

**EDUCATION AND
TRAINING
NEEDS ANALYSIS**

2004 REPORT

**FOR THE
PALM BEACH COUNTY
EARLY CARE AND EDUCATION
COMMUNITY**

PREPARED BY

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January 2004**

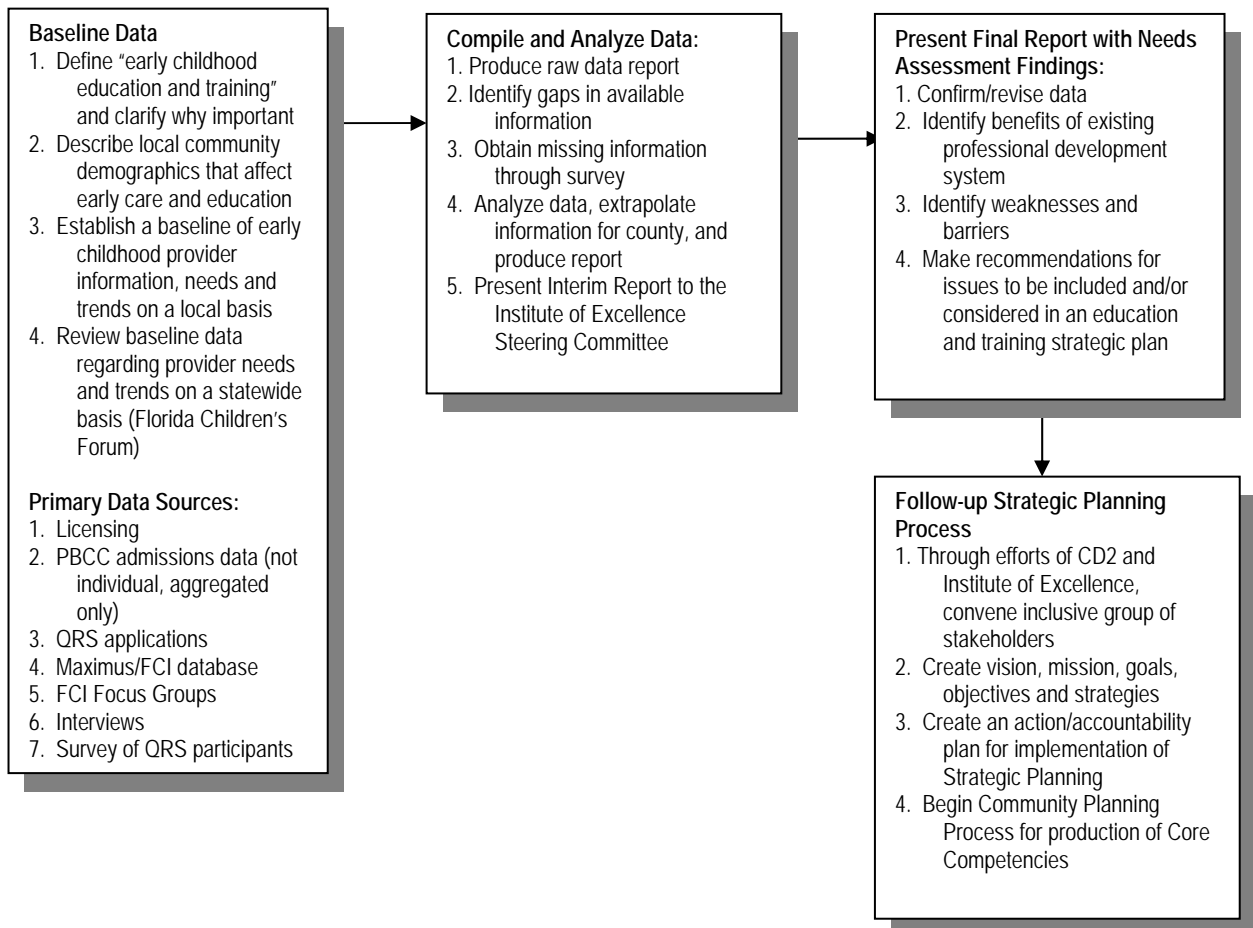
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1.0 REPORT OVERVIEW

1.1 PURPOSE, PROCESS AND METHODS

With support from the Children’s Services Council, Palm Beach Community College hired a consultant, M.J. Steele, to gather and analyze data from various sources to build a picture of the current state of the early care and education workforce and profession in Palm Beach County. Data was gathered from several sources including the Department of Health (Child Care Licensing), Maximus, Children’s Services Council of Palm Beach County, Family Central, Inc., Palm Beach Community College, individual providers and interviews with key informants. In addition to this data, surveys were completed by various segments of the delivery system, including center based and school district pre-kindergarten Quality Rating System (QRS) participants. While this approach did not provide a scientific sampling and is not free from bias, it provided a baseline of information for immediate planning and for future needs assessment efforts. The targeted workforce included teachers (lead and associates) and management (administrative decision makers such as directors, assistant directors and education coordinators). The needs assessment process involved the Institute of Excellence Steering Committee and proceeded as outlined below.



1.2 DEFINITION AND IMPORTANCE OF EARLY CHILDHOOD EDUCATION AND TRAINING

One of the first requests of the Institute of Excellence Steering Committee members was that a definition for education and training be established that would be agreeable to the group as a whole. After reviewing definitions from professional development manuals produced in other states and much discussion, the group agreed that the combination of “**education and training**” could be defined as the ongoing, formal preparation that gives childcare staff the knowledge and skills they need to best serve children and families. Furthermore, the group decided that the phrase “**professional development**” should be used interchangeably with “education and training,” with the caveat that education and training each have specific and distinct meanings. In the context of early childhood professional development, **education** is typically defined as coursework taken at a college or university and **training** as specialized instruction that either delivers a very specific body of knowledge or teaches a specific skill, such as playground safety or first aid. (*Planning for Professional Development in Child Care – A Guide to Best Practices and Resources*. 2001)

Prior to producing the “what” of early childhood education and training, it is important to understand and agree on the “why.” According to recent research initiatives, high quality care is important to good outcomes for children and caregiver education and training are key to providing good care. The authors of the aforementioned *Planning for Professional Development in Child Care* used the following relevant findings from the last 15 years to stress the importance of early childhood education and training:

- “Staff education and training have been demonstrated to be among the most critical elements in preventing harm to children and improving children’s experiences and development in child care. (*How Safe? The Status of the State Efforts to Protect Children in Care*, 1995)
- When family child care providers obtain training, researchers found children were more securely attached to their caregivers, more engaged in activities, and spent less time wandering about aimlessly. (Galinsky, Howes and Knotos, 1995)
- Children score better on tests of cognitive and social competence when their caregivers have higher levels of child related training and formal education. (Clarke-Stewart and Gruber; 1984)
- Teacher preparation (both preservice and inservice) significantly predicts program quality. Higher program quality is linked to more positive child outcomes, especially in terms of language and representational skills – both critical for school success. (Epstein, 1994)
- Overall educational levels of caregivers appear to positively affect outcomes for children. (Berk, 1985; Whitebrook, Howes and Phillips, 1989)

- Experience alone is not a predictor of effective caregiving (Howes 1983; Kontos and Fiene 1987) and has actually been linked to less cognitive and social stimulation of infants and increased apathy among infants. (Ruopp, Travers, Glantz and Coelen, 1970)
 - The education of child care teaching staff and their work environment are essential determinates of the quality of child care received. Teaching staff provide more sensitive and appropriate caregiving if they have completed more years of formal education and have received early childhood training at the college level. (The National Child Care Staffing Study, 1998)
 - The quality of child care is primarily related to lower child ratios (the number of children per caregiver), staff education, and administrators' prior experience. In addition, certain characteristics distinguish poor, mediocre, and good-quality centers, the most important of which are teacher wages, education and specialized training. Center quality increases as the percentage of staff with a high level of education increases. (Cost, Quality, and Child Outcomes in Child Care Centers, 1995)
 - Children's peer play and attachment security are enhanced when their teachers meet at least Child Development Associate (CDA) credential standards. However; the highest levels of complex peer play among children are found in classrooms with teachers who have college degrees in early childhood education or child development. Children in classrooms with teachers who have college degrees and advanced training have higher adaptive language scores than children in classrooms with any other level of teacher background. (The Florida Child Care Quality Improvement Study: Interim Report, 1995)
 - Global quality, teacher sensitivity and responsiveness are most likely to improve when programs have teachers with at least a CDA (Child Development Associate) Credential, although the highest scores are obtained in classrooms with teachers with college degrees and advanced training. (The Florida Child Care Quality Improvement Study Interim Report, 1995).
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2.0 SUMMARY OF RECOMMENDATIONS BASED ON LOCAL FINDINGS AND A REVIEW OF PROFESSIONAL LITERATURE

Further discussion of each of the four major recommendations listed below follows this section.

