A large, stylized blue flower graphic with five petals, centered on a light blue circular background. The petals are a darker shade of blue, and the center is a lighter shade. The entire graphic is set against a light blue background that covers the top two-thirds of the page.

California Early Care and Education Workforce Study

Licensed Family Child Care Providers
Statewide 2006

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Introduction

Reflecting the growth in the number of working families with young children and the importance of early learning, the U.S. has witnessed an explosion of early care and education services in centers and homes over the last thirty years. What was once a relatively small, unnoticed sector of the economy is now viewed as a growing industry with substantial economic impact in terms of widespread use, consumer and public spending, and job creation (National Economic Development and Law Center, 2001). At the same time, researchers in cognitive science, psychology and education, among others, have expanded our understanding of the developmental significance of the early years, underscoring the importance of high-quality early learning settings to ensure that children realize their potential (Shonkoff & Phillips, 2000).

Evidence that the quality of early care and education settings can and does influence children's development during and beyond the preschool years (Gormley, Gayer, Phillips & Dawson, 2004; Henry, Gordon, Henderson & Ponder, 2003; Reynolds, Temple, Robertson & Mann, 2001; Schulman, 2005; Schulman & Barnett, 2005; Schweinhart et al., 2005) has increasingly shifted attention to the early care and education workforce, and the extent to which those who care for young children are adequately prepared to facilitate their learning and well-being. Creating a skilled and stable early care and education workforce, however, has emerged as a daunting challenge. Reflecting a shortage of resources throughout the industry, employment in the field is characterized by exceptionally low pay, leading to high turnover that, in turn, undermines program quality and children's development (Helburn, 1995; Whitebook, Howes & Phillips, 1998;

Whitebook, Sakai, Gerber & Howes, 2001).

High turnover, coupled with the expansion of services, has led to a high demand for personnel in the field, and has also contributed to maintaining relatively low requirements for working with young children. As a result, employment qualifications in the field do not tend to match the level of skills and understanding truly needed to meet the demands of this work. This gap between professional challenges and regulatory requirements is further exacerbated by changes in the child population – notably the increasing numbers of children from immigrant families who are dual language learners, and the growing numbers of children identified as having special developmental needs. Many students of early childhood education still do not receive training related to serving such children (Whitebook, Bellm, Lee & Sakai, 2005).

The recognition that the workforce is the backbone upon which early care and education services depend has underscored many of the activities undertaken by First 5 commissions at the state and local level. Since the program's inception in 2000, for example, California has spent over \$240 million on the state- and county-level effort known as CARES, which has awarded stipends to over 40,000 ECE practitioners for pursuing further training and education. Increasingly, attention is also turning to institutions of higher education to assess the resources they will need to adapt their programs and to support students in meeting the more rigorous standards for working with young children (Whitebook, Bellm, Lee & Sakai, 2005).

This report is intended to identify the characteristics of the current early care and education workforce in light of proposed new requirements, and to help assess the size of the task of training the next generation of workers to care for young children.

Licensed Family Child Care in California

Many providers care for their own children, as well as children from other families, in their own homes. When an individual cares for children from more than one unrelated family, the California Department of Social Services requires that the provider obtain a license to provide child care services. In order to receive a family child care home license, providers must meet a number of requirements. These include:

- Fingerprint, criminal background and California Child Abuse Central Index clearances for everyone 18 years or older living in the home;
- 15 hours of training on preventative health practices, which must include pediatric CPR; pediatric first aid; the recognition, management and prevention of infectious diseases; and the prevention of childhood injuries;
- A tuberculosis clearance; and
- Home inspection by someone from the licensing agency to ensure that it meets basic health and safety requirements.

There are also restrictions on both the number of children that can be cared for in a licensed family child care home and the number of paid assistants in the home, based on the number of children served.

Family child care homes in California can be licensed as either small or large. The number of allowable children in small and large homes includes children under age 10 who live in the licensee's home. The license for small homes allows providers to serve up to eight children if two of them are of school age (over six years old) and no more than two are infants (0-23 months). (Alternatively, if small-home providers do not care for school-age children, they can care for up to six children, three of whom can be infants.) Large family child care homes can serve up to 14 children if at least two of them are of school age, and no more than three are infants. (Alternatively, if large-home providers do not care for school-age children, they can care for up to 12 children, four of whom can be infants.)

According to the 2005 California Child Care Portfolio, there were 37,366 family child care homes in operation in the state in 2004. Family child care homes make up 36 percent of all licensed child care spaces (commonly referred to as "slots") in the state (California Child Care Resource & Referral Network, 2005).

Purpose of the Study

Recognizing the critical role that early childhood educators play in the lives of California's children and families, First 5 California commissioned in 2004 a statewide and regional study of the early care and education (ECE) workforce in licensed child care centers and licensed family child care homes. The overall goal of the study was to collect information on the current characteristics of this workforce – particularly its educational background, and its potential need and demand for further opportunities for professional development.

In partnership, the Center for the Study of Child Care Employment (CSCCE) at the University of California at Berkeley, and the California Child Care Resource and Referral Network (Network), have gathered this information to help state and local policymakers and planners assess current demand at teacher training institutions; plan for further investments in early childhood teacher preparation; and gain a baseline for measuring progress toward attaining a well-educated ECE workforce whose ethnic and linguistic diversity reflects that of California's children and families.

The present report contains the study's findings for licensed family child care providers. Separate reports contain information about center-based teaching and administrative staff, summarize study findings for both center-based and family child care settings, and analyze the implications of the findings for public policy. These reports can be found at the First 5 California web site, <http://www.ccfc.ca.gov>.

In studying the state's population of licensed family child care providers, our primary objectives were to:

- Compile baseline data on licensed providers' demographic and educational characteristics;
- Identify the extent to which their educational backgrounds vary with respect to their ethnicity, their linguistic characteristics, and their tenure as licensed providers;
- Profile the children that providers with varying characteristics serve, in terms of numbers, ages, subsidy status, and special needs;
- Document the professional preparation of licensed providers for working with children who are dual language learners and/or have special needs;
- Develop a sound estimate of the number of paid assistants working in licensed family child care, and the extent to which they have engaged in professional development; and
- Identify differences among regions of the state with respect to the licensed provider population, along the dimensions noted above.

Study Design

Survey Population and Study Sample

First 5 California sought information about licensed family child care providers in the state as a whole, as well as regional comparisons with respect to demographics and child care supply. We divided the 58 counties of the state into four regions – Northern California, the Bay Area, Central California and Southern California – as shown below.

The survey population included all 37,366 of the active, licensed family child care homes that were listed as of January 2004 with state-funded child care resource and referral (R&R) agencies. These data were aggregated, cleaned and verified by the California Child Care Resource and Referral Network (Network). Due to cost and time constraints, we surveyed a random sample of 1,800 licensed providers across the state. We sampled 400 homes in each region, with the exception of a 600-

home sample in Southern California, 200 of which were in Los Angeles County and 400 in other southern counties. This approach allowed us to assess the influence of Los Angeles on the region as a whole.

As a result of the random sampling process, a portion of licensed family child care homes from every county in the state was included in the survey, based on the size of each county’s provider population.

In addition, nine counties (Alameda, Los Angeles, Marin, Merced, Mono, Sacramento, San Francisco, Santa Barbara, and Santa Clara) have contracted for county-specific studies of their licensed child care homes and centers. These studies made use of the interviews conducted for the statewide survey, as well as additional interviews conducted in each county to ensure a sizeable enough sample to generate reliable county-level findings. These reports provide additional information about variations

Table 2.1. *Study Regions*

Northern 2,487 licensed homes*		Bay Area 7,814 licensed homes*	Central 8,231 licensed homes*	Southern 18,834 licensed homes*
Alpine	Mono	Alameda	Fresno	Imperial
Amador	Nevada	Contra Costa	Inyo	Los Angeles
Butte	Placer	Marin	Kern	Orange
Calaveras	Plumas	Napa	Kings	Riverside
Colusa	Shasta	San Francisco	Madera	San Bernadino
Del Norte	Sierra	San Mateo	Mariposa	San Diego
El Dorado	Siskiyou	Santa Clara	Merced	Santa Barbara
Glenn	Sutter	Santa Cruz	Monterey	Ventura
Humboldt	Tehama	Solano	Sacramento	
Lake	Trinity	Sonoma	San Benito	
Lassen	Tuolumne		San Joaquin	
Mendocino	Yolo		San Luis Obispo	
Modoc	Yuba		Stanislaus	
			Tulare	

* Source: California Child Care Resource and Referral Network.

Figure 2.1. Study Regions



Table 2.2. Sampling and Weighting Plan

Region	Family child care home population	Family child care home targeted and completed interviews	Regional/State sample weight *
Northern California	2,487	400	4.694
Bay Area	7,814	400	14.275
Central California	8,231	400	13.614
Southern California without Los Angeles County	11,011	400	18.646
Los Angeles County	7,823	200	25.213

*The weight factor times the number of completed interviews equals the estimated number of eligible homes in our study sample (25,553). For a full description of the weighting procedures used in this study, including a discussion of how the total number of eligible homes in our sample varies from the total number of licensed family child care home in the statewide population, see Appendix B.

in the workforce among different parts of the state, and are available at <http://www.cfcc.ca.gov>.

We developed the sampling plan to ensure that there were enough completed interviews in each of the four regions to provide a reliable profile of each area, and to compare the data across regions. (See Table 2.2.) As shown above, the numbers of licensed homes vary considerably by region, ranging from 2,487 in Northern California to 18,834 in Southern California. In order to generate statewide population estimates that accurately reflect the variations among regions in numbers of providers, we weighted each interview. Data were weighted by region, and were based on the proportion of family child care providers contacted for the study to licensed providers in the region.

Note: All results presented throughout this report are based on weighted data.

Survey Instrument

The Family Child Care Survey used in this study has built upon numerous workforce studies conducted by the Center for the Child Care Workforce over the last three decades (Center for the Child Care

Workforce, 2001). Specifically, the survey instrument was adapted from the 2001 California Child Care Workforce Study, an eight-county effort funded by the David and Lucile Packard Foundation as a pilot for this statewide survey (Whitebook, Kipnis, Sakai, Voisin, & Young, 2002).

Certain changes were made to the 2001 survey in order to shorten the interview time, and to capture specific information requested by First 5 California to assist in its workforce development planning related to publicly funded preschool services. Prior to data collection, the survey instrument and data collection procedures were approved by the Committee for the Protection of Human Subjects at the University of California at Berkeley, and were then pre-tested in the field.

Telephone interviews were conducted in English or Spanish with the owner of each family child care home. A small percentage of eligible providers (3.3 percent) were unable to complete the interview in either language. The results reported below, therefore, provide a statewide and regional portrait of providers who speak either English or Spanish, and do not extend to those who speak neither language. The 20 questions

in the survey addressed:

- *Provider demographics:* age, ethnicity, and languages spoken in addition to the interview language;
- *Levels of education and training:* highest level of education; type of degree, if any; credit and non-credit training, including training to work with children with special needs and English language learners; accreditation status; and participation in local CARES programs;¹
- *Career longevity;*
- *Business and program characteristics:* number and ages of children served, including children with special needs, and participation in government subsidy programs; and
- *Paid assistants:* number of assistants, if any, and their level of education and training.

Data Collection Procedures

We mailed a notification letter, describing the purpose of the survey and encouraging participation, to all providers likely to be interviewed based on their order in the random sample. The letter was signed by representatives of First 5 California, the Center for the Study of Child Care Employment at the University of California, Berkeley, and the California Child Care Resource and Referral Network. Providers were informed that they would receive a copy of the latest version of First 5's Kit for New Parents as an incentive for completing the interview.

¹ Over 40 counties in California have implemented professional development stipend programs for child care center teachers, administrators, and family child care providers based on the California CARES program model. These initiatives are intended to help build a skilled and stable early education workforce by providing monetary rewards, based on participants' education levels and continued commitment to their professional development.

Field Research Corporation, Inc. (FRC), a professional public opinion research firm, conducted the interviews using computer-assisted telephone interviewing (CATI). During the CATI process, the interviewer reads the survey question from a computer screen and enters the survey data directly into the computer. This promotes uniformity of interview technique as well as accuracy and consistency during data input. FRC completed 1,800 interviews over a five-week period beginning in early January 2005.

Licensed providers were contacted during the work day, and whenever they requested it, were called back in the evening or during the weekend to complete the interview. Interviews took an average of 10 minutes to complete. FRC made up to eight attempts to complete an interview with each provider.

Survey Completion and Response Rate

FRC successfully completed our target number of 1,800 interviews, dialing 4,600 provider names to reach this goal. Of the 4,600 provider contacts, 30.3 percent were determined to be ineligible, either because they were out of business or were presumed to be. (See Table 2.3.) Because of unanticipated delays in implementing the survey after our sample was drawn, the sample was one year old when the survey began. For that reason, we assume that many of the providers with "unresolved phone numbers" were actually out of business. Among those eligible, 56.2 percent completed the survey. Those who did not complete the survey included 10.9 percent who refused, and another 23.3 percent whose answering machine, voice

Table 2.3. Survey Response Rate

	Number of providers	Percentage of sample	Percentage of eligible
Sample released and dialed	4,600	100.0%	-
Ineligible: out of business	591	12.8%	-
Presumed ineligible*	807	17.5%	-
Eligible	3,202	69.6%	100.0%
Complete	1,800	39.1%	56.2%
No response, presumed eligible**	747	16.2%	23.3%
Hard refusal	350	7.6%	10.9%
Respondent not available/ target reached***	146	3.2%	4.6%
Language barrier	105	2.3%	3.3%
Other reasons for non-completion	54	1.2%	1.7%

* Disconnected, wrong number, changed phone number, or no answer.

** Answering machine, voice mail, or busy phone.

*** In sample counties, some providers coded as “respondent not available” did not receive the maximum number of eight interview attempts if the target number of interviews had been reached and the provider interview was no longer needed.

mail or busy signal prevented successful contact. Approximately 4.6 percent of the providers contacted were not available to complete the survey during the study period, or their interview was not needed because the target number had been reached; 3.3 percent presented language barriers we were unable to surmount; and 1.7 percent reported some other reason for not completing the survey.

Data Analysis

Data analysis sought to address the goals of the study as outlined in the introduction to this report. All analyses were performed using SPSS (Statistical Package for the Social Sciences) 12.0 and StataSE 8, the latter software designed for complex sample surveys and weighted data. First, we compiled statistics that described characteristics of the workforce, including each provider's age, ethnicity, tenure, language(s) spoken and assistants employed. Second, we conducted analyses of the number of children of various age ranges served, as well as the number of children with special needs and children receiving public child care subsidies. Third, we examined providers' educational backgrounds, making comparisons among educational levels and provider characteristics. Fourth, we examined whether providers had completed non-credit or college credit-bearing training to care for children with special needs and/or English language learners. To more closely examine differences among regions and between providers licensed to operate small or large homes, we conducted inferential statistical tests (e.g., chi-square, t-test, ANOVA). All significant results are reported, including group differences at a *p* value of .05 or better.

We performed regional comparisons twice – first by including Los Angeles County providers as part of the Southern California region, and then by excluding them. We report results for both analyses wherever differences were found using these two sub-samples. Wherever results did not differ, we present regional results for Southern California including Los Angeles County providers. For a more detailed view of licensed family child care providers in Los Angeles County, see the county report at <http://www.cafc.ca.gov>.

Findings

The findings described in this report are based on interviews with 1,800 licensed family child care providers across the state who spoke English or Spanish sufficiently well to participate in a phone interview. Participants were randomly selected from four regions of the state: Northern California, the Bay Area, Central California, and Southern California. All data reported here were weighted to reflect the proportion of providers in various regions of California speaking English or Spanish.

The following profile, therefore, is based on these weighted estimates of the population of licensed family child care providers in California. Significant differences are reported at a p level of .05 or less. Figures and tables included in this chapter summarize data referred to in the text. Standard errors for all findings represented in this chapter, as well as additional data not discussed in the text, can be found in the Appendix Tables. After reporting the statewide findings, we report statistical differences among providers residing in various regions of the state, and between providers licensed to care for 14 children (large homes) and for eight children (small homes).

Who constitutes the licensed family child care workforce in California?

In California, the typical licensed family child care provider is a woman of color in her mid-forties who has been taking care of children in her home for nine and a half years. She usually works without a paid assistant. This profile varies, however, depending on the licensed capacity of her home and the region of the state in which she lives. For example, those operating large homes are more likely than operators of small homes to be 55 or older, and are likely to have worked longer in the child care field. In Northern California, a licensed provider typically speaks only English, whereas in Southern California, she is equally likely either to speak English or to speak English and another language, most frequently Spanish.

Gender and Age

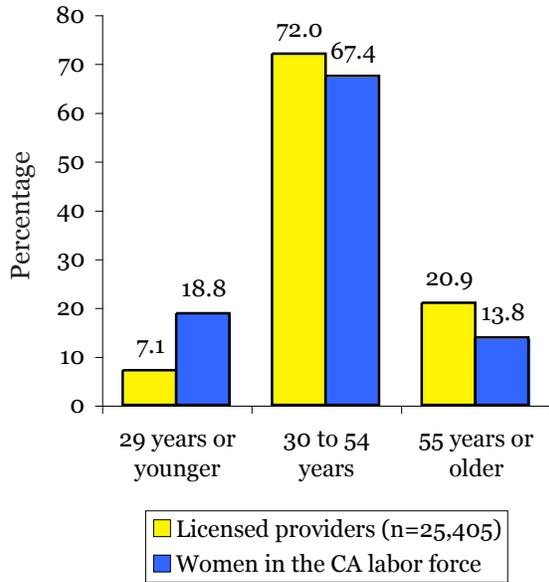
California's licensed family child care workforce is overwhelmingly female. To ascertain gender, since the interview did not specifically include this question, we analyzed the names of providers in our sample. Ninety-six percent of the names in our sample were female, two percent were male, and two percent of the listings contained two names, typically a man and a woman.

This almost exclusively female workforce is typically middle-aged. Compared to women in the California labor force overall, licensed family child care providers were less likely to be younger than 30 (7.1 percent versus 18.8 percent) and more likely to be over 55 (20.9 percent versus 13.8 percent). (See Figure 3.1.) On average, licensed providers were 46 years of age, with the youngest provider 22 years old and the oldest 92. New entrants (those who had been serving children in their homes for 12 months or less) were, on average, five years younger than providers who had been serving children in their homes longer than 12 months (see Table 3.8, p. 24). Nine percent of new entrants were age 55 or older, compared to 22 percent of those with longer tenure.

The age distribution of licensed providers differed by their licensed capacity. (See Figure 3.2.) Providers operating smaller licensed family child care homes were more likely to be 30 years old or younger than were providers licensed to operate larger homes. Twenty-one percent of all licensed providers were age 55 or older; providers licensed to operate a large home were more likely to be 55 years or older (26.5 percent) than were those licensed to operate smaller homes (17.9 percent).

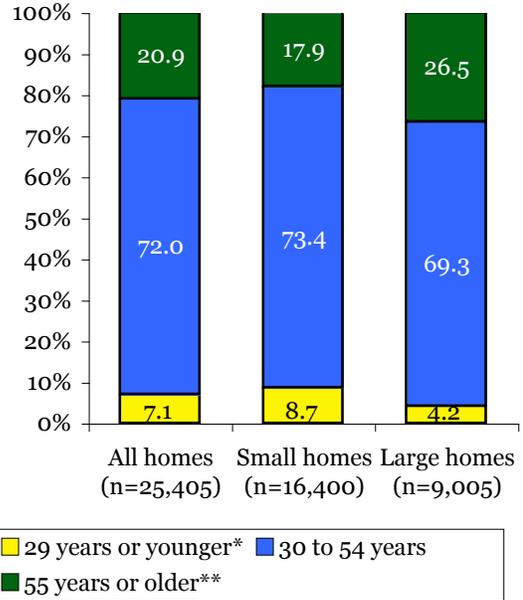
The age distribution of licensed providers also varied across regions of the state. (See Figure 3.3.) Bay Area providers were less likely to be younger than 30, and more likely to be 55 years or older, than were providers from Northern and Central California. We did not find statistically significant differences among other regions of the state. (See Figure 3.3.) This suggests that in some regions of the state, younger providers may be entering the field in response to growth among different geographic and demographic groups. These differences also reflect variations in the distribution of ethnic groups across regions, as well as differences in age among licensed providers of various ethnicities, as discussed in the following section.

Figure 3.1. *Estimated Age Distribution of Licensed Providers Compared to Women in the California Labor Force:^a Statewide*



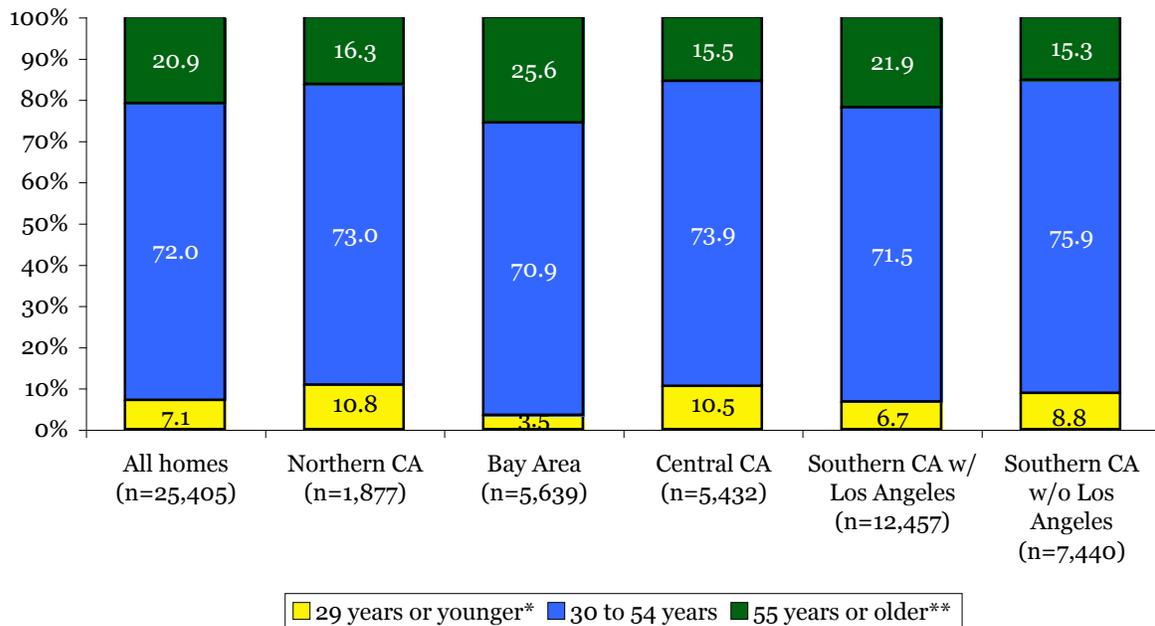
Note: Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.
^a US Census Bureau (2000a).

Figure 3.2. *Estimated Age Distribution of Licensed Providers: Statewide and by Licensed Capacity*



Note: Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.
 * $p < .001$, Small homes > large homes.
 ** $p < .001$, Small homes < large homes.

Figure 3.3. *Estimated Age Distribution of Licensed Providers: Statewide and by Region*



Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.
 * $p < .001$, Bay Area < Northern CA, Central CA.
 ** $p < .001$, Bay Area > Northern CA, Central CA, Southern CA without Los Angeles.

