

# Final Report for the “Investing in Early Educators” Stipend Program



Prepared by:

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Macro International, Inc.

for the County of Los Angeles Child Care Planning Committee

January 2006

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*This report was developed with State of California (Federal) funds. The contents do not necessarily reflect the position or policy of the California Department of Education.*

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# Acknowledgements

ORC Macro and Mills Consulting would like to thank all the people who worked together to carry out the “*Investing in Early Educators*” Stipend Program evaluation.

Kathy Malaske-Samu, Michele Sartell, Laura Escobedo, and Lesley Blacher of the Office of Child Care, Service Integration Branch/Chief Administrative Office of the County of Los Angeles provided extensive support during the course of the project. Their efforts, contributions, support and patience with the process were critical to the evaluation’s success.

Most importantly, we would like to thank the Early Educators in Los Angeles County who participated in the survey and shared their experiences and impressions of the program.

## Executive Summary

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In the field of early child care and education, recruitment, retention, and adequate compensation of early educators has remained a critical problem at the national and state level for many years. Across the country, there is a shortage of qualified individuals to provide this care and education to young children. Numerous studies cite the connection between high quality early child care and education, and its affects on brain development in the first five years of life—in particular referring to the quality of the relationships between children and their primary caregivers. As a recent study cites, “Given the strong impact of the quality of early environments on children’s development, the combination of uneven professional development, low wages, and high turnover in the child care field is particularly problematic.” (*By A Thread*, Whitebook and Sakai, 2004).

Because of the important research that is being conducted, there is a growing awareness among policy makers for initiatives that address recruitment, retention, and compensation in the field. As a result, public policy is focusing more on qualifications of early educators, composition of the workforce, characteristics of early childhood environments, and factors that influence the retention and career advancement of child care providers. A variety of state programs that target areas such as increasing wages, professional development, educational advancement, and quality rating systems have been created in recent years, and in fact the number of states who have developed wage incentive programs has grown. Stipend programs for early educators have proven to be valuable initiatives, and have made a positive impact not only in the individuals who receive the stipend directly, but also to the early child care and education system.

In Los Angeles County, the Child Care Planning Committee (Planning Committee) of the County of Los Angeles developed the “*Investing in Early Childhood Educators*” Stipend Program (Stipend Program) in 2001 as a result of State legislation. Funded by the California Department of Education (CDE) and administered by the Office of Child Care (OCC), the Stipend Program was designed to increase the retention of qualified staff working in CDE-funded child development centers. The Stipend Program provides financial incentives to early educators for completing college credits, working directly with children in CDE-funded child development centers, and remaining in the field.

In the spring of 2005, the OCC contracted with ORC Macro, a research firm, to conduct an evaluation on the impact of the Stipend Program to determine if there were any statistical outcome differences between stipend recipients and non-stipend recipients during Cycles 1, 2, and 3 in 2001, 2002 and 2003 respectively. The data results provide information and perceptions from surveys of a specific sample of early educators who applied to the Stipend Program and received the stipend and those who applied for and did not receive the stipend during these cycles. The evaluation data does not reflect the early child care and education field in general; rather only early educators working in CDE-funded child development centers at the time they participated in the Stipend Program.

Using the Stipend Program applicant database, 3,856 applicants were randomly selected from Cycles 1, 2, and 3—which included 1,391 applicants who did not receive a stipend in any of the three cycles, and 2,465 who received a stipend in at least one of the three cycles. The information collected from the respondents focused on the following areas: demographics of participants, wages and benefits, receipt and use of the stipend, reasons for applying, perceived benefits, coursework, retention in their child development centers and in the field, and

implementation and customer service within the Stipend Program. General comments were also gathered from participants, which provided more qualitative data.

It is apparent from the research findings that the Stipend Program is achieving the overall goal of retaining early educators working in CDE-funded child development centers and assisting with the advancement of their education and skills.

Key findings include:

- At the time of the study, 92 percent of all respondents were still working in the child care field.
- Sixty-three percent of stipend recipients compared to 55 percent of non-recipients were more likely to still be working at the same center.
- A higher percentage of stipend recipients than non-recipients expected to stay in the child care field over 10 years.
- Eighty-three percent of Stipend Program recipients agreed or strongly agreed that the award of the stipend encouraged them to stay in the field.
- Ninety-seven percent of Stipend Program recipients felt better or much better able to work with children, families and colleagues as a result of the courses they took.
- For all respondents at the time of the study, those with permit status of Teacher, Master Teacher, Site Supervisor, and Program Director were more likely to have remained in the field since the time that they initially applied for a stipend than those with Assistant and Associate Teacher permit status. With the exceptions of Assistant Teachers and Program Directors, those who had received a stipend were more likely to be in the field.
- Respondents with education beyond high school were more likely to have remained in the field than those without education beyond high school.
- For all respondents, as their level of education increased, their wages increased. For example, the mean wage for assistant teacher who report their highest level of education as a high school diploma is \$11.52 per hour, and for teachers with a two-year degree it is \$16.84 per hour.
- For all respondents, as their child development permit status went up, their wages increased. For example, the mean wage for an early educator with an Assistant Teacher permit was \$11.93 per hour, and for an early educator with a Teacher permit was \$15.83 per hour.
- Ninety percent of those awarded a stipend used the money to pay for their education.
- Seventy-six percent of Stipend Program recipients reported that the stipend covered all their costs associated with taking a class.

- Sixty-four percent of Stipend Program recipients reported that they were meeting their academic goals as compared to 56 percent of non-recipients. In addition, over one-half of stipend recipients were taking courses to meet their academic goals as compared to 35 percent of non-recipients.
- Education was significantly associated with receipt of a stipend—28 percent of Stipend Program recipients held a four-year Bachelor of Arts degree compared to 20 percent of non-recipients.
- Ninety-five percent of all respondents felt they were treated well by the Office of Child Care responsible for administering the Stipend Program, of which 90 percent were satisfied or very satisfied with the services they received.

The data collected as part of this evaluation supports the conclusion that the Stipend Program for Cycles 1, 2, and 3 helped to retain qualified staff not only in the early childhood education field, but also specifically within the CDE funded centers. These data also support the conclusion that stipend recipients are using the money as intended and hoped—to finance additional training and education related to their work. Furthermore, respondents indicate that the funds received are adequate for this purpose. The data does not decisively support the conclusion that the stipend was a factor in stipend recipients' advancing on the permit matrix or in their receiving higher wages. However, this is possibly an artifact of the choice to only examine the first three cycles of the program and the more limited eligibility requirements for applicants during Cycle 1. To fully understand and appreciate the impact the Stipend Program is having on early educators in Los Angeles County it would be necessary to expand the evaluation to include the later cycles.

# Introduction

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The topic of recruitment, retention, and its relation to the compensation of early educators has been of national concern in recent years. By now, it is a well-known fact that those who work with young children in this country are not adequately financially compensated. The Bureau of Labor Statistics, US Department of Labor (2000) cites that the median hourly wage and salary for early educators was just \$7.86 per hour. Countless studies have shown that high quality early child care and education, which has a powerful influence on children's overall development, is dependent upon having a well-trained, consistent, and fairly compensated workforce. One study defined the problem as "Low wages and poor benefits lead to high turnover rates and low quality. Wages and benefits have not improved as the economy has improved." (*New Perspectives on Compensation Strategies* by the Center for Career Development in Early Care and Education at Wheelock College) Another recent study noted, "Regardless of the age group served, low pay and lack of prestige affect many teachers' decisions to leave their jobs, and discourage many from entering the occupation at all, but these issues are intensified for the child care workforce. Even when they have training and education comparable to that of elementary school teachers, child care teachers earn approximately half as much, work a longer year, and are far less likely to receive such benefits as fully paid health coverage or a pension." (*By A Thread*, Whitebrook and Sakai, 2004)

Because of the important research that has been conducted, and the recognition by policy makers and key stakeholders regarding the growing need for high quality early child care and education across the country, initiatives aimed at increasing wages and other incentives for early educators have been developed. Many states now have programs that focus on the recruitment and retention of early educators, and include components such as stipend programs, salary increases linked with educational advancement (career ladders), training tied to promotion and pay increases, and salary supplements, to name a few. Several examples of these programs include the Wisconsin Child Care Mentor Project, Alameda Child Development Corps (CARES—Compensation and Retention Encourages Stability), North Carolina Child Care WAGE\$, and the Georgia Early Learning Initiative. In fact, the Center for the Child Care Workforce's study titled *Current Data on the Salaries and Benefits of the US Early Childhood Education Workforce* found that the number of states that have developed wage incentive programs for early educators has increased to 15 since 2001. In addition, studies have been conducted on the effects of such programs, and a recent overall review of various programs suggested that, "on the whole child care practitioners who participated in these programs saw improved income, education, and retention levels. There is also evidence that the programs increased participants' morale and feelings of professionalism." (Research-in-Brief, *Building a Stronger Child Care Workforce, A Review of Studies of the Effectiveness of Public Compensation* by the Institute for Women's Policy Research, 2004) Evaluations of such programs are a key part of understanding how a program is working, and what areas could be both improved upon or used as a model for the continued development of the initiative.

The State of California is considered one of the leaders in the development and promotion of early educator incentive programs. In Los Angeles County, the "Investing in Early Educators" Stipend Program (Stipend Program), the focus of this study, is an initiative that awards stipends linked to the education of qualified early educators as an effort to retain them in the field. Now in its fifth year of operation, the Stipend Program has been noted as an important strategy for improving the education and retention of the County's child care workforce. (*A Profile of the Child Care Center Workforce in Los Angeles County*, Center for the Child Care Workforce, 2002)

In the spring of 2005, the OCC contracted with ORC Macro, a research firm, to conduct an evaluation on the impact of the Stipend Program to determine if there were any statistical outcome differences between stipend recipients and non-stipend recipients during Cycles 1, 2, and 3 in 2001, 2002, and 2003 respectively. The purpose of this study was to report on the effectiveness of the program and to determine if any statistically significant differences in outcomes exist between those who did and did not receive the stipend. Mills Consulting Group, Inc., a child care consulting firm, served as a sub-contractor to ORC Macro on the project.

The research presented in this report provides specific data and perceptions of a sample of early educators who applied to the program and received the stipend, and those who applied for and did not receive the stipend in Cycles 1, 2, and 3 in 2001, 2002, and 2003 respectively. It is important to note that this evaluation study does not reflect the child care field in general; rather, it is an evaluation of early educators working in California Department of Education (CDE)-funded child development centers and who participated in the Stipend Program. In addition, this evaluation reflects a “point in time” in the administration of the Stipend Program. The Planning Committee is continuously examining how the Stipend Program can be improved and expanded.

## ***“Investing in Early Educators” Stipend Program, Background and Overview***

The Stipend Program, administered by the OCC, was developed in 2001 by the Planning Committee as a result of State legislation. Funded by the California Department of Education (CDE), the Stipend Program is designed to increase the retention of qualified staff working in CDE-funded child development centers. It was first offered in 2001 (Cycle 1), and has been offered every year since. This evaluation concerns only those early educators who applied in Cycles 1, 2, and 3 in 2001, 2002, and 2003, respectively. Applicants in Cycle 1 who received a stipend were not eligible to apply in Cycle 2. However, in subsequent cycles this restriction was removed, so that more people could apply for the stipend. In Cycles 1 and 2, applicants needed to have a child development permit of Associate Teacher or higher in order to be eligible. In Cycle 3, the eligibility criteria were expanded to allow Assistant Teachers to also apply for and receive a stipend.

Therefore, in Cycles 1, 2, and 3, there were a total of 3,856 unique applicants. Of these, there were 1,391 applicants who never received a stipend during the first three cycles of the program, 1,788 who received a stipend in at least one cycle, and 677 who received the stipend in two cycles.

<b>Number of Times Individual Applied Across all Three Cycles</b>	<b>Number of Times Individual Rejected</b>	<b>Number of Times Individual Received a Stipend</b>	<b>Frequency of Individuals With these Characteristics Across all Three Cycles</b>
1	0	1	1,262
1	1	0	1,217
2	0	2	650
2	1	1	488
2	2	0	157
3	1	2	27
3	2	1	38
3	3	0	17

The Stipend Program was designed to retain qualified staff and reward them for investing in their education. It was only available to early educators currently working in CDE-funded child development centers, and operates by awarding stipends to participants based upon the completion of education units at a community college or university. Amounts for the stipend varied depending upon the Child Development Permit held by the recipient. The amount of the stipend awards by permit level on the Child Development Permit Matrix were as follows:

- Assistant Teacher: \$500
- Associate Teacher: \$1,000
- Teacher: \$2,000

- Master Teacher: \$2,750
- Site Supervisor/ Director: \$3,500
- Bilingual: \$700

Applicants must meet eligibility criteria to apply for the Stipend Program. For Cycles 1, 2, and 3, all applicants were required to:

- Work in a CDE-funded child development center for one year after applying.
- Hold a valid Child Development Permit or teaching credential for one year after application or provide proof of its renewal.
- Work directly with children for at least 20 hours a week—with the exception of part-time preschool teachers.
- At the time of application, hold a valid Child Development Permit for any of the teaching levels listed above. Program Director permits were accepted if there was proof of working with children 20 hours a week.
- Have their Program Manager/Director sign the application.

To receive the stipend, applicants also needed to provide the following verification of education:

- Complete three semester units (4.5 quarter units) in child development or a related field within a certain time period.
- Obtain a grade of C or better per class.
- When requested, provide a signed grade card, letter from instructor, computer printout from college, or a transcript (official or unofficial) to the Office of Child Care to verify the coursework.

