California Early Care and Education Workforce Study

Licensed Family Child Care Providers

Santa Barbara County 2006

By Marcy Whitebook, Laura Sakai, Fran Kipnis, Yuna Lee, Dan Bellm, Mirella Almaraz, LaToya Stubbs, and Paulina Tran

Center for the Study of Child Care Employment,
Institute of Industrial Relations, University of California at Berkeley

California Child Care Resource and Referral Network

Design: Yuna Lee

Center for the Study of Child Care Employment
Institute of Industrial Relations
University of California at Berkeley
2521 Channing Way #5555
Berkeley, CA 94720
(510) 643-8293
http://www.iir.berkeley.edu/cscce/index.html

California Child Care Resource and Referral Network
111 New Montgomery Street, 7th floor
San Francisco, CA 94105
(415) 882-0234
http://www.rrnetwork.org

Acknowledgments

This study was made possible through the generous support of First 5 California and the Santa Barbara County Child Care Planning Council, with support from First 5 Santa Barbara County, the Santa Barbara County Workforce Investment Board, and the Santa Barbara Association for the Education of Young Children. The authors also gratefully acknowledge the David and Lucile Packard Foundation for their support of an initial pilot study on which this study was based. Finally, we would like to thank the many family child care providers of Santa Barbara County who gave so generously of their time to take part in this study.

Suggested citation

Whitebook, M., Sakai, L., Kipnis, F., Lee, Y., Bellm, D., Almaraz, M., Stubbs, L., & Tran, P. (2006). *California Early Care and Education Workforce Study: Licensed family child care providers. Santa Barbara County 2006*. Berkeley, CA: Center for the Study of Child Care Employment, and San Francisco, CA: California Child Care Resource and Referral Network.

Contents

Tables

Figures

Appendix Tables

Introduction

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 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.

The statewide study sample included providers from every county in the state, but there were not sufficient numbers of providers in the sample to generate county-specific reports. Counties were invited, however, to contract for additional local interviews in order to build a representative county sample, and the Santa Barbara County Child Care Planning Council, with support from First 5 Santa Barbara County, the Santa Barbara County Workforce Investment Board and the Santa Barbara Association for the Education of Young Children, agreed to commission a local study of its early care and education workforce, building on the statewide study.

An identical procedure was used for statewide and county data collection, although the statewide study interviews were conducted earlier in 2005, and the county interview included one question about home ownership not included in the statewide study. The statewide and county surveys were 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).[1] 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.

The following description applies to the sample and response rate for the Santa Barbara County-commissioned component of the study. For information about the statewide completion and response rate, see the statewide study at the First 5 California web site, http://www.ccfc.ca.gov.

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 county policy makers 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 Santa Barbara County's children and families.

This report contains the study's findings for licensed family child care providers in Santa Barbara County. In studying the county's population of licensed family child care providers, our primary objectives were to:

1 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). For its use in 2005, 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 preschool services.

- Compile baseline data on licensed providers' demographic and educational characteristics;
- Identify the extent to which providers' educational backgrounds vary with respect to their age, ethnicity, linguistic characteristics, and 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; and
- 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.

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 regulations 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.)

Santa Barbara County

Located on the Pacific Ocean, and anchoring the northwestern sector of Southern California, Santa Barbara County's largest cities are Lompoc, Santa Barbara, and Santa Maria. The County's economy is based in large part on information, professional, and technical services, followed by manufacturing, health services, and financial, insurance, and real estate services.

In 2004, Santa Barbara County's population of 414,800 was 3.9 percent greater than it had been according to the 2000 Census (US Census Bureau, 2000a). The county is projected to increase in population a total of 9.9 percent between 2000 and 2010, with a 16.5 percent increase in the number of children ages 0 – 4 (California Department of Finance, 2004).

Population estimates for 2005 describe the county as 53.3 percent White, Non-Hispanic; 37.6 percent Hispanic; 4.3 percent Asian; 2.0 percent Black; 1.9 percent Multiethnic; 0.9 percent American Indian or Pacific Islander (California Department of Finance, 2005). At the time of the 2000 Census,

two-thirds (68.4 percent) of county households were estimated to be speaking English, 22.5 percent Spanish, and 3.3 percent an Asian or Pacific Island language (US Census Bureau, 2000b).

Several demographic measures as well as summary statistics concerning economic well-being suggest the breadth of need for early care and education in Santa Barbara County:

- Median family income in 1999 was $54,042 (California Department of Finance, 2003).
- In 1999 14.3 percent of residents had incomes below the poverty level (California Department of Finance, 2003).
- These figures take on additional meaning in the context of housing costs. The 2005 annual fair market rent for a two-bedroom unit was $12,048 (US Department of Housing and Urban Development, 2005).
- At the time of the 2000 Census, 18.5 percent of children 0-5 years of age lived in poverty[2] (California Child Care Resource and Referral Network, 2003).
- In 2000 78,037 children under the age of 14 resided in the county, over half (56.2 percent) of whom had both parents in the labor force or a single head of household in the labor force[3] (California Child Care Resource and Referral Network, 2003).
- Among those children were 31,546 children under age six, 50.1 percent of whom had working parents[4] (California Child Care Resource and Referral Network, 2003).
- 17.5 percent of 0 – 5 year-old children resided in a single-parent household[5] (California Child Care Resource and Referral Network, 2003).

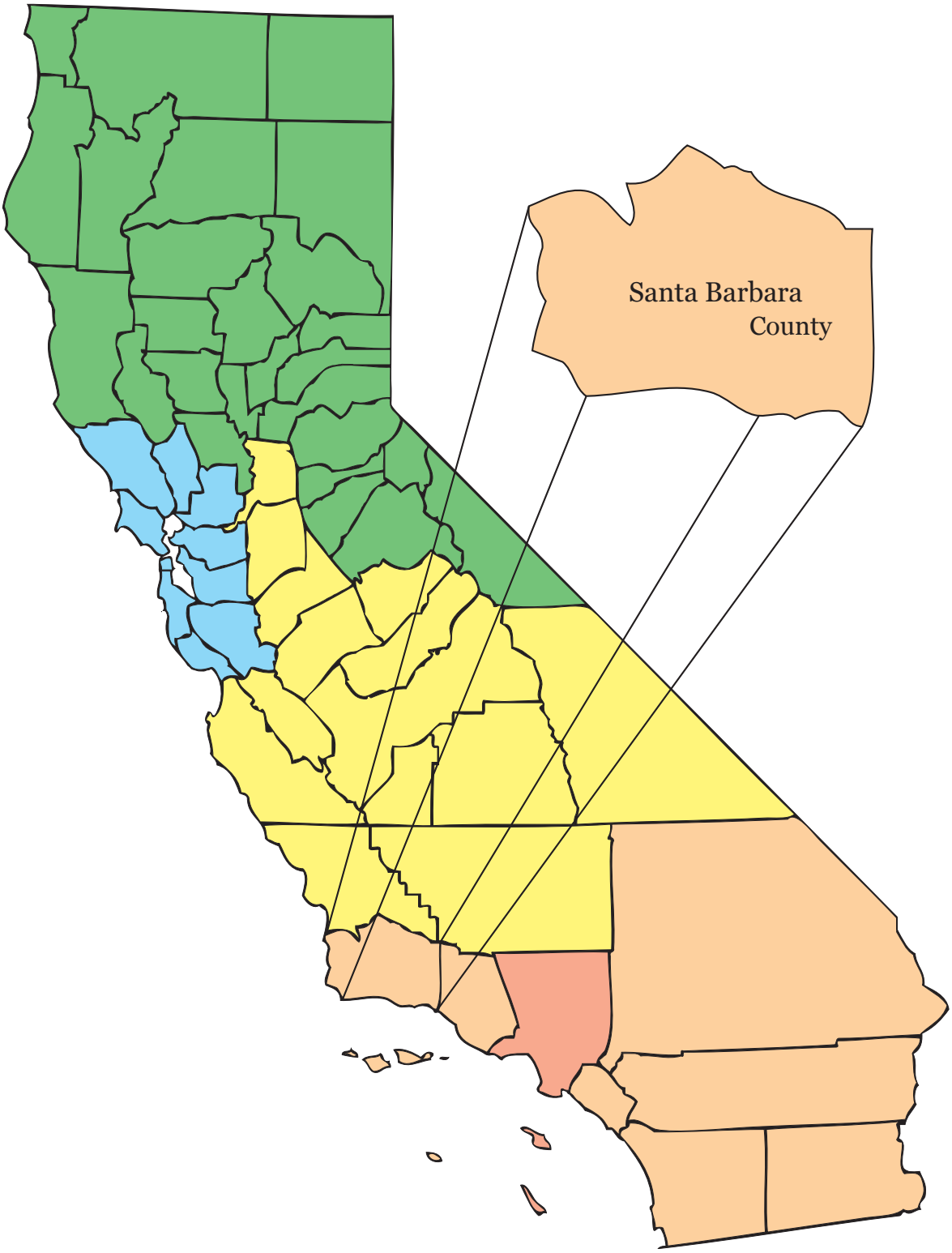
In 2004, 13,778 child care slots were available at licensed child care centers and homes. Just under one-third (32.8 percent) of those licensed child care slots were in family child care homes; the remainder, in child care centers (California Child Care Resource and Referral Network, 2005).

2 Data derived from 2000 U.S. Census (universe: population for whom poverty status is determined). Poverty threshold varies by family size and composition. For a family of four, two adults and two children under 18, the 1999 poverty threshold used for the 2000 Census was $16,895.

3 Data derived from 2000 U.S. Census (custom tabulation). Number of children with either both parents or a single head of household in the labor force (universe: own children in families and subfamilies).

4 Data derived from 2000 U.S. Census (custom tabulation). Number of children with either both parents or a single head of household in the labor force (universe: own children in families and subfamilies).

5 Data derived from 2000 U.S. Census (universe: own children).


Santa Barbara
County

Study Design

Survey Population and Study Sample

Santa Barbara County agencies sought information about licensed family child care providers in the county as a whole. The survey population included all 503 active, licensed family child care homes that were listed as of January 2004 with the county's state-funded child care resource and referral (R&R) program, Children's Resource & Referral Program. These listings were aggregated, cleaned and verified by the California Child Care Resource and Referral Network (Network), and updated in winter and summer 2005.

Because of the relatively small size of the licensed family child care population in Santa Barbara County, we attempted to conduct a census of all providers in the county. Our final number of 220 completed interviews included 17 interviews conducted in Santa Barbara County as part of the statewide study and 203 interviews conducted for the county study. (See Table 2.1.)

Interviews

In each case, telephone interviews were conducted in English or Spanish with the owner of the family child care home. A small percentage (0.6 percent of eligible providers in the county) were unable to complete the interview because of communication barriers. The results reported below, therefore, provide a county-wide portrait of providers who speak either English or Spanish, and do not extend to those who do not speak either language.

The survey questions 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 or English language learners; accreditation status; and participation in the Santa Barbara STAR project;[6]
- Career longevity;
- Business and program characteristics: numbers and ages of children served, including children with special needs; participation in government subsidy programs; and home ownership status; and
- Paid assistants' characteristics: numbers of paid assistants, and their level of education and training.

6 Santa Barbara County is one of over 40 counties in California that 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. The program in Santa Barbara is called the STAR Project.

Table 2.1. *Santa Barbara County Sample Composition*

	Santa Barbara County licensed providers	Percentage of final sample
Completed interviews: statewide study	17	7.7%
Completed interviews: county study	203	92.3%
Final sample	220	100.0%

Data Collection Procedures

The Network mailed a notification letter, describing the purpose of the survey and encouraging participation, to all the providers in the survey population. The letter was signed by representatives of CSCCE, the Network, and First 5 California. 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.

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 203 interviews over the summer of 2005.

Licensed family child care 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 10.6 minutes to complete. FRC made up to eight attempts to complete an interview with each provider.

Survey Completion and Response Rate

The Network provided FRC with contact information for the 503 providers in the survey population. Because some of these providers either had completed an interview or had been coded ineligible for some other reason during the statewide survey, FRC released 481 providers' names for the county survey. As anticipated, we were unable to reach all the providers in the county. Of the 481 provider contacts, 32.2 percent were determined to be ineligible, either because they were out of business or were presumed to be. (See Table 2.2.) Because of unanticipated delays, several months passed before the survey began. For that reason, we assume that many of the providers with "unresolved phone numbers" were actually out of business. To increase the likelihood of including as many providers as possible, the Network attempted to correct any incorrect phone numbers.

Among those eligible, 62.3 percent completed the survey. Those who did not complete the survey included 14.1 percent who refused, and another 14.7 percent whose answering machine or voice mail prevented successful contact. Again, to ensure the highest response rate possible, Network staff attempted to contact all the providers with answering machines or voice mail to encourage them to participate in the study. Approximately 6.4 percent of the providers contacted were not available to complete the survey during the study period, and 0.6 percent presented communication barriers we were unable to surmount.

