
A Profile of the Child Care Center Workforce in Los Angeles County

Findings from the 2002 Survey
of Child Care Staff Salaries,
Benefits, and Working Conditions



**Prepared by the
Center for the Child Care Workforce
for the Los Angeles County
Child Care Planning Committee**

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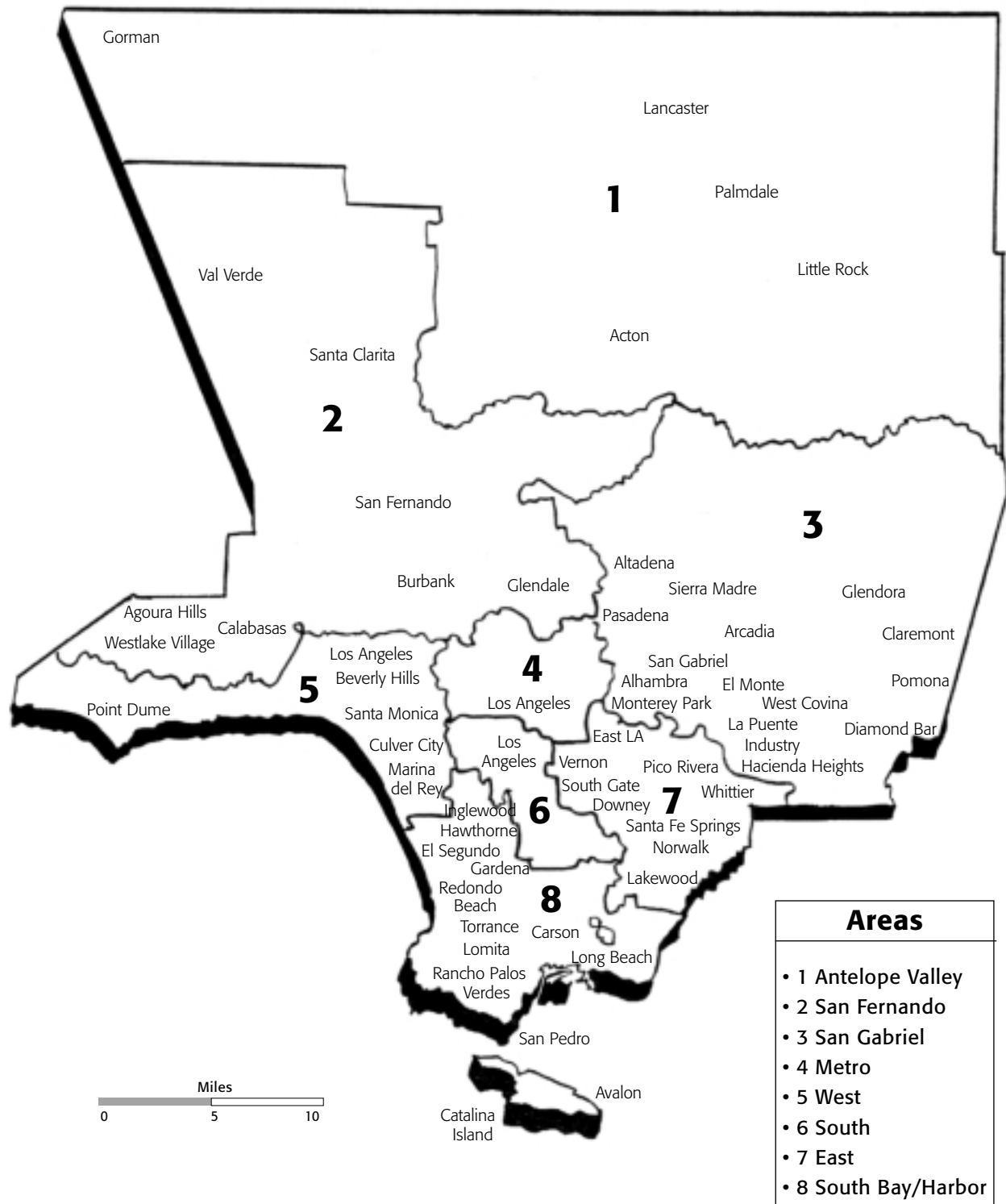
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MAP 1. Service Planning Areas* (SPA's), Los Angeles County



* Approved, Los Angeles County Board of Supervisors, November 16, 1993

Introduction

Building a skilled and stable child care center workforce in Los Angeles County is a longstanding challenge, but one that is central to all efforts to improve child care quality and to stabilize and build the capacity of licensed child care centers.

This study was undertaken to document the demographic characteristics, educational backgrounds, salaries and benefits of child care center teaching and administrative staff in Los Angeles County, a subject first described in a comparable 1995 survey. Previous research has demonstrated that child care programs provide more nurturing environments, and better prepare young children for elementary school, when they attract and retain a well-educated workforce by offering better compensation and working conditions.¹ The ultimate success of policies that seek to improve school readiness in the County, such as the Universal Prekindergarten Initiative, depend upon well-trained, committed and well-compensated child care teaching and administrative staff.

There is a growing consensus that parent fees alone cannot finance the full cost of quality child care, and that additional support from public and private sources is urgently needed. In Los Angeles County, as throughout the state, many parents who need child care earn a low or moderate income, and already have difficulty paying for licensed services at current fee levels.

As a result, a statewide child care workforce compensation initiative²—called “Investing in Early Educators” in Los Angeles County—has been designed to reward staff in subsidized child care programs for investing in their education and remaining in the field. This program, which receives \$9.9 million in state funds over a two-year period, is an important public policy strategy for improving the education and retention of one sector of Los Angeles County’s child care workforce. A smaller Los Angeles County initiative, the CARES (Compensation and Retention Encourages Stability) program, has been funded at \$1.2 million for one year by First Five L.A., the agency that administers Proposition 10 funds,³ to provide similar incentives for staff in non-subsidized child care centers and for family child care providers. These two groups care for the majority of children in Los Angeles County, and historically have earned lower salaries and had higher turnover than those employed in subsidized programs. Unfortunately, the CARES initiative’s current funding level will only provide financial stipends for a small fraction of the eligible workforce.

Although it is too early to determine the effect of the Investing in Early Educators initiative on the Los Angeles County child care workforce, this study does describe the levels of formal education, specialized preparation in early childhood education or child development, and ongoing training of child care teachers, assistant teachers and directors.⁴ Our findings show that most child care teaching staff have made a substantial investment in their professional preparation and are continuing to obtain further training, but the relatively low salary levels of entry-level and more experienced staff suggest that centers are only minimally able to reward such an investment in training. The findings, therefore, highlight the usefulness of initiatives such as Investing in Early Educators and CARES.

A comparison of 1995 and 2002 findings indicates that there has been modest improvement in child care salaries and benefits in the last seven years, a period of unparalleled economic growth in California. Child care center teaching remains among the lowest-paid occupations in the County, health insurance coverage is minimal, and levels of staff turnover remain consistent with those reported in 1995. Substantial discrepancies persist between the subsidized and non-subsidized child care sectors; subsidized centers offer better compensation, employ better-educated staff, and report lower staff turnover than non-subsidized centers, which comprise the majority of Los Angeles County's child care programs and serve the majority of children. Even so, teaching staff in subsidized centers still earn salaries far below those offered to teachers in grades K-12, even when they share the same educational qualifications.

This report offers a profile of current wages, benefits, working conditions, demographics, training and rates of turnover for child care teaching and administrative staff in Los Angeles County. It also explores differences among child care programs operating under a variety of auspices, categorized here as for-profit, religious nonprofit, independent nonprofit, and subsidized nonprofit. In recognition of the County's social and economic diversity, key findings are also reported for each of its eight regions or "Service Planning Areas" (SPA's): Antelope Valley, San Fernando, San Gabriel, Metro, West, South, East, and South Bay/Harbor. Programs that span more than one SPA comprise an additional category of "multiple SPA" programs.

Results from a companion study of licensed family child care providers in Los Angeles County will be published in 2003.

Research Design

This study was designed to provide a profile of child care center teaching and administrative staff in Los Angeles County, including demographic characteristics, educational backgrounds, compensation and working conditions. The report describes findings from a survey of Los Angeles County child care center directors conducted in the spring of 2002, using a questionnaire, *Child Care Staff Salary, Benefits and Working Conditions Survey*,⁵ that was mailed to a random sample of child care programs. The final sample consisted of 253 programs. (See Figure 1.) The centers included in the survey represent the range of program types in the community, defined as follows:

- **For-profit programs** include independently owned and operated centers, as well as those owned and operated by a local or national chain.
- **Religious programs** are overseen by a religious organization such as a church or synagogue, and often receive in-kind donations of space.
- **Independent nonprofit programs** operate without an affiliation to a sponsor or public funding agency. They are typically overseen by a board composed of parents and/or community members. Parent co-operatives are included in this category.
- **Subsidized programs** such as school districts hold contracts with and receive subsidies⁶ from public sources, such as the State of California, in addition to any fees collected from parents.

FIGURE 1. Los Angeles County Center-Based Child Care Programs by Site⁷

| | Programs Participating in Survey | | Sites Participating in Survey | |
|------------------------|----------------------------------|------------|-------------------------------|------------|
| | Number | Percentage | Number | Percentage |
| For-profit | 73 | 29% | 73 | 11% |
| Religious | 79 | 31% | 108 | 16% |
| Independent Nonprofit* | 42 | 17% | 63 | 9% |
| Subsidized Nonprofit** | 59 | 23% | 435 | 64% |
| Total | 253 | 100% | 679 | 100% |

A child care *program* is an entity that operates one or more child care centers or sites. A *site* is one center within a program. In particular, subsidized programs often operate multiple sites; the 59 subsidized programs participating in this survey represent 435 sites. Child care centers within a multiple-site program typically operate with the same salaries, benefits and working conditions established by a central administration.

The 253 child care programs that participated in the study represent a total of 679 sites employing 7,513 teaching and administrative staff, including 3,335 teachers, 3,434 assistant teachers, 323 teacher-directors, and 421 administrative directors. (See Figure 1.)

There are currently 3,514 child care center licenses in Los Angeles County,⁸ roughly approximating the number of sites in operation. To obtain a sample of Los Angeles County child care programs, we randomly selected 1,100 licensees, resulting in 649 programs. Of the 649 programs asked to participate, we achieved a response rate of 39 percent (N = 253). Assuming an approximate correspondence between licenses and sites, the survey respondents represent 19 percent of child care sites operating in Los Angeles County.

The distribution of child care program types in Los Angeles County is unknown at this time. In the absence of population data, we investigated the auspices of the full sample of programs selected for participation (N = 649) by combining respondents' reports with information gathered from telephone interviews with center directors who did not respond to the survey. We reasoned that the distribution of program types within a randomly selected sample should approximate the distribution of program types in the County. Survey participants' program auspices are comparable to the distribution of program types in the sample of 649 programs selected. (See Figure 2.) This population data describing the number of Los Angeles County child care programs, sites, and program auspices facilitates research on the child care workforce.