Finally, it was also necessary for applicants to provide the following for employment verification:

- An Employment Verification form signed by a Program Manager/Director at a CDE-funded child development center;
- When requested, attach to the Employment Verification form one of the following: a copy of the facility license, agency letterhead, or the business card of the manager that signed the employment verification.

Since the Stipend Program's inception, it has continued to evolve. Most recently, in October 2005, Governor Schwarzenegger signed AB 1285. As a result, persons working in family child care homes and child care centers where a majority of the children are receiving CDE subsidies are now eligible to participate in the "Investing in Early Educators" Stipend Program.

The Stipend Program is designed to boost the retention and education of persons working directly with children in CDE-funded centers, family child care home education networks, and

centers and family child care homes where the majority of children are receiving CDE-subsidies. In addition, applicants are to be working directly with children at least 15 hours a week and complete a three-semester unit class related to child development or a degree program. ESL classes also qualify—so long as they are unit bearing. Applicants who remain employment in child development and earn a C or higher in their class can receive a cash stipend. The amount of the stipend depends on the number of applicants.

The remainder of this report is devoted to discussing the methodology used to evaluate Cycles 1, 2, and 3 of the Stipend Program, present the findings of that research, and then presents some concluding remarks about the Stipend Program's effectiveness in achieving its stated aims and goals. A comprehensive methodological report along with a copy of the letter sent to Stipend Program applicants selected for the evaluation and the questionnaire are included as appendices at the end of this document.

## Methodology

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The overarching research design for the Stipend Program evaluation was dictated by the current circumstances of the program and the information about applicants available in the OCC applicant database. Evaluations, such as this one, that are designed after a program has started and are not developed as part of the program itself are limited in their design approaches. It is not possible to implement true experimental designs, and instead offer only “quasi” experimental designs.

ORC Macro chose to implement a pre-experimental static group comparison research design where comparisons were made between those individuals who applied for and received the stipend, and those who applied for and did not receive the stipend. The “quasi” experimental stimulus was the receipt of the stipend; the means for measuring the effects of this stimulus was a computer assisted telephone interview (CATI) survey instrument.

To establish which applicants would be assigned to the “quasi” experimental and non-experimental groups, the OCC provided the Stipend Program’s applicant database to ORC Macro. Based on this database, 3,839 applicants were determined to be eligible for the evaluation: 2,459 received at least one stipend, and 1,380 never received a stipend. In order to get the desired level of precision for estimates for each group, and to make statistically meaningful comparisons between the groups, ORC Macro and the OCC agreed that it would be necessary to complete 1,000 interviews for each group, for a total of 2,000. ORC Macro estimated that approximately 1,500 records would be needed from each sample in order to produce the desired number of interviews. Given that fewer than 1,500 individuals had never received a stipend, it was agreed to that the entire universe of applicants who did not receive a stipend in Cycles 1, 2, or 3 would be included in the evaluation, and that a sample of applicants who had received a stipend would be randomly selected. In order to minimize and possible bias in selecting the stipend recipient sample, ORC Macro sorted the records by Service Planning Area (SPA), and then systematically selected 1,500 applicants (after randomizing the order within SPA).

Mills Consulting Group, ORC Macro, and the OCC worked together to design survey instruments that were appropriate in wording for both stipend recipients and non-recipients. ORC Macro then had the survey instruments translated into Spanish so that the survey could be conducted in English or Spanish, depending on the language preference of the respondent. A copy of the survey instrument can be found in *Appendix C: Questionnaire*.

Prior to the commencement of data collection, an introductory letter informing stipend applicants of the upcoming survey was sent to all selected respondents – both stipend recipients and non-recipients. ORC Macro, Mills Consulting, and the OCC worked together to draft the language. The letter appeared on OCC letterhead and was signed by an appropriate individual; it identified the survey’s sponsor, described its purpose, provided a toll-free number to call in and complete an interview or schedule an appointment, offered a means to verify the survey’s legitimacy, and named ORC Macro as the company conducting the calls. The letter also mentioned that individuals who completed an interview would be entered into a lottery for one of 20 \$100 prizes (either a gift card to a school supply store to purchase items for their class rooms, or a gift certificate to a local spa). At the end of data collection, 20 names were randomly selected to receive this prize. A copy of this letter can be found in *Appendix B: Introductory Letter* at the end of this report.

All of the data collection for this project occurred at ORC Macro's Burlington, Vermont telephone research center during July and August of 2005. ORC Macro designed and implemented a search protocol for locating respondents who were no longer reachable at the original telephone numbers in the sample file sent by the OCC. At the end of data collection, 449 interviews were conducted with respondents who did not receive a stipend and 869 interviews were completed with respondents who received at least one stipend. The margins of error are 3.8 percent for those not receiving a stipend and 2.7 percent for those receiving a stipend. The data from these interviews serve as the basis for this report.

Details concerning each stage of the evaluation's implementation may be found in *Appendix A: Methodology* at the conclusion of this report.

# Survey Results

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This section of the report discusses the results of the Stipend Program evaluation by examining the answers provided by respondents to the telephone survey. The chapter opens with a description of the demographic characteristics of the respondents, and then discusses outcomes of the evaluation in terms of the Stipend Program’s goals and objectives, namely:

- **Retention**—in terms of staying in the early childhood education field, staying at CDE-funded centers, the number of years worked in the field, and expectations for staying in the field.
- **Advancement**—in terms of changes to the applicants’ permit status, promotions, wages, benefits, and their education.

This chapter then closes with a section discussing the administration of the Stipend Program from the applicants’ point of view in terms of how the applicants heard about the program, their satisfaction with it, and how they used their money.

## Demographics

The universe of Stipend Program applicants eligible for selection in this evaluation included 3,839 individuals—2,450 had received at least one stipend in Cycles 1, 2, or 3 and 1,380 had never received a stipend. All of the non-stipend recipients were selected for inclusion in the evaluation, and 1,500 stipend recipients were randomly selected. At the end of data collection, 869 interviews were completed with stipend recipients (that is 87 percent of the originally targeted 1,000 interviews, and 35 percent of the universe) and 449 interviews were completed with non-recipients (that is 45 percent of the targeted 1,000 interviews and 33 percent of the universe). Overall, in examining the known demographics of the Stipend Program applicants, there are no differences between those who participated in the evaluation’s telephone interviews and the applicant pool.

### Primary Language Spoken

More than one-half (56 percent) of the respondents identified English as their primary language, about one-third (34 percent) identified Spanish, and 10 percent identified some other primary language. The primary languages of stipend recipients and non-recipients did not differ. It is not possible to compare this characteristic of the evaluation participants to the OCC database because in Cycles 1, 2, and 3 Stipend Program applicants were not asked to report their primary language.

### Description of Race and Ethnicity<sup>1</sup>

As shown in Table 1, the highest percentage of respondents identified themselves as Hispanic, followed by African American. About 11 percent of respondents self-identified themselves as White, and an even smaller percentage (6 percent) as Asian. An applicant’s race and ethnicity

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<sup>1</sup> The Questionnaire used the Office of Management and Budget and The Census Bureau’s recommended methodology for collecting race and ethnicity data as described on the OMB Web site <http://www.whitehouse.gov/omb/inforeg/statpolicy.html>. However, ORC Macro did allow for an “other” category for individuals and back-coded as necessary into the standard categories.

was statistically significantly associated with receipt of a stipend ( $p < .05$ ). Compared to non-recipients, there were higher percentages of Hispanics and Whites among recipients, and lower percentages of African American, Asians, Multiracial, and “Other” races.

**Table 1: Racial Profile of Respondents**

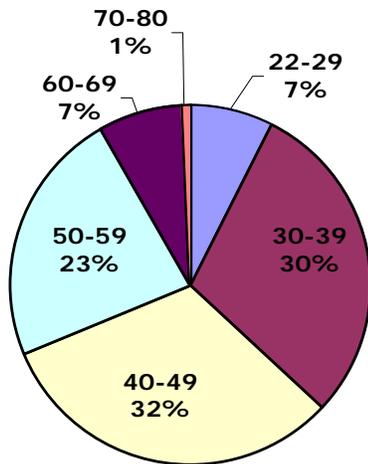
Race	Stipend Respondents (N=859)	Non-stipend Respondents (N=440)	All Respondents (N=1299)	All Applicants (N=3,839)
African American	25%	28%	26%	27%
Hispanic	46%	43%	45%	45%
Asian/Pacific Islander	6%	7%	6%	6%
White	12%	8%	11%	11%
Multiracial	4%	5%	5%	8%
Other	6%	10%	7%	

Note: Percentages may not sum to 100% due to rounding.

### Age of Respondents

Respondents ranged in age from 22 to 80, with an average age of 44. Figure 1 below illustrates the relative distribution of respondents’ ages. About one-third (30 percent) of respondents were between 30 and 39, one-third (32 percent) were between 40 and 49, and one-quarter (23 percent) were between 50 and 59 years old. The remainder were split equally (7 percent for each) between the groups of individuals who were younger than 30 and or older than 60 years of age. Age is not statistically significantly related to stipend status.

**Figure 1: Age of Respondents**

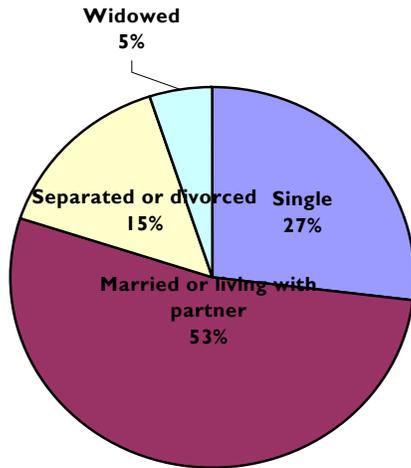


The distribution of ages in the evaluation’s participant group is different than that of applicants overall, and in a manner that cannot be completely explained by simply the aging of the sample. Within the applicant pool approximately 14 percent of the applicants in Cycles 1, 2, and 3 were younger than 30 years of age, and only 23 percent were older than 50 years of age. Therefore, our respondent pool is slightly older than the original applicant pool.

### Marital Status

About one-half (53 percent) of respondents were married, and about one-quarter (27 percent) were single. The remainder were separated, divorced, or widowed. Marital status is not information that is collected about Stipend Program applicants, so it is not possible to compare this result to the applicant universe for Cycles 1, 2, and 3.

**Figure 2: Overall Marital Status**



Marital status was significantly associated with receipt of a stipend ( $p < .05$ ). Compared to non-recipients, there were higher percentages of married and separated or divorced respondents among the recipients, and lower percentages of single and widowed respondents.

**Table 2: Marital Status by Stipend Receipt**

Status	Stipend Respondents	Non-stipend Respondents	All Respondents
Single	24%	31%	27%
Married or living with partner	55%	51%	53%
Separated or divorced	17%	13%	15%
Widowed	4%	5%	5%

### Children Under the Age of 18

About one-half (52 percent) of respondents have children under the age of 18. Of those, 42 percent of the respondents have one child under 18; 36 percent have two children under 18; and 17 percent had three children under 18. There was no statistically significant difference between stipend recipients and non-recipients in these results.

### Highest Level of Education Completed

Overall, the highest percentage of respondents (42 percent) indicated a two-year college degree as the highest level of education they completed. One-quarter (25 percent) of the respondents reported a four-year college degree as their highest level of education. A small percentage of respondents had education beyond the two- or four-year college level. Education was significantly associated with receipt of a stipend ( $p < .01$ ), with recipients having somewhat higher levels of education than non-recipients.

**Table 3: Education Levels of Respondents**

Education	Stipend Respondents	Non-stipend Respondents	All Respondents	All Applicants
High school diploma/GED	2%	2%	2%	7%
Some college courses	19%	25%	21%	35%
Two-year college degree/Associate's degree	43%	40%	42%	36%
Four-year college degree/Bachelor's degree	28%	20%	25%	15%
Some graduate college courses	4%	5%	4%	7%
Graduate degree/Master's, PhD, EdD, etc.	5%	9%	6%	--

The finding that 2 percent of stipend recipient respondents indicated that their highest level of education as only a High School diploma/GED deserves some comment. One of the requirements for eligibility was that stipend recipients needed to take college courses, and therefore it would be expected that everyone who received a stipend would report “some college courses” as their highest level of education. While this result was surprising within the context of this evaluation, it was not unusual in terms of survey research, particularly telephone survey research. Commonly, respondents interpret the question to mean the highest educational certificate/diploma, and as a result there is some underreporting of educational attainment for individuals who have not received an Associate's degree. Examination of the OCC database confirms that each of the stipend recipients did complete a college level course.

### **Current Child Development Permit Status**

About one-third of respondents (34 percent) had a Teacher child development permit; 30 percent had a Site Supervisor permit; 17 percent had an Associate Teacher permit. Fewer respondents had a Master Teacher, Program Director, or an Assistant Teacher permit. It is necessary to keep in mind that Assistant Teachers and Program Directors only became eligible for the Stipend Program in Cycle 3.

The child development permit was significantly associated with receipt of a stipend ( $p < .001$ ). While the percentages of teachers in stipend and non-stipend groups were similar, there were lower percentages of Assistant and Associate Teachers in the recipient than non-recipient group, and a higher percentage of Site Supervisors in the recipient than non-recipient group.

**Table 4: Child Development Permit Status of Respondents**

Permit status	Stipend Respondents	Non-stipend Respondents	All Respondents
Assistant Teacher	3%	8%	4%
Associate Teacher	15%	21%	17%
Teacher	34%	36%	34%
Master Teacher	8%	7%	8%
Site Supervisor	36%	19%	30%
Program Director	5%	10%	7%

## Geographic Location

There is no relationship between the location of the Stipend Applicant's child care center and the receipt of a stipend for the survey's respondents.