Recommendation 1: Planning

Establish a countywide vision and overall workforce professional development plan for early childhood education and care and continually update. Determine educational status, needs and expectations of workforce members on an ongoing basis, including surveys and aggregate data from 4-Star QRS centers, Pre-K sites and homes.

Recommendation 2: Recruitment and Ongoing Development

Inform current and potential members of the early education and care workforce about career options and professional development requirements/opportunities through a variety of delivery methods, including an annual career options and system summary brochure, online updated course and inservice training information, accessible career counseling, etc.

Recommendation 3: Profile of Current Workforce

Determine a mechanism for establishing an annual profile of the current workforce so that goals and objectives related to changing or maintaining workforce characteristics that impact child outcomes can be measured and tracked.

Recommendation 4: Training and Education

Establish core competencies with indicators so that there is a core body of knowledge which serves as a set of information and skills that all providers need to know. Ensure that accessible education and training is offered to transmit this entire body of knowledge through a comprehensive career ladder/lattice with multiple entry and exit points. Determine educational status, needs and expectations of workforce members on an ongoing basis through surveys and aggregate data from career development plans of centers, Pre-K sites and homes in the 4-Star QRS.

2.1 PLANNING

Recommendation 1: Planning

Establish a countywide vision and overall workforce professional development plan for early childhood education and care and continually update. Determine educational status, needs and expectations of workforce members on an ongoing basis, including surveys and aggregate data from 4-Star QRS centers, Pre-K sites and homes.

Rationale:

Three major trends have focused public attention on children's education and care in the early years:

- 1) the large number of working families with young children;
- 2) an emerging consensus among professionals and, to an even greater extent, among parents that young children should be provided with quality educational experiences; and
- 3) research that confirms the impact of good early childhood educational experiences on school readiness and later life.

These trends contrast with the disparate system of care that exists nationally and locally in the early childhood arena. Early care and education happens in a variety of settings, through funding from various sources, with varying degrees of quality. In Palm Beach County, the early care and education workforce preservice and inservice education mandates are minimal, and workers may participate in the system without having a high school diploma or systematic training that exceeds the state mandated 40-hour course and 10 hours of annual inservice training.

In Eager to Learn, which was developed in 2003 by the National Academy of Sciences, the recommendation is made that each group of children in an early care and education setting be assigned to a teacher who has a bachelor's degree with specialized education related to early childhood (e.g., developmental psychology, early childhood education, early childhood special education). Although this recommendation sets a high standard which requires a significant investment in future and current teachers, it should be considered when our community creates its shared vision for the future and writes short and long term implementing goals and objectives.

The charge for creating a workforce professional development plan in our local community has been taken up by a newly created initiative called Career Development in Child Development (CD²). CD² is comprised of a broad array of stakeholders interested in early childhood professional development systemic reform. The initiative was formed after a June 2003 planning session led by Andy Genser from the Wheelock Institute.

One efficient guide for the process of creating a professional development plan is a manual produced by North Carolina called *Planning for Professional Development in Child Care*. According to this publication, an effective professional development system will have been built in our community when:

- *there is a vision to serve all those working with children in all settings (centers, homes and school-age child care programs);*
- *there is a “core body of knowledge,” a set of information and skills that all providers need to know, and education and training is offered to make sure that this entire body of knowledge is transmitted;*
- *the requirements and incentives for providers to pursue professional development opportunities are clear;*
- *there is a continuum of education and training for all providers from entry-level to experienced. Education and training at one level can be used to progress to the next level;*
- *there is a system to make sure that the education and training itself is of high quality;*
- *there is a process to assess what education and training providers in a community need;*
- *information about education and training opportunities is widely available;*
- *information about what opportunities providers have already pursued is available for monitoring and planning purposes;*
- *the education and training opportunities are at times and in places where providers can attend;*
- *increased knowledge and competence are assessed and rewarded by increasing compensation; and*
- *education and training is well-funded so that providers are able to attend, regardless of personal financial situations.**

**Source: list adapted with permission from Genser, A. (1999). Kicking off the Dialogue: Elements of a Career Development System for School-Age Care, Boston, MA: Center for Career Development in Early Care and Education.*

Using guidelines from this manual and input from local community stakeholders, it is recommended that the planning process first decide for whom the system is being created. In addition to teachers, positions that might be included in the plan include:

1. Child Care Center Directors
2. Quality Coaches
3. Assessment Professionals
4. Administrators (Licensing, Children's Services Council, etc.)
5. Trainers
6. Higher Education Professors
7. High School Career Academy Trainers
8. Home Visitors

After determining for whom the plan is being prepared, a vision and mission should be created followed by a community mapping and needs assessment process. In the community mapping process, a picture of the current state of the professional development system is to be developed providing a means for fully assessing the resources and needs of the system. From this process, needs statements are to be developed by the members of planning group followed by goals, strategies and timelines.

For example, objective data reports that in Palm Beach County the major state supported university does not offer a bachelor's degree in education. An example need statement regarding this data might be:

Students graduating from Palm Beach Community College's two year early childhood program cannot transfer into Florida Atlantic University as third year students.

Another example need statement might concern the typical focus of education and training on content areas related to kindergarten and pre-kindergarten competencies as opposed to competencies needed for working with children from birth to age three. In addition, although Palm Beach Community College offers training at the associate degree level focused on birth to three, few teachers are earning an associate degree. From this objective data, an example need statement might be:

Entry level teachers in Palm Beach County are not adequately trained for specifically working with children from ages birth to three.

Areas to be included in the community mapping and needs assessment process might include:

1. Values and Principles
2. Ensuring Ongoing Participation
3. Education and Training Systems Coordination
4. Financial Support
5. Compensation
6. Public Engagement/Community Education and Awareness
7. Quality Assurance

Further discussion/clarification about each of these areas is found in the chart that follows.

<p style="text-align: center;">Values and Principles</p>	<p>Recommendations: Values and principles may be expressed in a succinct manner, such as those in <i>Planning for Professional Development in Child Care</i>: <i>Planning for professional development is based on an understanding that progressive levels of skill and education should be rewarded with higher levels of compensation.</i></p> <p>Values and principles may also be more expansive, such as those found in New Mexico’s <i>Continuous Journey</i> publication. Expanded principles provide a more comprehensive mechanism for guiding decisions as professional development plans are created and implemented. <i>Continuous Journey</i> principles include:</p> <ol style="list-style-type: none"> 1) <i>Parents and educators work in concert to meet each child’s needs; young children develop and learn differently from their older peers. Although diverse in their development, all children progress along a continuum in integrated domains. They learn through active participation in play and are innately curious and spontaneous. They need concrete and rich environments.</i> 2) <i>Those entrusted with the care and education of young children are committed to providing safe and nurturing environments in which children can develop and grow physically, socially, emotionally, linguistically, and intellectually, enabling them to reach their highest potentials.</i> 3) <i>Professionals and families work in concert to meet each child’s needs. Families know their children best – their temperaments, character, preferences, strengths, needs, and experiences. They can provide professionals with unique information about their children. In turn, professionals have specialized skills and resources. Together, families and professionals can explore choices that are respectful of the beliefs and values of families.</i> 4) <i>Training and licensure systems for persons involved in the care and education of young children in group settings must uphold the beliefs that:</i> <ol style="list-style-type: none"> a. <i>All children must be given opportunities to be educated in supported, heterogeneous, age-appropriate, natural, child focused classrooms and school and community environments for the purpose of preparing them for full participation in our diverse and integrated society.</i> b. <i>Professionals uphold and honor the diverse cultures, traditions and spiritual values of families, recognize that families are the primary core support for children, and provide coordinated support that is family centered and community based.</i> 5) <i>The professional development system reflects the richly diverse needs of young children and their families:</i> <ol style="list-style-type: none"> a. <i>linguistically,</i> b. <i>culturally,</i> c. <i>geographically, and</i> d. <i>developmentally.</i> 6) <i>The system provides professional development that is:</i> <ol style="list-style-type: none"> a. <i>flexible,</i> b. <i>comprehensive,</i> c. <i>accessible and affordable,</i> d. <i>responsive to adult learning styles and needs,</i> e. <i>motivating,</i> f. <i>cognizant of and rewarding for expertise shown in demonstration of life experiences, and</i> g. <i>available to individuals in all areas.”</i>
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	<p>The above principles enabled important decisions to be made about the system in New Mexico. For example, based on these principles, it was decided that the system would be inclusive:</p> <ol style="list-style-type: none"> 1) of all those who work with children ages birth through age eight (through third grade), 2) of professional preparation relating to children with special needs, so that educators would be able to work with children with a range of abilities and needs, 3) of families, and 4) of all systems and programs serving children birth through third grade and their families, including Head Start, public school, child care, preschool, early intervention programs, and home visiting programs. The term “career lattice” was used to describe how individuals could move horizontally, vertically and diagonally within one system or from system to system as positions became available and as professional preparation enabled them to move into positions with more responsibility and increased compensation.
<p>Ensuring Ongoing Participation</p>	<p>Status: In Palm Beach County there are a number of initiatives underway with established and flexible memberships that provide an excellent basis for the ongoing participation of key stakeholders in the proposed early childhood professional development planning.</p> <p>Recommendations: Although the primary responsibility for creating the plan has been assigned to CD², it is recommended that this effort be done under the joint leadership of the soon to be established Center for Early Childhood Education, Research, and Community Partnerships (CECERCP) at Florida Atlantic University and the Institute of Excellence at Palm Beach Community College. It is also recommended that CD² formalize its commitment through a community agreement and/or other type of enabling endorsement(s). This formalization should serve as an example of community collaboration commitment and could be used as a tool to garner support of the group’s activities at the local and state government levels.</p>
<p>Education and Training</p>	<p>Status: Through the Registry, information about career paths and available education and training to support these paths will be made available. A training and education calendar will be posted on a website at http://www.pbcc.edu/ieece/. The Registry System working group will also be looking at the available education and training to make sure there is a continuum of education and training for all staff, ranging from entry-level to very experienced.</p> <p>Recommendations: <i>Planning for Professional Development in Child Care</i> recommended that the following questions be answered in this subject area:</p> <ol style="list-style-type: none"> 1) Does our community have a plan for a career lattice in place which: <ol style="list-style-type: none"> a. provides best practices knowledge and skills to providers, based on current research about child care quality b. is available and accessible to all providers] c. provides some sort of certification to the practitioners d. is cumulative, that is, ensures that the provider takes a number of courses that builds on their knowledge base? e. leads to a recognized credential or college certificate, diploma or degree.

