

California Child Care Resource and Referral Network

Marin Child Care Council

# Marin County Workforce Survey 2015

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## Licensed Child Care Centers

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## **Acknowledgements**

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## **Marin County Licensed Child Care Center Workforce Survey**

### **Introduction**

In California, and across the country, early care and education (ECE) has gained momentum and attention as one of the wisest investments benefitting children, families and their communities as well as the economy. Participation in high quality ECE programs, especially for at-risk populations, have shown that children are more likely to graduate from high school, earn higher wages, and less likely to go to prison. A critical component of quality ECE programs is staff, those that have direct interaction with the children and those that have administrative oversight of the program.

Yet, very little is known about the ECE workforce. In 2006 the Center for the Study of Child Care Employment (CSCCE) conducted a study of the California early care and education workforce for licensed child care centers and licensed family child care homes. The report sought to identify the characteristics of the early care and education workforce, including demographics, educational attainment, and wages. Furthermore, the report documents a baseline from which future data could be compared. Continued efforts to document information on the ECE workforce have been established locally through various professional development programs such as the CARES program developed by First 5 California and statewide initiatives including development of a workforce registry, which is currently being piloted in San Francisco and Los Angeles Counties. The growth of quality rating and improvement systems, and reauthorization of the Child Care and Development Block Grant Act are placing requirements on ECE educators and caregivers to ensure children are receiving quality early learning experiences.

### **Purpose**

The Marin Child Care Council (MC3), founded in 1979, is a non-profit agency that offers a variety of services for parents, child care providers and the community that are essential to the delivery of quality child care in the county. To carry out this work, MC3 maintains records on all licensed child care providers in the county. However, these are limited to licensing and program details. Recognizing the dearth of information on those administering programs and working directly with children, MC3 endeavored to learn about the current workforce, particularly those employed in licensed child care centers. Additionally, by surveying center-based staff, MC3

sought to understand how the workforce has changed since the 2005 workforce study conducted by CSCCE and to gain insight on training needs for staff in various positions. Though there is much work left to do to collect and maintain workforce information on a consistent basis, this snapshot provides some context for which MC3 and other ECE organizations can best meet the professional needs of the center-based workforce.

## **Methodology**

For this study, MC3 worked with the California Child Care Resource and Referral Network (Network) to survey center directors in Marin County. The Network adapted the survey used in the 2006 workforce study with additional questions, including types of assessment tools used, gathering information on staff working with school-age children, desired training for staff, and benefits offered by the center. Due to funding constraints, the survey was sent via Survey Monkey, a web-based survey tool. Staff at MC3 contacted each licensed center facility to verify e-mail addresses and to inform directors of the upcoming survey. Initial dissemination of the survey yielded a low response rate, prompting a second attempt to collect information from centers using physical surveys rather than the online tool. Based on the resource and referral agency list, 99 centers were contacted and 49 staff responded to the request. These staff represented 54 licensed centers; some respondents were responsible for more than one site.

## **Findings**

The findings summarized in this report are based on the responses of forty-nine individuals employed in licensed child care centers in Marin County. The survey sought to understand the demographic, education and training, and wage information of center-based assistant teachers, teachers and directors. Though these findings are not representative of all center-based staff in the county, it can provide valuable insight about those working in these centers.

## General Center Information and Characteristics

Marin County is located north of San Francisco and has a population of 254,643. Children under 18 years comprise approximately 21% of county residents; 69% of these children have all parents in the family participating in the labor force (U.S. Census, American Community Survey). Based on data from the Department of Social Services, Community Care Licensing (November 2014) there are 154 licensed child care centers in Marin County with a capacity to serve 8,879 children of various ages. Respondents to the survey represent 54 (35%) licensed child care centers serving 3,243 children. Only 8 centers indicated serving infants – the vast majority of centers served children between the ages of 2 years and 5 years. Survey responses reflect a workforce of over 460 staff, including 89 assistant teachers, 329 teachers and 49 directors. Some respondents indicated being a director of multiple centers. The licensed child care centers in the survey included private non-profit organizations, public agencies, and for profit programs. Private non-profit organizations constituted the largest portion of center types (63%).