While we were unable to assess whether the providers who participated in the study differed from those who did not participate with respect to the variables of interest in the study, we compared the county provider population to the providers that completed interviews. We calculated the extent to which providers participating in our study represented the county overall in terms of geographical distribution and licensed capacity. As

Table 2.2. *Survey Response Rate*

	Santa Barbara County number of providers	Percentage of sample	Percentage of eligible
Sample released and dialed	481	100.0%	
Ineligible: out of business	62	12.9%	
Presumed ineligible*	93	19.3%	
Eligible	326	67.8%	100.0%
County surveys completed	203	42.2%	62.3%
No response, presumed eligible**	48	10.0%	14.7%
Refusals	46	9.6%	14.1%
Respondent not available	21	4.4%	6.4%
Communication barrier	2	0.4%	0.6%
Other reasons for non-completion	6	1.3%	1.8%

* Disconnected, wrong number, changed phone number, or no answer.
** Anwering machine, voice mail, or busy phone.

Table 2.3. *Comparison of Survey Respondents and County Population of Providers, by Communities Served and by Licensed Capacity*

	County population (N=503)	Survey completed (N=220)
LICENSED CAPACITY		
Small homes	78%	74%
Large homes	22%	26%
CITY		
Buellton	1.8%	1.8%
Carpinteria	1.2%	1.4%
Goleta	6.0%	6.4%
Guadalupe	2.2%	1.8%
Lompoc	19.1%	20.0%
Los Alamos	0.2%	0.0%
Los Olivos	0.6%	0.5%
Orcutt	0.6%	0.9%
Santa Barbara	18.1%	19.1%
Santa Maria	47.3%	45.9%
Santa Ynez	1.0%	0.9%
Solvang	1.6%	1.4%
Summerland	0.4%	0.0%
Total	100.0%	100.0%

shown in Table 2.3, our survey closely approximates the countywide distribution and licensed capacity of licensed family child care homes.

As shown in Table 2.1, the final sample included 220 providers, with 92.3 percent of the sample participating in the county data collection and the remainder drawn from the statewide study.

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 Statistical Package for the Social Sciences (SPSS 12.0) and StataSE 8. First, we compiled statistics that described characteristics of the workforce, including providers' age, ethnicity, tenure, language(s) spoken, home ownership, and paid 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 subsidized children. 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 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.

Findings

The findings described in this report are based on interviews with 220 licensed family child care providers in Santa Barbara County who spoke English or Spanish sufficiently well to participate in a phone interview. 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 countywide findings, we report statistical differences between providers licensed to care for 14 children (large homes) or eight children (small homes).

Who constitutes the licensed family child care workforce in Santa Barbara County?

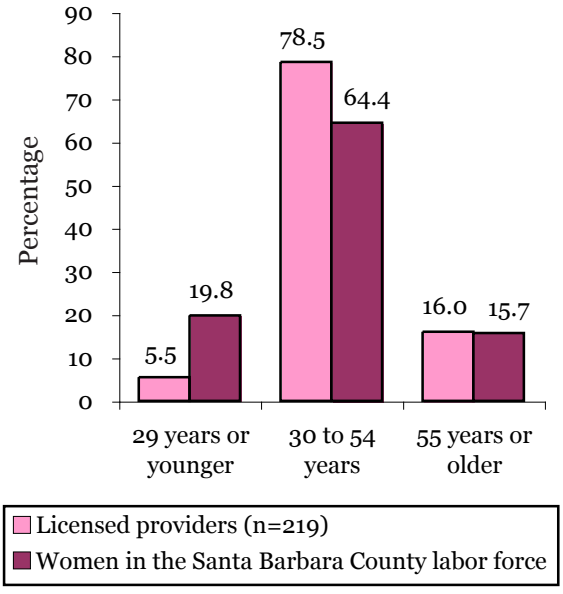
In Santa Barbara County, a licensed family child care provider is typically a woman in her mid-forties who has been taking care of children in her home for nine and a half years. She is almost equally likely to be White, Non-Hispanic or Latina, and either to speak English or to speak English and Spanish. Typically, she works without a paid assistant. This profile varies, however, depending on the licensed capacity of her home. Those operating large homes, for example, are more likely than operators of small homes to be 55 or older, to have worked longer in child care, and to employ paid assistants.

Gender and Age

Santa Barbara County'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-four (93.6) percent of the names in our sample were female, one percent was male, and five percent of the listings contained two names, typically a man and a woman.

We found this almost exclusively female workforce to be typically middle-aged. Compared to women in the Santa Barbara County labor force overall, licensed family child care providers were less likely to be younger than 30 (5.5 percent vs. 19.8 percent) and more likely to be between the ages of 30 and 54 (78.2 percent vs. 64.4 percent). (See Figure 3.1.) On average, licensed providers were 44 years of age, with the youngest provider 22 years old and the oldest 71. New providers (those who had been serving children in their homes for 12 months or less) were, on average, seven years younger than providers who had been serving children in their homes for a longer time. (See Table 3.1.) Nine percent of new providers were age 55 or older, compared to 17 percent of those with longer tenure. The average age of licensed providers differed by their licensed capacity. (See Figure 3.2.) Providers operating smaller homes were, on average, five years younger than those operating larger homes. Over 90 percent of providers in each group, however, were over 30 years old.

Figure 3.1. *Age Distribution of Licensed Providers Compared to Women in the Santa Barbara County Labor Force*[a]



[a] US Census Bureau (2000a).

Ethnic Background

When compared with the county's

Figure 3.2. *Age Distribution of Licensed Providers, Countywide and by Licensed Capacity*

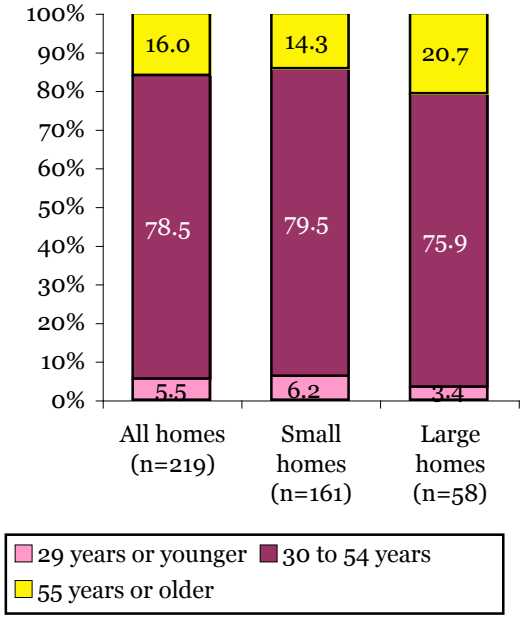
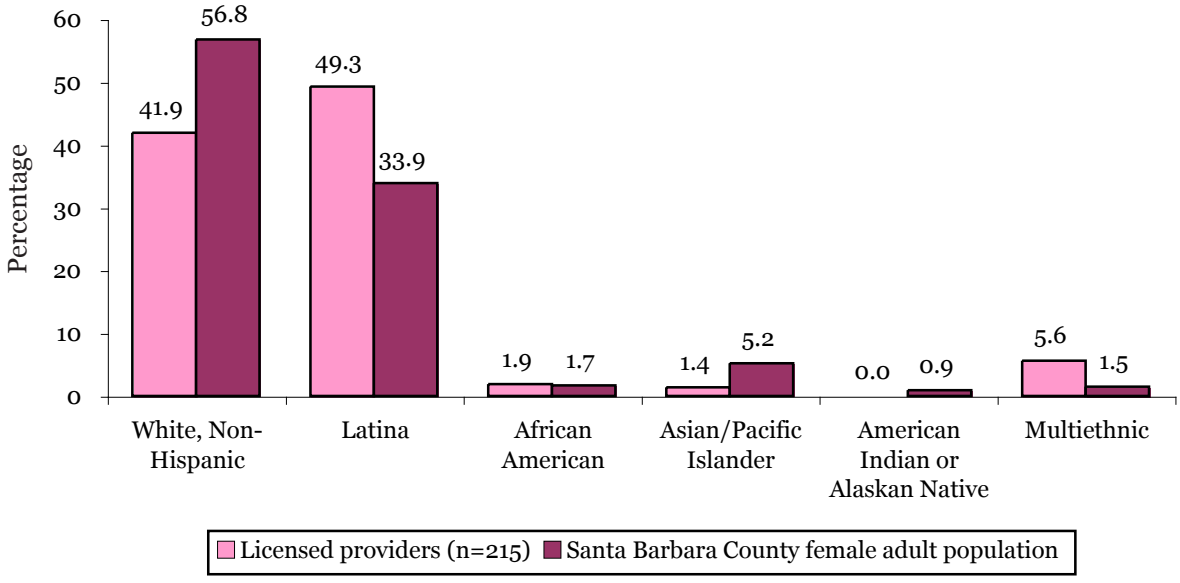


Table 3.1. *Licensed Provider Mean Age, by Tenure*

	Mean tenure (SE)	
	12 months or less	Over 12 months
Age of licensed provider*	37.8 (2.10)	45.1 (0.69)
Number of providers	23	195

*$p < .01$, 12 months or less < over 12 months.

Figure 3.3. *Ethnic Distribution of Licensed Providers Compared to the Santa Barbara County Female Adult Population*[a]



[a] California Department of Finance (2004)

adult female population, as shown in Figure 3.3, licensed family child care providers in Santa Barbara County were more likely to be Latina and less likely to be White, Non-Hispanic. Asian Americans were also somewhat less represented in the licensed provider population than in the county at large. Because interviews were conducted only in Spanish or English, however, it is possible that Asian American licensed providers were under-represented in this study, due to language barriers.

We found that 58.1 percent of licensed providers in Santa Barbara County were people of color. (See Figure 3.3.) Latina providers (49.3 percent) constituted a plurality among licensed providers in the county, and White, Non-Hispanics were the second largest group (41.9 percent). As shown in Figure 3.3, providers who identified as Multiethnic (5.6 percent) were the next largest group of providers, followed by those identifying themselves as African American (1.8 percent) and Asian/Pacific Islander (1.4 percent).

Licensed family child care providers were far more diverse, and more closely reflected the ethnic distribution of children ages birth to five in Santa Barbara County, than teachers of Grades K-12 in the county's public schools. (See Figure 3.4.) Over four-fifths of public school K-12 teachers (84.9 percent) were White, Non-Hispanic, compared to 41.9 percent of licensed family child care providers and 32.3 percent of children ages birth to five. Licensed providers were more than four times as likely to be Latina (49.3 percent) than were K-12 teachers (10.3 percent), but were still less likely to be Latina than were children ages birth to five (58.9 percent).

Ethnicity also varied by licensed capacity. Nearly two-thirds (62.1 percent) of providers licensed to care for eight children were Latina, compared to about 37.9 percent of those licensed to care for 14 children. The reverse was true for White, Non-Hispanic providers: 68.6 percent of those licensed to operate a large home were White, Non-Hispanic compared to 31.4 percent of those licensed to operate a small home.

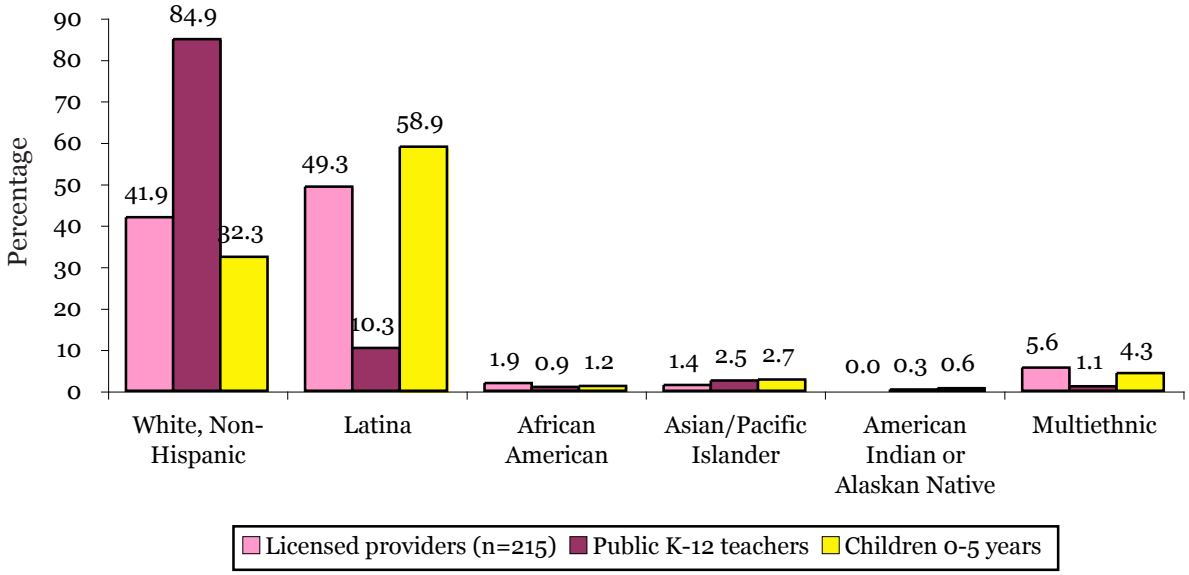
Linguistic Background

Sixty-seven percent of interviews were conducted in English, with the remainder conducted in Spanish. As stated earlier, a small percentage of providers (0.6 percent) were unable to complete the interview in either English or Spanish. Results reported below, therefore, provide a portrait of providers who speak either English or Spanish, and do not extend to 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 Santa Barbara County's adult population as a whole.[7] As shown in Figure 3.5, licensed providers were less likely than other adults in Santa Barbara County to speak only English, and were more likely than the average county