**Table 5: Geographic Locations of Respondents**

Geographic location (SPA)	Stipend Respondents (N=869)	Non-stipend Respondents (N=449)	All Respondents
No ZIP Code Given	<1%	8%	3%
Antelope Valley	2%	2%	2%
San Fernando	9%	9%	9%
San Gabriel	20%	19%	20%
Metro	15%	13%	14%
West	6%	5%	6%
South	20%	20%	20%
East	14%	10%	13%
South Bay/Harbor	14%	14%	14%

## Retention

### Working In Child Care

During the summer of 2005 when this evaluation was conducted, 92 percent (1,213 applicants) of the Cycle 1, 2, and 3 Stipend Program applicants were still working in the child care field or in development.

**Table 6: Working in Child Care**

Retention (N=1317)	Stipend Respondents	Non-stipend Respondents	All Respondents
<b>Working in same center** (N=797)</b>	<b>69.1%</b>	<b>30.9%</b>	<b>60.5%</b>
Not working at the same center* (N=520)	61.2%	38.8%	39.5%
<b>Working in a different child care** (N=351)</b>	<b>63.8%</b>	<b>36.2%</b>	<b>26.7%</b>
<b>Working at a different center with the same (CDE funded) - Employer (N=216)**</b>	<b>69%</b>	<b>31%</b>	<b>16.4%</b>
<b>Working at a center/new employer (N=135)**</b>	<b>55.6%</b>	<b>44.4%</b>	<b>10.3%</b>
Not working at a child care center (N=169)	55.6%	44.4%	12.8%
Still in the child care field (N=65)	<b>61.5%</b>	<b>38.5%</b>	<b>4.9%</b>
Not working in child care* (N=104)	54.9%	48.1%	7.9%

\* Statistically significant at the P<.05

\*\* Statistically significant at the P<.01

*Bold typeface used to highlight those still in child care and development.*

At the time of the study, 60.5 percent of respondents worked at the same center they had been when they applied to the Stipend Program, and 39.5 percent did not. Stipend recipients were

significantly more likely than were non-recipients to still be working at the same center ( $p < .01$ ), or at another CDE-funded center, or at a new center not funded by the CDE.

While receipt of a stipend in and of itself is not statistically significantly related to applicants staying in the child care field, the trends illustrated in the table above do indicate that the stipend is related to individuals staying at CDE-funded center, and even for continuing to work in the field more generally.

Comments provided by respondents at the end of the interview illustrate that some of them felt the Stipend Program encourages retention in the field:

- *I just think it's a very good idea to continue the program because it really encourages people to stay in the field. We are very under paid. It is wonderful.*
- *I would like to thank the Stipend Program. It's a big encouragement to further our education and get a better job in our career.*
- *I believe this program by reimbursing the teachers is a great incentive to take it, by rewarding teachers for taking classes it will encourage people to keep in the field because it is not the best paying field.*

The modal response for how long respondents had worked at their centers was two years,<sup>2</sup> and had been in the child care field for 14 years. The breakdowns of respondents' years of experience in their center and in the field are given in Tables 7 and 8 below.

**Table 7: Number of Years Respondents Worked in Centers**

Years	Percentage of all respondents
2	28%
3	16%
4	4%
5-10	16%
11-18	8%
20-30	2%

**Table 8: Number of Years Respondents Worked in Field**

Years	Percentage of all respondents
< 5	5%
5-10	33%
11-20	42%
21-30	15%
31+	4%

Those who were still in the child care field were asked how long they expected to stay in the field. About one-half (49 percent) expected to remain in the field for over 10 years; 20 percent expected to stay six to 10 years; 19 percent expected to stay three to five years; 7 percent reported one to two years; and 1 percent anticipated leaving the field in less than one year. A

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<sup>2</sup> The wording of the question on the survey and how data was collected prevents the calculation of a mean.

higher percentage of stipend recipients than non-recipients expected to stay in the field over 10 years ( $p=.053$ ).

### How Long Respondents Expect to Stay in the Field

When respondents were asked how long they expected to stay in the child care field 49 percent of them stated they planned to stay in the field for over 10 years. A higher percentage of stipend recipients made this statement than non-recipients. However, 26 percent stated they planned to stay five years or fewer.

**Table 9: How Long Expect to Stay in the Field**

How long expect to stay in the field?	Age				
	20-29	30-39	40-49	50-59	60+
Less than 1 year	2.4%	2.1%	--	1.1%	3.3%
1-2 years	7.2%	6.3%	5.4%	3.0%	25.8%
3-5 years	16.9%	21.7%	11.9%	21.1%	40.4%
6-10 years	21.7%	13.0%	21.1%	30.9%	15.7%
More than 10 years	51.8%	56.9%	61.6%	43.8%	15.7%

Not only is it encouraging that almost half of the respondents indicate an expectation of staying in the field for more than 10 years, it is also important to note the ages of those with that expectation—more half of the youngest educators expect to be in the field for longer than 10 years. What is very surprising is that 16 percent of the oldest age group shares that expectation.

### Reported Reasons for Staying at Child Care Centers

Respondents were asked the reasons they stayed at their child care centers. Table 10 shows these results. The most common reasons for staying were enjoyment of families and co-workers, the working conditions and hours, and feeling a sense of accomplishment. The least common reasons for staying were being able to bring their own children for free or for a discount; however, all respondents were asked this question, regardless of whether or not they had children of their own.

**Table 10: Reported Reasons for Staying at Centers**

Reasons	Stipend Respondents (N=479-551)	Non-stipend Respondents (N=214-246)	All Respondents (N=693-797)
Enjoy working with the children/families	99.5%	99.2%	99%
Enjoy co-workers and supervisors	92.2%	92.7%	92%
Center is close to home	73.1%	72.0%	73%
Like the working conditions	93.1%	92.2%	93%
Like the hours	92.9%	88.2%	91%
Pay is good	66.4%	61.0%	65%
Benefits are good	86.9%	75.0%	83%
Opportunity for advancement/promotion	72.3%	68.0%	71%
Feel sense of accomplishment	91.9%	89.8%	91%
Staff can bring children for free	16.8%	19.3%	18%
Staff can bring children at discount	18.6%	22.4%	20%

Note: The N is presented as ranges because each reason was asked as a separate question

These results indicate that environmental reasons would appear to play a role in teachers staying at a child care center more so possibly than pay. This finding would indicate that effective programs to encourage retention would take into account not only compensation, but also the environmental factors of centers.

### **Reported Reasons for Working at Different Child Care Centers**

Overall, 27 percent of respondents worked at a different center than they had when applying to the Stipend Program. Respondents were asked the reasons they now worked at different child care centers. Table 11 shows these results. The most common reasons included better conditions and better positions, as well as better hours, better pay, and closer proximity to home. The least common reasons were being laid off or because different centers offered staff free or discounted tuition fees. Again, all respondents were asked this question, regardless of whether or not they had children of their own.

**Table 11: Reported Reasons for Working at Different Centers**

<b>Reasons</b>	<b>Stipend Respondents (N=206-224)</b>	<b>Non-stipend Respondents (N=111-127)</b>	<b>All Respondents (N=317-351)</b>
Closer to home	39.9%	48.4%	43%
Better conditions	43%	52.4%	46%
Better hours	42.2%	43.7%	43%
Pays better	41.7%	44.1%	43%
Better benefits	28.8%	33.1%	30%
Better position	45%	48.8%	46%
Staff can bring children for free	15.5%	10.9%	14%
Staff can bring children at discount	13.1%	15.3%	14%
Laid off	15.2%	18.1%	16%

*Note: The N is presented as ranges because each reason was asked as a separate question.*

### **Reported Reasons for Leaving the Child Care Field**

The average amount of time that had lapsed between respondents leaving the child care field and completing the survey was a year and a half.

Respondents who had left the child care field were asked the reasons they were no longer working in the field. Table 12 shows these results. While there are a variety of explanations, no one reason dominates among the respondents' answers, and there is little difference between those provided by stipend recipients and non-recipients. The most common reasons for leaving were limited potential for advancement, finding a job with better conditions, and burn out. The least common was inability to find care for their children.

**Table 12: Reported Reasons for Leaving the Field**

Reasons	Stipend Respondents (N=53-54)	Non-stipend Respondents (N=49-50)	All Respondents (N=92-104)
Found job with better pay	22.2%	24%	23%
Found job with better benefits	16.7%	16%	16%
Found job with better hours	22.2%	24%	23%
Found job with better conditions	28.3%	36%	32%
Limited potential for advancement	31.5%	40.8%	36%
Staying home with children	31.5%	32%	32%
Unable to find care for own children*	9.3%	12.0%	11%
Going back to school	31.5%	28.6%	30%
Burned out	18.5%	36%	27%

\* The N is presented as ranges because each reason was asked as a separate question.

For those who left the field, respondents reported switching to jobs such as elementary school teachers, clerks, security guard, and social service. For those who reported not being employed, reasons they reported included disability or medical leave, pregnancy, retirement, or wanting to stay home with their own children.

## Advancement

### Wages and Benefits

On average, the wage of respondents was \$16.66 dollars per hour. The average number of hours worked per week was 37. Sixty percent of respondents received a salary, compared to 40 percent who were paid hourly.

The vast majority of respondents were at jobs that offered health insurance (90 percent) and dental insurance (86 percent). Of those whose jobs offered insurance, most participated in the health (85 percent) and dental (82 percent) insurance plans. Of the 15 percent who did not participate in their employer's health insurance plan, most (71 percent) were already covered under a spouse or family member's plan. Sixty percent of dental insurance plan non-participants were covered under a family member's plan. About one-half of non-participants (54 percent for health and 48 percent for dental) did not participate because the plans were too expensive. Some non-participants (16 percent for health and 13 percent for dental) had not worked at their jobs long enough to receive the benefit.

Similarly high percentages of respondents were at jobs that offered retirement plans (87 percent), paid vacations (80 percent), paid sick time/personal days off (93 percent), and paid breaks (81 percent). Thirty-three percent of respondents were at jobs that offered financial assistance to take courses for credit, and more than one-half (58 percent) of respondents' employers offered financial assistance for professional development opportunities such as in-service workshops and conferences. Almost three quarters (74 percent) of employers offered paid maternity or paternity leave. (Only 20 respondents said their current jobs offered additional benefits to those described here.)

It is important to note that these results seem to reflect higher than normal overall benefits offered in the child care field. Upon further investigation, this is not inconsistent for subsidized centers in Los Angeles County. As reported in the study *A Profile of the Child Care Center Workforce in Los Angeles County, 2002*, by the Center for the Child Care Workforce and Los Angeles County Office for Child Care, data reflected a high percentage of subsidized centers that offered health, pension and paid leave benefits to staff.

A small percentage (9 percent) of respondents held other jobs in addition to their primary jobs. Most of these secondary jobs were child care or teacher positions. On average, the wage of respondents for second jobs was \$17.42 dollars per hour and the average number of hours worked per week was 14.

Forty-four percent of all respondents received additional financial support from a spouse, partner, or other family member. Forty-six percent of those who had received a stipend received additional support from family, and 40 percent of those who did not receive a stipend received additional support from family.

Of those who worked at another child care center at the time of the survey, three-quarters (75 percent) reported that the new center held a contract with the CDE, and 17 percent did not know whether their center held a contract.

**Table 13: Benefits Offered by Employers**

Benefit	Stipend Respondents (N=680-822)	Non-stipend Respondents (N=342-416)	All Respondents (N=1022-1237)
Health insurance <sup>***</sup> (N=1237)	93%	85%	90%
Dental insurance <sup>***</sup> (N=1221)	89%	81%	86%
Retirement <sup>***</sup> (N=1218)	91%	79%	87%
Paid vacation (N=1227)	80%	79%	80%
Paid sick time/personal days <sup>***</sup> (N=1232)	95%	89%	93%
Paid breaks (N=1222)	82%	80%	81%
Reduced rates for members' children (N=1,033)	29%	31%	30%
Financial assistance for courses <sup>*</sup> (N=1173)	31%	37%	33%
Financial assistance for workshops (N=1189)	58%	58%	58%
Paid maternity/paternity leave (N=1022)	75%	71%	74%

\* p<.05; \*\*\* p<.001

### Permit Upgrades, Promotions, and Raises

Stipend recipients more frequently reported promotions and increases in pay; however, these differences were not statistically significant.

**Table 14: Receipt of Permit Upgrade, Promotion or Raise**

	Stipend Respondents	Non-stipend Respondents	All Respondents
Received permit upgrade	32%	29%	31%
Received promotion	28%	25%	27%
Received raise	31%	29%	31%

However, it is important to note that a number of respondents freely indicated that they felt the program affected their permit status and career development:

- *I didn't think to go back to school but that was a big incentive for me. I also recently found I can upgrade my permit because I took classes with the stipend.*
- *I'm very grateful that I participated in the program it's been very beneficial. Some courses that I've taken will help me move up the career ladder. The Stipend Program has helped me in pursuing my education.*

### **Perceived Benefits of the Stipend Program**

Two survey questions dealt with respondents' perceived benefits of the Stipend Program, and the results showed that the majority believed that the classes they took as a result of the Stipend Program improved their ability to work with children, families, and their colleagues (80 percent reported "much better able," 17 percent "better able"), and that being awarded the stipend encouraged retention in the early childhood education field (83 percent strongly agreed or agreed). Tables 15 and 16 show these results.