### Licensed Child Care Centers in Marin County and Survey Participants

Countywide		Survey	
Licensed Child Care Centers	154	Licensed Child Care Centers	54
Total Capacity	8,879	Total children served	3,243
Under 2 years	805	Under 2 served	101
2 to 5 years	5,894	2 to 5 years served	2,446
5 years and over	2,180	5 years and over served	696

### Licensed Child Care Centers by Type of Center

Type	N	%
Private non-profit organization	34	63%
Public Agency	3	5%
For Profit	16	30%
Don't know	1	2%

## Child Characteristics

In Marin County, there are 52,556 children under 18 and of those 31.3% are under 6 years old (U.S. Census, American Community Survey). Child care centers participating in the survey cared for approximately 3,243 children; almost two-thirds were between the ages of 3

years and 5 years. Four percent of the children were identified as having special needs. Very few centers indicated having a direct contract for public funds to serve low-income children. However, 93 children were served through voucher-based programs administered by the Marin Child Care Council.

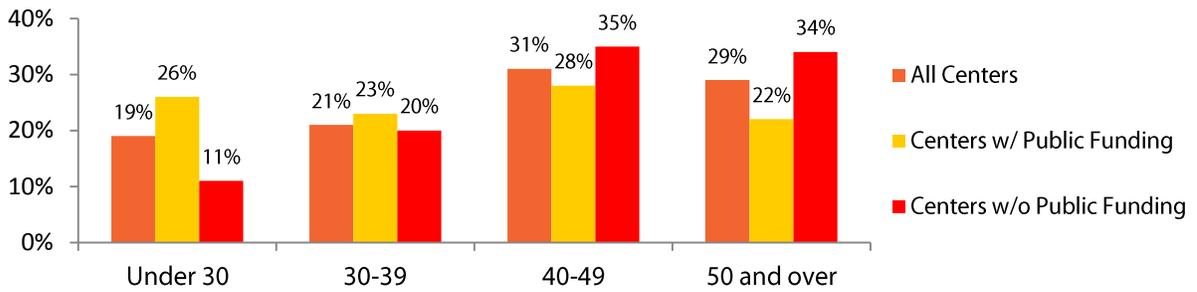
**Percentage of Children Served by Age**

Total Number of Children Served	3,243
Under 2 years	3%
2 years	14%
3 to 5 years	62%
5 years and over	21%

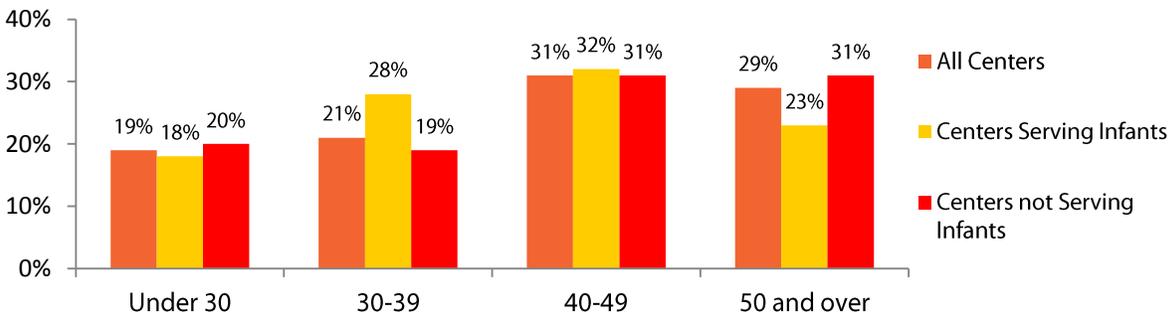
**Age of the Workforce**

Cultivating the next generation of early care and education practitioners is important for the future of the ECE field, as the workforce grows older it is necessary that young professionals are primed to move into higher positions. Providing quality education and training in addition to meaningful experiences working with children and alongside experienced educators is critical to career development. To understand this aspect of the workforce, respondents were asked to indicate the age range of the assistant teachers and teachers employed at their center. Overall, employees of licensed child care centers were more likely to be between 40 and 49 years of age. Approximately 19% of all center staff were under 30 years old. However, in observing the age range by staff level, almost half of assistant teachers were under 30 years old. There was some variation based on whether a center enrolled both infants and preschool age children. Centers that enrolled infants were more likely than centers that did not enroll infants to have staff between 30 to 39 years, 29% and 19% respectively and less likely to have staff older than 50 years. Centers receiving any type of public funding (either voucher based or contract based) had more staff under 30 years and between 30 and 39 years than those centers receiving no public funding. Compared to 2005, this study showed a smaller proportion of staff under 30 years and more over 50.