Ethnic Background

As shown in Figure 3.4, licensed family child care providers in California reflect the ethnic distribution of adult females in the state, with two exceptions. Compared to the state's adult female population, African Americans were more represented and Asian Americans were less represented in the licensed family child care population. Because interviews were conducted only in Spanish or English, however, it is likely that Asian/Pacific Islander licensed providers were under-represented in this study, due to language barriers.

We found that more than one-half of licensed family child care providers in California (58.1 percent) were people of color. (See Figure 3.4.) White, Non-Hispanic providers (41.9 percent) constituted a plurality among licensed providers in the state. Latinas were the second largest group (34.6 percent). More than twice as many Latinas as African Americans (14.5 percent) provided care in licensed home settings. As shown in Figure 3.4, Asians/Pacific Islanders (5.2 percent) were the next largest group of providers, followed by those identifying themselves as Multiethnic (2.9 percent). Those identifying as American Indian or Alaskan Native comprised one percent of licensed providers.

Licensed family child care providers were far more diverse, and more closely reflected the ethnic distribution of children ages birth to five in California, than teachers of Grades K-12 in California public schools. (See Figure 3.5.) Nearly three-quarters of public school K-12 teachers (73.5 percent) were White, Non-Hispanic, compared to 41.8 percent of licensed family child care providers and 30.0 percent of children ages birth to five.

Licensed family child care providers were more than twice as likely to be Latina (34.6 percent) than were K-12 teachers (14.2 percent), but were less likely to be Latina than were children ages birth to five (49.9 percent).

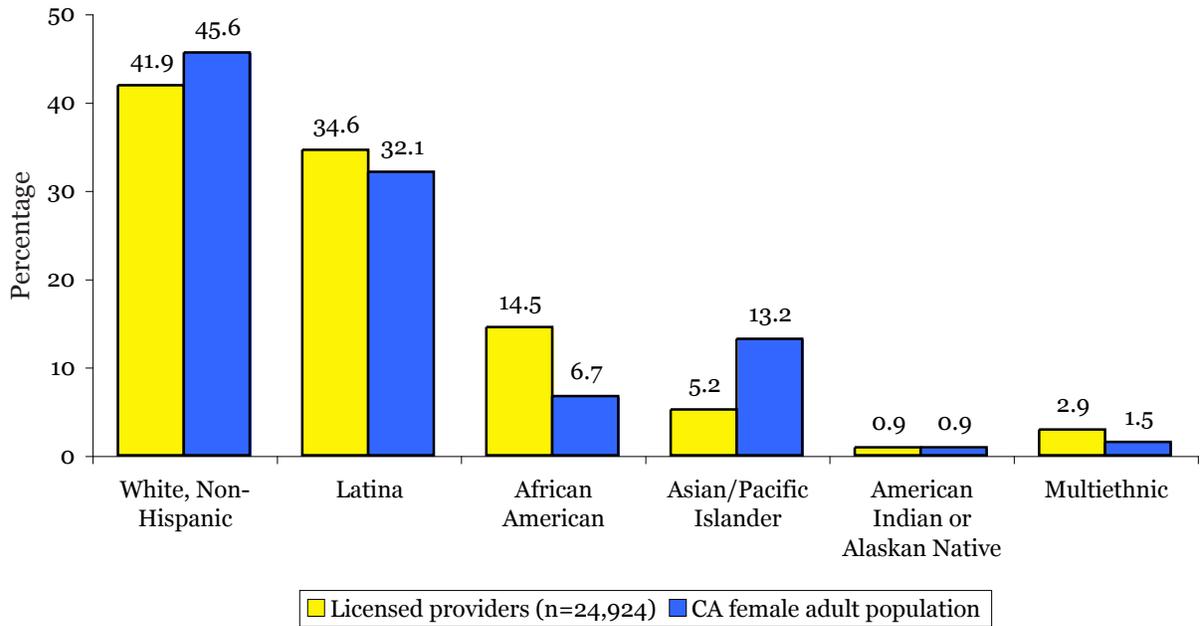
The ethnic composition of licensed family child care providers differed significantly among regions of the state.² (See Table 3.1.) To some extent, these regional differences reflect differences in ethnicity for the adult female population as a whole. Northern California, for example, had fewer African Americans in its overall female population, and in its licensed provider population, than did other regions of the state. Three-quarters of licensed providers in Northern California (77.4 percent), but fewer than one-third of licensed providers in Southern California (30.4 percent), were White, Non-Hispanic. More than one-third of licensed providers in Central California were Latina (37.1 percent), nearly double the percentage of Latina providers in the Bay Area (19.0 percent) and nearly three times the percentage of Latina providers in Northern California (12.9 percent).

Linguistic Background

Eighty-three percent of interviews were conducted in English, with the remainder conducted in Spanish. As stated earlier, a small percentage of providers (3.3 percent) were unable to complete the interview in either English or Spanish. Results reported below, therefore, provide statewide and regional portraits of providers who speak either English or Spanish, and do not extend to

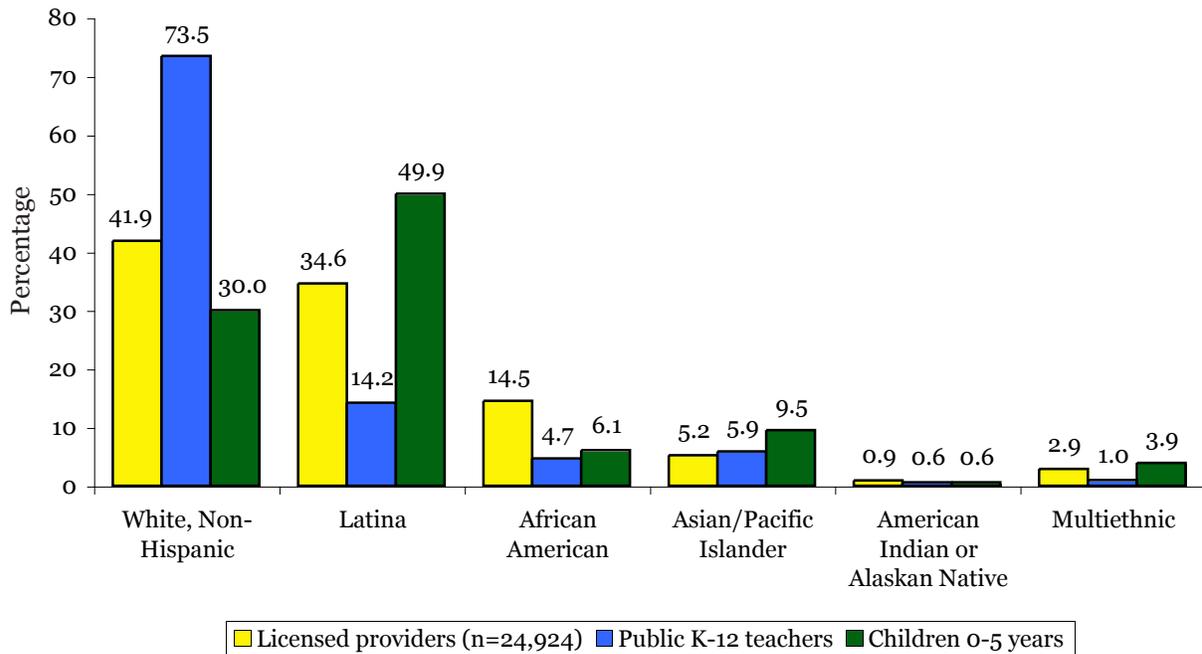
² Tests between regions were not conducted for Asian/Pacific Islander, Multiethnic or American Indian/Alaskan Native providers, due to the estimated small size of these groups within the overall licensed provider population.

Figure 3.4. *Estimated Ethnic Distribution of Licensed Providers Compared to the California Female Adult Population:^a Statewide*



Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.
^a California Department of Finance (2004a).

Figure 3.5. *Estimated Ethnic Distribution of Licensed Providers Compared to California Public K-12 Teachers^a and Children 0-5 Years:^b Statewide*



Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.
^a California Department of Education (2005).
^b California Department of Finance (2004a).

Table 3.1. *Estimated Ethnic Distribution of Licensed Providers: Statewide and by Region, and by Licensed Capacity*

	Estimated percentage (SE)							
	Statewide			Regional				
	All homes	Small homes	Large homes	Northern CA	Bay Area	Central CA	Southern CA w/ Los Angeles	Southern CA w/o Los Angeles
White, Non-Hispanic*	41.9 (1.21)	43.5 (1.54)	38.8 (2.08)	77.4 (2.11)	51.0 (2.53)	45.9 (2.51)	30.4 (1.88)	36.6 (2.43)
Latina**	34.6 (1.23)	35.6 (1.54)	32.7 (2.13)	12.9 (1.69)	19.0 (1.99)	37.1 (2.44)	44.0 (2.08)	42.0 (2.49)
African American***	14.5 (0.95)	12.9 (1.10)	17.6 (1.77)	0.5 (0.36)	18.2 (1.96)	10.2 (1.52)	16.9 (1.58)	13.2 (1.71)
Asian/Pacific Islander	5.2 (0.59)	4.8 (0.70)	6.0 (1.09)	2.8 (0.83)	8.2 (1.39)	2.3 (0.75)	5.6 (0.97)	5.1 (1.11)
American Indian or Alaskan Native	0.9 (0.22)	0.7 (0.24)	1.2 (0.44)	2.8 (0.83)	0.5 (0.36)	1.0 (0.51)	0.7 (0.34)	0.8 (0.44)
Multiethnic	2.9 (0.43)	2.5 (0.48)	3.6 (0.83)	3.6 (0.93)	3.1 (0.88)	3.6 (0.93)	2.4 (0.65)	2.3 (0.76)
<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>	24,924	16,197	8,726	1,849	5,567	5,364	12,143	7,328

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .001$, Northern CA > all other regions; Southern CA with Los Angeles < all other regions; Southern CA without Los Angeles < Bay Area, Northern CA.

** $p < .001$, Central CA, Southern CA > Bay Area, Northern CA.

*** $p < .001$, Northern CA < all other regions; Central CA < Bay Area, Southern CA with Los Angeles.

those who speak neither language.

Providers were asked whether they spoke any other languages fluently besides the interview language. If they answered affirmatively, they were asked which language(s) they would be able to speak fluently with children and families if necessary. Our description of providers' fluency in these other languages is based entirely on providers' self-assessments.

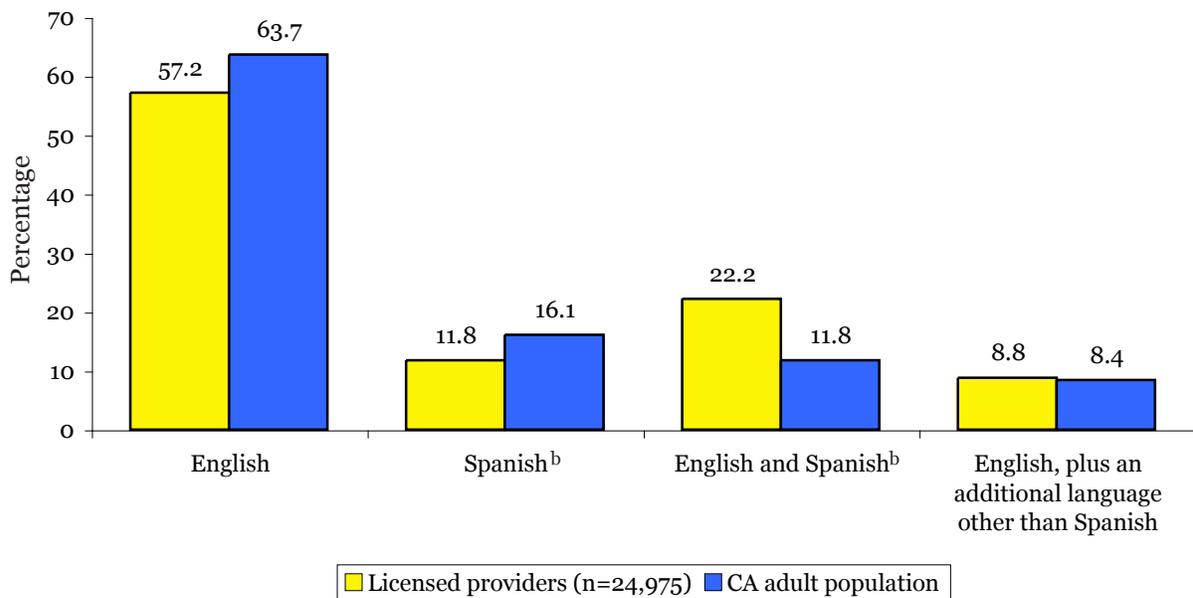
We found licensed family child care providers to be more linguistically diverse than California's adult population as a whole.³ As shown in Figure 3.6, licensed providers were less likely than other

adults in California to speak only English, and were more likely than the average California adult to speak English and Spanish. Slightly more than one-half of licensed providers (57.2 percent) spoke only English. Nearly twelve percent of those interviewed (11.8 percent) spoke only Spanish, or Spanish and another language besides English. Another 22.2 percent reported speaking English and Spanish fluently, or speaking English, Spanish and at least one additional language.

Nearly nine percent of interviewed providers (8.8 percent) reported self-assessed fluency in languages other than English or Spanish. In order of frequency, these other languages included Tagalog, French, Sign Language, Farsi, Portuguese, German, Hindi, Urdu, Armenian, Russian, Arabic, Mandarin, Cantonese, Vietnamese, Italian and Korean. No

³ The most recent data available at the county level on the language background of California adults are based on the 2000 U.S. Census. Further, these data are only available for all adults 18 to 64 years of age, whereas the licensed family child care population was composed predominantly of women ages 25 to 64.

Figure 3.6. Reported Language Fluency of Licensed Providers Compared to the California Adult Population Among Those Speaking English and Spanish:^a Statewide



Note. Based on the self-assessment of a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

^a US Census Bureau (2000).

^b Provider may speak an additional language other than English.

single language other than English or Spanish, however, was reportedly spoken by more than one percent of licensed providers. It is important to note the likelihood, however, that the frequency of various languages other than English or Spanish spoken by licensed providers would increase somewhat from this list if interviews had been conducted in additional languages.

We also found that the population of children served by California’s licensed providers was characterized by great linguistic diversity. Our summary of the language backgrounds of young children is based on 2004-05 data from the California Department of Education (CDE), which reports that slightly more than one-third of kindergarteners attending California public schools in 2004-2005 spoke a language other than

English and were classified as English Learners. Of the 56 different languages spoken by English Learners in California’s public kindergarten classrooms, Table 3.2 lists the 15 most commonly spoken.

There were no differences in linguistic background found between providers licensed to care for eight children and for 14 children. The language backgrounds of providers differed by region, as it does for the female adult population across the state. (See Figure 3.7.) Licensed providers in Central California were significantly more likely than their counterparts in the Bay Area or Northern California to speak only Spanish (Central, 13.2 percent; Bay Area, 6.7 percent; Northern, 4.8 percent), or to speak English and Spanish (Central, 20.6 percent; Bay Area, 13.0 percent; Northern, 8.9 percent). Bay Area providers were significantly more likely to speak English and another language besides Spanish (15.1 percent) than were providers in other regions (range, 3.8 to 8.7 percent). Although the plurality of California providers across regions spoke English only, Southern California providers (47.5 percent) were less likely to do so than were providers in all other regions (Northern California, 80.7 percent; Bay Area, 65.2 percent; Central Valley, 62.3 percent).

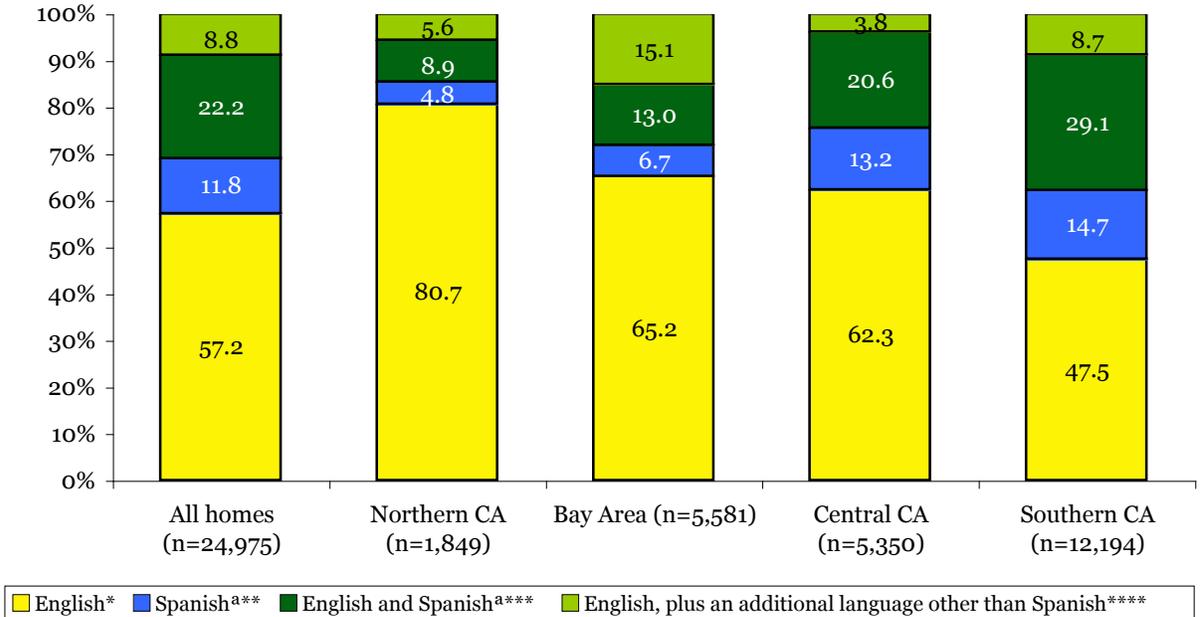
Linguistic background varied among licensed providers serving particular groups of children. Providers who reported serving at least one child who received public child care assistance were more likely to speak Spanish only, or English and Spanish, and less likely to speak English only, or English and another language, than were providers not caring for such children. (See Table 3.3.) Providers who cared for at least one child with special needs were less likely to speak

Table 3.2. *California Children in Public Kindergarten, 2004-2005: 15 Most Commonly Spoken Languages of English Language Learners*

Language	Percentage
Spanish	84.4
Vietnamese	2.9
Cantonese	1.6
Filipino (Pilipino or Tagalog)	1.3
Hmong	1.0
Korean	1.0
Mandarin (Putonghua)	0.9
Punjabi	0.7
Arabic	0.6
Armenian	0.5
Russian	0.5
Khmer (Cambodian)	0.4
Japanese	0.4
Farsi (Persian)	0.4
Hindi	0.3
N	170,559

Source: California Department of Education (2006).

Figure 3.7. Reported Language Fluency of English- and Spanish-speaking Licensed Providers: Statewide and by Region



Note. Based on the self-assessment of a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

^a Provider may speak an additional language other than English.

* $p < .001$, Southern CA < all other regions; Northern CA > all other regions.

** $p < .001$, Bay Area, Northern CA < Central CA, Southern CA.

*** $p < .001$, Bay Area, Northern CA < Central CA, Southern CA; Southern CA > Central CA.

**** $p < .001$, Bay Area > all other regions; Southern CA > Central CA.

Table 3.3. Reported Language Fluency of English- and Spanish-speaking Licensed Providers, by Number of Children Receiving Publicly Subsidized Child Care: Statewide

	Estimated percentage of licensed providers, by number of publicly subsidized children (SE)		
	None	1 or more	All providers
English*	63.7 (1.85)	51.6 (1.77)	57.2 (1.27)
Spanish***	6.3 (0.97)	16.5 (1.37)	11.8 (0.87)
English and Spanish***	17.9 (1.51)	25.7 (1.59)	22.2 (1.10)
English, plus an additional language other than Spanish*	12.1 (1.25)	6.2 (0.87)	8.8 (0.75)
Total	100.0	100.0	100.0
Number of providers	11,452	13,377	24,975

Note. Based on the self-assessment of a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

^a Provider may speak an additional language other than English.

* $p < .001$, One or more < none.

** $p < .001$, One or more > none.

Spanish than were providers who did not. (See Table 3.4.)

Tenure

Providers were asked how long they had been taking care of children in their homes on a *paid* basis; the average reported was 9.6 years. (See Table 3.6.) Tenure varied greatly, however; one-quarter of providers reported offering child care in their homes for three years

or less, and one-quarter reported offering care for 15 years or more. (See Table 3.5.) To some extent, providers' length of tenure reflected age: mean reported tenure for providers who were 29 or younger, for example, was 3.4 years, while mean reported tenure of providers 55 or older was 15.7 years. (See Table 3.6.)

Tenure varied by ethnicity. (See Table 3.6.) Latina providers, who were younger on average than providers of other

Table 3.4. *Reported Language Fluency of English- and Spanish-speaking Licensed Providers, by Number of Children with Special Needs: Statewide*

	Estimated percentage of licensed providers, by number of children with special needs (SE)		
	None	1 or more	All providers
English	56.0 (1.44)	61.7 (2.79)	57.2 (1.27)
Spanish ^{a*}	13.1 (1.01)	7.1 (1.58)	11.8 (0.87)
English and Spanish ^a	21.6 (1.23)	24.1 (2.49)	22.2 (1.10)
English, plus an additional language other than Spanish	9.3 (0.85)	7.2 (1.51)	8.8 (0.74)
<i>Total</i>	100.0	100.0	100.0
<i>Number of providers</i>	19,658	5,292	24,975

Note. Based on the self-assessment of a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

^a Provider may speak an additional language other than English.

**p* < .05, One or more < none.

Table 3.5. *Estimated Distribution of Licensed Providers, by Tenure: Statewide and by Region*

	Estimated percentage (SE)				
	Statewide	Regional			
		Northern CA	Bay Area	Central CA	Southern CA
3 years or less*	26.7 (1.14)	22.3 (2.09)	19.9 (2.01)	30.3 (2.30)	29.0 (1.87)
4 - 14 years	48.3 (1.29)	49.4 (2.51)	46.1 (2.50)	46.0 (2.50)	50.2 (2.07)
15 years or more**	24.9 (1.09)	28.3 (2.26)	34.0 (2.38)	23.7 (2.13)	20.8 (1.69)
<i>Total</i>	100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>	25,486	1,873	5,667	5,446	12,501

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

**p* < .001, Bay Area <Central CA, Southern CA.

***p* < .001, Bay Area >Central CA, Southern CA; Northern CA > Southern CA.

Table 3.6. Estimated Tenure of Licensed Providers, by Age and Ethnicity: Statewide and by Region

	Estimated mean years of tenure (SE)				
	Statewide	Regional			
		Northern CA	Bay Area	Central CA	Southern CA
All providers*	9.6 (0.21)	10.4 (0.41)	11.7 (0.45)	8.9 (0.40)	8.8 (0.32)
<i>Number of providers</i>	25,486	1,873	5,667	5,446	12,501
By age**					
29 years or younger	3.4 (0.25)	3.6 (0.39)	3.5 (0.59)	3.3 (0.43)	3.4 (0.41)
30-54 years	8.4 (0.20)	9.5 (0.39)	9.8 (0.44)	8.3 (0.40)	7.6 (0.31)
55 years or older	15.7 (0.57)	18.8 (1.22)	18.2 (0.99)	15.2 (1.38)	14.3 (0.84)
<i>Number of providers</i>	25,405	1,877	5,639	5,432	12,457
By ethnicity***					
White, Non-Hispanic	12.5 (0.33)	11.3 (0.49)	13.5 (0.66)	12.1 (0.65)	12.6 (0.64)
Latina	6.4 (0.29)	6.6 (0.81)	9.7 (0.92)	5.6 (0.46)	6.0 (0.38)
African American	8.2 (0.53)	4.5 (1.06)	9.5 (1.07)	6.3 (0.93)	8.0 (0.72)
Asian/Pacific Islander	9.3 (0.86)	7.7 (1.74)	8.5 (1.14)	5.9 (1.37)	10.5 (1.41)
American Indian or Alaskan Native	11.2 (1.99)	9.5 (1.60)	8.0 (4.96)	9.5 (3.64)	14.5 (3.57)
Multiethnic	9.6 (1.23)	9.7 (2.26)	11.7 (2.21)	9.9 (2.87)	8.1 (1.87)
<i>Number of providers</i>	24,924	1,849	5,567	5,364	12,146

Note: Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .05$, Bay Area > Central CA, Southern CA; Northern CA > Southern CA.