FIGURE 2. Los Angeles County Center-Based Child Care Programs by Type

| | Programs in Study Sample | | Programs Participating in Survey | |
|-----------------------|--------------------------|------------|----------------------------------|------------|
| | Number | Percentage | Number | Percentage |
| For-Profit | 160 | 25% | 73 | 29% |
| Religious | 153 | 24% | 79 | 31% |
| Independent Nonprofit | 93 | 14% | 42 | 17% |
| Subsidized Nonprofit | 120 | 19% | 59 | 23% |
| Missing ⁹ | 123 | 19% | 0 | — |
| Total | 649 | 100% | 253 | 100% |

Programs were selected for the sample in proportion to the distribution of programs throughout Los Angeles County’s eight regions or “Service Planning Areas” (SPA’s). All regions are represented, and individual survey results for each are described in Part Two of the report. (See Figure 3.)

FIGURE 3. Los Angeles County Center-Based Programs by Region

| Service Planning Areas | Programs in Study Sample | | Programs Participating in Survey | |
|----------------------------------|--------------------------|------------|----------------------------------|------------|
| | Number | Percentage | Number | Percentage |
| Region 1: Antelope Valley | 23 | 4% | 8 | 3% |
| Region 2: San Fernando | 129 | 20% | 53 | 21% |
| Region 3: San Gabriel | 138 | 21% | 65 | 26% |
| Region 4: Metro | 56 | 9% | 23 | 9% |
| Region 5: West | 51 | 8% | 20 | 8% |
| Region 6: South | 62 | 10% | 17 | 7% |
| Region 7: East | 54 | 8% | 25 | 10% |
| Region 8: South Bay/Harbor | 107 | 16% | 33 | 13% |
| Multiple Service Planning Areas* | 29 | 4% | 9 | 4% |
| Total | 649 | 100% | 253 | 100% |

* Describes multiple-site programs whose sites are located in two or more Los Angeles County SPA’s.

A comparable study was conducted in 1995 with a different sample of child care centers, and the distributions of program auspices are comparable with the 1995 and 2002 studies. For example, 28 percent of the 1995 sample consisted of for-profit programs, compared with 29 percent in the 2002 sample. Subsidized programs comprised 21 percent of the 1995 sample, compared with 23 percent in the 2002 sample. In 2002, religious programs are a larger percentage of the sample (31 percent) than they were in 1995 (17 percent), and independent non-profits are a smaller percentage in 2002 (17 percent) than they were in 1995 (34 percent). Since the 1995 and 2002 center samples are not identical, we cannot draw definite conclusions about changes in child care staff characteristics and compensation during this period, but we are able to draw attention to suggestive trends. Longitudinal research tracking the 2002 survey respondents would permit researchers to identify such trends with more confidence.

Los Angeles Countywide Findings

Los Angeles County is a large, demographically and geographically diverse county comprised of eight regions or Service Planning Areas (SPA's). This section of the report contains results for Los Angeles County child care programs as a whole, and the second section contains individual profiles of child care staffing for each of the eight SPA's. Figure 4 presents an overview of a typical Los Angeles County child care center.

FIGURE 4. Profile of a Typical Los Angeles County Child Care Center

- Six teachers, two assistant teachers, one teacher-director and one director are on staff.
- All six teachers have completed at least some college coursework; one has a bachelor's degree or higher.
- All six teachers have earned college credits in early childhood education (ECE) or child development. Two have obtained an associate degree or higher in ECE or child development.
- Teachers who are paid the starting-level or lowest wage receive \$9.40 per hour.
- The highest-paid teachers receive \$14.33 per hour.
- One teacher will leave in the coming year, and it will take three to five weeks to hire a permanent replacement.

Demographics

In most communities in the United States, child care teaching staff are predominantly women in their child-bearing years, and are more likely to be women of color than are members of the general population. Los Angeles County child care teaching staff conformed to this pattern, on the whole. Males in the U.S. child care workforce are more likely to be assistant teachers than teachers, which was also true for this Los Angeles County sample. (See Figures 5 and 6.)

The ethnic distribution of teachers was approximately representative of the ethnic composition of the general population of Los Angeles County, with Latinos and Asian Americans/Pacific Islanders somewhat under-represented among teachers, and African Americans somewhat over-represented. Children from birth

FIGURE 5. Gender

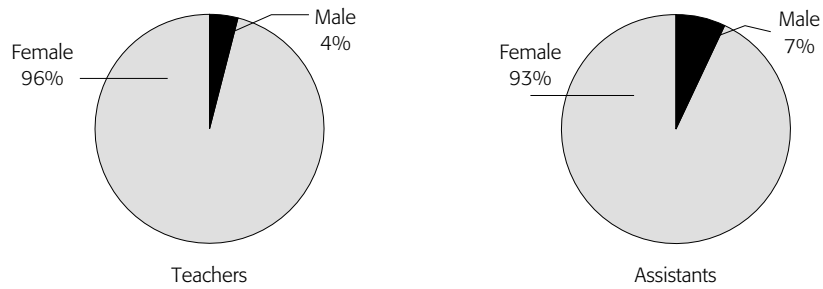
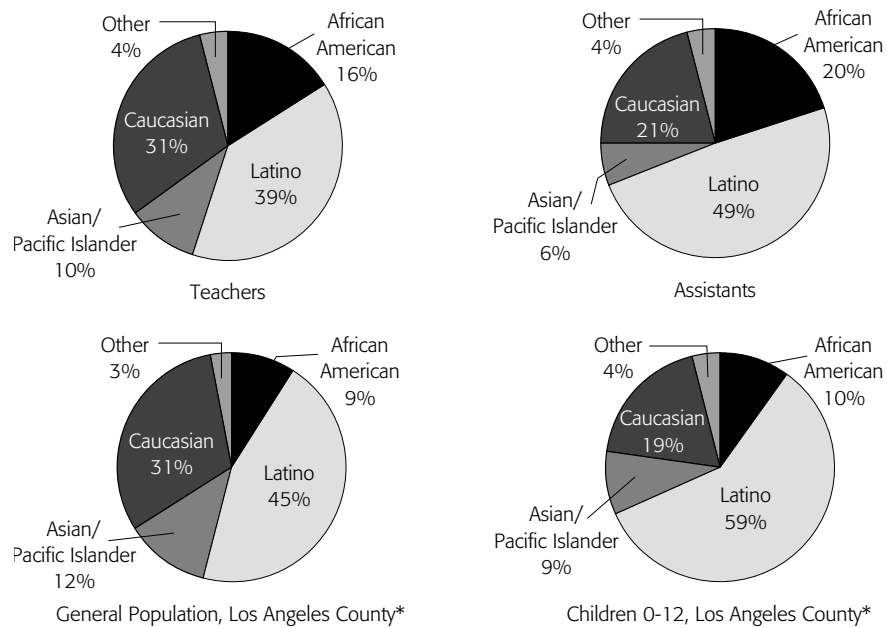


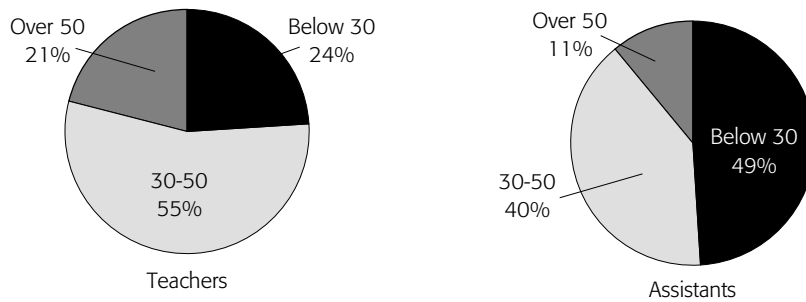
FIGURE 6. Ethnicity¹⁰



*Source: U.S. Census Bureau, Census 2000 Summary File 1.

to age 12 in Los Angeles County, however, are more ethnically diverse than the general population, and from this perspective, Latino teachers and assistant teachers, in particular, are under-represented in the County’s child care workforce. Latinos make up 59 percent of children 0-12 in Los Angeles County, but only 39 percent of the teacher population and 49 percent of the assistant teacher population. (See Figure 7.) This under-representation of Latino teachers and assistant teachers may have implications for the cultural and linguistic match between caregivers and children.

FIGURE 7. Age

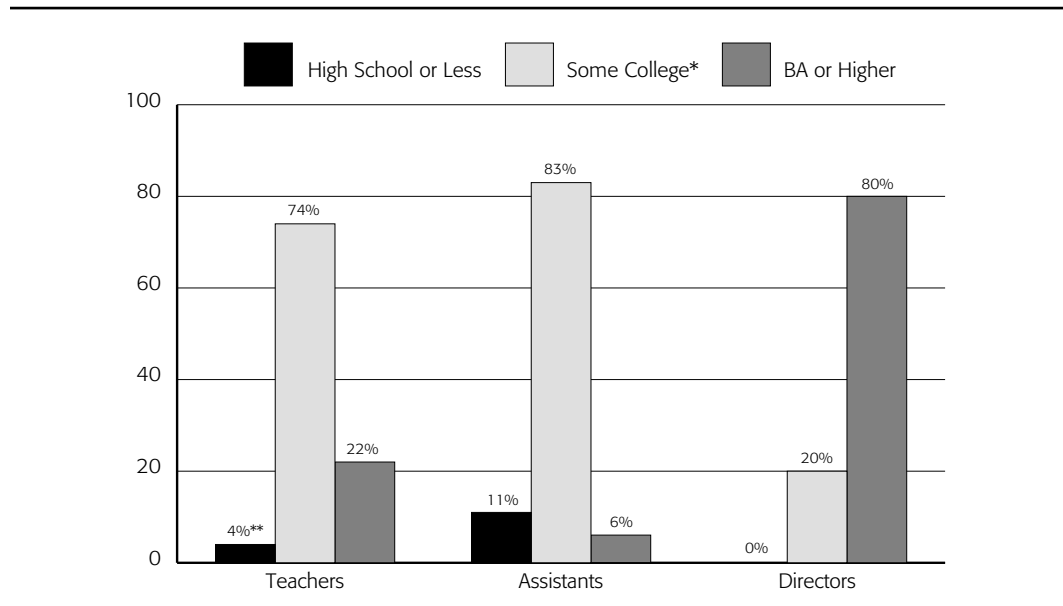


Education and Ongoing Professional Development

The educational profile of child care teachers and assistant teachers in Los Angeles County reveals a well-educated workforce with specialized training in early childhood education (ECE) or child development. Twenty-two percent of teachers had completed a bachelor’s degree or more, and nearly all had completed some college coursework in preparation for their jobs. (See Figure 8.) Most assistant teachers had completed some college courses, and a small percentage had achieved a post-secondary degree; by contrast, most assistant teachers in the overall U.S. child care workforce have no college-level training. The educational levels of teachers and assistant teachers were also higher than those of other members of the civilian workforce, who are less likely than child care teaching staff to have completed college-level training. (See Figure 9.) The educational attainment of teachers and assistant teachers was consistent with that reported in 1995.

