



**INSIGHT**  
CENTER FOR COMMUNITY  
ECONOMIC DEVELOPMENT

# Early Care and Education Career Lattices in Los Angeles

January, 2008

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## Background

### *EARLY CARE AND EDUCATION CAREER LATTICES IN LOS ANGELES*

**The Insight Center for Community Economic Development is a national research, consulting and legal organization dedicated to building economic health and opportunity in vulnerable communities.**

We work in collaboration with foundations, nonprofits, educational institutions, and businesses to develop, strengthen and promote programs and public policy that:

- Lead to good jobs—jobs that pay enough to support a family, offer benefits and the opportunity to advance
- Strengthen early care and education systems so that children can thrive and parents can work or go to school
- Enable people and communities to build financial and educational assets

The Insight Center was formerly known as the National Economic Development and Law Center.

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This report was commissioned by a unique partnership of four agencies in Los Angeles: the County of Los Angeles, Child Care Planning Committee; Los Angeles Universal Preschool; and the City of Los Angeles Workforce Investment Board. Together, these agencies appointed an advisory board consisting of leaders in the fields of business, government, ECE and economic development. It was the hard work of this board that provided the vision, direction and expertise needed for the development of this report.

Los Angeles County Advisory Board Members:

- Bruce Ackerman, Economic Alliance of the San Fernando Valley
- Cristina Alvarado, Child Care Information Services
- Dr. Sandra Burud, Berger Institute for Work, Family, and Children
- Maricela Carlos, Low Income Investment Fund
- Martin Castro, Mexican American Opportunity Foundation
- Richard Cohen, Westside Children's Center
- Sandra Dennis, California Association of Family Child Care
- Maria Elena Durazo, LA County Federation of Labor, AFL-CIO
- Laura Escobedo, County of Los Angeles, Child Care Planning Committee
- Alexa Frankenberg, Service Employees International Union
- Rafael Gonzalez, Office of the Mayor
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- Bea Stotzer, New Economics for Women
- Hon. Zev Yaroslavsky, Los Angeles County Board of Supervisors
- Marlene Zepeda, California State University, Los Angeles

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This publication was written by Insight Center staff Tarecq Amer, Program Manager; Ravinder Mangat, Program Manager; and Susie Suafai, Program Director; in collaboration with the Los Angeles County Advisory Board. Other contributors include: Tim Lohrentz, Program Manager; Brentt Brown, Program Manager; Saskia Traill, Program Manager; Ola Friday, Consultant; Esther Polk, Administrative Manager; and Roger A. Clay, Jr., President.

We are indebted to our partners: County of Los Angeles, Child Care Planning Committee (represented by Laura Escobedo); Los Angeles Universal Preschool (represented by Lupita Tannatt and Randi Wolfe); and the City of Los Angeles, Workforce Investment Board (represented by Gregory Irish and Kimberly Hlaing).

The mission of County of Los Angeles, Child Care Planning Committee is to engage parents, child care providers, allied organizations, community, and public agencies in collaborative planning efforts to improve the overall child care infrastructure of the County of Los Angeles, including the quality and continuity, affordability, and accessibility of child care and development services for all families.

Los Angeles Universal Preschool's goal is to make voluntary, high-quality preschool available to every 4-year-old in Los Angeles County, regardless of their family's income, by 2014.

The work of the City of Los Angeles Workforce Investment Board (WIB) is to develop, in concert with the Mayor and City Council, policy and strategy to ensure that business has access to a trained workforce and workers have access to quality jobs.

Our partners appointed the Los Angeles County Technical Advisory Committee consisting of stakeholders in the early care and education industry. It was the hard work of this committee that provided data and guidance for the report's methodology.

### Los Angeles County Technical Advisory Committee Members:

- |   |  |
|---|--|
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For a copy of the executive summary of this report, please visit [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)

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## Introduction and Research Objectives

Beginning in 2006, the Insight Center for Community Economic Development (Insight Center) undertook an in-depth labor market analysis of the Early Care and Education (ECE) industry in Los Angeles County. The central objectives of the research conducted were:

- To articulate the characteristics of the ECE industry as a significant industry in Los Angeles County and the City of Los Angeles.
- To change the perception of targeted audiences in valuing the importance of the ECE industry.
- To identify career lattices for employment training investment opportunities in the development of the ECE workforce.
- To provide recommendations for a range of stakeholders (ECE, business, economic development, workforce development and other civic leaders) to maximize the economic benefits of the industry.

While there are divergent thoughts on which of a diverse array of service options that nurture and educate young children make up the ECE industry, the Insight Center's goal is to develop a definition from the perspective of workforce development, one that emphasizes the need for access to training and education, wages and career mobility. The following report is a summary of industry specific research conducted by the Insight Center which aims to give credence to the argument that ECE is a fundamental industry in Los Angeles' overall economy. The report identifies the core occupations within the industry, outlines their associated wages and educational requirements, describes structural barriers that push workers into other industries and opens a discussion on career lattices that can eventually move the workforce to economic self-sufficiency. Finally, we offer recommendations related to job training, wages, public investment and cross-agency collaboration that can strengthen this essential industry in Los Angeles.

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## Methodology

Determining industry career lattices is an iterative process that involves collecting and analyzing secondary data sets, corroborating the analysis through interviews and focus groups and tailoring the results to the specific needs of a given region. To guide the career lattice research, the Insight Center convened a Technical Advisory Committee that guided and assessed our research findings and assisted in organizing our surveys, interviews and focus groups. The Insight Center also convened an Advisory Board that reviewed the data that went into this report and discussed the overall implications in Los Angeles. The following describes how this process was applied to the Los Angeles ECE industry.

### Demographic Data

To construct an overview of the ECE industry and workforce (current and future), the Insight Center gathered information on race/ethnicity, income, poverty rates and educational attainment from the U.S. Census and existing California ECE workforce studies.

### Labor Market Data

#### *Note on Labor Market Classifications*

Labor market data is classified in two different ways, which are brought together in the labor market datasets developed by California's Employment Development Department (EDD) and Economic Modeling Specialists Inc. (EMSI), the main source of secondary data for our labor market analysis. The first is the industry classification that is derived from the North American Industry Classification System (NAICS), which, as of 2001, is the standard Federal system for classifying businesses according to their industry, replacing the outdated Standard Industrial Classification (SIC) system. NAICS is a two- through six-digit hierarchical classification code system. Each digit in the code is part of a series of progressively narrower categories, and the more digits in the code, the greater the classification detail. The first two digits designate the broad economic sector, and there are 20 of these. At the most detailed six-digit level, there are 1,170 different sectors.<sup>1</sup>

The second type of labor market data is occupational information derived from the Standard Occupational Classification (SOC) codes, which look at particular jobs, as opposed to particular industries. Similar to NAICS, the SOC codes are hierarchical with two digits representing the broad occupational category.

The main source of labor market information for this report was provided by EMSI. The Insight Center obtained a complete labor market dataset for Los Angeles County updated through mid-2006. EMSI gathers and integrates economic, labor market, demographic, and education data from 70 government and private-sector sources. The key benefit in using EMSI is that it combines

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<sup>1</sup> For more information on the NAICS and SIC systems, please visit the Department of Labor, Bureau of Labor Statistics website: [www.bls.gov](http://www.bls.gov)

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dozens of industry, workforce, education, and demographic data sources, thus filling gaps in individual sources (for a full description, including list of data sources used, see Appendix A).

The Insight Center compared this dataset to the data collected by EDD and found EMSI to be generally more accurate for this study. EMSI combines state and federal sources to provide a more complete employment picture that includes employees of centers, organizations and agencies, as well as proprietors and self-employed workers. Because such a significant portion of the ECE industry is made up of owner-operators of family child care homes, it was critical to capture self-employment figures.<sup>2</sup>

### *Mapping NAICS and SOC Codes to the ECE industry*

Although many experts recognize ECE as an industry, there is no equivalent NAICS code that captures all of the industry. One of the main challenges that the Insight Center's research team has had on this project is mapping occupations in the ECE sector to the appropriate NAICS and SOC codes. NAICS does include an industry classification at the four-digit level called "Child Day Care Services", but this classification does not capture self-employed individuals, public school pre-kindergarten programs or religious and/or non-profit organizations which may provide ECE services as a secondary activity but are classified under a separate industry code, e.g., health-care. This underestimates the total ECE industry workforce.

### *Wage Data*

The 2006 entry-level and average occupational wage data for Los Angeles County was obtained mainly from EDD and other sources where appropriate. This data was compared to the California Self-Sufficiency Standard, a more accurate measure of wage adequacy than the commonly used, and outdated, Federal Poverty Guidelines. The Standard determines the amount of income that an individual or family needs to cover basic needs (food, shelter, healthcare, childcare, transportation, etc.) without public subsidy. The Standard was used in this report as a means to gauge whether or not a defined career lattice can lead to a worker meeting their family's basic needs without assistance, the ultimate goal of the Insight Center's workforce development studies. The Self-Sufficiency Standard is maintained by Californians for Family Economic Self-Sufficiency, a project of the Insight Center.<sup>3</sup>

### **Surveys, Interviews and Focus Groups**

To learn more about the ECE industry in Los Angeles and to corroborate the information gathered through EMSI and EDD, the Insight Center sought the input of Angelenos inside and outside the ECE industry.

The Insight Center conducted 12 interviews of key stakeholders to identify structural barriers faced by the industry and to develop tenable policy solutions. In addition, we were able to hold five focus groups of potential workers, incumbent workers and ECE trainers, working with Crystal Stairs, East Los Angeles Community College, and local Worksource Centers. And, an occupational survey was sent to over 60 ECE agencies throughout the county to determine the types of mid-level administrative jobs and their associated wages offered by the industry. Please see Appendices B, C and D for the interview guide, focus group protocols and occupational survey.

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<sup>2</sup> EDD data was used in certain cases where it captured more up-to-date data available than EMSI. EDD data is updated more regularly than EMSI, which is updated twice a year

<sup>3</sup> Californians for Family Economic Self-Sufficiency, a project of the National Economic Development and Law Center: [www.InsightCenter.org/cfess](http://www.InsightCenter.org/cfess).



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## Demographic Profile

### The General Population of Los Angeles County

Los Angeles County is one of the world's largest economies and is more populous than 42 U.S. states. The total population of the county is 9.5 million people, and slightly less than 45 percent of the total population is Latino. According to the 2000 Decennial Census, African-Americans made up 9.5 percent of the total population, although this percentage fell to 8.9 percent (a loss of more than 130,000 people) in the next five years.<sup>4</sup>

Educational attainment in Los Angeles County is significantly lower than the national average. Nationally, slightly less than 20 percent of people 25 years and older do not have a high school or its equivalent. By comparison, 26 percent of Angelenos do not hold a high school diploma.

The unemployment rate for Los Angeles County in 2005 was 7.4 percent, slightly above the national rate of 6.9 percent. The median income for Los Angeles families was \$53,431 in 2005 and for individuals over the age of 25, was \$31,312. However, the median income for 25 year-olds without a high school diploma or equivalent was \$17,149. Also in 2005, over 16 percent of all Angelenos fell below the Federal Poverty Guidelines.<sup>5</sup> Approximately 21 percent of African-Americans and 22 percent of Latinos in Los Angeles were below the Federal Poverty Guidelines. Slightly less than 18 percent of all women in the county were in poverty.<sup>6</sup>

### The Los Angeles County Early Care and Education Workforce

According to a study published in 2006 by the Center for the Study of Child Care Employment and the California Child Care Resource and Referral Network, the Los Angeles ECE workforce is made up predominately of women over the age of 30. Approximately 66 percent of center-based teachers and 53 percent of center-based assistant teachers are over the age of 30.<sup>7</sup>

Just as the county's overall population is predominately Latino, so too is the workforce within ECE centers: 37 percent of teachers and 53 percent of assistant teachers are Latino/a. African-Americans also make up a significant share of the center-based workforce. Although they make up just above 9 percent of the total population, 14 percent of teachers and assistant teachers are African-American. Slightly less than 36 percent of teachers and 23 percent of assistant teachers are non-Hispanic white. As one moves up the ECE career lattice, the proportion of Latinas changes significantly. Though approximately 50 percent of center directors are non-Hispanic white, only 20 percent are Latina and 15 percent are African-American.<sup>8</sup>

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<sup>4</sup> This information comes from both the 2000 Decennial Census and the 2005 American Community Survey. Both sets of data can be found on the U.S. Census website: [www.census.gov](http://www.census.gov). Data retrieved 8/15/2007.

<sup>5</sup> The Federal Poverty Threshold for 2005, as defined by the U.S. Census Bureau, was \$15,577 annually for a family of three. Health and Human Services has a slightly different methodology to determine poverty. But at \$16,090, their 2005 threshold is still substantially lower than a true self-sufficiency wage.

<sup>6</sup> From the 2005 American Community Survey, [www.census.gov](http://www.census.gov). Data retrieved 8/15/2007.

<sup>7</sup> Marcie Whitebook, Laura Sakai, Fran Kipnes, Yuna Lee, Dan Bellm, Richard Speiglmán, Mirella Almaraz, LaToya Stubbs and Paulina Tran, *California Early Care and Education Workforce Study: Licensed Child Care Centers*. Center for the Study of Child Care Employment, Institute of Industrial Relations, University of California, Berkeley and California Child Care Resource and Referral Network, 2006. P. 18.

<sup>8</sup> Ibid, P. 22.

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## **Stemming Turnover and Maintaining Quality**

As the ECE industry in Los Angeles County lays the foundation for expansion, it faces major challenges in terms of creating a skilled and stable early care and education workforce. Due to a shortage of resources throughout the ECE industry this field is characterized by exceptionally low pay, leading to high turnover that, in turn, undermines program quality and children's development<sup>9</sup>.

High turnover is clearly visible among Los Angeles County's ECE workforce. Approximately one-quarter of child care centers (Whitebrook et al, 2006) reported turnover rates greater than 30 percent among teachers and assistant teachers. In terms of tenure, only 39% of teachers and 33% of assistant teachers have been at the same child care center for over 5 years. High turnover, combined with the continuing expansion of services, has led to a high demand for employees in the field, which has also contributed to maintaining relatively low requirements for working with young children (Whitebrook et al, 2006).

Comparing educational attainment with the age profile of the current ECE workforce also suggests that there may be further challenges to ensuring quality care is provided as the industry expands. Research (Herzenberg, Price & Bradley, 2005) has documented an alarming national trend of educational decline among the early care and education workforce, with particular concern that the most educated segment of the workforce is approaching retirement at a time when proposed qualifications for teachers are increasing. Research included in the study by Whitebrook et al (2006) found that only around 9% teachers aged 50 and above did not possess an AA degree or above, whereas the corresponding figure for those aged 30 and below was 41%. Approximately 13% of teachers are aged 49 and above, and 34% are aged 40 and above.

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<sup>9</sup> Helburn, 1995; Whitebook, Howes & Phillips, 1998; Whitebook, Sakai, Gerber & Howes, 2001

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## Occupational Analysis of the ECE Industry

Labor market analysis provides a snapshot of the overall structure of a regional economy. It can be useful for identifying employment patterns and trends and, thereby, workforce development needs. Examining labor market data will reveal the skills, educational requirements and wages of the different occupations that are vital in being able to identify potential career lattices. There are four main aims of this analysis:

- Examine the current occupational structure of the ECE industry
- Establish underlying trends and highlight occupations in the industry which will be in highest demand in the next 10 years
- Highlight career lattices within and outside the core ECE industry
- Highlight the linkages between the ECE industry and related industries, particularly those that are high growth

### Defining the Early Care and Education Industry

There is no consensus on what exactly constitutes the ECE industry. What may appear to be simply an issue of semantics is in actuality a significant barrier to drawing down accurate industrial and workforce data.