** $p < .05$, 29 years or younger < 31 - 54 years < 55 years or older (across all regions).

*** $p < .05$, Latina < all other ethnic backgrounds (statewide); White, Non-Hispanic > Latina, African American, Asian/Pacific Islander (statewide); White, Non-Hispanic > Latina, African American (across all regions).

Table 3.7. Estimated Tenure of Licensed Providers, by Licensed Capacity: Statewide and by Region

	Estimated mean years of tenure* (SE)				
	Statewide	Regional			
		Northern CA	Bay Area	Central CA	Southern CA
Small homes (licensed for 8 children)	8.2 (0.25)	9.3 (0.56)	9.7 (0.52)	7.5 (0.44)	7.6 (0.40)
Large homes (licensed for 14 children)	12.1 (0.34)	12.1 (0.56)	15.6 (0.75)	12.1 (0.78)	10.7 (0.49)
<i>Number of providers</i>	25,486	1,873	5,667	5,446	12,501

Note: Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .05$, Small homes < large homes (statewide and across all regions).

ethnicities, reported fewer years caring for children in their homes ($M=6.4$), and White, Non-Hispanic providers reported significantly more years ($M=12.5$) than did providers of other ethnic backgrounds. Latina providers were more likely to be younger ($M=44$ years, $SE=.45$) than African American ($M= 48$ years, $SE=.83$) or White, Non-Hispanic providers ($M=46$ years, $SE=.38$).

As shown in Table 3.6, the tenure of licensed providers varied across regions as well, in part a reflection of regional differences in age and ethnicity. Licensed providers in the Bay Area reported longer tenure ($M=11.7$ years) than their counterparts in Northern California ($M=10.4$ years), Central California ($M=8.9$ years) or Southern California ($M=8.8$ years).

Tenure among licensed providers also varied by licensed capacity. As a group, providers licensed to care for 14 children had been in business almost 50 percent longer than those licensed to care for eight. (See Table 3.7.) Statewide, providers licensed to serve eight children reported significantly fewer years offering child care ($M=8.2$ years) than did providers licensed to care for 14 children ($M=12.1$ years). We found a similar pattern within each region, with those licensed to care for fewer children reporting fewer years of tenure.

Six percent of providers in our sample had been taking care of children in their homes for 12 months or less, and they differed along several dimensions from those who had been caring for children for over a year. These newer providers were considerably more likely to be Latina (61 percent) than White, Non-Hispanic (27 percent) or African American (12 percent). Not unexpectedly, since Latina providers

Table 3.8. Licensed Provider Age and Number of Children Served, by Tenure: Statewide

	Estimated mean by tenure (SE)	
	12 months or less	Over 12 months
Number of children served*	5.1 (0.32)	7.6 (0.12)
Number of providers	1,613	23,813
Age of licensed provider*	40.9 (1.00)	46.0 (0.27)
Number of providers	1,580	23,777

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

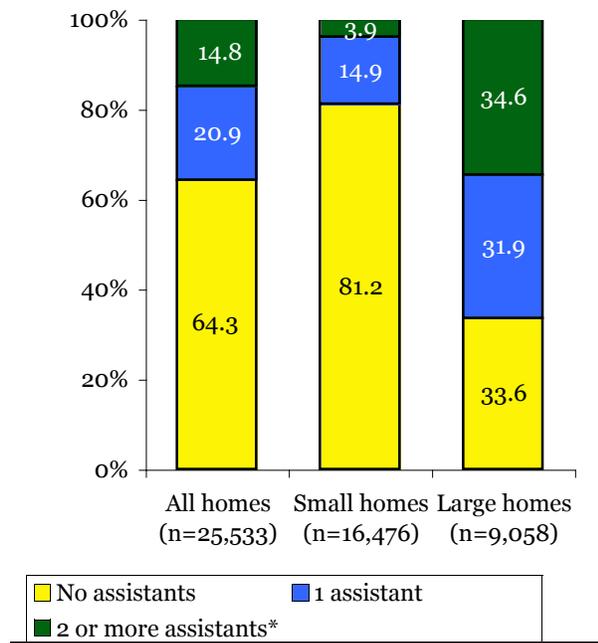
* $p < .05$, 12 months or less < over 12 months.

were younger on average, newcomers ($M=41$ years) were significantly younger on average than more tenured providers ($M=46$ years). (See Table 3.8.) As with the provider population as a whole, the majority of newcomers were over 30 years old. On average, these newer providers cared for significantly fewer children ($M=5.1$ children) than did their more experienced counterparts ($M=7.6$ children), in part perhaps because their businesses were new. (See Table 3.8.) Not surprisingly, given the size of their businesses, newer providers (17.0 percent) were significantly less likely than more tenured providers (37.0 percent) to employ paid assistants in caring for children.

Paid Assistants

Many providers involve other adults in their family child care businesses. Spouses, older children and other relatives may assist providers, often in an unpaid capacity. In addition, many providers employ paid assistants. Providers were asked how many assistant caregivers, if any, they *paid* to help them with the

Figure 3.8. *Estimated Percentage of Licensed Providers with Paid Assistants: Statewide and by Licensed Capacity*



Note: Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers. * $p < .001$, Large homes > small homes.

children in their care. As shown in Figure 3.8, nearly two-thirds of providers (64.3 percent) reported working without any paid assistants; approximately one-fifth (20.9 percent) reported paying one assistant; and 14.8 percent reported paying two or more assistants.

As would be expected because of required adult-child ratios, providers who were licensed to care for 14 children were significantly more likely to employ paid assistants than were those licensed to care for eight children. As shown in Figure 3.8, 18.8 percent of providers licensed to care for eight children reported employing one or more paid assistants, compared to about two-thirds (66.5 percent) of providers licensed to care for 14 children. Providers with a larger licensed capacity were also significantly more likely than other providers to employ more than one

paid assistant. Across the regions, the one statistically significant difference we found is that providers in Central California and the Bay Area were less likely than their counterparts in Southern California to employ paid assistants.

Size of the Licensed Family Child Care Workforce

Typically, the number of *active* licensed family child care providers, as verified by the California Child Care Resource and Referral Network, is used to determine the size of the licensed home-based provider workforce. A broader estimate of the size of the workforce would include paid assistants, however, since a sizeable number of providers employ them, yet prior to this study, no statewide data permitted a calculation of the number of family child care paid assistants employed throughout the state. Using these data, we estimate that between 16,000 and 21,000 paid assistants were employed in licensed family child care homes in 2005. (For a full discussion of how these estimates were calculated, see Appendix B). Added to the 37,366 active licensed providers from which our sample was drawn, we estimate that the entire licensed family child care workforce in 2005, including licensees and any paid assistants, totaled between 53,000 and 58,000. (See Table 3.9.)

What are the characteristics of children served by California’s licensed family child care providers?

In California, more than 50,000 licensed family child care providers and paid assistants care for approximately 250,000 children, mostly in mixed-age groups. Approximately 80 percent of the children cared for by licensed providers are not yet in kindergarten, and nearly one-half of them are age two or under. A little more than one-half of licensed providers report caring for at least one child who receives public child care assistance. Twenty percent of licensed providers report caring for at least one child with special needs.

As shown in Table 3.9, California’s licensed family child care workforce provided services in 2005 to an estimated 242,000 to 278,000 children and their families. (For a full discussion of how these estimates were calculated, see Appendix B.) Table 3.9 also presents a distribution by age group of the estimated numbers of children served. Approximately one-third of these children were preschoolers, ages three to five, and nearly one-half were two years old or younger.

Providers licensed to care for eight children comprised 64.5 percent of the estimated population of providers in the state; on average, they reported caring for 5.8 children across all age spans, of whom 4.5 children were age five or younger, not in kindergarten. Those licensed to care for 14 children reported caring for an average of 10.4 children across all age spans, including 8.4 children age 5 or younger who were not in kindergarten. (See Table 3.10.) On average, providers cared for fewer than the maximum number of children they were licensed to serve.

Because we did not ask providers why they typically cared for fewer than the permitted number of children, one can only speculate about the reasons for this gap between licensed capacity and enrollment. This finding, however, helps

Table 3.9. Estimated Number of Licensed Providers, Paid Assistants, and Children Served

	Total number	
	Low estimate*	High estimate*
Workforce		
Number of active providers	37,366	37,366
Number of paid assistants	16,184	20,735
Total family child care workforce (paid assistants plus active providers)	53,550	58,101
All children		
Under age 2	64,235	72,610
Age 2	54,012	60,565
Ages 3 to 5, not in kindergarten	72,334	86,100
Ages 5 or under, not in kindergarten	190,581	219,275
Ages 5 or older, in kindergarten	51,510	58,598
All ages	242,091	277,873
Children with special needs	10,263	13,015

* See Appendix B for a full discussion of the methodology used here. Licensed providers who had been in business for more years typically employed a greater number of assistants and cared for a greater number of children than those new to the field. The low estimate takes into account the tenure of individual providers, while the high estimate does not. If more than one name appeared on the license, only one provider was counted.

Table 3.10. *Estimated Mean Number of Children Served by Licensed Providers, by Age Group: Statewide and by Region (Includes All Providers)*

		Estimated mean number of children served (SE)				
		Statewide	Regional			
			Northern CA	Bay Area	Central CA	Southern CA
Under age 2	All	1.9 (0.04)	2.1 (0.08)	1.9 (0.07)	1.8 (0.07)	2.0 (0.07)
	Small****	1.7 (0.04)	1.9 (0.10)	1.7 (0.08)	1.6 (0.07)	1.6 (0.07)
	Large****	2.5 (0.08)	2.4 (0.14)	2.2 (0.13)	2.4 (0.15)	2.6 (0.13)
Age 2	All*	1.6 (0.05)	1.8 (0.10)	1.5 (0.08)	1.4 (0.08)	1.7 (0.08)
	Small****	1.2 (0.04)	1.4 (0.09)	1.2 (0.08)	1.2 (0.09)	1.2 (0.07)
	Large****	2.4 (0.10)	2.4 (0.19)	2.1 (0.18)	2.1 (0.15)	2.6 (0.17)
Ages 3-5, not yet in kindergarten	All**	2.3 (0.06)	3.1 (0.15)	2.3 (0.14)	2.3 (0.12)	2.2 (0.09)
	Small****	1.6 (0.05)	2.2 (0.14)	1.6 (0.10)	1.7 (0.09)	1.5 (0.08)
	Large****	3.5 (0.13)	4.5 (0.27)	3.7 (0.34)	3.7 (0.29)	3.2 (0.17)
Ages 5 and older	All***	1.6 (0.05)	2.0 (0.12)	1.4 (0.10)	1.6 (0.09)	1.5 (0.08)
	Small****	1.3 (0.05)	1.4 (0.11)	1.2 (0.10)	1.4 (0.10)	1.3 (0.09)
	Large****	2.0 (0.11)	3.0 (0.24)	1.9 (0.22)	2.1 (0.19)	1.9 (0.17)
Ages 5 or under, not in kindergarten	All**	5.9 (0.10)	7.0 (0.22)	5.7 (0.19)	5.6 (0.18)	5.9 (0.16)
	Small****	4.5 (0.09)	5.5 (0.20)	4.6 (0.16)	4.5 (0.16)	4.3 (0.14)
	Large****	8.4 (0.19)	9.3 (0.40)	8.1 (0.40)	8.1 (0.39)	8.4 (0.29)
All age spans	All**	7.4 (0.11)	9.1 (0.27)	7.2 (0.21)	7.2 (0.21)	7.4 (0.19)
	Small****	5.8 (0.10)	6.8 (0.23)	5.8 (0.18)	5.9 (0.18)	5.6 (0.16)
	Large****	10.4 (0.22)	12.3 (0.47)	9.9 (0.44)	10.2 (0.44)	10.3 (0.34)
Number of providers		25,534	1,877	5,710	5,446	12,501

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .05$, Northern CA > Bay Area, Central CA.

** $p < .05$, Northern CA > all other regions.

*** $p < .05$, Northern CA > Bay Area, Southern CA.

**** $p < .05$, Large > small (statewide and across all regions).

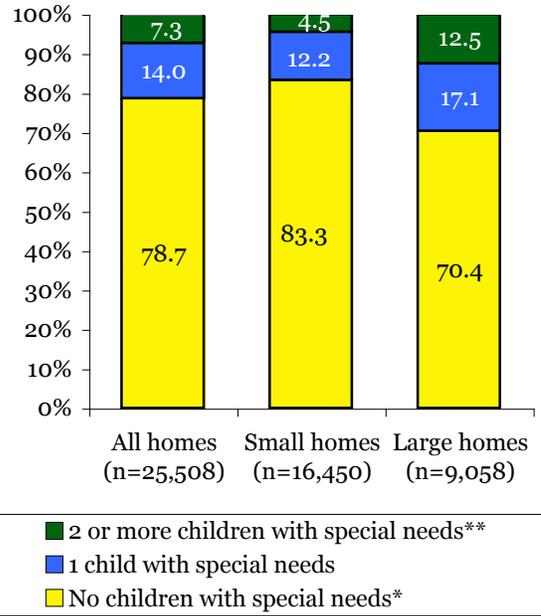
to explain why the estimated number of children *enrolled* in licensed family child care, as presented in this report, is lower than the estimated licensed *capacity* of homes in the state. Currently, the licensed capacity is 345,000 slots, based on the maximum numbers of children (eight or 14) for small and large licensed homes (California Child Care Resource & Referral Network, 2005.)

Licensed providers were asked about the number of children they served in various age groups. Providers reported a variety of configurations of the ages of children they served:

- approximately one-third (30.4 percent, SE=1.2) reported caring for children across the entire age span from infancy to school age;
- only 2.0 percent of providers (SE=0.3) cared exclusively for children ages three to five but not yet in kindergarten;
- many providers serving children ages three to five also served younger (27.6 percent, SE=1.1) and older children (50.3 percent, SE=1.3), but more than one-third (39.4 percent, SE=1.3) reported serving no children of kindergarten age or older;
- only 11.7 percent of providers (SE=.85) reported caring exclusively for children age two and younger; and
- only 2.1 percent (SE=.36) reported caring exclusively for children age five and older.

Each provider was asked how many children (if any) with disabilities, or with special emotional or physical needs, she served in her home. As a result, we estimate that 21.3 percent of California’s licensed family child care providers cared

Figure 3.9. *Estimated Percentage of Licensed Providers Serving Children with Special Needs: Statewide and by Licensed Capacity*



Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers. * $p < .001$, Small homes > large homes. ** $p < .001$, Small homes < large homes.

for such children.⁴ Providers licensed to serve eight children were less likely to report caring for at least one child with special needs (16.7 percent) than were those providers licensed to care for 14 children (29.6 percent). (See Figure 3.9.) Further, more providers who were licensed to operate a large home (12.5 percent) reported caring for two or more children with special needs than did those who were licensed to care for fewer children (4.5 percent). There were no significant differences by region among the percentage of providers reporting that

4 Interviewees were told, “By disabilities or special needs, we mean any child who is protected by the American with Disabilities Act (ADA).” If the provider asked for clarification, interviewers added, “This would include children who are considered at-risk of a developmental disability, or who may not have a specific diagnosis but whose behavior, development, and/or health affect their family’s ability to find and maintain services.”

they served at least one child with special needs.

Providers who reported serving at least one child with special needs were slightly younger ($M=44.1$ years, $SE=5.3$), on average, than those who served no children with special needs ($M=46.1$ years, $SE=3.0$). Providers who reported caring for at least one child with special needs were also more likely to have been in business for more than 12 months than were providers who did not report caring for such children. African American providers were more likely to care for one or more children with special needs compared with White, Non-Hispanic or Latina providers. Twenty-eight (27.9) percent of African American providers cared for at least one child with special needs compared with only 20.2 percent of White, Non-Hispanic and 19.2 percent of Latina providers. (See Table 3.12.)

Providers were also asked how many of the children they served, if any, received public child care assistance.⁵ We then calculated the percentage of subsidized children cared for by licensed family child care providers in order to assess the extent to which government dollars contribute to providers' businesses. Among providers who served children receiving public child care assistance, 62.6 percent reported that 50 percent or less

of the children enrolled in their homes received such assistance ($SE=1.7$). Among all providers, including those who did not care for any children receiving public assistance as well as those who cared for at least one child receiving it, nine percent reported that three-quarters or more of the children enrolled in their programs received assistance.

We found regional differences with respect to caring for children who received public child care assistance. Only 38.1 percent of providers operating homes in the Bay Area reported caring for at least one child receiving public subsidy, compared to 57.1 percent in Southern California, 58.7 percent in Central California, and 64.6 percent in Northern California. (See Figure 3.10.) These differences do not necessarily indicate that a smaller proportion of eligible children receive subsidies in the Bay Area; rather, it is likely a reflection of the different distribution of child care supply in various parts of the state along with the proportion of children who qualify for subsidy. Compared to other regions of California, the Bay Area has relatively fewer licensed homes and more licensed centers, many of which contract with the California Department of Education to serve children of low-income families: 32.5 percent of licensed child care capacity occurs in homes in the Bay Area, compared to 40.8 percent in Northern California, 44.0 percent in Central California, and 34.7 percent in Southern California (California Child Care Resource and Referral Network, 2005).

⁵ Government subsidies in California come through CalWORKs and Alternative Payment program funding.

Providers were also asked if they held a contract with the Head Start, Early Head Start, or Migrant Head Start programs, which provide subsidized services to children of low-income families. In contrast to the percentage of providers serving children receiving other forms of public child care assistance, only seven percent of providers reported providing services to children in their homes through any type of Head Start program. Because of the small number of providers offering Head Start services, we did not conduct any comparative analyses. In addition, some family child care providers also serve children through a contract with the California Department of Education, although this was not tracked in the survey.

Table 3.11. Comparison of Licensed Providers Serving Children with Special Needs, by Licensed Capacity and Tenure: Statewide

		Estimated percentage of licensed providers, by number of children with special needs (SE)		
		None	1 or more	All providers
By licensed capacity	Small homes*	68.3 (1.35)	50.6 (2.79)	64.5 (1.22)
	Large homes	31.7 (1.35)	49.4 (2.79)	35.5 (1.22)
<i>Total</i>		100.0	100.0	100.0
<i>Number of providers</i>		20,076	5,432	25,534
By tenure	12 months or less	7.1 (0.76)	3.4 (1.00)	6.3 (0.63)
	Over 12 months**	92.9 (0.76)	96.6 (1.00)	93.7 (0.63)
<i>Total</i>		100.0	100.0	100.0
<i>Number of providers</i>		20,029	5,432	25,486

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .001$, None > one or more.

** $p < .05$, One or more > none.

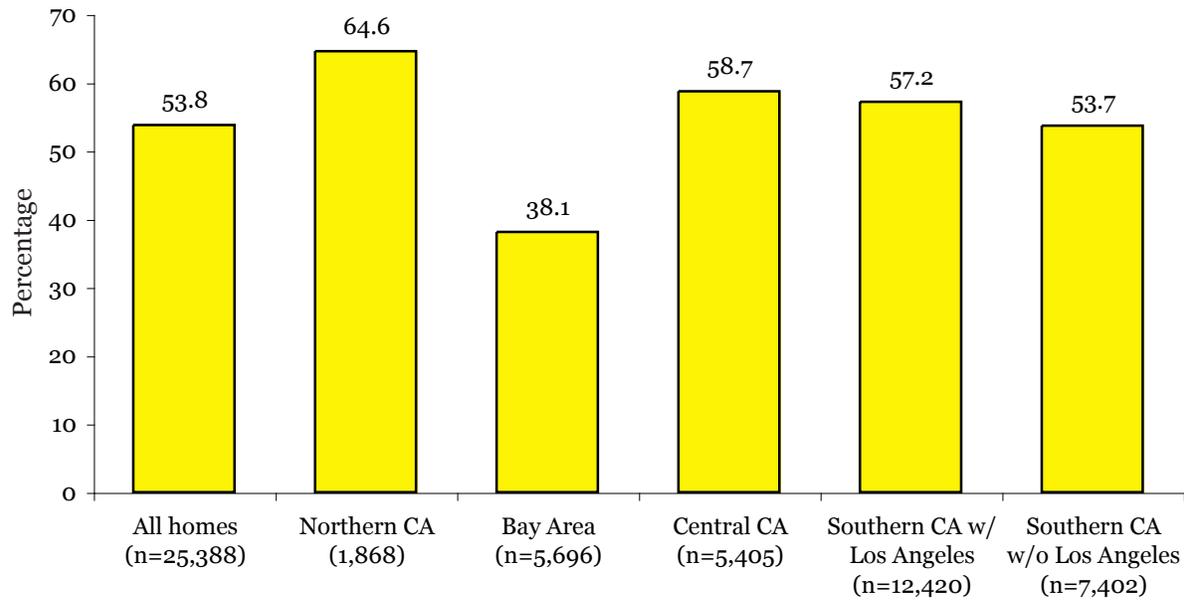
Table 3.12. Comparison of Licensed Providers Serving Children with Special Needs, by Ethnicity: Statewide

	Estimated percentage of licensed providers, by number of children with special needs (SE)			
	None	1 or more	Total	Number of providers
White, Non-Hispanic*	79.8 (1.50)	20.2 (1.50)	100.0	10,430
Latina*	80.8 (1.83)	19.2 (1.83)	100.0	8,604
African American*	72.1 (3.23)	27.9 (3.23)	100.0	3,621
Asian/Pacific Islander	85.4 (4.11)	14.6 (4.11)	100.0	1,306
American Indian or Alaskan Native	69.9 (10.87)	30.1 (10.87)	100.0	216
Multiethnic	66.5 (7.22)	33.5 (7.22)	100.0	721
All providers	78.9 (1.06)	21.1 (1.06)	100.0	24,898

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .001$, African American > White, Non-Hispanic, Latina (1 or more).

Figure 3.10. Estimated Percentage of Licensed Providers Serving One or More Publicly Subsidized Children: Statewide and by Region



Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.
* $p < .001$, Bay Area < all other regions, Southern CA without Los Angeles < Northern CA.

What is the level of educational attainment and early childhood development-related training among licensed family child care providers?

Compared to California's overall female population, licensed family child care providers are more likely to have attended college and/or completed a two-year college degree. At either end of the educational spectrum, they are less likely to have completed high school only, or to have obtained a four-year or higher college degree.

Slightly more than one-quarter of providers have obtained a two-year, four-year or graduate degree, typically not related to early childhood development. Approximately one-half of all providers report having completed at least one college credit related to early childhood development, and two-thirds report participating in non-credit training related to that subject. Approximately one-half of paid assistants have participated in some early childhood-related non-credit training or college courses.