The majority of teachers in all program auspices had completed some college-level courses in early childhood education; 29 percent had completed the 12 units required by state licensing regulations for all center-based programs, and 34 percent had completed 24 units, the level required for teachers in some state-subsidized programs. ECE and child development classes typically consist of three units, and thus, 12 units represent four semester-length classes. Most other teachers (31 percent) had completed an associate or bachelor’s degree. Although state licensing regulations do not require assistant teachers to take ECE courses, over 80 percent in our sample had completed some college-level education in ECE or child development. Directors’ educational preparation in ECE was greater than teachers’ and assistant teachers’, with 68 percent having obtained an associate, bachelor’s or master’s degree. (Figure 10.) Staff attainment of college-level training in early childhood education or child development was not described in detail in the 1995 study.

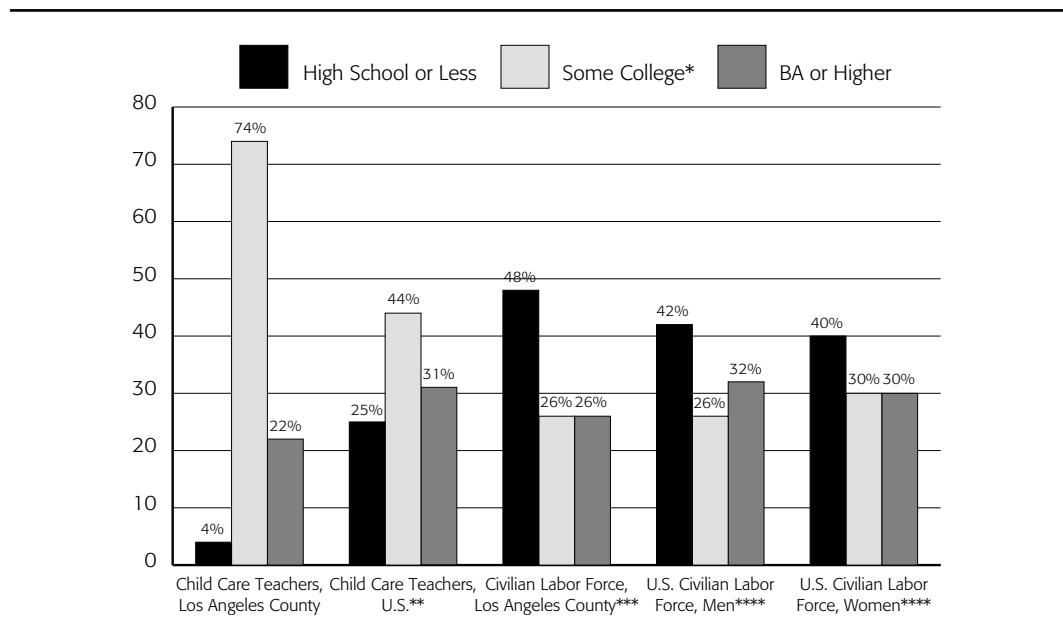
FIGURE 8. Highest Level of Education, Any Subject



*Includes staff who have completed an associate degree

**Programs, in some cases, may obtain a waiver to permit them to employ one or more teachers with less than 12 units of ECE/child development.

FIGURE 9. Educational Attainment of Los Angeles County Child Care Teachers, Compared with Other US. Workers



*Includes teachers with an associate degree.

**Source: *Cost, Quality, & Child Outcomes in Child Care Centers*, 1995.¹¹

*** Source: 2000 Census, Profile of Selected Social Characteristics, Supplementary Survey Summary Tables, Los Angeles County, California

****Source: 2001 Annual Averages, Unpublished Tabulations from the Current Population Survey, Bureau of Labor Statistics, U.S. Department of Labor.¹²

FIGURE 10. Highest Level of Early Childhood Education (ECE) or Child Development

| | Teachers | Assistant Teachers | Directors |
|--------------------|-----------------|---------------------------|------------------|
| 0 units | 1% | 19% | 3% |
| 1-6 units | 4% | 26% | 1% |
| 12 units | 29% | 30% | 12% |
| 24 units | 34% | 19% | 16% |
| Associate degree | 19% | 4% | 10% |
| Bachelor's degree | 12% | 2% | 38% |
| Master's and above | 1% | 0% | 20% |

Significant differences emerged in child care center staff's educational credentials, depending on the type of program in which they worked. Teachers in subsidized nonprofits were more likely to have obtained 24 or more units in ECE or child development than were teachers in all other program types,¹³ and were also more likely to have obtained a bachelor's degree in ECE or child development.¹⁴ (See Figure 11.) Similarly, assistant teachers, teacher-directors and directors in subsidized nonprofit programs were more highly educated in ECE or child development than were their counterparts in other programs.¹⁵

Approximately two-thirds of teaching and administrative staff had participated in 20 or more hours of ongoing training in child development or a related field in the past year; again, teachers in subsidized programs were more likely to have done so.¹⁶ The California Child Development Permit Matrix, which outlines professional requirements for subsidized programs and voluntary standards for non-subsidized programs, has identified 20 hours per year as a benchmark for ongoing early childhood training and professional development. Although the Matrix does not require this ongoing training to be credit-bearing, compensation initiatives for child care staff such as the CARES program, and other professional development initiatives, typically link eligibility to the completion of college-credit bearing training. Between 37 and 45 percent of staff had received college credit for the training they had pursued in the previous year; teachers and assistant teachers in subsidized programs were more likely to have obtained credit than were their counterparts in religious and nonprofit programs.¹⁷

FIGURE 11. Highest Level of Teachers’ Early Childhood Education (ECE) or Child Development by Auspice

| | For-profit | Religious | Independent Nonprofit | Subsidized Nonprofit |
|--------------------|------------|-----------|-----------------------|----------------------|
| 6 units or less | 5% | 7% | 5% | 4% |
| 12 units | 41% | 41% | 30% | 15% |
| 24 units | 30% | 29% | 35% | 40% |
| Associate Degree | 15% | 14% | 15% | 24% |
| Bachelor’s Degree | 8% | 8% | 13% | 16% |
| Master’s and above | 1% | 1% | 2% | 1% |

FIGURE 12. Ongoing Training: Staff Receiving 20 or More Hours of Training in Child Development and Related Subjects in Last Year

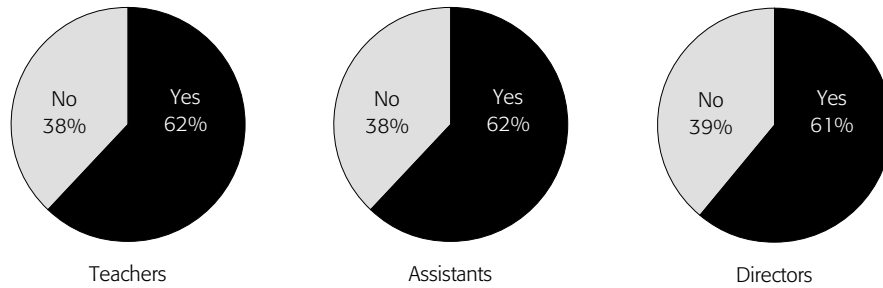
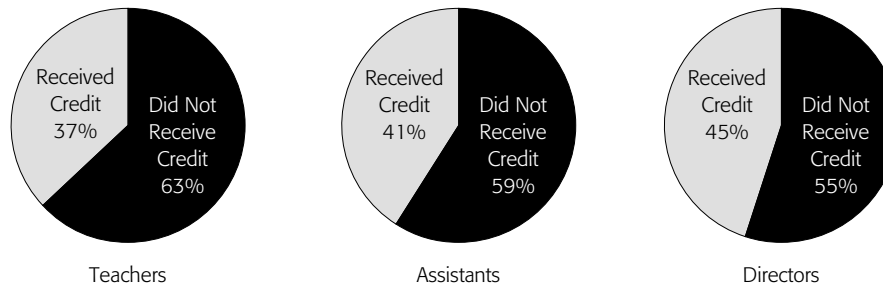


FIGURE 13. Teaching Staff Receiving College Credit for Ongoing Training*



*Includes only those centers that indicated that at least one teacher (center n = 236), assistant (center n = 162), or director (center n = 182) pursued ongoing training in the last year. (See Figure 12.)

Salaries, Benefits and Working Conditions

Salaries

The findings shown in Figure 14 reflect the average starting-level hourly wages and average highest-level hourly wages offered to teachers, assistant teachers, teacher-directors and directors throughout Los Angeles County. Child care teaching staff earned low wages in relationship to the cost of living in Los Angeles County. Entry-level assistant teachers, for example, earned an average of \$7.77 per hour or \$13,598 per year.¹⁸ Lowest-paid teachers earned average salaries of \$9.40 per hour or \$16,450 per year. The average lowest-level wage for assistant teachers fell below the self-sufficiency standard of \$8.54 per hour for a single adult in Los Angeles County, and far below the level required to support dependent children. Similarly, lowest-paid teachers earned average salaries below those required to support a family with one or two children. The Self Sufficiency Standard, developed by the advocacy organization Wider Opportunities for Women, is based on the level of earnings an individual or family needs in a particular community in order to cover such basic expenses as food, housing, child care and transportation without any dependence on public assistance or subsidies. (See Figure 15.)

Even the higher-paid teaching and administrative staff in Los Angeles County received compensation well below that offered by Los Angeles County public school districts, which averaged over \$40,000 in 2000. The highest-paid child care center teachers earned an average of \$25,078 per year. For child care teachers with a bachelor's degree in ECE or child development, an educational level comparable to that required of K-12 teachers, the higher salaries offered by school districts provides a strong inducement for leaving the child care field. (See Figure 16.)