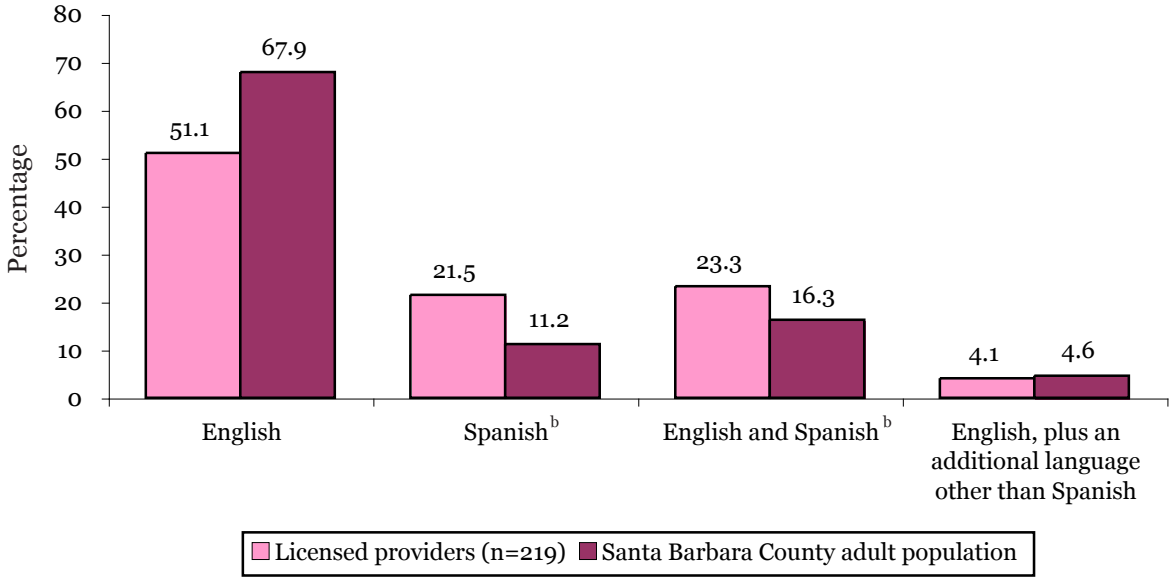
7 The most recent data available at the county level on the language background of California adults are based on the 2000 U.S. Census. Further, these data are only available for all adults 18 to 64 years of age, whereas the licensed family child care population was composed predominantly of women ages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

Figure 3.4. *Ethnic Distribution of Licensed Providers Compared to Santa Barbara County Public K-12 Teachers[a] and Children 0-5 Years[b]*



[a] California Department of Education (2004).
[b] California Department of Finance (2004).

Figure 3.5. *Reported Language Fluency of Licensed Providers Compared to the Santa Barbara County Adult Population[a]*



[a] US Census Bureau (2000b).
[b] Provider may speak an additional language other than English.

adult to speak English and Spanish. Approximately one-half of licensed providers (51.1 percent) spoke only English. Approximately one-fifth of those interviewed (21.5 percent) spoke only Spanish, or Spanish and another language besides English. Another 23.3 percent reported speaking English and Spanish fluently, or speaking English, Spanish and at least one additional language.

Four percent of interviewed providers reported self-assessed fluency in languages other than English or Spanish. In order of frequency, these other languages included Arabic, Armenian, Filipino, French, German, Hungarian, and Japanese. No 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 that the frequency of various languages other than English or Spanish spoken by licensed providers would increase somewhat if interviews had been conducted in additional languages.

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

Language	Percentage
Spanish	94.5
Mixteco	1.8
Vietnamese	0.6
Hmong	0.4
Mandarin (Putonghua)	0.4
Korean	0.2
French	0.2
Japanese	0.2
German	0.2
Filipino (Pilipino or Tagalog)	0.1
Cantonese	0.1
Farsi (Persian)	0.1
Arabic	0.1
Portuguese	0.1
Russian	0.1
N	2,090

Source: California Department of Education (2006).

We also found that Santa Barbara County's licensed providers served a linguistically diverse population of children. The best estimate available of the language backgrounds of young children is based on data from the California Department of Education (CDE), which reported that 40.3 percent of kindergarteners attending Santa Barbara County public schools in 2004-2005 spoke a language other than English and were classified as English Learners. Of the more than 20 different languages spoken by English Learners in the county's public kindergarten classrooms, Table 3.2 lists the 15 most commonly spoken.

We found differences in linguistic background between providers licensed to care for eight children or for 14 children. Providers licensed to operate a large home were more likely to speak English only than were those licensed to operate a small home. Providers licensed to operate a small home, reflecting the larger proportion who were Latina, were more likely to speak Spanish only or English and Spanish than were providers licensed to operate a large home.

Linguistic background also varied among licensed providers who served 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 were less likely to speak English only, or English

and another language, than 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 Spanish, and more likely to speak English only, 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 9.0 years. (See Table 3.5.) Tenure varied greatly, however; slightly more than one-third of providers reported offering child care in their homes for three years or less, and one-quarter reported offering care for 13 years or more. (See Table 3.6.) To some extent, providers' length of tenure reflected age: mean reported tenure of providers who were 29 or younger, for example, was 1.7 years, while mean reported tenure of providers 55 or older was 14.3 years. (See Table 3.5.)

Tenure varied by ethnicity. (See Table 3.5.) Latina providers reported fewer years caring for children in their homes (M=5.4), and White, Non-Hispanic providers reported significantly more years (M=12.1) than providers of other ethnic backgrounds.

Tenure among licensed providers also varied by licensed capacity. As a group, providers licensed to care for 14 children had been in business more than twice as long (M=14.8) as those licensed to care for eight (M=6.9 years). (See Table 3.5.) One-tenth (10.5 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 (85.7 percent) than White, Non-Hispanic (14.3 percent). The sample size for other ethnic groups was too small to permit comparisons. Latina providers were younger on average (M=37.8 years) than more tenured providers (M=45.1 years). (See Table 3.1.) As with the provider population as a whole, most newcomers were 30 years or older. On average, these newer providers cared for significantly fewer children (M=4.91 children) than did their more experienced counterparts (M=8.24 children), in part, perhaps, because their businesses were new. Not surprisingly, given the size of their businesses, newer providers (4.3 percent) were significantly less likely than more tenured providers (31.6 percent) to employ paid assistants in caring for children.

Home Ownership

Approximately three-quarters (78.8 percent) of providers reported that they owned their own homes, compared to 56.1 percent of adults in the county as a whole (U.S. Bureau of the Census, 2000).[8] There were no differences in home ownership by licensed capacity, educational attainment, ethnicity or tenure. Providers who were 29 years old or younger, although constituting only a small percentage of the total sample, were significantly less likely than providers over 29 to own their own homes.

Paid Assistants

Many providers involve other adults in their family child care businesses. Spouses, older children and other relatives

8 As described in the Study Design section of this report, only 203 of the 220 providers interviewed for this study were asked this question.

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

	Percentage of licensed providers, by number of publicly subsidized children (SE)		
	None	1 or more	All providers
English	67.1	45.6	54.1
	(5.20)	(4.47)	(3.47)
Spanish*	15.9	26.4	22.2
	(4.04)	(3.95)	(2.90)
English and Spanish[a]*	17.1	28.0	23.7
	(4.17)	(4.03)	(2.96)
Total	100.0	100.0	100.0
Number of providers	82	125	207

Note. Based on the self-assessment of 207 providers.
[a] Provider may speak an additional language other than English.
*$p < .05$, 1 or more > none.

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

	Percentage of licensed providers by number children with special needs (SE)		
	None	1 or more	All providers
English*	49.1	68.8	53.6
	(3.95)	(6.71)	(3.46)
Spanish**	26.7	8.3	22.5
	(3.50)	(4.00)	(2.89)
English and Spanish[a]	24.2	22.9	23.9
	(3.38)	(6.08)	(2.96)
Total	100.0	100.0	100.0
Number of providers	161	48	209

Note. Based on the self-assessment of 209 providers.
[a] Provider may speak an additional language other than English.
*$p < .05$, 1 or more > none.
**$p < .05$, 1 or more < none.

Table 3.5. *Tenure of Licensed Providers, by Age, Ethnicity and Licensed Capacity*

		Mean years of tenure (SE)
All providers		9.0 (0.58)
Number of providers		218
By age*	29 years or younger	1.7 (0.42)
	30 to 54 years	8.5 (0.58)
	55 years or older	14.3 (1.94)
Number of providers		217
By ethnicity**	White, Non-Hispanic	12.1 (0.91)
	Latina	5.4 (0.61)
Number of providers		194
By licensed capacity***	Small homes	6.9 (0.57)
	Large homes	14.8 (1.22)
Number of providers		218

Tests of significance were only performed for White, Non-Hispanic and Latina provider groups.
*p < .001, 29 years or younger < 30 to 54 years, 55 years or older; 30 to 54 years < 55 years or older.
**p < .001, White, Non-Hispanic > Latina.
***p < .001, Large homes > small homes.

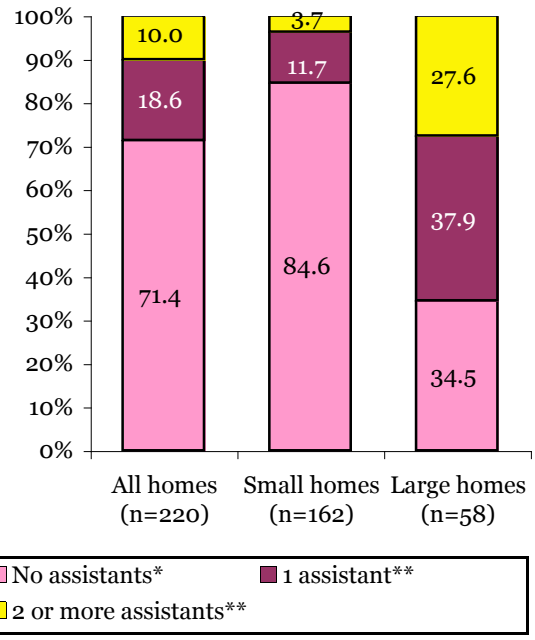
Table 3.6. *Distribution of Licensed Providers, by Tenure*

	Percentage (SE)
3 years or less	35.3 (3.24)
4 - 12 years	35.8 (3.25)
13 years or more	28.9 (3.08)
Total	100.0
Number of providers	218

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 children in their care. As shown in Figure 3.6, 71.4 percent of providers reported working without any paid assistants; 18.6 percent reported paying one assistant; and 10.0 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 3.6, 15.4 percent of providers licensed to care for eight children reported employing one or more paid assistants, compared to 65.5 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.

Figure 3.6. *Percentage of Licensed Providers with Paid Assistants, Countywide and by Licensed Capacity*



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

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 provider workforce. A broader estimate of the size of the workforce would include paid assistants, however, since a sizeable number of providers employ them. Using these data, we estimate that between 172 and 213 paid assistants were employed in Santa Barbara County licensed family child care homes in 2005. (For a full discussion of how these estimates were calculated, see Appendix B.) Added to the 503 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 675 and 716. (See Table 3.7.)

Table 3.7. *Estimated Number of Licensed Providers and Paid Assistants*

	Total number	
	Low estimate	High estimate
Workforce		
Number of active providers	503	503
Number of paid assistants	172	213
Total family child care workforce (paid assistants plus active providers)	675	716

*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 paid assistants than those new to the field. The low estimate takes into account tenure of individual providers, while the high estimate does not. If more than one name appeared on the license, only one provider was counted.

What are the characteristics of children served by Santa Barbara County's licensed family child care providers?

In Santa Barbara County, approximately 700 licensed family child care providers and paid assistants care for about 4,000 children, mostly in mixed-age groups. Approximately four-fifths of the children cared for by licensed providers are not yet in kindergarten, and about two-fifths of them are age two or under. Slightly more than one-half of licensed providers report caring for at least one child receiving public child care assistance. One-quarter of licensed providers report caring for at least one child with special needs.

As shown in Table 3.8, Santa Barbara County's licensed family child care workforce provided services in 2005 to an estimated 3,600 to 3,960 children and their families. (For a full discussion of how these estimates were calculated, see Appendix B.) Table 3.8 also presents a distribution by age group of the estimated numbers of children served. Slightly more than one-third of these children (37.6 percent) were preschoolers, ages three to five, while 42.8 percent were two years old or younger.

Table 3.8. *Estimated Number of Children Served, by Age*

	Total number	
	Low estimate	High estimate
All children		
Under age 2	793	917
Age 2	728	780
Ages 3 to 5, not in kindergarten	1,311	1,486
Ages 5 or older, in kindergarten	768	777
All ages	3,600	3,960

See Appendix B for a full discussion of the methodology used here. Licensed providers who had been in business for more years typically cared for a greater number of children than those new to the field. The low estimate takes into account tenure of individual providers, while the high estimate does not.