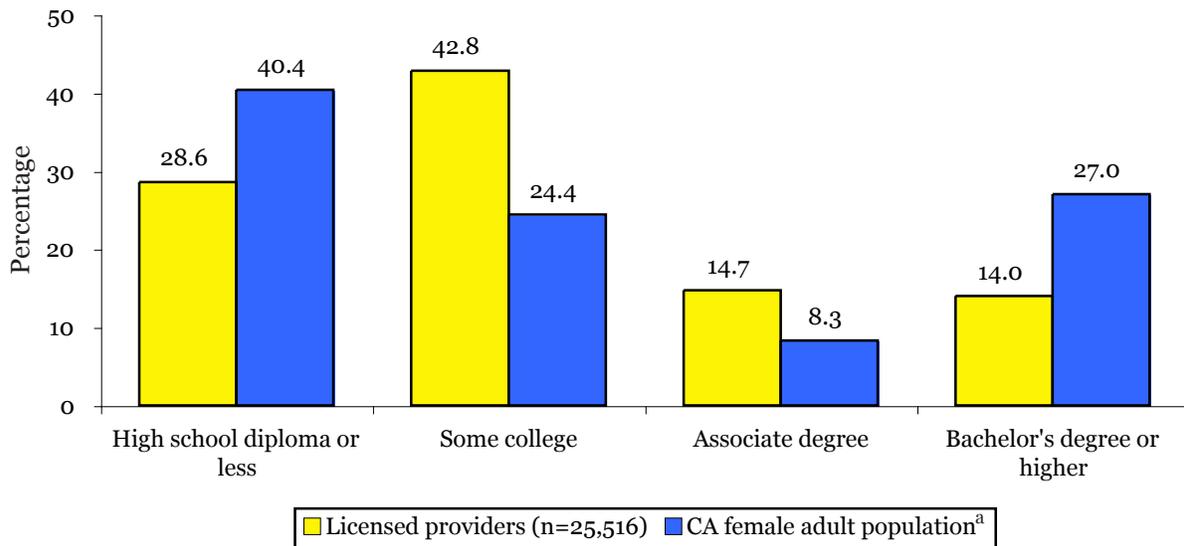
Research has indicated that the presence of better-trained adults enhances the quality of child care services for children (Whitebook & Sakai, 2004; Shonkoff & Phillips, 2000). Because of the critical role that providers' skill and knowledge play in promoting children's optimal development, considerable effort and investment have been devoted to encouraging and supporting providers to pursue professional development through CARES and other programs. With the movement toward publicly funded preschool services, there is also an increased need to assess the size of the task of recruiting and preparing a sufficient number of teachers who meet higher educational and training standards – i.e., a bachelor's (BA) degree and early childhood certification. While not all preschool teachers will be drawn from the current early care and education workforce, many no doubt will come from its ranks. Although many states operate publicly funded preschools exclusively in center-based programs, California communities are attempting to include licensed family child care providers in the delivery of new publicly funded preschool

services. The educational and training background of licensed family child care providers therefore becomes an important factor in planning the level of resources needed to ensure a well-prepared preschool workforce.

Overall Educational Attainment of Family Child Care Providers

As is true nationally (Herzenberg, Price & Bradley, 2005), family child care providers in California typically have completed some college credits, and are more likely than the average adult woman in the state to have done so. As shown in Figure 3.11, 71.5 percent of licensed providers reported completing some college-level work, compared to 59.7 percent of adult women in California. Providers reported a higher completion rate for an associate (AA) degree (14.7 percent) than is true for the average adult female in the state (8.3 percent). Providers' completion rate for BA or higher degrees, however (14.0 percent), was approximately one-half that of women in the state as a whole (27.0 percent). Only two percent of providers

Figure 3.11. *Estimated Educational Attainment of Licensed Providers Compared to the California Female Adult Population:^a Statewide*



Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.
^a US Census Bureau (2000a).

reported completing a graduate degree beyond the BA. Nearly one-third of licensed providers with a BA or higher degree⁶ (30.3 percent) reported having obtained it through a foreign institution.

Education, Training and Certification Related to Early Childhood Development

Research findings on the contribution of education and training to provider competence and sensitivity suggest that formal higher education with a specific focus in early care and education leads to more effective care and teaching with children (Barnett, 2003; Whitebook, 2003; Zaslow & Martinez-Beck, 2005). Thus, another important aspect of professional preparation is the extent to which providers have received training, completed coursework, or participated in activities specifically focused on issues

related to early childhood development.⁷ To acquire a picture of the professional preparation of providers, we asked providers whether they:

1. had completed a two-year or four-year degree related to early childhood development;
2. had taken college courses related to early childhood development;
3. had participated in non-credit training related to early childhood development, and the extent of such training; and/or
4. had participated in a professional development program or obtained a professional credential.

1) Degrees Related to Early Childhood Development

We examined the percentage of

⁶ Only 1.2 percent of all providers with a foreign degree had earned a graduate degree.

⁷ “Early Childhood Development-related” was defined as courses in early childhood education, child development or psychology.

providers with AA and BA degrees who had obtained a degree related to early childhood development, and whether those with a BA or AA degree were more likely to have completed such a degree.

Overall, just 28.7 percent of all providers had completed an AA or BA degree or higher. Among those who had completed a degree, 33.5 percent reported that their highest degree was related to early childhood development. Slightly more than one-quarter of providers with a BA or higher degree (27.8 percent, SE=3.1) and 39.2 percent of providers with an AA degree (SE=3.3) had obtained a degree with an early childhood focus.

2) College Credits Related to Early Childhood Development

We examined the percentage of providers who reported having completed at least one college credit in early childhood education. Over three-quarters of providers with education beyond high school (78.4 percent, SE=1.2) reported having completed at least one college credit in early childhood education, child development or psychology. Providers who reported their highest level of education as high school or less were not included in these calculations. However, when they are included, the proportion of all providers who have completed at least one college credit related to early childhood development falls to 56.2 percent (SE=1.3).

We next examined differences in the percentage of providers, at varying levels of college attainment (some college, or an AA or BA degree), who had completed some early childhood development-related college coursework. We also looked at differences in the amount of such coursework that providers at

different levels of college attainment had completed.

We identified two different patterns. On the one hand, those who had completed either an AA or a BA degree were less likely to have completed any courses related to early childhood development than were those who had only completed some college but not a degree. On the other hand, those who had completed either an AA or a BA degree reported completing, on average, more than twice as many college credits in early childhood development as those for whom “some college” was their highest level of educational attainment. As shown in Table 3.13, more than one-half of providers (54.8 percent) who had attended some college but had not completed a degree reported having taken at least one college credit related to early childhood, compared to 22.6 percent of providers who had completed an AA and 22.7 percent of providers who had completed a BA or higher degree. However, the mean number of college credits related to early childhood development was 24.5 units for providers with an AA degree and 26.5 units for those who had obtained a BA degree, compared to 10.7 units among those who had attended some college classes but had not completed a degree. (See Figure 3.12.)

3) Non-Credit Training Related to Early Childhood Development

We examined the overall percentage of providers who reported having *ever* participated in any non-credit training related to early childhood development. Over two-thirds (67.5 percent) had done so. Next, we examined the percentage of providers at different levels of educational attainment who reported having *ever* participated in such non-credit training.

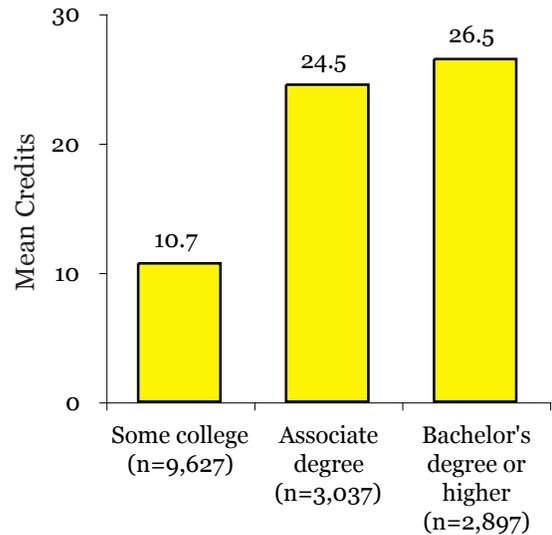
Table 3.13. Estimated Percentage of Licensed Providers Reporting Completion of College Credits Related to Early Care and Education, by Educational Level: Statewide

	Estimated percentage of licensed providers, by number of credits in early care and education (SE)		
	None	1 or more	All providers
Some college*	78.3 (2.71)	54.8 (1.70)	59.8 (1.5)
Associate degree*	13.3 (2.19)	22.6 (1.41)	20.6 (1.2)
Bachelor's degree or higher*	8.4 (1.88)	22.7 (1.44)	19.6 (1.2)
Total	100.0	100.0	100.0
Number of providers	3,929	14,270	18,199

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

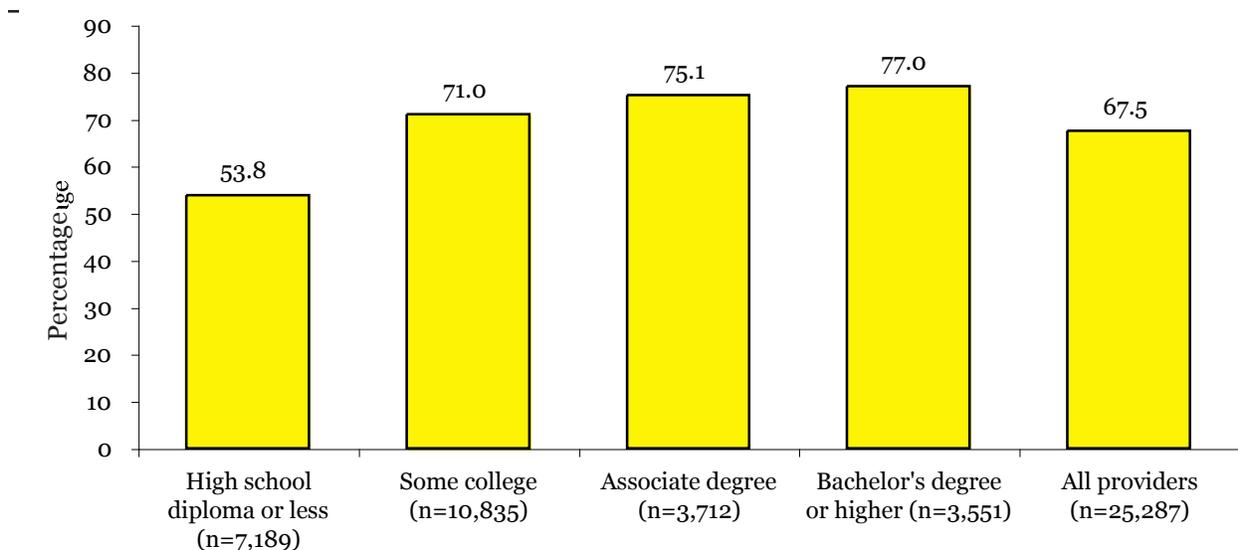
* $p < .001$, Some college > Associate degree, Bachelor's degree or higher.

Figure 3.12. Estimated Mean Number of Credits Among Licensed Providers Reporting Completion of College Credits Related to Early Care and Education, by Educational Level: Statewide



Note: Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers. * $p < .05$, Some college < Associate degree, Bachelor's degree.

Figure 3.13. Estimated Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Early Care and Education, by Educational Level: Statewide



Note: Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .05$, High school diploma or less < some college, Associate degree, Bachelor's degree.

Participation was most common among providers who had attended college. As shown in Figure 3.13, approximately one-half (53.8 percent) who reported high school or less as their highest level of education had participated in non-credit training, compared to approximately three-quarters of providers with varying college backgrounds.

Next, we examined how many providers had participated in non-credit training *during the last 12 months*, the amount of such training, and whether this amount varied by level of educational attainment. One-half of all providers (50.0 percent, SE=1.3) had participated in non-credit training related to early childhood development during the last 12 months. Providers who reported high school or less as their highest level of education were less likely to have participated in such non-credit training during the last 12 months than providers with higher levels of educational attainment. Providers reported participating, on average, in 28.0 hours of training during the last 12 months (SE=1.14). There were no differences among providers by level of educational attainment in the number of hours of non-credit early childhood development training completed in the previous year.

4) Provider Participation in Professional Development Activities or Certification

Another measure of providers' professional preparation is their involvement with professional development activities or certification processes. We asked providers about their involvement with four professional programs:

1. whether they had heard of or participated in a CARES program, if

- one operated in their county;
2. whether they were accredited by the National Association for Family Child Care (NAFCC);
3. whether they held a Child Development Permit issued by the California Commission on Teacher Credentialing; and
4. whether they held a teacher credential issued by the California Commission on Teacher Credentialing and/or by an equivalent agency in another state.

We lack confidence, however, about the reliability of many of these particular findings, because the responses to some questions were disproportionate to the actual number of known program participants. Our estimate of provider participation in local CARES programs, based on provider reports, for example, exceeds the enrolled number of family child care providers in these programs. Similarly, our estimate of provider participation in NAFCC accreditation, based on providers' reports, exceeds the number of NAFCC-accredited providers in California indicated in NAFCC records. In addition, respondents reporting that they possessed a Child Development Permit included some who had not taken any college credit-bearing courses, even though these are required for obtaining an entry-level permit, again rendering the responses questionable. Other studies and program administrators have noted this phenomenon in the field, in which providers and other early childhood staff report participation in various programs or achievement of a particular status that does not reflect administrative records (Whitebook & Sakai, 2004). This may be due to confusion about the various names of professional development-related programs.

A teaching credential requires the holder to have completed a BA degree at a minimum, and typically the equivalent of a fifth year of college coursework. We asked those providers who had completed a BA or higher degree whether they held a teaching credential issued by the State of California or by another state. Among the 14.0 percent of providers (SE=2.4) who had completed a BA or higher degree, 13.9 percent (SE=2.4) reported holding a California teaching credential and 5.9 percent (SE=1.6) reported holding a credential from another state. Based on these findings, we estimate that only 1.9 percent (SE=0.3) of all providers in the state (including those with BA degrees, as well as those with lower levels of educational attainment) hold a California public school teaching credential.

Professional Preparation of Family Child Care Paid Assistants

To further explore the educational background of adults in licensed family child care homes, we examined two issues:

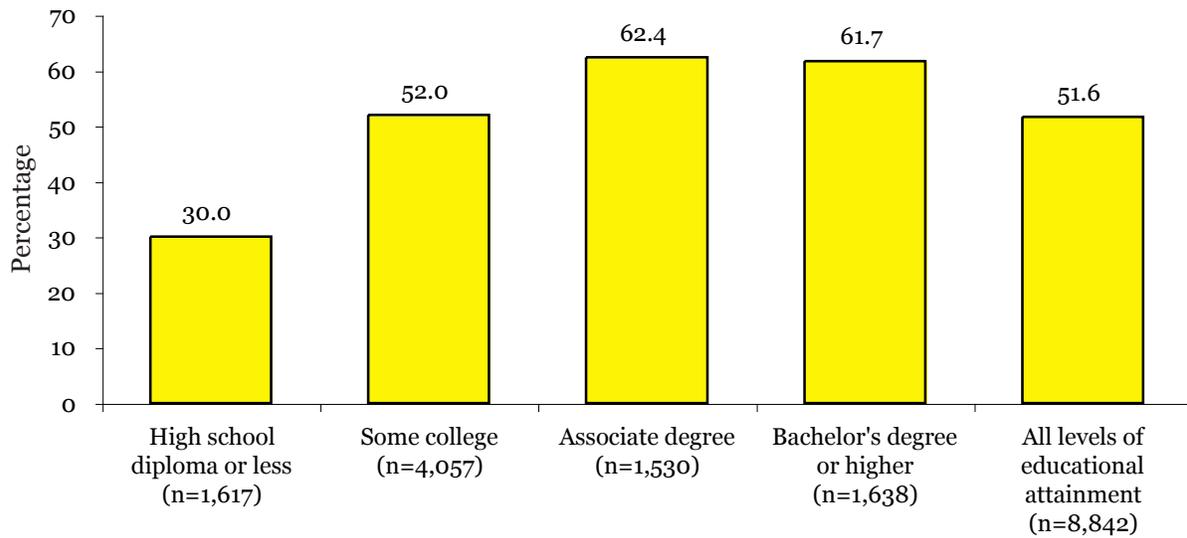
1. the extent to which providers were working with paid assistants who had received some training or education related to early childhood development, and
2. whether providers who employed better-trained and/or educated paid assistants had themselves completed more education and training.

To explore the extent to which providers were working with paid assistants with some training or education related to early childhood development, we examined what percentage of providers reported that their paid assistants had earned college credits or participated in non-credit training. Providers reported

that, on average, 42.1 percent (SE= 2.0) of their paid assistants had earned college credits, and 51.2 percent (SE=2.0) had received non-credit training related to early childhood development. Nearly one-half (48.5 percent, SE=2.2) of providers with paid assistants reported that *none* of their paid assistants had earned such college credits, and 40.9 percent (SE=2.2) reported that *none* of their paid assistants had received non-credit training in this field. Approximately one-third (32.8 percent, SE=2.1) of providers reported that *all* of their paid assistants had received college credits related to early childhood development, and 43.1 percent (SE=2.2) reported that *all* of their paid assistants had participated in non-credit training.

To explore whether providers who employed better-trained and/or educated paid assistants had themselves completed more education and training, we calculated the percentage of providers who reported that *at least one* paid assistant in their employ had participated in education or training related to the care of young children, and compared these rates across educational levels. We found that providers who themselves were better educated and trained were also more likely to employ paid assistants with more training and education. As shown in Figure 3.14, providers whose highest level of education was high school or less were approximately one-half as likely to employ at least one paid assistant with college credits related to early childhood development as were providers who had completed an AA or BA degree. Providers who themselves had completed more non-credit early childhood-related training were also more likely to employ at least one paid assistant who had completed college credits in this field.

Figure 3.14. *Estimated Percentage of Licensed Providers who Employed At Least One Paid Assistant with College Credits, by Provider Education: Statewide*



Note: Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.
* $p < .05$, High school diploma or less < Some college, Associate degree, Bachelor's degree.

How do levels of overall educational attainment, and of training related to early childhood development, vary among licensed family child care providers?

Levels of education among family child care providers vary by region and generally follow the patterns of variation in educational attainment among all adults in the state, with those in the Bay Area and Northern California reporting higher levels. Providers licensed to care for 14 children also report higher levels of educational attainment than those licensed to care for eight children. Providers caring for children ages two to five do not vary in their education or early childhood training from those who care exclusively for younger or older children. Providers caring for at least one subsidized child are no more likely to have attained higher levels of education than providers who do not care for any subsidized children, but providers caring for at least one subsidized child are more likely to have participated in non-credit training related to early childhood development.

Latina providers, on average, have completed less formal education than White, Non-Hispanic, African American or Asian/Pacific Islander providers, but among degree holders, Latina providers are more likely than White, Non-Hispanic providers to have a degree related to early childhood development. Providers who have obtained a BA or higher degree are more likely to speak English, as well as another language besides Spanish, than providers with less education, while providers with a high school degree or less are more likely to report speaking Spanish and/or Spanish and English. Spanish-speaking providers with a BA or higher degree, however, are more likely to hold a degree related to early childhood development than non-Spanish-speaking providers with degrees.

Regardless of educational level, the average family child care provider is in her mid-forties.

In the previous section, we described the educational attainment and specific early childhood-related training for licensed family child care providers in California as a whole. In this section, we explore differences among providers along these dimensions based on:

- the regions in which they reside,
- the licensed capacity of their homes,
- the ages of children with whom they work,
- whether they receive public dollars to care for children of low-income families, and
- such provider demographic

characteristics as age, ethnicity and language background.

Overall Educational Attainment, by Region

Previous research in California has identified variations at the county level in educational attainment among licensed family child care providers (Whitebook et al., 2004). This study has identified such

variations at the *regional* level.⁸ We posed two questions with respect to regional variation in educational attainment:

1. Are patterns of educational attainment among providers within the various regions similar to the statewide pattern?
2. Within regions, are patterns of educational attainment among providers similar to the patterns found among the region’s overall female adult population?

We examined whether the pattern identified for the state as a whole – namely, that providers were more likely than other adult women in the state to have attended college and/or completed a two-year college degree, and were less likely to have completed only high school or to have obtained a four-year or higher college degree – held at the regional level. Across regions, as shown in Table 3.14, the ratios of statewide educational attainment among providers and the female adult population were generally consistent with the pattern for the state as a whole.

Levels of educational attainment varied by region and generally follow the patterns of variation in educational attainment by region among all women in the state, as shown in Figure 3.15. Providers in the Bay Area, on average, were more likely to have obtained four-year degrees or more (18.0 percent) than their counterparts in Central California (9.5 percent), and were less likely to report that high school or less was their highest level of education (20.5 percent) than providers in Central (29.6 percent) or Southern California (32.9 percent). This same pattern held for adult females in the state as a whole: those residing in the Bay Area were more likely to have obtained a four-year or higher degree than those residing in Central California. Central and Southern California adult females were more likely than Bay Area women to report high school as their highest level of education. Providers in Southern California (32.9 percent) were more likely than providers in Northern California (21.5 percent) to report high school or less as their highest level of education. Similarly, women in Northern California reported overall higher levels of education than those residing in Southern California. No other statistically significant differences were found among regions.

⁸ Within regions, county variations may also exist, but this study does not include county-level profiles. County-level studies are available for Alameda, Los Angeles, Marin, Merced, Mono, Sacramento, San Francisco, Santa Barbara, and Santa Clara Counties at <http://www.ccfca.gov>.

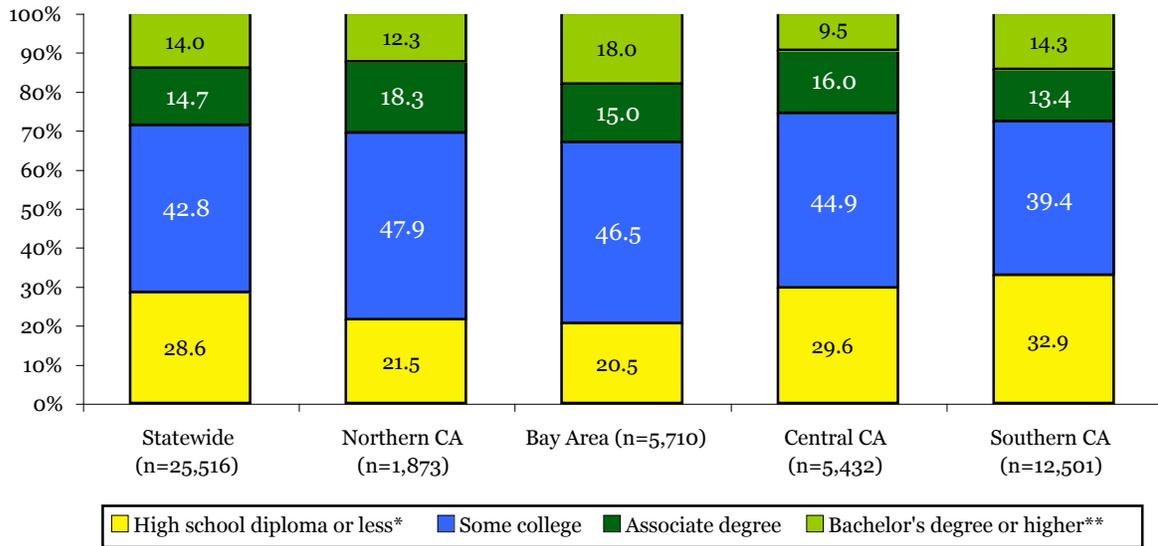
Table 3.14. Ratio of Educational Attainment of Licensed Providers to the California Female Adult Population:^a Statewide and by Region

	Estimated ratio				
	Statewide	Regional			
		Northern CA	Bay Area	Central CA	Southern CA
High school diploma or less	0.71	0.60	0.69	0.64	0.76
Some college	1.75	1.54	2.01	1.70	1.66
Associate degree	1.77	1.79	1.78	1.88	1.69
Bachelor's degree or higher	0.52	0.55	0.46	0.52	0.57

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

^a US Census Bureau (2000).