The bulk of ECE occupations are captured within the NAICS code “Child Day Care Services.” Given the projected growth of this sector, which excludes other important parts of the industry, it is clear that ECE is an important employer within Los Angeles County and across the country as a whole, and this trend will continue to become increasingly pronounced. County data shows that Child Day Care Services has the sixth highest number of new jobs projected to be created in Los Angeles over the next nine years (see Table 1.) However, using conventional data sources as a way of measuring the magnitude of the industry leaves considerable potential for underestimation.

**Table 1: Top 6 Fastest Growing Industries in Los Angeles County<sup>10</sup>**

Description	2006 Jobs	2016 Jobs	2006-16 (New Jobs)	2006-16 % change
Activities related to real estate <sup>11</sup>	94,557	140,249	<b>45,691</b>	48%
Motion picture and video industries	151,848	184,626	<b>32,778</b>	22%
Employment services	152,230	183,639	<b>31,409</b>	21%
Colleges, universities, and professional schools	70,600	99,920	<b>29,319</b>	42%
Offices of real estate agents and brokers <sup>12</sup>	84,767	109,598	<b>24,831</b>	29%
<b>Child day care services</b>	<b>68,739</b>	<b>93,144</b>	<b>24,405</b>	<b>36%</b>

Source: EMSI 06/07

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<sup>10</sup> Refers to the fastest growing industry sectors at the 4-digit NAICS level

<sup>11</sup> Establishments primarily engaged in managing real estate for others and appraising real estate.

<sup>12</sup> Establishments primarily engaged in: Selling real estate for others; Buying for others; and Renting for others

However, there is much more to the ECE industry than “Child Day Care Services”<sup>13</sup>. To determine in which other industries ECE workers are employed, the Insight Center identified the SOC occupation titles that are most clearly relevant to the ECE industry. These are: “Childcare Workers”, “Education Administrators, Preschool”, and “Preschool Teachers”. These occupations, core to any ECE system, are found not only in “Child Day Care Services,” but multiple other sectors as well. Table 2 shows the top seven industries in which these workers can be found and what percentage of those sectors they make up. The data shows that at least 56 percent of each of these core ECE occupations can be found in the “Child Day Care Services” sector. This is significant, but leaves a large minority of occupations that are not in this sector and can be found in a diverse set of sectors such as:

- Private Households
- Local Government
- Elementary and Secondary Schools
- Colleges, Universities, and Professional Schools

In addition, other occupations that work across these sectors, such as recreation workers are not going to be captured by solely looking at the “Child Day Care Services” NAICS code. These are the industries necessary to look at when doing an analysis of the full ECE industry.

**Table 2: Distribution of ECE Workers by Industry in Los Angeles County**

SOC: Preschool Teachers, Except Special Education		SOC: Education Administrators, Preschool & Child Care		SOC: Child Care Workers	
NAICS Industry	% of occupation by industry	NAICS Industry	% of occupation by industry	NAICS Industry	% of occupation by industry
Child day care services	76%	Child day care services	56%	Child day care services	67%
Local government	7%	Colleges, universities, and prof. schools	18%	Private households	29%
Elementary and secondary schools, private	4%	Elementary, secondary schools, private	6%	Civic and social organizations	1%
Private households <sup>14</sup>	3%	Local government	6%	Child, youth, ...etc.	0.3%
Child, youth, and all other individual and family services	2%	Child, youth, and all ... etc.	3%	Fitness and recreational sports centers	0.3%
Religious organizations	2%	Technical and trade schools, private	3%	Elementary, secondary schools, private	0.3%
Civic and social organizations	2%	Junior colleges	2%	Local government	0.2%

<sup>13</sup> The EIR includes a description of the difference between its figures and “Child day care services”: “State and national surveys do include “child day care services” as an industry classification, but they underestimate the size of the industry because of its diversity of establishments, which includes self-employed individuals, service options run by religious or social organizations, and not-for-profit and for-profit small businesses and chains. This study uses a more accurate method of measuring the size of the ECE industry, primarily relying upon data from the Child Care Planning Committee of Los Angeles County, Child Care Alliance of Los Angeles, and the 2006 California Early Care and Education Workforce Study by Marcy Whitebook et al.”

<sup>14</sup> Includes license exempt workers in family homes and Nannies

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Source: California Employment Development Department, 2007

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## Expanding the Early Care and Education Occupational List

An additional difficulty was determining the full set of occupations to be found within the industry. The fact that the three core occupations described above could be found in an array of different industries also implies that there are additional occupations key to any ECE system that are not to be found within “Child Day Care Services.” To develop a working definition of the ECE industry, the Insight Center expanded on the occupations found within the “Child Day Care Services” sector by soliciting significant input from the project’s Technical Advisory Committee and by conducting an occupational survey of over 60 ECE agencies in the Los Angeles region. The Technical Advisory Committee assisted in developing a full list of core ECE occupations that included both direct service and administrative positions. The survey was tailored specifically to gather information on mid-level administrative occupations found within the ECE industry, and identified occupations such as “Eligibility Advocate” and “Family Service Worker.”

The two processes resulted in a set of core ECE job titles. We then compiled labor market datasets for these occupations by a combination of applying occupation specific data from the *California Early Care and Education Workforce Study* conducted in 2006 and projected growth rates from existing secondary data sources.<sup>15</sup> In this way, we were able to build a dataset that is specific to this industry and simultaneously benefits from underlying trend analysis from a nationally utilized data source. In common with the economic impact study of the ECE industry conducted in conjunction with this report, we found that identifying where ECE workers can be found was paramount in trying to model the industry. In particular, the two main ECE service options in which the majority of workers can be found are: licensed child care centers and licensed family child care homes. In presenting our results we have also used two other classifications: Additional (core) policy/administration occupations and after-school education and safety service occupations. These jobs can be found in licensed child care centers, as well as in other organizations such as public schools and community service agencies.

Table 3 shows a complete listing of job titles by service option with associated experience and minimum education level required. It is notable that in addition to teaching occupations, there is a range of occupations at the administrator level found throughout the industry. These mid-senior level occupational titles were mainly extracted from the occupational survey<sup>16</sup>. These occupations range from teaching supervisor to roles which work more closely with parents such as resource and referral (R&R) specialists and case managers. The information on after school education and safety service occupations was obtained from officials of the Los Angeles Unified School District, including the Director of the *Beyond the Bell* program, and verified by a representative from the After School division of Los Angeles County Office of Education (LACOE).

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<sup>15</sup> California Early Care And Education Workforce Study: Los Angeles County Licensed Child Care Centers, 2006: Findings & corresponding study relevant To Family Child Care homes (Whitebook et al)

<sup>16</sup> INSIGHT CENTER, City of Los Angeles, LAUP, LA County Child Care Planning Committee joint survey (July 2007) examining non-teaching ECE administrative positions.

**Table 3: Core Occupations in the ECE industry**

ECE Core occupations	Minimum Education/Experience level	
Licensed Child Care Centers		
Program Director	Title 22	Title 5
	4+ years of work as a teacher OR BA degree with no experience	BA with 24 Early Childhood Education (ECE)/Child Development (CD) units and 1 program year of Site Supervisor experience
Teaching Directors	4+ years of work as a teacher OR BA degree with no experience	BA with 24 ECE/CD units and 1 program year of Site Supervisor experience
Site Supervisor	none specified	AA or (60 units) with 24 ECE/CD units & 350 days of 3+ hours per day (within a 4 year period), including 100 days of supervising adults
<b>Other Administrators</b> (includes Eligibility Advocate, R&R Manager, Case Manager, Family Service Worker, Program Specialist and Education Resource Specialist/Coordinator)*	AA in Child Development plus 6 months+ experience depending on occupation*	
Child Development Teacher	12 units of CD	24 units of CD + 16 units of general ed. + experience
Child Development Assistant Teachers**	None specified	Requires 6 units of CD/ECE, but many assistant jobs do not require the permit.
Licensed Family Child Care Homes***		
Owner/Operator	Background check & basic health training	
Child Development Teacher	Background check & basic health training	
Assistants / Aide	Background check & basic health training	
Additional Planning / Policy occupations****		
Planning/Policy Coordinators	BA Degree plus work experience	
Child Development Coordinators	BA Degree plus work experience	
Specialists: Special Education / Intervention Specialists	BA Degree plus work experience	
Trainers	BA Degree plus work experience	
After School Programs in Public Schools*****		
Executive Director	BA Degree or 4 years experience in related field	
Administrator or Manager	BA Degree or 4 years experience in related field	
Program Manager	AA Degree or 2 years experience in related field	
Area Program Supervisor	AA degree or Instructional Assistant plus staff development experience	
Program Supervisor	AA degree or Instructional Assistant test plus 6 months On the Job training	
Program Worker	AA degree or Instructional Assistant test	
Part-time Program Helper	HS Diploma plus background check	
Other ECE Occupations		
Nannies	None (unless contracting through agency)	

\* Project Partners survey, July 2007

\*\* Refers to associate teacher

\*\*\* Information from M. Whitebook study (2006)



\*\*\*\* EMSI

\*\*\*\*\* LAUSD - These are a minimum expectation rather than necessary requirement. These programs also can also be run in elementary schools by non-profit organizations.

### Job Openings within Early Care and Education

After compiling a far more representative list of core ECE occupations, the Insight Center collected labor market data on ECE occupations which we grouped using the categories used above in Table 3. Table 4 includes the closest SOC code to the core occupations listed by our Technical Advisory Committee for licensed child care centers and Table 5 includes the closest SOC codes for occupations within family child care homes. (See Appendix E for a full description of these occupations.) Estimates of the number of jobs in 2007 are based on the figures in the companion economic impact study, which are calculated from industry specific licensing data. Then growth rates are applied from EMSI to determine approximate projected growth. In the case of the teaching administrators/supervisors jobs, these were calculated from a survey.<sup>17</sup> This survey estimated that there are approximately 6,400 additional staff based in licensed child care centers that are working in non-teaching roles. From this total we have made a conservative estimate that, of those additional staff, half of those additional staff (3,200) are administrators. Therefore the totals quoted for licensed child care centers should not be compared directly between the EIR and this report because the methodology used is slightly different. In comparison to the EIR, this report includes Head Start centers but does not include all non-teaching jobs (only non-teaching administrators).

The overall approach, although more accurate than simply retrieving totals from EMSI for the closest matching SOC and NAICS codes, is still likely to be an underestimation due to the limitations of licensing data. Therefore, these figures should be used to indicate the underlying trends in ECE employment and should not be quoted as an exact measure of employment levels at child care centers, child care and development agencies, and family care providers in Los Angeles County.

**Table 4: Projected Occupational Growth, for Licensed Child Care Centers, 2007-2016**

ECE Core occupations	Closest matching SOC*	2007 Core ECE Job Estimate**	Forecast number of jobs 2016***	Forecast change (2007-16)	% Change (EMSI)	% of total jobs created in licensed child care centers
Director, Child Development Center	Education Administrators, Preschool & Child Care	6,229	8,081	1852	30%	18%
Teaching administrators & supervisors	Education Administrators, Preschool & Child Care					
Child Development Teacher	Preschool Teachers, Except Special Education	17,380	22,781	5401	31%	52%
Child Development Assistant Teachers	Teacher assistants	9,596	13,103	3507	37%	30%
	Child Care Workers					
<b>Total</b>		<b>33,205</b>	<b>43,964</b>	<b>10,759</b>	<b>32%</b>	<b>100%</b>

\*SOC = Standard occupational Classification \*\* based on The Insight Center economic impact study and the *California Early Care and Education Workforce Study* (Whitebook et al, 2006) \*\*\*Uses economic impact study as a base, applies growth rate from EMSI

<sup>17</sup> Partners Survey (Insight Center, County of Los Angeles Child Care Planning Committee, Child Care Alliance of Los Angeles), June, 2007. Survey examined enrollment capacity and number of non teaching jobs at Licensed Child Care Centers



**Table 5: Projected Occupational Growth, for Family Child Care Homes, 2007-2016**

ECE Core occupations	Closest matching SOC*	2007 Core ECE Job Estimate**	Forecast number of jobs 2016***	Forecast change (2007-16)	% Change (EMSI)	% of total jobs created in Family Child Care Homes
Owner/operator	Education Administrators, Preschool & Child Care	11,264	14,699	3435	30%	49%
	Child Care workers					
Assistants/Aides	Teacher assistants	9,794	13,373	3579	37%	51%
	Child care workers					
<b>Total</b>		<b>21,058</b>	<b>28,072</b>	<b>7,014</b>	<b>33%</b>	

\*SOC = Standard occupational Classification \*\* based on the Insight Center's economic impact study and the *California Early Care and Education Workforce Study* (Whitebook et al, 2006) \*\*\*Uses economic impact study as a base, applies growth rate from EMSI

The employment figures in this report are based on those used in the accompanying economic impact report, also produced by the Insight Center. The study includes estimates of direct employment and gross receipts which are based on capacity derived from the licensing authority's database and any available capacity studies. To estimate the number of directors, teachers and assistants, we applied ratios obtained from the *California Early Care and Education Workforce Study*.<sup>18</sup> The employment forecasts were calculated by applying growth factors from EMSI for the closest matching SOC codes, where possible growth rates for related SOC codes (e.g. child care workers) have been isolated to the Child Day Care Services sector to make them as relevant as possible.

The main findings are that growth is rapid in all the occupations, given that there is at least 30 percent growth across all occupations over the next 10 years. In general, the majority of new occupations created will be from entry level to the intermediate levels. Growth in new jobs will be particularly rapid for entry level workers such as teachers in child care centers and assistants/aides in family child care homes. Encouragingly from a career lattices perspective, within centers, over half of the new jobs will be at the "Teacher" level. These jobs, even at the lower end of the wage scale, pay significantly above the self-sufficiency wage for an individual. However, for a family with one or more children, the wages offered are below the self-sufficiency wage for this family size.

In estimating additional policy and planning occupations, the data is very limited but it is clear that this is a much smaller part of the ECE workforce though one that is increasing at a fast rate and would represent the upper ends of a career lattice (see Table 6).

<sup>18</sup> California Early Care and Education Workforce Study (Licensed Child Care Centers & Licensed Family Child Care Homes), Los Angeles County 2006 (Whitebook et al, 2006)

**Table 6: Additional Policy/Planning Occupations as Defined by SOC Code\***

<b>ECE Core occupations (Technical Advisory Committee)</b>	<b>Closest matching SOC*</b>	<b>Experience / Education level required**</b>	<b>2006 Jobs (EMSI)</b>	<b>2016 Forecast Jobs (EMSI)</b>	<b>% Change (EMSI)</b>
Planning/Policy Coordinators	Education Administrators, All Other	Degree plus work experience	272	372	<b>37%</b>
Child Development Instructors and Coordinators	Instructional Coordinators / (Not limited to ECE)	Masters degree	126	166	<b>32%</b>
Specialists: Special education (not limited to ECE)	Special Education Teachers, Preschool, Kindergarten, and Elementary School	BA Degree plus work experience	168	250	<b>49%</b>

\* This chart only includes sources from workforce surveys and excludes positions in ECE not adequately captured by the SOC classification system.

\*\*SOC = Standard Occupational Classification

\*\*\* Data source is EMSI

Due to the severe paucity of data we have not attempted to model job growth within the area of after-school education and safety service, but we do not underestimate the importance of these programs within the ECE industry. This sector is likely to be far more significant than the policy and planning occupations shown in Table 6. For instance there are approximately 3,900 “Recreation Workers” in the local government sector, a sector which includes work in many elementary and secondary schools. And, many of these workers are likely to be involved in after-school education and safety service programs. (See Appendix E for a full occupational description.) This area also has a very pronounced career lattice, from entry level to senior administrator.