**Table 15: Perceived Impact of Classes on Work**

<b>As a result of taking classes:</b>	<b>Percentage of stipend respondents (N=815)</b>
Much better able to work with children, families and colleagues	80%
Better	17%
Only a little better	3%
Not at all better	<1%

**Table 16: Perceived Retention in the Early Childhood Education Field**

<b>Stipend encouraged retention</b>	<b>Percentage of stipend respondents (N=805)</b>
Strongly agree that stipend encouraged retention	43%
Agree	40%
Disagree	12%
Strongly disagree	5%

The following respondent comments note the significant benefits of the program:

- *I have seen how the program motivates people to continue their education. This is the only incentive I have seen in 23 years in the field.*
- *Great job, keep up with the good work and encouraging for teachers to get more aid and get more respect as a educator rather than a babysitter.*
- *It's wonderful, I went beyond the Bachelor's degree, and will complete a Masters this summer, the stipend helped a great deal.*
- *I personally feel the stipend is a thank you for the job we are doing. It is a benefit and recognizes the teachers and helps professionalize the field. I hope it continues.*

### **Meeting Academic Goals and Course-taking**

All stipend recipients had taken college courses between November 2001 and June 2003. In addition, during the same time frame, 76 percent of *non-recipients* had taken college courses to help them in their work. Non-recipients who had taken college courses tended to give the same reasons for not receiving a stipend as those who had not taken college courses, with one

exception. College course-takers were less likely than non-course-takers to give “incomplete paperwork” as a reason for not receiving a stipend ( $p < .01$ ).

When asked about meeting their academic goals, 64 percent of stipend recipients reported achieving their academic goals, compared to 56 percent of non-recipients ( $p < .01$ ). Furthermore, at the time of the survey, more than one-half (56 percent) of the stipend recipients were taking courses to meet their academic goals, compared to 35 percent of non-stipend recipients ( $p < .001$ ).

Respondents were asked how likely they would have been to take a course without the stipend. Most respondents believed they were likely to have taken a course without the stipend; 45 percent said they definitely would have taken a course, and another 35 percent said they probably would have taken a course. Non-stipend recipients were significantly more likely than were recipients to say they *definitely* would have taken a course, 71 percent of non-recipients, compared to 45 percent of recipients ( $p < .001$ ). The chart below compares the likelihood to take a college course between those who received a stipend and those who did not.

**Table 17: Likelihood of College Course Taking by Stipend Receipt**

Likelihood	Stipend Respondents	Non-stipend Respondents
Definitely	45%	71%
Probably	35%	20%
Probably not	16%	6%
Definitely not	5%	3%

The following are comments from respondents relevant to the likelihood of stipend recipients taking college courses.

- *The Stipend Program has helped me a lot; without it I wouldn't be going to school. My working environment has improved.*
- *It was a blessing to me and without that Stipend Program I don't think I would have been able to continue my education at that time.*

Respondents were also asked how supportive their child care programs were of their taking courses. Nearly all respondents reported their programs were either very supportive (79 percent) or supportive (17 percent).

## Stipend Program Administration

Of the 1,318 providers interviewed, 66 percent of respondents received a stipend and 34 percent did not. Non-recipients were asked why they thought they did not receive a stipend. The most common reasons were not taking or completing coursework and not completing paperwork. The least common reasons were not having a valid child development permit or not getting a grade of C or better in the course.

**Table 18: Reported Reasons for Not Getting Stipend**

Reasons	Percentage of non-stipend respondents (N=315-326)*
No valid child development permit (N=326)	9%
Did not complete paperwork (N=324)	25%
Sent paperwork after the deadline (N=321)	19%
Did not take or complete coursework (N=323)	31%
Course was not eligible (N=315)	21%
Did not get C or better in course (N=324)	4%
No longer working in CDE-funded center when paperwork due (N=324)	15%

\* The N is presented as ranges because each reason was asked as a separate question.

### How Applicants Heard About the Program

Most commonly, 55 percent of applicants first heard about the Stipend Program from the director of their child care center. Another way was through other teachers (28 percent). Smaller percentages of respondents learned about the program through classmates (4 percent), coworkers (4 percent), flyers (3 percent), community meetings (2 percent), friends and family (2 percent), an agency (1 percent), and the Internet (<1 percent).

The following is one respondent's comment regarding how they would like to hear about the program:

- *Give more frequent mail reminders that the cycle is going to start, no more flyers, or cards. More direct with the teachers, not to the directors' offices-to the teachers directly.*

### Reasons for Applying to the Program

Respondents most commonly applied to the program to further their education and to help them in their work. Although compared to other reasons, trying to get a raise was a less common motivator, nearly one-half of respondents were influenced by this.

**Table 19: Reported Reasons for Applying to the Stipend Program**

Reasons	Percentage of respondents (N=1,311-1,318)
To further education (N=1318)	97%
To help in work (N=1316)	95%
To advance on Child Development Permit Matrix (N=1316)	88%
Center encouraged course taking (N=1317)	71%
To try to get a raise (N=1311)	49%
To receive the stipend money (N=1312)	78%

Note: The N is presented as ranges because each reason was asked as a separate question.

The following comments illustrate some respondents' reasoning for applying to the program:

- *I hadn't thought about going back until the stipend was offered, and I really did grow from the experience.*
- *It helped me a lot to get through school; paid for parking, tuition and books.*

## Use and Adequacy of Stipend Money

Respondents took courses at various colleges. The table below shows the list of the colleges and the number of respondents who took courses at these colleges.

**Table 20: List of Colleges**

Colleges	N	Colleges	N
Antelope Valley College	18	Los Angeles City College	52
Antioch University	2	Los Angeles Harbor College	32
Azusa Pacific University	4	Los Angeles Mission College	111
California State University, Los Angeles	47	Los Angeles Southwest College	58
California State University Hayward	30	Los Angeles Trade - Tech College	26
California State University Northridge	4	Los Angeles Valley College	35
California State (Unspecified)	13	Mt. San Antonio College	5
California State, Dominguez Hills	35	National University	28
Cerritos College	67	Pacific Oaks College	26
Chaffey College	11	Pasadena City College	81
Citrus College	34	Rio Hondo College	12
College Of The Canyons	10	Santa Monica College	91
Compton College	170	University of California Los Angeles	68
East Los Angeles College	36	University of La Verne	16
El Camino College	19	University of Phoenix	13
Glendale Community College	33	University of San Diego	40
Long Beach City College	86	West Los Angeles College	4

The amounts for the stipend varied by the permit status of the recipient:

- Site Supervisor/Director: \$3500
- Master Teacher: \$2750
- Teacher: \$2000
- Associate Teacher: \$1000
- Assistant Teacher: \$500
- Bilingual: \$700

Nearly all respondents (93 percent), including those who did not get a stipend, were able to get into the college course they wanted to count as credit for the Stipend Program.

About three-quarters (76 percent) of the respondents who received a stipend reported that it covered all their costs involved in taking the course. The remaining 24 percent said it did not; however, 56 percent of these respondents had used the stipend money for classroom expenses at work, 34 percent had used it to pay bills, and 34 percent had used it for other personal expenses. (Respondents were allowed to give multiple responses in answer to this question.)

Ninety percent of those who were awarded stipends used the money to pay for education. In addition, 70 percent of stipend respondents used the money for classroom expenses at work, one-half (51 percent) of respondents used it for other personal expenses, and half (49 percent) used it to pay bills. The costs of courses vary greatly, (from approximately \$33 per unit at a

community college to \$700 per unit at a private college) as did the stipend amounts, thus allowing recipients to use any extra money towards the other expenses as noted.

The following comments illustrate respondents' use of stipend:

- *I went beyond the Bachelor's degree and will complete a Masters this summer, the stipend helped a great deal.*
- *It really helps us with the money that we get to buy materials that the school won't provide, so we buy little stuff for the kids for activities, and also for the ones that don't qualify for financial aid, it helps with books.*
- *It's an excellent program to help teachers working with children 3-5 years old. It helped me pay for materials to enhance the classroom and being able to purchase materials to make games.*

### **Quality of Customer Service**

The vast majority of respondents were either very satisfied (68 percent) or satisfied (22 percent) with the services provided when they applied for the stipend, and nearly all respondents (95 percent) reported being treated well by the OCC when they called or came to the office to discuss the stipend paperwork. Most respondents (84 percent) also said they received status notices and updates in a timely fashion.

There were many positive comments from respondents regarding interactions with the OCC staff.

- *I really appreciate you guys. Any time I called they were able to answer questions and give information. A lady there was very kind, the staff considerate and made me feel real good.*
- *I think it was very efficient, I received timely paperwork, I was very satisfied; they gave me many reminders about time, deadlines. I thought they were very professional.*
- *People were very nice at the office.*

### **Comments for Consideration:**

Additional respondent comments revealed issues with the Stipend Program, such as advertisement of the Stipend Program, taxes imposed on recipients, and stipend qualifications. See comments below.

Comments regarding advertisement of the Stipend Program:

- *Advertise the Stipend Program, some people don't know about it.*
- *I wish I had known about the program before. I knew about it when it was too late.*
- *Should be made widely published by going into community college systems and adult school systems so those who go into the profession will know about it. Mail directly to my home.*
- *I would like to know if I could get it mailed to my home address instead of the center, because the center doesn't give out the applications.*

Comments discussing taxes:

- *It's helpful but you have to pay half of it back when you do your taxes. I wasn't aware, so that was a little disturbing. I took all these classes because nobody told me that I was going to have to pay taxes from it.*
- *Having some problems doing taxes because of stipend this year, have to fill out special forms.*
- *They take so much out of taxes that it is kind of a wash—it kind of discourages me from trying in the future.*

Qualification comments:

- *I wish that the Head Start teachers could qualify because they get paid less and a lot of teachers don't go up because they don't have the money to pay for the courses.*
- *I want to know why Head Start employees cannot participate in the stipend.*
- *Should help people in education regardless if they are working part time or going to school part time as long as they are working in childhood education.*
- *Need to change requirements of who qualifies—shouldn't be penalized if they are going to school to further their education in their fields, if they still work in early education, they should be able to get the stipend while getting education.*
- *It's a good program, like to have stipends for private places too.*

## In Conclusion

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It is evident that the “*Investing in Early Educators*” Stipend Program has had an impact on those who applied for and received a stipend during Cycles 1, 2, and 3, and that it is meeting its objectives related to retention and advancement for educators working in CDE-funded centers.

In terms of retention, this evaluation found that the receipt of a stipend was statistically significantly related to an individual not only staying in the in the early childhood education field in general, but at CDE-funded centers in particular.

A higher percentage of stipend recipients compared to non-recipients expected to stay in the field over 10 years. Furthermore, respondents who were working at the same center as they had been when they applied for the stipend tend to indicate that environmental reasons play a stronger role in teachers staying at a child care center than pay. This finding would indicate that effective programs to encourage retention would take into account not only compensation, but also the environmental factors of centers. Eighty-three percent of Stipend Program recipients agreed that the award of the stipend encouraged them to stay in the field.

There is also evidence that the Stipend Program encourages teachers to seek out and successfully obtain additional training and education in their fields, and that this training helps them in their day-to-day work. It is clear that applicants are using the stipend to help pay for this additional training and education, and that without it educators would be less likely to pursue these activities. Ninety-seven percent of Stipend Program recipients reported feeling better or much better prepared to work with families and colleagues because of the courses they completed. Ninety percent of those awarded a stipend used the money to pay for their education.

This evaluation was not able to definitely support the conclusion that the Stipend Program assisted teachers in advancing in their careers. There were no statistically significant results for the relationship between the receipt of a stipend and promotions, raises, or upward mobility on the child development permit matrix. The inability to find statistically significant relationships in these areas may be a result of the following:

- **Limiting the evaluation to only Cycles 1, 2, and 3:** Given that Assistant Teachers were only eligible to apply for the stipend in Cycles 3, and so many more higher permitted teachers applied in earlier cycles, it is possible that when only examining advancement for these earlier cycles, that there is not much further that the respondents could advance.
- **Non-response bias with the non-recipients on work and educational related items:** There were so fewer non-recipients than stipend recipients, and fewer still who were located for the purpose of the evaluation despite a rigorous locating protocol. Information supplied during the stipend application process allowed for some analysis of demographic differences between non-respondents and respondents for the evaluation, and between stipend recipients and non- stipend recipients. There were statistically significant differences for demographic items. However, it is not possible to conduct similar analyses with respect to the measures for advancement.

While it is not possible to conclude definitively that the Stipend Program influenced early educators wages, promotions, and development permit status, there is evidence that recipients did pursue higher education, and that in general, as early educators' education increased, their wages increase, and as their child development permit status increased, so did their wages.

Finally, the data revealed from the evaluation of the Stipend Program confirm the research completed by the Institute for Women's Policy Research in 2004 that cited improved retention, education, and morale due to initiatives such as the "*Investing in Early Educators*" Stipend Program.

# Appendix A: Methodology

# I. Sample Design

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For the 2005 “*Investing in Early Childhood Educators*” Stipend Program survey, a group comparison sample design was chosen to compare those who applied for and received the stipend, and those who applied and did not receive the stipend.

## Sampling Frame

ORC Macro received a database of AB 212 stipend applicants in April 2005. The database contained 10,411 records from five application cycles. This number represents 5,034 individual persons who may have applied up to five times: once per cycle. Of these, 1,195 applied only in Cycles 4 or 5, and were removed from the sample. For the remaining 3,839 individuals, the most recent application occurring in Cycles 1, 2, or 3 was moved into a sample file for possible selection.

## Sample Preparation

Duplicate applications were removed from the database to ensure that each individual applicant could only be interviewed once. In cases where an applicant received at least one stipend, the record which reflected the most recent stipend was kept. If an applicant never received a stipend, the most recent application remained in the file. In most cases duplicate applications were identified by social security number. However, records with slightly different social security numbers but matching names and addresses were determined to be the same person.