Teaching and administrative staff employed by subsidized nonprofits earned significantly higher salaries than their counterparts in other programs. Highest-paid teachers employed by subsidized nonprofits earned \$30,328 annually, compared with \$24,135 earned by highest-paid teachers in religious programs.¹⁹ Highest-paid directors employed by subsidized nonprofits earned \$54,285 annually, compared with \$31,360 for highest-paid directors in for-profit programs.²⁰

Unionized staff who work under a collective bargaining agreement recognized by their employers earned higher salaries than did non-unionized employees. Nationally, less than five percent of the child care center workforce is unionized, but in Los Angeles County, 12 percent of child care employers have collective bargaining agreements with teachers, and 15 percent have agreements with assistant teachers. Virtually all of the programs in this sample with unionized employees were subsidized, and most were affiliated with public school districts. Subsidized nonprofits were much more likely to employ unionized staff

FIGURE 14. Average Hourly Wages by Child Care Center Type

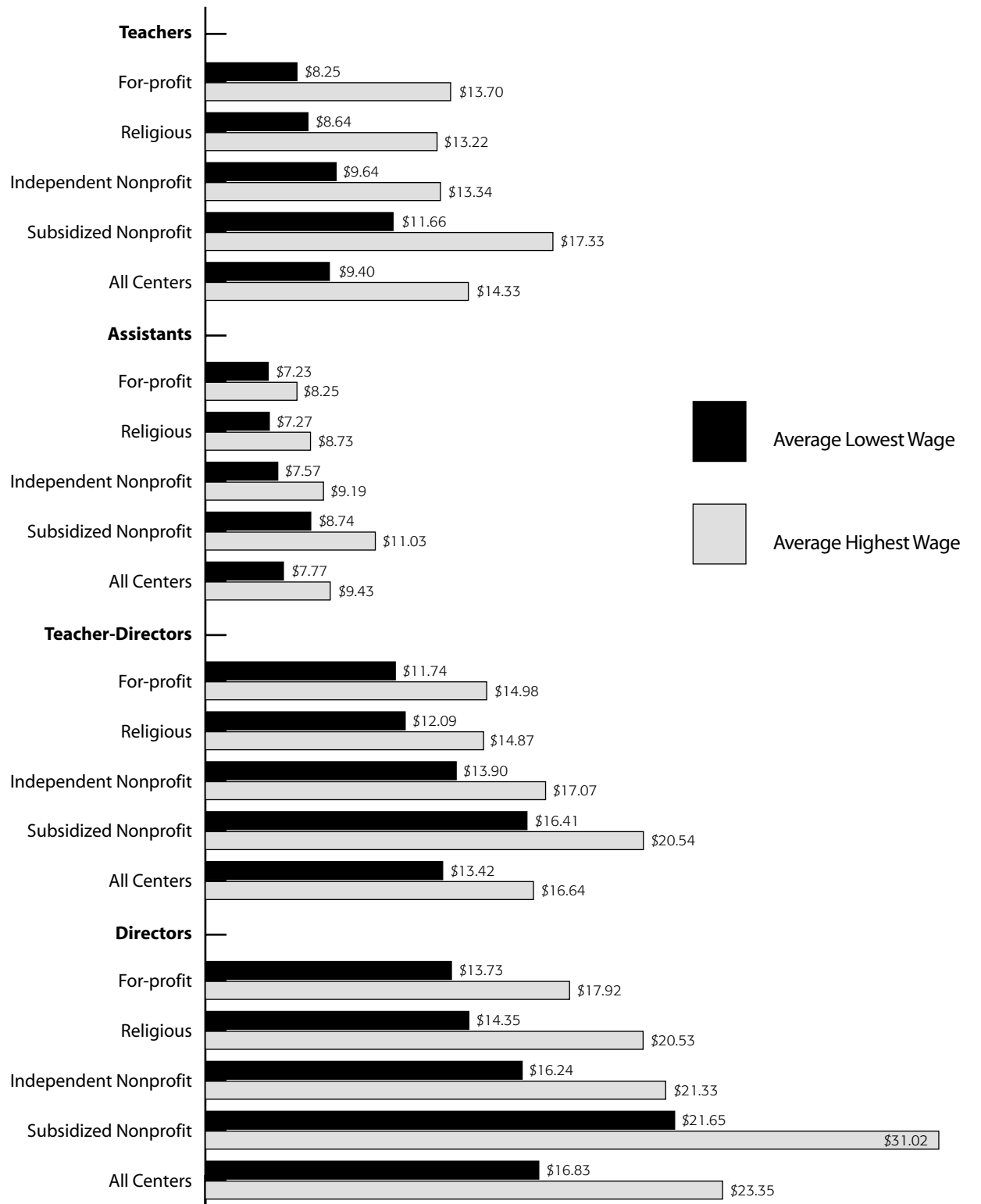


FIGURE 15 Self-Sufficiency Standard for Los Angeles County, 2000

| | One adult | One adult, and one preschool-age child | One Adult, one preschool-age child and one school-age child |
|--------|------------------|---|--|
| Hourly | \$8.54 | \$15.65 | \$19.35 |
| Annual | \$18,040 | \$33,056 | \$40,870 |

FIGURE 16. Comparison of Child Care Teacher and Public School Teacher Salaries in Los Angeles County

| | Lowest Annual Salary | Highest Annual Salary |
|----------------------------|-----------------------------|------------------------------|
| Child Care Teacher | \$16,450 | \$25,078 |
| | Average Salary | |
| Kindergarten Teacher,* | \$44,110 | |
| Elementary school teacher* | \$47,450 | |

*The 2000 Metropolitan Area Occupational Employment and Wage Estimates (Los Angeles-Long Beach Metropolitan Area), Bureau of Labor Statistics, U.S. Department of Labor.

(46 percent) than were all other program types.²¹ Unionization among non-subsidized programs in the sample ranged from 0 to 5 percent. Teaching and administrative staff at all levels earned higher salaries when they were covered by union contracts; unionized teachers, for example, earned a starting wage of \$11.79 per hour, compared with \$8.97 earned by non-unionized teachers.²²

A comparison of teaching staff salaries in 1995 and 2002 suggests that wages increased somewhat during this time. But since the 1995 and 2002 study samples contain different child care programs, changes may result from differences in the programs studied rather than from salary increases. As a consequence, the following discussion can only suggest possible trends. In 1995, teachers' hourly wages ranged from \$8.54 to \$12.56 (adjusted for 18-percent inflation between 1995 and 2002), whereas in 2002 the range was from \$9.40 to \$14.33, a 10- to 14-percent increase in base pay. Assistant teachers' 1995 salaries, adjusted for inflation, ranged from \$6.83 to \$8.32 in 1995 and from \$7.77 to \$9.43 in 2002, an increase of 13 to 14 percent. It may be that during the late 1990s, a period of strong economic growth, salaries kept pace with inflation and increased modestly in Los Angeles County.

Benefits

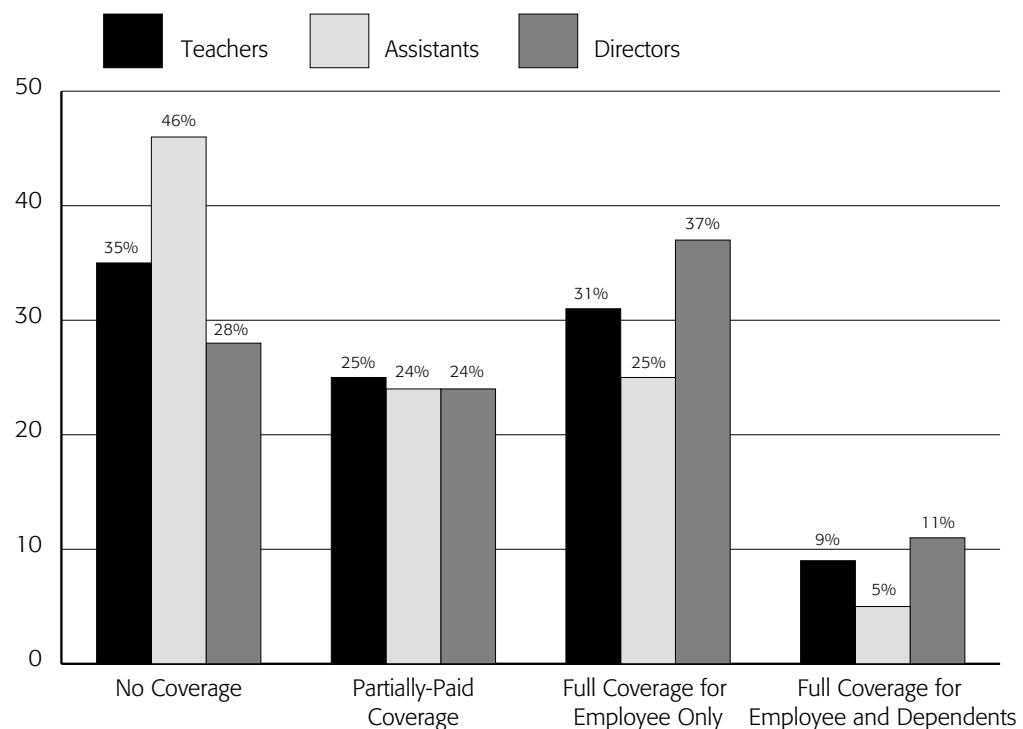
Health benefits are an important part of an overall compensation package for attracting and retaining employees. As the cost of purchasing health insurance increases, a number of employers are asking employees to pay a larger portion of the cost, and low-wage employees such as child care workers struggle to secure

health care coverage for themselves and their families. In Los Angeles County, we found that a substantial percentage of full-time child care staff lacked any employer assistance in purchasing health insurance; depending on the job title of the employee in question, 28 to 46 percent of programs did not offer health insurance of any kind to their staff.²³ One-quarter of programs offered partially-paid plans to employees, but it is possible that many child care teaching staff do not utilize them because of high premium and co-payment costs, a phenomenon that researchers have noted in other low-wage industries.²⁴ Only 5 to 11 percent of programs offered full-time employees fully-paid health insurance for themselves and their dependents. For low-income workers, fully-paid family health insurance is an important part of achieving and sustaining self-sufficiency. (See Figure 17.)

Part-time teaching staff fared worse than full-time staff with respect to health benefits. Only 16 percent of programs offered part-time teachers health benefits on par with full-time teachers. Similarly, part-time center staff in other positions were offered comparable benefits to full-time staff only in 16 to 23 percent of programs.