## **Wages within Early Care and Education**

Table 7 below shows the wage rates acquired from various data sources for the different ECE occupations. Clearly, there is a fair degree of variation in wages among the different sources depending on the type of occupation we are looking at.

Where an equivalent Standard Occupational Classification exists that matched the core occupations listed by our technical committee, this is included in the SOC column. For these SOC's we have included the corresponding wages from EMSI and/or EDD where available. In addition, a data column is also included from the *California Early Care and Education Workforce Study* which includes wage data on licensed child care centers.<sup>19</sup>

Information gathered from the City of Los Angeles, LAUP, and the Los Angeles County Child Care Planning Committee have also been included where it either adds a unique perspective or where other sources are not available. This information pertains specifically to non-teaching administrative positions and after-school programs they administer.

<sup>19</sup> California Early Care and Education Workforce Study (Licensed Child Care Centers & Licensed Family Child Care Homes), Los Angeles County 2006 (Whitebook et al, 2006)

**Table 7. Wages for ECE Occupations in Los Angeles County, by Source**

ECE Core occupations	SOC	EDD - Median Wage (1st quarter 2007)	EMSI - Median Wage (2nd quarter 2006)	Whitebook (mean lowest - mean highest)	Other
Licensed Child Care Centers					
Program Director	Education Administrators, Preschool & Child Care	\$21.19	\$16.22		
Teaching Directors	Education Administrators, Preschool & Child Care	\$21.19	\$16.22		
Site Supervisor	Education Administrators, Preschool & Child Care	\$21.19	\$16.22		\$30-\$40k*
Other Administrators (includes Eligibility Advocate, R&R Manager/Specialist (see below), Case Manager, Family Service Worker, Program Specialist and Education Resource Specialist/Coordinator)*					\$20K-\$55K+*
Resource and referral specialist	Social and human service assistant	\$14.41	\$13.15		
Child Development Teacher	Preschool Teachers, Except Special Education	\$12.49	\$10.75	\$9.37 - \$20.19	
Child Development Assistant Teachers	Teacher assistant	N/A	12.12**	\$7.90 - \$11.50	
Licensed Family Child Care Homes					
Owner/Operator	Education Administrators, Preschool & Child Care	\$21.19	\$16.22	N/A***	
	Child Care Worker	\$10.52	\$7.50		
Assistants / Aide	Teacher assistant	N/A	12.12**	N/A***	
	Child Care Worker	\$10.52	\$7.50		
Additional Planning / Policy occupations					
Planning/Policy Coordinators	Education Administrators, All Other	\$34.81	\$29.89		
Child Development Instructors and Coordinators	Instructional Coordinators	\$31.17	\$24.06		
	Training and Development Managers	\$44.71	\$34.84		
Specialists: Special Education / Intervention Specialists	Special Education Teachers, Preschool, Kindergarten, and Elementary School	n/a	\$27.78		
After-school Programs in Public Schools****					
Administrator or Manager					\$65k-\$100K
Program Manager					\$40k-\$65k
Area Program Supervisor					\$20-25/hr
Program Supervisor					\$12-\$15/hr
Program Worker					\$10-\$12
Part-time Program Helper					\$7.25/hr

\* Project Partners occupational Survey (July 2007)

\*\* Not just specific to ECE - wage for assistants within ECE likely to be lower than figure quoted

\*\*\* Whitebook et al (2006) doesn't include wage data for family child care providers

\*\*\*\* Wage Data from LAUSD Beyond the Bell program & verified by LACOE

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### *Licensed child care centers*

The variation in wages is immediately apparent when looking at program directors, for which the EDD wage rate is much higher than EMSI. The reason for the difference is that EDD wage rates are more up to date<sup>20</sup>. In general, the EDD wage data appears to be more relevant than EMSI for licensed child care centers because the EMSI includes wages for self-employed jobs, which would be more appropriate for family child care homes. Notwithstanding the question of which source to use, it is clear that program directors and site supervisors are making well above the self-sufficiency wage (\$11.08/hr or \$23,407 per year).<sup>21</sup>

The wage data on other administrators was drawn from a partnership occupational survey conducted during July, 2007. The range of jobs within the area of other administrators runs the gamut from the margins of self-sufficiency to well above that level (\$20k-55k+). This includes: "Eligibility Advocates" and "Resource and Referral (R&R) Specialists" at the lower end of this scale to "Education Coordinators" at the upper end. To further illustrate this point we looked at the SOC of "Social and Human Service Assistants" which approximates the core occupation of R&R Specialists, and this confirmed that the wage for some of the administrative roles was just above the self-sufficiency level.

Looking at "Teachers" and "Assistant Teachers" the most reliable data available is from the *California Early Care and Education Workforce Study*. This showed that new, inexperienced teachers can earn well below the self-sufficiency rate but as they gain experience and education their wages will grow rapidly until they are making more than double the entry rate. This problem is a little more intransigent for assistant teachers whose wage, according to the Workforce Study, will increase to just above an individual self-sufficiency wage, but the hope is that they would be able to move up and access higher wages through moving out of that occupation category.

### *Licensed Family Child Care Homes*

For family child care homes, the reliability of the data is reduced due to the relatively high proportion of self-employed owner/operators in this sector. In this case the EMSI wage of \$16.22 takes into consideration the self-employed. However, there is likely to be considerable variation between small or large and more established or newly formed family child care businesses. The reported wage could lower if owner/operators are reporting themselves as Child Care Workers. The California Workforce Study does not go into any detail on wages within the family child care home setting, but it would seem reasonable to suggest that assistants in family homes are earning less than their counterparts in child care centers.

### *Additional Planning / Policy Occupations*

Again there is a difference when comparing EDD and EMSI rates. However it is clear using either source that the occupations in this category are far better paid and represent examples of potential upper end occupations of the career lattice within the ECE industry.

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<sup>20</sup> Includes an update from the 2006 Occupational Employment Statistics (OES) survey and applies USDOL employment cost index. In comparison EMSI draws from the 2005 OES survey

<sup>21</sup> Single adult

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## *After-school Programs in Public Schools*

Finally, we received wage information from the Director of the 'Beyond the Bell' branch of the Los Angeles Unified School District. This data supports the idea of a strong career lattice within these programs and shows that as new employees start to move up to program worker and beyond they can start to earn self-sufficiency wages, and have the potential for a succession of promotions to higher wage occupations once they accumulate experience, skills and education.

### **Career Lattices and Ladders**

Around the nation, states are developing formalized career lattices to meet the pressing needs of the ECE workforce. According to the National Child Care Information Center, 38 states have defined career lattices and matrices, core competencies, or registries that state the educational and training requirements needed to move from one position to the next. Though there are slight variances from one state to another, in general the career lattices articulated and the purpose are the same. The Illinois Early Care and Education Professional Development Network states that the intent of that state's career lattice is to:

- Ensure that all ECE practitioners are well prepared to educate, nurture and meet the needs of young children and their families
- Unify training requirements
- Identify common core knowledge and skills needed by practitioners
- Establish a clear lattice to success
- Recognize a practitioner's professional achievements within his or her own program and community<sup>22</sup>

Based on our labor market research, interviews with ECE key stakeholders, and input from the Technical Advisory Committee, the Insight Center developed a series of career lattice charts that highlight the educational requirement for ECE occupations and for occupations within three ECE service options: licensed child care centers, family child care homes, and after-school programs. The charts map occupations which have a compatible base of skills and experience but require some level of additional education and/or training to advance.

Non-core occupations such as clerical/administrative support, financial, IT, research, analyst, janitorial or food service occupations were not included in these charts. These occupations are found in all industry sectors including ECE and while these non-core occupations are important and integral to the operations of all sectors, we focused on the core occupations to show the advancement opportunities within the ECE industry. Career lattices exist and are well documented for the non-core occupations within different sectors. In many instances, these occupations serve as entry paths into core industry occupations for many workers.

As previously stated, the growth of new jobs within the ECE industry will be primarily in the entry and mid-level occupations over the next 10 years. Looking at the industry as a whole, in terms of the career lattices this means that the largest number of jobs will be found at the entry level (assistant teachers, aides, helpers), the second largest number of jobs at intermediate level (teachers, supervisors) and the least number of jobs at the highest level (administrators, directors).

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<sup>22</sup> From the Illinois Early Care and Education Professional Development Network, Gateways to Opportunity Career Lattice: [www.ilgateways.com/careers/careerlattice.aspx](http://www.ilgateways.com/careers/careerlattice.aspx). Retrieved 8/22/2007.

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This creates a barrier to individuals interested in advancing from direct service to administrator and directors positions due to the limited number of opportunities at this higher level, not to mention findings that incumbents stay in these occupations for very long periods. This would also be true for ECE workers interested in transitioning from the classroom to management or support occupations usually found in governmental or quasi-governmental agencies that administer or implement ECE policy.

Career lattices that advance workers within the ECE industry are directly tied to education and training, and wages. Workers interested in pursuing additional certificates and/or advanced degrees in order to move up a career lattice must invest time and money, both of which are in short supply.

Occupations in Table 8, below, are grouped by educational or training requirement in an effort to show the steps that must be taken to move from one job to the next and to highlight the variety of occupations that exist within particular educational or training levels.

**Table 8: ECE Career Lattice, Occupations by Typical Minimum Educational Level**

<b>Bachelors Degree or Higher (May Include 24 Child Development Units)</b>	
Program Director (Title 5)*	Child Development Coordinator
Teaching Director (Title 5 Center)*	Specialist- Special Education/Intervention Specialist
Planning/Policy Coordinator	Trainer
After-School Program Executive Director	After-School Program Administrator or Manager
Parent Coordinator	Family Services Coordinator
Social Worker	Counselor
Child Therapist	Instructor/Professor
Researcher	
<b>Associates Degree or 60 Units (including 24 Child Development Units, 16 General Education Units, 6 Administration Units)</b>	
Site Supervisor (Title 5 Center)	After-school Program Worker
After-school Program Supervisor***	
<b>Associates Degree in Child Development + Experience</b>	
Eligibility Advocate	Education Resource Specialist/Coordinator
R&R Manager	After-School Program Manager
Case Manager	After-School Area Program Manager
Family Service Worker	After-School Program Supervisor
Program Specialist	Program Evaluator
<b>Associates Degree</b>	
After-School Program Worker	
<b>Community College Units, but No Associate Degree Required</b>	
24 Child Development Units, 16 General Education Units	
Teacher (Title 5 Center)	
12-16 Child Development Units	
Teacher (Title 22 Center)	Program Director** (Title 22 Center)
Associate Teacher (Title 5 Center)	
6 Child Development Units	
Assistant Teacher (Title 5 Center)	
<b>On-the-Job Training</b>	
After-school Program Helper	
<b>Background Check and Health and Safety Training</b>	
Family Child Care Home Owner/Operator	
<b>Background Check</b>	
Family Child Care Home Aides and Assistant	Assistant Teacher (Title 22 Center)
<b>No Mandated Minimum Requirements</b>	
Nanny***	

\* Must have 3 administration units

\*\*These are minimum requirements and not necessarily typical

\*\*\*Since job titles are not standardized across the ECE industry, job requirements may vary significantly in different types of industry businesses (e.g., state preschool, private child care centers, Head Start, etc.)



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## *Child Care Centers*

The first career lattice chart represents occupations within child care centers. Centers have the advantage of offering very clearly defined career lattices through a set of progressively more advanced core occupations, and allows for varied options to gain experience and skills. The “Assistant Teacher” occupation is very accessible to license- exempt child care workers (including those providing care to their friends, neighbors and relatives) and according to the EMSI data, the fastest rates of growth in the centers will be in this entry-level occupation. As assistant teachers move up through the different teaching levels they will then be able to earn a single adult’s self-sufficiency wage. Policy interventions will be important to help these entry-level workers make the jump to a teaching track and then beyond that to administrative levels.

“Child Development Teachers” represent the next level on the career lattice and these occupations are fairly accessible to Assistant Teachers, with an additional six Child Development (CD) or Early Care and Education units required. According to EMSI there will also be high growth in new jobs at the Teacher level, with at least 5,000 new CD Teachers needed in the County within the next 10 years, not including replacement of existing workers that will leave the industry (e.g. retirement).

There are a number of successive promotional opportunities for teachers. ECE teachers also have the option of becoming owner operators of family child care homes or as they become more experienced, advancing to work as head teachers or supervisors. Additionally, they can move laterally into Head Start teacher positions to receive higher wages. Opportunities also exist to work as special needs teachers, e.g. in a role such as “Behavior Interventionist” or “Speech Therapist.” It must be noted that because the title “Teacher” not only has the second highest projected number of job openings, it is also a broad one and encapsulates a range of workers from entry-level to very experienced, there is a need to enhance this position by creating steps, each of which would be matched with increased pay and responsibility. This would not only add strength to a comprehensive ECE career lattice, but also give options to experienced teachers who wish to remain within the classroom.

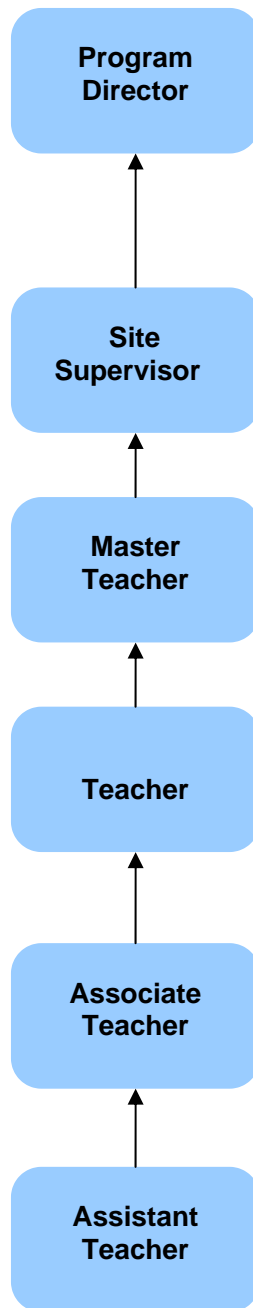
Above the “Teacher” level there is also a wide range of “Administrator” occupations. These occupations are not just found within the centers but also in other areas of the core industry such as after-school programs. However, in general these positions require higher education levels and different skill sets with almost all these occupations requiring a Bachelor degree and often supervisory experience. Although a significant number of Teachers do hold BAs already, to meet the projected growth in “Administrators”, a policy intervention may be required to ensure that those interested in becoming “Child Development Teachers,” have the opportunity to access these more senior positions. If they cannot, it will be difficult to prevent them from moving out of the ECE industry if they feel their career progression has “plateaued”.

Finally, from the program director level, various options exist both within and outside of the ECE industry. The K-12 system is a potential destination with completion of a credentialing program and there are also opportunities within colleges as an instructor, trainer or consultant within the ECE industry.



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## LICENSED CHILD CARE CENTER LADDER



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### *Family Child Care Homes*

In comparison with centers, there is far less career mobility within family child care homes. However it does represent a very important stepping stone for people, such as informal and/or license-exempt providers, wanting to enter the industry. From the entry-level positions of aide or assistant, the main progression is to become an owner/operator. If an operator wanted to progress in the industry, the main option is to move into a center as a teacher or director. From a director or administrator level, individuals can move to administrative positions related to the ECE industry that are found in government, education or social services sectors.

We did gather evidence, however, that found that with proper small business training and education, family child care providers can earn wages that equal or surpass the Self-Sufficiency Standard of \$11.08<sup>23</sup> per hour in Los Angeles County.<sup>24</sup>

Business training options for family child care providers are limited, however, and therefore it is likely that many fail within their first year to two years of operation. A general estimate for small businesses is that it takes two years to become stable. Therefore, if family care providers are to become viable businesses, they must have access to business development training throughout the initial two years after start-up.