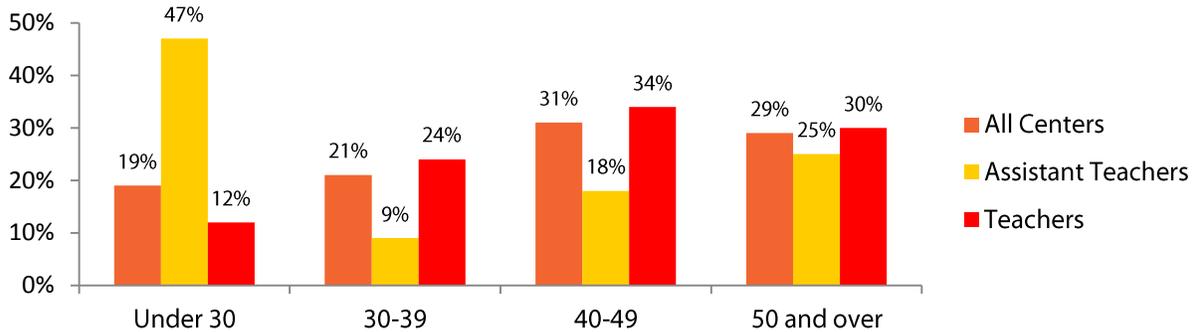
### Center Staff by Age and Presence of Public Funding