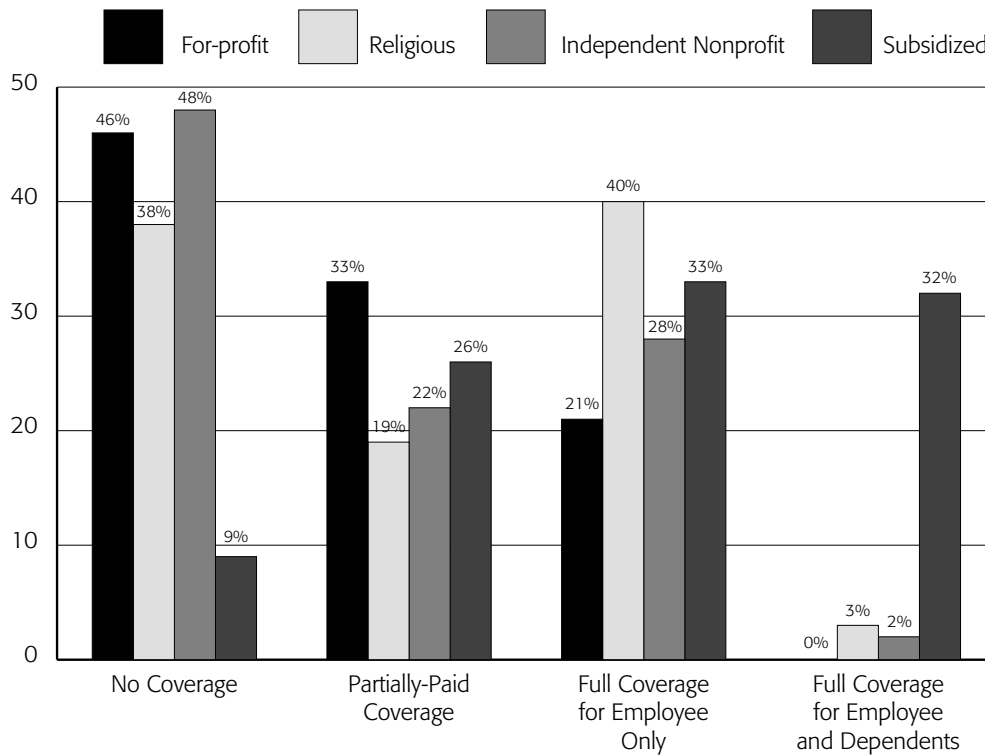
Health benefits for child care center teaching and administrative staff also varied by program auspice. Teachers received no coverage at nearly one-half of for-profit and independent nonprofit programs, but this was true at only nine percent of subsidized nonprofits. Teachers,²⁵ assistant teachers,²⁶ teacher-directors²⁷

FIGURE 17. Percentage of Programs Offering Health Coverage to Child Care Center Staff



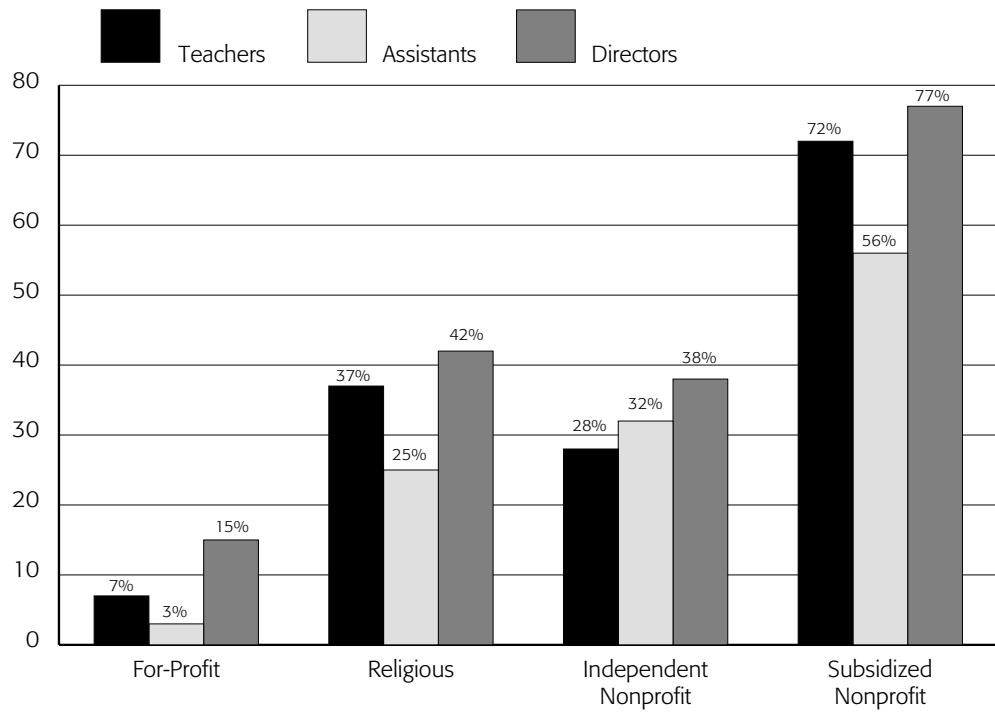
and directors²⁸ employed by subsidized nonprofits were more likely to receive health insurance, and when it was offered, they were more likely to receive fully-paid insurance than were their counterparts in non-subsidized programs. (See Figure 18.)

FIGURE 18. Percentage of Programs Offering Health Coverage to Teachers, by Auspice



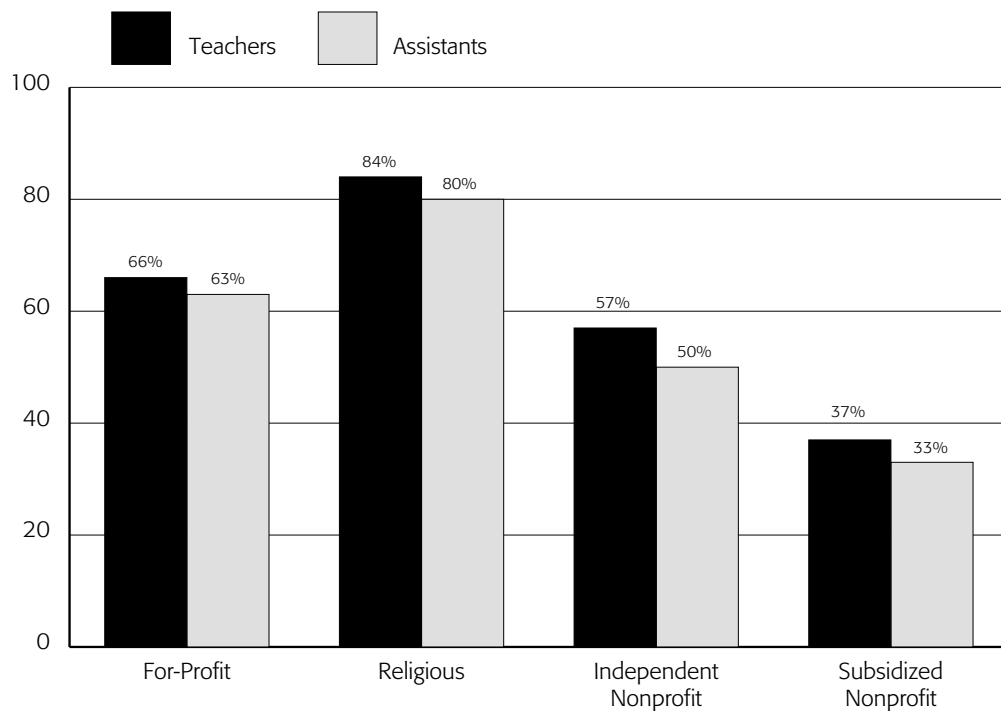
Several other employee benefits also differed by program type. Subsidized nonprofit programs were more likely to offer paid pension plans to teaching and administrative staff than were other programs.²⁹ Among non-subsidized programs, religious and independent nonprofits offered pension plans more often than for-profit programs, among whom the practice was extremely rare.³⁰ (See Figure 19.) Centers’ annual contributions to employees’ pension plans ranged from a low of \$1,154 for assistant teachers to \$2,817 for directors, with no significant difference by auspice. Subsidized programs were more likely to offer paid maternity leave than for-profits and independent nonprofits.³¹ Religious programs were more likely to offer reduced child care fees to employees than other program types, with subsidized programs the least likely to offer reduced child care fees.³² The National Child Care Staffing Study associated reduced fee child care benefits with lower observed program quality, perhaps because adult/child ratios are sometimes compromised as a result, and staff/parent roles may not be as clearly delineated.³³ (See Figure 20.)

FIGURE 19. Percentage of Centers Offering Paid Pension Plan*



*Centers' average annual contribution was \$1,457 for teachers, \$1,154 for assistant teachers, and \$2,816 for directors.

FIGURE 20. Percentage of Centers Offering Reduced-Fee Child Care Services



Working Conditions

Working conditions are another important factor in employees’ satisfaction with and commitment to their jobs. Virtually all child care center programs in Los Angeles County provided a written job description and employee evaluations for teachers and assistant teachers. There was also evidence that centers supported teachers’ ongoing professional development through paid release time for training and stipends for professional development, but the stipends, averaging \$320 and \$158 per year for teachers and assistant teachers respectively, remained rather low. While most programs offered paid breaks to full-time staff members, as required by law, it was notable that 13 to 14 percent did not. Less common features of the work environment included a written salary schedule, paid preparation or planning time, and a paid lunch break. Paid preparation time is viewed by many in the early childhood field as an essential component of a high-quality program. (See Figure 21.) Child care center working conditions appeared to have remained stable since 1995.

FIGURE 21. Working Conditions of Child Care Teaching Staff

| | Teachers | Assistant Teachers |
|---|-----------------|---------------------------|
| Paid Preparation or Planning Time* | 56% | 37% |
| Payment for Attendance at Staff Meetings after Working Hours | 69% | 72% |
| Payment for Attendance at Parent Meetings after Working Hours | 61% | 65% |
| Payment for Attendance at On-Site In-Service Training | 78% | 79% |
| Paid Release Time for Off-Site Training | 69% | 69% |
| Stipend for Professional Development Activities** | 54% | 49% |
| Written Job Description | 94% | 93% |
| Written Contract | 60% | 52% |
| Written Salary Schedule | 66% | 66% |
| Formal Grievance Procedure | 76% | 79% |
| Annual Evaluation | 89% | 92% |
| Paid Breaks | 87% | 86% |
| Paid Lunch | 47% | 37% |
| Staff Room | 68% | 74% |
| Yearly Cost-of-Living Increases | 68% | 64% |
| Periodic Merit Increases in Wages | 66% | 62% |
| Compensation for Overtime | 79% | 80% |

*Average weekly paid planning time reported = 4.3 hours for teachers and 3.8 hours for assistant teachers.

**Average annual professional stipend = \$320 for teachers and \$158 for assistant teachers.

Staff Tenure and Turnover

Turnover of teaching staff is a persistent problem in the child care field, and throughout California, the challenge of finding and retaining qualified teaching staff became more difficult in the 6 years leading up to this 2002 survey, due largely to a strong economy and an increase in job opportunities in other sectors. As shown in Figure 22, approximately one-fifth of child care teaching staff in Los Angeles County had left their jobs in the previous year, a rate substantially higher than the roughly six-percent level found among public school teachers.