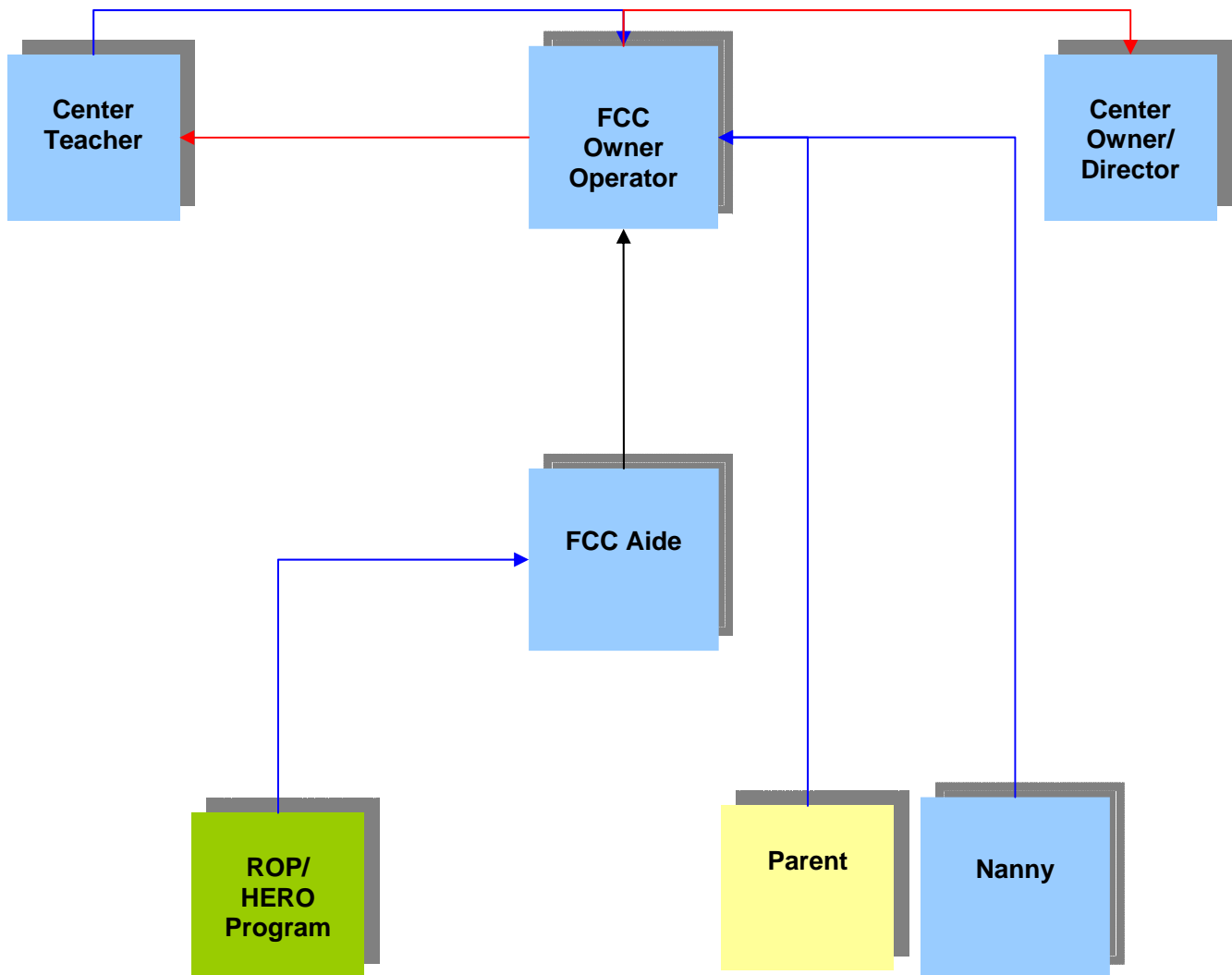
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<sup>23</sup> This figure is based upon the 2003 Self-Sufficiency Standard for Los Angeles County, updated to 2007 using the Consumer Price Index.

<sup>24</sup> In determining this, INSIGHT CENTER took the reimbursement rates for full-time children, ages 2 to 5 years and subtracted out an approximate overhead amount. With these assumptions, it is possible for family care providers to meet the Self-Sufficiency Standard for a single adult household with one infant (\$35,567/year) and exceed the Standard for a single adult household (\$20,751/year).

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## FAMILY CHILD CARE HOMES CAREER LATTICE



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### *After-school Programs*

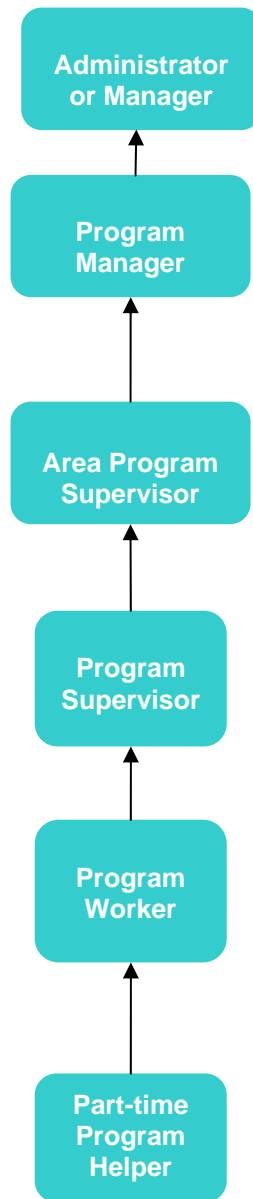
In common with centers, these programs offer a very clearly defined and sustainable career lattice with several occupational options. One of the main issues again is moving entry level workers into occupations that pay a self-sufficiency wage. However, it is encouraging to learn from interviews with staff at LAUSD and LACOE that although some of the entry-level occupations in this career path pay relatively low wages and are part-time, workers often have the option of receiving benefits such as paid time off and healthcare.

There is a fairly large jump in skill levels from program worker or supervisor to area supervisor. Because of this limited opportunity for incremental advancement within the after-school setting, the potential exists for some workers to move out of the ECE industry into occupations such as coaches, K-12 assistant teachers and K-12 teachers.

After-school programs represent a very significant and important part of the K-12 industry. According to LACOE, there are currently 1,300 sites offering After-school programs in elementary and secondary school settings. At the same time, it is one of the most impenetrable areas from the point of view of using existing secondary data sources to measure its size. This is another strong reason for the ECE industry to advocate for changes in the NAICS and SOC systems of classification in order to facilitate future policy interventions and improve their efficacy. For instance, better tracking would be possible to measure the effectiveness of different policies

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## AFTER-SCHOOL PROGRAM CAREER LADDER



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This effort is just the first step in identifying and formalizing career lattices within ECE industry in Los Angeles County. A larger survey should be undertaken to explore ECE occupations that extend to industries such as Government, Social Services and Education and additional occupations within the ECE core industries to determine specific job titles, wages, skills sets and educational requirements.

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# Training and Educating the ECE Workforce

## Basic Requirements for the Workforce

Just as child care is offered within multiple settings, so too is the training and education offered to the ECE workforce. To enter into and advance within the industry, individuals must meet certain basic professional and educational requirements. The least stringent requirements for entry fall on the family child care providers, who, to obtain a state license, must be at least 18 years of age, undergo a criminal background check (this stipulation applies to all adults in the household), be subject to a home inspection and attend a licensing orientation. In addition, once licensed, family child care providers must take 15 hours of non-credit bearing health and safety trainings to maintain good standing with the California Community Care Licensing Division.

The requirements for workers within centers are more stringent, differ depending on whether or not the center holds a contract with the California Department of Education (CDE) or Head Start, and are intended to promote the development and education of the children under their care. In the case of centers that hold a CDE or Head Start contract, teacher assistants must earn at least 6 college-level units of child development; teachers must earn a minimum of 24 college-level units related to child development and 16 units of general education. Directors in state-contracted centers must have, at minimum, a Bachelors degree, including 24 units of child development coursework, 6 of which are in administration.

In Title 22 centers, assistant teachers do not have minimum requirements. Teachers are required to earn a minimum of 12 child development units and have 6 months of related work experience. Directors in these centers must have a minimum of 12 units of college-level child development coursework and 3 units of administration coursework and have 4 years of teaching experience. An individual with a BA is required to have 1 year of teaching experience to meet the requirements for program director.

Because of the distinct requirements attached to occupation types within the ECE industry, training and education within the ECE industry can be separated into two major categories:

1. *Professional development workshops*, which are typically short-term (i.e. single- day trainings or multi-day modules offered over the course of a few weekends) and not linked to academic institutions. The workshops are offered primarily through the Resource and Referral agencies and Regional Occupational Programs and cover topics ranging from safety and first aid to basic business development. Because the training workshops are typically not credit-bearing, they offer only a tangential link to increased job responsibility and wages.
2. *College-level educational programs*, which are longer-term in nature and found within community colleges and private and public four-year academic institutions. The community college system offers students a wide range of educational choices, ranging from certificate programs to associate of arts and science programs, each firmly connected to job and wage progressions within the ECE industry. The four-year institutions offer a number of options to people currently within the workforce, or those interested in entering. In addition to Bachelor and Master degree programs, which are designed to increase the skills-sets of teachers or prepare individuals for administrative roles within the industry, a number of the four-year

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institutions offer certificate programs that mirror those offered through the community college system.

There is an increasing level of coordination between the community college system, on the one hand, and the California State University and University of California systems, on the other hand. Course catalogues at certain Los Angeles community colleges explicitly detail which child development courses will transfer to childhood development programs within the C.S.U. or U.C. systems. Additionally, the Insight Center learned that the three systems are in discussion to develop strategies to better articulate the ECE programs offered through all three college systems.

### **Educational Attainment of the Current Workforce**

In general, statewide, the existing workforce's educational and training levels exceed the minimum requirements dictated by the Community Care Licensing Division. There is also variance in educational levels according to the type of child care center. According to the study by the Center for the Study of Child Care Employment cited above, centers that accept vouchers have fewer workers with a Bachelor of Arts degree or higher (only 17 percent). On the other hand, 36 percent of teachers in centers with California Department of Education contracts, and 33 percent of teachers in centers with no public subsidies hold at least a bachelor's degree.<sup>25</sup>

Just under 42 percent of teachers in state-contracted centers hold associate degrees. While only 27 percent of teachers in centers accepting vouchers, and just over 28 percent of teachers in centers with no public contracts or subsidies hold associates degrees.<sup>26</sup>

Assistant teachers are far less likely to hold any sort of a college degree. 47 percent of assistant teachers in state-contracted centers, 53 percent of assistant teachers in centers that accept vouchers and 40 percent of assistant teachers in centers that held no public contracts earned between 1 and 23 college level units in ECE, but had continued no further.<sup>27</sup>

Given the fact that a large number of lower-wage ECE workers have earned less than an associates degree and given that there is a drive to increase the educational requirements of the workforce, it is likely that a growing number of current workers, as well as potential future workers, will need access into the educational system and support to complete a course of study.

### **Accessing Training and Education**

Community colleges have offered many ECE professionals an entry point into the industry, and have helped the workforce meet the requirements to move forward along industry career paths.

Of the 21 community colleges in Los Angeles County that have programs related to ECE, the vast majority offer both associate degrees and a variety of ECE certificates. Table 9 details the degrees offered and the average annual number of certificates and associates degree in ECE offered at each college. Despite the fact that there is a wide variance of awards given per year, there is anecdotal evidence that the community college system is already at capacity. If there is a sudden growth in demand for ECE educational opportunities, access may indeed become a significant

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<sup>25</sup> Marcie Whitebook, Laura Sakai, Fran Kipnes, Yuna Lee, Dan Bellm, Richard Speigman, Mirella Almaraz, LaToya Stubbs and Paulina Tran, *California Early Care and Education Workforce Study: Licensed Child Care Centers*. Center for the Study of Child Care Employment, Institute of Industrial Relations, University of California, Berkeley and California Child Care Resource and Referral Network, 2006. P. 75.

<sup>26</sup> Ibid. P. 75.

<sup>27</sup> Ibid. P. 76.



concern. This must be taken into consideration when exploring options to move ECE industry workers along career paths.

**Table 9, Los Angeles Community Colleges with Child Development Programs**

Community College	Certificate Programs	Associates Degrees	Average Number of Certificates Awarded Annually, 2000-2006	Average Number of Associates Awarded Annually, 2000-2006
<i>Antelope Valley College</i>	✓	✓	23	22
<i>Cerritos College</i>	✓	✓	17	17
<i>Citrus College</i>	✓	--	5	n/a
<i>College of the Canyons</i>	✓	✓	5	17
<i>Compton College*</i>	✓	--	27	n/a
<i>East Los Angeles College</i>	✓	✓	142	44
<i>El Camino College</i>	✓	✓	7	37
<i>Glendale Community College</i>	✓	✓	23	20
<i>Long Beach City College</i>	✓	✓	102	26
<i>Los Angeles City College</i>	✓	✓	185	53
<i>Los Angeles Harbor College</i>	✓	✓	12	22
<i>Los Angeles Mission College</i>	✓	✓	79	23
<i>Los Angeles Southwest College</i>	✓	✓	214	94
<i>Los Angeles Trade Technical College</i>	✓	✓	224	37
<i>Los Angeles Valley College</i>	✓	✓	281	54
<i>Mt. San Antonio</i>	✓	✓	121	15
<i>Pasadena City College</i>	✓	✓	24	0
<i>Pierce College</i>	✓	✓	119	22
<i>Rio Honda College</i>	✓	✓	122	68
<i>Santa Monica College</i>	✓	✓	57	25
<i>West Los Angeles College</i>	✓	✓	102	13

Source: California Community College Chancellor's Office website: <http://misweb.cccco.edu/mis/onlinestat/awards.cfm>. Retrieved 8/17/2007.

\* Compton College is administered by El Camino College.

Four-year colleges and universities throughout the Los Angeles region offer a wide array of courses that can move people into teaching, director and administrative positions in the ECE industry. While the bulk of four-year education takes place within the California

State University system, a number of current and future ECE workers take advantage of educational opportunities in private four-year colleges despite the significant costs.

The following are brief descriptions of the ECE programs offered at the major universities and colleges in the Los Angeles region.

- *California State University, Los Angeles* offers Bachelor of Arts and Master of Arts degrees pertinent to ECE through the Department of Child and Family Studies. Although the Department offers Bachelor programs beyond early childhood development, one particular track of study is geared specifically towards those interested in becoming administrators in preschools and child care centers. The Master program, also more administratively

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focused, is designed to prepare “individuals for various leadership positions as child development specialists”.<sup>28</sup> Students must earn a total of 180 quarter units, 96 of which must be in the major, to receive a Bachelor of Arts degree.

- *California State University, Dominguez Hills* offers a Bachelor of Science degree through its Child Development program. Cal State Dominguez Hills’ program prepares students for a variety of ECE occupations, including preschool teachers, school-age program professionals (including, after-school program coordinators), planner and coordinators of recreation programs, and parent educators. Graduates of the program can also move into peripheral occupations such as child counselors, program planners and court-appointed children advocates. Additionally, the program prepares students for occupations in the K-12 school system, such as kindergarten teachers and youth counselors. Unlike Cal State Los Angeles, Dominguez Hills’ program does not have options with particular focus areas. Students must earn a total of 120 units, 55 of which must be in child development, to obtain a Bachelor of Science degree.<sup>29</sup> CSU, Dominguez Hills also offers a Master of Arts in Early Care and Education through the Department of Education.

A Certificate in Family Child Care is offered through the California State University, Dominguez Hills Extended Learning program. Students must complete a six class series, located at the Inglewood One-Stop Business and Career Center. This particular certificate, intended to help both current and potential providers professionalize their businesses, has been designed to meet the projected ECE workforce needs in Los Angeles.