### Center Staff by Age and Enrollment of Infants



### Center Staff by Age and Level of Staff

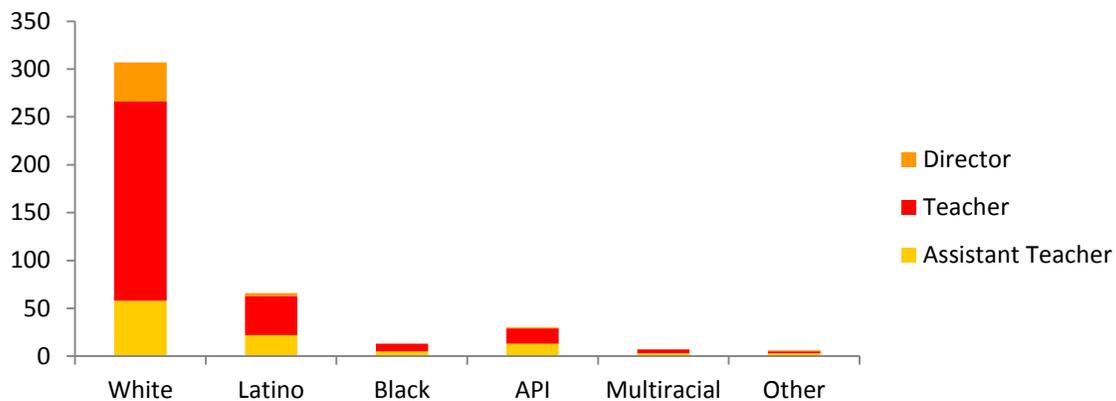


### Ethnic Background

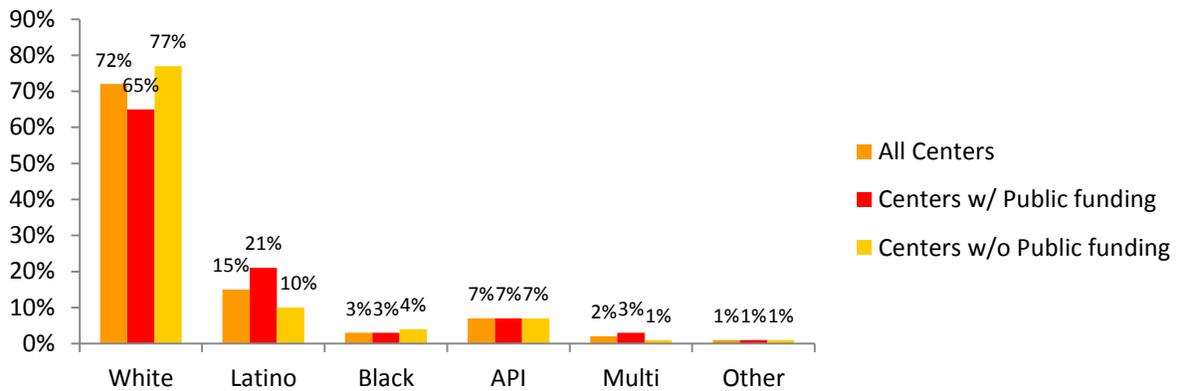
California is a highly diverse state with no single ethnic group constituting a majority in the state - White, non-Hispanic/Latino individuals represent about 39% of the population. However, this differs significantly in Marin County where White, non-Hispanic/Latino individuals represent about 73% of the population. The Hispanic/Latino population is 38% in California and 16% in Marin County (U.S. Census Bureau, 2010 Census of Population). Overall,

the ethnic background of center staff closely reflected that of the county, three-quarters of teachers were identified as White and 15% as Hispanic/Latino. The remaining staff were spread among Asian/Pacific Islander, African-American/Black, Multiracial, and Other. Almost all of the center directors identified as white (89%). Countywide and across each staff level, staff identified as Black or African American comprised no more than 5%. No directors identified as Black or African American. Centers that received some type of public funding showed a higher percentage of Hispanic/Latino staff compared to centers that did not receive public funding.

**Staff Ethnicity by Level of Staff**



**Staff Ethnicity by Presence of Public Funds**



### Linguistic Capacity

The growing diversity of California signals the need to ensure that programs have the capacity to support all families and children, including those whose native language is not English. To fully engage with families, it is important to have linguistic diversity among center staff. In this survey respondents were asked to identify the number of staff that have the ability

speak another language in addition to English. Respondents were not asked to evaluate the proficiency of the language. Approximately 69% of centers employed at least one staff person that could speak a language other than English. A total of 125 staff were identified as speaking a language other than English. Of staff with the ability to speak with families and children in another language, over two-thirds spoke Spanish. Other languages included French, Guarjti, Hindi, Hmong, Italian, Japanese, Lao, Portuguese, Punjabi, Romanian, and Urdu. Assistant teachers were more likely than teachers and directors to speak a language in addition to English.

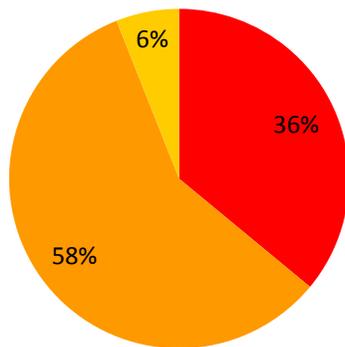
**Languages Spoken by Staff who can Speak a Language Other Than English**

<b>Language</b>	<b>%</b>
Spanish	66%
Chinese	0%
Korean	0%
Vietnamese	0%
Tagalog	6%
Sign Language	1%
Other (see list of languages above)	31%

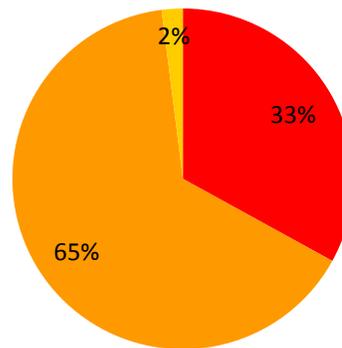
**Turnover**

An important aspect to a young child’s development is consistency of care received while in a child care setting. Research has shown that children who experienced positive, caring relationships with adults develop more secure attachments, which provides a foundation for future social and emotional development (Theilheimer, 2006 and Honig, 2002). To gain an understanding of how long staff have been employed with their child care center, the survey included a question on turnover, “How many staff have quit in the past 12 months?” and tenure, “How long have staff worked at the center?”. 74% of centers in the survey reported having at least 1 staff member quit in the past 12 months. Of those that have quit, more than half were teachers. Thirty-six percent of those who quit were assistant teachers and less than 10% of directors had quit in the past 12 months. Among child care centers that receive public funding, 33% of staff that quit in the past 12 months were assistant teachers, 65% were teachers and 2% directors.