Providers licensed to care for eight children comprised 73.7 percent of the estimated population of providers in the state; on average, they reported caring for 6.5 children across all age spans, of whom 5.1 children were age five or younger, not in kindergarten. (See Table 3.9.) Those licensed to care for 14 children reported caring for an average of 11.9 children across all age spans, including 9.9 children age five or younger who were not in kindergarten. (See Table 3.9.) 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 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 county. Currently, the licensed capacity is 4,522 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:

- 31.7 percent (SE=3.16) reported caring for children across the entire age span from infancy to school age;
- only 1.4 percent of providers (SE=0.79) cared exclusively for children ages three to five but not yet in kindergarten;
- many providers serving children ages three to five also served younger children (97.2 percent, SE=1.23) and older children (64.2 percent, SE=3.59), but 35.8 percent (SE=3.59) reported serving no children of kindergarten age or older;
- only 9.5 percent of providers (SE=2.0) reported caring exclusively for children age two and younger; and
- only 1.4 percent (SE=0.79) 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.[9] As a result, we estimate that 23.6 percent of Santa Barbara County's licensed family child care providers care for such children. Providers licensed to serve eight children were less likely to report caring for at least one child with special needs (15.4 percent) than were providers licensed to care for 14 children (46.6 percent). (See Figure 3.7.) Further, more providers who were licensed to operate a large home (24.1 percent) reported caring for two or more children with special needs than did those who were licensed to care for fewer children (3.1 percent).

Latina providers were less likely to care for at least one child with special needs than were White, Non-Hispanic providers. While Latina providers comprised 57.8 percent of all providers, they represented 40.5 percent of those caring for children with special needs. Because of small group sizes, we could only compare Latina and White, Non-Hispanic providers along this dimension. (See Table 3.10.)

Providers were also asked how many of the children they served, if any, received public child care assistance.[10] Three-fifths (59.1 percent) of providers reported caring for at least one child who received public assistance. 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, 70.5 percent reported that 50 percent or less of the children enrolled in their homes received such assistance (SE=4.03). Among *all* providers, ten percent reported that three-quarters or more of the children enrolled in their programs received assistance.

9 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."

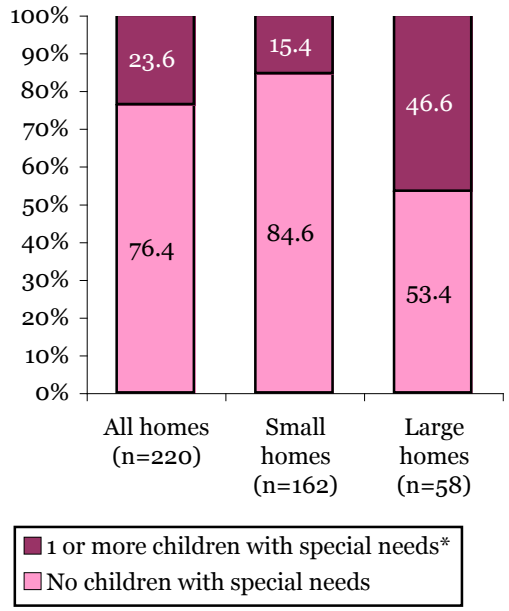
10 Government subsidies in California come through CalWORKs and Alternative Payment Program funding. Providers were also asked if they held a contract with the Head Start, Early Head Start, or Migrant Head Start programs, which provide subsidized services to children of low-income families. In contrast 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 serve children through a contract with the California Department of Education, although this was not tracked in the survey.

Table 3.9. *Mean Number of Children Served by Licensed Providers, by Age Group: Countywide*

	Mean number of children served (SE)		
	All homes	Small homes	Large homes
Under age 2	1.8 (0.09)	1.7 (0.11)	2.1 (0.20)
Age 2*	1.6 (0.10)	1.3 (0.10)	2.4 (0.21)
Ages 3-5, not yet in kindergarten*	3.0 (0.21)	2.1 (0.16)	5.4 (0.53)
Ages 5 or under, not in kindergarten*	6.3 (0.29)	5.1 (0.25)	9.9 (0.66)
Ages 5 and older	1.5 (0.12)	1.4 (0.12)	2.0 (0.31)
All age spans*	7.9 (0.32)	6.5 (0.27)	11.9 (0.76)
Number of providers	220	162	58

*$p < .01$, Large homes > small homes.

Figure 3.7. *Percentage of Licensed Providers Serving Children with Special Needs, Countywide and by Licensed Capacity*



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

Table 3.10. *Comparison of Licensed Providers Serving Children with Special Needs, by Ethnicity*

	Percentage of licensed providers, by number of children with special needs (SE)			
	White, Non-Hispanic	Latina	*Total*	*Number of providers*
None	42.2 (3.99)	57.8 (3.99)	100.0	154
1 or more*	59.5 (7.59)	40.5 (7.59)	100.0	42
All providers	45.9 (3.57)	54.1 (3.57)	100.0	196

Tests of significance were only performed for White, Non-Hispanic and Latina provider groups.
*p < .05, Latina < White, Non-Hispanic.

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

Compared to Santa Barbara County'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.

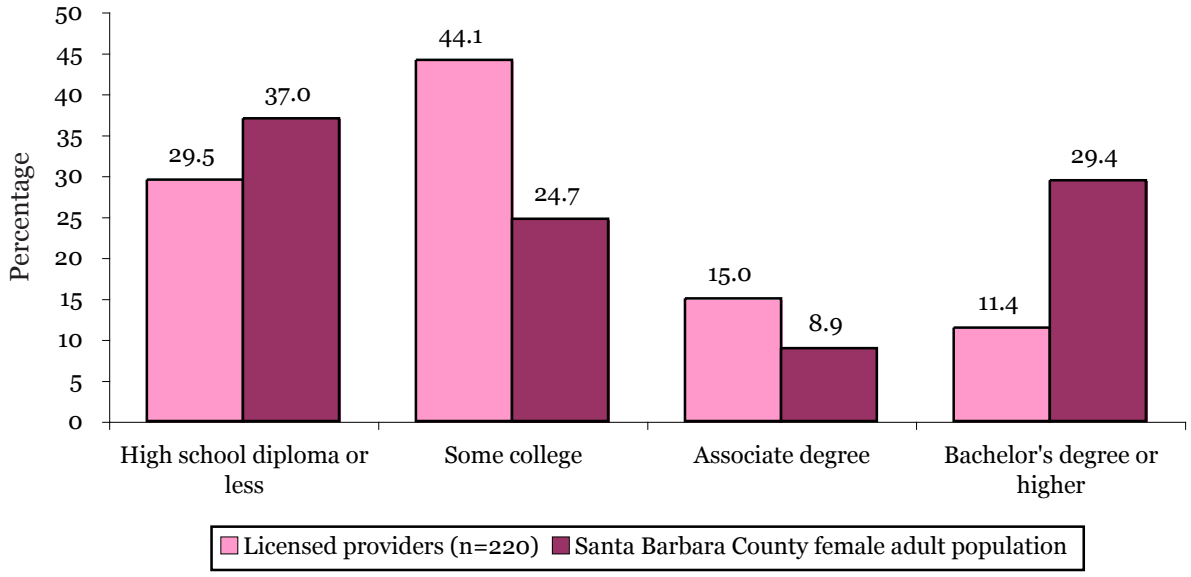
Slightly more than one-quarter of providers have obtained a two-year, four-year or graduate degree, approximately one-third of which are related to early childhood development. Approximately three-fifths of all providers report having completed at least one college credit related to early childhood development, and slightly more than three-quarters report participating in non-credit-bearing training related to that subject. Approximately one-half of providers report that their 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 the STAR program and other efforts. With the movement toward publicly funded preschool programs, 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 Santa Barbara County typically have completed some college credits, and are more likely than the average adult woman in the county and state to have done so. As shown in Figure 3.8, 70.5 percent of licensed providers reported completing some college-level work, compared to 63.0 percent of adult women in Santa Barbara County. Providers reported a higher completion rate for an associate (AA) degree (15.0 percent) than is true for the average adult female in the state (8.9 percent). Providers' completion rate for BA or higher degrees, however (11.4 percent),

Figure 3.8. *Educational Attainment of Licensed Providers Compared to the Santa Barbara County Female Adult Population*[a]



[a] US Census Bureau (2000)

was approximately one-third that of women in the county as a whole (29.4 percent). Only 2.3 percent of providers reported completing a graduate degree beyond the BA. Four percent of licensed providers with a BA or higher degree 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.[11] 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

11 "Early Childhood Development-related" was defined as courses or training in early childhood education, child development or psychology.

We examined the percentage of 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 26.4 percent of all providers had completed an AA or BA degree or higher. Of those who had completed a degree, 37.9 percent reported that their highest degree was related to early childhood development. Providers with a BA or higher degree and those with an AA degree were equally likely to have obtained a degree with an early childhood focus. (See Figure 3.9.)

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 four-fifths of providers with education beyond high school (85.1 percent, SE=2.88) reported having completed at least one college credit in early childhood education, child development or psychology.[12]

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.

While we found no differences in the likelihood of having taken *any* courses related to early childhood development among those who had completed some college, an AA or a BA degree, those who had completed an AA reported completing more than twice as many college credits in early childhood development as those for whom "some college" was their highest level of educational attainment. The mean number of college credits related to early childhood development was 38 units for providers with an AA degree and 25.6 units for those who had obtained a BA degree, compared to 15.7 units among those who had attended some college classes but had not completed a degree. (See Figure 3.10.)

3) Non-Credit Training Related to Early Childhood Development

We examined the overall percentage of providers who reported having *ever* participated in non-college training related to early childhood development. Three-quarters (75.2 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. As shown in Figure 3.11, participation was most common among providers who had earned a BA degree, although this difference was not significant.

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. Three-quarters of all providers (76.9 percent, SE=3.38) had participated in non-credit-bearing training related to early childhood development during the last 12 months. Providers who reported high school or

12 Providers who reported their highest level of education as high school or less were not included in these calculations. When they are included, however, the proportion of all providers who have completed at least one college credit related to early childhood development falls to 59.8 percent (SE=3.32).

Figure 3.9. *Percentage of Licensed Providers, by Degree Attainment Related to Early Care and Education*

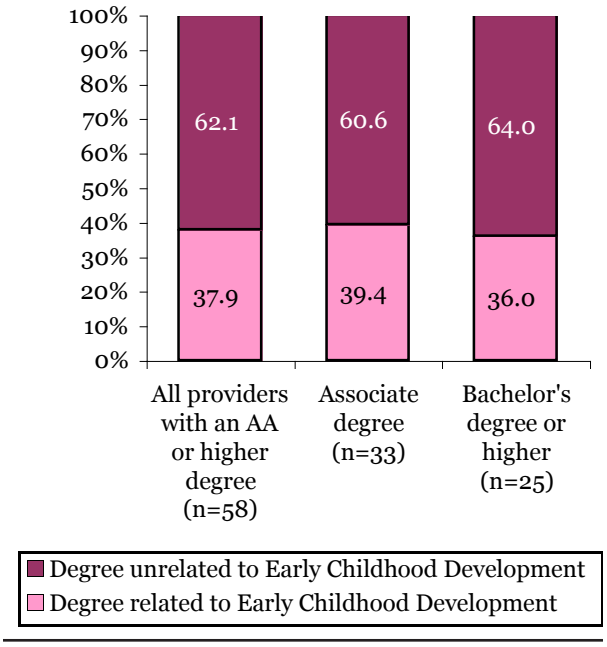
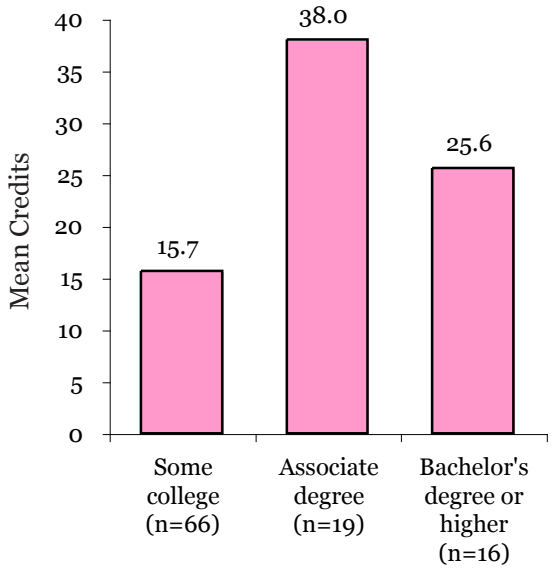
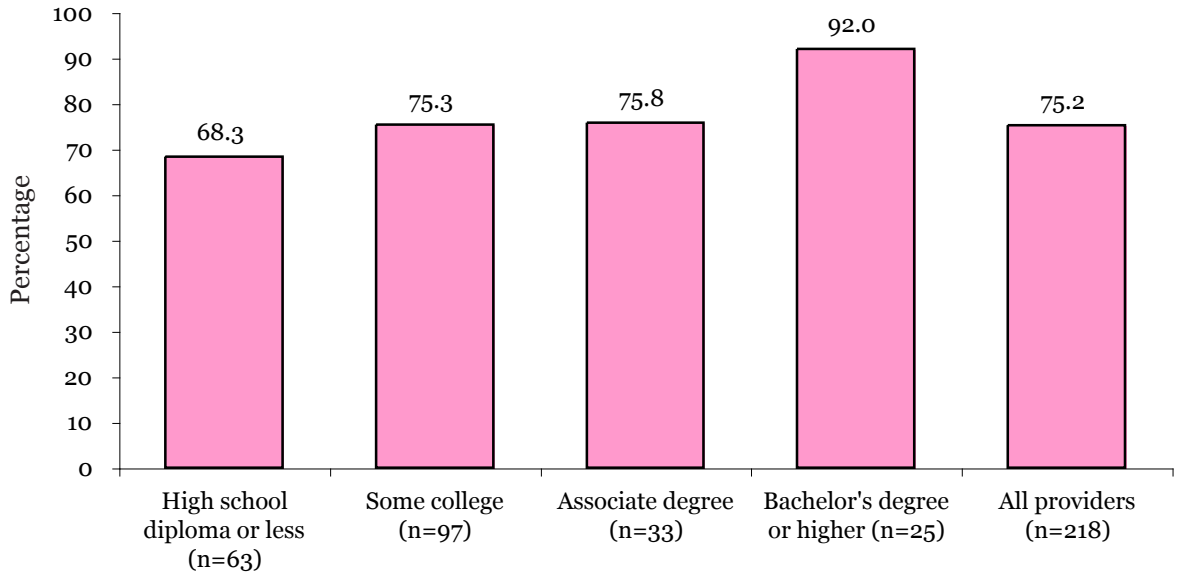


Figure 3.10. *Mean Number of Credits Among Licensed Providers Reporting Completion of College Credits Related to Early Care and Education, by Educational Level*



*$p < .001$, Some college < Associate degree.