Figure 3.15. *Estimated Educational Attainment of Licensed Providers: Statewide and by Region*

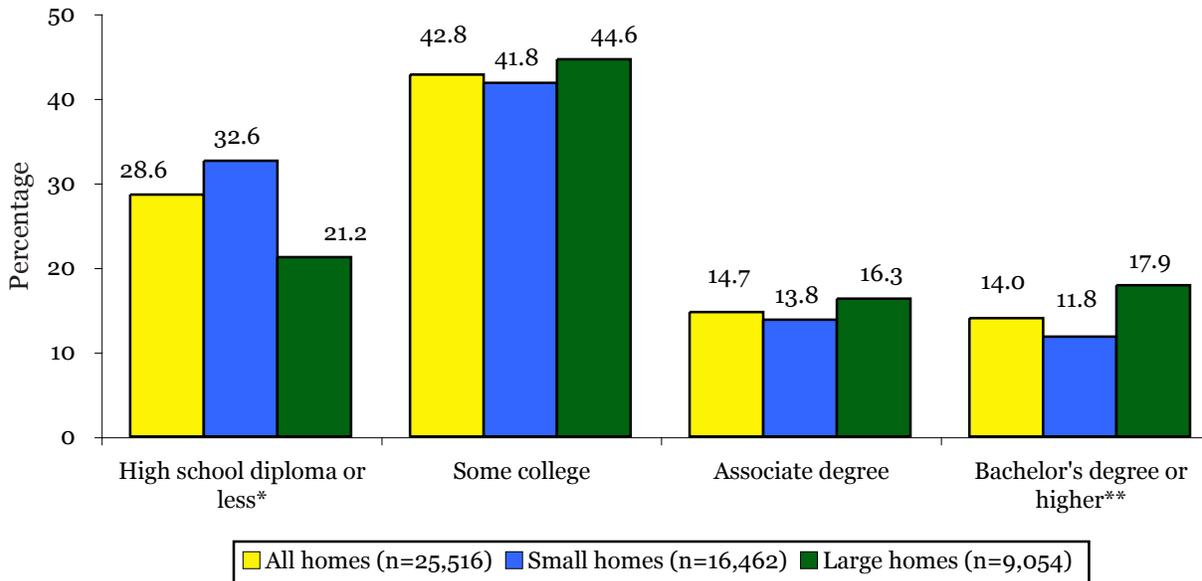


Note: Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .001$, Bay Area < Central, Southern CA; Northern CA < Southern CA.

** $p < .001$, Bay Area > Central.

Figure 3.16. *Estimated Educational Attainment of Licensed Providers: Statewide and by Licensed Capacity*



Note: Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .001$, Small homes > large homes.

** $p < .001$, Small homes < large homes.

Overall Educational Attainment, by Licensed Capacity

We explored whether providers licensed to care for larger or smaller groups of children varied from each other with respect to their level of education. We identified significant differences in this regard. As shown in Figure 3.16, providers licensed to care for eight children were more likely to report high school or less, and less likely to report a BA, as their highest level of educational attainment than were providers licensed to care for 14 children.

Next, we explored whether there was a different proportion of providers, at each education level, licensed to care for larger or smaller groups. We found that providers licensed to care for 14 children were more likely to have earned BA degrees (17.9 percent) than providers licensed to care for eight children (11.8 percent). Providers licensed to care for 14 children were also less likely to report their highest level of education as a high school diploma or less (21.2 percent) than providers licensed to care for eight children (32.6 percent).

Overall Educational Attainment, by Ages of Children Served

Because of proposed increases in qualifications for teachers or providers working in publicly funded preschool programs targeting four-year-old children, there is considerable interest in whether providers who currently work with preschoolers differ in educational attainment from those working with younger children. We examined whether providers who served children between three and five years of age, whether exclusively or with other children, differed as a group with respect to educational

attainment from those who worked exclusively with younger or older children.

As noted earlier in this report, however, there were few family child care providers in the sample who served children of one age group exclusively. Overall, most providers served a mixed age of children, and most groupings included children between the ages of three and five. Only 2.0 percent of providers (SE=0.3) cared exclusively for children between the ages of three and five; overall, 77.9 percent (SE=1.1) cared for children ages three to five, usually with children from another age range as well. We found no differences in educational level among providers serving children of different ages.

Overall Educational Attainment, and Early Childhood-Related Training, by Number of Children Receiving Government Subsidy

Research suggests that children of low-income families derive greater benefit from higher-quality early care and education programs than do children of middle- and upper-income families (Helburn, 1995). Studies have found programs rated higher in quality to be staffed by teachers and providers with higher levels of education, and with training specifically focused on early childhood (Helburn, 1995; Galinsky, Howes, Kontos & Shinn, 1994; Whitebook, Howes & Phillips, 1990; Whitebook & Sakai, 1995).

In California, however, licensed providers receiving subsidies through vouchers to care for children of low-income families are not required to meet higher educational or training standards than providers not receiving subsidies. Reflecting these current standards, we

found that overall educational attainment, or the likelihood of completion of a college degree related to early childhood development, did not vary between providers who reported caring for at least one child receiving public child care assistance and those who did not care for any children receiving subsidies. (See Table 3.15.)

We also examined whether providers' completion of college credits and/or participation in non-credit training related to early childhood development varied between providers caring for at least one subsidized child and those not caring for any children receiving public child care assistance. We found that providers caring for one or more subsidized children were no more likely to have completed college credits related to early childhood development than were those caring for no subsidized children.

Providers caring for one or more subsidized children, however, were more likely to have participated in non-credit training related to early childhood development than were providers who did not receive some public dollars for their services. Approximately two-thirds of all providers (67.5 percent) reported having *ever* participated in non-credit early childhood training; those providers who reported caring for at least one child receiving public child care subsidy (72.2 percent) were more likely to have taken such training than those not caring for such children (62.0 percent). Those caring for at least one child receiving subsidy were also more likely to have completed some non-credit hours related to early childhood development *in the last 12 months* (56.8 percent) than were those who did not report caring for any such children (41.5 percent). (See Table 3.16.)

In addition, among providers who had participated in non-credit early childhood training in the last 12 months, those who cared for at least one subsidized child had completed, on average, more hours of training (24.7 hours, SE=1.3) than had those who did not care for such children (14.9 hours, SE=1.2).

Overall Educational Attainment, and Early Childhood-Related Training, by Provider Demographic Characteristics

Among providers with different levels of education and specific early childhood-related training, we examined such characteristics as:

- age and tenure,
- ethnicity, and
- language background.

1) Overall Educational Attainment, by Age and Tenure

With respect to average age, we found no significant differences statewide among groups of providers who reported different educational backgrounds. On average, providers were in their mid-forties, whether they had completed a college degree, taken some college courses, or reported their highest level of education as high school or less.⁹ Across educational levels approximately one-quarter of providers were 55 years of age or older. Likewise, providers' tenure in caring for children in their homes for pay did not vary by educational level. There were no differences among providers with or without a degree focused on early childhood development with respect to

⁹ On average, those who had completed a graduate degree were 49 years old, with an average tenure in the field of 8.8 years. Only 8.1 percent had been in the field for 12 months or less.

Table 3.15. Estimated Educational Attainment of Licensed Providers, by Number of Children Receiving Publicly Subsidized Child Care: Statewide

	Estimated percentage of licensed providers, by number of publicly subsidized children (SE)		
	None	1 or more	All providers
High school diploma or less	28.2 (1.72)	28.8 (1.62)	28.5 (1.17)
Some college	40.5 (1.84)	45.0 (1.76)	42.9 (1.27)
Associate degree	15.7 (1.35)	13.8 (1.19)	14.7 (0.89)
Bachelor's degree or higher	15.7 (1.36)	12.4 (1.20)	13.9 (0.90)
<i>Total</i>	100.0	100.0	100.0
<i>Number of Providers</i>	11,742	13,628	25,370

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

Table 3.16. Estimated Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Early Care and Education, by Number of Publicly Subsidized Children Served: Statewide

		Estimated percentage of licensed providers, by number of publicly subsidized children (SE)		
		None	1 or more	All providers
Ever participated in non-credit training*	No non-credit training	38.0 (1.84)	27.8 (1.59)	32.5 (1.21)
	1 or more hours	62.0 (1.84)	72.2 (1.59)	67.5 (1.21)
	<i>Total</i>	100.0	100.0	100.0
<i>Number of providers</i>		11,582	13,563	25,145
Participated in non-credit training in last 12 months*	No non-credit training	58.5 (1.88)	43.2 (1.77)	50.3 (1.30)
	1 or more hours	41.5 (1.88)	56.8 (1.77)	49.7 (1.30)
	<i>Total</i>	100.0	100.0	100.0
<i>Number of providers</i>		11,454	13,358	24,812

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .001$, 1 or more > none (1 or more hours).

age and tenure.

2) Overall Educational Attainment, by Ethnicity

We examined provider ethnicity and educational background along three dimensions:

- the ethnic distribution of providers *across* different levels of formal education;
- the distribution of educational attainment *within* various ethnic groups, and
- the ethnic distribution of providers at different levels of education, compared to that of California's adult population.

Combined, these analyses provide a picture of how well providers of various ethnic groups are represented at different educational levels, how this distribution reflects general trends in the population, and where direct supports and incentives might be directed toward particular ethnic groups in order to boost their educational attainment.

The ethnic distribution of providers varied across levels of educational attainment, as shown in Figure 3.17. White, Non-Hispanic providers comprised 41.9 percent of all providers, but they comprised only 26.8 percent of providers who had completed high school or less, and approximately one-half of providers who had completed some college (46.5 percent) or a college degree (AA degree, 53.0 percent; BA degree, 47.0 percent). Latinas comprised 34.6 percent of all providers, but 59.2 percent of those whose highest level of education was high school, and only 14.7 percent of providers who had completed a BA degree or higher. African American providers comprised 14.5 percent of all providers, but only 8.3

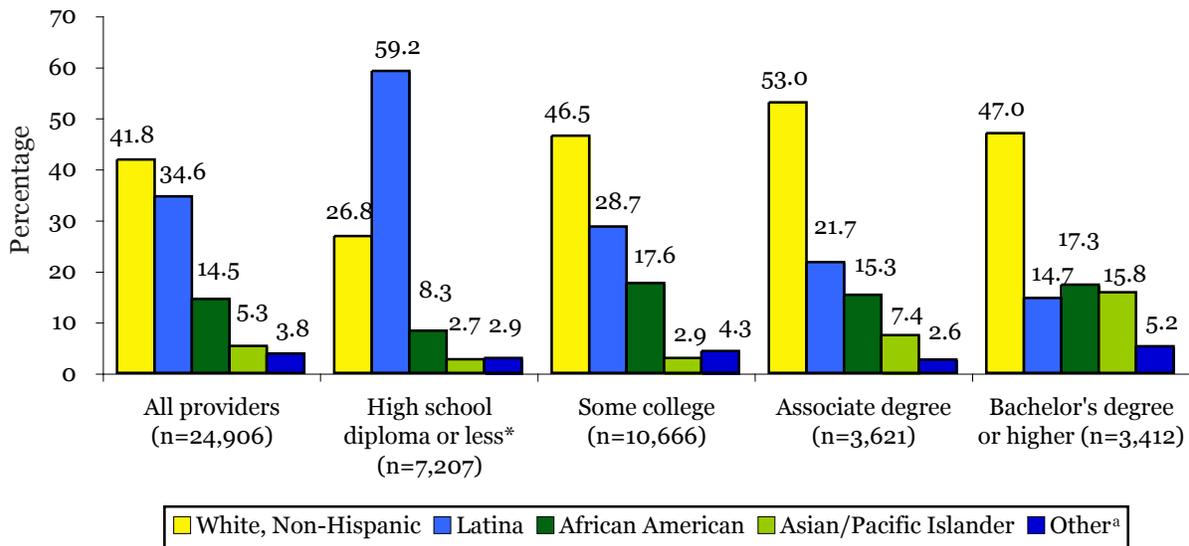
percent of those who had completed high school or less, as shown in Figure 3.17.

Although Asian/Pacific Islanders constituted only 5.3 percent of all providers, they comprised 15.8 percent of those who reported a BA or higher degree as their highest level of educational attainment. It is important to note, however, that Asian/Pacific Islanders who speak a language other than English or Spanish may be underrepresented in this study, and thus these findings should be viewed with caution.

Approximately 39.4 percent of those who had completed a graduate degree were White, Non-Hispanic, 23.2 percent were Latina, 20.8 percent were African American, and 8.8 percent were Asian/Pacific Islander.

In determining the distribution of educational attainment (as represented by college attendance and completion of degrees) *within* various ethnic groups, we found that approximately 80 percent of White, Non-Hispanic and African American providers reported completing some college-level work, and approximately one-third of providers in each group had completed a two- or four-year degree or higher. Among Latina providers, approximately one-half reported completing some college-level work, while about 14.9 percent reported completing a two- or four-year degree or higher. Asian/Pacific Islander providers demonstrated a very different pattern: slightly more than 80 percent reported completing some college-level work, and approximately 61.7 percent reported completing a two- or four-year degree or higher. Approximately one-quarter of American Indian and Multiethnic providers reported completing college degrees. (See Figure 3.18.) Looking at

Figure 3.17. *Estimated Ethnic Distribution of Licensed Providers, by Educational Level: Statewide*

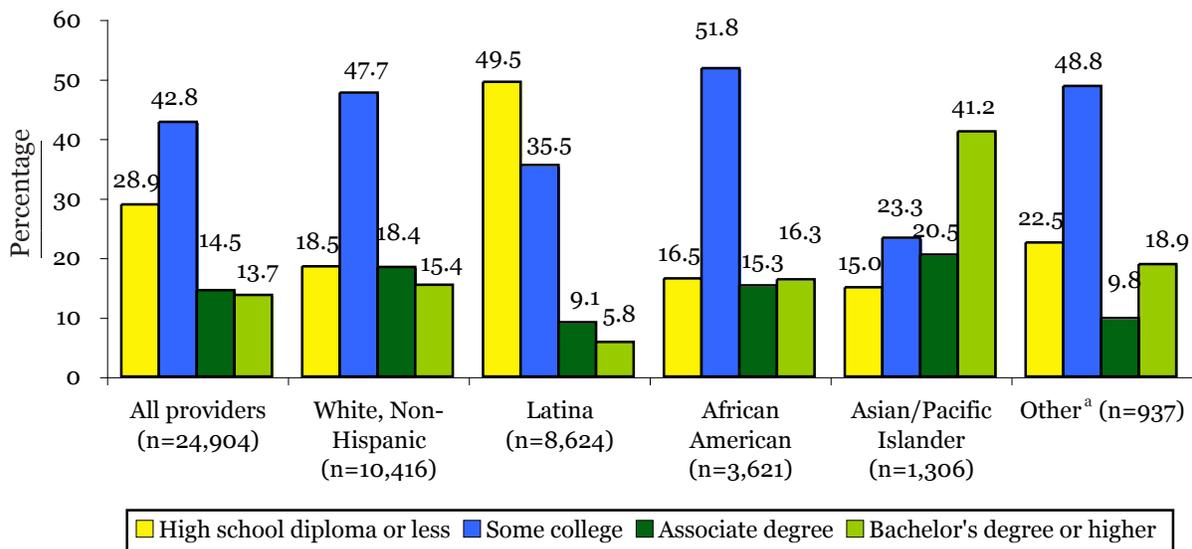


Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers. Test of significance were only performed for White, Non-Hispanic, Latina, and African American provider groups.

^a Other includes provider responses of American Indian or Alaskan Native, or Multiethnic.

* $p < .05$, African American < White, Non-Hispanic < Latina.

Figure 3.18. *Estimated Educational Attainment of Licensed Providers, by Ethnic Group: Statewide*



Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers. Test of significance were only performed for White, Non-Hispanic, Latina, and African American provider groups.

^a Other includes provider responses of American Indian or Alaskan Native, or Multiethnic.

Table 3.17. *Estimated Percentage of Licensed Providers by Degree Attainment Related to Early Care and Education, by Ethnicity and Language Fluency: Statewide*

		Estimated percentage (SE)			
		Degree in unrelated field	Degree in early care and education	Total	Number of Providers
By ethnicity	White, Non-Hispanic*	69.7 (3.08)	30.3 (3.08)	100.0	3,488
	Latina*	50.3 (6.00)	49.7 (6.00)	100.0	1,228
	African American	68.4 (5.97)	31.6 (5.97)	100.0	1,146
	Asian/Pacific Islander	73.7 (6.52)	26.3 (6.52)	100.0	793
	Other ^a	64.1 (12.29)	35.9 (12.29)	100.0	269
	All providers	66.3 (2.33)	33.7 (2.33)	100.0	6,924
By language fluency	English	67.7 (2.95)	32.3 (2.95)	100.0	4,084
	Spanish ^b	83.5 (14.72)	16.5 (14.72)	100.0	153
	English and Spanish ^b	50.2 (5.97)	49.8 (5.97)	100.0	1,262
	English, plus an additional language other than Spanish	75.4 (4.94)	24.6 (4.94)	100.0	1,409
	All providers	66.5 (2.34)	33.5 (2.34)	100.0	6,908
By fluency in Spanish	Does not speak Spanish**	69.7 (2.53)	30.3 (2.53)	100.0	5,493
	Speaks Spanish**	53.8 (5.66)	46.2 (5.66)	100.0	1,416

Note. Based on the self-assessment of a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

^aOther includes provider responses of American Indian or Alaskan Native, or Multiethnic.

^bProvider may speak an additional language other than English.

* $p < .05$, White, Non-Hispanic < Latina (degree in early care and education).

** $p < .01$, Speaks Spanish > does not speak Spanish (degree in early care and education).

degree holders by ethnicity, we found that Latina providers (49.7 percent) were more likely than White, Non-Hispanic providers (30.3 percent) to have a degree related to early childhood development. (See Table 3.17.)

Next, we sought to determine the ethnic distribution of licensed providers at different levels of education, as compared to California's overall adult population. For example, were Latina providers more or less likely than other Latino adults in California to have achieved a BA degree? To make this comparison, we examined data from the 2000 U.S. Census on California adults' attainment of BA or higher degrees. African American (16.3 percent), Asian/Pacific Islander (41.2 percent) and Latina (5.8 percent) providers had attained BA or higher degrees at approximately the same rate as their counterparts in the overall state population (all African American adults, 17.2 percent; all Asian/Pacific Islander adults, 40.9 percent; and all Latino adults, 5.8 percent). However, White, Non-Hispanic providers were less than twice as likely to have earned a BA (15.4 percent) as White, Non-Hispanic California adults (33.8 percent).

3) Overall Educational Attainment, by Language

Since many of California's young children speak a first language other than English, and many have parents with limited English proficiency, there is understandable concern about the ability of the early care and education workforce to communicate well with children and their adult family members, and to create learning environments for children that build upon their first language as a foundation for successful mastery of English (Garcia, 2005;

Sakai & Whitebook, 2003; Wong-Fillmore & Snow, 1999). Because of the commonly shared goal among policy makers and advocates to build not only a more educated but an ethnically and linguistically diverse early care and education workforce (Calderon, 2005), it is important to understand how language capacity varies among providers with different levels of educational attainment, in order to design and target professional development resources.

The following is an analysis of educational attainment by language, but it is important to note that since interviews were conducted only in Spanish or English, providers who are fluent in other languages but do not speak English or Spanish are not represented in this study. In addition, we note again that language ability was self-reported by providers, rather than independently verified; we also were unable to determine whether or not there was a linguistic match between providers and the children they served.

Our analyses focused on three issues:

1. the percentage of providers at different educational levels with the self-reported capacity to communicate with children in English and in an additional language;
2. the levels of educational attainment and early childhood training among providers with the self-reported capacity to communicate with children in Spanish and/or in Spanish and English; and
3. the self-reported language capacity of providers who had obtained a college degree in a foreign institution.

Approximately one-third of all providers had the self-reported capacity to communicate with children and families

in English and in an additional language. Providers who reported speaking English and Spanish were evenly divided across the educational spectrum. Providers who spoke English and a language other than Spanish, however, were more likely than other providers to have a BA or higher degree. Among all providers, only 8.8 percent spoke English and another language besides Spanish fluently, but 30.2 percent of providers with a BA degree or higher did so.

In addition, the majority of providers who spoke only Spanish reported high school or less as their highest level of education.

Nearly one-half of Spanish-speaking providers with a BA or higher degree had earned their degree from a foreign institution, compared to one-quarter of non-Spanish-speaking providers with a BA or higher. (See Table 3.18.) Although most providers with a BA or higher did not speak Spanish, providers were more

likely to do so if their highest degree was from a foreign institution. (See Table 3.19.) Spanish-speaking providers were more likely than those who did not speak Spanish to have a degree related to early childhood development. Among Spanish-speaking providers with degrees, 46.2 percent (SE=5.6) had a degree related to early childhood development. In contrast, only 30.3 percent of non-Spanish-speaking providers with degrees (SE=2.5) had a degree related to early childhood development.

Table 3.18. *Estimated Percentage of Licensed Providers Obtaining Bachelor’s Degree or Higher from Foreign Institutions: Statewide*

	Estimated percentage (SE)		
	Does not speak Spanish	Speaks Spanish	All providers with a Bachelor’s degree or higher
Foreign institution*	25.5 (3.49)	47.2 (7.89)	30.3 (3.33)
U.S. institution	74.5 (3.49)	52.8 (7.89)	69.7 (3.33)
Total	100.0	100.0	100.0
Number of providers	2,640	744	3,384

Note. Based on the self-assessment of a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

*p < .01, Speaks Spanish > does not speak Spanish.

Table 3.19. *Estimated Percentage of Spanish-Speaking Licensed Providers Obtaining Bachelor’s Degree or Higher from Foreign Institutions: Statewide*

	Estimated percentage (SE)		
	Foreign institution	U.S. institution	All providers with a Bachelor’s degree or higher
Does not speak Spanish	65.7 (6.29)	83.4 (3.24)	78.0 (3.03)
Speaks Spanish*	34.3 (6.29)	16.6 (3.24)	22.0 (3.03)
Total	100.0	100.0	100.0
Number of providers	1,025	2,358	3,383

Note. Based on the self-assessment of a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

*p < .01. Foreign institution > U.S. institution.

How well prepared are licensed providers to care for and educate children who are dual language learners or have special needs?

Only a handful of providers have participated in non-credit training or have completed college coursework focused on dual language learning in young children, despite the growing numbers of young children in California who speak a language other than English in their homes. Although providers who have participated in training or courses related to dual language learning report higher levels of education, only one-tenth of those who report earning college credits or degrees have taken such training. Providers who speak a language other than English and/or speak Spanish are more likely to have participated in such training.

