organizations and agencies around the state that can assist with data collection and give them information regarding the sample methods in layman's terms that they can share with their constituents. Information could be provided via a Go-To-Meeting conference call with agencies to inform them about the study and garner their buy-in for supporting data collection and outreach efforts. In the current study, agencies were

supportive and eager to assist but there were some questions about why some programs were selected rather than others. Even though agencies were informed that random sampling was used, more detailed information or information provided in a different more user-friendly venue may have helped.

- **Analysis and Reporting:** After the second and final cycle of data collection, make decisions about how to report the data based on continual analysis of data as needed. In terms of contractual parameters, this could be best facilitated if review and approval of analysis and reporting were based on draft and final reports rather than initial analyses. It will be clear what analyses were conducted in the draft report but by that point, if the typical fluidity of analysis and reporting has occurred, several shifts in how the data were analyzed and reported may have occurred. This does not preclude regular conversation and collaboration between researchers and the funders as this process unfolds which is highly recommended and critical to the process. However, if the initial analysis plan and analyses are not used as concrete deliverables requiring formal review and amendment to change, the final product will be based on the best thinking of the research team and the process will be expedited leaving more time for changes after the first draft if needed. With good communication and collaboration between the research team and funders and sufficient intermediary time for the review process, few changes will be needed in the analyses themselves after the first report draft.

Finally, if no additional funds or time were available to conduct a future workforce study, the recommendations would obviously differ. In this case:

- Select a relatively small random sample but one still large enough to be statistically valid, reliable, and representative (e.g., $n = 600$ to 800). With this smaller sample size, be more intense about getting an accurate response from that group and do random replacement until the target is met or as close as reasonably possible within timeframe. With this method, there would be little room for attrition.

- Be realistic about how much the data could be broken out assuming at the start of the study that no more than two to three global groupings will be possible (e.g., center-based and FCCH; north, south, and central regions).
- Make the survey available on-line and via paper to all programs with business reply envelopes. Provide surveys in both English and Spanish to reach most used languages in Florida. Conduct a telephone follow-up with every program sampled to collect the data or to verify the data for accuracy if already submitted.
- Limit the sampling frame to child care providers and FCCHs.
- Finally, shorten the survey to approximately two pages front and back and provide more explanation throughout the survey as described above.

Understanding that with such limited funds and time it is likely that the sample size is going to be small and setting reasonable expectations for what can be accomplished with a smaller sample size will allow for a better allocation and use of limited time and resources. Hopefully this method would yield a more representative sample and more accurate data.

If the ideal of a large sample size and comprehensive reach to all providers and capturing a wide array of topics is not feasible, it will be better to trade-off the larger sample size and breadth of focus in order to get more accurate and representative information. However, as a final note, random sampling is the most critical design element to retain for future study as it will give all programs and practitioners equal chance of being selected and offer the greatest likelihood of a representative respondent sample.



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Appendix A: Detailed Study Methodology

This section includes a detailed description of the sampling methodology and respondent sample characteristics as well as data collection procedures for obtaining survey, interview, focus group, and existing data. Also described are the coding, merging and data triangulation methods utilized for this study.

Sampling Procedures.

All sampling for this study was conducted at the ECE program level. A complete and systematic database of individual ECE workers across all ECE programs does not exist. Therefore, programs were sampled and all individuals working at those selected programs were asked to participate in this study. These included administrators, FCCH providers, teachers, and support staff (i.e., office staff, transportation staff, food preparation staff, and program/curriculum specialists). In the sections to follow, the procedures for sampling programs for participation in surveys, interviews, and focus groups are detailed.

Sampling Frame and Key Factors.

The sampling frame (N = 13,065) was derived by merging three data sets obtained from the Florida Department of Children and Families (DCF) including a data file with a master list of early care and education facilities and homes, a file with only VKP providers, and a file with only afterschool providers. Most of the providers in the VPK and afterschool files were also in the master facilities file but any that were not already in that file were added. The sampling frame file includes licensed child care centers (non-profit and for profit); registered and licensed family child care homes (small and large); Early Head Start, Head Start, and Migrant Head Start programs; public schools; private and public prekindergarten and Voluntary Prekindergarten programs; religious exempt child care programs; and after school programs.

After merging the three DCF files to get a single sampling frame data file, indicator variables were created for purposes of ensuring a representative sample on key factors. The DCF master data files included indicators for region, county, program identification number, program type, status (regular, registered,

exempt, probationary, provisional) and program name, as well as contact information for each of the programs. Providers with DCF status classification of probationary or provisional were not included in the sampling frame. DCF designated program type was re-coded into four general types for sampling and reporting purposes: center-based (facilities), homebased (licensed homes, registered homes, and large family homes), religious exempt, and school-based (school exempt and school districts). There was no systematic and complete data source of programs that identified as faith-based so religious exempt was used as the closest proxy possible for ensuring a representative sub-sample of faith-based programs were selected. Indicators for Head Start programs, Migrant Head Start programs, programs serving children with special needs, and hard-to-reach population indicators (e.g., poverty, limited English, urban/rural) were not available through DCF data. Some of these could be obtained from other data sources. Steps taken to create these classifications are summarized below. It is important to note that each of the indicators described below includes some degree of bias. Precise indicators could not be derived for these factors for a number of reasons including that most of these data are self-reported data and may be inaccurate or incomplete, a unique and accurate identifier was not always available for data matching across different data sources, and data were sometimes only available at an aggregated level (e.g., county or city level rather than program level). However, the most reliable and valid data available were used to derive these indicators.

Head Start Programs.

All programs in the sampling frame data file developed from DCF data that had the term Head Start in the name (or some other clear variant) were coded as Head Start programs. The Forum also requested a list of Head Start programs along with their DCF identification number from the Florida Head Start Association and the Florida Head Start State Collaboration Office. While both entities maintain a complete list of Head Start programs throughout the state, neither has a database linking the

programs with their DCF identification number. A comprehensive list of Head Start providers throughout the state was obtained from the Florida Head Start State Collaboration Office. Head Start programs maintained in the Child Care Resource and Referral (CCR&R) database sometimes have an associated DCF identification number depending on whether the respondent chose to enter that number and entered it correctly. Another challenge to linking data sources was that the names of providers sometimes varied across the data files and sources (i.e., the same provider could have a different name in different data files). Using the various data sources, matches were made where it was deemed reasonable to identify Head Start programs.

Migrant Programs.

The migrant program classification was made manually by searching for the term migrant or a related acronym in the facility name maintained in the DCF master ECE facilities database.

VPK Programs.

This indicator was created based on whether the provider was listed in the VPK provider data file obtained from DCF.

Afterschool Service.

This indicator was created based on whether the provider was listed in the afterschool provider data file obtained from DCF.

Special Education Programs.

Data were requested from CCR&R for purposes of identifying programs serving the special needs population. As previously mentioned, programs maintained in the CCR&R database sometimes have an associated DCF identification number depending on whether the respondent chose to enter that number and entered it correctly. Where DCF and CCR&R data could be matched, programs were coded as serving the special needs population if they were identified in the CCR&R database as serving this population.

Urban/Rural Indicator.

A data file was obtained from the U.S. Census Bureau website with an urban/rural indicator for each city in Florida. However, the file was not structured in a way that could be easily merged with the sampling frame data file. Therefore, these data were manually entered

into the sampling frame file by city. Urban areas represent densely developed territory and encompass residential, commercial, and other non-residential urban land uses. Urban areas are classified into two groups within the U.S. Census data: Urbanized Areas of 50,000 or more people and Urban Clusters of at least 2,500 and less than 50,000. Rural areas encompass all population, housing, and territory not included within an urban area.

Poverty Indicator.

These data were not available in a data file format. Because of the importance of identifying hard-to-reach populations, 2010 U.S. Census reports were obtained and the percentage of the population below the federal poverty line within each city/county was manually entered into the sampling frame file. Where data were available by city (48% of the sampling frame cases), those data were used and where only county level data (50%) were available, county data were used.

Bilingual Indicator.

These data were not available in a data file format. Because of the importance of identifying hard-to-reach populations, 2010 U.S. Census reports were obtained and the percentage of the population speaking a language other than English was manually entered into the sampling frame file. Where the data were available by city (42%), those data were used and where only county level data were available (51%), county data were used.

Hard-to-Reach Population Indicator. Three hard-to-reach risk variables were created: programs located in a city/county with 25% or more of the population living in poverty (represented 17% of the sampling frame population); programs located in a city/county with 33% or more of the population speaking a language other than English (represented 19% of the sampling frame population); and programs located in rural areas (represented 2% of the sampling frame population). Note that programs located in urban areas were not classified as hard-to-reach given the high percentage that fell into urban categories (Urbanized Area = 61% of programs; Urban Cluster = 37% of programs). For sampling purposes, a single hard-to-reach indicator was created such that any program meeting one or more of the three risk factors (i.e., located in a high poverty area, high bilingual area, and/

or rural area) was classified as falling into the hard-to-reach group. This group represented 30% of the sampling frame population. It is important to note that the city/county indicators of bilingual and poverty concentration were influenced by city and county level variation. This bias resulted in some over- and under-identifying of hard-to-reach programs. However, these indicators provided the best available option for identifying hard-to-reach populations.

Survey Sampling Design.

The representative sample size for the full population at a 95% confidence interval and 5% error rate is 373.¹ However, representative sample sizes for each of the program type sub-groups was used rather than the representative sample size for the population as a whole to ensure a large enough sample size for program type and other sub-group analyses. SPSS was used to conduct stratified random sampling at the program level stratified by four program types: center-based, home-based, school-based, and religious exempt. As a first step, the sample size needed to achieve a representative sample was established separately for each of these groups at a 95% confidence interval and 5% error rate. For school-based and religious exempt categories, because the size of the population for these groups was relatively small, the finite population correction factor was used when determining representative sample sizes.

¹Confidence interval not adjusted for potential non-response bias.

Sample sizes needed to achieve a representative sample for each of the four program type sub-groups are shown in Table A- 1. The representative sample sizes derived were increased by a factor of two to account for anticipated non-response rates (see the Oversample Sample Sizes in Table A- 1).

Next, programs were randomly sampled within each program type strata according to the oversample number of providers needed within each program type group. After the survey sample was derived, it was compared with the population on key factors to determine whether the sample distributions were proportionate to the population distributions. The population and sample distributions were typically quite similar meaning the sample selected was representative of the population on key factors. Table A-2 shows the comparison of population distributions and original sample distributions (prior to oversampling for the hard-to-reach group). Note that because necessary sample sizes were first established by program group types, the distribution of cases falling into those groups were not proportional to the population because the small groups (school-based and religious exempt) made up a proportionately larger number of cases relative to the larger groups (center-based and home-based). Again, this method was used to increase the likelihood that sub-group analyses could be conducted.

Table A-1. Representative Sample Sizes.

Program Type	Representative Sample Size	Oversample Sample Size	Final Sample*
Center-based	n=363	n=726	n=858
Home-based	n=356	n=712	n=762
School-based	n=189	n=378	n=378
Total Sample	n=1,046	n=2,092	n=2,2279

*Includes the hard-to-reach group oversampling.

Table A-2. Population and Sample Characteristics.

	Population N = 13,065	Original Sample N = 2,092	Final Sample N = 2,279
	N (%)	n (%)	n (%)
Program Type			
Center-based	6,672 (51%)	726 (35%)	858 (38%)
Home-based	4,923 (38%)	712 (34%)	762 (33%)
Religious Exempt	897 (7%)	378 (18%)	378 (17%)
School-based	573 (4%)	276 (13%)	281 (12%)
Region			
Central	2,982 (23%)	508 (24%)	553 (24%)
Southeast	1,717 (13%)	249 (12%)	277 (12%)
Northeast	2,024 (16%)	375 (18%)	392 (17%)
Northwest	1,178 (9%)	197 (9%)	212 (9%)
Suncoast	3,600 (28%)	565 (27%)	576 (25%)
Southern	1,564 (12%)	198 (10%)	269 (12%)
Head Start	477 (4%)	89 (4%)	101 (4%)
Migrant	93 (1%)	12 (1%)	15 (1%)
VPK	5,246 (40%)	902 (43%)	968 (43%)
Special Education	6,147 (47%)	809 (39%)	916 (40%)
Afterschool	8,309 (64%)	1,116 (53%)	1,250 (55%)
Hard-to-Reach	3,939 (30%)	545 (26%)	732 (32%)
Rural	250 (2%)	38 (2%)	53 (2%)
Bilingual	2,489 (19%)	321 (15%)	433 (19%)
Poverty	2,275 (17%)	328 (16%)	442 (19%)

To obtain the final sample further oversampling was conducted for the hard-to-reach group due to their higher likelihood of not responding. Thirty-five percent of the sample size was calculated (35% of 2092 = 732) to obtain a hard-to-reach sample size that would result in the sampled proportion exceeding the population proportion. An additional 187 (732 – 545 already sampled = 187) programs were randomly drawn from the hard-to-reach group resulting in 32% of the hard-to-reach providers being sampled. This increased the overall sample size to N = 2,279 as shown in Table A-1 above. The population and final sample distributions were similar on key factors (See Table A-2). Table A-3 includes a comparison of the population, sample, and respondent distributions by county for which proportions responding were also similar to population and sample proportions (for example, 7.1% of programs within the population of ECE programs are located in Broward County compared to 7.3% of the selected sample and 7.6% of the respondent sample).

Survey Response Rates.

Although response rates for studies with similar scope and resources within the ECE field typically range between twenty and thirty percent, an ambitious targeted response rate of 40% was used for this study in hopes of improving that rate. However, despite extensive outreach within the resources available, the overall program-level response rate fell within the typical range at 25%. A total of 569 unique programs and 805 individuals were included in the analyses for this study. The number of program responses (n = 569) was the number of unique programs represented across the three surveys administered. For determining program level response rates, if one or more individuals from a program submitted a survey, the program was counted one time as responding to the survey. A total of 69 programs could not be linked to the DCF data set because of missing or non-matching data for program identification number and/or program name. These 69 programs were assumed to be unique selected programs and were included in the overall

response rate. For purposes of determining response rates by sub-groups, these programs could not be included because sub-group identifiers were obtained via the DCF database. One caveat is that the total number of unique programs and persons responding does not include survey respondents from programs not selected to participate in the study. Such survey data were not included to preserve the random selection methodology vital to ensuring a representative sample.

For this study, the representative sample size needed for the population at a 95% confidence interval and 5% error rate was determined to be 373.¹ The overall respondent sample size achieved was 569. As shown in Table A-3, the respondent sample was representative of the population on several factors which can be seen by comparing the percentage distributions in the first column (population distributions) of the table with those in the third column (respondent sample distributions). Where distributions differed it was for the “hard-to-reach” groups for which the percentages responding were somewhat higher than the population. This is to be expected because more extensive outreach occurred for this group resulting in proportionately more of the survey respondents coming from this group compared

¹Confidence interval not adjusted for potential non-response bias.

those not falling in the hard-to-reach group. Outreach activities are described in detail in the data collection section of this report. Also, because of the voluntary nature of the survey, the respondent sample may differ on other unmeasured factors.

Furthermore, the respondent sample sizes for sub-groups were not sufficiently large enough to make generalizations at the sub-group level with a high degree of confidence (within a 95% confidence interval). For example, a respondent sample size of $n = 189$ was needed to make valid inferences for school-based programs distinct from other program types. The number of school-based programs responding was $n = 30$. This does not mean findings should not be considered at the sub-group levels but rather that a greater degree of caution is warranted when generalizing to the sub-group in the larger population for making inferences and policy decisions. Such caution is exercised throughout this report when offering interpretation and recommendations based on the findings of this study.

Table A-3. Program Response Rates and Distributions
(Florida Statewide ECE Workforce Survey; DCF Database).

Program Characteristic	Population N=13,065	Sample Size (N=2,279)	Response Distribution ⁴ (N=569)*	Response Rate ⁵ (25%)
	N (%)	n (%)	N	%
Program Type¹				
Center-based	6,672 (51%)	858 (38%)	271 (50.7%)	31.6%
Home-based	4,923 (38%)	762 (33%)	187 (35.0%)	21.0%
Religious exempt	897 (7%)	378 (17%)	46 (8.6%)	12.2%
School-based	573 (4%)	281 (12%)	30 (5.6%)	10.7%
Region²				
Central	2,982 (23%)	553 (24%)	128 (25.1%)	23.1%
Southeast	1,717 (13%)	277 (12%)	64 (12.6%)	23.1%
Northeast	2,024 (16%)	392 (17%)	89 (17.5%)	22.7%
Northwest	1,178 (9%)	212 (9%)	45 (8.8%)	21.2%
Suncoast	3,600 (28%)	576 (25%)	115 (22.6%)	20.0%
Southern	1,564 (12%)	269 (12%)	68 (13.4)	25.3%
Head Start³	477 (4%)	101 (4%)	21 (4.4%)	20.8%
Migrant³	93 (1%)	15 (1%)	12 (2.5%)	80.0%
VPK³	5,246 (40%)	968 (43%)	214 (44.7%)	22.1%
Special Education³	6,147 (47%)	916 (40%)	255 (53.2%)	27.8%
Afterschool³	8,309 (64%)	1,250 (55%)	300 (62.6%)	24.0%
Hard-to-Reach³	3,939 (30%)	732 (32%)	196 (40.9%)	26.8%
Rural	250 (2%)	53 (2%)	15 (3.1%)	28.3%
Bilingual	2,489 (19%)	433 (19%)	116 (24.2%)	26.8%
Poverty	2,275 (17%)	442 (19%)	117 (24.4%)	26.5%

*Total number of program respondents varies by program characteristic where there was not enough information to match survey and DCF data.