Figure 3.11. *Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Early Care and Education, by Educational Level*



less as their highest level of education were less likely to have participated in such non-credit training during the last 12 months than were providers with higher levels of educational attainment. Providers reported participating, on average, in 21.0 hours of training during the last 12 months (SE=4.53). 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 the STAR program;
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, in 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 the STAR program, 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, is triple the number of NAFCC-accredited providers in Santa Barbara County 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 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 11.4 percent of providers (SE=2.14) who had completed BA or higher degree, 20 percent (SE=8.17) reported holding a California teaching credential and 4 percent (SE=4.0) reported holding a credential from another state. Among all providers, only 2.3 percent held a California 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:

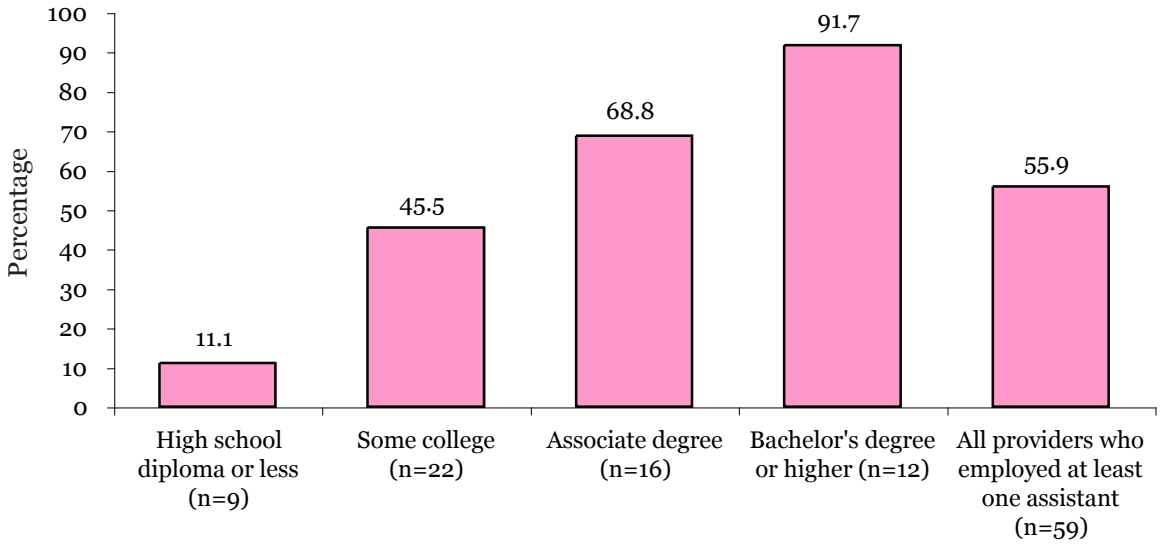
1. the extent to which providers were working with paid assistants who had received some training or education related to early childhood development, and
2. whether providers who employed better-trained and/or educated paid assistants had themselves completed more education and training.

To determine 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, 46.2 percent of their paid assistants (SE=6.19) had earned college credits, and 50.9 percent (SE=6.18) had received non-credit training related to early childhood development.

More than two-fifths of providers with paid assistants (44.1 percent, SE=6.52) reported that *none* of their paid assistants had earned such college credits, and 47.4 percent reported that *none* of their paid assistants had received non-credit training in this field. Approximately two-fifths of providers (44.1 percent, SE=6.52) reported that *all* of their paid assistants had received college credits related to early childhood development, and 38.6 percent (SE=6.51) reported that *all* of their paid assistants had participated in non-credit training.

To determine 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 education. As shown in Figure 3.12, providers whose highest level of education was high school or less were much less likely to employ at least one paid assistant with college credits related to early childhood development than were providers who had completed an AA or BA degree.

Figure 3.12. *Percentage of Licensed Providers who Employed At Least One Paid Assistant with College Credits, by Provider Education*



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

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

Levels of education among family child care providers vary by licensed capacity. Providers licensed to care for 14 children report higher levels of educational attainment than those licensed to care for eight children. Providers caring for children ages 2-5 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 likely to have attained lower 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-bearing training related to early childhood development.

Latina providers, on average, have completed less formal education than White, Non-Hispanic providers. Providers who have obtained a BA or higher degree are more likely to speak English only 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.

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 of licensed family child care providers in Santa Barbara County as a whole. In this section, we explore differences among providers along these dimensions based on:

- 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 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 3.13, providers licensed to care for eight children were more likely to report high school or less as their highest level of educational attainment, and less likely to report an AA or BA, than were providers licensed to care for 14 children.

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 – either exclusively or with other age groups – 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 1.4 percent of providers (SE=.79) cared exclusively for children between the ages of three and five; overall, 81.7 percent (SE=2.62) cared for children ages three to five, almost always with children from another age group as well. The educational level of providers serving children three to five years old did not differ from those serving school-age children or infants.

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

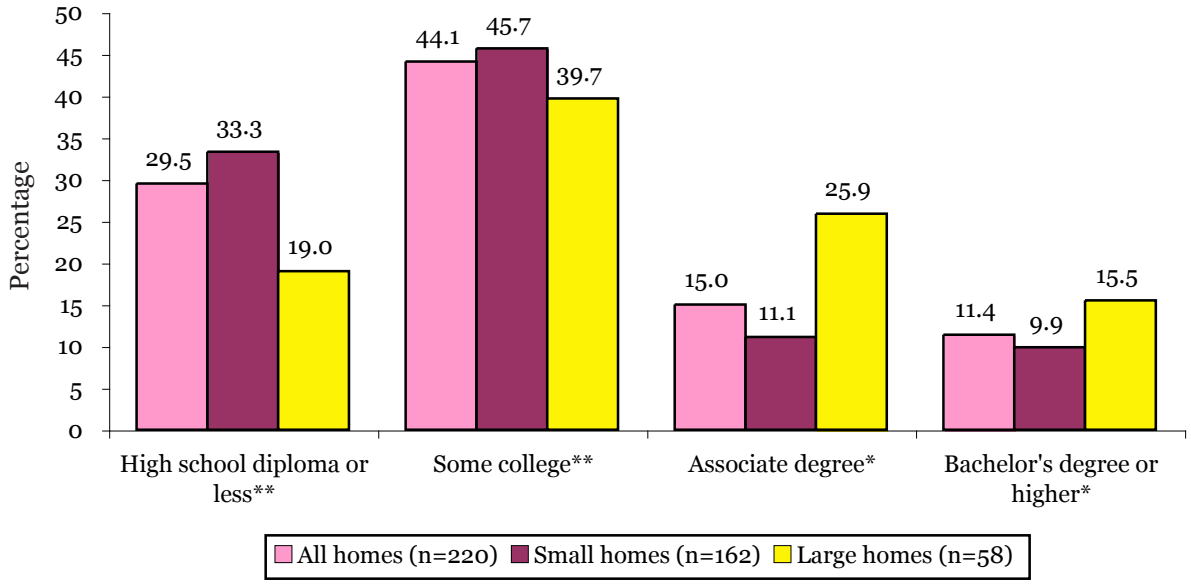
Research suggests that children of low-income families derive greater benefit from higher-quality early care and education programs than do children of middle- and upper-income families (Helburn, 1995). Studies have found programs rated higher in quality to be staffed by teachers and providers with higher 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 providers who cared for at least one subsidized child did not report higher levels of overall educational attainment, or the likelihood of completion of a college degree related to early childhood development. In fact, providers caring for at least one subsidized child were *less* likely to report an AA or BA degree as their highest level of education than were providers who did not care for any subsidized children. (See Table 3.11.)

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 any public dollars for their services. Three-quarters of all providers (75.0 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 (82.8 percent) were more likely to have taken

Figure 3.13. *Educational Attainment of Licensed Providers, Countywide and by Licensed Capacity*



*p < .05, Large homes > small homes.
**p < .05, Large homes < small homes.

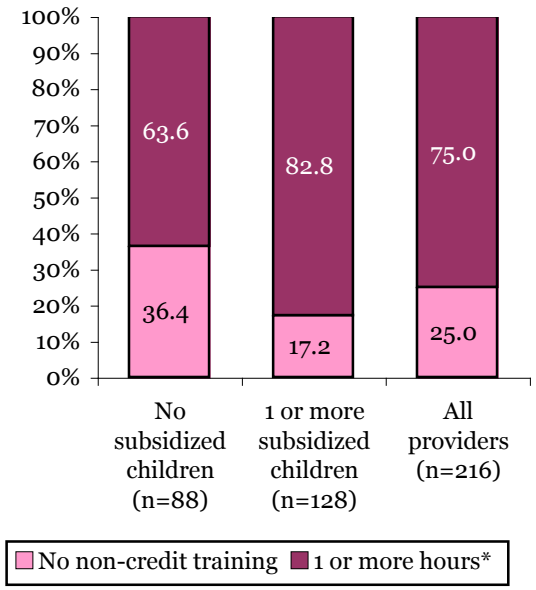
Table 3.11. *Educational Attainment of Licensed Providers, by Number of Children Receiving Publicly Subsidized Child Care*

	Percentage of licensed providers, by number of publicly subsidized children (SE)		
	None	1 or more*	All providers
High school diploma or less	26.1 (4.69)	31.5 (4.08)	29.4 (3.09)
Some college	36.4 (5.14)	49.2 (4.39)	44.0 (3.37)
Associate degree	21.6 (4.40)	10.8 (2.73)	15.1 (3.37)
Bachelor's degree or higher	15.9 (3.91)	8.5 (2.45)	11.5 (2.16)
Total	100.0	100.0	100.0
Number of providers	88	130	218

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

such training than those not caring for such children (63.6 percent). (See Figure 3.14.) 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* (64.2 percent) than were those who did not report caring for any such children (46.5 percent).

Figure 3.14. *Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Early Care and Education, by Number of Publicly Subsidized Children Served*



*$p < .01$, 1 or more subsidized children > No subsidized children.

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 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.[13] Providers' tenure in caring for children in their homes for pay *did* vary by educational level; providers who had completed an AA degree reported longer average tenure (12.5 years, SE=1.4) than those who reported high school or less (7.1, SE=9.0) or some college (9.0 years, SE =.9).[14] There were no differences among providers with or without a degree focused on early childhood development with respect to age and tenure.

2) Overall Educational Attainment, by Ethnicity

Our discussion below focuses on White, Non-Hispanic and Latina providers only. Because of small group sizes, we could not analyze differences among African American, Asian/Pacific Islander, and Multiethnic providers. We examined provider ethnicity and educational background along three dimensions for White, Non-Hispanic and

13 On average, those who had completed a graduate degree were 49.6 years old, with an average tenure in the field of 10.5 years. None had been in the field for 12 months or less.

14 Those who reported a BA degree as their highest level of education reported an average tenure of 9.1 years (SE=1.5) but this difference was not significant, probably reflecting the small sample size in this group.

Latina providers:

- 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 Santa Barbara County's adult population.

Combined, these analyses provide a picture of how well White, Non-Hispanic and Latina providers are represented at different educational levels, how this distribution reflects general trends in the population, and where direct supports and incentives might be targeted to particular ethnic groups in order to boost their educational attainment. It is important to note, however, that we could not consider these issues as they related to the 0.6 percent of providers who were not included in these analyses because of communication barriers.