**Staff that Quit in the Past 12 Months  
by Staff Level**



**Staff in Centers Receiving Public Funding that  
Quit in the Past 12 Months by Staff Level**



■ Assistant Teachers ■ Teachers ■ Directors

In addition to measuring turnover rates, respondents were asked how long staff have been employed at the child care center. Categories indicating length of employment were “Less than 1 year”, “1 to 5 years” and “Greater than 5 years”. Assistant teachers showed a fairly proportional distribution across each time category, roughly between 30% and 40%. However, among teachers there was much more variation. Sixty-five percent of teachers showed a longer tenure having been employed at their child care center for more than 5 years versus only 10% being employed for less than 1 year. Center directors had the highest proportion of those who have been employed at their center for more than 5 years (84%).

Among centers receiving public funding for child care, less than half of the assistant teachers were employed between 1 to 5 years (46%) and about one-quarter were employed for greater than 5 years. Both teachers and directors were more likely than assistant teachers to be employed for more than 5 years, 66% and 81% respectively. Regarding centers serving infants, there was a higher percentage of teachers employed for greater than 5 years than in centers not serving infants. Over eighty percent of directors employed in centers that do or do not serve infants have been employed there for more than 5 years.

**Tenure of Staff by Level of Staff**

	<b>Less than 1 year</b>	<b>1 to 5 years</b>	<b>Greater than 5 years</b>
Assistant Teachers	32%	39%	30%
Teachers	10%	23%	66%
Directors	5%	14%	81%

### Tenure of Staff by Level of Staff and Infant Enrollment

	Less than 1 year		1 to 5 years		Greater than 5 years	
	Infants	No infants	Infants	No infants	Infants	No infants
Assistant Teachers	40%	30%	47%	36%	13%	32%
Teachers	7%	12%	23%	24%	70%	64%
Directors	-	9%	18%	6%	82%	85%

### Wages and Benefits

According to “Worthy Work, STILL Unlivable Wages”, jobs in early care and education are often characterized by low wages and the absence of a rational wage structure (Whitebook, Phillips, Howes 2014). Wages have not kept up with the cost of living and many providers find themselves as recipients of public income supports. In Marin County the median household income is \$90,839. A family of four with two preschool-aged children would need to earn close to \$97,000 annually in order to be self-sufficient – this includes expenses such as housing, child care, food, transportation, etc.

In this survey we asked respondents to indicate the lowest wage and the highest wage for assistant teachers and teachers serving infant and/or preschool age children – regardless of educational attainment. Though we cannot make a direct comparison of wage data from the 2006 report – as the previous report only looked at teachers with a BA or higher degree, we can observe that overall the average wage reported in the 2014 survey for teachers were higher than in 2006. This was the same trend for assistant teachers survey wide.

### Mean Hourly Wages Paid to Teachers and Assistant Teachers by Infant Enrollment

	Infant Enrollment	Mean Hourly Wage (SE)	Centers
Teachers highest	Centers w/ infants	24.00 (2.08)	4
	Centers w/o infants	26.04 (1.80)	10
	All centers	25.46 (1.40)	14
Teachers lowest	Centers w/ infants	15.54 (.80)	7
	Centers w/o infants	17.99 (.58)	27
	All centers	17.49 (.52)	34
Assistant teachers highest	Centers w/ infants	14.33 (1.23)	6
	Centers w/o infants	16.74 (.82)	16
	All centers	16.09 (.71)	22
Assistant teachers lowest	Centers w/ infants	12.83 (1.23)	6
	Centers w/o infants	14.55 (.77)	17
	All centers	14.10 (.66)	23

The survey also gathered data on the salaries of center directors. Though hourly wage was requested in the survey, many respondents provided an annual salary. In these cases the annual salary was converted to an hourly wage, by dividing the annual salary by 2,080 hours (52 weeks of 40 hours per week). Survey wide, the lowest average hourly wage of center directors in the survey was \$27.37 (SE 1.97); the highest average hourly wage was 29.78 (SE 1.66).