Turnover rates varied by position and program auspice, with 15-23 percent turnover among teachers and assistant teachers respectively, and with for-profits, religious programs, and independent nonprofits experiencing higher turnover than subsidized nonprofits.³⁴ (See Figure 23.) Assistant teacher turnover was at 32 percent in religious programs, compared with 17 percent in subsidized programs.³⁵

FIGURE 23. Annual Teacher Turnover, By Auspice

| | |
|-----------------------|-----|
| For-profit | 21% |
| Religious | 18% |
| Independent Nonprofit | 22% |
| Subsidized Nonprofit | 9% |

These findings suggest that teaching staff, directors, children, and parents routinely confront the difficulties of staffing changes in child care programs, particularly in those that pay lower wages. But even those with lower turnover rates, such as subsidized programs, still required a substantial amount of time to recruit and hire a permanent replacement when teacher positions became vacant—perhaps because of more stringent teacher qualifications in this sector. (See Figure 25.)

FIGURE 22. Annual Center Staff Turnover, 2001-2002

| | |
|--------------------|-----|
| Teachers | 15% |
| Assistant Teachers | 23% |
| Teacher-Directors | 9% |
| Directors | 11% |

Programs of all types that offered the lowest salaries to teaching staff were more likely to report the highest rates of turnover.³⁶ Programs with the highest turnover (100 percent) paid teachers 50 percent less than those with the lowest turnover (0-10 percent). (See Figure 24.) Teacher turnover was significantly lower in unionized child care programs.³⁷

FIGURE 24. Comparison of Teacher Turnover Rates and Salary Levels

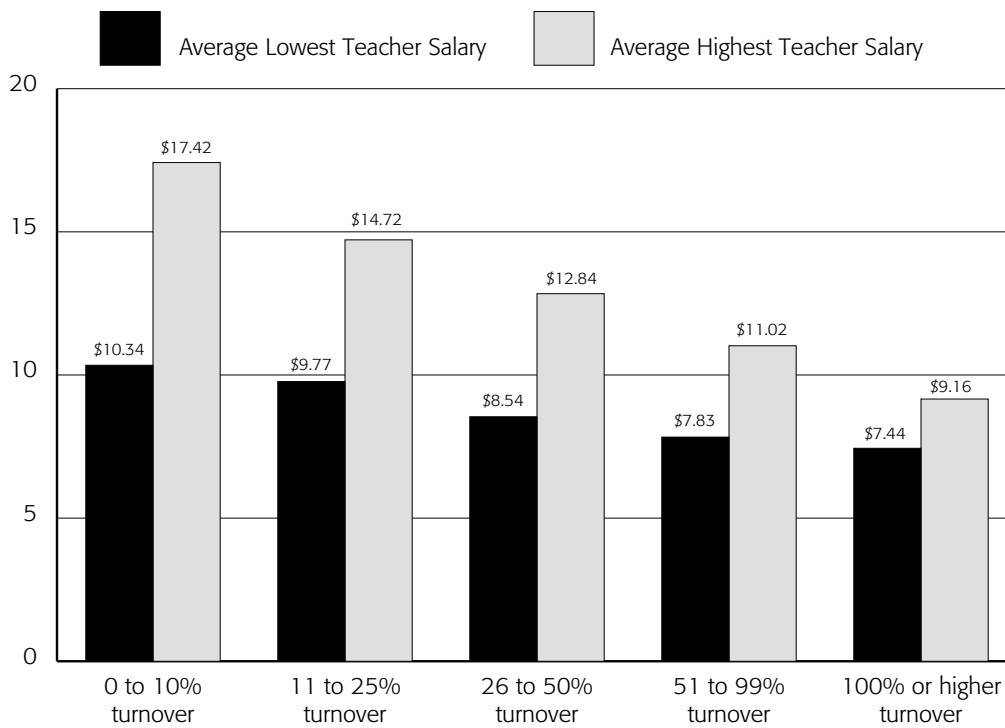
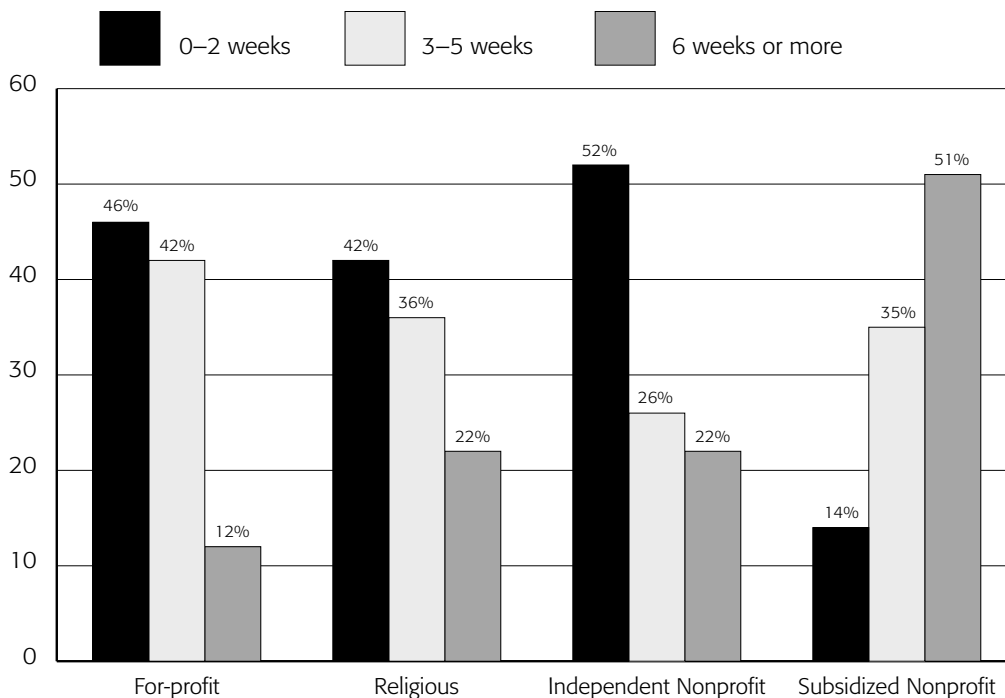


FIGURE 25. Time Required to Hire a Permanent Replacement for a Teacher After Last Staff Departure, by Auspice



Summary

Child care teaching staff in Los Angeles County resembled members of the nationwide child care workforce in several respects. They were predominantly female, between the ages of 30 and 49, and somewhat more ethnically diverse than the general population of the community. Teachers and assistant teachers were less diverse, however, than the *child* population of Los Angeles County, which has a higher proportion of Latinos. For families of all ethnicities, a cultural and linguistic match between children, families and caregivers can contribute greatly to the accessibility and appropriateness of a child care arrangement. Although our findings do not address the ethnic and cultural match present in specific centers, they point to possible imbalances between the child population and the child care teaching staff pool. Part II of this report explores the potential ethnic match between teaching staff and children in the eight regions of Los Angeles County.

Virtually all child care workers in Los Angeles County had made at least a preliminary investment in college-level study of early childhood education (ECE) or child development, and many had surpassed the minimum state licensing requirements. Over one-half of teachers, for example, had satisfied the requirements of the Child Development Permit Matrix, completing 24 or more units of ECE or child development coursework. Teachers and assistant teachers employed by subsidized programs had obtained more specialized education than their counterparts in all other programs, perhaps because state requirements set higher educational standards for subsidized programs. These programs' higher salary levels also contributed to their ability to recruit and retain better-qualified staff, many of whom surpassed the Matrix requirements. In an encouraging sign of the pervasiveness of ongoing staff development and training opportunities in Los Angeles County, a substantial number of teachers across all program types (62 percent) had pursued ongoing professional development during the last calendar year. Fewer than one-half of teachers and assistant teachers, however, had received college credit for this training, possibly hindering their access to positions that require more formal education and offer higher pay, as well as limiting their eligibility for such initiatives as Investing in Early Childhood Educators and CARES.

The compensation package offered to teaching staff and some administrative staff remained very low in the context of the high cost of living in Los Angeles County. Entry-level salaries for assistant teachers and teachers were \$13,598 and \$16,450 per year, respectively, comparing poorly with the County's overall median income of \$43,908. Teacher and assistant teacher salaries hovered around the self-sufficiency wage for a single adult, a level which was likely to be inadequate for many teaching staff with dependent children. Teaching and administra-

tive staff employed by non-subsidized programs earned lower salaries, and were less likely to receive health insurance, than staff of subsidized programs. But while subsidized program staff enjoyed a relative advantage over their colleagues in for-profit, religious and independent nonprofit programs, their salaries and benefits still fell short of those offered to K-12 public school teachers in Los Angeles County. In particular, efforts to recruit, credential and retain a well-trained cohort of teachers for the Los Angeles County Universal Pre-K initiative will need to overcome the barriers posed by pervasively low compensation and high turnover in the County's child care workforce.

Child care staff turnover in Los Angeles County, while lower than that found nationally, remained higher than K-12 teacher turnover, with potentially severe consequences for the stability and quality of child care services in the County. Better-paying programs, unionized programs and state-subsidized programs all had lower rates of teacher turnover than did other settings. Higher staff compensation was strongly associated with more stable staffing patterns, a situation likely to benefit young children's development and school readiness.

Los Angeles County SPA Findings

FIGURE 26. Profile of Child Care Center Staff in Eight SPAs of Los Angeles County*

| | Teachers | Assistant Teachers | Directors |
|-------------------------------------|---------------------------|---------------------------|-------------------------|
| Antelope Valley³⁸ | | | |
| Education | 12 units of ECE | 12 units of ECE | 24 units of ECE |
| Hourly Wage: Lowest | \$8.03 | \$6.83 | \$14.08 |
| Hourly Wage: Highest | \$10.04 | \$7.25 | \$18.63 |
| Health Coverage | none | none | partially or fully-paid |
| Programs Offering a Pension Plan | 25% | 0% | 40% |
| Annual Turnover | 27% | 13% | 20% |
| San Fernando | | | |
| Education | 12 units of ECE | 12 units of ECE | AA in ECE and above |
| Hourly Wage: Lowest | \$9.51 | \$7.78 | \$18.43 |
| Hourly Wage: Highest | \$15.18 | \$9.63 | \$24.11 |
| Health Coverage | partially or fully-paid | partially or fully-paid | fully-paid |
| Programs Offering a Pension Plan | 31% | 32% | 44% |
| Annual Turnover | 20% | 25% | 12% |
| San Gabriel | | | |
| Education | 12 units of ECE | 12 units of ECE | AA in ECE |
| Hourly Wage: Lowest | \$9.06 | \$7.64 | \$17.14 |
| Hourly Wage: Highest | \$13.86 | \$9.29 | \$22.77 |
| Health Coverage | partially or fully-paid | none | fully-paid |
| Programs Offering a Pension Plan | 26% | 19% | 38% |
| Annual Turnover | 19% | 20% | 20% |
| Metro | | | |
| Education | 24 units in ECE—AA in ECE | 12 units in ECE | AA in ECE and above |
| Hourly Wage: Lowest | \$9.22 | \$7.85 | \$15.52 |
| Hourly Wage: Highest | \$13.56 | \$9.62 | \$21.76 |
| Health Coverage | partially or fully-paid | partially or fully-paid | fully-paid |
| Programs Offering a Pension Plan | 48% | 43% | 53% |
| Annual Turnover | 23% | 18% | 6% |

*All data presented is average for region.