	<ol style="list-style-type: none"> 2) Do educational offerings provide up-to-date information on current research findings as well as knowledge and skill development in the current best practices in early care and education? 3) Do educational offerings provide up-to-date information on current research findings related to inclusion? 4) Are educational offerings delivered in a manner that utilizes best practices for adult learners? <p>Recommended categories of education and training include:</p> <ol style="list-style-type: none"> 1) college courses, certificates, and degree programs (from both two- and four-year institutions) 2) training provided by entities such as Family Central, Inc., Children’s Services Council, Cooperative Extension, etc. 3) individual consultant training 4) conferences
<p align="center">Systems Coordination</p>	<p>Status: According to the <i>Planning for Professional Development in Child Care</i> manual, in this part of the mapping and assessment process, the focus is not so much on the content of the education and training opportunities, but on the factors that make teacher education more or less accessible, affordable and available, or which influence the quality of delivery. This includes articulation, scheduling, how trainers and training are monitored to make sure content is of high quality, scholarships, need for substitutes, etc. Efforts are already underway through CD² to establish a bachelor’s degree in early childhood at Florida Atlantic University and to determine if the AS degree in early childhood at PBCCC can also articulate to a bachelor’s degree, much in the same manner as does the AS to BS degree at Indian River Community College.</p> <p>Recommendations Recommended questions to be answered include:</p> <ol style="list-style-type: none"> 1) Are articulation agreements in place within and between institutions? 2) Is training and education offered at appropriate times and is it affordable? 3) Is appropriate credit given for prior learning and experience?
<p align="center">Financial Support</p>	<p>Status: The community mapping should also include an accounting of funds that support education and training opportunities along with an assessment of how well these funds meet training and education needs.. One major initiative in Palm Beach County is the newly created 4-Star Quality Rating System (QRS). The QRS offers intensive coaching to center and home providers and special scholarship dollars (SEEK) to help meet the professional development requirements of the system. In addition, education and training is supported by T.E.A.C.H. scholarships. Prior to the implementation of the QRS, providers, administrators and funders had little incentive to invest in training/education except through the T.E.A.C.H. program and there was little incentive for individual workforce members to invest in their own training.</p> <p>Recommendations: Recommended questions to be answered include:</p> <ol style="list-style-type: none"> 1) Is the financial support for scholarships effectively used in the community? 2) Is there any opportunity for collaborations or other entities to provide

	coordinated, expanded, blended and/or leveraged funding to support the community early care and education professional development plan?
Compensation	<p>Recommendations: According to the <i>Planning for Professional Development in Child Care</i> manual, this part of the mapping and assessment process should investigate how the issue of compensation is addressed in our community and what actions might be taken.</p>
Public Engagement/Community Education And Awareness	<p>Status: Educating the public about the importance of quality early childhood workforce preparation is imperative to an effective local professional development plan. One mechanism for informing parents and others about the professional development level of individual centers is the 4-Star QRS which is currently in the beginning stages of implementation. Another is the Registry System which is also in the beginning stages. Some other professional recognition opportunities to be considered are events to honor achievements, public service announcements and advocacy meetings with local officials, business community leaders, etc.</p> <p>Recommendations: Recommended questions to be answered include:</p> <ol style="list-style-type: none"> 1) Is there demonstrated support within major stakeholder groups for the early care and education professional development plan? 2) Are all communities actively involved, such as faith based? 3) How is information about current research disseminated to the public?
Quality Assurance	<p>Status: Quality Assurance is measured by a number of measurement tools and these quality measurements imply workforce education and training. Measurement tools, standards and guidelines in Palm Beach County include”</p> <ol style="list-style-type: none"> 1) child care rules and regulations and licensing requirements (state and county) 2) 4-Star QRS (environmental rating scales and professional development standards) 3) teacher licensing 4) performance standards used in Head Start 5) credentialing (CDAs, etc) 6) educational attainment (college degrees or certificates) 7) accreditation, such as NAEYC, NAFCC and Florida’s Gold Seal program <p>Recommendations: The measurements and standards listed above should be charted for easy reference.</p>

2.2 RECRUITMENT AND ONGOING DEVELOPMENT

Recommendation 2: Recruitment and Ongoing Development

Inform current and potential members of the early education and care workforce about career options and professional development requirements/opportunities through a variety of delivery methods, including an annual career options and system summary brochure, online updated course and inservice training information, accessible career counseling, etc.

Rationale:

To help recruit, train and retain early care and education workers and guide the professional development of this workforce in the local community, a number of system reform/enhancement efforts are in varying stages of development. New and proposed system components include:

1. Registry System
2. Training/Trainer Approval System
3. Articulated Career Path (High School to Bachelor's Degree)
4. Core Competency Frameworks
5. Education and Training Calendar Website
6. Scholarship Program
7. Career Advising Program

To complement these proposed system components, it is recommended that an annual brochure be developed in the near term that details in a simplistic manner career options and professional development requirements/opportunities. In addition, support should be given to the collaborative developing the Registry System so that a website listing of current training and education opportunities can be created as soon as possible. Since entering Palm Beach Community College was anecdotally reported by providers to be difficult for some members of the early childhood workforce, the need for a contact for career counseling/advocacy purposes should be considered as well as other remedies to ensure that barriers are not restricting entrance into higher education opportunities.

2.3 PROFILE OF CURRENT WORKFORCE

Recommendation 3: Profile of Current Workforce

Determine a mechanism for establishing an annual profile of the current workforce so that goals and objectives related to changing or maintaining workforce characteristics that impact child outcomes can be measured and tracked.

Rationale:

Communities must offer comprehensive and accessible professional development preservice and inservice education and training opportunities for personnel in the field in order to prepare a highly qualified workforce which in turn improves the quality of child care. To support this workforce preparation, it is important to understand the scope of the need by first answering very basic questions about the general and child populations, the child care sites and the workforce (target market) within the geographic boundaries of the community.

It was very difficult to describe the major target market of this needs assessment, i.e., the early care and education workforce. This was due in large part to the market economy nature of the system, the lack of an established Registry System and the lack of verifiable information from child care settings other than certain “self-reported” data given for referral or rate agreement purposes. Information that is collected tends to be specific to the needs of the organization doing the collecting the data for specific data generating purposes.

Nonetheless, a brief description of the county’s population and early childhood settings and workforce was compiled below using data from a number of sources, including results from a 4-Star QRS center and School District pre-kindergarten survey; reports from Child Care Licensing; and provider self-reported data from Maximus, Family Central, Inc., and Palm Beach Community College. Other data and statistics were compiled from reports issued by the Knight Foundation, Children’s Services Council and the Census Bureau. In addition to the brief summary below, other related information is included in Section 4.0 on page 31 of this report:

- 1. General Population:** In 2000, the population of Palm Beach County was just over 1 million – an increase of over 31% from the 1990 Census. More than one forth of this population was made up of racial and ethnic minorities, with Blacks as the largest minority group, comprising 13.8% of the population, and Hispanics as the second largest at 12.4%.
- 2. Child Population:** There are an estimated 75,000 children ages 0-5 and 63,000 children ages 0-4 in the county. Of the 75,000 children ages 0-5, 12,000 (16%) live below 100% of the poverty level, 17,000 (23%) below 150%, and 23,000 (31%) below 200%. Only 6,000 children ages 0-5 (8%) are in subsidized child care and there is a substantial waiting list for entry into the subsidy system.
- 3. Child Care Settings:** There are approximately 40,000 child care slots (including school age care) in licensed and substantial compliance sites. There are

approximately 700 child care sites - 340 child care centers and 360 family child care homes.