In order to obtain a geographically representative sample, records were assigned to one of eight SPA areas based on the ZIP code of the applicant’s current employer. ZIP codes were looked up based on street address and city in cases where the ZIP code was missing from the sample file. Records in which a ZIP code could not be found or could not be matched to a SPA were grouped in a ninth area to make sure they would be eligible for selection.

## Sample Selection

Of the 3,839 applicants determined to be eligible for the interview, 2,459 received at least one stipend, and 1,380 never received a stipend. ORC Macro and Mills Consulting group hoped to complete 1,000 interviews with each group, for a total of 2,000.

ORC Macro determined that approximately 1,500 records were needed from each sample in order to produce the desired 1,000 interviews. Records of those who received a stipend were sorted by SPA, and 1,500 were selected systematically. That is, after determining a random starting point, every 1.64th record was selected, rounding the index number up to the nearest integer. Since fewer than 1,500 eligible applicants never received a stipend, ORC Macro attempted to interview all 1,380 applicants in this group. Each of the two samples was divided into replicates of 10 records, and the replicates were released for calling in random order.

These samples resulted in 449 interviews with respondents who did not receive a stipend and 869 respondents who received at least one stipend. The margins of error are 3.8 percent for those not receiving a stipend and 2.7 percent for those receiving a stipend.

## II. Questionnaire Design

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The questionnaire for the 2005 “*Investing in Early Childhood Educators*” Stipend Program survey was divided into the following eight sections:

1. **Introduction and Name Verification:** The survey started by asking for the selected respondent by first and last name. Once it was confirmed that the interviewer was speaking with the selected respondent, the interviewer explained who was calling, why, what the study was about, and how long the study would take. The introduction also let the selected respondent know that the survey was confidential and voluntary. The interviewer then asked for permission to continue.
2. **Verification and Sample Check:** This section verified that the interviewer was speaking to the correct person (as opposed to someone else with the same name) and that accurate data was being collected. Two important checks were matched against the database for verification purposes only. These checks include:
  - The last four digits of Social Security Number (SSN); and
  - Whether or not the respondent received (or not) the stipend for the cycle they applied. This information was matched to a stipend recipient versus non-stipend recipient flag in the database, which confirmed whether or not the respondent received the stipend.

The survey continued only if the information matched the sample file. Otherwise, the respondent was thanked for his/her time and the interview terminated.

3. **Education and College Courses Taken Between November 2001 to June 2003 (Cycles 1, 2, and 3):** The third section of the questionnaire asked respondents about their experience with applying to the program and the college courses they took during Cycles 1, 2, and 3 to fulfill the stipend requirements. This section also asked:
  - How respondents first heard about the program,
  - The reasons they applied for the stipend,
  - Why they think they did not receive the stipend if they were one of the non-stipend recipients, and
  - How they used the stipend money (if applicable).
4. **Stipend Program Customer Service:** The customer service section asked about respondents’ experience with the staff at the OCC during Cycles 1,2, and 3.
5. **Workplace Information:** In this section, the interviewer asked respondents questions concerning where they worked and if they were still in the child care field. Questions regarding salary and hours worked were also asked in this section, as well as what benefits are offered at the current job.
6. **Work Environment and Attitudes:** This section on work environment and attitudes covered the following topics:
  - Reasons why respondents have or have not stayed at the child care center,

- Why they left the field, for those who indicated that they are no longer in the early childhood education field, and
- How participating in the program has affected their job/career.

7. **Demographics:** Information regarding the following demographics was collected:

- Language,
- Race/ethnicity,
- Age,
- Marital status, and
- Number of minor children living in the household.

8. **Closing:** At the end of the survey, the selected respondent was given an opportunity to express his/her comments and opinions to the OCC. After, respondents were thanked for their time and asked if they would like to be entered into lottery to win a gift certificate to either a day spa or an educational supply store. Lastly, contact information was collected for those interested in being entered into the lottery.

Please see *Appendix C: Questionnaire* to view a copy of the survey instrument.

## Pre-Test Survey Instrument

ORC Macro conducted a pre-test of the survey instrument on July 11, 2005. In total, 16 interviews were completed, nine with stipend recipients and seven with non-stipend recipients. As a result of the pre-test, the following changes were made:

- For some questions, words were added to clarify the meaning. In others, words were removed to streamline sentence structure and improve readability. Certain questions had sections the interviewer read only if s/he felt it was necessary for clarity.
- For several of the questions, additional response categories were created to give respondents more options.
- For questions that required the interviewer to read a list, the sentence “I am going to read you a list of possible reason, please indicate yes or no to each.” was added to give respondents a better understanding of how to respond to the question. Adding this sentence also helped the interviewers maintain control of the interview since respondents took the lead-in question as an opportunity to engage in conversation and give the interviewer more information than was needed for the survey.

### III. Data Collection

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ORC Macro implemented a computer-assisted telephone interviewing (CATI) approach for data collection.

#### Introductory Letter

Before data collection began, an introductory letter was sent to all potential respondents on July 6, 2005. The letter indicated:

- The sponsor of the study,
- What the study was about,
- How long the study should take,
- A toll-free number at ORC Macro for the respondent to call to complete the survey,
- A number at the OCC for verification purposes;
- The opportunity to be entered into a lottery to win a gift certificate.

Please see [to view a copy of this letter.](#)

#### Data Collection Protocol

Full-scale data collection began in ORC Macro's CATI Research Center (located in Burlington, Vermont) on July 15, 2005 and ended August 24, 2005. During the data collection period, interviewers were required to follow a specific attempt and refusal protocol when contacting households and selected respondents:

- **Number of Attempts:** The telephone survey followed a 15-attempt protocol, in which attempts were made until a final disposition was reached. Attempts were distributed among weekday days, weekday evenings, and weekends. Each record received three attempts in each time period unless the selected respondent requested a call back on a specific day and time. The average number of attempts on this study for completed interviews was seven.
- **Interview Times:** Interviewing session hours were scheduled for weekdays, from 9 a.m. to 9 p.m. PST. Calls were rotated throughout the morning, mid-day, and afternoon calling times. Appointments were scheduled for interviews outside of these times at the respondent's request.
- **Answering Machines:** ORC Macro interviewers left messages on answering machines after the third time a machine was reached. In the message, interviewers provided a toll-free number and the respondent's unique identification number (assigned by ORC Macro) so the respondents could return the call at their earliest convenience. When the selected respondent called ORC Macro's call center to complete the survey, s/he was transferred to a trained interviewer to complete the survey.

- **Refusal Policy:** The survey methodology called for an indeterminate refusal policy. If the selected respondent refused to participate, the record was given a disposition of “initial” refusal. These records were removed from active calling and specially trained refusal converting interviewers were assigned to call these records. After refusal converters attempted the records, it was their discretion to call the record again or disposition the record as “hard” refusal based on the outcome of the call. Records given a “hard” refusal disposition were not called again.

## Data Collection Effort

Over the course of the seven-week data collection period, ORC Macro called a total of 2,843 applicants. In all, 1,318 interviews were collected—with 869 of the completed interviews coming from the stipend recipient group and 449 of the completed interviews coming from the non-stipend recipient group. The average interview length for both types of respondents (stipend recipient versus non-stipend recipient) was 18.8 minutes.

Of the 2,843 records called, 518 were never resolved. When the calling period ended, these records were left with a disposition of “no answer”, “busy”, “answering machine”, “unscheduled callback”, or “scheduled callback”. The remaining 1,007 respondents were resolved with a terminal disposition for the following reasons:

- Eleven teachers were unable to be interviewed because they were “incapacitated/incarcerated”.
- Eight teachers were unable to complete the survey because they (or the person who answered the phone) did not speak English or Spanish.
- During the fielding period, 76 people refused to begin the interview. A majority of the people who refused stated that they “were not interested” or “did not want to participate”.
- Three of the records were assigned new telephone numbers during fielding because the interviewer had called the respondent’s work number or a cell phone and they requested that an interviewer call them at home or on a landline. When an interviewer tried these new numbers, the interviewer found that the respondent was not available at that number or a gatekeeper gave the interviewer a new number to call. Despite several attempts during fielding to contact these respondents, the interviewers were unable to do so.
- Ten people were called on their cell phone and were unwilling to complete the survey or give a different number at which to be reached.
- Four people terminated the interview in the middle of the survey. One interview was suspended at the question, “Between November 2001 and June 2003, how many courses did you take for college credit?” and a call back was scheduled at the request of the respondent. Nine more attempts were made to complete the interview; however, we were not able to reach the person to finish the survey. The other three respondents refused to continue the interview (at the question regarding how they used the stipend

money) and requested not to be called back; no further attempts were made on these records.

- Sixty-nine people refused to give the last four digits of their social security number.
- Three people did not know the last four digits of their social security number.
- The last four digits of the social security number given by 17 people were different from the social security number in the sample file.
- Fifty-three people did not remember applying for the program during Cycles 1, 2, or 3.
- When asked “Do you remember applying for the ‘*Investing In Early Childhood Educators*’ Stipend Program between November 2001 and June 2003, that is for Cycles 1, 2, and/or 3?” 14 people said they did not know and terminated out of the study.
- Fourteen people said they did not receive a stipend for Cycles 1, 2, or 3, but the sample file showed them as having received the stipend; therefore, these records were terminated.
- One hundred and five people said they did receive a stipend for Cycles 1, 2, or 3, but the sample file showed them as *not* having received the stipend; therefore, these records were terminated.
- Twenty-four people said they did not know if they received a stipend for Cycles 1, 2, or 3 and therefore terminated out of the study.
- There were 584 telephone numbers that were given a disposition of “bad” (a number that did not belong to the selected respondent) or “nonworking” number. These numbers required further tracking. For more information regarding tracking, please refer to *Section V: Tracking*.
- Twelve people in the households we contacted spoke Spanish but we were never able to reach the selected respondent to complete the survey in Spanish.

The table that follows summarizes the final status for the entire sample.

**Final Sample Disposition Table**

Disposition	Description	Frequency
2	Hard Refusal	74
3	Language Barrier	8
15	Incapacitated/Incarcerated	11
19	Midterminate, refusal	3
20	Cell phone	10
21	Don't Know SSN (Ver1)	0
22	Refused SSN (Ver1)	17
23	Different SSN (Ver1)	0
24	Don't Know SSN (Ver2)	3
25	Refused SSN (Ver2)	52
26	Different SSN (Ver2)	17
27	Doesn't Remember Applying (Check1)	53
28	Don't Know @ Check1	14
29	Refused @ Check1	0
30	Did Not Receive Stipend (Check2 -stipend)	14
31	Did Receive Stipend (Check2 - rejected)	105
32	Don't Know if Received Stipend (Check2)	24
33	Refused @ Check2	0
61	Stipend Complete	869
62	Reject Completes	449
101	No Answer	133
102	Busy	7
103	Busy x2	2
104	Scheduled Callback	57
105	Unscheduled Callback	109
110	Answering Machine	210
113	Initial Refusal	2
160	Tracking Required	584
162	Definite Spanish	12
167	Midterm Callback	1
186	Changed Phone Number	3
	Total	2843

## Interviewer Training

Interviewers underwent a two-hour training, specific to the “*Investing in Early Childhood Educators*” Stipend Program survey, prior to data collection. The interviewer training took place on July 8, 2005 at ORC Macro, 126 College Street in Burlington, Vermont. Leslyn Hall, ORC Macro’s Project Manager, conducted the training session for eight Spanish-speaking interviewers and 31 English-speaking interviewers. The training—in conjunction with ORC Macro’s quality assurance measures (discussed in the next chapter)—assured consistent, high quality interviewing during data collection.

The quality of data collection depends largely on the performance of the interviewing staff. ORC Macro’s training sessions for this survey focused on these important aspects:

- **Introduction to the Survey.** The first part of ORC Macro’s training introduced the interviewers to the survey’s background, purpose, and scope. This part of the training also explained the significance of a high response rate and the effect that a high number of refusals has on the study.
- **Introduction to Sampling.** The second section discussed the type of sampling being used and described the interview targets. In this section, the importance of making multiple attempts and converting refusals was stressed.
- **The Role of ORC Macro.** This portion of the training explained the roles of project managers, the data collection management team, the interviewers, the quality assurance assistants, and the data processing team.
- **Approaches to Interviewing.** This section focused on how to move a respondent through the survey and ask the questions appropriately. Also emphasized in this section was keeping question non-response to a minimum and avoiding respondent refusals. Probing techniques included clarification of respondent responses, open-end verification, and re-reading of response categories. Protocols unique to this study were also explained in this section—these included reading verbatim, respondent selection procedures, assuring respondent confidentiality, probing and clarifying, and dealing with refusals.
- **In-Depth Questionnaire Review.** The next step in the training process included a word-for-word review of the questionnaire and a review of the most important pieces of information related to administering the survey, such as the selection process, moving smoothly through the interview, use of dispositions, and leaving messages.
- **Administering the Questionnaire.** This part of the training dealt specifically with administering the questions in the CATI program. Each interviewer worked on a computer terminal and completed each screen of the CATI program. Many different scenarios—such as respondent reactions, skip pattern scenarios, and disposition protocols—gave the interviewer a better understanding of the CATI program and the questionnaire.

## IV. Quality Assurance Protocol

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ORC Macro implements stringent quality assurance protocols to ensure the highest quality data for our clients.

### Data Collection Quality Assurance

ORC Macro programmed the questionnaire using the CfMC’s Survent software package, which is designed specifically for programming and managing CATI studies. CfMC software, used by ORC Macro to program all of its CATI surveys, is a powerful questionnaire programming language that provides:

- Call management;
- Quota controls;

- In-bound calling capabilities;
- Multilingual interviewing capabilities;
- Data back-up;
- Monitoring; and
- Incidence tracking.<sup>3</sup>

ORC Macro's programmers have customized this package by adding a suite of database management and statistical analysis routines to support complex sampling, telephone sample management, and reporting requirements that are not met by the off-the-shelf product. Upon programming completion, ORC Macro project managers rigorously tested the survey. Testing included:

- Developing scenarios to test all possible paths through the questionnaire;
- Checking frequencies of randomly generated data; and
- Verifying frequencies of the data after the first day of interviewing.