A PROFILE OF THE LOS ANGELES COUNTY CHILD CARE CENTER WORKFORCE

| | Teachers | Assistant Teachers | Directors |
|--|---------------------------|---------------------------|-------------------------|
| West | | | |
| Education | 24 units in ECE—AA in ECE | 12-24 units in ECE | BA in ECE—MA in ECE |
| Hourly Wage: Lowest | \$10.69 | \$8.91 | \$20.75 |
| Hourly Wage: Highest | \$17.18 | \$11.52 | \$28.53 |
| Health Coverage | fully-paid | fully-paid | fully-paid |
| Programs Offering a Pension Plan | 53% | 57% | 64% |
| Annual Turnover | 19% | 26% | 13% |
| South | | | |
| Education | 12-24 units in ECE | 12 units in ECE | MA in ECE |
| Hourly Wage: Lowest | \$10.55 | \$7.97 | \$15.71 |
| Hourly Wage: Highest | \$14.82 | \$8.79 | \$25.30 |
| Health Coverage | partially or fully-paid | partially or fully-paid | partially or fully-paid |
| Programs Offering a Pension Plan | 50% | 31% | 50% |
| Annual Turnover | 8% | 25% | 10% |
| East | | | |
| Education | 12-24 units in ECE | 12 units in ECE | AA in ECE and above |
| Hourly Wage: Lowest | \$8.44 | \$7.30 | \$14.21 |
| Hourly Wage: Highest | \$12.51 | \$8.38 | \$20.95 |
| Health Coverage | none or partially-paid | none | none |
| Programs Offering a Pension Plan | 19% | 18% | 15% |
| Annual Turnover | 9% | 16% | 13% |
| South Bay | | | |
| Education | 12-24 units in ECE | 12 units in ECE | AA in ECE and above |
| Hourly Wage: Lowest | \$9.44 | \$7.49 | \$15.28 |
| Hourly Wage: Highest | \$15.27 | \$9.77 | \$21.92 |
| Health Coverage | partially or fully-paid | none or partially-paid | fully-paid |
| Programs Offering a Pension Plan | 43% | 53% | 55% |
| Annual Turnover | 5% | 25% | 10% |
| Multiple Service Planning Areas** | | | |
| Education | 12-24 units in ECE | 12 units in ECE | AA in ECE |
| Hourly Wage: Lowest | \$10.65 | \$8.47 | \$17.07 |
| Hourly Wage: Highest | \$13.62 | \$9.73 | \$27.28 |
| Health Coverage | fully-paid | none or partially-paid | none or partially-paid |
| Programs Offering a Pension Plan | 78% | 63% | 78% |
| Annual Turnover | 17% | 31% | 3% |

**Describes multiple-site programs whose sites are located in two or more Los Angeles County SPA's.

FIGURE 27. Lowest Teacher Wages, By SPA

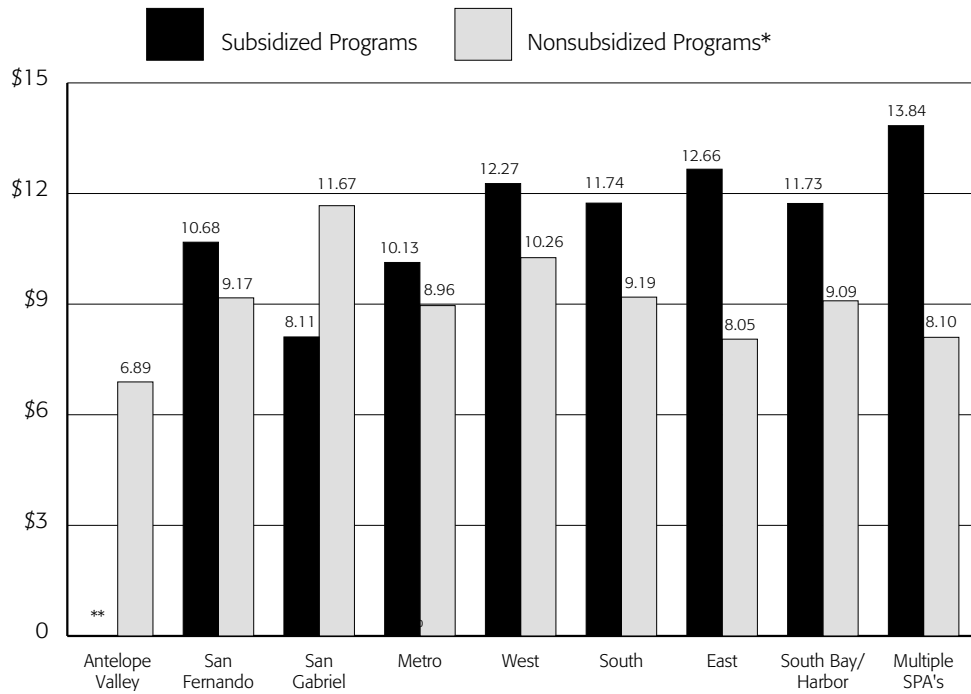
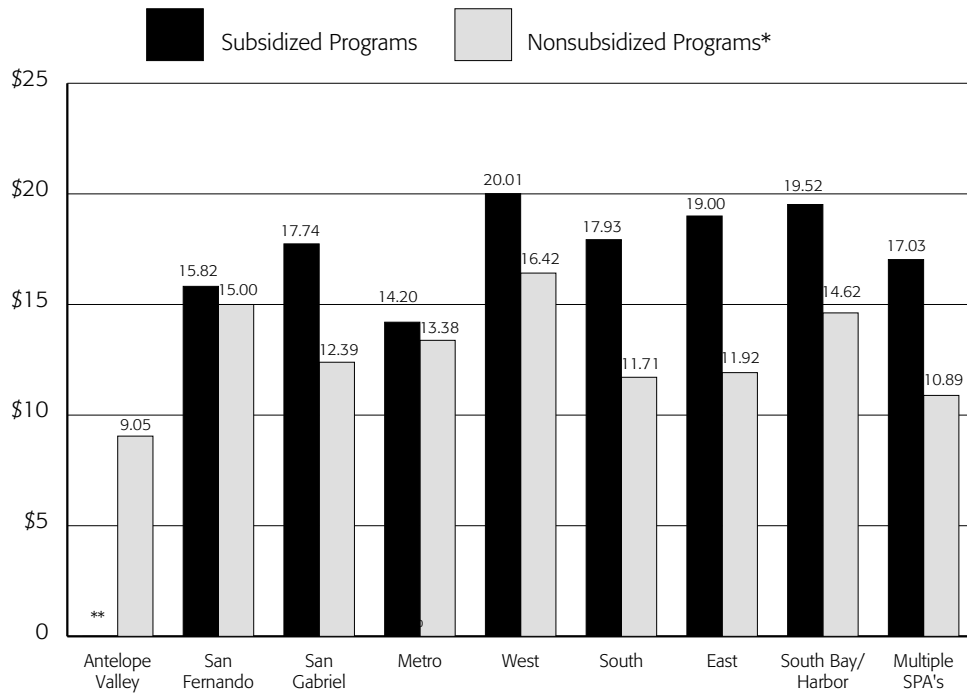


FIGURE 28. Highest Teacher Wages, By SPA



*Includes for-profit, religious, and independent nonprofit centers. ** Sample size too small to report.

Los Angeles County SPA Findings

This section of the report presents findings on child care staff demographics, education, wages, health benefits³⁹ and turnover for each of the 8 Service Planning Areas (SPA's) of Los Angeles County. (See page iv for a map of these 8 areas, and Figure 3 for a description of the study sample.) It also explores significant differences among the 8 SPA's, as well as differences between child care settings of different types, particularly subsidized and non-subsidized programs.

As discussed in the first section, we used population data describing all child care center licenses in Los Angeles County in order to select a random sample of child care programs to participate in the study. When describing the samples for the SPA's in the findings below, we use child care center licenses as proxies for sites. See "Research Design," above, for a discussion of this methodology.

SPA 1 – Antelope Valley

With 92 child care centers, or three percent of all child care sites in the County, Antelope Valley is the SPA with the lowest number of center-based facilities. We sampled 34 sites in Antelope Valley, and eight sites (nine percent of the area's child care centers) responded to the survey.⁴⁰ All participating centers were single-site programs, and included religious (63 percent), for-profit (25 percent) and subsidized nonprofit (13 percent) programs.

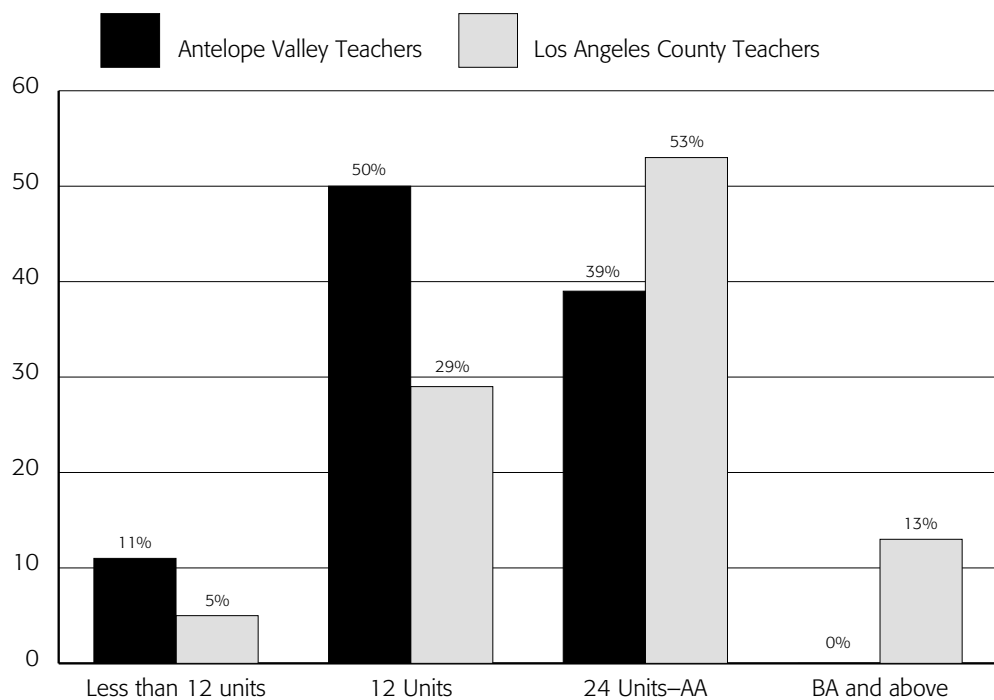
Demographics

As was found in the 1995 study of Antelope Valley child care programs, the majority of teachers and assistant teachers were White, reflecting the ethnic composition of this SPA. Teachers and assistant teachers in Antelope Valley were more likely to be White than were teaching staff in almost all other parts of the County.⁴¹ Eighty-one percent of Antelope Valley teachers were White, 14 percent were African American, and 5 percent were Latino. Fifty-two percent of assistant teachers were White, 36 percent were African American, and 12 percent were Latino. The number of Latino teaching staff was disproportionate to the child population of Antelope Valley, in which 30 percent of children ages 0-12 are Latino.⁴²