- 4. Number of Teachers/Full Time Equivalents in Child Care Center Sites:** On any given day, the number of teachers and teaching slots varies due to changes in enrollment and a projected turnover rate well in excess of 30%. However, based on available licensed capacity information, self-reported enrollment estimates and the assumption that there is an appropriate number of teachers per classroom as mandated by adult/child ratio licensing requirements, **a minimum of 2,300 full time equivalent teaching positions are necessary to fully staff the projected capacity in child care center settings.** In reality, because of high staff turnover, staffing patterns to accommodate an extended day and common staffing practices (part time employment and split shifts), **the actual number of teachers is projected to be far greater (most likely even double – 4,000+).** While the numbers are only estimates based on assumptions, before starting this process, even a ballpark figure was unknown.

The chart below contains the self-reported information provided to Family Central, Inc. by child care centers in the current system. As indicated in the chart, the number of children per age group and the adult/child licensing regulations were used to roughly estimate the number of teachers per age group.

**This estimated minimum number of teachers excludes personnel not needed to meet licensing ratio requirements, such as directors, assistant directors, curriculum specialist, etc.

Capacity in Licensed Centers by Age Group Estimated Number of Teachers Per Group					
Source: Capacity Numbers Provided by a January 2003 Report from Family Central, Inc.					
	Licensed Capacity 361 Centers	Enrollment 28 Pre-K Sites	Grand Total Centers + Pre-K = 389 Sites	Licensing Regulations Adult/Child Ratios in Centers	**Estimated Number of Teachers Required Per Age Group
Infant	1,306	0	1,306	1:4	330
One	2,346	0	2,346	1:6	391
Two	5,524	0	5,524	1:11	503
Three	7,619	0	7,619	1:15	508
PR4	6,252	558	6,810	1:20	340
PR5	4,772	15	4,787	1:20	240
Total	27,819	573	28,392		2,312

The chart below lists capacity information for family child care homes that was provided by the Children’s Services Council in an annual report produced in 2003. This report estimates that there are 381 licensed family child care homes while current licensing reports estimate 360 homes. **It is safe to estimate that there is a minimum of 360 family child care home providers (teachers) serving a maximum of 1,800 children.**

Capacity in Family Child Care Homes by Age Group			
Source: A Progress Report 2003 by the Children’s Services Council of Palm Beach County			
	Child Population By Age Group	Capacity in 381 Homes	Licensing Adult/Child Ratios in Homes
Infant	11,994	445	A Family Child Care Home may have a maximum of 4 children who range from birth to 12 months of age - A Family Child Care Home may have a maximum of 5 children who range from birth to 12 years of age
One	11,864	459	
Two	11,731	405	
Three	11,649	319	
Four/Five	25,305	195	
	72,543	1,818	

- 5. Profile of 40 Hour and CDA Completers at Palm Beach Community College (PBCC):** Since all child care workers must initially complete the state mandated 40-hour course within one-year of employment in a child care setting, information about the completers of the 40-hour course and the CDA certification courses was obtained from PBCC. This information helps to describe the population of child care workers in the county. A chart summarizing this information is found at the end of this section.

For each of the past three years for which data was available, 2000-01, 2001-02, and 2002-03, PBCC reports show that:

- **Number:** On average, approximately 1,075 students complete the 40-hour course annually and almost 260 students complete the CDA course. (These numbers imply that just over 1,000 newly credentialed child care workers enter the workforce annually. This number represents 25% of the workers needed to satisfy minimal adult/child ratio licensing requirements for teachers in Palm Beach County. Since the number of child care settings and slots has not changed significantly over the past three years, the number of course completers implies that there is a high turnover rate within child care settings.)
- **Gender:** Gender did not change significantly in either the 40-hour or CDA program during the study period. In 2002-03, only 5% of the 40-hour completers and 2% of the CDA completers were male.

- **Race/Ethnicity:** In 2002-03, minority enrollment in the 40-hour course was higher than it was in 2000-01, especially among Hispanics. Between 2000-01 and 2002-03, White enrollment in the 40-hour course decreased from 50% to 44%, while Black/African American enrollment remained at 28% and Hispanic/Latino enrollment increased from 19% to 25%. Race/ethnicity did not change significantly in the CDA program over the past three years. In 2002-03, CDA completers were 48% White; 28% Black/African American; 20% Hispanic/Latino; and 4% Asian, American Indian and Unknown. This contrasts with demographic information about the population of Palm Beach County in general where Whites comprise approximately 75% of the population, Black/African Americans 14%, and Hispanics 12%.
- **Age:** The average age of the 40-hour and CDA completers increased only slightly in both programs between 2000-01 and last year. In 2002-03, the mean age for the 40-hour cohort was 34 and the mean age for the CDA cohort was 35. The median age for the 40-hour was 32 and the median age for the CDA was 33.
- **Primary Language:** English as the primary language dropped in the 40-hour cohort from 85% to 75% during the three year period. In the CDA program, English as the primary language dropped from 89% in 2001-02 to 85% in 2002-03. The most predominant other primary language was Spanish – 18% in the 40-hour and 9% in the CDA.
- **US Citizenship:** US Citizenship decreased in the 40-hour from 84% to 78% during the three year period, but did not change much in the CDA. CDA completers are more likely than the 40-hour completers to have US Citizenship. In 2002-03, only 78% of the 40-hour completers were US Citizens while 89% of the CDA completers were US Citizens.
- **County Residency:** A significantly higher proportion of students come from out-of-county, particularly Broward, to participate in the CDA than in the 40-hour. In 2002-03, 17% of the CDA completers and only 7% of the 40-hour completers were from out-of-county. The largest percentage of both 40-hour and CDA completers live in Central Palm Beach County (West Palm Beach and Lake Worth), the next largest in Southern Palm Beach County (Boyton, Delray and Boca), and the next largest in Northern Palm Beach County area (Jupiter, Palm Beach Gardens, North Palm Beach and Riviera Beach). The smallest group of completers live in the Glades (Belle Glade and Pahokee) and in Western Palm Beach County (Wellington and Royal Palm Beach)..
- **High School Diplomas:** Information on the number of students having high school diplomas or GEDs was inconclusive since a large percentage of students did not voluntarily report their status on their application forms. (Enrollment in the 40-hour course does not require a high school diploma.)

PALM BEACH COMMUNITY COLLEGE

3-Year Data for 40-Hour Course Completers and CDA Completers

	40 Hour Course						CDA					
	2000-01		2001-02		2002-03		2000-01		2001-02		2002-03	
Total Completers	673		1477		1076		287		239		254	
GENDER												
	40 Hour Course						CDA					
2000-01 Gender	643 females 96%			30 males 4%			282 females 98%			5 males 2%		
2001-02 Gender	1428 females 97%			49 males 3%			235 females 98%			4 males 2%		
2002-03 Gender	1027 females 95%			49 males 5%			247 females 98%			7 males 2%		
RACE/ETHNICITY												
	40 Hour Course						CDA					
	2000-01		2001-02		2002-03		2000-01		2001-02		2002-03	
White	332	50%	642	44%	478	44%	142	49%	116	49%	122	48%
Black/African A.	191	28%	413	28%	299	28%	100	35%	83	35%	71	28%
Hispanic/Latino	128	19%	386	26%	267	25%	42	15%	32	13%	49	20%
Asian/Pacific Is.	12	2%	19	1%	16	2%	3	1%	3	1%	3	1%
Amer Indian	2	> 1%	3	> 1%	1	> 1%	0	0	1	> 1%	1	> 1%
Not Available	8	1%	14	1%	15	1%	0	0	4	2%	8	3%
AGE												
	40 Hour Course						CDA					
	2000-01		2001-02		2002-03		2000-01		2001-02		2002-03	
Under 18	5	1%	7	1%	4	> 1%	0	0	0	0	0	0
18 to 24	185	27%	415	28%	303	29%	56	20%	32	13%	53	21%
25 to 29	119	18%	223	15%	138	13%	43	15%	45	19%	49	19%
30 to 39	188	28%	414	28%	317	30%	106	37%	84	35%	72	29%
40 to 49	108	16%	259	18%	181	17%	57	20%	57	24%	55	22%
50 to 59	45	7%	116	8%	96	9%	17	6%	19	8%	23	9%
60 or older	15	2%	39	3%	35	3%	6	2%	2	1%	2	1%
Unknown	8	1%	4	> 1%	2	> 1%	2	1%	0	0	0	0
Mean Age	33		33		34		34		35		35	
Median Age	30		32		32		33		34		33	
PRIMARY LANGUAGE												
	40 Hour Course						CDA					
	2000-01		2001-02		2002-03		2000-01		2001-02		2002-03	
English	572	85%	1139	77%	807	75%	250	87%	212	89%	215	85%
French	2	> 1%	11	1%	16	2%	4	1%	1	> 1%	0	0