¹Program Respondent n = 534; ²Program Respondent n = 509; ³Program Respondent n = 479.

⁴Percent of programs responding (e.g., 271 centers responded out of 534 programs sampled for which program type is known = 50.7%).

⁵Percent of the selected sample responding (e.g., 271 centers responded out of 858 centers sampled = 31.6%).

Regional Distributions by Respondent Group.

Table A-4 shows the regional break-down at the program level (number of programs responding) by survey respondent groups (Administrator Survey, Teacher and Support Staff Survey, and FCCH Survey). Table A-5

depicts the same information at the practitioner respondent level (number of individuals responding). Table A-6 shows the survey sample and respondent level distributions relative to the population distributions at the county-level.

Table A-4. Number and Percentage of Programs Responding by Region (Florida Statewide ECE Workforce Survey; DCF Database).

Region	All Programs* N = 509		Administrator ¹ N = 307		Teacher/Staff ² N = 102		FCCH Owner ³ N = 164	
	n	%	n	%	n	%	n	%
Central	128	25.1	80	26.1	21	20.6	44	26.8
Southeast	64	12.6	39	12.7	16	15.7	18	11.0
Northeast	89	17.5	47	15.3	17	16.7	33	20.1
Northwest	45	8.8	23	7.5	8	7.8	18	11.0
Suncoast	115	22.6	75	24.4	20	19.6	34	20.7
Southern	68	13.4	43	14.0	20	19.6	17	10.4

Note: Statistics in this table include those for which survey data could be matched with DCF data.

*All respondents across the Administrator, Teacher and Support Staff, and FCCH Surveys.

¹As reported on the Administrator Survey.

²As reported on the Teacher and Support Staff Survey.

³As reported on the FCCH Survey.

Table A-5. Number and Percentage of Individual ECE Workers Responding by Region (Florida Statewide ECE Workforce Survey; DCF Database).

Region	All Respondents* N=805		Administrator ¹ N=319		Teacher/Staff ² N=322		FCCH Owner ³ N = 164	
	n	%	n	%	n	%	n	%
Central	176	21.9	83	26.0	49	15.2	44	23.5
Southeast	94	11.7	42	13.2	34	10.6	18	9.6
Northeast	119	14.8	48	15.0	38	11.8	33	17.6
Northwest	63	7.8	24	7.5	21	6.5	18	9.6
Suncoast	205	25.5	77	24.1	94	29.2	34	18.2
Southern	148	18.4	45	14.1	86	26.7	17	9.1

Note: Statistics in this table include those for which survey data could be matched with DCF data.

*All respondents across the Administrator, Teacher and Support Staff, and FCCH Surveys.

¹As reported on the Administrator Survey.

²As reported on the Teacher and Support Staff Survey.

³As reported on the FCCH Survey.

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County Distributions	Population	Sample	Respondent	County Distributions	Population	Sample	Respondent
Alachua	1.45	2.41	2.75	Lee	2.55	2.90	4.91
Baker	.18	.13	.20	Leon	1.93	2.24	1.57
Bay	.90	1.14	1.38	Levy	.20	.35	.98
Bradford	.16	.35	.59	Liberty	.02	.00	.00
Brevard	2.11	2.59	3.73	Madison	.25	.18	.00
Broward	7.07	7.33	7.66	Manatee	1.44	1.45	1.38
Calhoun	.08	.00	.00	Marion	1.54	1.49	1.18
Charlotte	.73	1.10	.59	Martin	.44	.53	.79
Citrus	.50	.53	.59	Miami-Dade	11.44	11.10	12.57
Clay	1.17	1.18	.79	Monroe	.53	.70	.79
Collier	1.70	1.80	1.57	Nassau	.36	.26	.00
Columbia	.40	.53	.59	Okaloosa	1.51	1.14	1.57
DeSoto	.16	.31	.59	Okeechobee	.15	.31	.39
Dixie	.03	.04	.00	Orange	6.51	7.81	8.06
Duval	6.48	6.19	6.48	Osceola	1.40	1.58	1.96
Escambia	2.04	2.15	1.38	Palm Beach	6.07	4.83	4.91
Flagler	.41	.22	.59	Pasco	1.84	1.54	.98
Franklin	.10	.18	.20	Pinellas	7.14	6.71	5.11
Gadsden	.41	.57	.39	Polk	3.27	2.98	2.95
Gilchrist	.07	.18	.20	Putnam	.57	.83	.39
Glades	.02	.09	.40	Saint Johns	.70	.92	.39
Gulf	.08	.00	.00	Saint Lucie	1.29	1.18	1.38
Hamilton	.10	.18	.39	Santa Rosa	.88	.92	1.18
Hardee	.18	.35	.59	Sarasota	1.44	1.10	1.18
Hendry	.27	.39	.79	Seminole	1.93	1.71	1.18
Hernando	.70	.75	.98	Sumter	.31	.22	.20
Highlands	.51	.48	.39	Suwannee	.22	.44	.20
Hillsborough	10.26	7.90	5.11	Taylor	.12	.09	.00
Holmes	.10	.09	.00	Union	.06	.09	.20
Indian River	.67	.35	.40	Volusia	2.50	2.54	2.75
Jackson	.24	.22	.00	Wakulla	.17	.18	.20
Jefferson	.11	.04	.20	Walton	.38	.35	.39
Lafayette	.06	.09	.00	Washington	.08	.09	.39
Lake	1.33	1.40	.39				

Interview Sampling.

From the survey sample, a sub-sample of 30 programs was selected for participation in administrator/owner interviews using a combination of purposeful and random sampling. The number of sites selected within region was proportional to the percent of programs within each region in the survey sample. Within region, the largest proportion of programs (n = 20) were randomly selected from the most highly represented counties (those representing 5% or more of the survey sample including Orange, Duval, Broward, Palm Beach, Miami-Dade, Hillsborough, and Pinellas counties).

Once the first 20 programs were randomly selected, the distributions on key variables were examined to determine whether there was variation across these factors. There were no migrant or rural programs represented and only one Head Start program represented. The remaining 10 cases were randomly selected from lesser represented counties with focus on ensuring variation on geographic location (spread across the state), rural area, migrant, and Head Start factors. Random selections were repeated until greater variation on these factors was achieved. The characteristics of the initial interview sample are provided in Appendix B.

Two-thirds (n = 20) of the original interview sample did not participate in the study. Many never responded to requests to participate. In some cases the program was closed during the summer, the child care business was no longer open, or the contact information was not accurate and could not be obtained. Other reasons for non-participation included: provider reported being too busy, provider had concerns about the implications of their

responses, provider declined without giving a reason. Whenever an administrator/owner declined to participate or did not respond in a reasonable timeframe, another program in the same region with similar characteristics was randomly selected to participate. This resulted in a total of 13 interviews completed by the initial data collection close date of August 15, 2012. To ensure at least 30 interview participants, the interview timeframe was extended through October 15, 2012. Because actual survey participants would likely be more motivated to participate in an interview, a random sample of 50 programs who submitted surveys as of August 15, 2012 were selected and given the opportunity to participate in an interview on a first-come-first serve basis until the remaining interview slots were filled. The total number of interview participants was 32. Interview participants were given a package of classroom materials in appreciation of their participation. Characteristics of interview participants are shown in Table A-7.

A-7. Number of Programs Participating in Interviews by Program and Demographic characteristics.

Characteristic	Number of Interviews (N=32)
Program Type	
Center-based	17
Home-based	11
School-based	3
Religious exempt	1
Region	
Central	8
Northeast	3
Northwest	5
Southeast	3
Southern	4
Suncoast	9
Head Start	2
Migrant	1
VPK	19
Afterschool	16
Special Education	15
Hard-to-Reach	14
Rural	1
Bilingual	6
Poverty	10

Focus Group Sampling.

Focus Group participants included conference participants from the 2012 One Goal Summer Conference. This annual conference attracts a large number of ECE teachers and occurred during the study’s data collection timeframe. Research team members recruited focus group respondents at a booth at the conference. Six focus groups were conducted with 3 to 5 teachers per focus group. There were a total of 27 participants from 20 programs across Florida. Each region and 14 counties were represented across focus group participants. Characteristics of programs represented by focus group participants are shown in Table A-8.

Table A-8. Focus Group Program Characteristics.

Characteristic	Number of Programs (N=26)
Program Type	
Center-based	17
Home-based	2
School-based	1
Religious exempt	0
Region	
Central	6
Northeast	6
Northwest	5
Southeast	1
Southern	1
Suncoast	1
Head Start	8
Migrant	2
VPK	10
Afterschool	7
Special Education	13
Hard-to-Reach	9
Rural	1
Bilingual	4
Poverty	7

*Five of the programs were likely faith-based programs based on the name of the program including a religious denomination term in the name.

**Fourteen counties were represented across the six regions.

Procedures

Instrument Development.

A number of surveys, interview guides, and focus group guides were developed and used for this study: Administrator Survey, Teacher and Support Staff Survey, Family Child Care Home (FCCH) Survey, Administrator Interview Guide, FCCH Provider Interview Guide, and Instructional Staff Focus Group Guide. Appendices C through H include the measures that were developed. The Administrator Survey and Administrator Interview Guide were designed to be completed by or administered to the on-site person with administrative and executive-level responsibilities for the operation of the site/preschool program. The FCCH Survey and FCCH Interview Guide were designed to be completed by or administered to the FCCH owner. A section was included in the FCCH Survey for the owner to provide information on any providers employed at their program other than themselves. Because it was expected that few FCCH programs would employ additional providers, a separate survey for these staff was not warranted since the FCCH owner could provide the information in the few cases where it was needed. As expected only 39 FCCH programs responding to the survey reported employing additional providers. The Teacher and Support Staff Survey was to be completed by all staff employed at each ECE site/program including teaching staff, specialists (e.g., program/ curriculum specialists), office staff, transportation staff, and food preparation staff. The Instructional Staff Focus Group Guide was designed for use during focus groups with teaching staff and FCCH providers from ECE programs.

Instruments were submitted to OEL for review and feedback and were revised as needed. The survey was piloted with a pilot sample of 10 programs. Given the study timeframe, a convenience sample was selected for this purpose. However, a cross-section of programs was selected in terms of program and staff characteristics. The pilot sample was asked to complete the survey on-line and report any problems they had in completing the survey or any confusion regarding survey items or the data collection format/procedures. The surveys were revised based on the feedback from the pilot group.

Instrument instructions accompanied each of the instruments. Instruments and written communications to providers were available in English and Spanish. Bilingual survey and interview facilitators were available and conducted interviews as needed (for English, Spanish, and Creole speakers). On-line (via Survey Monkey) and print versions of the surveys were developed. Research team members involved with data collection were provided instructional materials and received a training to ensure proper and standard procedures are followed for scheduling and conducting the surveys, interviews, and focus groups.

Initial Contact and Consent.

Contact information for early care and education (ECE) programs throughout Florida was obtained from DCF. Programs received a letter by mail and email informing them that their program site had been selected for study participation and briefly describing the study. A second letter was sent via regular mail and email once the study instruments were finalized with details on how to participate. All data collection was voluntary in that program sites and practitioners could decline to participate in the study at any time either verbally, in writing, or by simply not completing/submitting data collection forms. All data collection procedures and protocols and communication materials were submitted to OEL for review and discussion and revised as needed and finalized. Additionally, all recruitment communications were sent in Spanish and English.

Data Collection.

Survey Data Collection. Unless falling into a hard-to-reach group, respondents were asked to complete the survey electronically or telephonically (upon request). If the provider fell within a hard-to-reach sub-group (located in a high poverty, high bilingual, and/or rural area), and there was no response from the program after the survey had been open for approximately one month, a research team member contacted the director/owner by telephone to encourage participation and determine if they wished to complete the survey on-line, telephonically, or on paper. If a telephone survey was requested, the research team member conducted separate telephone surveys with the lead administrator

and each employee who chose to participate. Survey items and responses were provided to the respondent over the phone and responses were entered on-line by the survey facilitator. After contacting all programs within the hard-to-reach group, research team members began calling other programs selected to participate in the survey to remind them of the survey and offer telephone and paper survey options.

Outreach to Achieve Response Targets.

Outreach efforts to ensure targeted response rates included sending out reminder emails and reminder post-cards, making reminder telephone calls, and utilizing the Forum's ECE networks. The Forum research team made a telephone call reminder to each hard-to-reach program and nearly all programs including those not identified as hard-to-reach. The Forum sent a letter to ECE community agencies, organizations, and service providers requesting their support in encouraging participation and reminding selected program sites to participate. These organizations and agencies were very helpful in getting the word out about the study and encouraging participation. The research team prepared flyers to pass out at conferences and other venues to increase awareness of the study. Additionally, staff located in the Forum's satellite office assisted with outreach efforts to encourage participation in the study.

Each program that participated in the survey had the opportunity to be included in a drawing to receive a package of classroom supplies in appreciation for participation in the study. The drawing was conducted at the program level because names of individual practitioners were not collected for this study. Program name or license number was necessary in order for their program to be included in the drawing. All focus group and interview participants also received a classroom supplies package as an incentive for participation in the study.

In-Depth Qualitative Data Collection.

Qualitative data collection included interviews with lead administrators or FCCH owners at programs sites that were selected to participate in the survey data collection (see Sampling Procedure) and focus groups with teachers selected from the 2012 One Goal Summer Conference attendees. Programs selected to participate in in-depth interviews

were contacted by telephone to set up an administrator interview. Providers had the option of completing the interview by telephone (encouraged) or in-person (if a telephone interview was not feasible or desired). The administrator or FCCH owner was provided the interview items in advance of the interview to expedite the process. Certain items that necessitated spontaneous responses were not provided in advance.

Existing Data.

Secondary data was obtained from existing data sources including but not limited to: Child Care Resource and Referral state database, Florida Department of Children and Families, Florida Head Start Association, Florida Head Start State Collaboration Office, U.S. Department of Labor Statistics, U.S. Census Bureau, and published state and federal workforce reports. Existing and secondary data collection was combined where necessary to address research objectives (see Data Triangulation section of this report). Three states' workforce studies (California, Minnesota, and North Carolina) were selected for comparison purposes based on similarities on factors such as region, population characteristics, and study characteristics. Although a workforce study report was not available, the state of Texas was also selected for comparison based on comparability in terms of region and population characteristics.

Data Collection Timelines.

Communications with selected programs and data collection occurred between June 2012 and October 31, 2012. The initial communication to selected programs for participation in the survey and interviews was made in June 2012. A second communication was sent to selected programs with instructions on how to complete the survey at the beginning of July 2012. A post card reminder was mailed to programs about two weeks before the survey close date and an email reminder was sent the week prior to the close date.

The survey was initially open from July through August 15, 2012. Response rates were not as high as desired, especially for programs that were closed during the Summer. Thus, the survey was reopened from September

through October 15, 2012. Again, a series of communications and reminders were sent via regular mail and email during the reopen period. Telephone call reminders were made between August and October 2012. Interviews were conducted during June 2012 for those programs open during the summer and during September and October 2012 for those programs closed during the summer. Focus groups were conducted in July 2012 during the One Goal Summer Conference.

Quality Assurance and Data Security.

The Children's Forum ensured confidentiality and security of all data collected and obtained for purposes of this study. The Forum adhered to all OEL requirements for data confidentiality, handling, and storage. The Children's Forum maintains industry-standard security practices in order to protect the confidentiality of any data and especially personally identifiable data, collected during our operations and contracts. Below is a brief overview of those practices.

- 1) **Physical security** – All systems are housed in our main office in Tallahassee. Entrance to the facility is restricted to current employees with activated key fobs for the security system, which is monitored and tracked by a third party. Security cameras record all entry and exit events into and out of the building.
- 2) **Server Room Security** – The room housing the equipment hosting our databases has keyed locks, backup power generation, and independent air conditioning systems.
- 3) **Employee Screening** – All employees of the Forum must pass a Level 2 background screening, which includes an FBI fingerprint check for any record of criminal activity. Employee accounts are disabled immediately upon employment termination.
- 4) **System-level Security** – All systems are secured using a centralized authentication system (Microsoft Active Directory) that secures all shared resources available on the internal computer network. This ensures there can be no access to any data without an authorized username and password. Passwords are changed on a regular basis, and permissions are controlled at both the Active Directory level as well as the database level.

- 5) **External access restrictions** – Forum employees who are located outside of Tallahassee can access the internal systems of the Children’s Forum, but only through secured, encrypted connections such as virtual private networks (VPNs) or Remote Desktop.
- 6) **Internet Security** – Forum employees may access the internet through our firewalled connection. However, the Forum firewall prevents unauthorized connections or applications from connecting in BOTH directions. This prevents unauthorized malware from contacting or opening connections to outside servers. Security software is also installed on all workstations and servers, and there is specialized anti-virus and anti-spam software installed on the Mail servers, as well.
- 7) **Backup and retention policy** – critical data is backed up nightly and taken offsite as part of our disaster recovery process. Archived copies of database backups are kept for a year or more, depending upon contract requirements.

Appendix B: Characteristics of the Initial Interview Sample

From the survey sample, a sub-sample of 30 programs was selected for participation in director/owner interviews using a combination of purposeful and random sampling. The number of sites selected within region was proportional to the percent of programs within each region in the survey sample. Within region,

the largest proportion of programs (n = 20) were randomly selected from the most highly represented counties (those representing 5% or more of the survey sample). Table B-1 shows the number of sites selected within region and highly represented counties.