The ethnic distribution of providers varied across levels of educational attainment, as shown in Figure 3.15. White, Non-Hispanic providers comprised 45.9 percent of all providers considered in this analysis, but they comprised only 21 percent of providers who had completed high school or less, and approximately 80 percent of providers who had completed a college degree (AA degree, 82.1 percent; BA degree, 85.7 percent). Latinas comprised 54.1 percent of providers considered here, but 79.0 percent of those whose highest level of education was high school or less, and only 14.3 percent of providers who had completed a BA degree or higher. The few providers who had completed a graduate degree were all White, Non-Hispanic.

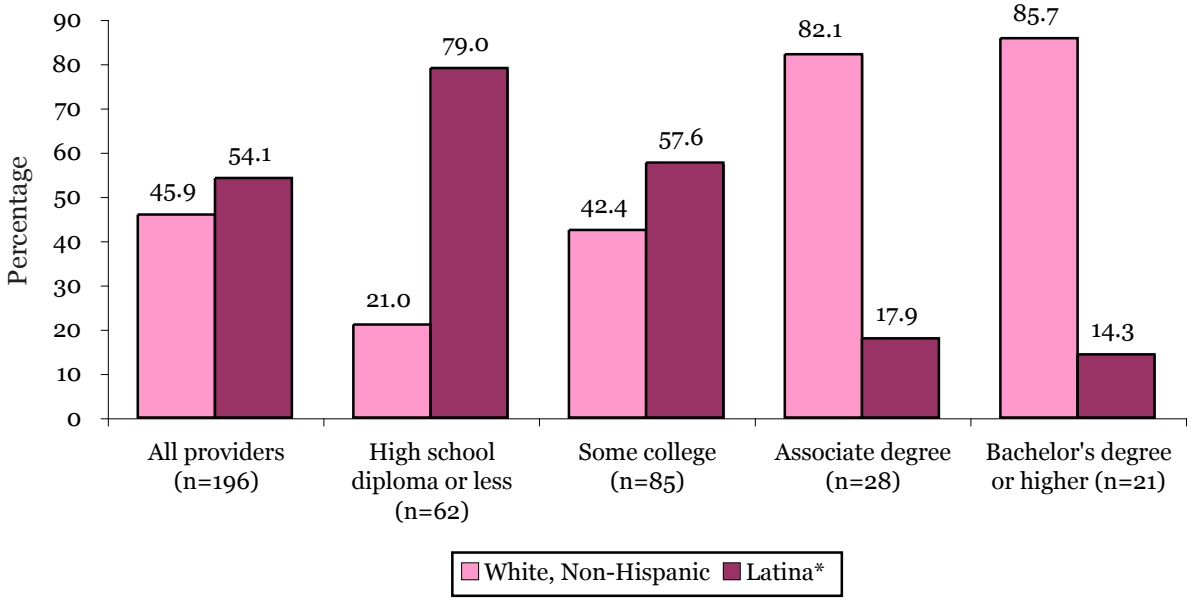
In determining the distribution of educational attainment *within* various ethnic groups (as represented by college attendance and completion of degrees), we found that approximately 85.6 percent of White, Non-Hispanic providers reported completing some college-level work, and 45.6 percent had completed a two- or four-year degree or higher. (See Figure 3.16.) Among Latina providers, a little more than one-half (53.7) reported completing some college-level work, while about 7.5 percent reported completing a two- or four-year degree or higher. There were no differences in degree attainment related to early childhood development by ethnicity, as shown in Table 3.12.

Next, we sought to determine the ethnic distribution of licensed providers at different levels of education, as compared to Santa Barbara County's overall adult population. For example, were Latina providers more or less likely than other Latino adults in Santa Barbara County to have achieved a BA degree? To make this comparison, we examined data from the 2000 U.S. Census on Santa Barbara County adults' attainment of BA or higher degrees. Latina providers (2.8 percent) had attained BA or higher degrees at approximately one-half the rate of their counterparts in the overall county population (7.0 percent). White, Non-Hispanic providers were less likely to have earned a BA (20.0 percent) than were White, Non-Hispanic Santa Barbara County adults (38.9 percent).

3) Overall Educational Attainment, by Language

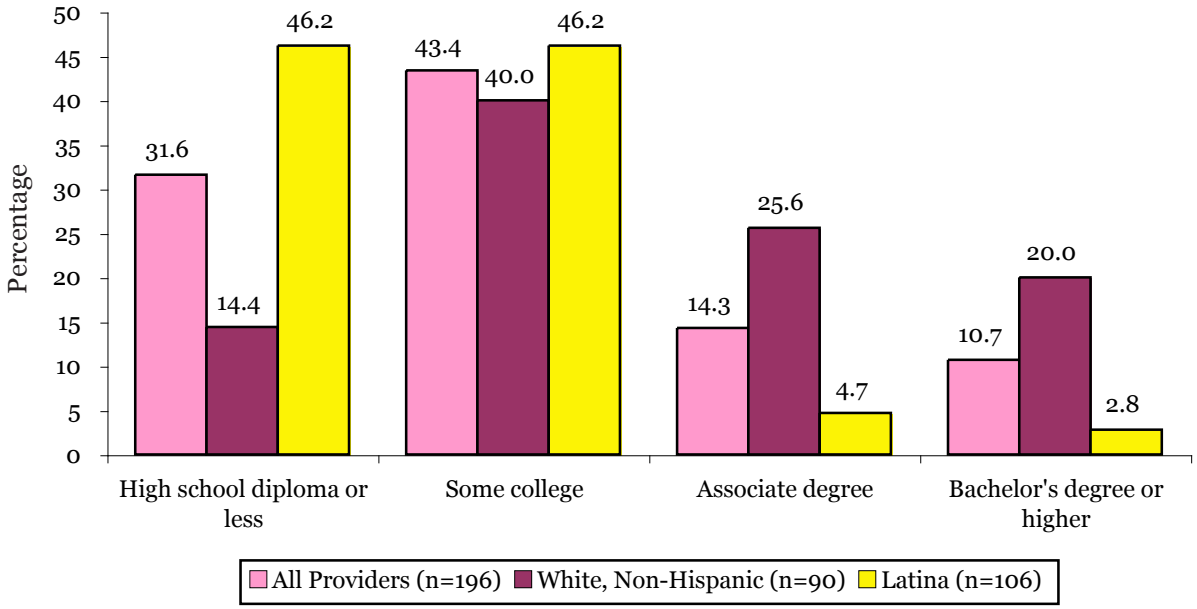
Since many of Santa Barbara County's young children speak a first language other than English, and many have

Figure 3.15. *Ethnic Distribution of Licensed Providers, by Educational Level*



Tests of significance were only performed for White, Non-Hispanic and Latina provider groups.
*$p < .001$, High school diploma or less > some college; High school diploma, some college > Associate degree, Bachelor's degree or higher.

Figure 3.16. *Educational Attainment of Licensed Providers, by Ethnicity*



Tests of significance were only performed for White, Non-Hispanic and Latina provider groups.

Table 3.12. *Percentage of Licensed Providers by Degree Attainment Related to Early Childhood Development, by Ethnicity*

	Percentage (SE)			
	Degree in unrelated field	Degree in early care and education	*Total*	*Number of providers*
White, Non-Hispanic	58.5 (7.77)	41.5 (7.77)	100.0	41
Latina	62.5 (17.29)	37.5 (17.29)	100.0	8
All providers	59.2 (7.09)	40.8 (7.09)	100.0	49

Tests of significance were only performed for White, Non-Hispanic and Latina provider groups.

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, and 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 two 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.

Approximately one-quarter of all providers (27.4 percent) had the self-reported capacity to communicate with children and families in English and in an additional language. Most such providers spoke English and Spanish (85 percent). Because of small group size among providers speaking languages other than English and Spanish, we could only compare educational attainment by the self-reported capacity to communicate

with children in English only, in English and Spanish, or in Spanish only. (See Table 3.13.)

Language capacity varied among providers at different levels of educational attainment. Providers who reported high school or less as their highest level of education were more likely to speak Spanish only compared with providers who had some college education or a college degree. Providers who reported their highest level of education as "some college" were also more likely to speak Spanish only than were providers who reported a BA or higher as their highest level of education. (See Table 3.13.)

Providers who reported their highest level of education as a BA or higher degree were more likely to speak English only, rather than English and Spanish, compared to providers who reported their highest degree as high school or less or some college. In addition, the majority of providers who spoke only Spanish reported high school or less as their highest level of education. Providers with a high school degree were more likely to speak Spanish only than were providers with some college or an AA degree as their highest level of education.

Table 3.13. *Reported Language Fluency of English- and Spanish-speaking Licensed Providers, by Educational Level*

	Percentage (SE)				
	High school diploma or less	Some college	Associate degree	Bachelor's degree or higher	All providers
English*	26.6	57.4	76.7	85.7	53.6
	(5.53)	(5.11)	(7.74)	(7.65)	(3.46)
Spanish**	48.4	16.0	0.0	4.8	22.5
	(6.26)	(3.79)	-	(4.66)	(2.89)
English and Spanish[a]	25.0	26.6	23.3	9.5	23.9
	(5.43)	(4.57)	(7.74)	(6.42)	(2.96)
Total	100.0	100.0	100.0	100.0	100.0
Number of providers	64	94	30	21	209

Note. Based on the self-assessment of 209 providers.
[a] Provider may speak an additional language other than English.
*$p < .001$, Bachelor's degree or higher, Associate degree > high school diploma or less.
**$p < .001$, High school diploma or less > some college, Associate degree, Bachelor's degree or higher.

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

Only a small portion of licensed 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 Santa Barbara County 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-quarter of those who report having earned 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. Slightly more than one-half of all providers have participated in non-credit training, and one-third 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 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 interviews 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 2005, more than two-fifths of children entering public kindergarten in Santa Barbara County 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 across the state 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: only 19.7 percent of providers reported that they had received non-credit training, and only 17.2 percent of providers reported that they had completed college coursework, focused on dual language learning in young children. (See Tables 3.14 and 3.16.) Providers who *had* participated in non-credit training reported, on average, participating in 12.5 hours (SE=1.34) of training on this topic. (See Table 3.15.) Among those who had completed college credits related to dual language learning, the average number of credits was 6.2 (SE=.81). (See Table 3.17.)

As shown in Table 3.18, providers who spoke English and Spanish were more likely than providers who spoke English only to have participated in any training or coursework related to dual language learning. Providers who had completed an AA or BA degree, as shown in Table 3.18, were more likely to have completed college credits related to dual language learning than those who had only completed some college.

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,[15] have led to the increased involvement of early childhood settings in providing services to children with special physical and developmental needs (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.

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,

15 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 3.14. *Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Dual Language Learning Children*

	Percentage (SE)
None	80.3 (2.73)
1 or more hours	19.7 (2.73)
Total	100.0
Number of providers	213

Table 3.15. *Mean Hours of Training Among Licensed Providers Reporting Completion of Non-Credit Training Related to Dual Language Learning Children*

	Mean (SE)
Mean hours of training	12.5 (1.34)
Number of providers	42

Table 3.16. *Percentage of Licensed Providers with Some College or Higher Reporting Completion of College Credits Related to Dual Language Learning Children*

	Percentage (SE)
	Providers with some college or higher
None	82.8 (3.08)
1 or more credits	17.2 (3.08)
Total	100.0
Number of providers	151

Table 3.17. *Mean Number of Credits Among Licensed Providers Reporting Completion of College Credits Related to Dual Language Learning Children*

	Mean (SE)
Mean number of credits	6.2 (4.15)
Number of providers	26

Table 3.18. *Percentage of Licensed Providers Reporting Completion of Credit or Non-Credit Training Related to Dual Language Learning Children, by Language Fluency and Educational Attainment*

		Percentage of licensed providers, by number of credits or hours in dual language learning (SE)			
		None	1 or more*	*Total*	*Number of providers*
By language fluency	English only	79.8 (3.85)	20.2 (3.85)	100.0	109
	Spanish only	85.1 (5.21)	14.9 (5.21)	100.0	47
	English and Spanish[a]	59.6 (7.18)	40.4 (7.18)	100.0	47
	All providers	76.4 (2.99)	23.6 (2.99)	100.0	203
By educational attainment	High school diploma or less	83.1 (4.67)	16.9 (4.67)	100.0	65
	Some college	83.0 (3.89)	17.0 (3.86)	100.0	94
	Associate degree	56.3 (8.79)	43.8 (8.79)	100.0	32
	Bachelor's degree or higher	56.5 (10.36)	43.5 (10.36)	100.0	23
	All providers	76.2 (2.92)	23.8 (2.92)	100.0	214

Note. Language fluency based on the self-assessment of 203 providers.
[a] Provider may speak an additional language other than English.
*$p < .001$, English and Spanish > English, Spanish. Associate degree, Bachelor's degree or higher > some college, high school diploma or less.

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 more than one-half of all licensed providers in the county (57.6 percent), whether they served any children with special needs or not, had participated either in non-credit training or in college coursework related to special needs. (See Table 3.19.) Approximately one-half of all providers (53.6 percent) reported that they had participated in non-credit training related to special needs, and their average number of training hours was 8.1. (See Tables 3.20 and 3.21.) Fewer providers (33.8 percent) had participated in college credit-bearing courses on this subject, and among them, the average number of credits received was 4.9. (See Table 3.22.) Providers licensed to care for 14 children (51.1 percent) were more likely than those licensed to care for eight children (26.2 percent) to have completed at least one college credit related to children with special needs.