Haitian Creole	7	1%	32	2%	27	3%	3	1%	3	1%	3	1%
Portuguese	3	> 1%	10	1%	7	1%	0	0	3	1%	4	2%
Spanish	61	9%	238	16%	193	18%	18	6%	11	5%	23	9%
Other	2	> 1%	8	1%	11	1%	2	1%	1	> 1%	1	> 1%
Not Available	26	4%	39	3%	15	1%	10	4%	8	3%	8	3%

CITIZENSHIP

	40 Hour Course						CDA					
	2000-01		2001-02		2002-03		2000-01		2001-02		2002-03	
Brazil	6	1%	9	1%	9	1%	0	0	1	> 1%	2	1%
Columbia	6	1%	37	3%	28	3%	2	1%	1	> 1%	2	1%
Cuba	16	2%	44	3%	30	3%	1	> 1%	1	> 1%	3	1%
Haiti	14	2%	39	3%	38	4%	6	2%	6	3%	2	1%
Jamaica	5	1%	9	1%	8	1%	3	1%	1	> 1%	0	0
Mexico	6	1%	21	1%	21	2%	1	> 1%	1	> 1%	4	2%
Peru	5	1%	15	1%	9	1%	0	0	0	0	3	1%
United States	565	84%	1171	80%	837	78%	249	87%	206	86%	225	89%
Other Countries	27	4%	93	6%	80	7%	10	4%	11	5%	10	4%
Not Available	23	3%	39	3%	16	2%	15	5%	11	5%	3	1%

COUNTY OF RESIDENCE

	40 Hour Course						CDA					
	2000-01		2001-02		2002-03		2000-01		2001-02		2002-03	
Broward	45	7%	82	6%	61	6%	31	11%	34	14%	32	13%
Glades	9	1%	15	1%	3	> 1%	1	> 1%	0	0	2	1%
Hendry	15	2%	35	2%	8	1%	11	4%	2	1%	7	3%
Other	3	> 1%	7	> 1%	8	1%	4	1%	3	1%	2	1%
Palm Beach	601	89%	1338	91%	996	93%	240	84%	200	84%	211	83%
Central (WPB, Lake Worth)	209	31%	518	35%	365	34%	92	32%	56	23%	71	28%
Glades/Belle Glade/Pahokee	53	8%	129	9%	107	10%	28	10%	21	9%	16	6%
North (Jupiter, PBG, NPB, RB)	73	11%	189	13%	147	14%	39	14%	31	13%	49	19%
South (Boynton, Delray, Boca)	208	31%	398	27%	287	27%	61	21%	67	28%	59	23%
West (Wellington, RPB)	58	9%	104	7%	90	8%	20	7%	25	11%	16	6%

HIGH SCHOOL DIPLOMA

	40 Hour Course						CDA					
	2000-01		2001-02		2002-03		2000-01		2001-02		2002-03	
Standard HS Dip.	170	25%	340	23%	215	20%	208	73%	164	68%	176	70%
FL GED	18	3%	36	2%	18	2%	26	9%	15	6%	25	10%
Other	2	> 1%	6	> 1%	4	> 1%	0	0	1	> 1%	0	0
None/Not Available	483	72%	1095	74%	839	78%	53	19%	59	25%	53	21%

6. Survey Results –4-Star Quality Rating System Participants

As mentioned previously, Palm Beach County is piloting a voluntary, quality improvement system called the 4-Star Quality Rating System (QRS). Participants in the program receive coaching and other incentives for improving quality as measured by six locally established “Pathways to Quality.” The current cohort of QRS participants includes only center based and pre-kindergarten school based sites.

Comprehensive surveys were distributed to the cohort of centers and pre-kindergarten sites and thirty-six of the center directors and twenty-four elementary schools representatives voluntarily completed the instruments. Results (self-reported and not verified) from this survey are listed below.

4-STAR QUALITY RATING SYSTEM SURVEY RESULTS			
<u>Self-Reported</u> Survey Results for Participating Centers/Classrooms			
<i>Information Was Provided by Management – Not Individual Staff Members</i>			
NUMBER RETURNING SURVEY			
	Centers		Pre-K Classrooms
Number:	36 center directors returned surveys; total licensed capacity reported - 2,711 students and 478 workforce members		24 Elementary Schools responded with 113 teachers
CORPORATE STATUS			
	Centers		Pre-K Classrooms
Private For Profit	21	58%	0
Private Non Profit	13	36%	0
Public	1	3%	100%
No Answer	1	3%	0
NUMBER OF TEACHERS PER CLASSROOM BY AGE GROUP			
Age Groups	Only teaching staff for which an age group was indicated are listed below. Includes 417 workforce members.	Number/% of Staff Assigned to Age Groups	Number of Classrooms Pre-K
Infant Classrooms	48 teachers	12%	0
Ones Classrooms	62 teachers	15%	0
Twos Classrooms	76 teachers	16%	0
Threes Classrooms	71 teachers	18%	All School District sites are Pre-K
Fours/Fives Classrooms	60 teachers	14%	
Not Assigned to a Classroom	99 staff, includes directors, etc.	24%	0

WORKFORCE (STAFF)				
	Centers 85% of Workforce - Full time		Pre-K Classrooms	
Total Number Staff	478	100%	N/A	
Directors	38	8%		
Assistant Directors	27	6%		
Lead Teachers	202	42%	37	Two associate teachers per lead teacher
Associate Teachers	193	40%	74	
Education Specialists	7	2%	113 total teachers	
Unknown/No response	11	2%		
PRIMARY LANGUAGE SPOKEN				
	Center Workforce		Pre-K Staff 24 not responded	
English	359	75%	83	73%
Spanish	98	21%	9	8%
Creole	8	2%	0	0
<p>Note: Some staff claimed more than one primary language and some did not answer. The numbers above reflect self-reported answers. 33 of the centers gave the number of teachers assigned to each age grouping. Results for this group are as follows:</p> <ul style="list-style-type: none"> ▪ 33% of the teachers assigned to infant classrooms reported Spanish as a primary language ▪ 32% of the teachers assigned to 1 year old classrooms reported Spanish as a primary language. ▪ 24% of the teachers assigned to 2 year old classrooms reported Spanish as a primary language ▪ 14% of the teachers assigned to 3 year old classrooms reported Spanish as a primary language. ▪ 13% of the teachers assigned to 4 year old classrooms reported Spanish as a primary language. 				
STAFF RETENTION				
	Center Workforce		Pre-K Staff	
Time at Site				
Less than 6 months	103	22%	8	7%
Btwn 7 – 12 months	42	9%	5	4%
1 year	62	13%	3	3%
2 years	53	11%	7	6%
3 years	23	5%	3	3%
More than 3 years	131	28%	41	36%
Unknown/No Response	64	13%	50	44%
HIGH SCHOOL DIPLOMA OR GED				
	Center Workforce		Pre-K Staff	
High School Diploma	372	78%	97	86%
GED	32	8%	10	9%
Unknown/No Response	74	14%	6	5%