- *California State University, Northridge* offers a Bachelor of Arts degree through the Department of Child and Adolescent Development. As the case with California State University, Dominguez Hills, the Bachelor of Arts program at Northridge can lead to core ECE occupations and, with advanced degrees or additional certification, peripheral occupations such as counselors, special education teachers and researchers. Students must earn a total of 120 units, 56-59 of which must be in child and adolescent development, to obtain a Bachelor of Arts.<sup>30</sup>
- *California State University, Long Beach* offers a Bachelor in Arts degree in Child Development and Family Studies that is intended to prepare students for occupations such as infant and toddler caregivers, child care teachers (in preschool and center settings) and child care administrators. In addition to the Child Development major, CSU Long Beach also offers a minor in the same subject. Students must earn at least 120 units, 40 of which must be within the department, to receive a Bachelor of Arts degree. Students must earn at least 27 units to meet the minor requirements.
- *The University of California, Davis Extension* offers a series of trainings and courses in Los Angeles through the Center for Excellence in Child Development. Workshop series ranging from infant and toddler care to school readiness are offered throughout the year, along with focused topics, such as serving children with special needs and the business of family child care. The U.C. Davis Extension program coordinates with resource and referral agencies

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<sup>28</sup> From the California State University, Los Angeles website: [http://www.calstatela.edu/dept/cfs/CFS%20Web/html/academic\\_programs.htm](http://www.calstatela.edu/dept/cfs/CFS%20Web/html/academic_programs.htm). Retrieved 8/14/2007.

<sup>29</sup> From the California State University, Dominguez Hills website: <http://www.csudh.edu/hhs/childdevelopment/cp.htm>. Retrieved 8/14/2007.

<sup>30</sup> From the California State University, Northridge website: <http://hhd.csun.edu/cdev/>. Retrieved 8/14/2007.

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within Los Angeles to provide trainings, courses and technical assistance to family care providers and center-based employees.

- *University of California, Los Angeles Extension* offers two modules to enter into or advance within the ECE industry. The Basic Core Program prepares students to become teachers within preschools and child care centers and requires a minimum of 27 units to complete the program. The coursework meets the requirements set forth by the California Commission on Teacher Credentialing. The Advanced Core Program prepares students to become administrators or supervisors within preschool and child care settings and requires a minimum of 18 units, after receiving the Basic Core certificate.
- *Laverne University*, a private university in the eastern part of Los Angeles County, offers a Bachelor of Science degree and Master of Science degree in child development. Students must complete 128 semester hours to receive a B.S. However, in an effort to accommodate the needs of its students, the University allows up to 84 units to be transferred from community colleges. In addition, the university has an accelerated B.S. program, which offers evening and weekend classes.
- *Pacific Oaks College*, located in Pasadena, offers a Bachelor of Arts degree with specializations in Child Care, Developmental Education, Early Childhood Education and Work with Infants and Toddlers. Candidates for the Bachelor of Arts must earn 124 semester units through course- and fieldwork, a portion of which can be earned through the College's Extended Learning Program.

Pacific Oaks also offers a Master of Arts with an emphasis in Early Care and Education.

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## Interview and Focus Group Findings

In May, June and July of 2007, the Insight Center conducted 12 key informant interviews with professionals and policy-makers within the Los Angeles ECE industry. Also during that period, the Insight Center held five resident focus groups around Los Angeles with a total of 45 people interested in or already affiliated with the ECE industry. The areas covered in the focus groups and interviews investigated the following areas:

1. Perceptions and definitions of the industry
2. Core occupations within the industry
3. Educational and training opportunities for the current and future workforce
4. Wages and retention

The focus groups were designed to gather information about a variety of ECE workforce issues. The focus groups were broken out as follows:

- *Future workers*: the participants in two of these three focus groups were currently in either a two- or four-year academic program focusing on child care. The majority of the participants in the third focus group had never worked in the child care industry. They were invited by a local One-Stop to attend the focus group.
- *Incumbent workers and child care providers*: the participants in this focus group were either employed by child care centers or were family child care providers who employed a small handful of workers.
- *Training providers*: the participants in this focus group offered trainings through Resource and Referral Agencies (R&Rs) or Regional Occupation Programs (ROP), or offered instruction through an academic institution.

Working with local partners in the Los Angeles region, the Insight Center attempted to recruit a diverse range of participants. Characteristics of the focus groups are bulleted below:

- *Gender*: 39 (87 percent) female and 6 (13 percent) male.
- *Ethnicity*: 27 (60 percent) of participants were African-American; 15 (37 percent) were Latino; 2 (4 percent) were white, non-Hispanic; and 1 (2 percent) was Asian-American.
- *Relationship to Industry*: 15 (33 percent) of participants were currently students; 24 (53 percent) worked within the industry; and 16 (36 percent) were not currently employed in the industry but expressed interest in working in it.

It should be emphasized from the outset that views expressed by the 12 interviewees and 45 focus group participants do not necessarily represent the sentiments of all those within the ECE industry. Rather this qualitative feedback is meant to get a more in-depth understanding of critical issues facing the industry.

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The following is a summation of our findings, broken out into seven broad categories that were touched upon by most, if not all, of the interviewees and focus group participants, who, from this point forward, will be referred to collectively as “participants”.

### **Definition of the Early Care and Education Industry**

There was a fair amount of divergence among participants in regards to developing a working definition for the ECE industry. In general, participants noted that the industry is made up of two main emphases- the first being educationally based programs which focused on cognitive and emotional development of children; and the second being programs that focused on supervision or care of children with no particular emphasis on education. While most participants stated that their expertise fell within the first frame, beyond this point, there was little commonality in definition. A number of participants defined the industry by the ages of children served (i.e., an educationally based system for children from birth to age five or birth to age nine). Still others defined the industry in terms of service delivery, stating that ECE is in fact a mixed-delivery educational process that is distinct from systems of supervision. Finally, one participant made the distinction between the early care component of the industry, which focused on children between birth and age five, and the education component, which focused on children in grades kindergarten through eight. (It must be noted that, while this view is quite distinct from other definitions put forth in the interviews and focus groups, it is worth including if for no other reason than to show the diversity of thought regarding the intent of the ECE industry.)

Just as there was little consensus on defining the industry itself, there was little consensus as to whether or not after-school programs fell within the bounds of ECE. Some participants excluded after-school from their definition because of the age ranges of children who participate in those programs. Others excluded the programs from the definition under the assumption (rightly or wrongly) that after-school programs focused solely on supervision, rather than on development and education. Still others included after-school programs within their definition of ECE because of a determination that the industry indeed focuses on children beyond the age of five.

A number of participants expressed frustration with the fact that determining a precise and working definition of the industry was so contentious and indicated that, in their opinions, this difficulty was exemplary of larger problems within the industry. That being said, a solution volunteered by one focus group participant is to create a universal preschool system with attached universal standards and expectations.

### **Perceptions of Industry**

While there was limited agreement amongst participants in defining the ECE industry, there was consensus that the industry suffers from poor public perception. Most participants agreed that the general public views the industry’s role as simply that of babysitting and that little or no educational and developmental benefits are associated with ECE. Because of this, there was concern that there would be little public support or understanding for the professionalization of the industry. Some participants suggested, as well, that the public carries a misconception about gender and child care, suggesting that the skills required for ECE occupations come naturally to women. All participants agreed that the issue of industry perception was one of the most significant.

In terms of remedies, participants suggested two main strategies. Firstly, many stated that increased worker standards and more rigorous training and educational expectations would professionalize the industry and give it a greater standing with the general public. It was acknowledged that the functionality of the existent educational system would inevitably be a major

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factor in preparing the workforce for any new standards and that this issue must be addressed, a number of interviewees and focus group participants agreed that the need to professionalize the industry was far too important to be ignored.

Secondly, some participants stated that more targeted messaging addressing the need for and developmental significance of ECE could help sway public perception and establish it as a critical component of the educational process.

## **Wages and Benefits**

Just as the issue of perception was a repeated concern of participants, so was that of wages and benefits. One participant pointed out that because the industry is fairly highly regulated in terms of staff to child ratios, centers and family care providers cannot increase revenues by increasing volume, making it a challenge to cover costs (one of the largest being labor) of service. Many agreed that the low wages associated with a large number of industry occupations is driving workers into other fields, sometimes wholly unrelated to ECE.

### *Potential Worker Perceptions*

Participants in the first of the three potential worker focus group stated that the industry's low wages were not an issue. However, despite the idealism of these comments, most participants intended, after working within centers for a few years, to become instructors or professors in two-year or four-year academic institutions or move into the child care policy arena, where wage levels are considerably higher than those of Teachers or Assistant Teachers.

Participants in the second potential worker focus group had a more nuanced view of the wage issue, stating that the low wages associated with teachers was indeed problematic. However, a number of the participants stated that the overall benefit to their families and communities compensated for the pay. Many of the participants in this focus group also stated that they intended to work in centers for a few years, before moving on to higher-level administrative occupations.

Most participants in the third potential worker focus group associated occupations in the ECE industry with low-wages and stated that that could be a deterrent to entering. Because most of the participants in this focus group had limited exposure to the industry, they focused particularly on occupations such as Teachers, Assistant Teachers, and, to a lesser extent, family child care providers.

### *Incumbent Worker Perceptions*

Participants in the incumbent worker and provider focus group stated that the problem of compensation holds a unique twist among family care providers. In this case, certain participants stated that additional revenue coming to the provider will often be used to hire part-time assistance as a way to allow the providers time off, rather than using the revenues to increase wages of employee.

The market place is an additional and critical factor related to wages. While providers and centers in more affluent parts of Los Angeles can market their services to wealthier clientele and therefore charge significantly higher rates, providers and centers in economically depressed areas of Los Angeles are working on much tighter margins simply due to the fact that the local economy can only bear so much. Participants in the training provider focus group stated that, because of this reality,



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unless increased public investment is made in the ECE industry, increasing wages, in general, and in low-income neighborhoods, in particular, will be an insurmountable challenge.

### *Perceptions of Benefits*

Interviewees and provider focus group participants overwhelmingly agreed that offering affordable benefits to employees was an extremely difficult task. Most worker participants in the incumbent worker and provider focus group stated that, while they were offered healthcare through their work, it was far too expensive. One family provider stated that she offered healthcare to her employees and found it quite difficult to ensure that it was not prohibitively expensive.

In general, the issue of wages and benefits was a looming one to participants. While there was general agreement that the development of a higher quality industry is in large part reliant on raising the wage levels, there was also acknowledgement that the public will and action needed to make substantive changes in the industry is not immediately forthcoming.

### **Training and Education**

While there is a growing call for coordination of the educational and training system for the ECE industry, many participants complained about large gaps that hinder workers from advancing easily along career paths. Among the incumbent worker and provider participants, there was general agreement that community colleges offer workers the best opportunity for professional development.

### *Incumbent Worker Perceptions*

Many of incumbent worker focus group participants were unclear on the purpose of trainings offered through the Resource and Referral (R & R) network and felt that these training workshops were not useful. While the complaints varied, two main issues stood out. Firstly, because R & R trainings are not credit-bearing, they generally do not lead to wage increases. So, while they may serve a discrete training function, they do not address the issue of job retention as it pertains to income. Secondly, certain provider participants expressed frustration at what they saw as inefficiency regarding the purpose of resource and referral trainings. Specifically, two participants stated that they attended trainings with the impression that, once completed, the R & R agency would direct subsidized children with special needs to those providers. However, they stated that months, and in one case more than a year, passed with no referrals. (Follow-up conversations with Resource and Referral Agencies, however, stated that this impression was misplaced and though trainings may prepare providers to care for children with special needs, there could be no guarantee of future referrals.)

Certain incumbent worker focus group participants stated that the R & R trainings would be more useful if they were more connected to or directed child care workers toward credit-bearing programs.

### *Trainer Perceptions*

Participants in the trainer focus group touched on the issue of R & R trainings in relation to job development. There was agreement that the R & R trainings are meant to serve a continuing education role. Additionally, the R & R Network offer foundational business start-up assistance for family care providers, from assisting with marketing to licensing. While the business development

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aspect of trainings can be strengthened, the R & R Agencies play a unique role in supporting and growing family care providers' entrepreneurship.

Participants in this focus group also bemoaned the fact that trainings do not articulate into course-bearing programs and while one participant stated that conversations about coordination of courses and services between the California State University system, the University of California system and the community college system had just begun, very little of the conversation mentioned R & R trainings.

An additional concern for participants in the trainer focus group revolved around increased standards and the eventual creation of a state-wide universal pre-k system. Participants stated that, in the event of a universal preschool system, their trainees would have difficulty accessing courses offered in the two-year or four-year systems to meet the new standards. The training focus group participants agreed that they could, and indeed should, play a vital role in ensuring that providers meet any new state-mandated standards by linking their trainings to course-bearing programs in academic institutions. However, certain participants were frustrated by the fact that there had been minimal effort to work on articulating R & R training systems with the 2- and 4- year college systems.

Training and education is clearly becoming an urgent issue in the ECE industry. As educational requirements for workers become more stringent, and as demand for child care grows, the more imperative it will be that the current and future workforce has access to a diverse and flexible educational system.

### **Career Lattices**

During the focus groups and interviews, the Insight Center asked participants to map out their own career paths. The exercise was done to enrich our understanding of the career paths in and out of the ECE industry.

While many of the participants had consistent careers within the ECE industry, a good number moved in and out of the K-12 system, as well. Certain participants in the incumbent worker focus group fell upon ECE from disparate and unrelated industries. Many of these same participants were unsure whether or not they would remain within ECE. Interestingly, those participants who were least sure about remaining within the industry tended to be those who held lower paid jobs.

After-school programs tend to draw upon high-school and college students to fill many of their on-site positions. According to interviewees, while many younger people take these jobs with little intention of staying in the industry, a fair number actually remain on for two or more years because it is a means to supplement their income as students. Many of them then move to the K-12 system once they have completed college. Some eventually move back in the after-school system, taking on higher paid, administrative occupations.

### **Industry Standards**

A number of participants were wary about increased industry standards. Though there was a general recognition that new standards had to be implemented to strengthen and professionalize the industry, some participants felt that, without proper training and educational systems in place, any additional standards would push people out of their businesses and out of the industry. A suggestion was made during one of the focus groups that should there be stiffer standards for providers, there should be similar standards for administrators, as well.



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## Recommendations

Because of the remarkable growth and economic significance of the ECE industry, effective policies must be put in place to meet the needs of its workforce which is now in a period of increased demand. Issues currently restricting the growth of the ECE industry include low-wages, lack of alignment between training and formal educational systems, and limited career mobility. Recommendations have been developed which are meant to address the challenges and barriers faced by this large and critical segment of the Los Angeles County workforce.

The following are recommendations aimed at increasing the ECE workforce's access to training and educational opportunities, aligning the training and formal educational systems in a way that will strengthen the workforce, and combining a business development perspective with that of ECE workforce development.

### *Alignment and Articulation: Making Professional Lattices Clear*

Public policy related to training and adult education should be reviewed and revised in order to ensure that various systems of training connect more directly with higher education and the acquisition of college credits. Current systems address entry level as well as career tracks for professionals. However, it is often difficult to move seamlessly from one level of training/education to another. The lattices or pathways are disconnected and difficult to follow.

The following are currently the most common sources of education and/or training within the currently opaque system of ECE workforce preparation:

- Regional Occupation Programs (ROP)
- Adult Education
- Resource & Referral Programs (R&Rs)
- Apprenticeship Program
- California Community Colleges
- California State University
- University of California
- Private Colleges

Training and coursework offered through initial entryways such as the ROP, Adult Education, and R & Rs should be designed and amended to meet standards accepted by the Commission for Teacher Credentialing in order to qualify for child development permits. In addition, where possible, these types of training should be articulated with community college ECE and child development coursework so that students can apply the training toward A.A. degree requirements or matriculation to 4-year colleges and universities.