To track quality assurance indicators, ORC Macro created reports that read the survey data file, generating summary statistics on the following:

- Interviewer efficiencies (completes/hour, both on individual and project levels);
- Lower-bound and upper-bound response rates;
- Demographics on completed interviews;
- All call dispositions; and
- Sample status (number of attempts, percent complete, refusal rates).

These reports were generated by the survey manager and immediately distributed to the project management team for daily review. This enabled the management team to quickly detect and resolve any problems.

## Interviewer Monitoring

ORC Macro monitors interviewer performance through supervisors and quality assurance (QA) assistants, as well as with formal and informal performance evaluations.

The quality assurance team for this survey included the survey manager, data collection manager, supervisors, and QA assistants. Monitoring was primarily conducted by ORC Macro's

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<sup>3</sup> Incidence is the proportion of the survey sample that is eligible to participate in the survey.

special quality assurance staff, called QA assistants. QA assistants monitored at least 10 percent of the interviews by tapping into interviewers' telephone lines and using the CATI system's monitoring module to follow the course of the interview on a computer screen. Interviewers were scored on several measures of interview performance designed to reinforce proper interviewer protocol:

- Reading the introduction and persuading respondents to complete interviews;
- Response entry;
- Reading scales properly;
- Knowing the mechanics of CfMC and the study;
- Reading and probing on open-ended questions;
- Reading multiple response lists;
- Pace of reading the survey;
- Clarity and/or tone of voice while interviewing;
- Probing and/or clarifying responses that are not clear;
- Keeping control of the interview;
- Converting refusals on specific questions;
- Overall professionalism;
- Being neutral while interviewing, not leading respondent;
- Overall dialing habits; and
- Dispositioning calls, leaving messages, and scheduling callbacks.

QA staff also assured that interviewers:

- Coded incomplete interviews properly;
- Left useful messages for the next interviewer; and
- Made every attempt to complete an interview on every contact.

Monitoring forms were completed for each monitored interview; these forms rate interviewers on up to 16 areas of performance. For each of the areas, interviewers are scored on a scale of 1 to 10, where "1" is "*May require verbal/written warning. Must show immediate improvement!*" and "10" is "*Perfect! Makes every appropriate and professional effort.*"

Of the interviews monitored for this study, the average score was 80 percent of 100, with a low score of 60 percent and a high of 90 percent.

A score on the low end of the range does not mean that the data collected by that interviewer is not valid; an interviewer could obtain a low score because he or she was not effective at refusal conversion, moved through the questions with hesitation, or did not keep an appropriate pace for the survey. ORC Macro immediately removes interviewers whose performance may be detrimental to data quality. No problems of this kind were encountered with interviewers during data collection for this study.

## V. Tracking

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For selected respondents where the contact information was found to be out-of-date or incorrect, interviewers followed a consistent and systematic tracking protocol to locate the individual for interviewing. This effort involved interviewers using available information provided by the county (alternate telephone numbers, work contact information, etc.) and directory assistance as well as any new potential contact information uncovered by interviewers during their attempt to contact the selected respondent. This information was managed using a proprietary, Web-based database system called EARL. This system allows entry of multiple telephone numbers, notes and comments, and keeps a record of every attempt on each possible number. Using this system, interviewers systematically attempted possible telephone numbers for a respondent, flagging each based on the outcome of the attempt.

On August 4, 2005, 15 interviewers were trained on the EARL system by Leslyn Hall, Project Manager, at ORC Macro, 126 College Street in Burlington, Vermont. Tracking efforts began after interviewers attended the two-hour training.

The interviewers used the EARL contact management database in conjunction with the CATI system in the following way:

- If an interviewer discovered that a telephone number no longer belonged to the listed respondent, he or she flagged the record in the CATI system with a code identifying it as a tracking record. At the time of this call, the interviewer attempted to gain information, if possible, from the person answering the phone as to how the respondent could be contacted, and entered this information in a comment field in the CATI system.
- The EARL database, through automated nightly processing routines, pulled the sample information, call history, and comments from records with this tracking code, and displayed these records in EARL.
- On each shift, one or two interviewers were specially assigned to tracking records. These interviewers launched EARL and the CATI system simultaneously on their workstations, opened the tracking records one at a time, and attempted each potential number available for that record.
- The interviewer called each possible telephone number—skipping those that had been already flagged as “incorrect”—updated the status of each, and recorded a comment about the outcome of each attempt.

- If the respondent was located, the interviewer began the interview immediately, or scheduled a callback. He or she changed the primary telephone number in the CATI system to the new number, coded the record in the CATI system to indicate that it no longer needed tracking, and the record was attempted on a regular schedule.

If the respondent was not located with the above strategy, the interviewer moved on to the next case, and the remaining possible numbers were attempted again within the next day or two, until the information was exhausted or the respondent was found.

Over the course of fielding, 1,001 records in the sample were assigned the tracking disposition. Of those 1,001 records, 188 resulted in finding the correct respondent and completing the survey.

# **Appendix B: Introductory Letter**



County of Los Angeles  
**Child Care Planning Committee**

222 South Hill Street, 5<sup>th</sup> Floor, Los Angeles, CA 90012

Ph. (213) 974-4103 • Fax (213) 217-5106

[www.lacountychildcare.org](http://www.lacountychildcare.org)

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Yolanda Arias, Esq.  
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Sandra Dennis  
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Bernice Gilmore  
Steve Gunther  
Craig Hammer  
Raymond Hernandez  
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Jan Shively  
Peggy Sisson  
Adelina Ruth Sorokin  
Wendy Tseng  
JoEllen Tullis  
Mary Helen Vasquez  
Alicen Vera  
Robert Wiltse  
Alyce Morris Winston  
Patrice Wong

Staff

Laura A. Escobedo  
Child Care Planning  
Coordinator  
Sally Garcia  
Sr. Secretary

July 1, 2005

<masterid>

Dear "Investing in Early Childhood Educators" Applicant:

You have been selected to participate in a telephone survey related to the "Investing in Early Educators Stipend Program" sponsored by the County of Los Angeles Office of Child Care (OCC).

Between November 2001 and June 2003, you applied for a stipend from Los Angeles County to help pay for a college course related to your work with young children. The County is interested in learning about your experience specifically in the stipend program and more generally in the child care field — even if you did not receive a stipend, and even if you are no longer in the child care field. The results of this survey will allow the County to assess the effectiveness of the stipend program. Your responses will be confidential and will be analyzed in combination with all the data collected.

The survey will take approximately 20 minutes. You will receive a telephone call from ORC Macro, an independent research company, within the next two weeks. If you would prefer ORC Macro contact you at a specific time, you may call them at 1-800-639-2030 to complete the survey at a time that is convenient for you, or to schedule an appointment. The survey may also be completed in Spanish, if you prefer.

Your participation in this survey is voluntary. If you wish to verify this survey, you may call me at the Office of Child Care at (213) 974-5187.

All survey participants will be entered into a lottery and 20 winners will each receive a \$100 gift certificate to use at either a local spa or for an office/educational supply store in your area. If you are a selected winner, you will be able to choose which one you would like to receive.

I urge you to participate in this important survey.

Thank ou,

Michele P. Sartell  
Program Specialist III  
Office of Child Care

# Appendix C: Questionnaire

**Los Angeles County**  
**“Investing in Early Childhood Educators” Stipend Grant Program**  
**Questionnaire**

**Introduction and Name Verification**

HELLO: Hello, may I please speak with <INSERT NAME>?

[IF NECESSARY: I am calling on behalf of the Los Angeles County Office of Child Care.]

- 01 (INTRO1)            PERSON ON THE PHONE
- 02 (CALLBACK)        PERSON NOT ON THE PHONE

CALLBACK: When would be a good time to call back?

- 01        LATER TODAY/TOMORROW/ETC [CfMC automatically schedules as 105]
- 02        SCHEDULE A CALLBACK FOR SPECIFIC DATE AND TIME [CfMC automatically schedules as 104]
- 03        NOT INTERESTED IN DOING THE SURVEY [CfMC dispositions as 113 “initial refusal”]
- 98        DON’T KNOW [CfMC automatically schedules as 105]
- 99        REFUSED [CfMC automatically schedules as 113]

INTRO1. Hello, I am calling on behalf of the Los Angeles County Office of Child Care, or the Office of Child Care. The Office of Child Care is conducting a study about the effectiveness of the “Investing in Early Childhood Educators” stipend program. The records the Office of Child Care provided to us indicate that you applied for a stipend sometime between 2001 and 2003. I would like to ask you some questions about your experience with the program and your current job. Before we begin, I would like to tell you that all of the information you provide will be confidential. Also, your participation in this study is completely voluntary – you can choose not to answer a particular question, and you can choose not to participate. The survey will only take about 15-20 minutes. Is this a good time for you?

[IF NECESSARY: As a “thank you” for answering our questions, when we are done, we will enter you into a lottery to win a \$100 prize – a gift certificate for either a spa day or to a office supply/ educational supply store.

- 01        (SKIP TO VER2) YES – CONTINUE SURVEY
- 02        DOES NOT REMEMBER/DID NOT APPLY
- 03        (SKIP TO CALLBACK) SCHEDULE A CALLBACK

**Verification and Sample Check**

VER1 Possibly there is some sort of mistake, but the Office of Child Care records indicate that you applied for the stipend in <CYCLE YEARS>, just to make sure that I have reached the right person or not, could you please tell me the last four digits of your social security number please?

ENTER LAST FOUR DIGITS OF SSN:

- 9998    DK                    (TERM UNIQUE DISPO FOR TERMOUT AT VER1)

9999 REFUSED (TERM UNIQUE DISPO FOR TERMOUT AT VER1)

*If Last four digits match – skip on to CHECK , If not, term with unique disposition DIFF SSN.*

VER2: Before we begin, I need to first verify that you are the person who was selected for this study, Could you tell me the last four digits of your social security number?

01 ENTER LAST FOUR DIGITS OF SSN:  
98 DK (TERM UNIQUE DISPO TERM AT VER2)  
99 REFUSED (TERM UNIQUE DISPO TERM AT VER2)

*If Last four digits match – skip on to ED, If not, term with unique disposition DIFF SSN.*

CHECK1: Do you remember applying for the “Investing In Early Childhood Educators” Stipend Program between November 2001 and June 2003, that is for Cycles 1, 2, and/or 3?

[INTERVIEWER NOTE: IF THE RESPONDENT INDICATES APPLYING AFTER THESE DATES, OR FOR CYCLES 4, 5, OR 6, TRY TO CONFIRM THAT IS WAS FOR THE DATES ABOVE. WE ARE ONLY COLLECTING INFORMATION FOR CYCLES 1, 2, AND/OR 3.]

01 YES  
02 (TERM) NO  
  
98 (TERM) DK  
99 (TERM) REFUSED

CHECK2: Did you receive a stipend for Cycles 1, 2, or 3?

[IF NECESSARY READ: Please keep in mind you would have received the stipend sometime between November 2001 and June 2003.]

01 YES  
02 NO  
  
98 (TERM) DK  
99 (TERM) REFUSED

//IF AppStatus=S AND CHECK2=02, TERM AND THANK YOU; IF AppStatus=R AND CHECK2=01, THEN TERM AND THANKYOU; ELSE CONTINUE//

### **Education and College Courses Taken Between November 2001 to June 2003 (Cycles 1, 2 and 3)**

ED: I would like to start by asking you some questions about your experiences in applying to the “Investing in Early Childhood Educators” stipend program and the college courses you may have taken sometime between November 2001 to June 2003 – that is for Cycles 1, 2, and or 3 of the program.

[IF NECESSARY: Please do not consider any experiences you may have had since then in Cycles 4, 5 or 6.]

ED\_1. How did you first hear about the stipend program?

[INTERVIEWER NOTE: PLEASE READ LIST.

- 01 From the director of your child care center
- 02 From other teachers
- 03 At a community meeting
- 97 Or by some other means?
- 98 DON'T KNOW
- 99 REFUSED

// ED\_1=97 ASK, ELSE GOTO ED\_2//

ED\_10. So how did you first hear about the stipend program?

- 01 ENTER RESPONSE: \_\_\_\_\_
- 98 DK
- 99 REFUSED

/REPEAT BLOCK, /

ED\_2. And what were the reasons why you applied to the stipend program?

I am going to read you a list of possible reasons, please tell me yes or no....

ED\_2a You wanted to further your education

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_2b You felt it would help you in your work

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_2c You wanted to move up on the Child Development Permit Matrix

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_2d The center where you work encouraged you to take the course

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_2e You felt you might get a raise if you took courses

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_2f You took it because you could receive the stipend money

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_2g And were there any other reasons?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

//IF ED\_2g=01 ASK, ELSE GOTO ED\_3//

ED\_2O. What were the reasons why you applied to the stipend program?

- 01 ENTER RESPONSE: \_\_\_\_\_
- 98 DK
- 99 REFUSED

//IF AppStatus=R ASK, ELSE GOTO PRE\_ED\_3//

ED\_NR. Do you know the reason you were not given a stipend from the Office of Child Care?

[INTERVIEWER NOTE: Office of Child Care IS THE OFFICE OF CHILD CARE.]