CDA				
	Center Workforce		Pre-K Staff	
National CDA	91	19%	86	76%
CDA Equivalency	196	41%	29	26%
Unknown/No Response	191	40%	3	3%
	Note: Some staff claimed both a National and an Equivalency CDA		Note: Some staff claimed both a National and an Equivalency CDA	
DEGREES				
	Center Workforce (Includes directors, etc.)		Pre-K Staff (Only includes teaching staff)	
Associates Degree	30	6%	10	9%
Baccalaureate	13	13%	4	4%
Master's Degree	7	2%	0	0
33 of the centers gave the number of teachers assigned to each age grouping. Results for this group are as follows:				
<ul style="list-style-type: none"> ▪ 2% of the teachers assigned to infant classrooms have associates degree ▪ 6% of the teachers assigned to infant classrooms have bachelor's degree ▪ 0% of the teachers assigned to infant classrooms have a master's degree ▪ ▪ 5% of the teachers assigned to one year old classrooms have associates degree ▪ 11% of the teachers assigned to one year old classrooms have bachelor's degree ▪ 0% of the teachers assigned to one year old classrooms have a master's degree ▪ ▪ 3% of the teachers assigned to two year old classrooms have associates degree ▪ 3% of the teachers assigned to two year old classrooms have bachelor's degree ▪ 0% of the teachers assigned to two year old classrooms have a master's degree ▪ ▪ 10% of the teachers assigned to three year old classrooms have associates degree ▪ 6% of the teachers assigned to three year old classrooms have bachelor's degree ▪ 0% of the teachers assigned to three year old classrooms have a master's degree ▪ ▪ 17% of the teachers assigned to four year old classrooms have associates degree ▪ 13% of the teachers assigned to four year old classrooms have bachelor's degree ▪ 5% of the teachers assigned to four year old classrooms have a master's degree ▪ ▪ 5% of the workforce who are unassigned to a classroom have associates degree ▪ 25% of the workforce who are unassigned to a classroom have bachelor's degree ▪ 4% of the workforce who are unassigned to a classroom have a master's degree ▪ 				
EDUCATION LEVEL TO HIRE				
	Center Directors (regarding education level to hire)		Pre-K Staff	
Less than CDA	2 centers		All Staff must have a CDA	
CDA or Higher	34 centers			

AMOUNT OF TIME NEEDED TO HIRE		
	Center Directors (regarding expected length of time to hire)	Pre-K
1 week to hire	13	N/A due to respondents not being responsible for hiring.
2 weeks to hire	7	
2 to 3 weeks to hire	3	
1 month	4	
2 months or more	4	
Unknown/No Response	4	
Preferred Recruitment Method	Newspaper Ads & Referral	

2.4 TRAINING AND EDUCATION

Recommendation 4: Training and Education

Establish core competencies with indicators so that there is a core body of knowledge which serves as a set of information and skills that all providers need to know. Ensure that accessible education and training is offered to transmit this entire body of knowledge and establish a comprehensive career ladder/lattice with multiple entry and exit points. Determine educational status, needs and expectations of workforce members on an ongoing basis through surveys and aggregate data from career development plans of centers, Pre-K sites and homes in the 4-Star QRS.

As a beginning determination of the needs and expectations of workforce members, surveys were distributed to participants in the 4-Star QRS. As described above, the surveys were completed by child care center directors and management in the School District of Palm Beach County Pre-K sites. **Family child care homes and individual workforce members within centers and classrooms were not surveyed.** Results of the survey are listed in the chart below.

TOPICS FOR TRAINING AND EDUCATION			
Choices for answers were: High Need, Medium Need, Low Need, No Need	Center Workforce		Pre-K Staff
	Owner Directors	Teachers	
Information on our local early childhood system	High Need	High Need	High Need
High Scope classes	High Need	High Need	High Need
How to find out about available training and education	High Need	High Need	High Need
How to increase parent involvement	High Need	High Need	High Need
How to work with difficult personalities	High Need	High Need	High Need
Stress reduction	High Need	High Need	High Need
Training on Environment Rating Scales	High Need	High Need	High Need
Understanding the implications of brain research on the child, family, learning environment, curriculum	High Need	High Need	Medium Need
Building teams	High Need	Medium Need	Medium Need
How to develop and use a parent satisfaction survey	High Need	Medium Need	High Need
How to market an early care & education program	High Need	Medium Need	High Need
Leadership	High Need	Medium Need	Medium Need
Recordkeeping	High Need	Medium Need	Medium Need
Budgeting/fiscal management	High Need	Low Need	Low Need
Business management	High Need	Low Need	Low Need
Establishing rates based on cost of care	High Need	Low Need	Low Need
How to hire, fire employees	High Need	Low Need	Low Need

How to manage and develop employees	High Need	Low Need	Medium Need
Planning administrative policies and procedures	High Need	Low Need	Medium Need
Planning for staff development	High Need	Low Need	Medium Need
Resolving conflicts for positive outcomes	High Need	Low Need	Medium Need
Retaining staff, i.e., motivating and rewarding	High Need	Low Need	Medium Need
Training/orientation for new staff	High Need	Low Need	Medium Need
Child development theories	Medium Need	High Need	High Need
Classroom behavior management	Medium Need	High Need	High Need
Creative Curriculum classes	Medium Need	High Need	High Need
Establishing routines, daily schedules and rituals	Medium Need	High Need	Medium Need
Facilitating positive, enriching interactions between adult/child and child/child	Medium Need	High Need	High Need
General professional skills, such as communications, grammar, appropriate dress, work habits, etiquette, etc.	Medium Need	High Need	Medium Need
How to ensure an appreciation and respect for cultural and language diversity	Medium Need	High Need	High Need
How to grow and progress in a career in early care and education	Medium Need	High Need	High Need
How to use a computer	Medium Need	High Need	High Need
Staff training on how to work with parents	Medium Need	High Need	High Need
Understanding child abuse and neglect systems and when/how to report	Medium Need	High Need	High Need
Understanding emergent literacy and how to develop literacy in young children	Medium Need	High Need	High Need
Understanding skill development – motor, language and communication, social and emotional, cognitive	Medium Need	High Need	High Need
Positive discipline techniques	Medium Need	High Need	High Need
Planning and facilitating appropriate outdoor environments	Low Need	High Need	Medium Need
Conducting formal and informal assessments of children and using the results within the curriculum	Medium Need	Medium Need	High Need
Death in the family	Medium Need	Medium Need	Medium Need
How to use models/curricula for early childhood education, including children with special needs	Medium Need	Medium Need	Medium Need
Understanding and accessing available scholarship programs such as T.E.A.C.H.	Medium Need	Medium Need	High Need
Understanding how to obtain accreditation and Gold Seal designation	Medium Need	Medium Need	Medium Need
Understanding the concept/impact of attachment, temperament and personality	Medium Need	Medium Need	High Need
Understanding the whole child within the context of family, community, culture and language	Medium Need	Medium Need	High Need
Bi-lingual classes (CDA, GED, and Trainings)	Low Need	Medium Need	Low Need
CDA Classes for non-English Speaking teachers	Low Need	Medium Need	Low Need

ESOL Classes	Low Need	Medium Need	Medium Need
GED Classes	Low Need	Medium Need	Low Need
Planning and facilitating an individualized curriculum for all children	Low Need	Medium Need	High Need
Planning and facilitating appropriate indoor environments	Low Need	Medium Need	Medium Need
Understanding the biological and environmental risk and resiliency for the child and family	Low Need	Medium Need	Medium Need
GED Classes for non-English Speaking teachers	Low Need	Low Need	Low Need

TRAINING AND EDUCATION LOCATION/TIME/TYPE			
Choices for answers were: High Need/Preference, Medium Need/Preference, Low Need/Preference, No Need/Preference	Center Workforce		Pre-K Staff
	Owner Directors	Teachers	
College classes leading to Early Childhood Associate's Degree	High Need	High Need	High Need
College classes leading to Early Childhood Bachelor's Degree	High Need	High Need	High Need
Local conferences	High Need	High Need	High Need
On-line courses	High Need	High Need	High Need
On-site technical assistance	High Need	High Need	High Need
Video conferences	High Need	High Need	High Need
Workshops held during lunch	High Need	High Need	Medium Need
Workshops held off-site	High Need	High Need	High Need
Workshops held on-site	High Need	High Need	High Need
Workshops held on weekends	High Need	High Need	Low Need
College classes leading to a Master's Degree	High Need	Medium Need	High Need
Workshops held during the day	High Need	Medium Need	High Need
College classes leading to a CDA	Medium Need	High Need	Low Need
Workshops held at night	Medium Need	High Need	Low Need
National Conferences	Medium Need	Medium Need	Medium Need
State Conferences			Medium Need

TRAINING AND EDUCATION PAYMENT/SUBSTITUTES/LOCATION			
Choices for answers were: High Need/Preference, Medium Need/Preference, Low Need/Preference, No Need/Preference	Center Workforce		Pre-K Staff
	Owner Directors	Teachers	
If education & training takes more than a one-day session, prefer staggered days – 1 day per week	High Need	Medium Need	Low Need
Prefer training in Central Palm Beach County	High Need	Medium Need	Medium Need
If education & training takes more than a half-day, prefer full day session	Medium Need	Medium Need	High Need
May pay for a portion of the cost of hiring substitutes for training of staff	Medium Need	Medium Need	Medium Need
If education & training takes more than a half-day, prefer two or more half day sessions	Medium Need	Low Need	Medium Need
If education & training takes more than a one-day session, prefer staggered days – 1 day every month	Medium Need	Low Need	Medium Need
Prefer training in Northern Palm Beach County	Medium Need	Low Need	Low Need
Prefer training in Southern Palm Beach County	Medium Need	Low Need	Low Need
Training and education for self and/or staff is a part of my program' budget	Medium Need	Low Need	Medium Need
Will pay for substitutes only if training is paid for by scholarships	Medium Need	Low Need	Low Need
Will pay for training of self	Medium Need	Low Need	Low Need
Will pay for training of staff	Medium Need	Low Need	Low Need
Need access to substitutes (do not have enough available substitutes no matter who pays for substitutes)	Low Need	Medium Need	Medium Need
If education and training takes more than a one-day session, prefer continuous training – 2 or 3 consecutive days	Low Need	Low Need	Medium Need
If education and training takes more than a one-day session, prefer staggered days – 1 day every two weeks	Low Need	Low Need	Low Need
Prefer training in Western Palm Beach County	Low Need	Low Need	Medium Need
Substitutes are needed for night time and weekend training in addition to being needed during the day	Low Need	Low Need	Low Need
Will pay full cost of hiring of substitutes for training of staff	Low Need	Low Need	Low Need
Most Popular Training Venues	Community College; Workshops; Seminars		