Table B1. Interview Sample Size and Program Selection from Highly Represented Counties

Region Proportions	Number of Sites Within Region	Highly Represented Counties	Number from Highly Represented Counties
Central (24%)	7	Orange (8%)	4 from Orange
Northeast (17%)	5	Duval (6%)	3 from Duval
Northwest (9%)*	3	NA	NA
Southeast (12%)	4	Broward and Palm Beach (12%)	2 from Broward; 2 from Palm Beach
Southern (12%)	4	Miami-Dade (11%)	3 from Miami-Dade
Suncoast (25%)	7	Hillsborough and Pinellas (15%)	3 from Hillsborough, 3 from Pinellas

*No Counties in the Northwest region represented 5% or more of the survey sample.

Once the first 20 programs were randomly selected, the distributions on key variables were examined to determine whether there was variation across these factors. There were no migrant or rural programs represented and only one Head Start program represented. The remaining 10 cases were randomly selected from lesser represented counties with focus on ensuring variation on geographic location (spread across the state), rural area, migrant, and Head Start factors. Random selections were repeated until greater variation on these factors was achieved. Table B-2 shows the number

of programs selected by counties for the full interview sample of 30 programs. Table B-3 shows the distributions on key factors for the interview sample.

The tables in Appendix B represent characteristics of the initial interview sample selected for participation. Some interviewees declined to participate for a variety of reasons; most common among those reasons being limited time. See Appendix A for characteristics of the sample of interviewees that participated in this study.

Table B-2. Number of Programs Selected by Region and County.

Region	County	Number of Programs Selected
Central (N=7)	Orange	4
	Hardee	1
	Marion	1
	Sumter	1
Northeast (N=5)	Duval	3
	Alachua	1
	Madison	1
Northwest (N=3)	Leon	2
	Escambia	1
Southeast (N=4)	Broward	2
	Palm Beach	2
Southern (N=4)	Miami-Dade	3
	Monroe	1
Suncoast (N=7)	Pinellas	3
	Hillsborough	3
	Hendry	1

Table B-3. Interview Sample Distributions.

Site Visit Sample	
Program Type	Number
Center-based	14
Home-based	9
School-based	4
Religious exempt	3
Head Start	4
Migrant	2
VPK	15
Afterschool	12
Special Education	13
Hard-to-Reach	17
Rural	3
Bilingual	7
Poverty	12

Appendix C: Administrator Survey



Administrator Survey

Florida Statewide Early Care and Education Workforce Study

General Information

Thank you for taking the time to complete this survey funded by the Florida Office of Early Learning on behalf of the Florida State Advisory Council on Early Education and Care. You will be answering questions regarding your personal experiences and opinions as an early care and education (ECE) administrator. The information you provide will be used in combination with other data to better understand the experiences, needs, and barriers of the ECE workforce throughout the state of Florida. This information will also help inform decision-making regarding professional development for the workforce. Please know that all responses will be handled confidentially and responses will not be linked to individual or program names in reporting.

As a token of appreciation, programs completing the survey will be entered into a raffle for a chance to win a package of classroom supplies valued at \$50.00. For your program to be entered in the drawing, you will need to provide your program name on the survey.

Instructions:

- This survey will take approximately 20 to 30 minutes to complete.
- Read each question carefully and follow the directions provided throughout the survey.
- If you are unsure of an answer to a question, please give your best guess. If you are uncomfortable answering an item, you may skip that item.
- Mark your answer choices clearly. For questions requiring a written answer, please write legibly in print.
- Please distribute a Teacher and Support Staff Survey to each of your employees (including all teaching and support staff). Please make additional copies of the survey if you have not received enough for all members of your staff.
- All completed surveys for you and your staff should be placed in the postage-paid envelope addressed to the Children's Forum. For additional privacy, the survey can be placed in a separate sealed envelope before being put in the postage-paid envelope (optional-only). Once all surveys are collected for those wishing to participate, place the postage-paid envelope in the mail.
- Surveys may also be faxed to Melissa Clements at (866) 596-9513.
- **Please submit the survey by October 15, 2012.**

Thank you for completing this survey! If you have questions about the survey, please call the Children's Forum (850-681-7002) and reference the Workforce Study or e-mail our research team at wfstudy@thechildrensforum.com

Background Information

1. Note: The director/School Administrator should complete this survey.

Director/Administrator = the on-site person with administrative and executive-level responsibilities for running the program site/preschool program.

Position Title: _____

Program Name (If multiple sites, please use the name of the site to which this survey was sent): _____

DCF Program License/Identification Number (if accessible): _____

Zip code of Program Site: _____

2. How long have you worked in the early care and education field? Years Months

3. How long have you worked at this program site? Years Months

4. How long have you been the director of this site? Years Months

5. How many hours do you typically work each week? Hours worked each week

6. What is your age range?

Under 20 years

20-29 years

30-39 years

40-49 years

50-59 years

Over 60 years

7. What is your gender? Female Male

8. What is your racial-ethnic background?

White, non-Hispanic

Asian

African American or Black, non-Hispanic

Native Hawaiian or other Pacific Islander

Hispanic, regardless of race

American Indian or Alaskan Native

Biracial/Multiracial

Other (please describe): _____

9. What languages do you speak fluently? (Check all that apply) English Spanish Creole

10. Indicate your current wages: \$_____ per hour **OR** \$_____ per year

Educational Information

11. Indicate the certificates and credentials you hold (Check all that apply):

None

National Child Development Associate (CDA)

Child Care Apprenticeship Certificate (CCAC) issued through Department of Education

Early Childhood Professional Certificate (ECPC) issued through Department Of Education

Florida Child Care Professional Credential (FCCPC) issued through DCF

Director Credential issued through DCF

Staff Credential issued through DCF

Other (please describe): _____

12. Do you have a high school diploma/GED? Yes No

13. What is your highest college/graduate education level? (Select only one; If none apply, skip this item)

Some college credits

Two-year college degree (AA, AS, AAS)

Four-year college degree (BA, BS, or BAS)

Some graduates credits

Graduates degree (MA, MS, Ed.S., Ed.D., or Ph.D.)

Educational Information (cont'd)

14. In what area is your highest college/graduate education level? *(Select only one; If you have no college/graduate training, skip this item).*

- Early Childhood Education/Child Development (ECE/CD)
- Elementary or Secondary Education (E/S ED)
- Special Education
- Recreation/Sports Management or related field
- Business Management
- Other *(please describe)*: _____

15. In the last 5 years, in which of the following types of trainings did you participate and how useful did you find each type of training?

Program	Participation	Rate Degree of Usefulness			
		Not at All Useful	Somewhat Useful	Useful	Very Useful
In-service training at my place of employment	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online training	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops/Conferences	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training toward a credential	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College courses—for credit, toward a degree	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College courses—for credit, not toward a degree	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College courses—not for credit	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal Mentoring/Coaching	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal Mentoring/Coaching	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <i>(please specify)</i> :	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Please indicate whether you participate or have participated in each program and the extent to which you are familiar with each program:

		Very	Somewhat	A Little	Not at All
Child Care WAGES® Florida	<input type="radio"/> never <input type="radio"/> current <input type="radio"/> past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T.E.A.C.H. Early Childhood® Scholarship Program	<input type="radio"/> never <input type="radio"/> current <input type="radio"/> past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“Other” Early Learning Scholarship Program <i>(for example, Quality Counts scholarships, Early Learning Coalition programs, etc.)</i>	<input type="radio"/> never <input type="radio"/> current <input type="radio"/> past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. What time do you most prefer to attend a training and/or college course? *(Select only one)*

- Morning
- Afternoon
- Evening
- Weekend

18. In what language do you most prefer to receive trainings or materials?

- English
- Spanish
- Creole
- Other: _____

19. What is your most preferred way to receive professional development? *(Select only one)*

- On-line training/course
- College classroom
- Hybrid courses/trainings - includes both online and classroom components
- Other: _____
- Conference
- On-site training *(located at your place of employment)*
- Off-site training *(located at community agencies ELCs, etc.)*

Educational Information *(cont'd)*

20. In which training topics are you most interested? *(Check all that apply)*
- | | |
|---|---|
| <input type="radio"/> Business management/Leadership | <input type="radio"/> Developmental and health screening/assessment |
| <input type="radio"/> Financial management | <input type="radio"/> Diversity/multiculturalism |
| <input type="radio"/> Legal/Labor law | <input type="radio"/> English language acquisition |
| <input type="radio"/> Health and safety | <input type="radio"/> Special needs/disabilities |
| <input type="radio"/> Nutrition | <input type="radio"/> Infant and toddler development |
| <input type="radio"/> Computers/Technology | <input type="radio"/> Preschool-age development |
| <input type="radio"/> Stress management | <input type="radio"/> School-age development |
| <input type="radio"/> Communication | <input type="radio"/> Learning through play |
| <input type="radio"/> Building positive relationships with parents | <input type="radio"/> Literacy development/reading skills |
| <input type="radio"/> Accreditation | <input type="radio"/> Social/emotional development |
| <input type="radio"/> Arranging the learning environment | <input type="radio"/> Early math/science |
| <input type="radio"/> Classroom management | <input type="radio"/> Creative play (music and movement, etc.) |
| <input type="radio"/> Positive discipline for challenging behaviors | <input type="radio"/> Child abuse and neglect |
| <input type="radio"/> Curriculum Development/Lesson Planning | |
| <input type="radio"/> Other <i>(please specify)</i> : _____ | |

Employment

21. Overall how satisfied are you in your current position as the director of this program?
- Very satisfied Somewhat satisfied Neutral Somewhat dissatisfied Very dissatisfied
22. Do you see yourself as the director of this program three years from now?
- Yes No Not sure
23. What would help you continue as the director of this program? *(Check all that apply)*
- | | |
|--|---|
| <input type="radio"/> Better pay | <input type="radio"/> More administrative help |
| <input type="radio"/> Better benefits | <input type="radio"/> More respect from families |
| <input type="radio"/> More opportunities for professional growth | <input type="radio"/> Nothing, I am retiring |
| <input type="radio"/> Easier time finding/keeping qualified teachers | <input type="radio"/> Nothing, I want to start my own child care program |
| <input type="radio"/> Fewer problems with money for the center | <input type="radio"/> Nothing, I want to go back to school |
| <input type="radio"/> Fewer work hours per week | <input type="radio"/> Nothing, I want a job outside of the child care field |
| <input type="radio"/> Nothing, I am leaving for personal reasons (health issues, family circumstances, relocating, etc.) | |
| <input type="radio"/> Other: _____ | |
24. What is the legal status of your program? *(choose only one)*
- | | |
|---|--|
| <input type="radio"/> Private, for profit | <input type="radio"/> Private, nonprofit, faith-based |
| <input type="radio"/> Private, nonprofit | <input type="radio"/> Publicly-funded <i>(public school, government sponsored, etc.)</i> |
25. What is the licensing status of your program? *(choose only one)*
- Licensed
- Public School Exempt
- Religious Exempt
26. Which of the following are offered at your site? *(Check all that apply)*
- | | |
|---|---|
| <input type="radio"/> Head Start | <input type="radio"/> Prekindergarten Disabilities <i>(through Department of Education)</i> |
| <input type="radio"/> Early Head Start | <input type="radio"/> 21st Century Community Learning Centers |
| <input type="radio"/> Voluntary Prekindergarten (VPK) | <input type="radio"/> Afterschool mentoring program |
| <input type="radio"/> Title 1 <i>(through Department of Education)</i> | <input type="radio"/> None of the above |
| <input type="radio"/> Birth - 3 Disabilities <i>(through Early Steps)</i> | |
| <input type="radio"/> Other programs offered: _____ | |

Program Characteristics

27. Which types of funding does your program receive? (Check all that apply)

- School readiness (subsidized child care) City/County funding
 USDA Food Program Children's Services Council funding (JWB, Children's Trust, etc.)
 Private pay tuition None of the above
 United Way
 Other: _____

28. Does your program offer specialized services for children with disabilities (only those with IEP/IFSP [Individual Education Plan/Individual Family Service Plan]) or special health care needs? (If not, skip this item.) If so, briefly describe the services and indicate the number of children in need of and benefiting from the services your program offers.

Number of children in need of the services offered by your program:

Number of children who receive the services offered by your program:

Services offered by your program (such as speech therapy, physical therapy, etc.): _____

29. Does your program offer specialized services for children with limited English language abilities? (If not, skip this item.) If so, briefly describe the services and indicate the number of children in need of and benefiting from the services your program offers.

Number of children in need of the services offered by your program:

Number of children who receive the services offered by your program:

Services offered by your program (such as bilingual teachers, use of multiple languages, etc.): _____

30. Does your program offer specialized services for children of migrant workers? (If not, skip this item.) If so, briefly describe the services and indicate the number of children in need of and benefiting from the services your program offers.

Number of children in need of the services offered by your program:

Number of children who receive the services offered by your program:

Services offered by your program: _____

31. How long has your program been in operation?

- 1 year or less 2-3 years 4-6 years
 7-10 years Over 10 years

32. How many children does your center currently serve in each of the following age groups (including full-time and part-time)?

Age Group	Number
Infants (Birth - 12 months)	
Young Toddlers (13 - 24 months)	
Older Toddlers (25 - 36 months)	
Preschoolers (3 - 5 years)	
VPK Students (4 years)	
Kindergarteners (5 years)	
School-Age (over 6 years)	
Total Enrolled	

Program Characteristics (cont'd)

33. How many employees does your program employ for each of the following positions? Include each employee in one position. If administrators hold multiple roles, count them in their highest role. If others hold multiple roles, count them in the role where they spend most of their work time. Include floaters in the position they float to most often.

Position	Number of Positions Currently Filled	Number of Vacant Positions
Owner		
Director		
Owner/Director		
Assistant Director		
Lead Teacher		
Assistant Teacher		
Teacher's Aide		
Curriculum Specialist		
Program Coordinator		
Office Administrative Staff		
Food Preparation Staff		
Transportation Support Staff		
Other(s) (please specify all other titles):		
Total Positions (add all numbers in each column):		

34. How many teaching staff employed at your program site can speak fluently in a language other than English?

35. Have any of your program specialists or teaching staff had training to work with children with disabilities or special health care needs OR limited English language abilities?

Training Received	Number of Program Specialists	Number of Teaching Staff
Participated in any non-credit in-services, workshops, or training programs to work with children who have disabilities or special health care needs		
Completed any college credit courses to work with children who have disabilities or special health care needs		
Participated in any non-credit in-services, workshops, or training programs to work with children with limited English language abilities		
Completed any college credit courses to work with children with limited English language abilities		

36. Do any members of your teaching staff currently participate in these programs? (Check all that apply)

- Florida Child Care WAGE\$®
- T.E.A.C.H. Early Childhood® Scholarship Program
- "Other" Early Learning Scholarship program (for example, Quality Counts scholarships, Early Learning Coalition programs, etc.) _____

Program Characteristics (cont'd)

37. During the past 12 months, identify ways in which your program has been able to support the professional development of your teaching staff:

- Mentoring/Coaching
- Participation in T.E.A.C.H. Early Childhood® Scholarship
- Tuition reimbursement
- Stipend for books and/or travel
- Paid release time to attend college/trainings
- Help staff secure professional development funds from external sources
- Paid conference/training registration
- Provided on-site In-service training
- Other (Please specify): _____

38. What are the top three barriers/challenges to furthering professional development for teaching staff employed at your program? (Select only three options)

- Lack of time
- Language barriers
- Physical/Health condition
- Lack of transportation
- Technology limitations
- Lack of funds
- Educational documents from another country
- Competing demands with family obligations
- Lack of information about educational opportunities available
- Lack of confidence in academic ability
- Lack of incentives

39. How many hours, on average, do teaching staff work each week? Include paid breaks and lunchtimes in your calculation.