Many more providers are trained to work with children with special needs. Nearly one-half of all providers have participated in non-credit training, and one-fifth have completed college credits, related to children with special needs. Those caring for at least one such child, and those with college degrees, are more likely to be trained in this area.

As California considers how best to prepare its workforce to meet the needs of young children across the state, particular concern centers on two groups of children:

- the growing number who are dual language learners, many of them from immigrant families; and
- the growing number who have been identified as having special developmental needs.

A pressing question is whether the current early care and education workforce has sufficient skill and knowledge to meet the needs of these children. While it was beyond the scope of this study to assess the overall knowledge and competencies of licensed family child care providers, our interview did allow some initial exploration of providers' professional preparation related to dual language learners and/or children with special needs.

Preparation to Work with Young Children Acquiring a Second Language

In 2004, more than one-third of children entering public kindergarten in California were estimated to be dual language learners (California Department of Education, 2006). According to recent projections of the growth of this segment of California's population over the next several decades (Hill, Johnson & Tafoya, 2004), it is likely that soon the majority of young children receiving early care and education services will be dual language learners and/or living in families in which some or all of the adults do not speak English.

In this survey, we were able only to investigate which languages providers spoke, not the languages spoken by children in their care. We know, however, from anecdotal reports that a sizeable portion of providers in many areas of the state either care for children for whom English is a second language or

will likely be called upon to do so over the course of their careers. We also know from a recent survey of early childhood teacher preparation programs in California institutions of higher education (Whitebook, Bellm, Lee & Sakai, 2005) that only one-quarter of these programs require a course focused on second-language acquisition in young children, suggesting that exposure to professional development around these issues through college courses is limited.

Our goal was to ascertain the extent to which providers had received any training focused on this topic, by asking whether they had participated in relevant credit-bearing courses and/or non-credit training. Most had not: the vast majority of providers reported that they had neither received non-credit training (87.6 percent) nor completed college coursework (93.2 percent) focused on dual language learning in young children. (See Tables 3.20 and 3.22.)

Providers who *had* participated in non-credit training reported, on average, participating in 23.3 hours of training on this topic. (See Table 3.21.) Among those who had completed college credits related to dual language learning, the average number of credits was 11.6. (See Tables 3.22 and 3.23.)

As shown in Table 3.24, providers who spoke English only were less likely than providers who were bilingual – whether they spoke English and Spanish, or English and at least one other language – to have participated in any training or coursework related to dual language learning. Providers who spoke Spanish were more likely than those who did not to have participated in training or courses related to dual language learning. As shown in Table 3.24, providers who

had participated in training or courses relevant to the needs of dual language learners were more likely to report having an AA or BA degree and were less likely to report high school or less as their highest educational level, compared with providers who had received no professional development related to dual language learners.

Preparation to Work with Young Children With Special Needs

Over the last 30 years, the deepening understanding of and ability to identify developmental challenges, coupled with changes in federal law,¹⁰ have led to the increased involvement of early childhood settings in providing services to children with special physical and developmental needs and/or disabilities (Shonkoff & Phillips, 2000). Recognizing that the early care and education workforce was being increasingly called upon to provide such services, the California Legislature passed SB 1703 in 2000, supporting local child care resource and referral programs and child care planning councils in providing training related to children with special needs. This funding was renewed in 2005.

10 Two federal laws in particular have contributed to the inclusion of children with special needs in early childhood programs. The American with Disabilities Act (ADA), a federal civil rights law passed in 1990, prohibits discrimination by child care centers and family child care providers against individuals with disabilities. The ADA requires providers to assess, on a case-by-case basis, what a child with a disability requires in order to be fully integrated into a program, and whether reasonable accommodation can be made to allow this to happen. In addition, the Individuals with Disabilities Education Act, passed in 1975 and reauthorized in 2004, requires public schools to meet the educational needs of children as young as three with disabilities, guarantees early intervention services to infants and toddlers up to age three in their “natural environments,” and addresses the transition of infants and toddlers from early intervention services to preschool programs. California’s equivalent law, the Early Intervention Services Act, is also known as Early Start (Child Care Law Center, 2005).

Table 3.20. Estimated Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Dual Language Learning Children: Statewide

	Estimated percentage (SE)
None	87.6 (0.87)
1 or more credits	12.4 (0.87)
<i>Total</i>	100.0
<i>Number of providers</i>	24,792

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

Table 3.21. Estimated Mean Hours of Training Among Licensed Providers Reporting Completion of Non-Credit Training Related to Dual Language Learning Children: Statewide

	Estimated mean (SE)
Mean hours of training	23.3 (3.01)
<i>Number of providers</i>	3,063

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

Table 3.22. Estimated Percentage of Licensed Providers Reporting Completion of College Credits Related to Dual Language Learning Children: Statewide

	Estimated percentage (SE)	
	Providers with some college or higher	All providers
None	90.4 (0.89)	93.2 (0.65)
1 or more credits	9.6 (0.89)	6.8 (0.65)
<i>Total</i>	100.0	100.0
<i>Number of providers</i>	18,227	25,534

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

Table 3.23. Estimated Mean Number of Credits Among Licensed Providers Reporting Completion of College Credits Related to Dual Language Learning Children: Statewide

	Estimated mean (SE)
Mean number of credits	11.6 (1.13)
<i>Number of providers</i>	1,746

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

Table 3.24. Estimated Percentage of Licensed Providers Reporting Completion of Credit and Non-Credit Training Related to Dual Language Learning Children, by Language Fluency and Educational Attainment: Statewide

		Estimated percentage of licensed providers, by number of credits or hours in dual language learning (SE)		
		None	1 or more	All providers
By language fluency	English*	61.2 (1.38)	39.1 (3.28)	57.8 (1.29)
	Spanish ^a	12.3 (0.97)	10.6 (2.17)	12.0 (0.89)
	English and Spanish ^{a**}	19.2 (1.15)	33.3 (3.26)	21.4 (1.10)
	English, plus an additional language other than Spanish ^{**}	7.3 (0.75)	17.0 (2.57)	8.8 (0.75)
<i>Total</i>		100.0	100.0	100.0
<i>Number of providers</i>		20,589	3,710	24,299
By fluency in Spanish	Does not speak Spanish	68.5 (1.33)	56.0 (3.41)	66.6 (1.24)
	Speaks Spanish ^{**}	31.5 (1.33)	44.0 (3.41)	33.4 (1.24)
<i>Total</i>		100.0	100.0	100.0
<i>Number of providers</i>		20,589	3,710	24,299
By educational attainment	High school diploma or less*	30.4 (1.31)	18.6 (2.71)	28.6 (1.19)
	Some college	44.7 (1.40)	34.9 (3.13)	43.2 (1.29)
	Associate degree ^{**}	13.3 (0.93)	20.3 (2.71)	14.4 (0.90)
	Bachelor's degree or higher ^{**}	11.5 (0.91)	26.3 (2.96)	13.8 (0.91)
<i>Total</i>		100.0	100.0	100.0
<i>Number of providers</i>		20,939	3,848	24,787

Note. Based on the self-assessment of a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

^a Provider may speak an additional language other than English.

* $p < .001$, None > 1 or more.

** $p < .001$, None < 1 or more.

For this study, we were interested in determining how much professional preparation licensed family child care providers had received related to children with special needs. Specifically, we determined:

1. the percentage of providers who had participated in special needs-related training or college courses,
2. whether providers who reported caring for at least one child with special needs were more likely to have participated in relevant education and training, and
3. differences in overall educational attainment between providers who cared for children with special needs and those who did not, as well as those who had or had not participated in special needs-related training or education.

Providers' Overall Levels of Professional Development Related to Special Needs

We found that one-half of all providers, whether they served any children with special needs or not, had participated either in non-credit training or in college coursework related to children with special needs. (See Table 3.25.) Almost one-half of all providers (45.9 percent) reported that they had participated in non-credit training related to special needs, and their average number of training hours was 21.4. (See Tables 3.26 and 3.27.) Nineteen percent of providers had completed three or more college credits related to children with special needs. (See Table 3.28.) Among them, the average number of credits was 7.4 (SE=7.51).

Professional Development Related to Special Needs, by Number of Children with Special Needs Served

Overall, about 20 percent of providers reported caring for at least one child with special needs. We examined what percentage of providers who cared for at least one child with special needs reported having participated either in non-credit training or in college coursework related to special needs, and found that nearly three-quarters (70.2 percent, SE=2.6) of them had done so. Providers caring for at least one child with special needs were more likely to have participated either in non-credit training or in college coursework related to special needs than were providers caring for no such children (44.6 percent, SE=1.5).

Among those who had at least one child with special needs in their care, 35.6 percent had not participated in relevant non-credit training, but 51.3 percent had completed at least eight hours of such training. Only 26.6 percent of those caring for no children with special needs had completed at least eight training hours. (See Tables 3.26 and 3.29.) As shown in Table 3.28, those who served at least one child with special needs were also more likely to have completed three or more college credits (34.7 percent) than were providers who did not serve any such children (14.8 percent).

Providers' Overall Educational Attainment, by Number of Children with Special Needs Served

Providers serving children with special needs reported higher levels of overall educational attainment than did providers not serving such children. Providers serving one or more children with special needs (18.0 percent) were less likely to

Table 3.25. Estimated Percentage of Licensed Providers Reporting Completion of Credit or Non-Credit Training Related to Children with Special Needs, by Number of Such Children Served: Statewide

	Estimated percentage of licensed providers, by number of children with special needs (SE)		
	None	1 or more	All providers
0 credits or hours	55.4 (1.47)	29.8 (2.58)	50.0 (1.30)
1 or more credits or hours*	44.6 (1.47)	70.2 (2.58)	50.0 (1.30)
<i>Total</i>	100.0	100.0	100.0
<i>Number of providers</i>	19,322	5,177	24,499

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

*p < .001, 1 or more > none.

Table 3.26. Estimated Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Children with Special Needs, by Number of Such Children Served: Statewide

	Estimated percentage of licensed providers participating in training, by number of children with special needs cared for (SE)		
	None	1 or more	All providers
None	59.1 (1.45)	35.3 (2.70)	54.1 (1.30)
1 or more hours*	40.9 (1.45)	64.7 (2.70)	45.9 (1.30)
<i>Total</i>	100.0	100.0	100.0
<i>Number of providers</i>	19,322	5,178	24,500

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

*p < .001, 1 or more > none.

Table 3.27. Estimated Mean Hours of Training Among Licensed Providers Reporting Completion of Non-Credit Training Related to Children with Special Needs, by Number of Such Children Served: Statewide

	Estimated mean hours by number of children with special needs (SE)			
	None	1	2 or more	All children
Providers with 1 or more hours	19.9 (2.69)	23.0 (3.02)	28.2 (4.80)	21.4 (2.04)
<i>Number of providers</i>	7,828	1,998	1,337	11,163
All providers	6.3 (0.52)	13.6 (1.93)	21.1 (3.79)	9.8 (0.98)
<i>Number of providers</i>	19,217	3,392	1,786	24,395

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

Table 3.28. *Estimated Percentage of Licensed Providers Reporting Completion of College Credits Related to Children with Special Needs, by Number of Such Children Served: Statewide*

		Estimated percentage of licensed providers, by number of children with special needs (SE)		
		None	1 or more	Providers
Providers with some college or higher*	0 -2 credits	78.4 (1.43)	57.9 (3.07)	73.4 (1.34)
	3 or more credits	21.6 (1.43)	42.1 (3.07)	26.6 (1.34)
<i>Total</i>		100.0	100.0	100.0
<i>Number of providers</i>		13,768	4,430	18,198
All providers*	0 -2 credits	85.2 (1.02)	65.3 (2.69)	81.0 (1.01)
	3 or more credits	14.8 (1.02)	34.7 (2.69)	19.0 (1.01)
<i>Total</i>		100.0	100.0	100.0
<i>Number of providers</i>		20,076	5,377	25,453

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .001$, 1 or more > none (3 or more credits).

have reported high school or less as their highest level of educational attainment than were providers serving no such children (31.4 percent). (See Table 3.30.) Providers serving two or more children with special needs were more likely to have a BA or higher degree (22.7 percent) than were providers serving no such children (13.0 percent).

Table 3.29. Estimated Hours of Training Among Licensed Providers Reporting Completion of Non-Credit Training Related to Children with Special Needs, by Number of Such Children Served: Statewide

	Estimated percentage of licensed providers, by number of children with special needs (SE)		
	None	1 or more	All providers
None*	59.1 (1.45)	35.6 (2.71)	54.1 (1.30)
1 - 7 hours	14.3 (1.04)	13.2 (1.89)	14.0 (0.91)
8 or more hours*	26.6 (1.31)	51.3 (2.84)	31.8 (1.22)
Total	100.0	100.1	100.0
Number of providers	19,322	5,177	24,499

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .05$, 8 or more hours > None (1 or more).

Table 3.30. Estimated Educational Attainment of Licensed Providers Serving Children with Special Needs, by Number of Such Children Served: Statewide

	Estimated percentage of licensed providers, by number of children with special needs (SE)			
	None	1	2 or more	All providers
High school diploma or less*	31.4 (1.35)	20.9 (2.85)	13.0 (3.30)	28.6 (1.17)
Some college	41.7 (1.42)	45.7 (3.38)	48.6 (4.95)	42.7 (1.27)
Associate degree	14.0 (0.98)	18.3 (2.57)	15.7 (3.60)	14.7 (0.89)
Bachelor's degree or higher**	13.0 (0.98)	15.1 (2.48)	22.7 (4.23)	14.0 (0.90)
Total	100.0	100.0	100.0	100.0
Number of Providers	20,072	3,544	1,875	25,491

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .001$, 1, 2 or more < none.

** $p < .001$, 2 or more > none.

Discussion

This report provides the first comprehensive profile of licensed family child care in California. Here, we briefly comment on the findings we consider most relevant to current efforts to design and improve policies that impact the quality and availability of services for young children prior to kindergarten.

Our study has sought to answer five overarching questions:

1. Who constitutes the current licensed family child care workforce in California?
2. What are the characteristics of children served by California's licensed family child care providers?
3. What is the level of educational attainment and early childhood development-related training among licensed family child care providers?
4. How do levels of overall educational attainment, and of specific training related to early childhood development, vary among licensed family child care providers?
5. How well prepared are licensed providers to care for and educate children who are dual language learners or have special needs?

1) Who constitutes the licensed family child care workforce in California?

In California, the typical licensed family child care provider is a woman of color in her mid-forties who has been taking care of children in her home for nine and a half years. She usually works without a paid assistant. This profile varies, however, depending on the licensed capacity of her home and the region of the state in which she lives. For example, those operating large homes are more likely than operators of small homes to be 55 or older, and are likely to have worked longer in the child care field. In Northern California, a licensed provider typically speaks only English, whereas in Southern California, she is equally likely either to speak English or to speak English and another language, most frequently Spanish.

Demographically, the licensed family child care workforce in California is characterized by both diversity and uniformity.

On one hand, licensed providers are an ethnically and linguistically diverse group, more closely approximating the backgrounds of children and families than teachers in the K-12 public school system. This rich diversity in language and culture mirrors the cultural and linguistic makeup of various regions of the state, and provides a promising foundation on which to revamp and expand services for young children. But in light of the continuing efforts to upgrade the knowledge and skills of California's early care and education workforce – in particular, the proposed increase in educational standards for teachers in publicly funded preschool – the challenge will be to intentionally maintain and expand this workforce diversity. This can only be done by investing in a range of appropriate supports that will truly allow people from a wide spectrum of cultural, educational and financial backgrounds to access professional development opportunities. A proactive strategy will be essential, including scholarships, tutoring, conveniently scheduled and located classes, and resources for students

learning English as a second language.

On the other hand, family child care providers are virtually all women, and are in roughly the same age group. Both of these issues speak to potential problems facing the early care and education field.

The age of this workforce raises questions about the supply of child care services in the future. Currently the pool of providers appears to be self-replenishing, with a relatively constant number of providers entering and leaving the field from year to year, as determined by the stability of licensed capacity. But nearly one-quarter of the family child care workforce is approaching retirement age, and less than ten percent of family child care providers are under 30, underscoring the need for more proactive recruitment strategies than are now in place, particularly geared to younger people. On a more promising note, some of the highest-growth communities in the state appear to have a somewhat younger workforce, reflecting in part such ongoing efforts as the statewide Child Care Initiative Project, a public-private partnership seeking to expand the supply of licensed child care, and recent county-based efforts focused on increasing the supply of providers who speak Spanish,

Vietnamese, Chinese, Russian, Hmong, Farsi and other languages.

With respect to gender, it has been noted repeatedly that the absence of male role models can be detrimental for young children, particularly for those without a constant adult male presence in their lives. While the gender balance of the family child care workforce is not likely to shift dramatically, given the complexity of gender-based discrimination and opportunity, the inclusion of more men in this field is worthy of attention as part of ongoing recruitment strategies. It is also possible that there is a greater male presence in family child care homes than we could ascertain from our data, but due to the interview length, we did not collect data about the gender of paid assistants or of family members who regularly interact with the children; further research could easily answer this question.

In addition, rising housing costs further underscore the importance of expanded recruitment and retention strategies. Previous research has identified a high level of home ownership among licensed providers (Whitebook et al., 2002), in part necessitated by the challenges renters often face in seeking to operate a family child care business – for example, securing a landlord’s cooperation in making the necessary renovations or repairs in order to meet licensing standards. Particularly in the state’s more expensive housing markets, the supply of licensed family child care could be in danger as home ownership grows beyond the reach of new or potential providers.

This study breaks new ground by focusing attention on paid family child care assistants, a group not often included in discussions of the early care and

education workforce. The finding that most providers do not work with a paid assistant may give the impression that family child care employees (in contrast to licensed providers themselves) play a small role in the delivery of early care and education. Yet our estimate of 16,000 to 21,000 paid assistants in California signals that this segment of the workforce deserves greater attention with respect to professional preparation and working conditions. Previous research (Whitebook & Sakai, 1997 & 2004) has shown that the presence of a greater proportion of highly trained staff within a child care setting contributes to the overall quality of a program and promotes staff retention. Our finding that providers who themselves have engaged in more education and training are more likely to employ paid assistants with some education or training is a positive sign, and efforts to target and encourage paid assistants, as well as providers, to learn more about early childhood development should be encouraged.

2) What are the characteristics of children served by California's licensed family child care providers?

In California, more than 50,000 licensed family child care providers and paid assistants care for approximately 250,000 children, mostly in mixed-age groups. Approximately 80 percent of the children cared for by licensed providers are not yet in kindergarten, and nearly one-half of them are age two or under. A little more than one-half of licensed providers report caring for at least one child who receives public child care assistance. Twenty percent of licensed providers report caring for at least one child with special needs.

Policy makers and planners typically rely on data about *licensed capacity*, rather than *enrollment*, as a proxy for supply. Previous research has suggested that capacity typically overestimates enrollment, and our data replicated this pattern (Whitebook et al., 2002). Although our data do not permit us to assess why enrollment levels fall below licensed capacity, they nonetheless allow for better-informed calculations by those planning new initiatives or expanding current services. Further research could help clarify the reasons for lower enrollment rates, and could assess whether reaching licensed capacity is actually likely or even desirable. Many providers may wish to care for more children than they do, but others may feel, despite what licensing permits, that their business operates best with smaller numbers of children.

Our study provides a detailed picture of the children in licensed family child care in terms of age, special needs, and whether their families receive public subsidies to cover the cost of their care.

With respect to age, the standard practice among licensed providers statewide is to care for a mixed-age group of children, which almost always includes children between the ages of two and five. Typically, providers care for more

children in the two-to-five age range than under age two, largely because of differing staffing requirements for serving infants and toddlers. This mixed-age pattern has evolved as a good business practice, and it raises questions about the possible impact on the age composition and financial stability of family child care homes if more center-based options become available for four-year-olds through publicly funded preschool. Issues to be considered include: the impact of more four-year-olds currently enrolled in family child care attending centers for part of the day; the impact on the supply of infant/toddler care if providers choose to serve four-year-olds exclusively; the extent of career opportunities for family child care providers who meet preschool standards and receive higher reimbursements; and the availability of educational and quality improvement pathways for providers who choose to upgrade their programs to become either public preschool sites or affiliated extended-day services. The data reported here do not address these scenarios directly, but provide a baseline description of the current landscape that can help frame additional research.

More than one-half of all licensed providers in California currently care for at least one child who receives a voucher to cover the cost of child care services. This is remarkable, considering that

little more than two decades ago, public dollars were not permitted to be spent in licensed family child care homes. This sea change has gone hand-in-hand with the increase of public vouchers flowing to other previously excluded types of care, including license-exempt home-based care and for-profit center care. In all such cases, the question arises whether public dollars are being used to provide high-quality services to young children, since voucher recipients are not required to meet any standards beyond basic licensing requirements, which are widely acknowledged as minimal at best. While an assessment of quality was beyond the scope of this study, our findings do point to the potential leverage for improving quality that could be linked to the voucher system, since it currently touches such a high proportion of licensed homes in the state. Given the documented benefits to young children from low-income families who attend a high-quality early childhood program (Helburn, 1995), it is fitting to explore how public dollars could be used to upgrade these settings as a way to narrow the achievement gap between children of low-income families and those from better-off families.

Further discussion of children with special needs can be found below, under question 5.

3) What is the level of educational attainment and early childhood development-related training among licensed family child care providers?

Compared to California's overall female population, licensed family child care providers are more likely to have attended college and/or completed a two-year college degree. At either end of the educational spectrum, they are less likely to have completed high school only, or to have obtained a four-year or higher college degree.

Slightly more than one-quarter of providers have obtained a two-year, four-year or graduate degree, typically not related to early childhood development. Approximately one-half of all providers report having completed at least one college credit related to early childhood development, and two-thirds report participating in non-credit training related to that subject. Approximately one-half of paid assistants have participated in some early childhood-related non-credit training or college courses.

People hold conflicting images of the educational and professional preparation of the licensed family child care workforce. Some see family child care providers as a group without college-level experience or training, and others point to the increasing numbers of providers with relatively high levels of educational attainment and involvement in early childhood-related training.

Our data suggest that both these images reflect the reality of the current workforce. About one-half of providers have some college-level training in early childhood education, and a segment have earned college degrees, and in those cases, they tend to hire at least one paid assistant with some training. On the other hand, many providers have no college-level experience, particularly related to early childhood. With respect to proposed educational requirements for participating as a teacher in publicly funded preschool, it is difficult to speak of providers as a uniform group. For some, the proposed new requirements may be within reach or may have been already met, while others may not find it realistic to pursue this new

opportunity.

It is important to note that many more licensed providers have participated in non-credit training related to early childhood development than college courses, suggesting that this form of training may be more accessible and relevant to them. When providers accumulate non-credit training, however, their efforts often do not lead to professional opportunities that require college-based benchmarks, such as CARES or publicly funded preschool. Currently, many community colleges are working to make their course offerings more useful and available to family child care providers, and this is a positive development. Additionally, efforts to provide some standards for non-credit training may help to improve articulation between the non-credit and credit worlds, and therefore expand the professional opportunities available to providers.

4) How do levels of overall educational attainment, and of training related to early childhood development, vary among licensed family child care providers?