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

Overall, about one-quarter of providers reported caring for at least one child with special needs. We examined whether providers who cared for at least one child with special needs had participated either in non-credit training or in college coursework related to special needs, and 74.5 percent reported having done so. We also found that those who cared for at least one child with special needs were 1.5 times as likely to have participated in some related professional development as were those who cared for no such children. (See Table 3.19.)

Non-Credit Training Related to Special Needs

Providers caring for at least one child with special needs had participated in more non-credit training than had providers caring for no such children. Among those who had at least one child with special needs in their care, 70.8 percent had participated in relevant non-credit training, and 45.8 percent had completed at least eight hours of such training, whereas only 48.4 percent of providers serving no children with special needs had received such non-credit training, and 35.8 percent had completed at least eight training hours. (See Tables 3.20 and 3.23.)

College Credits Related to Special Needs

When examining only those providers who had completed some education beyond high school, we found that 33.8 percent had completed college credits related to working with children with special needs. Among providers who had completed some college work, those serving one or more children with special needs were no more likely to have completed or more college credits related to special needs than were those who were not serving any such children. (See Table 3.22.)

Table 3.19. *Percentage of Licensed Providers Reporting Completion of Credit or Non-Credit Training Related to Children with Special Needs, by Number of Such Children Served*

	Percentage of licensed providers, by number of children with special needs (SE)		
	No children	1 or more children	All providers
None*	47.2 (3.92)	25.5 (6.38)	42.4 (3.42)
1 or more credits or hours**	52.8 (3.92)	74.5 (6.38)	57.6 (3.42)
Total	100.0	100.0	100.0
Number of providers	163	47	210

*$p < .001$, No children > 1 or more children.
**$p < .001$, 1 or more children > no children.

Table 3.20. *Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Children with Special Needs, by Number of Such Children Served*

	Percentage of licensed providers, by number of children with special needs (SE)		
	No children	1 or more children	All providers
None*	51.6 (3.97)	29.2 (6.58)	46.4 (3.47)
1 or more hours**	48.4 (3.97)	70.8 (6.58)	53.6 (3.47)
Total	100.0	100.0	100.0
Number of providers	159	48	207

*$p < .001$, No children > 1 or more children.
**$p < .001$, 1 or more children > no children.

Table 3.21. *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*

	Mean hours of training, by number of children with special needs (SE)			
	None	1	2 or more	All children
Providers with 1 or more hours	16.1	13.7	12.2	15.2
	(2.22)	(3.67)	(1.66)	(1.68)
Number of providers	77	20	14	111
All providers	7.8	9.5	9.0	8.1
	(1.25)	(2.78)	(1.75)	(1.04)
Number of providers	159	29	19	207

Table 3.22. *Percentage of Licensed Providers Reporting Completion of College Credits Related to Children with Special Needs, by Number of Such Children Served*

		Percentage of licensed providers, by number of children with special needs (SE)		
		None	1 or more	All providers
Providers with some college or higher	0 credits	69.8	57.1	66.2
		(4.47)	(7.66)	(3.90)
	1 or more credits	30.2	42.9	33.8
		(4.47)	(7.66)	(3.90)
Total		100.0	100.0	100.0
Number of providers		106	42	148
All providers*	0 credits	81.0	65.4	77.3
		(3.04)	(6.61)	(2.83)
	1 or more credits	19.0	34.6	22.7
		(3.04)	(6.61)	(2.83)
Total		100.0	100.0	100.0
Number of providers		168	52	220

*$p < .05$, None > 1 or more (0 credits).

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 providers not serving such children. Providers serving one or more children with special needs were more likely to have reported an AA or a BA degree as their highest level of educational attainment than were providers serving no such children. (See Table 3.24.)

Table 3.23. *Hours of Training Among Licensed Providers Reporting Completion of Non-Credit Training Related to Children with Special Needs, by Number of Such Children Served*

	Percentage of licensed providers, by number of children with special needs (SE)		
	None*	1 or more	All providers
0 hours	51.6 (3.97)	29.2 (6.58)	46.4 (3.47)
1 - 7 hours	12.6 (2.64)	25.0 (6.27)	15.5 (2.52)
8 or more hours	35.8 (3.81)	45.8 (7.21)	38.2 (3.38)
Total	100.0	100.0	100.0
Number of providers	159	48	207

*$p < .001$, 0 hours > 1 to 7 hours, 8 or more hours

Table 3.24. *Educational Attainment of Licensed Providers Serving Children with Special Needs, by Number of Such Children Served*

	Percentage of licensed providers, by number of children with special needs (SE)		
	None	1 or more	All providers
High school diploma or less*	34.5 (3.68)	13.5 (4.74)	29.5 (3.08)
Some college*	45.2 (3.85)	40.4 (6.82)	44.1 (3.36)
Associate degree**	10.7 (2.39)	28.8 (6.30)	15.0 (2.41)
Bachelor's degree or higher**	9.5 (2.27)	17.3 (5.26)	11.4 (2.14)
Total	100.0	100.0	100.0
Number of providers	168	52	220

*$p < .01$, None > 1 or more.
**$p < .01$, 1 or more > none.

Discussion

This report provides the first comprehensive profile of licensed family child care in Santa Barbara County. 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 Santa Barbara County?
2. What are the characteristics of children served by Santa Barbara County'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 level 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 Santa Barbara County?

In Santa Barbara County, a licensed family child care provider is typically a woman in her mid-forties who has been taking care of children in her home for nine and a half years. She is almost equally likely to be White, Non-Hispanic or Latina, and either to speak English or to speak English and Spanish. Typically, she works without a paid assistant. This profile varies, however, depending on the licensed capacity of her home. Those operating large homes, for example, are more likely than operators of small homes to be 55 or older, to have worked longer in child care, and to employ paid assistants.

Demographically, the licensed family child care workforce in Santa Barbara County 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 the county, 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 the 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, the Children's Resource and Referral Program, linked to the statewide Child Care Initiative Project, is engaged in ongoing efforts to expand the supply of licensed family child care in Santa Barbara County. In addition, the STAR program actively recruits licensed family child care providers to participate in ongoing professional development.

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. Whether the high level of home ownership among licensed family child care providers in Santa Barbara County documented in this report can be maintained in the current housing market is doubtful, particularly in the county's 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 roughly 200 paid assistants in Santa Barbara County signals that this segment of the workforce deserves greater attention with respect to professional preparation and working conditions. Previous research (Whitebook & Sakai, 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 strengthened.

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

In Santa Barbara County, approximately 700 licensed family child care providers and paid assistants care for about 4,000 children, mostly in mixed-age groups. Approximately four-fifths of the children cared for by licensed providers are not yet in kindergarten, and about two-fifths of them are age two or under. Slightly more than one-half of licensed providers report caring for at least one child receiving public child care assistance. One-quarter 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 publicly funded preschool options become available for four-year-olds. 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 publicly funded 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 publicly funded 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 Santa Barbara County 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 Santa Barbara County'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, approximately one-third of which are related to early childhood development. Approximately three-fifths of all providers report having completed at least one college credit related to early childhood development, and slightly more than three-quarters report participating in non-credit-bearing training related to that subject. Approximately one-half of providers report that their 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 met already, 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 Santa Barbara County's STAR program. Currently, the early care and education community is working with the community colleges to make 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 licensed capacity. Providers licensed to care for 14 children report higher levels of educational attainment than those licensed to care for eight children. Providers caring for children ages 2-5 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 likely to have attained lower 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-bearing training related to early childhood development.

Latina providers, on average, have completed less formal education than White, Non-Hispanic providers. Providers who have obtained a BA or higher degree are more likely to speak English only 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.

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 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 variations in the overall educational attainment of the family child care workforce reflect patterns found among *all* adults in the county, they nevertheless require attention in order to address current disparities among providers serving young children. Current efforts in Santa Barbara County to expand higher education offerings to those areas of the county with more difficult access to 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 publicly funded 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 publicly funded 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 under-represented among degree holders and over-represented 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.

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

Only a small portion of licensed 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 Santa Barbara County 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-quarter of those who report having earned 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. Slightly more than one-half of all providers have participated in non-credit training, and one-third 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 Santa Barbara County have not engaged in either non-credit or credit-bearing training related to dual language learning. This is largely because such training and coursework are not widely 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 county 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, extend training options, creating 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 Santa Barbara County'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 our current professional development infrastructure have become more visible.

Now, as Santa Barbara County and various counties embark on preschool planning, 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 Santa Barbara County's 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 Santa Barbara County's young children.

Appendix A: Additional Tables

Table A1. *Age Distribution of Licensed Providers Compared to Women in the Santa Barbara County Labor Force*[a]

	Percentage (SE)	
	Licensed providers	Women in the Santa Barbara County labor force
29 years or younger	5.5 (1.54)	19.8
30 to 54 years	78.5 (2.78)	64.4
55 years or older	16.0 (2.48)	15.7
Total	100.0	100.0
Number of providers	219	75,661

[a] US Census Bureau (2000a).

Table A2. *Age Distribution of Licensed Providers, Countywide and by Licensed Capacity*

	Percentage (SE)		
	All homes	Small homes*	Large homes
29 years or younger	5.5 (1.54)	6.2 (1.91)	3.4 (2.40)
30 to 54 years	78.5 (2.78)	79.5 (3.19)	75.9 (5.63)
55 years or older	16.0 (2.48)	14.3 (2.76)	20.7 (5.33)
Total	100.0	100.0	100.0
Number of providers	219	161	58

Table A3. *Ethnic Distribution of Licensed Providers Compared to the Santa Barbara County Female Adult Population,*[a] *Public K-12 Teachers,*[b] *and Children 0-5 Years*[a]

	Percentage (SE)			
	Licensed providers	Santa Barbara County female adult population	Public K-12 teachers	Children 0-5 years
White, Non-Hispanic	41.9 (3.37)	56.8	84.9	32.3
Latina	49.3 (3.42)	33.9	10.3	58.9
African American	1.9 (0.92)	1.7	0.9	1.2
Asian/Pacific Islander	1.4 (0.80)	5.2	2.5	2.7
American Indian or Alaskan Native	0.0 (0.0)	0.9	0.3	0.6
Multiethnic	5.6 (1.57)	1.5	1.1	4.3
Total	100.0	100.0	100.0	100.0
Number of providers	215	104,397	3,406	33,320

[a] California Department of Finance (2004).
[b] California Department of Education (2005b).

Table A4. *Reported Language Fluency of Licensed Providers Compared to the Santa Barbara County Adult Population*[a]

	Percentage (SE)	
	Licensed providers	Santa Barbara County adult population
English	51.1 (3.39)	67.9
Spanish[b]	21.5 (2.78)	11.2
English and Spanish[b]	23.3 (2.84)	16.3
English, plus an additional language other than Spanish	4.1 (1.34)	4.6
Total	100.0	100.0
Number of providers	219	244,834

Note: Based on the self-assessment of a sample of 219 providers.
[a] US Census Bureau (2000b).
[b] Provider may speak an additional language other than English.

Table A5. *Percentage of Licensed Providers with Paid Assistants, Countywide and by Licensed Capacity*

	Percentage (SE)		
	All homes	Small homes	Large homes
No paid assistants*	71.4 (3.05)	84.6 (2.84)	34.5 (6.26)
1 paid assistant**	18.6 (2.63)	11.7 (2.53)	37.9 (6.39)
2 or more paid assistants**	10.0 (2.03)	3.7 (1.49)	27.6 (5.88)
Total	100.0	100.0	100.0
Number of providers	220	162	58

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

Table A6. *Percentage of Licensed Providers Serving Children with Special Needs, Countywide and by Licensed Capacity*

	Percentage (SE)		
	All homes	Small homes	Large homes
No children with special needs	76.4 (2.87)	84.6 (2.84)	53.4 (6.56)
1 or more children with special needs*	23.6 (2.87)	15.4 (2.84)	46.6 (6.56)
Total	100.0	100.0	100.0
Number of providers	220	162	58

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

Table A7. *Educational Attainment of Licensed Providers Compared to the Santa Barbara County Female Adult Population*[a]

	Percentage (SE)	
	Licensed providers	Santa Barbara County female adult population
High school diploma or less	29.5 (3.08)	37.0
Some college	44.1 (3.35)	24.7
Associate degree	15.0 (2.41)	8.9
Bachelor's degree or higher	11.4 (2.14)	29.4
Total	100.0	100.0
Number of providers	220	96,565

[a] US Census Bureau (2000a).

Table A8. *Percentage of Licensed Providers, by Degree Attainment Related to Early Care and Education*

	Percentage (SE)		
	All providers with an AA or higher degree	Associate degree	Bachelor's degree or higher
Degree related to ECE	37.9 (6.43)	39.4 (8.58)	36.0 (9.68)
Degree unrelated to ECE	62.1 (6.43)	60.6 (8.58)	64.0 (9.68)
Total	100.0	100.0	100.0
Number of providers	58	33	25

Table A9. *Mean Number of Credits Among Licensed Providers Reporting Completion of College Credits Related to Early Care and Education, by Educational Level*

	Estimated mean (SE)	
	Santa Barbara County	*Number of providers*
Some college	15.7 (1.82)	66
Associate degree	38.0 (7.09)	19
Bachelor's degree or higher	25.6 (4.23)	16

*$p < .001$, Some college < Associate degree.