Written Survey Comments Provided by Center Based Sites: (no comments from Pre-K Sites)

- Evening classes should start at 6:30 p.m. or later, not 6:00 p.m.
- More early morning classes for employees who come in the afternoon
- Need classes on Saturday for Associate's and Bachelor's degrees
- Well educated staff = well educated children
- We have some funds available for training, but very little. Have two full-time substitute positions, but these are sometimes not enough for staffing needs.

- Centers at this day and time have very low enrollments; therefore our budgets have been impacted in a serious decline. There must be a way to get CDBG dollars released. What type of survey has gone forth to calculate a substitute salary? This would be the decision factor as to whether or not a center would contribute to their salary.
 - It is difficult for staff to leave during the day (or even ½ day), i.e., the ECERS training currently being held during the mornings or afternoons. Many of our centers are small and run on just the amount of staff needed. This causes much stress on staff who stay behind and have to cover the person attending the training. We prefer evening trainings and weekend trainings rather than trainings during the hours that the day care center is open (6:30 a.m. to 6:00 p.m.). I also am limited in the amount of money that I can spend to pay for staff training; therefore, I am grateful for the SEEK Scholarships that are currently being offered to the centers. Thank you very much for the assistance.
 - Work with FAU to provide master's level work in Early Childhood. Work with the state (or FAU) to create a Bachelor's in Early Childhood. Even create an area of concentration in Infants & Toddlers. Scholarships need to be more quickly awarded (TEACH).
-

3.0 CAREGIVER AND STAKEHOLDER STATED NEEDS FOR PLANNING

A variety of key stakeholders in the community were interviewed and were asked to give their view of the professional development needs in the county. In addition, Family Central, Inc. held a number of focus groups for child care center and home participants and the issue of professional development needs and planning was discussed at each meeting. **In summary, the stakeholders and focus group members recommended that a professional development plan in Palm Beach County:**

- provide opportunities for providers in both centers and homes
- respond to the strengths and weaknesses of all levels of teachers, from those newly hired to those who have been in the system for a long period of time or who have earned advanced degrees
- provide educational opportunities ranging from short term workshop style training to college-level education
- support centers and homes in their quest to earn a high score on the Palm Beach County 4-Star Quality Rating System
- offer training and education at a variety of locations, times of the year, and times of the day based on feedback from the provider community
- provide a mechanism for regularly monitoring the needs of the provider community
- provide (or at least explore the possibility of providing) substitutes at a reasonable or subsidized cost so that some teachers can attend training and education during the day
- provide scholarships to the provider community to assist with the costs of training and education so that all providers can attend training, even those whose personal financial issues might prohibit participation otherwise
- market/announce courses, workshops, etc. in advance so that providers will know about and can plan for educational opportunities on a timely basis
- provide easily accessible information about what a provider has already taken
- clearly define any rewards (stipends, and other incentives) for increased education credentials
- consider offering classes in other languages, i.e., Spanish and Creole
- offer courses online and offer “helpline” information regarding training and general childcare issues online or by phone

The stakeholders further recommended that a professional development plan consider offering education and training that covers the following topics:

- classroom behavior management
- positive discipline techniques
- business management, including family child care provider management issues
- recordkeeping
- staff training on how to talk to and work with parents
- death in the family
- general professional skills, such as communications, grammar, appropriate dress, work habits and etiquette
- GED and ESOL classes for non-English speaking staff members
- the 35 hour course on the ECERS, ITERS and FDCERS one day a week for 7 weeks
- information about the early childhood system in Palm Beach County, including the school readiness partners
- training/orientation for new staff
- stress reduction
- how to observe children and tie observations with developmentally appropriate practices
- how to obtain accreditation
- how to hire, fire and motivate employees
- how to work with different cultures and difficult personalities

They requested that a professional development plan consider how to provide the following to help address barriers to training and education:

- childcare for evening classes
- affordable, trained and available substitutes during the day
- flexible attendance requirements, (providers may not consistently be available due to parents not picking up children on time and provider's personal family issues; most staff are single mothers)

- convenient class offering times, midday classes for centers, night classes for family homes; although some prefer weekends
 - a remedy for staff quitting after they finish taking training paid for by center; cannot pay enough to keep trained staff; cannot get enough compensation from parents
-

4.0 APPENDIX 1: RELATED DEMOGRAPHIC INFORMATION

Child Population

- In 1999, approximately 60,000 children were younger than age 5.
- In 2001, approximately 66,000 children were younger than 5.

Source: Charting the Progress – Child Care and Early Education in Florida 2000 – 2002 – Florida Children’s Forum

- In 2000, the population of Palm Beach County was 1,131,184 – an increase of 267,666 people - over 31% from the 1990 Census.
- Between 1990 and 2000, 96% of the growth in Palm Beach County was from migration from other parts of Florida, the US and International immigrations. 4% was from national increases (more birth than deaths).
- Palm Beach County’s child population grew 41.7% between 1990 and 2000. The number of children from birth to age five increased 19.8%; six to 12 years 53.1%; and 13 to 18 years 54.9%.
- In 2000, there were 76,144 children in Palm Beach County younger than age six, accounting for 6.7% of the population; in 1990, 63,550 or 7.4% of the population was younger than age six.
- In 2000, white children represented more than half (55.1) of the county’s child population, child 22.5% were black and 17.3% were Hispanic.
- In 1990, 63,530 children were younger than age 6 and in 2000, the number grew to 76,144.
- Although the number of infants and young children increased between 1990 and 2000, the percentage of children from 0 to 5 dropped from 7.4% in 1990 to 6.7% in 2000.

Source: A Progress Report 2003 by the Children’s Services Council of Palm Beach County

Age	1990 Census		2000 Census	
	Number	% of Total Pop.	Number	% of Total Pop
Under 1 year	8,787	1.0	12,287	1.1
1 and 2 years	23,271	2.7	24,722	2.2
3 and 4 years	21,158	2.5	25,904	2.3
5 years	10,334	1.2	13,231	1.2
Birth to 5 years	63,550	7.4	76,144	6.7

Children by Race/Ethnicity

- In 1999, approximately 15,000 of the 60,000 children under the age of 5 were minorities; in 2001, approximately 21,500 of the 66,000 children under the age of 5 were minorities.

Source: Charting the Progress – Child Care and Early Education in Florida 2000 – 2002 – Florida Children’s Forum

- In 2000, slightly more than half (53.3%) of all children 17 years and under in Palm Beach County were white.
- Black children represented the largest segment (22.5%) of minority children, followed closely by Hispanic children (17.2%); the remaining population was comprised of children from a variety of ethnicities.
- White students are now a minority population in public schools. In the 2000-2001 school year, 43.5% of kindergartners were white; 28.7% black; 4.6% Hispanic; 2.1% multiracial; and 0.8% American Indian/Alaskan Native.
- The gap between white students and students of color was slightly wider in kindergarten classes. During the 2000-2001 school year 43.5% of kindergartners were white; 28.7% black, 4.6% Hispanic; 2.1% multiracial, and 0.8% American Indian/Alaskan Native. In the pre-kindergarten program, the predominance of minority children was due to the fact that minorities are more likely to participate in the subsidized program. Nearly seven in 10 (69.1%) of pre-kindergartners were minorities during the 2000-2001 school year.

Source: A Progress Report 2003 by the Children’s Services Council

Hispanic	Multiracial	Other	Asian	Amer/Indian	Black	White
17.2%	2.7%	0.4%	1.8%	0.2%	22.5%	53.5%

Palm Beach County Racial and Ethnic Composition (Total Population)

- In 2000, the total population in Palm Beach County was 1,131,184. The county’s population grew by more than 31% between 1990 and 2000.
- In 2000, more than one fourth of the population (29.4%) was made up of racial and ethnic minorities. Blacks were the largest minority group, comprising 13.8% of the population. Hispanics were the second largest group at 12.4% of the population.
- The minority population was smaller in Palm Beach County than in FL and the U.S.
- The minority population in Palm Beach County increased by 8.6 percentage points between 1990 and 2000. This increase was larger than the increases in Florida and the U.S.