**Mean Hourly Wages Paid to Directors by Infant Enrollment**

	<b>Infant Enrollment</b>	<b>Mean Hourly Wage (SE)</b>	<b>Centers</b>
Director highest	Centers w/ infants	38.50 (2.60)	4
	Centers w/o infants	28.39 (1.73)	25
	All centers	29.78 (1.66)	29
Director lowest	Centers w/ infants	34.52 (3.25)	4
	Centers w/o infants	25.77 (2.14)	18
	All centers	27.37 (1.97)	22

Benefits, along with wages, can be an effective incentive for employee retention. Staff that indicated offering benefits to their employees often included health (including vision and dental), paid holidays and time off, sick leave, and 401K or retirement. Other benefits included professional development, membership to associations, and child care discounts. Based on survey responses, 39 centers indicated providing benefits to staff. Of those, 51% provided benefits to their assistant teachers and 85% to teachers. For assistant teachers benefits were contingent upon whether they were working full-time. The most widely offered benefits among centers in this survey were health/medical (92%), dental (51%) and vacation/paid time off (PTO) (54%). Within these categories, there were variations on the benefits offered. For example, different types of health benefits included Flexible Spending Accounts, or partial health coverage. Some centers also included vision benefits as part of their health. Among the various types of “Other” benefits offered, were merit/year-end/holiday bonuses, child care tuition discounts, professional development opportunities (conferences, classes and workshops), and membership to various associations.

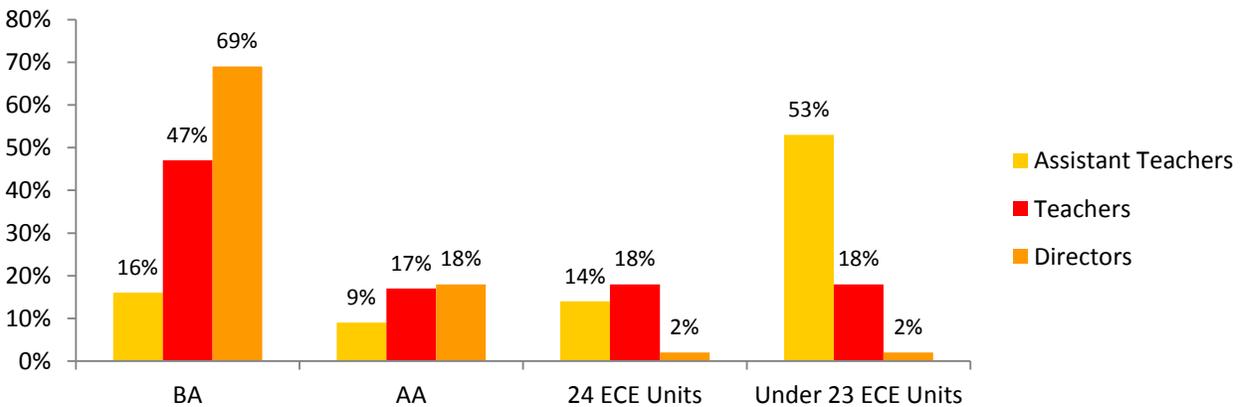
### Centers Offering Benefits by Type of Benefit

Benefit Type	%
Health	92%
Vacation/PTO	54%
Dental	51%
Retirement	38%
Sick Leave	36%
Holidays	23%
Other	33%

### Education and Training

Recognition of the professional nature of the early care and education workforce is an issue that many in the ECE field have been advocating. Efforts through higher education, degree programs, professional career ladders, compensation, certification programs etc. have elevated the importance of having a qualified workforce and defining what that means. In this survey we asked respondents to indicate the level of education achieved by staff, whether centers had staff with additional training to work with children with special needs and those whose first language is not English. For this portion we included analysis only for those working directly with children.