Hours for Full Time Teaching staff

Hours for Part Time Teaching staff

40. Please indicate the typical starting hourly wage for each position in the boxes below.

Position	Typical Starting Hourly Wage
Owner	\$
Director	\$
Owner/Director	\$
Assistant Director	\$
Lead Teacher	\$
Assistant Teacher	\$
Teacher's Aide	\$
Curriculum Specialist	\$
Program Coordinator	\$
Office Administrative Staff	\$
Food Preparation Staff	\$
Transportation Support Staff	\$
Other:	\$

Program Characteristics (*cont'd*)

41. Does your program offer different rates of pay based on the following: (*Check all that apply*)
- Level of Education/Training
 - Job Performance/Annual evaluation
 - Years of experience
 - Languages spoken
 - Something Else (*please specify*): _____

42. How many of your current teachers have been employed at your site for each of the following time periods?

Period of Employment	Number
Less than 6 months	
At least 6 months but less than 1 year	
At least 1 year but less than 2 years	
At least 2 years but less than 3 years	
At least 3 years but less than 5 years	
At least 5 years but less than 10 years	
More than 10 years	

43. In the last 12 months, how many of your teaching staff ended their employment at your program site?

Ended Employment	Number
Of their choosing	
Not of their choosing (<i>terminated or asked to resign</i>)	

44. Of the teaching staff who chose to leave their employment at your program site, how many terminated employment for the following reasons? (*If none chose to leave, skip this item.*)

Reason for Termination	Number
Wages and/or benefits low	
Burnout	
Not enough opportunities for professional growth	
Got another job offer that better fit their needs	
Unhappy with the job duties	
Retiring	
Family Issues	
Health Issues	
Staying at home with their own children	

45. Of the teaching staff who chose to leave their employment at your program site, how many . . . (*If none chose to leave, skip this item.*)

Reason for Leaving	Number
Opened their own child care center or family child care home	
Went to work at a different child care center	
Moved out of the area	
Returned to school	
Found a job with the public school system	
Found another job within the child care field	
Found another job outside the child care field	

Program Characteristics (cont'd)

46. What strategies does your program site use to attract and keep staff? (Check all that apply)
- Opportunities for promotion
 - Opportunities for professional growth
 - Flexible work schedules
 - Signing bonuses
 - Free or reduced-price child care for children of staff
 - Emphasis on good working relationships/teamwork
 - Other (Please specify): _____
 - Competitive salary and fringe benefits
 - Longevity pay/bonuses
 - Merit pay (based on performance evaluations)
 - Regular cost of living increases
 - Regular opportunities for recognition and appreciation
47. Indicate the type of health coverage available to you through your center/program. (Select only one)
- Unavailable
 - Fully paid for employee and dependents
 - Fully paid for employee, partially paid for dependents
 - Fully paid for employee only (unpaid for dependents or no dependent coverage available)
 - Partially paid for employee and dependents
 - Partially paid for employee only (unpaid for dependents or no dependent coverage available)
 - Available but unpaid by employer
48. Do part-time staff receive the same health benefits as full-time staff?
- Yes No
 - Not applicable; center does not offer health benefits
 - Not applicable; center does not employ part-time staff
49. Which of the following are offered to full-time teaching staff? (Check all that apply)
- Reduced child care fees
 - Free child care
 - Paid breaks
 - Paid lunch periods
 - Paid sick days
 - Paid holidays
 - Paid vacation/personal days
 - Paid/job protected maternity or paternity leave
 - Formal mentoring/coaching
 - Paid time off for trainings
 - Payment for educational or training expenses (conference fees, tuition, travel costs)
 - Program site participates in T.E.A.C.H. Early Childhood[®] Scholarship
 - Written personnel policies available to the employee
 - Written salary schedule
 - Written contract
 - Annual evaluation
 - Periodic increase in wages based on performance
 - Yearly cost of living increase in wages
 - Increase in wages based on educational advancement
 - Program site participates in Child Care WAGES[®] Florida
 - Paid planning time
 - Separate staff lounge for breaks, lunch
 - Adult size bathrooms
 - Secure place for teachers belongings
 - Retirement or Pension Plan
 - Disability Insurance
 - Compensation for overtime (financial or time off)
50. Is your center/program site currently accredited or working toward accreditation by a professional organization?
- Yes, Accredited
 - Yes, Working toward accreditation
 - No

Program Characteristics (*cont'd*)

51. If yes, by which organization?

- NAEYC – National Association for the Education of Young Children
- APPLE – Accredited Professional Preschool Learning Environment
- ACSI – Association of Christian Schools International
- ACTS – Association of Christian Teachers and Schools
- COA – Council on Accreditation
- NAA – National After-School Association
- NAC – National Accreditation Commission for Early Care and Education Programs
- NAFCC – National Association for Family Child Care
- NCPA – National Council for Private School Accreditation
- NECPA – National Early Childhood Program Accreditation
- SACS – Southern Association of Colleges and Schools
- UMAP – United Methodist Association of Preschools
- Non-Gold Seal Religious Exemption Agency
- Other (*Please specify*): _____

52. Is your center/program site recognized as a Gold Seal Program?

- Yes No

53. Does your program participate in a local (QRIS) Quality Rating and Improvement System (QRIS is a system that assigns star ratings to programs for the quality of care/education it provides to children and families)?

- Yes No

Technology

54. Indicate the extent to which you agree with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am comfortable taking classes online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to take a course or training to improve my computer skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a director, I feel it is important for my teaching staff to have strong computer skills for their professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a director, I would be willing to allow release (paid or unpaid) time for my teaching staff to attend courses or trainings to improve their technology skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. I have access to: *(Check all that apply)*

- Computer or tablet (e.g., iPad) with an Internet connection
- Computer without Internet connection
- E-reader with Internet connection
- Smartphone
- Fax machine
- Scanner
- Copier
- None of the above

56. My challenge(s) in using a computer with Internet connection are: *(Check all that apply)*

- Lack of time
- No need
- Lack of interest
- Don't have a computer with Internet connection at home
- Not comfortable using a computer
- Don't know how to use a computer
- None, I am comfortable using a computer with Internet connection
- Other *(Please specify)*: _____

57. Would you be comfortable communicating with other colleagues and practitioners through a blog created for professional purposes? *(A blog is a Web site on which an individual or group of users record opinions, information, etc. on a regular basis.)*

- Yes
- No

Appendix D: Teacher and Support Staff Survey



Teacher and Support Staff Survey

Florida Statewide Early Care and Education Workforce Study

General Information

Thank you for taking the time to complete this survey funded by the Florida Office of Early Learning on behalf of the Florida State Advisory Council on Early Education and Care. You will be answering questions regarding your personal experiences and opinions as an early care and education (ECE) practitioner. The information you provide will be used in combination with other data to better understand the experiences, needs, and barriers of the ECE workforce throughout the state of Florida. This information will also help inform decision-making regarding professional development for the workforce. Please know that all responses will be handled confidentially and responses will not be linked to individual or program names in reporting.

As a token of appreciation, programs completing the survey will be entered into a raffle for a chance to win a package of classroom supplies valued at \$50.00. For your program to be entered in the drawing, you will need to provide your program name on the survey.

Instructions:

- This survey will take approximately 15 to 20 minutes to complete.
- Read each question carefully and follow the directions provided throughout the survey.
- If you are unsure of an answer to a question, please give your best guess. If you are uncomfortable answering an item, you may skip that item.
- Mark your answer choices clearly. For questions requiring a written answer, please write legibly in print.
- Place your completed survey in the postage-paid envelope addressed to the Children's Forum. Your Director will have this envelope. For additional privacy, you may (optional-only) place your survey in a separate sealed envelope and sign the seal before placing it in the postage-paid envelope.
- You may also fax your survey to Melissa Clements at (866) 596-9513.
- Alternatively, you may complete this survey online at the following link:
https://www.surveymonkey.com/s/WFS12-Teacher_survey
- **Please submit the survey by October 15, 2012.**

Thank you for completing this survey! If you have questions about the survey, please call the Children's Forum (850-681-7002) and reference the Workforce Study or e-mail our research team at *wfstudy@thechildrensforum.com*

Background Information

1. Program Information

Program/Employer Name: _____

DCF Program License/Identification Number (if accessible): _____

Zip code of Program Site: _____

2. What is your gender? Female Male

3. What is your racial-ethnic background?

- White, non-Hispanic
- African American or Black, non-Hispanic
- Hispanic, regardless of race
- Biracial/Multiracial
- Other (please describe): _____
- Asian
- Native Hawaiian or other Pacific Islander
- American Indian or Alaskan Native

4. What languages do you speak fluently? (Check all that apply) English Spanish Creole Other: _____

5. What is your age range?

- Under 20 years
- 20-29 years
- 30-39 years
- 40-49 years
- 50-59 years
- Over 60 years

6. Indicate your current wages: \$_____ per hour **OR** \$_____ per year

Employment Information

7. Which of the following best describes your current position? (If multiple positions, select the position where you spend most of your time. If equal time spent in multiple positions, select your highest position. Floaters, select the position you float to most often.)

- Teacher – A teacher is defined as those adults with primary responsibility for a group of children.
- Assistant Teacher– An assistant teacher/teacher’s aide is defined as an adult who works under the direct supervision of a teacher. They can work independently in the teacher’s absence, but for the vast majority of the time, the assistant teacher/teacher’s aide works directly with the teacher in the same space and with the same group of children.
- Teacher’s Aide – For definition of teacher’s aide, please see assistant teacher
- Program Specialist
- Program Coordinator
- Office Administrative Staff
- Food Preparation Staff
- Transportation Support Staff
- Other (please specify): _____

8. If you work directly with children, with which age group(s) do you work? Choose only the age group or groups with which you are scheduled to work.

- Infants (Birth - 12 months)
- Young Toddlers (13 - 24 months)
- Older Toddlers (25 - 36 months)
- Preschoolers (3 - 5 years)
- VPK Students (4 years)
- Kindergarteners (5 years)
- School-Age (over 6 years)

Employment Information (cont'd)

9. How many children in your group/classroom have an IEP (Individual Education Plan) or IFSP (Individual Family Service Plan) based on a disability or special health care need?
10. How many children in your group/classroom have limited English language skills?
11. How many children in your group/classroom are from migrant families?
12. If you do not currently hold a teaching or direct care position, do you wish to hold such a position in the future?
 Yes No
13. How long have you worked in the early care and education field? Years Months
14. How long have you worked for your current employer? Years Months
15. How many hours do you typically work each week? Hours
16. What are your employment plans in the next three years? *(Check only one)*
- I plan to continue working for my current employer in the same type of position.
 - I plan to continue working for my current employer in a higher position level.
 - I plan to look for a different job within the early childhood or school age care and education field.
 - I plan to look for a different job outside of the early childhood or school age care and education field.
 - I plan leave my current employer to further my education within the early childhood or school age field. *[select if returning to school is your primary goal, even if you also plan to work at another job]*
 - I plan to leave my current employer to further my education outside of the early childhood or school age field. *[select if returning to school is your primary goal, even if you also plan to work at another job]*
 - I plan to care for children (for pay) in my home.
 - I plan to open my own child care/afterschool program.
 - I do not plan to work for pay or be a student.
17. If you do not plan to continue working for your current employer a year from now, to what extent will each of the following play a role in your decision?

	Not at all	To a small extent	To a moderate extent	To a great extent
Low Wages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of benefits such as health insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate training opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inflexible Hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor relationship with the other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor relationship with the center director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of mentoring opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am burned out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am being terminated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parents in this center do not support the teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work is too tiring or too stressful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is too far from where I live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My personal situation has changed (ex., birth or adoption of a child, the need to care for an aging parent, relocating)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Overall how satisfied are you in your current place of employment?
 Very satisfied Somewhat satisfied Neutral Somewhat dissatisfied Very dissatisfied

Employment Information (cont'd)

19. How satisfied are you with each of the following characteristics of your current place of employment?

	Not at All Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Not Applicable
Adequate wages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits such as health insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible Work Hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer's reputation in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A competent director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pleasant relationship with coworkers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good relationship with the director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children that I enjoy working with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents who are supportive of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working close to where I live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own child can be at the center/program with me during the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Please indicate the degree to which you agree with each statement regarding the center/program where you are employed.

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
My director lets staff members know what is expected of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a great deal of cooperation among coworkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The director is supportive and encouraging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees are constantly learning and seeking new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by my colleagues to try out new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can count on most coworkers to help out even though it may not be part of their job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about moving to another center/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't seem to have as much enthusiasm now as I did when I began in my current position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Necessary materials and supplies are available as needed by the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could get a higher paying job, I'd leave my current job as soon as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff members are recognized for a job well done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The director treats all employees in a fair, evenhanded way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The director sets priorities, makes plans, and sees they are carried out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring is available through the director or a coach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The stress and difficulty involved in working at this center/program isn't really worth it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Employment Benefits and Options

21. Which of the following are offered by your employer? *(Check all that apply)*
- Competitive salary and fringe benefits
 - Free or reduced-price child care for children of staff
 - Signing bonuses
 - Longevity pay or ongoing bonuses
 - Regular cost-of-living increases
 - Periodic increase in wages based on performance evaluations
 - Regular opportunities for recognition and appreciation
 - Emphasis on good working relationships/teamwork
 - Opportunities for promotion
 - Opportunities for professional growth
 - Flexible work schedules
 - Retirement or Pension Plan
 - Disability Insurance
 - Compensation for overtime *(financial or time off)*
 - Other *(please describe)*: _____
22. Which of the following types of paid time off does your employer offer? *(Check all that apply)*
- Paid breaks
 - Paid lunch periods
 - Paid sick days
 - Paid holidays
 - Paid vacation/personal days
 - Paid, job-protected maternity or paternity leave
 - Paid days for early childhood conference attendance
23. Indicate the type of health coverage you receive through your employer *(Check only one)*:
- Unavailable
 - Fully paid for employee and dependents
 - Fully paid for employee, partially paid for dependents
 - Fully paid for employee only *(no dependent coverage available)*
 - Partially paid for employee and dependents
 - Partially paid for employee only *(no dependent coverage available)*
 - Available through employer but paid fully by employee

Educational History

24. Indicate the certificates and credentials you hold? *(Check all that apply)*
- None
 - National Child Development Associate (CDA)
 - Child Care Apprenticeship Certificate (CCAC) issued through Department of Education
 - Early Childhood Professional Certificate (ECPC) issued through Department Of Education
 - Florida Child Care Professional Credential (FCCPC) issued through DCF
 - Director Credential issued through DCF
 - Staff Credential issued through DCF
 - Other *(please describe)*: _____
25. Do you have a high school diploma/GED?
- Yes
 - No
26. What is your highest college/graduate education level? *(Check only one; If none apply, skip this item.)*
- Some college credits
 - Two-year college degree (AA, AS, or AAS)
 - Four-year college degree (BA, BS, or BAS)
 - Some graduate credits
 - Graduate degree (MA, MS, Ed.S, Ed.D., or Ph.D.)

Educational History (cont'd)

27. In what area is your highest college/graduate education level? (Check only one; If you do not have any college/graduate training, skip this item.)

- Early Childhood Education/Child Development (ECE/CD)
- Elementary or Secondary Education (E/S ED)
- Special Education
- Business Management
- Other (please describe): _____

28. Please indicate whether you participate or have participated in each program and the extent to you which you are aware of each program (even if you have never participated).

Program	Participation	Rate Degree of Awareness with Program			
		Very	Somewhat	A Little	Not at All
Child Care WAGE\$® Florida	<input type="radio"/> never <input type="radio"/> current <input type="radio"/> past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T.E.A.C.H. Early Childhood® Scholarship Program	<input type="radio"/> never <input type="radio"/> current <input type="radio"/> past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“Other” Early Learning Scholarship Program (for example, Quality Counts scholarships, Early Learning Coalition programs, etc.)	<input type="radio"/> never <input type="radio"/> current <input type="radio"/> past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. In the past year, which of the following professional development opportunities have you received from your employer.

- Mentoring/Coaching
- Child Care WAGE\$ Florida®
- Tuition reimbursement
- Stipend for books and/or travel
- Paid release time to attend college/trainings
- Paid conference/training expenses
- On-site in-service training
- Assistance with securing funds for training/education from sources other than your employer
- Other (please describe): _____

30. In the last five years, in which of the following types of trainings have you participated and how useful did you find each type of training?

Program	Participation	Rate Degree of Usefulness			
		Not at All Useful	Somewhat Useful	Useful	Very Useful
In-service training at my place of employment	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online training	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops/Conferences	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training toward a credential	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College courses—for credit, toward a degree	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College courses—for credit, not toward a degree	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College courses—not for credit	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal Mentoring/Coaching	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal Mentoring/Coaching	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educational Needs and Preferences

31. What time do you most prefer to attend a training and/or college course? *(Check only one)*
- Morning Afternoon Evening Weekend
32. In what language do you most prefer to receive trainings or materials?
- English Spanish Creole Other: _____
33. What is your most preferred way to receive professional development? *(Check only one)*
- At an onsite training *(located at your place of employment)*
- At a Workshop/Conference
- Hybrid courses/trainings - includes both online and classroom components
- At an online training course
- In a college classroom
- Other *(please specify)*: _____
34. In which training topics are you most interested? *(Check all that apply)*
- | | |
|--|---|
| <input type="radio"/> Business management/Leadership | <input type="radio"/> Curriculum Development/Lesson Planning |
| <input type="radio"/> Financial management | <input type="radio"/> Developmental and health screening/assessment |
| <input type="radio"/> Legal/Labor law | <input type="radio"/> Diversity/multiculturalism |
| <input type="radio"/> Health and safety | <input type="radio"/> English language acquisition |
| <input type="radio"/> Nutrition | <input type="radio"/> Special needs/disabilities |
| <input type="radio"/> Computers/Technology | <input type="radio"/> Infant and toddler development |
| <input type="radio"/> Stress management | <input type="radio"/> Preschool-age development |
| <input type="radio"/> Communication | <input type="radio"/> School-age development |
| <input type="radio"/> Building positive relationships with parents | <input type="radio"/> Learning through play |
| <input type="radio"/> Arranging the learning environment | <input type="radio"/> Literacy development/reading skills |
| <input type="radio"/> Classroom management | <input type="radio"/> Social/emotional development |
| <input type="radio"/> Behavior modification | <input type="radio"/> Early math/science |
35. Which of the following are barriers/challenges to furthering your professional development? *(Check all that apply)*
- | | |
|---|---|
| <input type="radio"/> Lack of time | <input type="radio"/> Technology limitations |
| <input type="radio"/> Language barrier | <input type="radio"/> Lack of funds |
| <input type="radio"/> Physical/Health condition | <input type="radio"/> Educational documents from another country |
| <input type="radio"/> Lack of transportation | <input type="radio"/> Competing demands with family obligations available |
- Lack of information about educational opportunities
- Lack of confidence in academic ability
- Lack of incentives

Technology

36. Indicate the extent to which you agree with the following statements.

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I am comfortable taking classes online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to take a course or training to improve my computer skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. I have access to: *(Check all that apply)*

- Computer or tablet (e.g., iPad) with an Internet connection
- Computer without Internet connection
- E-reader with Internet connection
- Smartphone
- Fax machine
- Scanner
- Copier
- None of the above

38. My challenge(s) in using a computer with Internet connection are: *(Check all that apply)*

- Lack of time
- No need
- Lack of interest
- Don't have a computer with Internet connection at home
- Not comfortable using a computer
- Don't know how to use a computer
- None, I am comfortable using a computer with Internet connection
- Other *(Please specify)*: _____

39. Would you be comfortable communicating with other colleagues and practitioners through a blog created for professional purposes? *(A blog is a Web site on which an individual or group of users record opinions, information, etc. on a regular basis.)*

- Yes No

Appendix E: FCCH Survey



Family Child Care Home Survey

Florida Statewide Early Care and Education Workforce Study

General Information

Thank you for taking the time to complete this survey funded by the Florida Office of Early Learning on behalf of the Florida State Advisory Council on Early Education and Care. You will be answering questions regarding your personal experiences and opinions as an early care and education (ECE) practitioner. The information you provide will be used in combination with other data to better understand the experiences, needs, and barriers of the ECE workforce throughout the state of Florida. This information will also help inform decision-making regarding professional development for the workforce. Please know that all responses will be handled confidentially and responses will not be linked to individual or program names in reporting.