There is currently an ECE apprenticeship model available which is administered by California's Employment Development Department. In order to make it viable, changes to the program are necessary. For example, the program should incorporate the core 24 ECE units from the California Community Colleges Early Childhood Education Curriculum Alignment Program. This will promote a common body of knowledge, and also link the apprenticeship program to college course work. Articulation between the apprenticeship program and the community colleges will allow participants

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to transition more readily into a degree track program at a college, thereby promoting degree attainment and further professional development. Additionally, the program should partner with the California Early Childhood Mentor Program to link apprentices with experienced practitioners. There is also the potential to align the apprenticeship program with the model compensation scale developed by the Los Angeles County Child Care Planning Committee as a program guideline to ensure increased wages.

In order to have a meaningful impact toward developing a qualified ECE workforce, the apprenticeship program should utilize a variety of funding sources: federal grants, state grants, and private foundation support. More private investment is needed from both child care employers and businesses whose workers are in need of ECE. The Insight Center's *The Economic Impact of the Early Care and Education Industry in Los Angeles County* will be a useful tool to leverage private sector investment in ECE.<sup>31</sup>

This study was a collaboration between workforce development and early care and education, and identified a number of places in which future collaboration is needed to strengthen both systems. Given the job training needs of ECE professionals and the role of the workforce development system in Los Angeles, increased partnership is critical and a natural fit for both systems.

### *Small Business Development*

Business sustainability is a challenge regardless of the industry. Interviews conducted by the Insight Center offer evidence that with the proper business training, family child care owners/operators can earn incomes approximating and even exceeding self-sufficiency wages. However, the interviews also revealed that many family care owners fail in their first year of operation because of inadequate business training. Because there is a need for family care owners to have well-developed business skills, Resource and Referral Agencies in Los Angeles should form partnerships with the Small Business Development Agencies, which are better equipped to meet the entrepreneurial needs of this component of the ECE industry. It is possible that the WIB can become involved in these efforts, as well, offering training dollars to clients interested in entrepreneurship.

### *Stipend Programs*

Programs such as the Los Angeles County "Investing in Early Childhood Educators" Stipend Program (AB 212) and the Los Angeles Universal Preschool (LAUP) Professional Growth Plan Stipend Program provide critical financial incentives for professional development by rewarding participants for continuing their education and for obtaining child development permits and degrees. However, eligibility for these stipend programs is limited and tied to funding sources. For example, eligibility for the county program requires that participants work in CDE-funded centers or family child care home education networks. Additional funding sources are needed to expand stipend programs to all those who work within the ECE industry.

### *Wage Augmentation*

A major critique of stipend programs is that the educational stipends do not increase workers' base salaries. If participation is discontinued, the worker's income reverts to the pre-participation level. Programs that provide salary adjustments to teachers at participating centers may be more

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<sup>31</sup> Expected publication date is Fall 2007.

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effective. As with the stipend programs, wage augmentation efforts should be available to all ECE workers regardless of how their center is funded.

Realizing the potential in Los Angeles for developing stipend and wage augmentation programs will require coordination among and participation of industry partners, including the Office of Child Care, LAUP, First 5 LA Commission, and other local entities.

### *Reimbursement Rates through Public Sources*

Another way to augment wages is to increase the reimbursement rates through key funding sources such as California Department of Education (CDE). Currently, centers meeting the operating standards as determined by CDE are reimbursed at approximately \$32/day per preschool-age child. Research by the LA County Child Care Planning Committee indicates that a more realistic cost is between \$39 and \$42/day/child. Raising the Standard Reimbursement Rates would make it possible for many operators to pay staff at the rates suggested on the model compensation scale and to reward increased education with higher pay.

Los Angeles County Office of Child Care launched their Quality Rating System (QRS), Steps to Excellence Program (STEP) during the summer of 2007. STEP is a voluntary rating system in which participating programs are rated on a variety of factors including ratio and group size, staff qualifications and working conditions, and learning environment. A QRS usually includes financial incentives for programs to increase quality, such as tax credits linked to quality ratings, quality grants, or merit awards. Ideally, STEP would be linked with a tiered reimbursement system (TRS) whereby programs of higher quality would receive larger reimbursements. The current system administered through the California Department of Education does not allow for reimbursement differentials. All programs are paid at the same level regardless of the quality of the program.

There is some anecdotal evidence that a tiered reimbursement system (TRS) can lead to increased worker retention due to increased worker compensation and an enhanced work environment.<sup>32</sup> A 2003 evaluation of the Oklahoma “Reaching for the Stars” TRS found that higher-rated programs paid teachers significantly higher salaries than programs at lower levels. Staff turnover was lower in the highest rated and accredited centers than in 1-Star Plus centers. And staff in 3-Star Accredited centers participated in significantly more professional development initiatives than staff in 1-Star centers (Norris & Dunn; 2003).

TRS does not necessarily provide incentives for employers to support the professional development of workers. LAUP found that its QRS/TRS system provided an incentive for employers to hire higher educated workers, but not necessarily to support the professional advancement of their existing workers. LAUP is now looking to link professional development directly to rates of program reimbursement as a means of encouraging employers to support the professional development of their workers.<sup>33</sup> Any TRS system linked with quality rating should directly connect worker professional development with increased compensation.

### *Career and Wage Lattice*

In 2005, the County of Los Angeles created a model compensation scale for the ECE industry. This model is based on County wage data and is tied to the Living Wage Standard for the county (2004)

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<sup>32</sup> Personal interview with Elizabeth Kelley. Maryland State Department of Education. April 10, 2007.

<sup>33</sup> Personal interview with Randi Wolfe, Director Workforce Development, Los Angeles Universal Preschool, April 25, 2007.

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and the Child Development Permit Matrix (Moreno et al., 2005). The scale links salary increases to tenure, responsibility and education in a systematic way (Moreno et al., 2005).

The compensation scale can be used to encourage appropriate standardization in the field. The scale attempts to devise an industry-wide set of core occupations with associated responsibilities. The scale can be coupled with a career lattice that identifies entryways into the ECE industry, avenues for career advancement, and increased compensation for greater responsibility and education. ECE workers are more likely to engage in ongoing education if the career lattice and compensation levels are transparent and widely promoted.

A comprehensive career lattice is needed because the Child Development Permit Matrix alone is not sufficient to articulate all available career options within ECE. While the Matrix pertains to particular segments of the industry, an additional or expanded lattice may be required to include other segments of the workforce such as family child care providers. The Permit Matrix could be a good foundation upon which to build a career lattice that encompasses all segments of the ECE industry.

It is recommended that increased technical assistance to centers and programs be available in order to revise current wage scales and personnel policies related to professional development so that more ECE workers are able to understand and take advantage of an appropriate career and wage lattice. Current and future workforce initiatives could provide some of the necessary technical assistance.

In addition, there is a tremendous need to recognize the wide range of experience amongst teachers with an eye towards overall workforce retention. It is recommended that, in the process of standardizing occupations, ECE leaders explore ways in which a step system can be instituted for teachers that would (a) create incentives for people with experience to remain in the classroom, (b) expand the opportunities for teachers along the career lattice, and (c) address the projected workforce demands for this particular occupation. Progression from one step to the next would be met with increased compensation and new responsibilities (such as peer mentoring and training).

#### *Labor Market Information Data Collection*

To ensure that proper labor and wage analyses can be conducted in the future, it is imperative that leaders within the ECE industry work hand-in-hand with the Federal Department of Labor and the California State Employment Development Department (EDD) to properly define industry-specific occupations. Currently, the information captured in government employment datasets and workforce counts does not reflect the diversity of occupations, requirements, or wages across the field. Moreover, because surveys by the EDD do not capture information on the self-employed, a large segment of the industry (i.e., family child care operators) is left out of its analysis and industry growth projections entirely.

A committee should be established to:

- Assess the core occupations that make up the ECE industry. This report can serve as a starting point. Additional research should be conducted to get a thorough grasp on the growing administrative and policy-level occupations being created as the industry becomes more regulated and professionalized.
- Conduct wage surveys to develop an accurate picture of the amount of money that can be earned in various occupations at various sites. This would also serve to update the county's Model Compensation Scale.

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- Determine the educational and training requirements for each defined ECE occupation.

With this information, ECE advocates, researchers, and leaders can strengthen this viable and essential industry and garner adequate public and private investment.

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## Appendix A

### EMSI Descriptiongvc

#### Introduction

The dataset that drives the CCSP is generated by CCbenefits' subsidiary corporation, Economic Modeling Specialists Inc. (EMSI). EMSI gathers and integrates economic, labor market, demographic, and education data from 70 government and private-sector sources, creating in-house a comprehensive and current database that is unsurpassed for its detail and accuracy. Industry, workforce, education, and demographic data are available from state and county levels all the way down to individual ZIP codes, and users can analyze data for any custom region defined by county, ZIP code, or metropolitan/micropolitan statistical areas. In addition, by combining dozens of data sources, we can fill gaps in individual sources (such as suppressions and missing proprietors)—yielding a composite database that exploits the strengths of all. Finally, our database is updated biannually, so our subscribers have access to the most up-to-date information possible.

EMSI Data can be divided into five general categories:

- Industry Data (Economic Impact, Economic Forecaster)
- Occupation Data (Economic Forecaster, Career Pathways, Educational Analyst)
- Demographic Data (Economic Forecaster)
- Education Data (Educational Analyst)
- Input-Output Model Data (Economic Impact)

#### Industry Data

##### Introduction

While most state data sources only capture covered employment (employees), EMSI combines state and federal sources to provide a complete employment picture that includes proprietors, self employed workers, and others not captured by state data. In addition, EMSI mathematically removes suppressions (detailed numbers removed from public data sets due to government policies) in order to provide the most comprehensive data set possible.

##### Industry Employment, Earnings, and Establishment Data

In order to capture its complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS)

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published by the Bureau of Economic Analysis (BEA), augmented with County/ZIP Business Patterns (CBP) and Non-employer Statistics (NES) published by the U.S. Census Bureau.

Briefly, the EMSI data integration process begins with the BEA's REIS, which is considered the most accurate (but high-level/low-detail) data source. EMSI unsuppresses REIS data where necessary using CBP, and then uses QCEW (also unsuppressed using CBP) and NES to determine how to divide the high-level REIS numbers among more detailed industry codes—a process known as *disaggregation*. This employment is compared to the state-level numbers and adjusted accordingly, since state-level data contains fewer suppressions and is considered more accurate.

### **Industry Earnings Data**

Industry earnings published by EMSI reflect total earnings, including benefits and all forms of employer contributions. Also included are the earnings of proprietors and self-employed workers published in REIS by the Bureau of Economic Analysis (BEA), which collects this data from tax returns. In other words, it is the total income of the entire regional industry divided by the number of regional workers in the industry. Because of this, EMSI industry earnings per worker numbers are generally higher than average salaries by industry from other sources, and thus should *not* be treated as “average salary.” That concept is better represented by the average hourly earnings per worker for individual occupations.

### **Industry Establishments Data**

Industry establishment data is published by the Department of Labor (DoL) in Quarterly Census of Employment and Wages (QCEW), as well as in CBP. Establishments are defined by the DoL as physical business locations. Based on this definition, one business could report two establishments in the same region.

EMSI publishes unemployment estimates for every top-level industry and occupation category at the county level. This data set is the combination of a number of available sources and methods. Traditional unemployment rates are published in BLS's Local Area Unemployment Statistics (LAUS). These rates are percentages of people in the total workforce that are unemployed at the county level regardless of industry or occupation. The BLS also publishes Characteristics of the Insured Unemployed (CIU). CIU includes a breakout of the percentage of people unemployed by industry and occupation at the state level.

The goal is to get from unemployment rates for the total workforce at the county level, and unemployment rates for industries and occupations at the state level, to unemployment rates for every industry and occupation at the county level. In addition, LAUS only captures people on unemployment insurance and we need to provide an estimate of the total number of people unemployed.\*

We start by applying the ratio that expresses how long it takes for workers to find a another job (see footnote) to the number of people on covered unemployment (LAUS) in order to get an estimate of the total number of unemployed people at the county level. We then use the state ratios of unemployment breakout by industry and occupation in order to break out unemployment by industry and occupation at the county level. We adjust unemployment by industry and occupation at the county level based on ratios we've developed for how many people will stay in the region looking for



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a job based on growth / decline in industries. A declining industry will have a greater number of people unemployed and a growth industry will have fewer people unemployed.

[\*Note: Unemployment insurance lasts for six months. After that time you still may be unemployed. We've developed ratios that express how long it takes for workers to find another job based on their industry (white collar workers have a tendency to find a new job more quickly). By applying these ratios to the number of people on covered unemployment, we get an estimate of the total number of people unemployed.]

## **Industry Projections**

It is important to realize that projections are not “predictions.” No one can predict the future state of the economy (just as no economist could have predicted 9/11 or hurricane Katrina months or years in advance). Instead, projections are informed guesses based on past and current trends.

The industry projection process consists of two parts: Projecting industries at the national, state and county levels based on past data and projecting industry growth at the national level based on published projections. The projections based on past trends—made at the national, state, and county levels—are made by looking back 15 years at the patterns of growth/decline for each industry. These trends are then used to project each industry forward 10 years. The industries at the national level are projected based on past trends, and then adjusted to match the 10-year projections published by the BLS. The state projections are adjusted to match the nation, and the county projections are adjusted to match the states.

## **Trending the Projections**

The problem with trending each particular industry using mechanical methodology is that there is a balance needed between measuring the long-term and short-term trends and the weight given to each. By looking to the pattern set over the long-term, some insight is given to whether or not the short-term trends are sustainable.

Trends are made using the method of least squares, creating a linear equation which estimates the employment of a particular industry for each year. In order to give some weight to the long-term trends, but still favor the short-term, three trend functions are calculated: A five-year trend, a ten-year trend, and a fifteen-year trend. For each of these functions, the industry employment (employees and proprietors separately) is projected out to both one and two years out from the base year. These estimates are then averaged together. The resulting values are the preliminary projections for the first two years past the base year.

## **Dampening the Projections**

Beyond two years out from the base year, the projections are dampened. Whether the trend of employment is growing or declining, the trend is projected to not continue at the same rate. Rather, the trend line is slowly dampened to have an asymptotic slope moving toward an annual growth rate of zero, which is done by reducing the rate from year 1 to year 2 by 90% for year 2 to year 3. This formula is applied for every year thereafter.

As with any trending methods, there are imperfections involved in fitting an expected value to a projection line. The most common issue that arises with the current methods is when there is sharp growth or decline in or close to the base year. In these cases, it may take a few years for the



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projection to catch up to the base year. Because of this, a method of curve fitting is employed to smooth out the first few years of projection. This curve fitting can sometimes cause a small “bump” or “valley” in the projection curve.

## **National Projection Adjustment**

Included in the biennial occupation matrix released by the BLS is a 10-year projection for each industry and occupation category. For these purposes, the industry projections are used. However, there are some complications with this: 1) The industry categories are aggregated categories, and 2) the EMSI data does not match the BLS numbers at the base year.

The BLS occupation matrix categories are aggregated categories. There are 1104 lowest level industries created by EMSI, but only 328 industry categories in the occupation matrix that are used in this process. With the exception of military and farm employment (11A000 & 912000), all of the lowest level NAICS categories aggregate up to an occupation matrix industry category. When comparing the BLS projections to the preliminary EMSI projections, the lowest level categories are aggregated to the BLS categories for the purpose of comparison. In the cases of military and farm employment, the preliminary projections remain unadjusted.

Although the BLS occupation matrix does include proprietor projections (not industry-specific), the data is not reliable. REIS reports well over twice as many proprietors in the base year. The BLS is the best in the nation when it comes to UI-covered employment, but when it comes to proprietors, they have strayed away from the things they do well. Because of this, the preliminary projections for proprietors remain unadjusted.