**Percentage of Staff by Staff Level and Educational Attainment**



Among assistant teachers, 16% received a BA degree, while more than half (53%) had attained less than 23 ECE units. For teachers, the distribution was almost the exact opposite. About 46% of teachers had a BA degree and very little variation across those with an AA, 24 ECE units and Under 23 ECE units. Among center directors, 69% received a BA and 18% received an AA.

In centers that received public funding, less than 10% of assistant teachers held a BA degree, and approximately 80% had attained less than 23 ECE units. In centers that did not receive public funding the distribution was quite different, about one-third of assistant teachers had a BA, though only 11% had an AA. Teachers showed comparable educational attainment regardless of whether the center received public funding or not. For example, 47% of teachers working centers receiving public funding had a BA, while 46% of teachers had a BA in centers that did not receive any type of public funding.

For those with a degree the survey delved into more specific information, to further understand their educational background. Of assistant teachers with a BA degree over 90% received a degree in ECE, Child Development or Psychology and 23% received their degree from a foreign institution. Respondents indicated that fifteen percent of assistant teachers with a BA also possess a permit. Among teachers with a BA degree, 42% indicated having a degree in ECE, Child Development or Psychology and 11% received their degree from a foreign institution. Thirty-six percent of teachers with a BA also possess a permit. Close to one-third of these teachers also obtained a teaching credential – of those 13% received their teaching credential from out of state.

With regard to serving children with special needs, close to 40% of assistant teachers indicated that they received training, either credit or non-credit training to work with children with special needs. Only 30% of assistant teachers received either credit or non-credit training to work with children who are English Language Learners. For teachers, 47% were identified as having received credit and/or non-credit training to work with children with special needs. Just over 21% received credit and/or non-credit training to work with children who are English Language Learners.

Also asked about were the types of assessments used at the center – for example the Early Childhood Environmental Rating Scale, Desired Results Developmental Profile (DRDP) – which are often integrated into a QRIS and serve different purposes based on the type of assessment conducted. The most widely used among the licensed child care centers in this survey was the Early Childhood Environmental Rating Scale (ECERS).

### Number of Centers using Assessments

Assessment Type	N
Early Childhood Environmental Rating Scale (ECERS)	18
Early Childhood Educator Competency Self-Assessment Tool	9
Desired Results Developmental Profile (DRDP)	8
Classroom Assessment Scoring System (CLASS)	7
Program Assessment Rating Scale (PARS)	1
Program Administration Scale	1
Office of Head Start Monitoring	1
Other (unspecified)	16

Respondents were also asked to identify the areas in which they would like more training for their staff. Areas for training were derived from the California Department of Education, Early Education and Support Division Early Childhood Educator Competencies. For assistant teachers, child development (71%) was identified as the top training area. For teachers the top areas was Observation, Screening and Assessment (73%) and for center directors, Administration and Supervision (64%). While trainings address a wide variety of topics there were a few trainings common across assistant teachers and teachers, and one training in particular – Observation, Screening and Assessment was listed as one of the top five trainings across all staff levels.

### Top Five Training Areas by Staff Level

Assistant Teachers	Teachers	Directors
Child Development and Learning	<b>Observation, Screening and Assessment</b>	Administration and Supervision
Learning Environments	Relationships, Interactions and Guidance	<b>Observation, Screening and Assessment</b>
Special Needs	Child Development and Learning	Family Community and Engagement
Relationships, Interactions and Guidance	Learning Environments	Relationships, Interactions and Guidance
<b>Observation, Screening and Assessment</b>	Professionalism	Leadership in Early Childhood Education

## **Conclusion**

There is still much to understand about the educators and caregivers serving children in California and Marin County. The ability to provide adequate professional development opportunities and inform policies that impact the workforce, and ultimately children and their families, is dependent on the ECE field's knowledge of those serving California's youngest learners. Investing in initiatives that can assist in documenting the growth of the ECE workforce locally and statewide is imperative to building and supporting a robust early care and education system in California.

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