- 01 YES
- 02 (SKIP TO ED\_NR2) NO
- 98 (SKIP TO ED\_NR2) DON'T KNOW
- 99 (SKIP TO ED\_NR2) REFUSED

/REPEAT BLOCK/

ED\_NR1. What do you think are the reasons you did not get a stipend? I am going to read you a list of possible reasons, please tell me yes or no...

ED\_NR1a You did not have a valid child development permit.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_NR1b You did not complete all of your paperwork.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_NR1c You sent your paperwork in after the deadline.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_NR1d You did not take or complete the coursework.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_NR1e The course you took was not eligible or did not meet the required number of units.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_NR1f You did not get a C or better in the course.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_NR1g You were no longer working in a California Department Education funded center when the final paperwork was due.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_NR1h Or was there some other reason that I have not mentioned?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

//IF ED\_NR1h=01 ASK, ELSE GOTO ED\_NR2//

ED\_NR10. What was that reason?

- 01 ENTER RESPONSE: \_\_\_\_\_
- 98 DK
- 99 REFUSED

ED\_NR2. Even though you did not receive a stipend, have you taken any college courses to help you in your work between November 2001 and June 2003?

- 01 YES
- 02 (SKIP TO ED\_13) NO
- 98 (SKIP TO ED\_13) DON'T KNOW
- 99 (SKIP TO ED\_13) REFUSED

//AT THIS POINT ALL OF THE SAMPLE GETS THE FOLLOWING QUESTIONS//  
 //PRE\_ED\_3 START LOOP FOR COURSES//

NEW ED\_3: Between November 2001 and June 2003, how many courses did you take for college credit?

- 01 ENTER A NUMBER: [RANGE=0-60]
- 98 DON'T KNOW
- 99 REFUSED

NEW ED\_4: Could you please tell me the name of the school, or schools, where you took these classes?

- 01 ENTER SCHOOL #1:
- 98 DON'T KNOW
- 99 REFUSED

//IF AppStatus=S ASK ED\_6 SERIES UNTIL ED\_//12 WHERE EVERYONE IS GOING TO GET THE SAME QUESTIONS AGAIN, IF AppStatus=R GOTO ED\_12/

ED\_6: How did you use your stipend money? I am going to read you a list of possible uses, please let me know which ones describe how you spent your stipend money. Did you use the money ...

ED\_6a To pay for classes, textbooks, or your education

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_6b To pay bills

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_6c For other personal expenses

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_6d For classroom expenses at work

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_6e Or for something else?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

//IF ED\_6e=01 ASK, ELSE GOTO PRE ED\_7//

ED\_6O. How did you use your stipend money?

- 01 ENTER RESPONSE:\_\_\_\_\_
- 98 DK
- 99 REFUSED

//PRE ED\_7, IF ED\_6=01 ASK, ELSE GOTO PREED\_8//

ED\_7. Did the stipend cover all your costs involved in taking the course?

[IF NECESSARY: Did it cover all of the costs and fees for tuition, registration, books, parking, field trips, etc?]

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_8. How likely would you have been to take a course *without* the stipend? Would you say that you *definitely would have* taken it , *probably would have* taken it , *probably would have not* taken it or you *definitely would have not* taken it without the stipend?

- 01 Definitely
- 02 Probably
- 03 Probably would not have taken
- 04 Definitely would not have taken it
- 98 DON'T KNOW
- 99 REFUSED

ED\_14. From November 2001 to June 2003, were you able to get into, that is register for and take, the college courses you wanted to count as credit for the stipend program?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

ED\_9. Since June of 2003, have you taken additional college courses for credit?

- 01 YES
- 02 (SKIP TO ED\_12) NO
- 98 (SKIP TO ED\_12) DON'T KNOW
- 99 (SKIP TO ED\_12) REFUSED

ED\_10. Since June of 2003, how many college courses have you taken for credit?

- 01 ENTER RESPONSE: {RANGE= 0-50}
- 98 DON'T KNOW
- 99 REFUSED

*THERE IS NO ED\_11*

//EVERYONE GETS THESE QUESTIONS//

ED\_12. As a result of taking this course, or these courses, that you took between November 2001 and June of 2003, do you feel you have achieved your academic goals?

[IF NECESSARY REMIND R THAT THE ANSWER IS IN REFERENCE TO EXPERIENCE WITH THE PROGRAM FROM NOVEMBER 2001 TO JUNE 2003.]

- 01 (SKIP TO ED\_15) YES
- 02 NO
- 98 (SKIP TO ED\_15) DON'T KNOW
- 99 (SKIP TO ED\_15) REFUSED

//IF ED\_12=02 ASK, ELSE GOTO ED\_15//

ED\_13. Are you *currently* taking courses to meet your academic goals?

- 01 YES
- 02 NO
- 98 (SKIP TO ED\_15) DON'T KNOW
- 99 (SKIP TO ED\_15) REFUSED

ED\_13a. What are your academic goals?

- 01 ENTER RESPONSE [RANGE: BIG TEXT BOX]
- 98 DON'T KNOW
- 99 REFUSED

ED\_14 MOVED TO AFTER ED\_8

ED\_15. What is the highest level of education you have completed?

[INTERVIEWER NOTE: READ LIST ONLY IF NECESSARY. FOR EDUCATION COMPLETED OUTSIDE THE UNITED STATES, ASK FOR THE CATEGORY MOST LIKE R'S EXPERIENCE]

- 01 High school diploma/ GED
- 02 Some college courses
- 03 Two-year college degree / Associates degree
- 04 Four-year college degree / Bachelors degree
- 05 Some graduate college courses
- 06 Graduate degree / Masters, PhD, EdD, etc.
- 98 DON'T KNOW
- 99 REFUSED

### **Stipend Program Customer Service**

Now, I would like to change subjects and ask you a bit about the stipend program and how it was administered. The next few questions are about your experience with the staff at the Office of Child Care during Cycles 1, 2 and 3, that is from November of 2001 through June of 2003.

CC\_1. Were you treated well by the staff in the Office of Child Care when you called or came to the office to discuss your stipend paperwork?

- 01 YES
- 02 NO
- 97 NOT APPLICABLE
- 98 DON'T KNOW
- 99 REFUSED

CC\_2. Did you receive notices and updates in a timely fashion regarding your status to receive a stipend?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

CC\_3. Using a scale of 1 to 4, where 1 means "very dissatisfied" and 4 means "very satisfied", what is your overall satisfaction with the services provided when you applied for the stipend from the office for children?

- 01 VERY DISSATISFIED
- 02 DISSATISFIED
- 03 SATISFIED
- 04 VERY SATISFIED
- 98 DON'T KNOW
- 99 REFUSED

### **Workplace Information**

Changing topics again, I would now like to ask you some questions about your workplace.

WP\_1. Do you still work at <INSERT CENTER NAME FROM APPLICANT FILE>?

- 01 YES
- 02 (SKIP TO WP\_2) NO
- 99 (SKIP TO WP\_6) REFUSED

WP\_1a. What is the ZIP code for this center?

- ENTER ZIP CODE:
- 99998 DON'T KNOW
- 99999 REFUSED

GOTO WP\_6

//IF WP\_1=02 ASK, ELSE GOTO WP\_6//

WP\_2a. Do you work at another child care center now?

[INTERVIEWER NOTE: WE WANT TO KNOW IF THEY STILL WORK WITH CHILDREN UNDER 5 YEARS OF AGE.]

- 01 YES
- 02 (SKIP TO WP\_5) NO
- 99 (SKIP TO WP\_5) REFUSED

WP\_2a. Is this center just a different child care site for a larger multi-site child care program or part of the same school district as <<INSERT CENTER NAME FROM APPLICANT FILE>, or a completely different child care center?

- 01 SAME CHILD CARE PROGRAM/DIFFERENT SITE
- 02 COMPLETELY DIFFERENT
- 99 (SKIP TO WP\_6) REFUSED

WP\_2b. What is the ZIP code for this center?

- 01 ENTER ZIP CODE:
- 98 DON'T KNOW
- 99 REFUSED

WP\_4. Does this center hold a contract with the California Department of Education?

- 01 (SKIP TO WP\_6) YES
- 02 (SKIP TO WP\_6) NO
- 98 (SKIP TO WP\_6) DON'T KNOW
- 99 (SKIP TO WP\_6) REFUSED

//IF WP\_2=02,99 ASK, ELSE GOTO PREWP\_6//

WP\_5. Do you still work in the early childhood education field?

[INTERVIEWER NOTE: WE WANT TO KNOW IF THEY STILL WORK WITH CHILDREN UNDER 5 YEARS OF AGE.]

- 01 (SKIP TO WP\_7) YES
- 02 NO
- 99 REFUSED

WP\_5a Are you currently employed and working for pay?

- 01 YES
- 02 NO
- 99 (SKIP TO WP\_7) REFUSED

WP\_5b /IF WP\_5a=01ASK/ What type of work do you do now?

/IF WP\_5a=02 ASK/ Could you tell me why you are not working at the moment?

- 01 ENTER RESPONSE: \_\_\_\_\_

98 DK  
99 REFUSED

//PREWP\_6 IF WP\_2 NE 02 OR 99 ASK, ELSE GOTO WP\_7//

WP\_6. How long have you worked at this center?

[INTERVIEWER NOTE: RECORD RESPONDENT'S ANSWER IN YEARS OR MONTHS NOT BOTH. IF LESS THAN 1 MONTH, RECORD 1 MONTH, IF LESS THAN A YEAR, ANSWER IN MONTHS.]

01 ENTER IN MONTHS {RANGE=1-60}  
02 ENTER IN YEARS {RANGE=1-60}  
98 DON'T KNOW  
99 REFUSED

//EVERYONE GETS THE FOLLOWING QUESTIONS IN AT THIS POINT//

WP\_7. How many years have you, or did you, work in the child care field?

[INTERVIEWER NOTE: ROUND UP TO THE NEAREST YEAR.]

01 ENTER NUMBER OF YEARS: {RANGE=1-60}  
98 DK  
99 REFUSED

WP\_8. What is your current Child Development Permit status?

[INTERVIEWER NOTE: FOR PEOPLE WHO HAVE LEFT THE FIELD, ASK FOR PERMIT STATUS WHEN LEFT.]

[IF NECESSARY: PLEASE READ LIST. CHOOSE ONLY ONE.]

01 Assistant Teacher  
02 Associate Teacher  
03 Teacher  
04 Master Teacher  
05 Site Supervisor  
06 Program Director  
98 DON'T KNOW  
99 REFUSED

//IF WP\_5=02 AND WP\_5a=02 OR 99 GOTO WP\_19 – THESE ARE PEOPLE WHO ARE NOT CURRENTLY EMPLOYED//

WP\_9 Do you receive a salary or are you paid on an hourly basis at your current job?

[INTERVIEWER NOTE: IF R HAS MORE THAN ONE JOB, ASK ABOUT THE JOB THEY CONSIDER TO BE THEIR PRIMARY OR MAIN JOB, WHERE THEY WORK THE MOST HOURS OR MAKE THE MOST MONEY IN TOTAL. WE WILL ASK ABOUT AN ADDITIONAL JOB LATER. ]

- 01 SALARY
- 02 HOURLY
- 98 DON'T KNOW
- 99 REFUSED

WP\_10 What is your current salary or wage?

[INTERVIEWER NOTE: IF R HAS MORE THAN ONE JOB, ASK ABOUT THE JOB THEY CONSIDER TO BE THEIR PRIMARY OR MAIN JOB, WHERE THEY WORK THE MOST HOURS OR MAKE THE MOST MONEY IN TOTAL. WE WILL ASK ABOUT AN ADDITIONAL JOB LATER. ]

[INTERVIEWER NOTE: RECORD RESPONDENT ANSWER AS AN ANNUAL SALARY OR AN HOURLY WAGE, NOT BOTH. IF NECESSARY: "Your best guess is fine" OR "An approximate amount is fine."]

- 01 PER YEAR: {RANGE=1-??}
- 02 PER WEEK
- 03 PER MONTH
- 04 PER HOUR
- 05 EVERY TWO WEEKS {RANGE=1-150}
- 98 DK
- 99 REFUSED

WP\_11. How many hours do you work each week?

[INTERVIEWER NOTE: IF SCHEDULE VARIES, ASK R TO ESTIMATE WHAT THEY "USUALLY" WORK.]

[INTERVIEWER NOTE: IF R HAS MORE THAN ONE JOB, ASK ABOUT THE JOB THEY CONSIDER TO BE THEIR PRIMARY OR MAIN JOB, WHERE THEY WORK THE MOST HOURS OR MAKE THE MOST MONEY IN TOTAL. WE WILL ASK ABOUT AN ADDITIONAL JOB LATER. ]

- 01 ENTER NUMBER OF HOURS: {RANGE=1-90}
- 98 DK
- 99 REFUSED

WP\_12. At your current job, is health insurance offered to you even if you don't participate?

[INTERVIEWER NOTE: IF R HAS MORE THAN ONE JOB, ASK ABOUT THE JOB THEY CONSIDER TO BE THEIR PRIMARY OR MAIN JOB, WHERE THEY WORK THE MOST HOURS OR MAKE THE MOST MONEY IN TOTAL. WE WILL ASK ABOUT AN ADDITIONAL JOB LATER. ]

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

//IF WP\_12=01 ASK, ELSE GOTO WP\_13//

WP\_12a. Do you participate in the health insurance plan through your current job?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

//IF WP\_12a=02//

WP\_12b. Why don't you participate in the health insurance plan?

WP\_12b1 Are you already covered under a spouse or family member's plan?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_12b2 You haven't worked there long enough to receive this benefit?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_12b3 It is too expensive for you to participate?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_12b4 Or some other reason?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

//IF WP\_12b4=01 ASK, ELSE GOTO WP\_13//

WP\_12b0. Why don't you participate?