Though they don't differ by nearly as much as the proprietor numbers, the BLS and EMSI base year employee numbers do differ. Because of this, the preliminary national projections are adjusted based on the projected percentage growth, not the projected value.

For each BLS industry category, its child industries in the preliminary national projections for the projection year (10 years out) are summed. That growth percentage is then compared to the projected growth percentage from the BLS, and the projection year numbers are adjusted accordingly.

The lowest level industries are adjusted according to the adjustment made to the parent industry. A dampened projection line is then drawn for each lowest level industry from the base year through the point estimated for the 10-year BLS projection year.

EMSI's projection method adjusts county employment projections to state projections (released by each state's labor market economists). These state projections are then adjusted to the national projections.

## **Industry Staffing Patterns**

EMSI uses unique industry staffing patterns for every sub-state Occupational Employment Statistics (OES) region in the nation (there are usually five or six per state). A staffing pattern demonstrates the kinds of occupations employed within a particular industry. For example, a health care industry could be made up of all sorts of occupations, from registered nurses, to doctors, office workers, and

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maintenance workers. Staffing pattern data is compiled using a number of available sources and methods.

EMSI starts with ratios derived from the National Occupation Matrix (a national staffing pattern published by the Bureau of Labor Statistics) and inputs regional jobs by industry data into the matrix. The matrix converts jobs by industry to jobs by occupation based on the national matrix. Jobs by occupation derived from the national matrix are compared to actual jobs by occupation as reported by the OES region. Ratios in the matrix are then adjusted so that jobs by occupation generated by the matrix equal actual occupation totals from the region. The adjusted matrix is then applied as a unique staffing pattern for the counties in the region.

### **EMSI Occupation Data**

EMSI occupation data is unique because our proprietary process generates data at the county and ZIP code level—unlike raw government occupation data, which is available only for multi-county regions. EMSI is able to produce this data based on its highly detailed industry data combined with regionalized staffing patterns.

#### **Note on SOC and O\*NET Occupation Codes**

EMSI occupation data is organized by “Standard Occupational Classification 2000” (SOC) codes. The first two digits divide occupations into 23 major groups, such as “11-0000: Management Occupations”; the third digit divides them into 96 minor groups, such as “11-3000: Operations Specialties Managers”; and the fourth digit divides them into 449 broad occupations, which are further divided by the fifth and sixth digits into a total of 821 detailed occupations. For more information, see [www.bls.gov/soc/](http://www.bls.gov/soc/).

A very similar system used by the federal government to organize occupations is the O\*NET occupation code system (see [www.onetcenter.org](http://www.onetcenter.org)). These codes are nearly identical to SOC codes, except that there are only 812 occupations in the O\*NET database compared to the 821 in the SOC system. In addition, a handful of O\*NET occupations are more detailed than SOC occupations and have a two-digit decimal extension (e.g., “.01”) to the original SOC code. So, although there is generally a 1-to-1 correspondence among SOC and O\*NET occupations, there are some important exceptions as well.

These exceptions require some care when running Career Pathways module reports that map O\*NET occupations to SOC occupations. Because employment numbers for an O\*NET occupation are taken from data using SOC codes, the numbers may include multiple O\*NET occupations, and thus they may be higher than the actual employment for a single O\*NET occupation. These exceptions are noted when appropriate on Career Pathways reports.

### **Occupational Employment and Earnings Data**

#### **Occupation Employment (Jobs by Occupation)**

In order to estimate occupation employment numbers for a region, EMSI first estimates industry employment as described in the industry employment section. EMSI then generates regional staffing patterns for every industry (as described in the Industry Staffing Patterns section) and applies the staffing patterns to the jobs by industry employment data in order to convert industries

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to occupations. EMSI bases occupation data on industry data because it is generally more reliable and is always published at the county level, whereas occupation data is often only published by Occupational Employment Statistics (OES) region. Occupation employment data includes proprietors and self employed workers.

#### Turnover and Replacement Jobs

When projecting occupational employment, EMSI measures a change in New Jobs and Replacement Jobs. The New Jobs figure captures the change in the total number of workers employed in the occupation (the difference between the base and projection year), while the Replacement Jobs figure estimates the number of jobs needing to be filled within existing positions on account of people migrating out of the region, retiring, or dying. A combination of both numbers indicates total job openings over the projection period.

#### Occupational Earnings

Occupation earnings published by EMSI are, by default, median hourly earnings based upon Occupational Employment Statistics and the National Compensation Survey from the U.S. Bureau of Labor Statistics. Unlike industry earnings, earnings for occupations do not include benefits. Occupational wage information by percentile is published for state and some sub-state regions, but not counties/ZIPs. EMSI uses wage information at the lowest level available to calculate ratios between the average wage and each percentile. These ratios are then used to break out percentile wages at the county/ZIP level.

In addition, county/ZIP industry earnings are used to adjust occupational earnings at the county and ZIP level. So, local industries generate more income per worker than the state average, our data will show higher occupational earnings in that region.

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## Appendix B

### LA ECE EIR/CP Project

#### Key Informant Interview Questions

##### ***Background Information***

Name:

Company:

Position:

Length of time at company:

Length of time in current position:

Responsibilities:

##### ***Industry Definitions***

1. How do you define the early care and education industry in terms of ages, focus and purpose?
2. Is early care and education the correct term or is early childhood education the correct term? Why?
3. Who makes up the ECE industry? (*Who provides these services?*)
4. In your opinion, what are the core occupations for the ECE industry? (*Capture occupations as s/he identifies them – verbatim. If different from list that has been developed by the technical committee – show them the list and follow-up with the next question.*)
5. Do you agree that the accompanying list of jobs make up the core occupations within the industry? Yes or No – if no – Are we missing any core occupations?
6. Do the listed job titles for the core occupations match the job titles that you are familiar with or refer to?
7. What are the wages for these core occupations? (*Note the wages for each occupation. Make sure they state a wage for each occupation on your list.*)
8. Are there career lattices in the ECE industry for entry level workers? Can you describe one?
9. What is the highest position a worker can rise to in the ECE industry?
10. In your opinion, what percent of the ECE industry is made up of license-exempt providers and licensed providers?
11. Are there opportunities for license exempt providers to move into licensed settings? What are the incentives to move into a licensed setting?

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### **Industry Problems**

*(Intro to this section – there is concern regarding the lack of mobility, low wages, affordability of training, etc. for the ECE workforce.)*

12. In your opinion, what are the major issues facing the ECE industry? *(List them then go down the list and find out for each issue how they impact the industry. If retention is not stated, ask explicitly if this is an issue.)*
13. How can this problem be addressed?
  - Are there public policy solutions?
  - Private sector solutions?
  - Are these being attempted in Los Angeles?
  - Elsewhere?
14. How is compensation affecting the ECE industry? [Emphasize that “compensation” is hourly wage plus benefits.]
  - Is it affecting retention among child care workers? *(Ask if tenure is not mentioned)*
15. Are you aware of any federal, state or local policies or programs that address the issues you've identified? *(Go down the list if they don't immediately respond)*
16. Are there significant barriers to preparation, education or training for the ECE workforce? *(Ask also about skills upgrading.)*
17. Is there an adequate preparation, education or training infrastructure to meet the ECE workforce need in your area?
18. Does the availability and/or affordability of preparation, education or training affect the retention of the ECE workforce?

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# Appendix C

## Focus Group Protocols

### Focus Group Questions for Future Workers

#### WARM UP: Charting Career Pathway

#### IV. Background Information (15 minutes)

Purpose: This section is designed to give us an idea of each participant's work and training history within the Early Care and Education industry. These questions should also allow the focus group members to become comfortable with the format, the subject matter, and each other.

Is anyone here currently working in child care, education, early care and education or have you in the past?

- a. If yes, what was your job?
- b. If yes, did you belong to a union?

Do you know anyone who works in Early Care and Education?

If yes, what is their job?

If yes, do they belong to a union?

Have you or any of these other people you know ever had any kind of training, or taken any classes in Early Care and Education?

- a. If yes, what kind of training and where?
- b. If no, have you or anyone you known been interested in training?

#### V. Industry Knowledge (20 minutes)

Purpose: In general, what knowledge do the participants have in this industry, the occupations, and the wages available. There are no right or wrong answers. We just want to get a basic understanding of the participants' familiarity with and opinions about this industry, as this may indicate their interest in potential training or development in the area.

Who can tell me what the Early Care and Education Industry is?

What kind of jobs do people who work in Early Care and Education have? (List on flipchart)

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Where do these people work? For example, a pre-school teacher can work in a school, or in a childcare center.

More specifically, what are the names of some places in and around Los Angeles County where Early Care and Education employees work? For example, give the name of a childcare center, home care center, schools.

What type of experience or skills do you think a person needs to work in the Early Care and Education industry?

What would you say the entry-level Early Care and Education jobs pay?

#### VI. Job Interest & Perceptions (25 minutes)

Purpose: In general, to learn how the participants feel about these jobs. Are there factors, such as wage, skill level, or others, that make certain occupations more or less desirable than others? Are there specific aspects of these jobs that would enhance or diminish interest in training opportunities?

What do you think you might like and dislike about working in the Early Care and Education industry?

(Post a flipchart page on the wall that has the core and growth occupations in the ECE industry listed on it. Distribute three different colored “sticker dots” to each participant. The stickers should say “1”, “2” and “3”, for clarity.)

Here is a chart that lists some of the jobs that are available in the ECE industry. Please choose the three that you think would be the best jobs. This does not necessarily mean that they pay the most, although this may be a factor for some people. Think of this as the three jobs you would most like to have. If there are other jobs that we talked about that are not on the list, you can write those up here as well. Now, I want you to get up and put the (orange) dot next to the job you think is best; the (yellow) dot next to the one that is second best, and the (green) dot next to the one that is third best. (Allow 2-3 minutes to do this.)

Identify the most popular jobs, and ask the following:

What is it about these jobs that make them so popular / what do you like about them?

Identify the least popular jobs, and ask:

What don't you like about these jobs?

For those of you who might have chosen different jobs, do you have anything you want to add?

#### VII. Challenges (20 minutes)

Purpose: The responses to the following questions are intended to provide information on the range and diversity of issues that might affect the participants' ability to train for or obtain jobs in the target industries. What are the structural issues that may prevent individuals from obtaining a job in these industries? Are there personal or external issues as well?

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What kinds of things would prevent you from applying for a job or getting a job in the ECE industry? Write these on flipchart.

How many people here feel that these things would keep you from applying for a job? Read off each item listed on flipchart, ask for a show of hands, and note the hand count on the flipchart. Probe participants to find out if these issues are personal or structural; for example, if a participant responds that childcare is a problem, find out what exactly is the issue. It could be that a mother does not feel comfortable leaving her child with strangers, or that daycare is not available at the hours needed.

a. IF transportation or childcare do not appear on the list, please ask about them specifically: Does anyone think that transportation or childcare issues might prevent them from taking a ECE job? If so, what is it that makes it difficult? (e.g., accessibility, safety, cultural reasons, manageability)?

Is there anything that might encourage you to apply for one of these jobs?

#### VIII. Education/Training (20 minutes)

Purpose: What are the issues that affect the participants' interest in or ability to attend training for jobs in the target industries? Are there structural issues that are common to some participants, and if so, will the program design be able to accommodate them? Are there perceptions of training that can be addressed?

Would you attend education/training for the ECE industry?

Is there anything in particular that might prevent you from attending education/training?

How about anything that might encourage you to go?

How long would you be willing to attend education/training?

a. Are certain times or days better than others?

If training were available outside of your neighborhood, would you be willing to go?

a. Why or Why not?

Would you be willing to pay for education/training?

a. How much?

For those who said they have attended training before, what did you like/dislike about it?

#### IX. Job Search (15 minutes)

Purpose: How do participants currently look for and find employment and educational/training opportunities? If there are common avenues, these may be a starting point for a targeted training recruitment.



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How do you usually find out about job openings, or where would you go to find out about job openings? Probe for specifics, such as the names of local newspapers or the names of service agencies – e.g., newspaper, internet, word of mouth, welfare office, community college, etc.

How did you find your last job?

Where would you go to find out about job openings in the Early Care and Education industry?

How do you hear about education/training opportunities, or where would you go to find out about education/training? Probe for specifics.

X. OTHER ISSUES / WRAP-UP (5 minutes)

Purpose: To make sure we haven't missed anything that would be relevant to the research.

Is there anything about this industry or about finding or keeping a job in this industry that anyone would like to add before we end?

"Thank you all very much for participating. The information you shared with us today is very valuable and will help shape the direction of the sector project. We have envelopes with a stipend to thank you for your time. Please be sure to take one and sign on the sheet to show that you received it."

## ECE Incumbent Worker and Provider

Protocol

WELCOME AND OVERVIEW (5 minutes)

Introduce yourself and your team (co-facilitator, recorder and others, if any) and welcome everyone to the focus group session. Take just a couple of minutes to explain who you are and your roles.

Give them a little background about the Project and the purpose of the focus group. Something like this: ()

Post the agenda on a flip chart where everyone can see it and walk them through it.

Welcome and Overview (5 minutes)

Logistics and Ground Rules (5 minutes)

Introductions (10 minutes)

Advancement Opportunities (35 minutes)

Education and Professional Development (30 minutes)

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Retention (30 minutes)

Other Issues / Wrap-Up / Drawing (5 minutes)

LOGISTICS AND GROUND RULES (5 minutes)

Inform the group that you will cover a few logistics before we begin.

“The focus group session will last approximately 2 hours.”

“Refreshments are provided and you can help yourself at anytime.”

Point out where the restrooms are located.

Ask everyone to stay to the end of the session where they will receive a stipend for participating in the focus group.

Go over the ground rules for the session.

“We want everyone to participate in the discussion. We ask that you be courteous and allow others to share their views and comments.”

“The session is going to be recorded. However, everything said here is strictly confidential. We will not share your names or comments with others, and ask that you do the same.”

“The focus group results will be shared in aggregated form only.”

“There are no wrong or right answers to these questions, so feel free to be candid. Everyone has the right to agree to disagree.”

“My colleagues and I are here simply to serve as facilitators and recorders. We do not presume to have the answers to questions raised today.”

III. INTRODUCTIONS (10 minutes)

Go around the room and have each of the participants share the following: (Have these things listed on a flipchart.)

Name

Company

Position

Length of time at company:

Length of time in current position:

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Brief description of responsibilities:

### Incumbent Worker Focus Group Questions

#### WARM UP: Charting Career Pathway

Distribute paper to each participant. Have them diagram their journey into and through the ECE field. Start with where they entered from and where they want to go and how they will get there. Reference the example on flip chart.

#### IV. ADVANCEMENT OPPORTUNITIES (35 minutes)

By a show of hands, who is interested in career advancement within the ECE field?

For those who didn't raise their hands, why aren't you interested? Do you intend to stay in the ECE field?

For those interested in advancement, do you have specific career goals? If so, what are they?

What are other career options in the ECE for someone in your position? Make a list of careers—e.g. elementary teacher, center director, etc.

What would it take for someone in your position to advance to these others positions? Ask for specific types of experience, skills, and other requirements. Prompt: What role specifically does education play in advancement?

By a show of hands, would you like more information about potential career options and the kinds of experience, skills, and requirements are needed to qualify?

By show of hands how many of you have left the ECE field in order to advance in your career?

Where did you go? Make a list.

What made you come back? Make a list.

By show of hands how many of you would consider leaving the ECE field in order to advance in your career?

Where would you go? Make a list.

(Post a flipchart page on the wall that has the core and growth occupations in the ECE industry listed on it. Distribute three different colored "sticker dots" to each participant. The stickers should say "1", "2" and "3", for clarity.)