Source: Knight Foundation American Institutes for Research, Boca Raton Community Profile (Primary Focus: Palm Beach County), December 2002

	All Minorities		Black		Hispanic		Asian		Amer. Indian	
	1990	2000	1990	2000	1990	2000	1990	2000	1990	2000
PBC	20.8%	29.4%	12.6%	13.8%	7.7%	12.4%	1.1%	1.6%	0.1%	0.2%
Florida	26.7%	31.4%	13.7%	14.6%	12.2%	16.8%	1.2%	1.9%	0.3%	0.3%
U.S.	24.3%	30.9%	12.3%	12.3%	9.0%	12.5%	3.0%	3.7%	0.8%	0.9%

Limited English Proficiency - Students

- While no data exists as to the number of children with limited proficiency in English in child care centers, data does exist relative to the number of Limited English Proficient (LEP) students in the School District of Palm Beach County. This number gives an indication of the probable numbers of LEP children in child care settings.
- In 1999-00, LEP students in the School District were 13.8% of the total enrollment.
- The District had a higher concentration of LEP students in 1999-00 (13.8%) than Florida (9.3%) and the U.S. (9.0%).
- Between 1991-92 and 1999-00, the percent of students with limited English proficiency grew from 8.7% to 13.8%.

Source: Knight Foundation American Institutes for Research, Boca Raton Community Profile (Primary Focus: Palm Beach County), December 2002

- Hispanic children of both races (white and black) and from a variety of countries (Mexico, Columbia, Cuba, Puerto Rico, and Honduras) account for slightly more than half (53.5%) of the 18, 606 students classified as Limited English Proficiency (LEP) in the 2000-01 school year.
- In addition to the 53.5% of LEP students who were Hispanic, a significant percentage (34.8%) of LEP students were black non-Hispanic; the remainder were either white non-Hispanic (6.8%) or some other race or ethnicity (5%).
- According to the Florida Department of Education's annual status report on LEP students in Pam Beach County, 18.23% of LEP students were from Haiti in 2000-01.

Source: A Progress Report 2003 by the Children's Services Council of Palm Beach County

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
School Dist. PBC	8.7	1.4	11.8	12.6	12.4	11.9	12.0	13.4	13.8
Florida	4.4	5.1	5.4	5.8	6.2	6.4	6.3	8.2	9.3
U.S.	5.7	5.9	6.7	6.7	6.8	7.4	7.9	8.4	9.0

Centers and Homes Reporting Language Capabilities

- These numbers reflect facilities, not individuals.

Source: Report from Family Central Inc. Based on Data from January 2003 – Active Providers

	Licensed Centers	Gold Seal Centers	Total Centers	Licensed Homes	Gold Seal Homes	Total Homes	Pre-K Sites	Total Pre-K Sites	Grand Total
Providers	263	98	361	309	43	352	28	28	741
Environment									
English	249	88	337	291	43	334	28	28	699
Limited English	0	0	0	6	0	6	0	0	6
No English	0	0	0	1	0	1	0	0	1
Fluent Spanish	125	61	186	31	1	32	1	1	29
Limited Spanish	0	0	0	0	0	0	0	0	0
Creole	23	22	45	5	0	5	0	0	50

Poverty Level of Children

- In 2001 there were 7,222 families living in poverty with children under the age of 5 years.
- In 2001, the median family household income was \$39,199. (A family of four in Palm Beach County with a gross income of \$33,400 would spend 40% of their income on child care for an infant and a 3-year old in a child care center.)
- In 2001 there were 9,608 children ages 1 to 5 receiving WIC and 6,284 infants (birth to less than 12 months of age) receiving WIC.

Source: Charting the Progress – Child Care and Early Education in Florida 2000 – 2002 – Florida Children’s Forum

Population, Estimated Number in Poverty and Estimated Number Needing Child Care, Ages Birth to Five Years

- Among the 16, 779 children birth to age five in Palm Beach County who lived below 150% of the federal poverty level in 2000, an estimated 9,658 needed child care.
- As of December 31, 2000, 5,854 children from birth to five years old were placed in subsidized child care in Palm Beach County. With an estimated 9,658 children potentially in need of subsidized child care and only 5,854 actually receiving care, in 2000 it would have cost approximately \$20,769,850 to serve the remaining 3,804 children for one year.

Source: A Progress Report 2003 by the Children’s Services Council

Poverty Level of Children Under 18

- In 1999, 14.3 percent of all children under the age of 18 in Palm Beach County lived in poverty.
- Between 1989 and 1999, the percent of children who lived in poverty in Palm Beach County decreased by 0.5 percentage points, from 14.8% to 14.3%. This decrease was smaller than the decreases in Florida and the U.S.

Source: Knight Foundation American Institutes for Research, Boca Raton Community Profile (Primary Focus: Palm Beach County), December 2002

Demographic Information on Children Living in Poverty in Palm Beach County in 2000

Age	Population	Below 100% of Poverty	Below 150% of Poverty	Below 150% of Poverty/ Needing Child Care	Below 185% of Poverty	Below 185% of Poverty/ Needing Child Care	Below 200% of Poverty	Below 200% of Poverty/ Needing Child Care
0 – 4 Yrs	62,913	9,654	13,877	7,979	17,078	9,820	18,511	10,644
0– 5 Yrs	76,144	11,684	16,796	9,658	20,670	11,886	22,404	12,982
Percentage of Children Under 18 Living in Poverty					1989	1993	1995	1999
Palm Beach County					14.8%	20.6%	19.5%	14.3%
Florida					18.3%	24.7%	24.1%	17.2%
U.S.					17.9%	22.7%	20.8%	16.1%

Number and Capacity of Licensed and Exempt Child Care Facilities in 2001 by Type of Program

In 2001, there were 856 licensed child care programs with a licensed capacity of 39,713. (Actual capacity averages 68% of Licensed Capacity.)

Source: Charting the Progress – Child Care & Early Education in Florida 2000–2002 Florida Children’s Forum

Licensed Child Care Facilities	Number of Programs - 2001	Licensed Capacity - 2001
Secular Centers	261	24,477
Faith-based Centers	99	8,936
School Age Only	23	2,300
Teen Parent	3	219
Family Child Care Homes	354	1,730
Head Start	103	1,871
Early Head Start	13	180
Licensed Child Care Programs - Total	856	39,713
Exempt Child Care Programs	Number of Programs - 2001	Licensed Capacity - 2001
Secular Centers	6	124
Faith-based Centers	1	24
School-Age Only (School Operated)	181	24,398
Summer Camps	144	14,406
Pre=K Early Intervention	41	902
Exempt Child Care Programs - Total	373	39,854
TOTAL	1,229	79,567

Number of Licensed Child Care Facilities Per 10,000 Children

- In 2000, there were 93.0 licensed child care facilities per 10,000 children in Palm Beach County. The number of facilities per 10,000 children in Palm Beach County was lower than in Florida. This data represents only the number of licensed facilities, which comprises only a portion of available child care.

Source: Knight Foundation American Institutes for Research, Boca Raton Community Profile (Primary Focus: Palm Beach County), December 2002

	1998	1999	2000
Palm Beach County	86.7	92.1	93.0
Florida	94.8	96.7	100.9

Educational Attainment – Adults Age 25 and Older

- Educational attainment is a key indicator of a community’s workforce preparation, although no current data gives the actual educational level of all child care workers.
- In 2000, over ¼ of Palm Beach County adults (27.7%) had earned at least a bachelor’s degree.
- In 2000, almost one-sixth of Palm Beach County adults (16.4%) had not received a high school diploma.
- The percent of adults who had not received a high school diploma was lower in Palm Beach County than in Florida and the U.S.

Source: Knight Foundation American Institutes for Research, Boca Raton Community Profile (Primary Focus: Palm Beach County), December 2002

	No High School Diploma		HS Diploma or Equivalent		Some College, No Degree		Associate Degree		Bachelor’s Degree		Advanced Degree	
	1990	2000	1990	2000	1990	2000	1990	2000	1990	2000	1990	2000
PBC	21.2%	16.4%	30.1%	26.9%	20.2%	22.4%	6.4%	6.6%	14.5%	17.6%	7.6%	10.1%
Florida	25.6%	20.1%	30.1%	28.7%	19.4%	21.8%	6.6%	7.0%	12.0%	14.3%	6.3%	8.1%
U.S.	24.8%	19.6%	30.0%	28.6%	18.7%	21.0%	6.2%	6.3%	13.1%	15.5%	7.2%	8.9%

5.0 APPENDIX 2: REFERENCES

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