Levels of education among family child care providers vary by region and generally follow the patterns of variation in educational attainment among all adults in the state, with those in the Bay Area and Northern California reporting higher levels. Providers licensed to care for 14 children also report higher levels of educational attainment than those licensed to care for eight children. Providers caring for children ages two to five do not vary in their education or early childhood training from those who care exclusively for younger or older children. Providers caring for at least one subsidized child are no more likely to have attained higher levels of education than providers who do not care for any subsidized children, but providers caring for at least one subsidized child are more likely to have participated in non-credit training related to early childhood development.

Latina providers, on average, have completed less formal education than White, Non-Hispanic, African American or Asian/Pacific Islander providers, but among degree holders, Latina providers are more likely than White, Non-Hispanic providers to have a degree related to early childhood development. Providers who have obtained a BA or higher degree are more likely to speak English, as well as another language besides Spanish, than providers with less education, while providers with a high school degree or less are more likely to report speaking Spanish and/or Spanish and English. Spanish-speaking providers with a BA or higher degree, however, are more likely to hold a degree related to early childhood development than non-Spanish-speaking providers with degrees.

Regardless of educational level, the average family child care provider is in her mid-forties.

A well-trained, culturally diverse and competent workforce serving young children, wherever they live in the state and whatever their family income, is the stated goal of many who are involved in efforts to improve and expand early care and education services. By examining how the educational and professional preparation of the current workforce varies along several dimensions, these data point to the need for a differential strategy for targeting professional development resources for the current and emerging workforce if this goal is to be met.

Although regional variations in the overall educational attainment of the family child care workforce reflect patterns found among *all* adults in the state, they nevertheless require attention in order to address current disparities among providers serving young children in various parts of the state. In some regions, such as Northern California, where there are fewer center-based options and family child care constitutes a greater proportion of the child care supply, this may mean recruiting a greater proportion of family child care providers for publicly funded preschool than in other regions. Current efforts

in various parts of the state to expand higher education offerings to more remote communities without college campuses, to utilize distance learning, and to engage community agencies in offering credit-bearing training, should be strengthened and expanded.

Our findings confirm that almost all family child care providers serve children across the 0-5 age span, and thus they underscore how important it is for early childhood-related training to focus on infants and toddlers as well as preschoolers. At the same time – since many licensed providers, whether they choose to become public preschool sites or not, are likely to continue caring for preschool children for much of the day – it is important that training opportunities be made available to all who work with children prior to kindergarten, not just those serving as teachers and instructional aides for four-year-olds in public preschool.

With regard to educational attainment by ethnicity, our data suggest that it is hard to generalize across minority groups, since Asian/Pacific Islander, African American and Latina providers demonstrate very different patterns. To a great extent Asians/Pacific Islanders, and to a lesser extent African Americans, comprise a higher proportion of providers with college degrees than of providers as a whole. Latinas, however, are underrepresented among degree holders and overrepresented among those for whom high school is the highest level of education. Many communities recognize this phenomenon and are engaged in efforts to make college more accessible to Latina providers, in part by providing entry-level early childhood courses in Spanish, and intentionally using early

childhood-related content as a vehicle for helping Spanish speakers build the English skills necessary to complete college degrees.

Our finding that Spanish-speaking degree holders were more likely to have completed a degree related to early childhood development, often from a foreign institution, also points to the importance of providing resources for transcript translation and review. This may enable providers who seek certification to reduce the likelihood of having to repeat classes, which is now common for foreign degree holders.

5) How well prepared are licensed providers to care for and educate children who are dual language learners or have special needs?

Only a handful of providers have participated in non-credit training or have completed college coursework focused on dual language learning in young children, despite the growing numbers of young children in California who speak a language other than English in their homes. Although providers who have participated in training or courses related to dual language learning report higher levels of education, only one-tenth of those who report earning college credits or degrees have taken such training. Providers who speak a language other than English and/or speak Spanish are more likely to have participated in such training.

Many more providers are trained to work with children with special needs. Nearly one-half of all providers have participated in non-credit training, and one-fifth have completed college credits, related to children with special needs. Those caring for at least one such child, and those with college degrees, are more likely to be trained in this area.

Our data show that the vast majority of family child care providers in California have not engaged in either non-credit or credit-bearing training related to dual language learning. This is largely because such training and coursework is not generally available, reflecting the need to update the courses of study at our training institutions, both college- and community-based, and to expand the pool of instructors who are knowledgeable about this subject (Whitebook, Bellm, Lee & Sakai, 2005).

By contrast, many more providers in the state have received training or college coursework related to serving children with special needs. This is a reflection of an intentional strategy, supported by resources through SB 1703, to make such training available. The passage in 2005 of SB 640, extending this training program conducted by local R&Rs, has the potential to reach even more of the provider population with important information related to children with special needs. A similar effort around

dual language learning is much needed. Additionally, more advanced coursework and training in these subjects must be offered if we hope to build an early care and education workforce that is well prepared to meet the diverse needs of California's young children.

* * * * *

In the last five years, with the availability of more resources for children ages 0 to 5 flowing through local and state First 5 commissions and other sources, there has been a concerted effort to expand professional development opportunities for licensed family child care providers, and to make these offerings more relevant and accessible. In the process of expanding resources, however, many of the limitations of the state's current professional development infrastructure have become more visible.

Now, as California and various counties embark on expanding public preschool, there is an opportunity to develop comprehensive state and local plans for professional development that are inclusive of teachers and providers in a variety of settings, whether they work primarily with four-year-olds or with younger and older children. As their foundation, such plans should reflect the latest information about what practitioners need to know and do in order to help children realize their potential.

This study has provided a snapshot of the licensed family child care provider workforce in 2005, capturing current strengths and areas in need of improvement. It is to be hoped that future assessments will document great strides toward creating an even more diverse, culturally competent workforce, well prepared to meet the needs of California's young children.

Appendix A: Additional Tables

Table A1. *Estimated Age Distribution of Licensed Providers Compared to Women in the California Labor Force:^a Statewide and by Region*

		Estimated percentage (SE)					
		Statewide	Regional				
			Northern CA	Bay Area	Central	Southern CA w/ Los Angeles	Southern CA w/o Los Angeles
29 years or younger*	Licensed providers	7.1 (0.64)	10.8 (1.55)	3.5 (0.93)	10.5 (1.54)	6.7 (1.00)	8.8 (1.42)
	Women in the CA labor force	18.8	15.8	18.7	19.4	20.5	19.5
30 to 54 years	Licensed providers	72.0 (1.16)	73.0 (2.22)	70.9 (2.29)	73.9 (2.20)	71.5 (1.87)	75.9 (2.14)
	Women in the CA labor force	67.4	68.8	67.3	67.4	66.2	67.0
55 years or older**	Licensed providers	21.0 (1.05)	16.3 (1.85)	25.6 (2.20)	15.5 (1.82)	21.9 (1.71)	15.3 (1.80)
	Women in the CA labor force	13.8	15.4	14.0	13.2	13.3	13.5
<i>Total</i>		100.0	100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		25,405	1,877	5,639	5,432	12,457	7,440

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

^a US Census Bureau (2000).

* $p < .001$, Bay Area < Northern CA, Central.

** $p < .001$, Bay Area > Northern CA, Central, Southern CA without Los Angeles.

Table A2. *Estimated Mean Age of Licensed Providers: Statewide, by Region, and by Licensed Capacity*

	Estimated mean (SE)							
	Statewide			Regional				
	All homes	Small homes	Large homes	Northern CA	Bay Area	Central	Southern CA w/ Los Angeles	Southern CA w/o Los Angeles
Mean age of licensed providers*	45.7 (0.26)	44.6 (0.33)	47.7 (0.44)	43.6 (0.53)	47.9 (0.52)	43.7 (0.52)	45.9 (0.42)	43.9 (0.49)
<i>Number of providers</i>	25,405	16,400	9,005	1,877	5,639	5,432	12,457	7,440

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .05$, Bay Area > all other regions; Southern CA with Los Angeles > Northern CA, Central.

Table A3. *Estimated Age Distribution of Licensed Providers, by Licensed Capacity*

	Estimated percentage (SE)	
	Small homes	Large homes
29 years or younger*	8.7 (0.87)	4.2 (0.84)
30 to 54 years	73.4 (1.41)	69.3 (2.04)
55 years or older**	17.9 (1.24)	26.5 (1.96)
<i>Total</i>	100.0	100.0
<i>Number of providers</i>	16,400	9,005

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .001$, Small homes > large homes.

** $p < .001$, Small homes < large homes.

Table A4. *Estimated Ethnic Distribution of Licensed Providers Compared to the California Female Adult Population,^a California Public K-12 Teachers,^b and Children 0-5 Years:^a Statewide and by Region*

		Estimated percentage (SE)					
		Statewide	Regional				
			Northern CA	Bay Area	Central	Southern CA w/ Los Angeles	Southern CA w/o Los Angeles
White, Non-Hispanic*	Licensed providers	41.8 (1.21)	77.4 (2.11)	51.0 (2.53)	45.9 (2.51)	30.4 (1.88)	36.6 (2.43)
	CA female adult population	45.6	78.4	49.9	48.7	40.2	46.0
	Public K-12 teachers	73.5	91.6	77.0	79.1	68.7	78.7
	Children 0-5 years	30.0	62.0	37.3	29.5	25.6	31.3
Latina**	Licensed providers	34.6 (1.23)	12.9 (1.69)	19.0 (1.99)	37.1 (2.44)	44.0 (2.08)	42.0 (2.49)
	CA female adult population	32.1	12.0	18.9	33.4	38.6	35.4
	Public K-12 Teachers	14.2	4.4	8.2	12.7	17.5	13.2
	Children 0-5 years	49.9	24.0	31.6	53.0	56.5	51.9
African American***	Licensed providers	14.5 (0.95)	0.5 (0.36)	18.2 (1.96)	10.2 (1.52)	16.9 (1.58)	13.2 (1.71)
	CA female adult population	6.7	1.1	6.8	6.1	7.4	4.9
	Public K-12 teachers	4.7	0.4	4.5	2.3	6.1	2.8
	Children 0-5 years	6.1	1.5	6.3	5.9	6.4	4.8
Asian/Pacific Islander	Licensed providers	5.2 (0.59)	2.8 (0.83)	8.2 (1.39)	2.3 (0.75)	5.6 (0.97)	5.1 (1.11)
	CA female adult population	13.2	3.9	21.9	8.5	12.0	11.6
	Public K-12 teachers	5.9	1.8	8.0	4.2	6.3	3.7
	Children 0-5 years	9.5	4.3	19.0	6.7	7.7	7.5
American Indian or Alaskan Native	Licensed providers	0.9 (0.22)	2.8 (0.83)	0.5 (0.36)	1.0 (0.51)	0.7 (0.34)	0.8 (0.44)
	CA female adult population	0.9	2.7	0.7	1.6	0.6	0.8
	Public K-12 teachers	0.6	1.0	0.5	0.9	0.6	0.6
	Children 0-5 years	0.6	3.0	0.4	1.0	0.4	0.6
Multiethnic	Licensed providers	2.9 (0.43)	3.6 (0.93)	3.1 (0.88)	3.6 (0.93)	2.4 (0.65)	2.3 (0.76)
	CA female adult population	1.5	1.9	1.9	1.7	1.3	1.3
	Public K-12 teachers	1.0	0.9	1.8	0.8	0.9	0.9
	Children 0-5 years	3.9	5.2	5.4	3.9	3.3	3.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	
Number of providers	24,924	1,849	5,567	5,364	12,143	7,328	

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

^a California Department of Finance (2004)

^b California Department of Education (2004).

* $p < .001$, Northern CA > all other regions; Southern CA with Los Angeles < all other regions; Southern CA without Los Angeles < Bay Area, Northern CA.

** $p < .001$, Central, Southern CA > Bay Area, Northern CA.

*** $p < .001$, Northern CA < all other regions; Central < Bay Area, Southern CA with Los Angeles.

Table A5. Reported Language Fluency of Licensed Providers Compared to the California Adult Population Among Those Speaking English and Spanish:^a Statewide and by Region

		Estimated percentage (SE)				
		Statewide	Regional			
			Northern CA	Bay Area	Central	Southern CA
English*	Licensed providers	57.1 (1.27)	80.7 (1.99)	65.2 (2.41)	62.3 (2.45)	47.5 (2.07)
	CA adult population	63.7	87.2	69.6	68.7	57.9
Spanish^{b**}	Licensed providers	11.8 (0.87)	4.8 (1.08)	6.7 (1.26)	13.2 (1.71)	14.7 (1.49)
	CA adult population	16.1	5.1	9.6	14.5	19.9
English and Spanish^{b***}	Licensed providers	22.2 (1.10)	8.9 (1.44)	13.0 (1.71)	20.6 (2.04)	29.1 (1.90)
	CA adult population	11.8	4.5	7.4	12.0	14.1
English, plus an additional language other than Spanish^{b****}	Licensed providers	8.8 (0.74)	5.6 (1.16)	15.1 (1.81)	3.8 (0.97)	8.7 (1.19)
	CA adult population	8.4	3.2	13.4	4.8	8.0
<i>Total</i>		100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		24,975	1,849	5,581	5,350	12,194

Note. Based on the self-assessment of a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

^a US Census Bureau (2000).

^b Provider may speak an additional language other than English.

* $p < .001$, Southern CA < all other regions; Northern CA > all other regions.

** $p < .001$, Bay Area, Northern CA < Central, Southern CA.

*** $p < .001$, Bay Area, Northern CA < Central, Southern CA; Southern CA > Central.

**** $p < .001$, Bay Area > all other regions; Southern CA > Central.

Table A6. Licensed Provider Tenure, Licensed Capacity, Age, Ethnicity, and Number of Paid Assistants: Statewide

		Estimated percentage of providers, by tenure (SE)		
		12 months or less	Over 12 months	All providers
By licensed capacity*	Small homes	96.1 (2.10)	62.3 (1.28)	64.5 (1.22)
	Large homes	3.9 (2.10)	37.7 (1.28)	35.5 (1.22)
<i>Total</i>		100.0	100.0	100.0
<i>Number of providers</i>		1,613	23,873	25,486
By age**	29 years or younger	16.0 (3.69)	6.5 (0.63)	7.1 (0.64)
	31 - 54 years	74.4 (4.49)	71.8 (1.20)	72.0 (1.16)
	55 years or older	9.5 (3.10)	21.7 (1.10)	20.9 (1.06)
<i>Total</i>		100.0	100.0	100.0
<i>Number of providers</i>		1,580	23,777	25,358
By ethnicity***	White, Non-Hispanic	26.8 (4.61)	47.4 (1.34)	46.1 (1.29)
	Latina	60.9 (5.20)	36.3 (1.35)	37.9 (1.31)
	African American	12.3 (3.54)	16.3 (1.07)	16.0 (1.03)
<i>Total</i>		100.0	100.0	100.0
<i>Number of providers</i>		1,588	23,288	24,924
By number of paid assistants****	No paid assistants	82.7 (4.00)	63.0 (1.28)	64.3 (1.24)
	1 paid assistant	14.8 (3.72)	21.3 (1.10)	20.9 (1.06)
	2 or more paid assistants	2.5 (1.77)	15.6 (0.98)	14.8 (0.93)
<i>Total</i>		100.0	100.0	100.0
<i>Number of providers</i>		1,613	23,873	25,534

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers

* $p < .001$, 12 months or less > over 12 months (small homes); 12 months or less < over 12 months (large homes).

** $p < .001$, 12 months or less > over 12 months (30 years or less); 12 months or less < over 12 months (55 years or greater).

*** $p < .001$, Over 12 months > 12 months or less (White, Non-Hispanic); over 12 months < 12 months or less (Latina).

**** $p < .01$, Over 12 months < 12 months or less (no paid assistants); over 12 months > 12 months or less (2 or more paid assistants).

Table A7. *Estimated Percentage of Licensed Providers with Paid Assistants: Statewide, by Region, and by Licensed Capacity*

	Estimated percentage (SE)							
	Statewide			Regional				
	All homes	Small homes	Large homes	Northern CA	Bay Area	Central	Southern CA w/ Los Angeles	Southern CA w/o Los Angeles
No paid assistants*	64.3 (1.23)	81.2 (1.25)	33.6 (2.05)	67.3 (2.35)	70.0 (2.29)	68.5 (2.33)	59.5 (2.03)	63.5 (2.41)
1 paid assistant**	20.9 (1.06)	14.9 (1.14)	31.9 (2.05)	16.0 (1.84)	18.3 (1.93)	20.0 (2.00)	23.2 (1.74)	23.7 (2.13)
2 or more paid assistants***	14.8 (0.93)	3.9 (0.62)	34.6 (2.10)	16.7 (1.87)	11.7 (1.61)	11.5 (1.60)	17.3 (1.58)	12.7 (1.67)
<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>	25,533	16,476	9,058	1,877	5,710	5,446	12,501	7,458

Note: Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .001$, Central, Bay Area > Southern CA with Los Angeles.

** $p < .001$, Large homes > small homes; Southern CA with Los Angeles > Northern CA.

*** $p > .001$, Large homes > small homes.

Table A8. *Estimated Percentage of Licensed Providers Serving Children with Special Needs: Statewide, by Region, and by Licensed Capacity*

	Estimated percentage (SE)						
	Statewide			Regional			
	All homes	Small homes	Large homes	Northern CA	Bay Area	Central	Southern CA
No children with special needs*	78.7 (1.06)	83.3 (1.18)	70.4 (2.02)	73.0 (2.22)	79.7 (2.01)	82.3 (1.91)	77.5 (1.73)
1 child with special needs	14.0 (0.88)	12.2 (1.03)	17.1 (1.63)	18.5 (1.94)	13.7 (1.72)	13.0 (1.68)	13.8 (1.41)
2 or more children with special needs**	7.3 (0.69)	4.5 (0.67)	12.5 (1.51)	8.5 (1.40)	6.5 (1.23)	4.7 (1.06)	8.7 (1.19)
<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>	25,508	16,450	9,058	1,877	5,710	5,446	12,476

Note: Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .001$, Small homes > large homes.

** $p < .001$, Small homes < large homes.

Table A9. *Estimated Percentage of Licensed Providers Serving Publicly Subsidized Children: Statewide, by Region, and by Licensed Capacity*

	Estimated percentage (SE)							
	Statewide			Regional				
	All homes	Small homes	Large homes	Northern CA	Bay Area	Central	Southern CA w/ Los Angeles	Southern CA w/o Los Angeles
No publicly subsidized children	46.3 (1.27)	54.7 (1.57)	30.9 (2.01)	35.4 (2.40)	61.9 (2.43)	41.3 (2.47)	42.9 (2.04)	46.3 (2.51)
1 or more publicly subsidized children*	53.7 (1.27)	45.3 (1.57)	69.1 (2.01)	64.6 (2.40)	38.1 (2.43)	58.7 (2.47)	57.1 (2.04)	53.7 (2.51)
<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>	25,388	16,374	9,014	1,868	5,696	5,405	12,420	7,402

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .001$, Small homes < large homes; Bay Area < all other regions, Southern CA without Los Angeles < Northern CA.

Table A10. *Estimated Educational Attainment of Licensed Providers Compared to the California Female Adult Population: Statewide and by Region*

		Estimated percentage (SE)				
		Statewide	Regional			
			Northern CA	Bay Area	Central	Southern CA
High school diploma or less*	Licensed providers	28.6 (1.17)	21.5 (2.06)	20.5 (2.02)	29.6 (2.29)	32.9 (1.94)
	CA female adult population	40.4	36.2	29.6	46.6	39.9
Some college	Licensed providers	42.8 (1.27)	47.9 (2.50)	46.5 (2.50)	44.9 (2.49)	39.4 (2.02)
	CA female adult population	24.4	31.1	23.2	26.5	26.4
Associate degree	Licensed providers	14.7 (0.89)	18.3 (1.94)	15.0 (1.79)	16.0 (1.84)	13.4 (1.39)
	CA female adult population	8.3	10.2	8.4	8.5	8.7
Bachelor's degree or higher**	Licensed providers	14.0 (0.90)	12.3 (1.65)	18.0 (1.92)	9.5 (1.47)	14.3 (1.46)
	CA female adult population	27.0	22.5	38.7	18.4	25.0
<i>Total</i>		100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		25,516	1,873	5,710	5,432	12,501

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .001$, Bay Area < Central, Southern CA; Northern CA < Southern CA.

** $p < .001$, Bay Area > Central.

Table A11. *Estimated Mean Number of College Credits Related to Early Care and Education Completed by Licensed Providers, by Educational Level: Statewide and by Region*

	Estimated mean (SE)		
	Some college	Associate degree	Bachelor's degree or higher
Statewide*	10.7 (0.72)	24.5 (1.87)	26.5 (2.37)
<i>Number of providers</i>	9,627	3,037	2,897
Northern CA*	9.7 (0.93)	27.7 (3.37)	48.8 (8.97)
<i>Number of providers</i>	831	305	178
Bay Area*	9.7 (0.89)	19.5 (3.47)	21.7 (2.75)
<i>Number of providers</i>	2,370	699	871
Central CA*	11.1 (1.78)	26.5 (4.10)	36.0 (8.95)
<i>Number of providers</i>	2,110	722	408
Southern CA*	11.4 (1.23)	25.3 (3.10)	24.0 (3.43)
<i>Number of providers</i>	4,316	1,310	1,440

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .05$, Some college < Associate degree, Bachelor's degree.

Table A12. *Estimated Percentage of Licensed Providers who Reported Participating in Non-Credit Training Related to Early Care and Education, by Educational Level: Statewide and by Region*

	Estimated percentage (SE)				
	High school diploma or less	Some college	Associate degree	Bachelor's degree or higher	All providers
Statewide*	53.8 (2.46)	71.0 (1.77)	75.1 (2.88)	77.0 (2.90)	67.5 (1.21)
<i>Number of providers</i>	7,189	10,835	3,712	3,551	25,287
Northern CA**	52.9 (5.42)	74.2 (3.18)	86.1 (4.08)	87.8 (4.69)	73.5 (2.22)
<i>Number of providers</i>	399	892	338	230	1,859
Bay Area***	46.3 (5.51)	69.6 (3.40)	65.0 (6.17)	72.2 (5.29)	64.6 (2.40)
<i>Number of providers</i>	1,171	2,627	856	1,028	5,682
Central CA****	53.9 (4.61)	67.4 (3.52)	75.8 (5.45)	75.7 (7.06)	65.5 (2.40)
<i>Number of providers</i>	1,593	2,423	844	504	5,364
Southern CA w/ Los Angeles**	56.0 (3.60)	72.9 (2.95)	77.6 (4.70)	78.7 (4.40)	68.9 (1.92)
<i>Number of providers</i>	4,027	4,893	1,673	1,790	12,383
Southern CA w/o Los Angeles*****	48.4 (4.49)	77.6 (3.29)	80.0 (5.17)	70.0 (6.49)	67.9 (2.35)
<i>Number of providers</i>	2,312	3,002	1,119	932	7,365

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .05$, High school diploma or less < some college, Associate degree, Bachelor's degree.