As a token of appreciation, programs completing the survey will be entered into a raffle for a chance to win a package of classroom supplies valued at \$50.00. For your program to be entered in the drawing, you will need to provide your program name on the survey.

Instructions:

- This survey will take approximately 20 to 30 minutes to complete.
- Read each question carefully and follow the directions provided throughout the survey.
- If you are unsure of an answer to a question, please give your best guess. If you are uncomfortable answering an item, you may skip that item.
- Mark your answer choices clearly. For questions requiring a written answer, please write legibly in print.
- Place your completed survey in the postage-paid envelope addressed to the Children's Forum and place in the mail.
- **You may also fax your survey to Melissa Clements at (866) 596-9513.**
- **Please submit the survey by October 15, 2012.**

Thank you for completing this survey! If you have questions about the survey, please call the Children's Forum (850-681-7002) and reference the Workforce Study or e-mail our research team at wfstudy@thechildrensforum.com

Owner/Operation Information-Background

1. Program Information

Family Child Care Home Name: _____

DCF Program License/Registration/Identification Number (if accessible): _____

Zip code of Program Site: _____

2. How long have you worked in the early care and education field? Years Months

3. How long have you been a family child care home provider? Years Months

4. How many hours do you typically work as a family child care provider each week? Hours

5. What is your age range?

- Under 20 years 20-29 years 30-39 years
 40-49 years 50-59 years Over 60 years

6. What is your gender? Female Male

7. What is your racial-ethnic background?

- White, non-Hispanic Asian
 African American or Black, non-Hispanic Native Hawaiian or other Pacific Islander
 Hispanic, regardless of race American Indian or Alaskan Native
 Biracial/Multiracial
 Other (please describe): _____

8. In what languages do you speak fluently? (Check all that apply)

- English Spanish Creole Other (please specify): _____

Educational Information

9. Indicate the certificates and credentials you hold (check all that apply):

- None
 National Child Development Associate (CDA)
 Child Care Apprenticeship Certificate (CCAC) issued through Department of Education
 Early Childhood Professional Certificate (ECPC) issued through Department Of Education
 Florida Child Care Professional Credential (FCCPC) issued through DCF
 Director Credential issued through DCF
 Staff Credential issued through DCF
 Other (please specify): _____

10. Do you have a high school diploma/GED? Yes No

11. What is your highest college/graduate education level? (check only one; If none apply, skip this item)

- Some college credits
 Two-year college degree (AA, AS, AAS)
 Four-year college degree (BA, BS, or BAS)
 Some graduates credits
 Graduates degree (MA, MS, Ed.S., Ed.D., or Ph.D.)

12. In what area is your highest college/graduate education level? (check only one; If you do not have any college/graduate training, skip this item).

- Early Childhood Education/Child Development (ECE/CD) Special Education
 Elementary or Secondary Education (E/S ED) Business Management
 Other (please specify): _____

Education Information (cont'd)

13. In the last 5 years, in which of the following types of trainings did you participate and how useful did you find each type of training?

Program	Participation	Rate Degree of Usefulness			
		Not at All	A Little	Somewhat	Very
In-service training at my place of employment	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-line training	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops/Conferences	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training toward a credential	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College courses—for credit, toward a degree	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College courses—for credit, not toward a degree	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College courses—not for credit	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal Mentoring/Coaching	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal Mentoring/Coaching	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/> yes <input type="radio"/> no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please indicate whether you have participated in any of the following trainings within the last 5 years.
- Participated in any non-credit in-services, workshops, or training programs to work with children who have disabilities or special health care needs
 - Completed any college credit courses to work with children who have disabilities or special health care needs
 - Participated in any non-credit in-services, workshops, or training programs to work with children who are English language learners
 - Completed any college credit courses to work with children who are English language learners
15. Please indicate whether you participate or have participated in each program and the extent to you which you are aware of each program

Program	Participation	Rate Degree of Awareness with Program			
		Very	Somewhat	A Little	Not at All
Child Care WAGE\$® Florida	<input type="radio"/> never <input type="radio"/> current <input type="radio"/> past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T.E.A.C.H. Early Childhood® Scholarship Program	<input type="radio"/> never <input type="radio"/> current <input type="radio"/> past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“Other” Early Learning Scholarship Program (for example, Quality Counts scholarships, Early Learning Coalition programs, etc.)	<input type="radio"/> never <input type="radio"/> current <input type="radio"/> past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. What time do you most prefer to attend a training or college course? (check only one)
- Morning Afternoon Evening Weekend
17. In what language do you most prefer to receive trainings or materials? (check only one)
- English Spanish Creole Other: _____
18. What is your most preferred way to receive professional development? (check only one)
- On-line training/course
 - College classroom
 - Hybrid courses/trainings - includes both on-line and classroom components
 - Conference
 - On-site training (located at your place of employment)
 - Off-site training (located at community agencies, ELCs, etc.)
 - Other (please describe): _____

Education Information *(cont'd)*

19. In which training topics are you most interested? *(check all that apply)*
- | | |
|---|---|
| <input type="radio"/> Business management/Leadership | <input type="radio"/> Curriculum Development/Lesson Planning |
| <input type="radio"/> Financial management | <input type="radio"/> Developmental and health screening/assessment |
| <input type="radio"/> Legal/Labor law | <input type="radio"/> Diversity/multiculturalism |
| <input type="radio"/> Health and safety | <input type="radio"/> English language acquisition |
| <input type="radio"/> Nutrition | <input type="radio"/> Special needs/disabilities |
| <input type="radio"/> Computers/Technology | <input type="radio"/> Infant and toddler development |
| <input type="radio"/> Stress management | <input type="radio"/> Preschool-age development |
| <input type="radio"/> Communication | <input type="radio"/> School-age development |
| <input type="radio"/> Building positive relationships with parents/parent involvement | <input type="radio"/> Learning through play |
| <input type="radio"/> Accreditation | <input type="radio"/> Literacy development/reading skills |
| <input type="radio"/> Arranging the learning environment | <input type="radio"/> Social/emotional development |
| <input type="radio"/> Classroom management | <input type="radio"/> Early math/science |
| <input type="radio"/> Positive discipline for challenging behaviors | <input type="radio"/> Creative play (music and movement, etc.) |
| <input type="radio"/> Other <i>(please specify)</i> : _____ | <input type="radio"/> Child abuse and neglect |

Employment

20. Overall how satisfied are you as a family child care home provider?
- Very satisfied Somewhat satisfied Neutral Somewhat dissatisfied Very dissatisfied
21. Do you see yourself as family child care home provider three years from now?
- Yes No Not Sure
22. What would help you continue as a family child care provider? *(check all that apply)*
- Fewer problems with money for running my family child care home/greater income
- More training on how to run a family child care business
- Ability to have benefits such as health insurance
- Fewer work hours per week
- Easier time finding or keeping qualified teachers/providers/substitutes
- Easier time finding/enrolling enough children
- More respect from families
- More opportunities for professional growth
- Nothing, I am retiring
- Nothing, I want to go back to school
- Nothing, I want a job at a child care center
- Nothing, I want a job outside of the child care field
- Nothing, I am closing my family child care home for personal reasons (health issues, family circumstances, relocating, etc.)
- Other *(please specify)*: _____
23. What are the top three barriers/challenges to furthering your professional development? *(choose only three)*
- | | |
|--|---|
| <input type="radio"/> Lack of time | <input type="radio"/> Lack of information about educational opportunities available |
| <input type="radio"/> Language barrier | <input type="radio"/> Lack of confidence in academic ability |
| <input type="radio"/> Physical/Health condition | <input type="radio"/> Lack of incentives |
| <input type="radio"/> Lack of transportation | |
| <input type="radio"/> Technology limitations | |
| <input type="radio"/> Lack of funds | |
| <input type="radio"/> Educational documents from another country | |
| <input type="radio"/> Competing demands with family obligations | |

Program Characteristics

24. How many of each of the following positions does your family child care program employ? *If you only employ yourself, skip this item.*

Position	Number of Positions Currently Filled	Number of Vacant Positions
Owner/Operator (Include yourself and any co-owners)		
Child Care Provider (do not include yourself)		
Assistant Child Care Provider		
Other(s) <i>(please specify all other titles):</i>		
Total Positions <i>(add all numbers in each column)</i>		

25. Which of the following do you offer as a family child care provider? *(check all that apply)*

- Voluntary Prekindergarten (VPK)
 Before and Afterschool Care
 Other Programs Offered: _____

26. What types of funding does your family child care business receive?

- School readiness (subsidized child care)
 United Way
 USDA Food Program
 City/County funding
 Private pay tuition
 Children's Services Council funding *(JWB, Children's Trust, etc.)*
 Other *(please specify):* _____

27. Which of the following describes your health care coverage? *(check all that apply)*

- No health care coverage
 Partial health care coverage through my family child care home business
 Full health care coverage through my family child care home business
 Partial health care coverage through my spouse
 Full health care coverage through my spouse
 Medicaid/Medicare
 Other *(please specify):* _____

28. How many children does your family child care home currently serve in each of the following age groups *(including full-time and part-time)*?

Age Group	Number
Infants (Birth - 12 months)	
Young Toddlers (13 - 24 months)	
Older Toddlers (25 - 36 months)	
Preschoolers (3 - 5 years)	
VPK Students (4 years)	
Kindergarteners (5 years)	
School-Age (over 6 years)	
Total Children Enrolled	

Program Characteristics (cont'd)

29. Does your family child care home offer specialized services for children with disabilities (only those with IEP/ IFSP [Individual Education Plan/Individual Family Service Plan]) or special health care needs? (If not, skip this item.) If so, briefly describe the services and indicate the number of children in need of and benefiting from the services your program offers.

Number of children in need of the services offered by your program:

Number of children who receive the services offered by your program:

Services offered by your program (such as speech therapy, physical therapy, etc.): _____

30. Does your family child care home offer specialized services for children with limited English language abilities?(If not, skip this item.) If so, briefly describe the services and indicate the number of children in need of and benefiting from the services your program offers.

Number of children in need of the services offered by your program:

Number of children who receive the services offered by your program:

Services offered by your program (such as bilingual teachers, use of multiple languages, etc.): _____

31. Does your family child care home offer specialized services for children of migrant workers?(If not, skip this item.) If so, briefly describe the services and indicate the number of children in need of and benefiting from the services your program offers.

Number of children in need of the services offered by your program:

Number of children who receive the services offered by your program:

Services offered by your program: _____

32. How long has your family child care home been in operation?

1 year or less 2-3 years 4-6 years
 7-10 years Over 10 years

33. How many weeks per year is your family child care home usually open? weeks

34. Is your family child care home currently accredited or working toward accreditation by a professional organization?

Yes, Accredited Yes, Working toward Accreditation No

35. By which organization?

NAFCC - National Association for Family Child Care
 Other: _____

36. Is your family child care home recognized as a Gold Seal Program?

Yes No

37. Does your program participate in a local QRIS (Quality Rating and Improvement System)? (QRIS is a system that assigns star ratings to programs for the quality of care/education it provides to children and families)

Yes No

Technology

38. Indicate the extent to which you agree with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am comfortable taking classes online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to take a course or training to improve my computer skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an owner/operator, I feel it is important for me to have strong computer skills for my professional development.					

39. I have access to: *(check all that apply)*

- Computer or tablet (e.g., iPad) with an Internet connection
- Computer without Internet connection
- E-reader with Internet connection
- Smartphone
- Fax machine
- Scanner
- Copier
- None of the above

40. My challenge(s) in using a computer with Internet connection are: *(check all that apply)*

- Lack of time
- No need
- Lack of interest
- Don't have a computer with Internet connection at home
- Not comfortable using a computer
- Don't know how to use a computer
- None, I am comfortable using a computer with Internet connection
- Other *(Please specify)*: _____

41. Would you be comfortable communicating with other colleagues and practitioners through a blog created for professional purposes? *(A blog is a Web site on which an individual or group of users record opinions, information, etc. on a regular basis.)*

- Yes No

42. Does your Family Child Care Home employ child care providers in addition to yourself.

- Yes No

If Yes, continue to the next section; if No, you have completed the survey!

Family Child Care Homes with Additional Child Care Providers - Background

Count YOURSELF when responding to the items in this section.

43. Indicate the number of child care providers in your family child care business who are:

Female: Male:

44. Indicate the number of child care providers in your family child care business who are:

White, non-Hispanic:

African American or Black, non-Hispanic:

Hispanic, regardless of race:

Biracial/Multiracial:

Asian:

Native Hawaiian or other Pacific Islander:

American Indian or Alaskan Native:

45. How many child care providers at your family child care home can speak fluently in a language other than English:

46. How do child care providers at your family child care home communicate with children who speak a language other than English? *(Check all that apply)*

- | | |
|---|--|
| <input type="radio"/> Staff speaks child's language | <input type="radio"/> Use physical cues/hand gestures with child |
| <input type="radio"/> Use adult interpreter | <input type="radio"/> Speak to child in English |
| <input type="radio"/> Other children interpret | <input type="radio"/> Not applicable, English is the primary language of all children enrolled |
| <input type="radio"/> Learn phrases from parents | |
| <input type="radio"/> Other <i>(Please specify)</i> : _____ | |

47. How many of the child care providers at your family child care home fall into each of these age ranges?

Age Group	Number
Under 20 years old	
20-29 years old	
30-39 years old	
40-49 years old	
50-59 years old	
over 60 years old	

Education of Child Care Providers

DO NOT count yourself when responding to the items in this section.

48. Have any child care providers employed at your family child care home had training to work with children with disabilities or special health care needs OR limited language abilities? If so, please indicate the numbers below.

Training Received	Number
Participated in any non-credit inservices, workshops, or training programs to work with children who have disabilities or special health care needs	
Completed any college credit courses to work with children who have disabilities or special health care needs	
Participated in any non-credit in-services, workshops, or training programs to work with children who have limited English language abilities	
Completed any college credit courses to work with children with limited English language abilities	

49. In the 12 months, identify ways in which your family child care home has been able to support the professional development of child care providers employed at your family child care home:

- Mentoring/Coaching
- Participation in the T.E.A.C.H. Early Childhood® Scholarship
- Tuition reimbursement
- Stipend for books and/or travel
- Paid release time to attend college
- Help staff secure professional development funds from external sources
- Paid conference/training registration
- Provided on-site in-service training
- Other: _____

50. What are the top three barriers to furthering professional development for childcare providers employed at your family child care home? (*Select only three options*)

- Lack of time
- Language barriers
- Physical/Health condition
- Lack of transportation
- Technology limitations
- Lack of funds
- Educational documents from another country
- Competing demands with family obligations
- Lack of information about educational opportunities available
- Lack of confidence in academic ability
- Lack of incentives

51. How many hours, on average, do child care providers employed at your family child care home work each week? Include paid breaks and lunchtimes in your calculation.

hours per week

52. Please indicate the typical starting hourly wage for child care providers at your family child care home. \$_____/hour

53. Do you offer different rates of pay for your child care providers based on the following? (*Check all that apply*)

- Level of education/training
- Job Performance/Annual Evaluation
- Something else (*please specify*): _____
- Years of experience
- Languages spoken

54. How many of your child care providers have been employed for each of the following time periods?

Period of Employment	Number
less than 6 months	
at least 6 months but less than 1 year	
at least 1 year but less than 2 years	
at least 2 years but less than 3 years	
at least 3 years but less than 5 years	
at least 5 years but less than 10 years	
more than 10 years	

55. In the last 12 months, how many of your child care providers have ended their employment at your program site?

Ended Employment	Number
Of their choosing	
Not of their choosing (<i>terminated or asked to resign</i>)	

56. Of the child care providers who chose to leave their employment at your family child care home, how many terminated employment for the following reasons?