- 01 ENTER RESPONSE:\_\_\_\_\_
- 98 DK
- 99 REFUSED

WP\_13. At your current job, is dental insurance offered to you even if you don't participate?

[INTERVIEWER NOTE: IF R HAS MORE THAN ONE JOB, ASK ABOUT THE JOB THEY CONSIDER TO BE THEIR PRIMARY OR MAIN JOB, WHERE THEY WORK THE MOST HOURS OR MAKE THE MOST MONEY IN TOTAL. WE WILL ASK ABOUT AN ADDITIONAL JOB LATER. ]

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

//IF WP\_13=01 ASK, ELSE GOTO WP\_14//

WP\_13a. Do you participate in the dental insurance plan through your current job?

[INTERVIEWER NOTE: IF R HAS MORE THAN ONE JOB, ASK ABOUT THE JOB THEY CONSIDER TO BE THEIR PRIMARY OR MAIN JOB, WHERE THEY WORK THE MOST HOURS OR MAKE THE MOST MONEY IN TOTAL. WE WILL ASK ABOUT AN ADDITIONAL JOB LATER. ]

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

//IF WP\_13a=02//

WP\_13b. Why don't you participate in this benefit?

WP\_13b1 Are you already covered under a spouse or family member's plan?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_13b2 You haven't worked there long enough to receive this benefit?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_13b3 It is too expensive for you to participate?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_13b4 Or some other reason?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

//IF WP\_13b4=01 ASK, ELSE GOTO WP\_14//

WP\_13bO. What is the other reason you do not participate?

- 01 ENTER RESPONSE: \_\_\_\_\_
- 98 DK
- 99 REFUSED

WP\_14. Does your current job offer any of the following benefits, even if you do not participate?

[INTERVIEWER NOTE: IF R HAS MORE THAN ONE JOB, ASK ABOUT THE JOB THEY CONSIDER TO BE THEIR PRIMARY OR MAIN JOB, WHERE THEY WORK THE MOST HOURS OR MAKE THE MOST MONEY IN TOTAL. WE WILL ASK ABOUT AN ADDITIONAL JOB LATER. ]

WP\_14a Does your current job offer you a retirement plan?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_14b [Does your current job offer] paid vacations?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_14c [Does your current job offer] paid sick time or personal days?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_14d [Does your current job offer] paid breaks during the day?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_14e [Does your current job offer] reduced rates for staff members' children to attend the center?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_14f [Does your current job offer] financial assistance to take courses for credit?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_14g [Does your current job offer] financial assistance for in-service workshops, conferences, and the like?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_14h [Does your current job offer] paid maternity or paternity leave?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

WP\_14i Does your current job offer any other paid benefits I have not mentioned?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

//IF WP\_14h=01 ASK, ELSE GOTO WP\_15//

WP\_14IO. What other paid benefits does your current job offer?

- 01 ENTER RESPONSE: \_\_\_\_\_
- 98 DK
- 99 REFUSED

WP\_15. Do you hold another job *in addition* to the one we have been talking about?

- 01 YES
- 02 (SKIP TO WP\_19) NO
- 98 (SKIP TO WP\_19) DON'T KNOW
- 99 (SKIP TO WP\_19) REFUSED

WP\_16. What type of work do you do at your other job?

- 01 ENTER RESPONSE: \_\_\_\_\_
- 98 DK
- 99 REFUSED

WP\_17. What is your salary or wage from this job?

[INTERVIEWER NOTE: RECORD RESPONDENT ANSWER AS A SALARY OR AN HOURLY WAGE, NOT BOTH. IF NECESSARY: "Your best guess is fine" OR "An approximate amount is fine."]

- 01 PER YEAR: {RANGE=1-??}
- 02 PER WEEK
- 03 PER MONTH
- 04 PER HOUR: {RANGE=1-??}
- 05 EVERY TWO WEEKS
- 98 DK
- 99 REFUSED

WP\_18. How many hours do you work each week at this other job?

- 01 ENTER NUMBER OF HOURS: {RANGE=1-98}
- 98 DK
- 99 REFUSED

//EVERYONE GETS THE NEXT QUESTION//

WP\_19. Do you have additional financial support from a spouse, partner or from other family members?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

### **Work Environment and Attitudes**

Now I would like to ask you some questions about your work environment.

//IF WP\_1=01 ASK, OTHERWISE SKIP TO EA\_2//

EA\_1. What are the reasons you have stayed at the child care center? I am going to read you a list of possible reason, please indicate yes or no to each.

EA\_1a You enjoy working with these children and families.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_1b You enjoy your co-workers and supervisors.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_1c The center is close to where you live.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_1d You like the working conditions.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_1e You like the hours.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_1f The pay is good.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_1g The benefits are good.

- 01 YES
- 02 NO

98 DON'T KNOW  
99 REFUSED

EA\_1h You have had or will have an opportunity to move up or be promoted.

01 YES  
02 NO  
98 DON'T KNOW  
99 REFUSED

EA\_1i You feel a sense of accomplishment by staying at this center.

01 YES  
02 NO  
98 DON'T KNOW  
99 REFUSED

EA\_1j Staff members can bring their children for free.

01 YES  
02 NO  
100 DON'T KNOW  
101 REFUSED

EA\_1k Staff members can bring their children at a discount.

01 YES  
02 NO  
98 DON'T KNOW  
99 REFUSED

EA\_1l Or some other reason?

01 YES  
02 NO  
98 DON'T KNOW  
99 REFUSED

//IF EA\_1l=01 ASK, ELSE GOTO EA\_3//

EA\_1lO. What is the other reason you have stayed at the child care center?

01 ENTER RESPONSE: \_\_\_\_\_  
98 DK  
99 REFUSED

GOTO EA\_4

//IF WP\_2=01 ASK, ELSE GOTO EA\_3//

EA\_2. What are the reasons you now work at a different child care center? I am going to read you a list of possible reason, please indicate yes or no to each.

EA\_2a This center is closer to where you live.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_2b This center offers better working conditions.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_2c This job had better hours.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_2d This job paid a better salary or wage.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_2e This job had better benefits.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_2f You have a better position at this center.

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_2g Staff members can bring their own children for free.

- 01 YES
- 02 NO
- 98 DON'T KNOW

99 REFUSED

EA\_2h Staff members can bring their own children at a discount.

01 YES

02 NO

98 DON'T KNOW

99 REFUSED

EA\_2i You were laid off or asked to leave from the other center.

01 YES

02 NO

98 DON'T KNOW

99 REFUSED

EA\_2j Or some other reason?

01 YES

02 NO

98 DON'T KNOW

99 REFUSED

//IF EA\_2j=01 ASK, ELSE GOTO EA\_5 //

EA\_2jO. What is the other reason you now work at a different child care center?

01 ENTER RESPONSE: \_\_\_\_\_

98 DK

99 REFUSED

GOTO EA\_5

//IF WP\_5=02 ASK, ELSE GOTO EA\_5//

EA\_3. What are the reasons you are no longer working in the child care field? I am going to read you a list of possible reason, please indicate yes or no to each.

EA\_3a You found a job with better pay.

01 YES

02 NO

98 DON'T KNOW

99 REFUSED

EA\_3b You found a job with better benefits.

01 YES

02 NO

98 DON'T KNOW

99 REFUSED

EA\_3c You found a job with better hours.

01 YES

02 NO

98 DON'T KNOW

99 REFUSED

EA\_3d You found a job with better working conditions.

01 YES

02 NO

98 DON'T KNOW

99 REFUSED

EA\_3e Child care had limited potential to move up or be promoted.

01 YES

02 NO

98 DON'T KNOW

99 REFUSED

EA\_3f You are staying home with your own or a family member's children.

01 YES

02 NO

98 DON'T KNOW

99 REFUSED

EA\_3g You were unable to find child care for your own children.

01 YES

02 NO

97 NOT APPLICABLE

98 DON'T KNOW

99 REFUSED

EA\_3h You are going back to school.

01 YES

02 NO

98 DON'T KNOW

99 REFUSED

EA\_3i You were burned out.

01 YES

02 NO

98 DON'T KNOW

99 REFUSED

EA\_3j Or some other reason?

01 YES

02 NO

98 DON'T KNOW

99 REFUSED

//IF EA\_3j=01 ASK, ELSE GOTO EA\_3jO//

EA\_3O. What is the other reason you are no longer working in the child care field?

01 ENTER RESPONSE: \_\_\_\_\_

98 DK

99 REFUSED

EA\_3k. How long after you applied for the stipend did you leave the child care field?

[INTERVIEWER NOTE: RECORD RESPONDENT ANSWER IN MONTHS OR YEARS BUT, NOT BOTH. LESS THAN 1 MONTH=1, IF LESS THAN A YEAR, USE MONTHS. IF NECESSARY: "Your best guess is fine."]

01 MONTHS: {RANGE=1-??}

02 YEARS: {RANGE=1-??}

98 DK

99 REFUSED

//GOTO DEMOGRAPHICS//

EA\_4. How supportive was or is the child care program of you taking these courses ? On a scale of 1 to 4 where 1 is not at all supportive at all and 4 is very supportive, how would you rate your child care program's supportiveness?

[INTERVIEWER NOTE: READ ONLY IF NECESSARY.]

01 Not at all supportive

02 Not Supportive

03 Supportive

04 Very supportive

98 DON'T KNOW

99 REFUSED

EA\_5. How much has your taking these classes improved your ability to work with children, families and your colleagues? Would you say you are not at all better, only a little better, better, or much better able to work with children, families, and your colleagues?

[INTERVIEWER NOTE: PLEASE READ LIST. SELECT ONLY ONE.]

01 Not at all better

- 02 Only a little better
- 03 Better
- 04 Much better
- 98 DON'T KNOW
- 99 REFUSED

EA\_6. Since you applied to the stipend program, have you been promoted to a higher position?

- 01 (SKIP TO EA\_9) YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_7. Do you feel you have been given more responsibility at work since you applied to the stipend program?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

*There is no EA\_8*

EA\_9. Did you receive a raise from the child care center after you completed a course, or courses?

- 01 YES
- 02 (SKIP TO EA\_11) NO
- 98 (SKIP TO EA\_11) DON'T KNOW
- 99 (SKIP TO EA\_11) REFUSED

EA\_10. Do you think you got the raise *because* you took the course, or courses?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

EA\_11. How long do you expect you will stay in the child care field? Would you say...

[INTERVIEWER NOTE: PLEASE READ LIST]

- 01 Less than one year
- 02 1-2 years
- 03 3-5 years
- 04 6-10 years
- 05 Over 10 years
- 98 NOT SURE/DON'T KNOW

99 REFUSED

EA\_12. Do you feel that being awarded a stipend has encouraged you to stay in the early childhood education field? Would you say you strongly disagree, disagree, agree, or strongly agree that receiving a stipend has encouraged you to stay in the field.

[INTERVIEWER NOTE: PLEASE READ EACH RESPONSE. SELECT ONE.]

- 01 strongly disagree
- 02 disagree
- 03 agree
- 04 strongly agree
- 98 DON'T KNOW
- 99 REFUSED

### Demographics

Thank you so much, we are almost done. I would just like to ask you a few more questions about yourself before we finish...

D\_1. Is <INSERT PRIMARY LANGUAGE> your primary language?

- 01 YES
- 02 NO
- 98 DON'T KNOW
- 99 REFUSED

//IF D\_1=02 ASK, ELSE GO TO D\_2//

D\_10. What is your primary language? \_\_\_\_\_

D\_2. I am going to read you a list, please tell me which of the following describes your race and ethnicity? You can choose more than one.

[INTERVIEWER NOTE: PLEASE READ LIST.]

/MUL=6/

- 01 Black/African American
- 02 Hispanic
- 03 American Indian/Alaskan Native
- 04 Asian/Pacific Islander
- 05 White/Caucasian
- 97 Or some other race or ethnicity?
- 98 DON'T KNOW
- 99 REFUSED

/IF D\_2=97 ASK, ELSE GOTO D\_3//

D\_20. How would you describe yourself?  
01 ENTER RESPONSE: \_\_\_\_\_  
98 DK  
99 REFUSED

D\_3. What is your age?  
ENTER AGE: {RANGE=18-80}  
99 REFUSED

D\_4. Would you describe yourself as:

[INTERVIEWER NOTE: PLEASE READ LIST. CHOOSE ONLY ONE.]

01 Single  
02 Married or living with a partner  
03 Separated or Divorced  
04 Widowed  
98 DON'T KNOW  
99 REFUSED

D5 Do you have any children that are under the age of 18?

01 YES  
02 NO  
99 REFUSED

//IF D\_5=01 ASK, ELSE GOTO BYE//

D\_5a. How many children do you have that are under the age of 18?

[INTERVIEWER NOTE: REQUIRES 2 DIGIT RESPONSE]

ENTER A NUMBER: {RANGE=1-30}  
99 REFUSED

**Good-bye**

BYE\_1. Those are all of the questions that I have for you today. I would like to thank you so much for your time and cooperation. Before we end, is there anything you would like to share with the Office of Child Care about the stipend program?

01 YES  
02 NO  
98 DON'T KNOW  
99 REFUSED

//IF BYE=01 ASK, ELSE GOTO BYE\_2//

BYE\_O

ENTER COMMENT:

BYE\_2 As a “thank you” for your time, we’d like to enter your name into a drawing to win a \$100 prize, either for a gift certificate to a spa near you or for a gift certificate to buy supplies for your classroom, your education. Could you please give me the correct spelling of your name, then the telephone number that is best to reach you at, and finally the address where you would like us to send you your prize. This information will only be used to contact the winners of the drawing.

NAME:

ADDRESS:

Once again, thank you so much for your help.