** $p < .001$, High school diploma or less < some college, Associate degree, Bachelor's degree or higher.

*** $p < .01$, High school diploma or less < some college, Bachelor's degree or higher.

**** $p < .01$, High school diploma or less < Associate degree.

***** $p < .001$, High school diploma or less < some college, Associate degree.

Table A13. *Estimated Percentage of Licensed Providers who Employed At Least One Paid Assistant with College Credits, by Educational Level: Statewide and by Region*

	Estimated percentage (SE)				
	High school diploma or less	Some college	Associate degree	Bachelor's degree or higher	All providers who employed at least one paid assistant
Statewide*	30.0 (4.77)	52.0 (3.28)	62.4 (5.12)	61.7 (5.23)	51.6 (2.24)
<i>Number of providers</i>	1,617	4,057	1,530	1,638	8,842
Northern CA	41.2 (11.98)	63.3 (6.25)	65.5 (8.86)	72.7 (9.53)	62.5 (4.30)
<i>Number of providers</i>	80	282	136	103	601
Bay Area	35.7 (12.90)	48.1 (6.96)	52.0 (10.03)	61.5 (9.58)	50.4 (4.64)
<i>Number of providers</i>	200	742	357	371	1,670
Central CA**	22.2 (8.03)	54.4 (6.62)	71.4 (9.90)	66.7 (12.22)	51.7 (4.58)
<i>Number of providers</i>	368	776	286	204	1,634
Southern CA***	30.9 (6.76)	51.0 (4.86)	63.4 (8.25)	59.4 (7.62)	50.6 (3.33)
<i>Number of providers</i>	969	2,257	751	959	4,936

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .05$, High school diploma or less < Some college, Associate degree, Bachelor's degree.

** $p < .01$, High school diploma or less < Associate degree.

*** $p < .05$, High school diploma or less < Associate degree.

Table A14. *Estimated Age Distribution of Licensed Providers, by Educational Level: Statewide and by Region*

		Estimated percentage (SE)				
		High school diploma or less	Some college	Associate degree	Bachelor's degree or higher	All providers
Statewide	29 years or younger	4.8 (1.00)	5.5 (0.85)	7.5 (1.75)	2.7 (1.07)	5.2 (0.55)
	30 to 54 years	73.3 (2.16)	74.7 (1.71)	74.0 (2.94)	72.5 (3.18)	73.9 (1.14)
	55 years or older	21.9 (2.03)	19.8 (1.59)	18.6 (2.62)	24.8 (3.10)	20.9 (1.06)
<i>Total</i>		100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		7,241	10,877	3,704	3,565	25,387
Northern CA*	29 years or younger	9.3 (3.14)	8.9 (2.06)	6.9 (2.96)	10.2 (4.33)	8.8 (1.42)
	30 to 54 years	60.5 (5.28)	78.0 (3.00)	82.2 (4.48)	77.5 (5.97)	74.9 (2.17)
	55 years or older	30.2 (4.96)	13.1 (2.44)	11.0 (3.66)	12.2 (4.69)	16.3 (1.85)
<i>Total</i>		100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		404	896	343	230	1,873
Bay Area	29 years or younger	2.5 (1.75)	2.2 (1.08)	5.1 (2.86)	1.4 (1.38)	2.5 (0.79)
	30 to 54 years	65.0 (5.34)	73.9 (3.24)	71.2 (5.90)	75.0 (5.11)	71.9 (2.26)
	55 years or older	32.5 (5.24)	23.9 (3.15)	23.7 (5.55)	23.6 (5.01)	25.6 (2.20)
<i>Total</i>		100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		1,142	2,626	843	1,028	5,639
Central CA	29 years or younger	8.5 (2.57)	8.4 (2.08)	6.3 (3.03)	2.6 (2.60)	7.5 (1.32)
	30 to 54 years	73.7 (4.06)	78.1 (3.10)	76.6 (5.30)	81.6 (6.30)	76.9 (2.12)
	55 years or older	17.8 (3.53)	13.5 (2.56)	17.2 (4.72)	15.8 (5.92)	15.6 (1.82)
<i>Total</i>		100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		1,606	2,423	871	517	5,417
Southern CA	29 years or younger	3.5 (1.32)	5.2 (1.41)	9.5 (3.21)	2.5 (1.73)	4.8 (0.86)
	30 to 54 years	76.7 (3.09)	72.8 (2.94)	72.3 (5.06)	67.8 (5.21)	73.3 (1.83)
	55 years or older	19.8 (2.92)	22.0 (2.75)	18.2 (4.43)	29.8 (5.10)	21.9 (1.71)
<i>Total</i>		100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		4,089	4,930	1,648	1,790	12,457

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

* $p < .05$, High school diploma or less < some college, Associate degree (30 to 54 years); High school diploma or less > some college, Associate degree (55 years or older).

Table A15. *Estimated Years of Tenure of Licensed Providers, by Educational Level: Statewide and by Region*

	Estimated mean (SE)			
	High school diploma or less	Some college	Associate degree	Bachelor's degree or higher
Statewide	9.2 (0.43)	9.5 (0.30)	10.2 (0.54)	9.9 (0.53)
<i>Number of providers</i>	7,255	10,904	3,744	3,565
Northern CA	12.0 (1.04)	10.1 (0.57)	10.7 (0.86)	8.6 (1.07)
<i>Number of providers</i>	399	896	343	230
Bay Area	12.2 (1.07)	11.6 (0.66)	10.5 (1.09)	11.9 (0.99)
<i>Number of providers</i>	1,142	2,641	856	1,028
Central CA	8.4 (0.82)	9.0 (0.55)	9.7 (1.01)	8.0 (1.19)
<i>Number of providers</i>	1,606	2,437	871	517
Southern CA	8.4 (0.61)	8.4 (0.46)	10.2 (0.92)	9.5 (0.79)
<i>Number of providers</i>	4,108	4,930	1,673	1,790

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

Table A16. *Estimated Distribution of Licensed Providers, by Tenure and Educational Level: Statewide and by Region*

		Estimated percentage (SE)				
		High school diploma or less	Some college	Associate degree	Bachelor's degree or higher	All providers
Statewide	3 years or less	31.9 (2.30)	25.7 (1.71)	23.8 (2.81)	22.6 (2.89)	26.8 (1.14)
	4 - 14 years	43.7 (2.45)	50.6 (1.94)	47.8 (3.29)	51.6 (3.49)	48.3 (1.29)
	15 years or more	24.4 (2.07)	23.8 (1.62)	28.4 (2.98)	25.7 (3.06)	24.9 (1.09)
<i>Total</i>		100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		7,255	10,904	3,744	3,565	25,468
Northern CA	3 years or less	16.5 (4.03)	24.1 (3.10)	19.2 (4.61)	30.6 (6.59)	22.4 (2.09)
	4 - 14 years	50.6 (5.43)	47.1 (3.62)	49.3 (5.86)	55.1 (7.11)	49.3 (2.51)
	15 years or more	32.9 (5.10)	28.8 (3.28)	31.5 (5.44)	14.3 (5.01)	28.4 (2.26)
<i>Total</i>		100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		399	896	343	230	1,868
Bay Area	3 years or less	22.5 (4.67)	21.1 (3.00)	21.7 (5.33)	12.5 (3.90)	19.9 (2.01)
	4 - 14 years	38.7 (5.45)	45.4 (3.67)	50.0 (6.46)	52.8 (5.89)	46.1 (2.50)
	15 years or more	38.7 (5.45)	33.5 (3.47)	28.3 (5.82)	34.7 (5.62)	34.0 (2.38)
<i>Total</i>		100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		1,142	2,641	856	1,028	5,667
Central CA	3 years or less	39.8 (4.51)	25.7 (3.27)	23.4 (5.30)	34.2 (7.71)	30.3 (2.30)
	4 - 14 years	36.4 (4.44)	50.8 (3.74)	50.0 (6.26)	47.4 (8.11)	46.1 (2.50)
	15 years or more	23.7 (3.92)	23.5 (3.17)	26.6 (5.53)	18.4 (6.30)	23.6 (2.13)
<i>Total</i>		100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		1,606	2,437	871	517	5,431
Southern CA	3 years or less	33.0 (3.38)	28.4 (2.97)	26.1 (4.85)	24.1 (4.66)	29.0 (1.87)
	4 - 14 years	47.2 (3.61)	53.8 (3.27)	45.1 (5.56)	51.8 (5.52)	50.2 (2.07)
	15 years or more	19.8 (2.88)	17.8 (2.54)	28.8 (5.10)	24.1 (4.75)	20.8 (1.69)
<i>Total</i>		100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		4,108	4,930	1,673	1,790	12,501

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers.

Table A17. *Estimated Ethnic Distribution of Licensed Providers, by Educational Level: Statewide and by Region*

		Estimated percentage (SE)				
		High school diploma or less	Some college	Associate degree	Bachelor's degree or higher	All providers
Statewide*	White, Non-Hispanic	26.8 (2.06)	46.5 (1.91)	53.0 (3.34)	47.0 (3.53)	41.9 (1.21)
	Latina	59.2 (2.36)	28.7 (1.81)	21.7 (2.83)	14.7 (2.57)	34.6 (1.23)
	African American	8.3 (1.38)	17.6 (1.56)	15.3 (2.52)	17.3 (2.81)	14.5 (0.95)
	Asian/Pacific Islander	2.7 (0.81)	2.9 (0.68)	7.4 (1.85)	15.8 (2.57)	5.3 (0.59)
	Other ^a	2.9 (0.76)	4.3 (0.78)	2.6 (0.99)	5.2 (1.61)	3.8 (0.48)
	<i>Total</i>	100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		7,207	10,666	3,621	3,412	24,906
Northern CA**	White, Non-Hispanic	65.9 (5.15)	81.7 (2.80)	82.9 (4.51)	74.5 (6.37)	77.6 (2.11)
	Latina	23.5 (4.61)	9.4 (2.12)	10.0 (3.59)	10.6 (4.50)	12.7 (1.68)
	African American	0.0 -	0.0 -	1.43 (1.42)	2.1 (2.11)	0.5 (0.36)
	Asian/Pacific Islander	3.5 (2.00)	1.1 (0.74)	4.3 (2.42)	6.4 (3.57)	2.80 (0.83)
	Other ^a	7.1 (2.78)	7.9 (1.95)	1.4 (1.42)	6.4 (3.57)	6.4 (1.23)
	<i>Total</i>	100.0	100.0	100.0	100.0	100.0
<i>Number of providers</i>		399	896	329	221	1,845

Table A17. *Estimated Ethnic Distribution of Licensed Providers by Educational Level, Statewide and by Region, cont.*

		Estimated percentage (SE)				
		High school diploma or less	Some college	Associate degree	Bachelor's degree or higher	All providers
Bay Area***	White, Non-Hispanic	39.5 (5.44)	54.7 (3.70)	57.6 (6.44)	49.3 (6.03)	51.0 (2.53)
	Latina	34.6 (5.29)	17.7 (2.84)	13.6 (4.46)	8.7 (3.40)	19.0 (1.99)
	African American	17.3 (4.21)	21.0 (3.03)	18.6 (5.08)	11.6 (3.86)	18.2 (1.96)
	Asian/Pacific Islander	3.7 (2.10)	3.3 (1.33)	8.5 (3.63)	26.1 (5.29)	8.2 (1.39)
	Other ^a	4.9 (2.41)	3.3 (1.33)	1.7 (1.68)	4.4 (2.46)	3.6 (0.94)
	Total	100.0	100.0	100.0	100.0	100.0
Number of providers		1,156	2,584	842	985	5,567
Central CA****	White, Non-Hispanic	29.7 (4.21)	50.0 (3.80)	60.3 (6.17)	52.6 (8.11)	45.8 (2.52)
	Latina	60.2 (4.51)	31.6 (3.53)	22.2 (5.24)	15.8 (5.92)	37.1 (2.44)
	African American	4.2 (1.86)	12.6 (2.52)	9.5 (3.70)	18.4 (6.30)	10.2 (1.53)
	Asian/Pacific Islander	0.9 (0.84)	1.7 (0.99)	1.6 (1.58)	10.5 (4.98)	2.3 (0.76)
	Other ^a	5.1 (2.02)	4.0 (1.49)	6.3 (3.08)	2.6 (2.60)	4.6 (1.06)
	Total	100.0	100.0	100.0	100.0	100.0
Number of providers		1,606	2,369	858	517	5,350

Table A17. *Estimated Ethnic Distribution of Licensed Providers by Educational Level, Statewide and by Region, cont.*

		Estimated percentage (SE)				
		High school diploma or less	Some college	Associate degree	Bachelor's degree or higher	All providers
Southern CA w/ Los Angeles*****	White, Non-Hispanic	18.2 (2.73)	33.9 (3.08)	40.4 (5.60)	40.3 (5.53)	30.4 (1.88)
	Latina	69.5 (3.31)	36.8 (3.20)	28.2 (5.16)	18.5 (4.38)	44.0 (2.08)
	African American	8.2 (1.99)	21.5 (2.76)	19.6 (4.59)	22.3 (4.78)	16.9 (1.58)
	Asian/Pacific Islander	3.1 (1.26)	3.5 (1.23)	10.6 (3.58)	12.6 (3.77)	5.56 (0.97)
	Other ^a	1.1 (0.77)	4.3 (1.34)	1.2 (1.17)	6.3 (2.76)	3.1 (0.73)
	Total	100.0	100.0	100.0	100.0	100.0
Number of providers		4,045	4,817	1,592	1,689	12,143
Southern CA w/o Los Angeles****	White, Non-Hispanic	24.0 (3.82)	41.0 (3.88)	43.9 (6.58)	46.0 (7.06)	36.6 (2.43)
	Latina	63.2 (4.32)	37.3 (3.82)	28.1 (5.96)	20.0 (5.66)	42.0 (2.49)
	African American	8.8 (2.54)	14.3 (2.76)	17.5 (5.04)	16.0 (5.19)	13.2 (1.71)
	Asian/Pacific Islander	3.2 (1.58)	3.1 (1.37)	8.8 (3.75)	12.0 (4.60)	5.1 (1.11)
	Other ^a	0.8 (0.80)	4.3 (1.61)	1.7 (1.74)	6.0 (3.36)	3.1 (0.87)
	Total	100.0	100.0	100.0	100.0	100.0
Number of providers		2,331	3,002	1,063	932	7,328

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers. Test of significance were only performed for White, Non-Hispanic, Latina, and African American provider groups.

^aOther includes provider responses of American Indian or Alaskan Native, or Multiethnic.

* $p < .05$, African American < White, Non-Hispanic < Latina (high school diploma or less).

** $p < .05$, Some college > high school diploma or less (White, Non-Hispanic); some college < high school diploma or less (Latina).

*** $p < .01$, Bachelor's degree or higher > high school diploma or less (White, Non-Hispanic); high school diploma or less > some college, Associate degree, Bachelor's degree or higher (Latina).

**** $p < .001$, High school diploma or less < some college, Associate degree, Bachelor's degree or higher (White, Non-Hispanic); high school diploma or less > some college, Associate degree, Bachelor's degree or higher (Latina).

***** $p < .001$, High school diploma or less < some college, Associate degree, Bachelor's degree or higher (White, Non-Hispanic, African American); high school diploma or less > some college, Associate degree, Bachelor's degree or higher (Latina).

Table A18. *Estimated Educational Attainment of Licensed Providers, by Ethnicity: Statewide and by Region*

		Estimated percentage (SE)					
		White, Non-Hispanic	Latina	African American	Asian/Pacific Islander	Other ^a	All providers
Statewide*	High school diploma or less	18.5 (1.48)	49.5 (2.30)	16.5 (2.63)	15.0 (4.19)	22.5 (5.25)	28.9 (1.19)
	Some college	47.7 (1.89)	35.5 (2.19)	51.8 (3.58)	23.3 (4.95)	48.8 (6.48)	42.8 (1.28)
	Associate degree	18.4 (1.46)	9.1 (1.30)	15.3 (2.55)	20.5 (4.77)	9.8 (3.69)	14.5 (0.90)
	Bachelor's degree or higher	15.4 (1.41)	5.8 (1.08)	16.3 (2.70)	41.2 (5.68)	18.9 (5.34)	13.7 (0.90)
<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	
<i>Number of providers</i>	10,416	8,624	3,621	1,306	937	24,904	
Northern CA**	High school diploma or less	18.4 (2.22)	40.0 (6.94)	0.0 -	27.3 (13.45)	24.0 (8.6)	21.6 (2.08)
	Some college	51.1 (2.87)	36.0 (6.80)	0.0 -	18.2 (11.64)	60.0 (9.8)	48.6 (2.52)
	Associate degree	19.0 (2.25)	14.0 (4.91)	50.0 (35.4)	27.3 (13.45)	4.0 (3.9)	17.8 (1.93)
	Bachelor's degree or higher	11.5 (1.83)	10.0 (4.25)	50.0 (35.4)	27.3 (13.45)	12.0 (6.5)	12.0 (1.64)
<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	
<i>Number of providers</i>	1,432	235	9	52	117	1,845	
Bay Area***	High school diploma or less	16.1 (2.61)	37.8 (5.65)	19.7 (4.73)	9.4 (5.16)	28.6 (12.1)	20.8 (2.06)
	Some college	49.7 (3.55)	43.2 (5.77)	53.5 (5.93)	18.7 (6.91)	42.9 (13.2)	46.4 (2.53)
	Associate degree	17.1 (2.67)	10.8 (3.61)	15.5 (4.30)	15.6 (6.43)	7.1 (6.9)	15.1 (1.82)
	Bachelor's degree or higher	17.1 (2.67)	8.1 (3.18)	11.3 (3.76)	56.3 (8.78)	21.4 (11.0)	17.7 (1.93)
<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	
<i>Number of providers</i>	2,841	1,056	1,014	457	200	5,568	
Central CA****	High school diploma or less	19.4 (2.95)	48.6 (4.14)	12.5 (5.24)	11.1 (10.49)	33.3 (2.3)	30.0 (2.32)
	Some college	48.3 (3.73)	37.7 (4.02)	55.0 (7.88)	33.3 (15.73)	44.3 (2.5)	44.3 (2.51)
	Associate degree	21.1 (3.05)	9.6 (2.44)	15.0 (5.65)	11.1 (10.49)	16.0 (1.9)	16.0 (1.85)
	Bachelor's degree or higher	11.1 (2.35)	4.1 (1.64)	17.5 (6.02)	44.4 (16.58)	9.7 (1.5)	9.7 (1.49)
<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	
<i>Number of providers</i>	2,451	1,988	545	123	245	5,352	

Table A18. *Estimated Educational Attainment of Licensed Providers by Ethnicity: Statewide and by Region, cont.*

		Estimated percentage (SE)					
		White, Non-Hispanic	Latina	African American	Asian/Pacific Islander	Other ^a	All providers
Southern CA w/ Los Angeles*****	High school diploma or less	19.9 (2.96)	52.5 (3.16)	16.1 (3.75)	18.5 (6.92)	11.7 (7.9)	33.3 (1.98)
	Some college	44.2 (3.70)	33.2 (2.97)	50.3 (5.19)	25.0 (7.76)	55.0 (11.9)	39.7 (2.05)
	Associate degree	17.4 (2.83)	8.4 (1.74)	15.2 (3.67)	25.0 (7.76)	5.0 (4.9)	13.1 (1.40)
	Bachelor's degree or higher	18.4 (2.92)	5.9 (1.48)	18.3 (4.05)	31.5 (8.34)	28.4 (10.8)	13.9 (1.46)
<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	
<i>Number of providers</i>		3,694	5,346	2,054	675	375	12,144
Southern CA w/o Los Angeles****	High school diploma or less	20.8 (3.39)	47.9 (3.89)	21.1 (5.67)	20.0 (8.96)	8.3 (8.0)	31.8 (2.35)
	Some college	45.8 (4.16)	36.4 (3.75)	44.2 (6.90)	25.0 (9.69)	58.3 (14.3)	41.0 (2.48)
	Associate degree	17.4 (3.16)	9.7 (2.31)	19.2 (5.47)	25.0 (9.69)	8.3 (8.0)	14.5 (1.78)
	Bachelor's degree or higher	16.0 (3.06)	6.1 (1.86)	15.4 (5.01)	30.0 (10.26)	25.0 (12.5)	12.7 (1.68)
<i>Total</i>	100.0	100.0	100.0	100.0	100.0	100.0	
<i>Number of providers</i>		2,685	3,077	970	373	224	7,329

Note. Based on a sample of 1,800 providers, weighted to represent the population of licensed family child care providers. Test of significance were only performed for White, Non-Hispanic, Latina, and African American provider groups.

^a Other includes provider responses of American Indian or Alaskan Native, or Multiethnic.

* $p < .05$, Latina > White, Non-Hispanic, African American (high school diploma or less); Latina < White, Non-Hispanic, African American (some college, Associate degree, Bachelor's degree or higher).

** $p < .05$, Latina > White, Non-Hispanic (high school diploma or less).

*** $p < .01$, Latina > White, Non-Hispanic (high school diploma or less).

**** $p < .001$, Latina > White, Non-Hispanic, African American (high school diploma or less).

***** $p < .001$, Latina > White, Non-Hispanic, African American (high school diploma or less); Latina < African American (some college); Latina < White, Non-Hispanic (Associate degree); Latina < White, Non-Hispanic, African American (Bachelor's degree or higher).

Appendix B:

Methodology for Estimating the Size of the Licensed Family Child Care Workforce in California and the Number of Children Served in Licensed Family Child Care

Overview

Ideally, the size of the licensed family child care workforce in California, and the number of children enrolled in licensed family child care, would be equal to the weighted estimates of the number of providers represented in our sample, and the number of children enrolled in family child care. In the normal course of events, providers go out of business and new providers replace them, and a description of the universe (or total population) of providers, if continually updated, will adjust for these changes. However, because there was a gap of several months between the last point at which we updated the survey universe and the time at which we began interviews, our universe included some providers who were out of business, but did not include the newest providers who had started their businesses in the interim.

The weighted sample for this workforce study represents 25,532 family child care providers. We know, however, that the survey universe is closer to the total of 37,366 active providers in the state that constituted the initial description of the population. The difference between the survey universe and the weighted sample is 11,832 providers. For that reason, our estimates for the size of the family child care workforce and the total number of children served take into account the difference in size between the weighted sample and the universe.

We estimated the total number of providers and number of children served in two ways, through high and low calculations. The high estimate treated all providers alike. The low estimate assumed that new providers who had replaced the out-of-business providers in

the universe would have characteristics similar to the providers who had been in business for one year or less, typically operating homes with a smaller licensed capacity and with fewer paid assistants.

Methodology: High Estimate

1. Calculate the ratio to create a multiplier for the sample to the universe: $37,366/25,532 = 1.46$.
2. Multiply the weighted sum of children served by the multiplier (1.46) to calculate the estimated total number of children served.
3. Multiply the weighted sum of paid assistants by the multiplier (1.46) to calculate the estimated total number of paid assistants.
4. Add the estimated number of paid assistants to the 37,366 licensed family child care providers to calculate the size of the licensed family child care workforce.

Methodology: Low Estimate

1. Calculate the appropriate multiplier for providers in the sample who have been in business for one year or less (1,613) to the new providers in the universe (11,832). As stated above, the difference between the weighted sample and the universe is 11,832 providers. We assume that these providers are no longer in business and have been replaced by new providers. Calculation: $11,832/1,613 = 7.34$.
2. Multiply the weighted sum of children served by providers in business one year or less by the multiplier (7.34) to calculate an estimated total of children served by providers who have been in business one year or less.

3. Add this to the weighted sum of children served by providers who had been in business for more than one year to estimate the total number of children served.
4. Multiply the weighted sum of paid assistants employed by providers in business one year or less by the multiplier (7.34) to calculate an estimated total number of paid assistants employed by these new providers.
5. Add this to the weighted sum of paid assistants employed by providers in business for more than one year.
6. Add the number of paid assistants (steps 4 and 5) to the 37,366 licensed family child care providers to estimate the size of the licensed family child care workforce.

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