Reason for Termination	Number
Wages and/or benefits low	
Burnout	
Not enough opportunities for professional growth	
Unhappy with the job duties	
Retiring	
Family Issues	
Health Issues	
Staying at home with their own children	

57. Of the child care providers who chose to leave their employment at your family child care home, how many:

Reason for Leaving	Number
Opened their own child care center or family child care home	
Went to work at a different child care center	
Moved out of the area	
Returned to school	
Found another job with the public school system	
Found another job within the child care field	
Found another job outside the child care field	
Are staying at home to care for an infant and/or other children	

58. What strategies do you use to attract and keep your child care provider staff?

- Opportunities for professional growth
- Flexible work schedules
- Ability to bring own children with them to work
- Good working relationships
- Competitive wages
- Regular cost-of-living increases
- Other (please specify): _____

59. Indicate the type of health coverage offered to child care providers. (Select only one)

- Unavailable
- Fully paid for employee and dependents
- Fully paid for employee, partially paid for dependents
- Fully paid for employee only (unpaid for dependents or no dependent coverage available)
- Partially paid for employee and dependents
- Partially paid for employee only (unpaid for dependents or no dependent coverage available)
- Available through employer but paid fully by employee

60. Which of the following are offered to child care provider staff? (Please check all that apply.)

- Reduced child care fees
- Free child care
- Paid breaks
- Paid lunch periods
- Paid sick days
- Paid holidays
- Paid vacation/personal days
- Paid/job protected maternity or paternity leave
- Formal mentoring/coaching
- Paid time off for trainings
- Payment for educational or training expenses
(conference fees, tuition, travel costs)
- Program site participates in T.E.A.C.H. Early
Childhood[®] Scholarship
- Written personnel policies available to the employee
- Written salary schedule
- Written contract
- Annual evaluation
- Periodic increase in wages based on performance
- Yearly cost of living increase in wages
- Retirement or Pension Plan
- Disability Insurance
- Compensation for overtime (financial or time off)

Appendix F: Administrator Interview Guide



Florida Early Care and Education Workforce Study Interview

You will be asked about characteristics of your program as well as your personal experiences and opinions. The information you provide will be used in combination with other data to better understand the experiences, needs, and barriers of the ECE workforce throughout the state of Florida. The information will also help inform decision-making regarding professional development for the workforce. No identifying information for any programs or people will be shared. All information presented will be summarized across programs and people. A sample of the interview questions follows.

- ◆ What professional development opportunities are available within your local community (Examples: college or university, local/regional conferences, workshops, in-service trainings)?
- ◆ What professional development opportunities are needed but lacking in your local community?
- ◆ How do you find out about available professional development opportunities?
- ◆ Describe your ideal professional development experience.
- ◆ Describe the most beneficial training/educational experience you have had in the last 5 years. What made the experience so beneficial?
- ◆ How have you used the professional development you received in the last five years to help you in your profession?
- ◆ What training or education, if any, have you received in business management?
- ◆ Please rate the extent to which the business management training you have received has helped you in directing your center/program.
- ◆ To what degree do you feel you are able to support or influence the professional growth of your teachers? What kinds of activities do you do or offer at your center to encourage teachers to grow professionally?
- ◆ Do you have a mentor and if so, how would you describe the experience with your mentor?
- ◆ Describe the biggest challenges to further education faced by you and/or your teaching staff.
- ◆ If there were no barriers or constraints to consider, what additional professional development, if any, would you like to receive?
- ◆ In your opinion, what does it mean to be a highly qualified teacher?
- ◆ What are your biggest challenges in recruiting, hiring, and keeping qualified teaching staff?
- ◆ What would make it easier for you to retain qualified teaching staff?
- ◆ For teaching staff who have been employed at your program for 5 years or more, what do you think are the top three reasons they choose to remain at your center?
- ◆ When teaching staff leave your center, what are the top 3 reasons they choose to leave? By “choose to leave” I mean voluntarily resign.
- ◆ What do you like most and least about being a program/center director including your role as an educational leader?
- ◆ Do any children enrolled at your center/program have an IEP, IFSP, or special health care needs?
- ◆ Does your program/center offer any services tailored specifically for children with an IEP, IFSP, or special health care needs (examples: speech therapy, physical therapy, etc.)?
- ◆ Are any [additional] services, supports, or staff training needed to best serve children with disabilities or special health care needs enrolled at your center/program? If so, please describe.
- ◆ Do any children enrolled at your center/program have limited English skills?
- ◆ Does your program/center offer any services tailored specifically for children with limited English skills (such as bilingual teachers, use of multiple languages, etc.)?
- ◆ Are any [additional] services, supports, or staff training needed to best serve children with limited English skills enrolled at your center/program? If so, please describe.
- ◆ Do any children at your program/center participate in the Federal Migrant Education Program?
- ◆ Are there any children of migrant families at your center/program, whether or not participating in the Federal Migrant Education Program?
- ◆ If yes, does your program/center provide services for children of migrant families through the Federal Migrant Education Program or through other services offered at your site?
- ◆ Are any [additional] services, supports, or staff training needed to best serve children from migrant families enrolled at your center/program? If so, please describe.

Appendix G: FCCH Interview Guide



Florida Early Care and Education Workforce Study Interview

You will be asked about characteristics of your program as well as your personal experiences and opinions. The information you provide will be used in combination with other data to better understand the experiences, needs, and barriers of the ECE workforce throughout the state of Florida. The information will also help inform decision-making regarding professional development for the workforce. No identifying information for any programs or people will be shared. All information presented will be summarized across programs and people. A sample of the interview questions follows.

- ◆ What professional development opportunities are available within your local community (Examples: college or university, local/regional conferences, workshops, in-service trainings)?
- ◆ What professional development opportunities are needed but lacking in your local community?
- ◆ How do you find out about available professional development opportunities?
- ◆ Describe your ideal professional development experience.
- ◆ Describe the most beneficial training/educational experience you have had in the last 5 years. What made the experience so beneficial?
- ◆ How have you used the professional development you received in the last five years to help you in your profession?
- ◆ What training or education, if any, have you received in business management?
- ◆ Please rate the extent to which the business management training you have received has helped you in operating your family child care home (provide an overall rating):
- ◆ Describe the biggest challenges to furthering education faced by you and/or your child care providers (if you employ any).
- ◆ If there were no barriers or constraints to consider, what additional professional development, if any, would you like to receive?
- ◆ In your opinion, what does it mean to be a highly qualified family child care provider?
- ◆ What do you like most and least about being a family child care provider?
- ◆ What are your biggest challenges in recruiting, hiring, and keeping qualified child care providers?
- ◆ What would make it easier for you to retain qualified child care providers?
- ◆ For child care providers that have been employed in your family child care home for 5 years or more, what do you think are the top three reasons they choose to remain at your program?
- ◆ When child care providers leave your center, what are the top 3 reasons they choose to leave? By “choose to leave” I mean voluntarily resign.
- ◆ Do any children enrolled in your family child care program have an IEP, IFSP, or special health care needs?
- ◆ Does your family child care home offer any services tailored specifically for children with an IEP, IFSP, or special health care needs (such as speech therapy, physical therapy, etc.)?
- ◆ Are any [additional] services, supports, or staff training needed to best serve children with disabilities or special health care needs enrolled in your family child care home? If so, please describe.
- ◆ Do any children enrolled in your family child care home have limited English skills?
- ◆ Do you, as a family child care provider offer any services tailored specifically for children with limited English skills (such as bilingual teachers, use of multiple languages, etc.)?
- ◆ Are any [additional] services, supports, or staff training needed to best serve children with limited English skills enrolled in your family child care home? If so, please describe.
- ◆ Do any children at your family child care home participate in the Federal Migrant Education Program?
- ◆ Are there any children of migrant families enrolled at your center/program, whether or not they are participating in the Federal Migrant Education Program?
- ◆ If yes, does your family child care home provide services for children of migrant families through the Federal Migrant Education Program or other services offered at your site?
- ◆ Are any [additional] services, supports, or staff training needed to best serve children from migrant families enrolled at your family child care home? If so, please describe.

Appendix H: Teacher/Provider Focus Group Guide

Florida Statewide Early Care and Education Study Teacher Focus Group

Program name: _____

Program Address (*street, city, zip code*): _____

DCF License/Registration Number (*if known*): _____

Primary Position Title: _____

Thank you for taking the time to participate in this focus group. I will be asking you to describe your personal experiences and opinions related to the ECE/Afterschool field. The information you provide will be combined with other information to better understand the experiences and needs of those in the ECE field within the state of Florida. The information you provide will also help inform decision-making regarding professional development for the workforce. Your responses will be kept confidential and will not be shared with anyone outside of the members of our research team. No individuals or programs will be identified in any of the findings reported for this study. We also ask that each of you participating in this focus group keep each other's responses confidential.

[Note to interviewer: Material in italics is not read to the interviewee except where a probe is indicated per interviewee response.]

.....

Part I: Professional Development

First, I am going to ask some questions about your job-related educational and training experiences and needs. Examples of educational and training experiences include college courses, in-service trainings, certificate or credential trainings, workshops, and conferences.

1. How do you find out about available educational or training opportunities? _____

2. Describe an ideal educational or training experience. _____

Probes:

Where would it be located? _____

Who would offer the training (e.g., my center, college/university, ELC)? _____

What kind of training (e.g., college course, workshop, conference, in-service)? _____

What would the instruction and learning experience be like? _____

What content or topic would it cover? _____

In what language would the training/course be taught? _____

3. How have you used the education or training you have received over the last five years to help you with your current job? _____

4. Do any of you wish to receive [additional] education or training? Yes No **If No: Skip 5.**

5. What [additional] education or training would you like to receive? _____

6. Describe the biggest barriers or constraints you currently face in obtaining [additional] training/education.

7. What are the top three things that would most help you get [additional] training/education? _____

.....

Part II: Job Experience

Now I am going to ask you some questions about your work experiences.

1. How long have each of you worked at your center/program? _____

2. Why did you choose to work at your center/program? _____

3. Before you came to your center/program, had you worked at any other ECE programs/centers? If Yes: Why did you choose to leave your last center/program? _____

4. In general, what do you like most and least about being a teacher [or direct care provider]?

Most: _____

Least: _____

.....

Part III: Children Served

Finally, I would like to ask you some questions about children at your center who may have diverse needs.

1. In general how would you describe the children you work with in terms of race/ethnicity, gender, family structure, and socioeconomic status? _____

2. Do any of you teach or care for children with an IEP (Individual Education Plan), IFSP (Individual Family Service Plan), or special health care needs at your center/program (An IFSP is written for families of children with disabilities or special health care needs from birth-3 years. An IEP is written for children with disabilities or special health care needs beginning at age 3. Disabilities include conditions such as a cerebral palsy, down syndrome, autism, and speech/language disorders. Special health care needs include conditions such as asthma, diabetes, need for a feeding tube and severe allergies.)? Yes No
If No: Skip questions 3 & 4.

3. If Yes: Would you benefit from training or additional training to help you teach or care for children with disabilities or special health care needs? If Yes: Please describe the kind of training you think would be helpful. _____

4. Are there any classroom supports or services not already available at your center/program that would help you in teaching or caring for children with disabilities or special health care needs? Yes No
If Yes: Please describe.

5. Do any of you teach or care for children at your center/program who have limited English skills?
 Yes No **If No: Skip questions 6 & 7.**

6. **If Yes:** Do you feel you would benefit from training or additional training to help you teach or care for children with limited English skills? **If Yes:** Please describe the kind of training you think would be helpful.

7. Are there any classroom supports or services not already available at your center/program that would help you in teaching or caring for children with limited English Skills? **If Yes: Please describe them.** _____

8. Do any of you teach or care for children who are participating in the Federal Migrant Education Program?
 Yes No

9. Do any of you teach or care for any children of migrant families at your center/program, whether or not participating in the Federal Migrant Education Program? Yes No

10. **If Yes:** Do you feel you would benefit from training or additional training to help you teach or care for children participating in the Federal Migrant Education Program? If Yes: Please describe the kind of training you think would be helpful. (Probe: Would you like to receive additional information about migrant seasonal farm worker families?) Yes No

11. Are there any classroom supports or services not already available at your center/program that would help you in teaching or caring for children from migrant families? Yes No **If so, please describe.** _____

Appendix I: Description of Bureau of Labor Statistics Data Sources

Data Type	Source	Description/Definitions
Child Care Industry Workforce Indicator Data	U.S. Census Bureau, Center for Economic Studies, Labor Market Dynamics, Quarterly Workforce Indicators	<p>Total Employment: Total number of workers who were employed by the same employer in both the current and previous quarter. The employment measures are built directly from individual employment histories, aggregating total counts. The primary measure of employment is a point-in-time measure, but additional measures are also available, unique to the QWI system.</p>
	<p>Quarterly Workforce Indicators (QWI) represents a partnership between state labor market information agencies and the Census Bureau to supply measures on labor markets. The system provides statistics on employment, job creation, turnover, and earnings by industry, age and sex. The Quarterly Workforce Indicators (QWI) are derived from state administrative records and basic demographic information from the Census Bureau. Employment totals from the QWI are not exactly comparable with those from other sources. Generally, coverage and definitions differ between the QWI and data about establishments from administrative records (e.g., the Quarterly Census of Employment and Wages or QCEW), and about workers from surveys (e.g., the decennial census, the American Community Survey, and the Current Population Survey or CPS.)</p>	<p>Net Job Flows: Net Employment Change: The difference between current and previous employment at each business, i.e., flow in (hires) and flow out (separations). Net job flows are only defined at the level of an employer (SEIN). The QWI system computes these statistics at the establishment level but does not allow establishment-to-establishment flows. Hence, the estimates for a given employer (SEIN) are the sum of the estimates for that employer's establishments (SEINUNIT) that are active in the given quarter. Net job flows are the difference between job creations and job destructions. Net job flows are, thus, always equal to end-of-quarter employment less beginning of quarter employment. Some useful relations among the worker and job flows include: (1) Net job flows = job creations - job destructions, (2) Net job flows = end-of-quarter employment - beginning-of-period employment, and (3) Net job flows = accessions – separations.</p>
		<p>Job Creation: The number of new jobs that are created by either new area businesses or the expansion of employment by existing firms. Full-quarter employment in the current quarter is compared to full-quarter employment in the preceding quarter. If full-quarter employment has increased between the preceding quarter and the current quarter, then full-quarter job creations are equal to full-quarter employment in the current quarter less full-quarter employment in the preceding quarter.</p>
		<p>New Hires: Total number of accessions that were also not employed by that employer during the previous four quarters. Estimated number of workers who started a new job. More specifically, total hires that, while they worked for an employer in the specified quarter, were not employed by that employer in any of the previous four quarters.</p>

Data Type	Source	Description/Definitions
		<p>Separation: Total number of workers who were employed by a business in the current quarter, but not in the subsequent quarter. Estimated number of workers whose job with a given employer ended in the specified quarter. Voluntary separations (retirement, leaving for a new job) and involuntary separations (layoff, firing) cannot positively be separately identified.</p> <p>Turnover: Turnover Rate = $(1/2) * (\text{accessions} + \text{separations}) / \text{employment}$. The rate at which stable jobs begin and end. It is calculated by summing the number of stable hires and separations, and dividing by the average full-quarter employment.</p> <p>Average Monthly Earnings: Total quarterly earnings of all full-quarter employees divided by the number of full-quarter employees, divided by 3. Earnings from individuals with specified job histories are tabulated. Earnings are aggregated across all individuals who match the job history required, and the mean is calculated. The mean is then divided by three, to generate the monthly average.</p> <p>Average earnings new hires: Total quarterly earnings of all full-quarter new hires divided by the number of full-quarter new hires, divided by 3. Full-quarter new hires are accessions to full-quarter status who were also new hires in the preceding quarter. The average earnings of full-quarter new hires are measured as the sum of UI wage records for a given employer for all full-quarter new hires in a given quarter divided by the number of full-quarter new hires</p>
<p>Occupational Employment and Wages Data: State Statistics for Child Care Workers and Related Occupations</p>	<p>Source: Florida Department of Economic Opportunity, Labor Market Information, Statistical Programs.</p> <p>The Occupational Employment Statistics and Wages (OES) program produces employment and wage estimates for over 800 occupations. These are estimates of the number of people employed in certain occupations and the wages paid to them. This information is the result of an occupational employment and wage survey conducted by Labor Market Information, in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics.</p>	<p>Occupations of interest are defined as follows:</p> <p>Childcare Workers (399,011): Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play. Excludes “Preschool Teachers, Except Special Education” (25-2011) and “Teacher Assistants” (25-9,041).</p> <p>Teacher Assistants (259,041): Perform duties that are instructional in nature or deliver direct services to students or parents. Serve in a position for which a teacher has ultimate responsibility for the design and implementation of educational programs and services. Excludes “Graduate Teaching Assistants” (25-1,191).</p>

Data Type	Source	Description/Definitions
	Geographic Coverage: Statewide and Metropolitan Statistical Areas (MSAs). Frequency: Employment - Annually; Wages - Quarterly.	Preschool Teachers, Except Special Education (252011): Instruct preschool-aged children in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. Substitute teachers are included in “Teachers and Instructors, All Other” (25-3,099). May be required to hold State certification. Excludes “Childcare Workers” (39-9,011) and “Special Education Teachers” (25-2,050).
	Estimates are based on Standard Occupational Classification Codes.	Kindergarten Teachers, Except Special Education (252012): Teach elemental natural and social science, personal hygiene, music, art, and literature to kindergarten students. Promote physical, mental, and social development. May be required to hold State certification. Substitute teachers are included in “Teachers and Instructors, All Other” (25-3,099). Excludes “Special Education Teachers” (25-2,050).
		Education Administrators, Preschool and Childcare Center/Program (119,031): Plan, direct, or coordinate the academic and nonacademic activities of preschool and childcare centers or programs. Excludes “Preschool Teachers” (25-2011).