Table A10. *Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Early Care and Education, by Educational Level*

	Percentage (SE)	
	Santa Barbara County	*Number of providers*
High school diploma or less	68.3 (5.88)	63
Some college	75.3 (4.39)	97
Associate degree	75.8 (7.48)	33
Bachelor's degree or higher	92.0 (5.44)	25
All providers	75.2 (2.93)	218

Table A11. *Percentage of Licensed Providers who Employed At Least One Paid Assistant with College Credits, by Provider Education*

	Percentage (SE)	
	Santa Barbara County	*Number of providers*
High school diploma or less	11.1 (10.57)	9
Some college	45.5 (10.71)	22
Associate degree	68.8 (11.69)	16
Bachelor's degree or higher	91.7 (8.05)	12
All providers who employed at least one paid assistant	55.9 (6.52)	59

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

Table A12. *Educational Attainment of Licensed Providers, Countywide and by Licensed Capacity*

	Percentage (SE)		
	All homes	Small homes	Large homes
High school diploma or less*	29.5 (3.08)	33.3 (3.71)	19.0 (5.16)
Some college*	44.1 (3.36)	45.7 (3.92)	39.7 (6.44)
Associate degree**	15.0 (2.41)	11.1 (2.47)	25.9 (5.76)
Bachelor's degree or higher**	11.4 (2.14)	9.9 (2.35)	15.5 (4.77)
Total	100.0	100.0	100.0
Number of providers	220	162	58

*$p < .05$, Large homes < small homes.
**$p < .05$, Large homes > small homes.

Table A13. *Percentage of Licensed Providers Reporting Completion of Non-Credit Training Related to Early Care and Education, by Number of Publicly Subsidized Children Served*

	Percentage of licensed providers, by number of publicly subsidized children (SE)		
	None	1 or more*	All providers
No non-credit training	36.4 (5.14)	17.2 (3.34)	25.0 (2.95)
1 or more hours	63.6 (5.14)	82.8 (3.34)	75.0 (2.95)
Total	100.0	100.0	100.0
Number of providers	88	128	216

*$p < .01$, 1 or more hours > no non-credit training.

Table A14. *Ethnic Distribution of Licensed Providers, by Educational Level*

	Percentage (SE)				
	All providers	High school diploma or less	Some college	Associate degree	Bachelor's degree or higher
White, Non-Hispanic	45.9 (3.57)	21.0 (5.18)	42.4 (5.37)	82.1 (7.26)	85.7 (7.66)
Latina*	54.1 (3.57)	79.0 (5.18)	57.6 (5.37)	17.9 (7.26)	14.3 (7.66)
Total	100.0	100.0	100.0	100.0	100.0
Number of providers	196	62	85	28	21

Tests of significance were only performed for White, Non-Hispanic and Latina provider groups.
*$p < .001$, High school diploma or less > some college; High school diploma, some college > Associate degree, Bachelor's degree or higher.

Table A15. *Educational Attainment of Licensed Providers, by Ethnicity*

	Percentage (SE)		
	All Providers	White, Non-Hispanic	Latina
High school diploma or less	31.6 (3.33)	14.4 (3.72)	46.2 (4.85)
Some college	43.4 (3.55)	40.0 (5.18)	46.2 (4.85)
Associate degree*	14.3 (2.51)	25.6 (4.61)	4.7 (2.06)
Bachelor's degree or higher*	10.7 (2.21)	20.0 (4.23)	2.8 (1.61)
Total	100.0	100.0	100.0
Number of providers	196	90	106

Tests of significance were only performed for White, Non-Hispanic and Latina provider groups.
*$p < .001$, White, Non-Hispanic > Latino.

Appendix B:

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

Overview

In Santa Barbara County, because of the relatively small size of the licensed family child provider population, we attempted to interview all providers. As anticipated, we were unable to do so, since some providers were out of business and others could not or chose not to complete an interview. Our sample of interviewed providers gives us sound information about the percentages of the provider population with specific characteristics. To obtain actual numbers, however, such as the number of children served in licensed family child care and the size of the county's family child care workforce, it was necessary to compute estimates from the sample of interviewed providers, taking into account various factors related to the entire provider population.

In the normal course of events, providers go out of business and new providers replace them, and a description of the "universe" (or total provider population), if continually updated, will adjust for these changes. 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, however, our universe included providers who were out of business, but did not include the newest providers who had started their businesses in the interim.

The total universe of providers in Santa Barbara County was 503, and we interviewed 220 providers. During the interviewing process, approximately 32 percent of the providers contacted were out of business, but were not replaced with new providers. Our estimates for the total number of children served and the size of the family child care workforce take both of these factors (sample size and percentage out of business) into account.

We calculated the estimate of the total number of children served and the size of the provider workforce in two ways, a high and low calculation. The high estimate treated all providers alike. The low estimate assumed that the new providers who would have replaced the out-of-business providers in the universe would have characteristics similar to the providers in the sample who had been in business for one year or less. These newer providers typically operated homes with smaller licensed capacity and with fewer paid assistants. There were 23 providers in the Santa Barbara County sample who had been in business for one year or less.

Methodology: High Estimate

1. Calculate a ratio to create a multiplier for the sample to the universe: 503/220 = 2.3.
2. Multiply the sum of children in the sample by the multiplier (2.3) to calculate the estimated total number of children served.
3. Multiply the sum of paid assistants in the sample by the multiplier (2.3) to calculate the estimated total number of paid assistants.
4. Add the estimated number of paid assistants to the total number of family child care providers in the survey universe (503) to calculate the size of the county's licensed family child care workforce.

Methodology: Low Estimate

1. Estimate the number of new providers in the universe. As stated above, 32 percent of providers in the universe were out of business, and, in the

normal course of events, would have been replaced with new providers. Multiply the universe (503) by the percentage out of business (32%). This would be the number of new providers in the universe: 503 x .3222 = 162.

2. Estimate the number of more tenured providers in the universe. Sixty-eight percent of the providers in our sample were in business. Multiply the universe (503) by the percentage in business (68%). This would be the number of more tenured providers in the universe: 503 x .6778 = 341.
3. Create a ratio of the new providers in the universe to the new providers in the sample (providers in business one year or less, N=23) to create a multiplier for the sample to the universe for new providers: 162/23 = 7.0.
4. Create a ratio of the more tenured providers in the universe to the more tenured providers in the sample (providers in business more than one year, N=196) to create a multiplier for the sample to the universe for more tenured providers: 341/196 = 1.7.
5. Multiply the sum of children served by new providers (in business one year or less) in the sample by the "new provider" multiplier (7.0) to calculate an estimated total of children served by providers in business one year or less.
6. Multiply the sum of children served by providers in business more than one year in the sample by the "more tenured provider" multiplier (1.7) to calculate an estimated total of children served by providers in business more than one year.
7. Add the two estimates together to estimate the total number of children served.
8. Multiply the sum of paid assistants employed by providers in business one year or less in the sample by the "new provider" multiplier (7.0) to calculate an estimated total of paid assistants employed by providers in business for one year or less.
9. Multiply the sum of paid assistants employed by providers in business for more than one year in the sample by the "more tenured provider" multiplier (1.7) to calculate an estimated total of paid assistants employed by providers in business for more than one year.
10. Add the two estimates together for an estimated total of paid assistants.
11. Add the estimated total of paid assistants (Step 10) to the total number of family child care providers in the survey universe (503) to estimate the size of the county's licensed family child care workforce.

References

Barnett, W.S. (2003). *Better teachers, better preschools: Student achievement linked to teacher qualifications*. Preschool Policy Matters (2), March 2003. New Brunswick, NJ: National Institute for Early Education Research.

Calderon, M. (2005). *Achieving a high-quality preschool teacher corps: A focus on California*. Washington, DC: National Council of La Raza.

California Child Care Resource & Referral Network (2003). *The 2003 California Child Care Portfolio*. Data retrieved March 17, 2005, from http://www.rrnetwork.org/rrnet/our_research/2003portfolio.php.

California Child Care Resource & Referral Network (2005). *The 2005 California Child Care Portfolio*. San Francisco: California Child Care Resource & Referral Network.

California Department of Education (2004). *Number of staff by ethnicity, 2003-04*. Data retrieved June 16, 2005, from http://data1.cde.ca.gov/dataquest/.

California Department of Education (2006). *Number of English learners by language, 2004-05*. Data retrieved May 4, 2006, from http://data1.cde.ca.gov/dataquest/.

California Department of Finance (2003). *California Statistical Abstract*. Data retrieved January 1, 2005, from http://www.dof.ca.gov/HTML/FS_DATA/STAT-ABS.

California Department of Finance (2004). *Population Projections by Race/Ethnicity, Gender and Age for California and Its Counties 2000-2050*. Data retrieved January 19, 2005, from http://www.dof.ca.gov/html/Demograph/DRU_datafiles/Race/RaceData/20000-2050/.

California Department of Finance (2005). *Race/ethnic Population with Age and Sex Detail, 2000 – 2050: 2005 estimates, both genders, all ages*. Data retrieved January 19, 2005, from http://www.dof.ca.gov/html/Demograph/DRU_datafiles/Race/RaceData/20000-2050/.

California Employment Development Department (2005). Data retrieved January 14, 2005, from http://www.labormarketinfo.edd.ca.gov.

Center for the Child Care Workforce (2001). *Family child care provider income and working conditions survey*. Washington, DC: Center for the Child Care Workforce.

Galinsky, E., Howes, C., Kontos, S., & Shinn, M. (1994). *The study of children in family child care and relative care: Highlights of findings*. New York: Families and Work Institute.

Garcia, E.E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. New York: Teachers College Press.

Helburn, S.W., Ed. (1995). *Cost, quality and child outcomes in child care centers. Technical report*. Denver: University of Colorado, Center for Research in Economic and Social Policy.

Herzenberg, S., Price, M., & Bradley, D. (2005). *Losing ground in early childhood education: Declining workforce qualifications in an expanding industry, 1979-2004*. Washington, DC: Economic Policy Institute.

Hill, L.E., Johnson, H.P., & Tafoya, S.M. (2004). *California's multiracial population*. San Francisco: Public Policy Institute of California.

Sakai, L.M., & Whitebook, M. (2003). *Evaluating the Early Childhood Environment Rating Scale (ECERS): Assessing differences between the first and revised editions*. Early Childhood Research Quality 18(4), 427-445.

Shonkoff, J.P., & Phillips, D.A., Eds. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

U.S. Census Bureau (2000a). *Census 2000 Summary File 1*. Data retrieved January 21, 2005, from http://factfinder.census.gov.

U.S. Census Bureau (2000b). *Census 2000 Summary File 3*. Data retrieved March 3, 2005, from http://factfinder.census.gov.

U.S. Department of Housing and Urban Development (2005). Data retrieved July 1, 2005, from http://www.huduser.org/datasets/FMR/FMR2005R/Revised_FY2005_CntLevel.xls.

Whitebook, M. (2003). *Early education quality: Higher teacher qualifications for better learning environments. A review of the literature*. Berkeley, CA: Center for the Study of Child Care Employment, University of California at Berkeley.

Whitebook, M., Bellm, D., Lee, Y., & Sakai, L. (2005). *Time to revamp and expand: Early childhood teacher preparation programs in California's institutions of higher education*. Berkeley, CA: Center for the Study of Child Care Employment, University of California at Berkeley.

Whitebook, M., Howes, C., & Phillips, D.A. (1990). *The National Child Care Staffing Study. Final report: Who cares? Child care teachers and the quality of care in America*. Washington, DC: Center for the Child Care Workforce.

Whitebook, M., Kipnis, F., Sakai, L., Voisin, I. & Young, M. (2002). *California child care workforce study: Family child care providers and assistants in Alameda, Kern, Monterey, San Benito, San Francisco, San Mateo, Santa Clara and Santa Cruz Counties*. Washington, DC: Center for the Child Care Workforce.

Whitebook, M., & Sakai, L. (1995). *The potential of mentoring: An assessment of the California Early Childhood Mentor Teacher Program*. Washington, DC: Center for the Child Care Workforce.

Whitebook, M., & Sakai, L. (2004). *Improving and sustaining center quality: The role of NAEYC accreditation and staff stability*. Early Education and Development 15(3).

Whitebook, M., Sakai L., & Howes, C. (1997). *NAEYC accreditiation as a strategy for improving child care quality: An assessment. Final report*. Washington, DC: Center for the Child Care Workforce.

Wong-Fillmore, L., & Snow, S.E. (1999). *What educators – especially teachers – need to know about language: The bare minimum*. Santa Barbara: Language Minority Research Institute.

Zaslow, M., & Martinez-Beck, I., Eds. (2005). *Critical issues in early childhood professional development*. Baltimore: Paul H. Brookes Publishing.