Here is a chart that lists some of the jobs that are available in the ECE industry. Please choose the three that you think would be the best jobs. This does not necessarily mean that they pay the most, although this may be a factor for some people. Think of this as the three jobs you would most like to have. If there are other jobs that we talked about that are not on the list, you can write those up here as well. Now, I want you to get up and put the (orange) dot next to the job you think is best;

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the (yellow) dot next to the one that is second best, and the (green) dot next to the one that is third best. (Allow 2-3 minutes to do this.)

#### V. EDUCATION and PROFESSIONAL DEVELOPMENT (30 minutes)

By a show of hands, does your employer provide in-house education/professional development programs or incentives that are specifically designed for advancement in the ECE field? If so, what? Make a list.

Were these opportunities required by your employer?

How many of you have used employer-provided programs or incentives? Tell us briefly about your experience and some of the challenges you encountered. Make a list of issues and challenges.

What did it take to access these opportunities?

What were the 2 or 3 major challenges you encountered?

How many of you want/wanted to use these programs or incentives but have been unable to do so? What were the issues or challenges that make/have made it difficult to participate?

Besides your employer, where else can you go to get education or professional development to advance in the ECE field? If you know, give me the names of places or organizations that offer them. Make a list.

How many of you have used these other education or professional development programs? Tell us briefly about your experience and some of the challenges you encountered. Make a list of issues and challenges.

Prompts: How did you learn about it? Were you working? When were your classes? Did you need financial assistance to participate? How did you get it?

What were the 2 or 3 major challenges you encountered?

How many of you want/wanted to use these program or benefits but have been unable to do so? What were the issues or challenges that make/made it difficult to participate?

Are there any other challenges (either to success or participation) that are specifically related to occupational status, ethnicity, race, language or education level? What might help to overcome these challenges?

For those who participated in education/professional development programs, what was the effect of these programs (employer-based or external) on your advancement or potential for advancement (e.g., certifications, credentials, licenses, promotions)?

#### RETENTION (30 minutes)

By a show of hands, do you see yourself in the ECE field in 5 years, in 10 years, in 15 years?

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Is job turnover, when colleagues leave to work in another child care facility, an issue in the ECE industry?

Why did they leave?

How did their leaving affect your work?

How did their leaving affect the quality of care in the center?

Is occupation turnover, when colleagues leave to work in another industry, a problem in ECE?

Why did they leave?

How did their leaving affect your work and the quality of care?

What role if any does compensation play in perpetuating turnover in the field?

How does career mobility affect why people decide to stay in or leave the field?

What changes would help people to stay in the field?

VII. OTHER ISSUES / WRAP-UP / DRAWING (5 minutes)

Are there any other issues that affect your employment that we have not discussed? (housing, transportation, job supply, community colleges)

Conclude the session with some words about next steps:

“Thank you all very much for participating. The information you shared with us today is very valuable and will help shape the direction of the sector project. We have a short survey for you to fill out and then we have envelopes with a stipend to thank you for your time. Please be sure to take one and sign on the sheet to show that you received it.”

## ECE Employment & Training Provider

Focus Group Questions

WELCOME AND OVERVIEW (5 minutes)

LOGISTICS AND GROUND RULES (5 minutes)

INTRODUCTIONS (10 minutes)

Go around the room and have each of the participants share the following: (Have these things listed on a flipchart.)

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Name

Organization or community college

Title and brief description of position

### CORE OCCUPATIONS (20 minutes)

Purpose: To determine whether training providers are training for our target industry and the occupations in demand; to determine their experiences training in these occupations; and to get a sense of training providers' knowledge of the employer screening process.

1. Looking at ECE industry, what difficulties do you face in providing education/training in these occupations? (e.g., people don't sign up, can't find appropriate trainers, etc.) Probe: Why do you think that is?
2. What do employers in the ECE industry look for when hiring for these positions? (e.g., computer skills, interpersonal skills, work experience). Probe to find out if the training providers incorporate these aspects into their training programs (e.g., that they provide an internship to give work experience).
3. Which types of education/training do you have the greatest demand for from ECE employers?
  - a. Which ECE education/training tracks are most in demand by students?
4. Do you know of other local organizations that offer training in these ECE occupations? Who?
5. What difficulties do you face in providing education/training in these ECE occupations?

### TRAINING PROFILE (15 minutes)

Purpose: To get a sense of the structure of programs, when training is offered, etc. This info is important for recruitment efforts; it helps identify whether there may be barriers for the target population in accessing training (e.g., if only offered during the day) or whether training cycles coincide with employers' peak hiring needs.

6. What are the requirements for a participant to be eligible to enter your program? (e.g., High School Diploma/GED, enrolled at community college, etc.)
7. At how many points in the year can people enroll in your programs? (e.g., open entry/open exit, enrollment periods every 3 months, bi-annually, etc.)
8. Is there a waiting list for enrollment? If yes, why is there a waiting list? How long is the wait?
9. What is the length of training? (e.g., 5 weeks, semester, etc.)

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10. When is the training offered? (e.g., day only, night, weekends)
  11. Are there a minimum number of people that must be enrolled in order to provide training?
  12. Do any of your programs incorporate remedial or ESL education? Which ones?
  13. What is the average cost to enroll in a class or training program?

#### CLIENTS SERVED (20 minutes)

Purpose: To gauge whether training providers have flexibility to train various populations; to gauge training providers' knowledge of low-income residents and the barriers that they face in serving this population.

14. Is your program limited in the types of clients you can serve? If yes, why? (e.g., funding source may limit clients to welfare recipients, mission dictates, etc.)
15. Can your program accommodate new clients (both in terms of numbers of students and types of clients)? If not, why?

#### CLIENT SERVICES (20 minutes)

Purpose: To gauge whether training providers have put into place services that may help the target population overcome structural barriers that might prohibit them from participating in training; and to determine their experiences placing participants in these occupations.

16. What kinds of financial support are available for trainees? Do you provide stipends during training or financial aid?
17. What types of support services, if any, are offered to clients while they are enrolled in training, and how long are these services offered? Please ask specifically about childcare assistance/referrals and transportation assistance if no one brings this up.
18. Which of you provides job placement assistance to participants after they complete the program?

For those who do, what has been your experience in placing graduates with employers? Probe: If they say it has been difficult, ask, "Why do you think that is?" If they say they have been successful, ask the same question.

Has it been more difficult to place clients in certain occupations? Which ones? Why?

19. Which of you provides follow-up or job retention services?
  - a. For those who do, how long are clients eligible for follow-up services?
  - b. What is the average job retention rate?
  - c. What are the most common barriers to retention?

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## Program and Curriculum Development (15 minutes)

Purpose: To gauge training providers' flexibility in expanding their training programs; developing new curriculum; or restructuring their program to meet the needs of the industry and/or participants.

20. How does your organization decide what training programs to provide?
21. How is curriculum designed? (e.g., hire a professional, with input from employers) Probe to find out if employers are involved if no one mentions this.
22. How much latitude do you have to modify or redesign curriculum (such as breaking semester-length courses into modules, adding soft skills training, etc.)?

If you were to change existing curriculum, how long would it take to do that?

If you do not currently have the flexibility to redesign curriculum, what do you need to be able to that?

23. How much latitude does your organization have in restructuring how it delivers education/training?

- a. Can you offer training off-site? (e.g., at employer's offices, etc)
- b. Can you offer training during off-hours (e.g., at night or on weekends)?

## OTHER ISSUES / WRAP-UP / DRAWING (5 minutes)

Purpose: To make sure we haven't missed anything that would be relevant to the research.

24. Are there any other that workforce issues that your organization (or community college) faces that we have not discussed?

Conclude the session with some words about next steps:

Thank everyone for participating and hold the drawing.



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## Appendix D

### Occupational Survey

Date

Dear Child Care and Development Services Colleagues:

The County of Los Angeles Child Care Planning Committee, LAUP, and the City of Los Angeles are collaborating to conduct a Sector Workforce Analysis for the child care and development industry. The collaboration is working with the National Economic Development and Law Center (NEDLC) to conduct the analysis. In order to have a thorough understanding of all potential career paths, we are surveying a limited number of agencies who have jobs which are related to child care and development services, but are not classroom specific positions.

Your assistance in completing the attached survey would be of great value. Please respond by July 31, 2007. You can fax the survey to NEDLC at (510) 251-0600, attention Tarecq Amer, or you can call Tarecq directly and provide information on the phone (510) 251-0600 ext. 138. We will follow up with a telephone call if we don't hear from you.

If you have any questions please call Laura Escobedo, Office of Child Care, (213) 974-4102, [lescobedo@ceo.lacounty.gov](mailto:lescobedo@ceo.lacounty.gov).



2201 Broadway-Suite 815, Oakland, CA 94612  
Phone: (510) 251-2600 Fax: (510) 251-0600 [www.insightcced.org](http://www.insightcced.org)

### **Workforce Survey of the Early Care and Education Industry in Los Angeles County**

#### **Please give information for all positions that match the following description!**

Any job that requires the individual to:

- Work directly with parents related to enrolling or seeking child care and development services (this may include outreach, eligibility verification, etc.)
- Work with providers in the enrollment of families or payment for child care services
- Provide training or technical assistance to providers or to teaching staff.

- Coordinate programs or projects that support families in child care and development services or assist providers/teachers.
- Evaluate the quality of programs/providers, or the effectiveness of programs offered to families and providers.
- Manage or supervise services related to any of the activities listed above
- Train or educate others who will train, coordinate, or conduct activities listed above.
- Train providers and teachers who work directly with children.
- Develop new child care and development programs or services

You **should not include** jobs that are classroom specific (teacher, assistants, etc.) or may be found in any business/service such as accountants, receptionists, computer technicians, etc.

Your Name: \_\_\_\_\_

Your Title: \_\_\_\_\_

Your Agency: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

**If your agency has job descriptions, feel free to send them to NEDLC in place of the matrix below. But please be sure to note the wage range and total number of each job with the descriptions.**

Position Titles	Number of these positions in your organization	Minimum educational requirements: briefly list types of degrees or number of units and appropriate majors.	Experience requirements: briefly explain the amount and type of experience required for these positions, if any.	Pay range for position: A= \$20-30,000    B= \$30-40,000 C= \$40-55,000    D= \$55,000 or above
EXAMPLE: <b>Parent Coordinator</b>	<b>2</b>	<b>AA in Child dev</b>	<b>1 year working with families</b>	<b>B</b>

Thank you for your help with this project! If we have any follow-up questions, we will give you a call.

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## Appendix E

### **Core Early Care and Education Occupation Description**

Education Administrators, Preschool and Child Care Center/Program

Plan, direct, or coordinate the academic and nonacademic activities of preschool and child care centers or programs.

*Sample of reported job titles:* Director, Administrator, Preschool Director, Site Coordinator, Childcare Director, Early Head Start Director, Education Coordinator, Education Director, Education Site Manager, Early Childhood Services Director.

### **General and Operations Managers**

Plan, direct, or coordinate the operations of private or public organizations. Duties and responsibilities are too diverse and general in nature to be classified in any one functional area of management or administration. Includes owners and managers who head small business establishments whose duties are primarily managerial.

*Sample of reported job titles:* Operations Manager, General Manager, Director of Operations, Store Manager, Chief Operating Officer (COO) .

### ***Preschool Teachers, Except Special Education***

Instruct children (normally up to 5 years of age) in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. May be required to hold State certification.

*Sample of reported job titles:* Teacher, Preschool Teacher, Lead Teacher, Pre-K Teacher (Pre-Kindergarten Teacher), Group Teacher, Early Childhood Teacher, Headstart Teacher, Toddler Teacher, Head Teacher, Associate Teacher.

### **Teacher Assistants**

Perform duties that are instructional in nature or deliver direct services to students or parents. Serve in a position for which a teacher or another professional has ultimate responsibility for the design and implementation of educational programs and services.

*Sample of reported job titles:* Teacher's Assistant or Aide, Instructional Assistants. Associate Teacher, Special Ed. Paraeducator, Children's Center Assistant Houseparent.

### **Child Care Workers**

Attend to children at schools, businesses, private households, and child care institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play. Excludes "Preschool Teachers" and "Teacher Assistants".

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*Sample of reported job titles:* Child Care Worker, Child Caregiver, Childcare Worker, Before and After School Daycare Worker, Child Care Provider, Child Care Assistant, Childcare Specialist, Daycare Aide, Playground Aide, Preschool Aide.

### **Education Administrators, Elementary and Secondary School**

Plan, direct, or coordinate the academic, clerical, or auxiliary activities of public or private elementary or secondary level schools.

*Sample of reported job titles:* Elementary/Middle/High School Principal, School Superintendent, School Administrator, Athletic Director, Special Education Director.

### **Education Administrators, All Other**

All education administrators not listed separately (in other “Education Administrator” classifications)

### **Education Teachers, Postsecondary**

Teach courses pertaining to education, such as counseling, curriculum, guidance, instruction, teacher education, and teaching English as a second language. Include both teachers primarily engaged in teaching and those who do a combination of both teaching and research

*Sample of reported job titles:* Professor, Education Professor, Instructor, Faculty Member, Special Education Professor, Field Placement Director, Counselor Education Professor, Field Coordinator, Lecturer, Student Teaching Coordinator.

### **Special Education Teachers, Preschool, Kindergarten, and Elementary School**

Teach elementary and preschool school subjects to educationally and physically handicapped students. Includes teachers who specialize and work with audibly and visually handicapped students and those who teach basic academic and life processes skills to the mentally impaired.

*Sample of reported job titles:* Special Education Teacher, Resource Teacher, Intervention Specialist, Exceptional Student Education Teacher (ESE Teacher), Teacher of the Handicapped, SED Elementary Teacher (Severe Emotional Disorders).

### **Instructional coordinator**

Develop instructional material, coordinate educational content, and incorporate current technology in specialized fields that provide guidelines to educators and instructors for developing curricula and conducting courses.

*Sample of reported job titles:* Instructional Systems Specialist, Curriculum Specialist, Curriculum Coordinator, Curriculum and Instruction/Assessment Director, Curriculum Director, School Standards Coach, Career Technical Supervisor.

### **Recreation Workers**

Conduct recreation activities with groups in public, private, or volunteer agencies or recreation facilities. Organize and promote activities, such as arts and crafts, sports, games, music,

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dramatics, social recreation, camping, and hobbies, taking into account the needs and interests of individual members.

*Sample of reported job titles:* Recreation Supervisor, Activities Assistant, Child Care Provider/Assistant, Activities Director, Activity Specialist, Certified Therapeutic Recreation Specialist (CTRS), Recreation Therapist, Activities Coordinator.

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## Appendix F

### Peripheral Jobs in Early Care and Education Excluded from the Analysis

We found that many of the new jobs forecast to be created in Child Day Care Services, in common with the rest of the County, will be in low-wage jobs. We have excluded many of these occupations on the basis that they were not listed within the core of the ECE industry by the project Technical Committee and because of the low quality of these jobs. In Table 3 we have listed a representative sample of these occupations. Although they are excluded from the occupational analysis, we do note the significance of these jobs in terms of overall growth). Moreover, while these are not occupations that offer a career path for the ECE workforce, they may offer workers in retail and other low wage industries career paths into ECE.

**Table 3: Los Angeles High Growth, Low-income Occupations**

Description	2006 Jobs	2016 Jobs	Change
Retail salespersons	158832	182696	23864
Customer services representatives	75998	86615	10617
Janitors and cleaners	78562	87530	8968
Waiters and waitresses	72219	79728	7509
Maintenance and repair workers,	47935	54463	6528
Food preparation workers	40664	46526	5862
Receptionists and information clerks	48352	53624	5272
Security guards and gaming surveillance officers	61587	65087	3500
Packers and packagers, hand	39575	40408	833

Source: Economic Modeling Specialists, Inc. - 6/07

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## Appendix G

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