Note: The Department of Economic Opportunity Labor Market Statistics Center (LMS) has not released statewide employment and wage estimates for SOC 119,031 -- Education Administrators, Preschool and Childcare Center/Program for 2011. LMS produces employment estimates under a cooperative agreement with the U.S. Bureau of Labor Statistics. LMS follows publication and confidentiality rules established by this federal agency. The statewide estimates for this occupation for 2011 did not meet publication standards for quality control; therefore, the data were not released. This may occur when the number of respondents is deemed too low to report and protect confidentiality, or when one large employer that accounts for a significant share of the total statewide employment does not fill out our survey or does not fill out the survey accurately and the information submitted cannot be verified.

Appendix J: Narrative Comparison of Workforce Study Reports For Three Comparison States

California (2006)	
(FCCH: Whitebook, Sakai, Kipnis, Lee, Bellm, Speiglman, Almaraz, Stubbs, & Tran [2006])	
(Center: Whitebook, Sakai, Kipnis, Lee, Bellm, Almaraz, & Tran [2006])	
Sampling	The 58 counties in California were divided into four regions (Northern, Bay Area, Central, and Southern) and a total of 4,600 FCCHs and 4,809 licensed centers were selected from across the state.
Survey Participation Eligibility	Of the 4,600 FCCHs included in the sample, 591 were ineligible because they were no longer in business; and 807 were presumed to be ineligible due to incorrect telephone numbers, changed phone numbers, and/or no answer. As a result, only 3,202 FCCHs in the selected sample were eligible to participate. Of the 4,809 licensed centers included in the original sample, 101 were ineligible because they were no longer in business, and 382 were presumed to be ineligible due to incorrect telephone numbers, changed phone numbers, and/or no answer. As a result, only 4,326 licensed centers in the selected sample were eligible to participate.
Survey Participation	Of the 3,202 FCCHs found to be eligible to participate, 1,800 completed the survey. Of those who did not participate, 747 did not respond; 350 refused; 146 were unavailable or the target number of surveys was reached prior to those programs being contacted, 105 could not participate due to a language barrier, and 54 did not complete for other reasons. Of the 4,326 licensed centers found to be eligible to participate, 1,921 completed the survey. Of those who did not participate, 494 did not respond, 1,045 refused, 794 could not be reached or the target number of surveys was reached prior to those programs being contacted, 31 could not participate due to a language barrier, and 41 did not complete for other reasons.
Survey Completion/ Response Rate	Of the entire sample of FCCHs (4,600), the completion rate was 39.1%; of the adjusted sample which only included eligible providers (3,202) the completion rate was 56.2%. Of the entire sample of licensed centers, (4,809), the completion rate was 39.9%; of the adjusted sample of licensed centers (4,326), the completion rate was 44.4%.
Gender	Of the FCCH respondents 96% were female, 2% were male, and the remaining 2% had the name of both a male and a female listed on the survey. Child care centers were not specifically asked about their gender, therefore, this was not reported.
Race/Ethnicity	More than one-half (58.1%) of licensed FCCH providers were people of color, with 34.6% Latina, 14.5% African-American, 5.2% Asian/Pacific Islander, 0.9% American Indian or Pacific Islander, and 2.9% Multiethnic. The remaining 41.9% of FCCH providers were White, non-Hispanic. Ethnicity data for child care centers were reported by position. Over half of licensed center teachers were White, Non-Hispanic (53%), with a remaining breakdown of: 26.9% Latina, 7.3% African American, 8.0% Asian/Pacific Islander, 0.3% American Indian or Alaskan Native, 2.2% Multiethnic, and 2.3% Other. Assistant teachers were comprised of 36.9% White, Non-Hispanic, 42.0% Latina, 8.1% African American, 8.1% Asian/Pacific Islander, 0.4% American Indian or Alaskan Native, 1.6% Multiethnic, and 2.9% Other. Finally, Directors had the highest percentage of White, Non-Hispanic individuals with 62.6%, followed by 15.9% Latina, 8.6% African American, 6.1% American Indian or Alaskan Native, 3.8% Multiethnic, and 2.3% Other.

California (2006)	
(FCCH: Whitebook, Sakai, Kipnis, Lee, Bellm, Speiglmán, Almaraz, Stubbs, & Tran [2006])	
(Center: Whitebook, Sakai, Kipnis, Lee, Bellm, Almaraz, & Tran [2006])	
Age	<p>On average, FCCH providers were 46 years old, with the youngest reported worker age 22 and the oldest age 92. Three age brackets were used, 29 and younger, 30 to 54, and 55 and older. Overall, 7.1% of FCCH providers were 29 years old or younger; 72% 30 to 54 years old, and 20.9% were 55 years old or older.</p> <p>The age of licensed center directors was not collected for this study. The age brackets used for teachers and assistant teachers were: 29 and younger, 30 to 39, 40 to 49, and 50 or older. Of center teachers, 33.0% were 29 years or younger, 29.1% were 30 to 39 years old, 22.5% were 40 to 49 years old, and 15.4% were 50 years or older. Center assistant teachers were considerably younger overall: 48.7% were 29 years or younger, 26.7% were 30 to 39 years old, 15.3% 40 to 49 years old, and 9.3% were 50 years or older.</p>
Languages Spoken	<p>Of FCCH providers, 57.2% spoke English only, 11.8% spoke Spanish only; 22.2% spoke English and Spanish, and 8.8% spoke English and an additional language other than Spanish. Linguistic background was assessed differently for child care center staff and was reported by directors rather than individual teachers. 25.2% of directors, 36.5% of teachers, and 49.3% of assistant teachers had the capacity to communicate fluently with children and families in a language other than English. It was determined that the most common languages spoken by children and families other than English were Spanish and other Asian languages, so staff were specifically asked about these languages. Of the directors who spoke a language other than English fluently, 70.1% spoke Spanish while 6.3% spoke Chinese. Of the teachers who spoke a language other than English fluently, 86.3% were Spanish speakers and 10.1% spoke Chinese. Of the assistant teachers who spoke a language other than English fluently 80.3% were Spanish speakers and 4.8% spoke Chinese.</p>
Educational Levels	<p>FCCH providers appeared to have an overall lower educational attainment rate than licensed child care center providers. Based on a sample of 1,800 FCCH providers, it was estimated that FCCH providers had the following educational breakdown: 14.0% had a Bachelor's degree or higher, 14.7% had an Associate degree, 42.8% had some college, and 28.6% had a high school diploma or less. In child care centers, educational attainment was presented by position. Based on a sample of 1,921 centers, it was estimated that Directors had the following educational breakdown: 55.3% had a Bachelor's degree or higher, 26.1% had an Associate degree, 15.1% had 24+ ECE credits but no diploma, 3.3% had between 1 and 23 ECE credits but no diploma, and 0.2% had no ECE credits and no diploma. Teachers had the following: 25.1% had a Bachelor's degree or higher, 27.8% had an Associate degree, 30.1% had 24+ ECE credits but no diploma, 16.6% had between 1 and 23 ECE credits but no diploma, and 0.4% had no ECE credits and no diploma. Assistant teachers had the following: 7.4% had a Bachelor's degree or higher, 12.4% had an Associate degree, 19.4% had 24+ ECE credits but no diploma, 48.7% had between 1 and 23 ECE credits but no diploma, and 12.1% had no ECE credits and no diploma</p>
Wages	<p>Wage information was not discussed for FCCH providers. On average, the highest paid teachers in licensed centers earned (\$16.53 per hour) while the lowest paid teachers earned an average of (\$14.08 per hour). On average, the highest paid assistant teachers in licensed centers earned (\$10.21 per hour).</p>
Benefits	<p>Not reported.</p>

California (2006)

(FCCH: Whitebook, Sakai, Kipnis, Lee, Bellm, Speiglmán, Almaraz, Stubbs, & Tran [2006])

(Center: Whitebook, Sakai, Kipnis, Lee, Bellm, Almaraz, & Tran [2006])

Tenure/ Turnover/ Retention	The average number of years FCCH providers reported they had been taking care of children in their home for pay was 9.6 years. Overall, approximately 26.7% of FCCH providers had been providing services for pay in their home for 3 years or less; 48.3% had provided services for 4-14 years; and 24.9% had provided services for 15 years or more. Trends showed that providers' length of tenure reflected age – the average tenure of those 29 or younger was 3.4 years while the average tenure for those who were 55 or older was 15.7 years. In order to determine turnover rates, directors were asked to report the number of staff who left or stopped working at their center for any reason in the last twelve months. Overall, 17.9% of directors, 22.0% of teachers and 26.4% of assistant teachers had left. However, 47.6% of centers reported they had no turnover in the last twelve months. As for retention, 59.1% of directors, 38.8% of teachers, and 23.9% of assistant teachers had been employed at their center for more than 5 years.
Professional Development Supports	Not reported.
Workplace Supports	Not reported.
Use of Technology	Not reported.

North Carolina (2011) (Child Care Services Association, 2012)	
Sampling	North Carolina is home to 100 counties divided into 14 CCR&R regions. Child care programs were matched to their CCR&R regions drawn from February 2011 regulatory data. Each program was assigned a number. Within each region, the first 15% of the programs was randomly selected for participation yielding a total of 631 programs.
Survey Participation Eligibility	Programs serving only school-age students or unlicensed public Pre-K programs were excluded from the study. Some programs were determined ineligible for participation as follows: Closure (11), school-age services only (3), unreachable (6) and refusal to participate (54). Programs found to be ineligible were replaced with the next eligible program in the region. The overall teacher / assistant teacher sample was 4,780.
Survey Participation	Of the 4,780 final sample of teachers / assistant teachers statewide, responses were received from 2,535.
Survey Completion/ Response Rate	Based on director reports, overall statewide teacher/assistant teacher count for the final sample was 4,780 with responses received from 2,535 for a participation rate of 53%. Responses ranged from 50% - 62% in each region.
Gender	Ninety-seven percent (97%) of the center directors were female and 99% of the teachers and assistants were female.
Race/Ethnicity	Forty-three percent (43%) of the center directors were people of color and 48% of the teachers and assistants were people of color.
Age	The median age for directors was 46 and the median age for teachers and assistants was 36.
Languages Spoken	Not reported.
Educational Levels	Child care center directors had the following education: 19% held a bachelor degree or higher in ECE/CD, 32% held a bachelor degree or higher in another field, 20% held an associate degree in ECE/CD, 4% held an associate degree in another field, 25% held a high school plus some college courses, less than 1% had only high school plus attended workshops, less than 1% had high school only. Teachers and assistants had the following education: 11% held a bachelor degree or higher in ECE/CD, 13% held a bachelor degree or higher in another field, 19% held an associate degree in ECE/CD, 5% held an associate degree in another field, 48% held a high school diploma plus college courses, 2% held a high school diploma plus attended workshops, 2% held a high school diploma only and less than 1% had less than high school.
Wages	The median salary for directors was \$15 per hour or \$31,200 (based on 2,080 work hours per year). The median salary for teachers statewide was \$10 per hour and assistant teachers was \$9 per hour. Separate data for FCCH were not reported. Infant and toddler teachers were paid lower at \$9.50 per hour as compared to preschool teachers at \$11 per hour.
Benefits	Health insurance was not available for 33% of the teachers and 29% of assistant teachers. Moreover, 40% of teachers and 39% of assistant teachers used public assistance in the past three years and 9% of teachers and 14% of assistant teachers worked a second job.

Turnover/ Retention	<p>Overall, the median experience of child care directors was 17 years. The median experience of teachers was 10 years and assistant teachers 6 years. The fulltime teacher and assistant teacher turnover rate (the number leaving their centers each year) was 19%, a decline from their 2003 turnover reported at 24%. Director turnover data show those that leave the field in 3 years (as opposed to annually) at 11%, a slight increase from 2003 at 9%. Survey respondents who planned to leave the field in three years reported that motivators to remain include better pay (28% directors, 81% teachers, 73% teacher assistants), better benefits (24% directors, 54% teachers, 39% teacher assistants), fewer money problems for center (23% directors), opportunities for professional growth (21% teachers, 19% teacher assistants) and respect for profession (21% teachers).</p>
Professional Development Supports	<p>North Carolina offers the T.E.A.C.H. scholarship program that operates statewide and helps providers obtain professional development through a three-way partnership with the sponsoring program / employer covering a portion of the costs, the participant paying a portion and the T.E.A.C.H. program paying a portion. Fifty-five percent (55%) of centers had at least one staff member that had received a T.E.A.C.H. scholarship. Twenty-five percent (25%) of the teachers and assistant teachers reported receiving a T.E.A.C.H. scholarship. For those participating in T.E.A.C.H., over 2/3 said that participation has made them more willing to stay in their current job. Smart Start funds salary supplements through the Child Care WAGE\$ program providing salary supplements based on educational levels and retention with their current employer. The program encourages ongoing education by awarding higher supplements as participants move up the levels. Thirty-five percent (35%) of teachers and assistant teachers received a salary supplement. The average mean six month supplement for participants was \$815 and 96% of participants in the program indicate that WAGE\$ encourages them to stay in their current program, 95% say that the program helps them feel more satisfied with their job and 98% report that supplements ease financial stress.</p>
Workplace Supports	<p>A majority of the programs offered workplace supports to include: new employee orientation (90%), written job descriptions (91%), paid education / training (76%), paid breaks (56%), time off for training (55%) and planning / preparation time (67%). Among those who responded, 70% offered at least five of these supports with only 16% offering three or fewer.</p>
Use of Technology	<p>Not reported.</p>

Minnesota (2011) (Minnesota Department of Human Services, 2012)	
Sampling	The Minnesota CCR&R data file of all current licensed family child care providers and center-based programs was stratified by 7-county metropolitan area and greater Minnesota to identify eligible participants. Initially 677 family child care homes (FCCH) and 826 center-based programs (child care centers, preschools, and school-age programs) were selected to participate in the study.
Survey Participation Eligibility	Eligibility was determined prior to sampling; therefore, all sampled programs were eligible.
Survey Participation	677 FCCHs, 364 centers, 213 preschools, and 249 school-age programs participated in the study.
Survey Completion/Response Rate	52% of FCCHs, 37% of centers, 44% of preschools, and 36% of school-age programs responded to the survey.
Gender	100% of FCCH providers and 96% of all center-based staff were female.
Race/Ethnicity	The racial/ethnic identity of FCCH providers was 94% White, 1.5% African American, 1.4% American Indian, 1.4% Asian, 1% Multiracial or Other, 0.9% Hispanic or Latina, and 0.7% African. The racial/ethnic identity of center-based program staff by position was: Directors: 93% White, 4% African American, 0% American Indian, 1% Asian, 1% Multiracial or Other, 1% Hispanic or Latina, and 0% African; Teachers: 88% White, 4% African American, <1% American Indian, 2% Asian, 2% Multiracial or Other, 4% Hispanic or Latina, and <1% African; Assistant Teachers: 89% White, 2% African American, 2% American Indian, 2% Asian, 3% Multiracial or Other, 2% Hispanic or Latina, and 2% African.; and Aides: 82% White, 8% African American, 0% American Indian, 1% Asian, 7% Multiracial or Other, 1% Hispanic or Latina, and 0% African.
Age	The average age of FCCH providers was 44. The average age of center-based staff was 43 for directors, 38 for teachers, 33 for assistant teachers, and 34 for aides across the three program types.
Languages Spoken	Not reported.
Educational Levels	Of the FCCH providers, 5% had less than a high school education, 61% had a high school diploma, <1% had a CDA credential, 4% had a one-year child-related certificate, 6% had a 2-year child-related degree, 9% had a child-related bachelor's degree, 12% had a non-child-related bachelor's degree or higher, 1% had a child-related master's degree or higher, and 5% had another professional degree (such as special education or nursing). For staff in child care centers and preschools (not including school-age programs), 3% had less than a high school education, 28% had a high school diploma, 3% had a CDA credential, 7% had a one-year child-related certificate, 13% had a 2-year child-related degree, 25% had a child-related bachelor's degree, 14% had a non-child-related bachelor's degree or higher, 6% had a child-related master's degree or higher, and 1% had another professional degree (such as special education or nursing).
Wages	Among FCCH providers, on average, 42% of their household income came from child care (business income). Those with incomes below \$50,000 reported that 48% of their income came from child care compared to 37% of those with a household income of \$50,000 or more. Among center-based staff, wages were lower, on average, for child care center staff than for staff at preschools and school-age programs. Mean hourly wages for child care center staff were \$19.54 for directors, \$14.63 for teachers, \$11.18 for assistant teachers and \$9.40 for aides. Mean hourly wages for preschool staff were \$20.56 for directors, \$18.04 for teachers, \$12.58 for assistant teachers and \$10.90 for aides. Mean hourly wages for school-age program staff were \$23.90 for directors, \$17.74 for teachers, \$13.75 for assistant teachers and \$10.73 for aides.

Benefits	<p>90% of FCCH providers were covered by a health insurance or medical plan through their own policy, their spouse’s employer-provided plan, a public plan, or self-paid private insurance.</p> <p>89% of center-based staff were covered by a health insurance or medical plan, including 85% of child care center staff, 91% of preschool staff, and 94% of school-age program staff. In addition to employer-provided plans, these figures may include their spouse’s employer-provided plan, a public plan, or self-paid private insurance.</p>
Turnover/ Retention	<p>The rate of FCCH business turnover in 2011 was 11%. For center-based programs, 71% of child care centers, 47% of preschools, and 70% of school-age programs experienced some level of staff turnover in the previous year. Average turnover rates by program type and position were as follows: Child Care Centers: 8% for directors, 17% for teachers, 16% for assistant teachers, and 22% for aides; Preschools: 11% for directors, 8% for teachers, 10% for assistant teachers, and 18% for aides; and School-Age Programs: 5% for directors, 11% for teachers, 12% for assistant teachers, and 21% for aides.</p>
Professional Development Supports	<p>For full-time teachers, 85% of child care centers and 87% of school-age programs provided financial assistance for off-site professional development opportunities, compared with 48% of preschools. Similarly, 81% of child care centers and 85% of school-age programs provided on-site, in-service training during the workday to teachers, compared with 52% of preschools. About 42% of child care centers provided full-time teachers with financial assistance to cover tuition, compared with 14% of preschools and 8% of school-age care sites. Center-based staff in child care centers were also more likely to receive differential pay and/or wage supplements based on training and experience than those in preschools and school-age programs.</p>
Workplace Supports	<p>32% of child care centers and 30% of preschools provided formal mentoring for full-time teachers, compared with 15% of school-age care programs.</p>
Use of Technology	<p>95% of FCCH providers had Internet access, up from 71% in 1999. Nearly all (99%) center-based teachers had Internet access. Of the center-based staff, most (81%) had Internet access at home, regardless of type of program or position. Staff’s Internet access at the center-based program where they worked varied by position, with aides generally having the least Internet access at their center-based program and directors generally having the most. In addition, staff at school-age programs generally had more Internet access at their program, followed by preschool staff and staff at child care centers.</p>

Appendix K: Focus Group Item Analysis

Six focus groups were conducted in total.

Focus Group Items and Themes	Number of Focus Groups ¹
Part I: Professional Development	
1. How do you find out about available educational or training opportunities?	
ELC communications/resources	5
Self-Initiated search or information gathering	5
On-line sources	4
Employer	3
ECE associations/organizations	3
Networking with other ECE professionals	2
Mailed newsletters/flyers	2
Not getting the information	1
2. Describe an ideal educational or training experience.	
a. Location:	
Local college/university	3
On-site at program	2
Close to ELC	1
Offer a variety of locations	1
Off-site	1
Online/home	1
b. Who:	
ELC	1
Local College	1
Other family child care professionals	1
c. Kind:	
Conference	4
College course	2
In-service	2
d. Learning Experience:	
Interactive/Hands-On	4
Networking/Sharing Opportunities	3
Small Groups	3
Instructor Qualities: combines formal training with field experience; aligns training with standards; blends research with classroom application	3
In-depth and focused	1
Community of Learners: all teachers from same program take the training at same time.	1
Observations at exemplary Programs	1
Variety to appeal to different experience levels	1

Focus Group Items and Themes	Number of Focus Groups ¹
e. Topic: <i>(Variety listed; Not ordered by number)</i>	
Teaching through play	NA
Communication with students	
How to make the material in the classroom useful to children	
Creative ways to use your curriculum	
Music (learn new songs)	
Mandatory topics	
Standards	
Father inclusion	
Math- and science	
Social-emotional	
Disability and inclusion	
After school topics	
Research-based	
f. Language:	
English	3
Spanish	2
3. How have you used the education or training you have received over the last five years to help you with your current job?	
Share information with other professionals	4
Apply what is learned in the classroom	3
Share information with parents/Use to communicate with parents	3
Incorporate into trainings	2
Inform curriculum decisions	2
Enhance professional qualities: more well rounded, multi-faceted, flexible	2
Material resource	1
Morale/Rejuvenation	1
Remain up to date in ECE field	1
Meet job/licensing requirements	1
4. What [additional] education or training would you like to receive?	
Topic area trainings	5
Toward higher degree (beyond AA)	4
Trainings for new teachers	1
For-credit trainings	1
Mentor	1
Grant writing	1

Focus Group Items and Themes	Number of Focus Groups ¹
5. Describe the biggest barriers or constraints you currently face in obtaining [additional] training/ education.	
Lack of funding for PD	6
Time constraints	3
Competing demands (e.g., family needs)	2
Transportation issues (lack of transportation or distance)	2
Lack of information/awareness	2
Lack of control over PD decisions	2
Professional development information not timely	1
Turnover due to upward mobility (obtain higher degree & move up in field)	1
Apprehension about furthering education/Test-anxiety	1
Job stress	1
6. What are the top three things that would most help you get additional education and training?	
Funding for professional development	6
More time/Better time management	3
Training variety (e.g., more local trainings; trainings offered at a variety of times; access to trainings currently only offered to subsidized programs)	2
Aides/Support personnel	2
Better pay to motivate and show appreciation	2
Better health benefits	2
Tutoring for the practitioner	1
Increase awareness for trainings	1
Part II: Work Experience <i>(Note: These data are at the individual respondent level whereas other data in this sheet are at the focus group level.)</i>	
1. How long have each of you worked at your center/program? <i>Range: 9 mo.-26 years; Mode: 4 years; Median: 8 years; Mean: 10 years</i>	
Up to 5 years	11
6 to 10 years	8
Over 10 years	8
2. Why did you choose to work at your center/program?	
Type of program was appealing (e.g., family owned, Christian-based, demonstration school)	4
Interest area/Passion for the field	4
Impact on own family (e.g., own children could attend)	3
Professional change/Growth	3
Enjoy working with children and watching them grow	3
Close to home	1
Getting back into the workforce	1

Focus Group Items and Themes	Number of Focus Groups ¹
3. Before you came to your center/program, had you worked at any other ECE centers/programs? If Yes: Why did you choose to leave your last center/program?	
Practitioner moved	3
Wanted a change in work environment (e.g., private sector instead of public school setting)	3
Wanted to work with young children or a different group of children	3
Program closed	2
Wanted a job closer to home	1
Did not meet education requirements at last program	1
4. In general, what do you like most and least about being a teacher [or direct care provider]?	
a. Most:	
Observing learning and growth in the child	6
Experiencing the excitement and joy expressed by the children	5
Impacting families	2
Physical affection from children	2
Being Challenged	1
Working at program with small class size	1
b. Least:	
Not being respected/recognized as a child care professional	3
Paperwork	3
Issues/Challenges with parents	3
Poor administration/Co-worker interpersonal skills	3
Lack of resources for teachers/Investing personal funds toward classroom resources	2
Low Pay	2
Organizations/Entities having conflicting rules that must be followed	1
Needing more time and training to handle child behavior problems	1
Experiencing difficult personal issues for a child	1
Large class size	1
No option for overtime	1
Part III: Special Populations	
1. In general how would you describe the children you work with in terms of race/ethnicity, gender, family structure, and socioeconomic status?	
Child and family diversity	6
Grandparents serving as parents	1
Less mature parents	1
Many parents without jobs	1
Mix of religious beliefs	1
2. Would you benefit from training or additional training to help you teach or care for children with disabilities or special health care needs? Please describe the kind of training you think would be helpful.	
Specific topic areas	4
How to relate to and communicate with the parents	3
Teacher directed training (training given directly to the classroom teacher even though they are not a specialist)	2
How to deal with the diversity of special needs issues	2
More In-depth training available to teachers	1

Focus Group Items and Themes	Number of Focus Groups ¹
3. Are there any classroom supports or services not already available at your center/program that would help you in teaching or caring for children with disabilities or special health care needs? Please describe them.	
Greater access to specialists—have specialists on staff or have them come to the program more often	4
Have specialists provide training to the teachers either directly or through teacher observation	2
More classroom aides	2
Parents provide health information to teachers about their children	1
Adaptive equipment	1
4. Do you feel you would benefit from training or additional training to help you teach or care for children with limited English skills? Please describe the kind of training you think would be helpful.	
Teach teachers basic words in other languages	1
Provide dual language learning training to ELL teachers	1
Provide all teachers with training in other languages predominate at their program	1
5. Are there any classroom supports or services not already available at your center/program that would help you in teaching or caring for children with limited English Skills? Please describe them.	
Involve parents—parents coming into the classroom, parents providing teachers with translations for common words	4
Translator in the classroom	2
More Aides in the Classroom	2
Bilingual Curriculum	1
Bilingual classroom materials	1
6. Do you feel you would benefit from training or additional training to help you teach or care for children participating in the Federal Migrant Education Program? Please describe the kind of training you think would be helpful.	
General training on how to work with migrant children	1
Training on ensuring continuity of care	1
Hands-on experience working with migrant families	1
7. Are there any classroom supports or services not already available at your center/program that would help you in teaching or caring for children from migrant families? If so, please describe.	
NA – Teachers did not care for migrant children	

¹Number of Focus Groups for which the theme emerged (ranges from 1 to 6).

Appendix L: Interview Item Analysis

Thirty-two interviews were conducted in total. Eleven were with FCCHs and 21 were with centers or schools.

Interview Items and Themes	Number of Interviews ¹
Part I: Professional Development	
1. What professional development opportunities are available within your local community?	
Local college/university/technical school	25
Local ELC	12
Non-profit organizations	10
DCF	8
Employer In-service	6
Online	3
Conferences or workshops	4
FDLRS	2
School District	1
Local library	1
2. What professional development opportunities are needed but lacking in your local community?	
Curriculum development/Lesson Planning	8
Business management/leadership	5
Communication	4
Developmental screening/assessment	3
Coaching and/or Mentoring	3
Special needs, disabilities, & Special Health Care Needs	2
Funding	1
Relationship building	
English language acquisition	1
Health and Safety	1
3. How do you find out about available professional development opportunities?	
Emails	18
Flyers	12
Local ELC emails	12
Online	11
Mailings	9
Word of Mouth	6
College websites	4
DCF emails	4
Colleagues	3
4. Describe an ideal educational or training experience.	
a. Location:	
Nearby or local city	13
At an ECE center	11
Online/Home	6
College	3
Conference	3

Interview Items and Themes	Number of Interviews ¹
b. Who:	
College/University Professors	11
Local ELC	9
ECE knowledgeable professional	7
Teachers	4
Local non-profit organization	3
Community member	1
c. Kind:	
Workshop	14
Training	7
Hands-on	6
College course	5
Conference	4
In-Service	4
On the job training	3
Long-term training	3
Short-term training	2
d. Learning Experience:	
Hands-on/Interactive	24
Practical	10
Collaborative	6
Visual	4
Lecture	3
Hybrid (combination of online and classroom)	3
e. Topic:	
DAP (developmentally appropriate practices) in ECE	8
Business management/leadership	7
Challenging behaviors	6
Creative play (music and movement)	5
Curriculum and Lesson planning	4
Literacy	1
Nutrition	1
f. Language:	
English	26
Spanish	8
Other	1
5. Describe the most beneficial training/educational experience you have had in the last five years. What made the experience so beneficial?	
Practical information	21
Interactive	11
Exchanging ideas/experiences	9
Balance of theory and practice	5
Knowledgeable instructor	3

Interview Items and Themes	Number of Interviews ¹
6. How have you used the education or training you have received over the last five years to help you in your profession?	
Provide teacher support	12
Improve teachers practices	11
Problem solving	9
Improve communication	8
Meet licensing requirements	3
Improve business practices	2
7. What training or education, if any, have you received in business management?	
Some training	9
Directors Credential training	9
Business classes	7
On the job training	6
Degree in Business Management/Leadership	4
None	4
8. Please rate the extent to which the business management training you have received has helped you in operating your facility.	
A great deal	12
Somewhat	8
Very little or not at all	3
9. (Center Only) To what degree do you feel you are able to support or influence the professional growth of your teachers? What kinds of activities do you do or offer at your center to encourage teachers to grow professionally?	
Employee In-Service Training	14
Communicates about training opportunities	5
Assisting with funding continuing education	4
PD (Professional Development) Plans for Teachers	3
10. (Center Only) Do you have a mentor and if so, how would you describe the experience with your mentor?	
Yes	10
No	6
Had one in the past, but not currently	5
Offered support/advice	11
Pastor	5
Problem solved issues	2
Helpful	2
11. Describe the biggest challenges to furthering education faced by you and/or your child care providers/ teaching staff (if you employ any).	
Funding	20
Time	11
Class scheduling availability	7
Family Obligations	3

Interview Items and Themes	Number of Interviews ¹
12. If there were no barriers or constraints to consider, what additional professional development, if any, would you like to receive?	
ECE related classes/training	13
ECE degree	9
Business Management/Leadership degree	6
Funding for school	3
Training on Positive Behavior Management	2
Training on working with children with special needs	1
Part II: Work Experiences	
1. In your opinion, what does it mean to be a highly qualified family child care provider/teacher?	
Training/degree in ECE	14
Compassionate	11
Loves children	11
Flexible	7
Knowledge of child development	6
Professional	6
Experience working with children	4
Good Communication skills	2
Good Attitude	2
2. What do you like most and least about being a: family child care provider/program/center director including your role as an educational leader?	
a. Most:	
Positive impact/Growth in children	22
Relationships with families	8
Support to staff	8
Personal growth as an administrator	2
Professional Growth in Teachers	1
b. Least:	
Dealing with parent/family issues	9
Finances	7
Staffing issues	5
Long hours	4
Monitoring by outside agencies	4
Low staff salaries/benefits	2
Low Administrator Salary/Benefits	1
Part III: Employee Retention	
1. What are your biggest challenges in recruiting, hiring, and keeping qualified child care providers/teaching staff?	
Finding qualified staff	8
Low staff salaries	7
None	5
Low turnover	4
Little or no benefits	3
Adequate amount of materials/resources available	1
Limited work hours	1

Interview Items and Themes	Number of Interviews ¹
2. What would make it easier for you to retain qualified child care providers/teaching staff?	
Higher wages	14
Benefits	5
Does not apply - no issues	3
Funding for school, degrees	2
Full time hours	2
3. For child care providers/teaching staff that have been employed in/at your family child care home/program for five years or more, what do you think are the top three reasons they choose to remain at your program/center?	
Positive work environment	13
Supportive administration	9
Flexible work hours	8
Salary/Benefits	6
Love of working with children	5
4. When child care providers/teaching staff leave your program/center what are the top three reasons they choose to leave?	
Low wages/benefits	7
Moving out of the area	6
Higher wages at another job	6
Personal situation changes (i.e. health related, etc.)	6
Earned a degree	3
Retirement	3
Take a job in the school system	2
Going to school	2
Not applicable	2
Part IV: Quality Learning	
1. In your opinion, what are the characteristics of a high quality learning environment?	
DAP materials/ furniture/practices	19
Environment changes with the needs of the children	17
Adequate amount of materials/resources available	9
Teachers with education/training in ECE	8
Children are comfortable and happy	6
Play centered curriculum	6
Positive relationships with parents/families	6
Supportive administration	6
Clean environment	5
Supporting children’s language	4
2. Are you familiar with Quality Rating and Improvement Systems?	
Vaguely familiar	14
Very familiar	11
Not at all familiar	6

Interview Items and Themes	Number of Interviews ¹
3. Does your family child care home/program/center currently participate or has it ever participated in a Quality Rating and Improvement System?	
No	18
Yes, currently	7
Yes, previously but not currently	4
a. If No, would you as a family child care provider/program/center participate in a QRIS if given the opportunity?	
Yes	7
Not sure	7
Probably	5
No	3
b. If Yes, how has/did the experience help(ed)?	
Helpful	4
Didn't help with growth	2
Received materials/support as a result of participating	2
Liked assessors visit to verify the quality of the program	2
c. If Yes, how can/could the experience be/have been better?	
No suggestions - enjoyed the experience	3
Provide more training for staff	3
Assessors should model what they are looking for	2
More time	1
Learned nothing from the experience	1
Focus on other aspects of the program	1
d. Why are you no longer participating?	
No learning value	1
Wanted to give other providers an opportunity to participate	1
Disagreed with assessor	1
Part V: Special Populations	
1. Do any children enrolled in your family child care home/program/center have an IEP (Individual Education Plan), IFSP (Individual Family Service Plan), or special health care needs?	
Yes	18
No	13
a. If yes, does your family child care home/program/center offer any services tailored specifically for children with an IEP, IFSP, or special health care needs?	
Yes	14
No	6
b. If yes, are any [additional] services, supports, or staff training needed to best serve children with disabilities or special health care needs enrolled in your family child care home/program/center? If so, please describe.	
Training on working with children with special needs and various types of disabilities	10
In house training and support working with children with special needs	3
Receive feedback from therapists about children who they are working with	1
Yes	1

Interview Items and Themes	Number of Interviews ¹
2. Do any children enrolled in your family child care home/program/center have limited English skills?	
Yes	17
No	14
a. If yes, do you, as a family child care provider/program/center offer any services tailored specifically for children with limited English skills?	
Yes	12
No	4
b. If Yes, are any [additional] services, supports, or staff training needed to best serve children with limited English skills enrolled in your family child care home/program/center? If so, please describe.	
No	5
Anything would be helpful	3
Bilingual teachers	3
Training on dual language learners	3
Yes	2
3. Do any children at your family child care home/program/center participate in the Federal Migrant Education Program?	
No	27
Not sure	2
Yes	1
4. Are there any children of migrant families enrolled at your family child care home/center/program, whether or not they are participating in the Federal Migrant Education Program?	
No	23
Yes	3
Not sure	1
a. If yes, does your family child care home/program/center provide services for children of migrant families through the Federal Migrant Education Program or other services offered at your site?	
N/A	25
Yes	2
No	1
b. If yes, are any [additional] services, supports, or staff training needed to best serve children from migrant families enrolled at your family child care home/program/center? If so, please describe.	
N/A	24
No	2

¹Number of Interviews for which the theme emerged (ranges from 1 to 32).