Education

Teachers in Antelope Valley had attained lower levels of education than teachers in other Los Angeles County SPA’s; typically, they had completed 12 units of coursework in early childhood education (ECE) as their highest educational level. In particular, they were less likely to have completed an associate or bachelor’s degree in any subject than were teachers employed in the Metro or West regions.⁴³ Most assistant teachers had completed some ECE or child development courses, a trend noted throughout Los Angeles County. Directors employed in Antelope Valley programs were less likely to have completed a bachelor’s degree than directors in most other areas of the County; while 54 percent of directors in Los Angeles County reported completing a bachelor’s degree or more, none in Antelope Valley had done so.⁴⁴

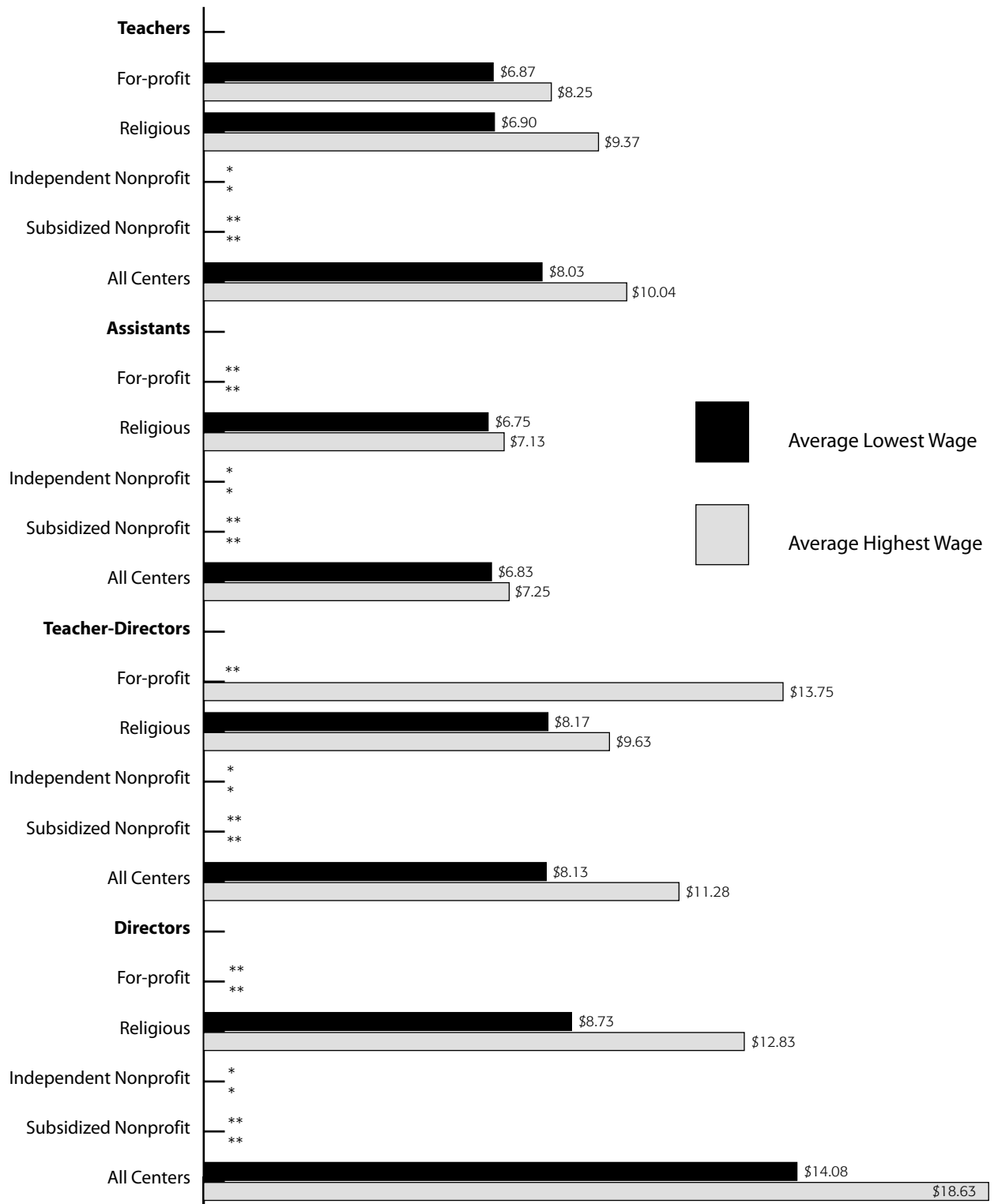
FIGURE 29. Antelope Valley Child Care Center Teachers: Preparation in Early Childhood Education and/or Child Development



Wages

Teachers’ and assistant teachers’ wages in Antelope Valley were possibly at the lower end of those offered in Los Angeles County, but the differences did not reach statistical significance because of the limited sample size. (See Figure 26.) Teachers’ annual salaries, ranging from \$14,053 to \$17,570, were far lower than Antelope Valley’s median household income of \$46,147.⁴⁵ Because of the small sample size, we could not identify differences in teacher salaries among program types. (See Figure 30.)

FIGURE 30. Antelope Valley: Average Hourly Wage



* No independent nonprofits participated in survey.
 **Response rate for this question is too low to report.

Health Benefits

As was found in 1995, teachers and assistant teachers in Antelope Valley received among the lowest average levels of health coverage of all teaching staff in the County.⁴⁶ Eighty-seven percent of programs did not offer teachers any paid health benefits, and no programs reported offering health coverage to assistant teachers. Many administrative staff also lacked employer-sponsored health insurance, with only one-quarter of programs offering this benefit to teacher-directors or directors.

Staff Turnover

Annual teacher turnover in Antelope Valley, at 27 percent, appeared to be higher than in other planning areas of Los Angeles County, but this difference was not statistically significant because of sample size. Countywide, teacher turnover was 15 percent, assistant teacher turnover was 13 percent, and director turnover was 20 percent; no teacher-director turnover was reported.

SPA 2 – San Fernando

The San Fernando SPA, which contains 20 percent of Los Angeles County's child care sites (N = 702), has one of the County's larger concentrations of center-based programs. We sampled 221 sites in the area, and a total of 53 programs representing 99 sites (or 14 percent of all San Fernando sites) participated in the survey.⁴⁷ Our sample included for-profit (40 percent), religious (26 percent), independent nonprofit (11 percent) and subsidized nonprofit programs (23 percent). San Fernando has a higher percentage of for-profit child care programs than most other SPA's.⁴⁸

Demographics

As in Antelope Valley, teachers in San Fernando were more likely to be White (51 percent) than in other parts of the County,⁴⁹ but White teachers comprised a smaller percentage of teachers in 2002 than they did in 1995 (70 percent). Thirty-five percent of teachers were Latino, 14 percent were African American, six percent were Asian American/Pacific Islander, and three percent were in other ethnic categories. Assistant teachers' ethnicity was comparable to teachers. Latino and African American teachers and assistant teachers appeared to be underrepresented in the area, where 38 percent and 49 percent of children ages 0-12 are Latino and African American, respectively.⁵⁰

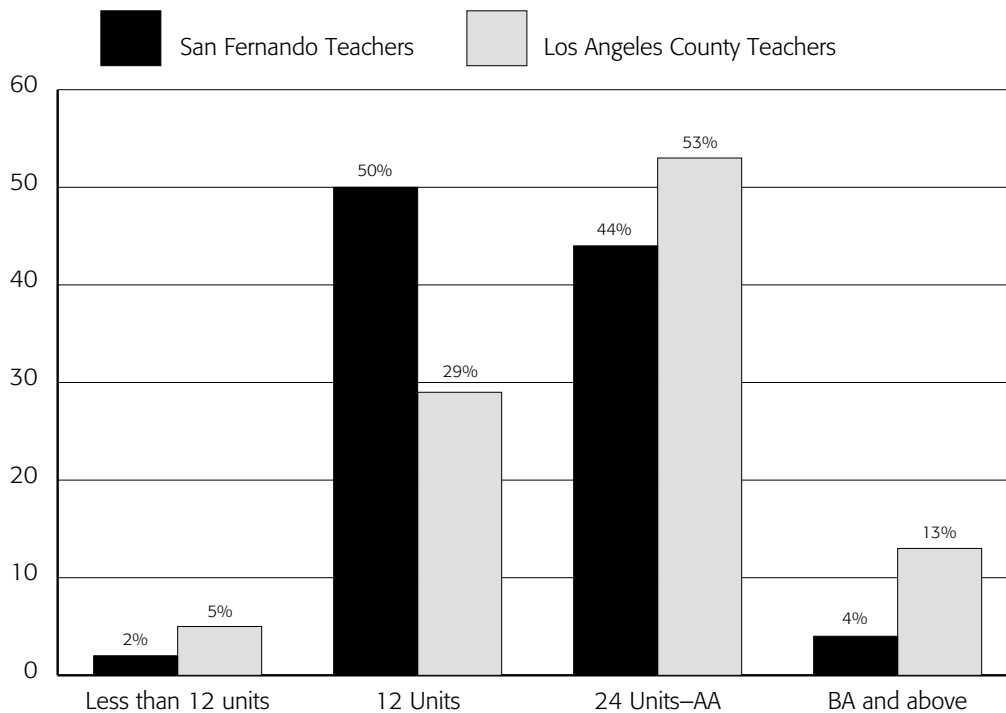
Education

The educational credentials of teachers in the San Fernando SPA fell just below the Countywide average; teachers in the Metro and West areas were more likely to have completed a bachelor's or associate degree (in any subject) than

teachers in San Fernando.⁵¹ San Fernando teachers were almost evenly split between those who had completed the minimum 12 units of early childhood education coursework required by state licensing, and those who had completed 24 units or more, the level required for state-subsidized programs. Countywide, approximately two-thirds of teachers had completed 24 units or more. (See Figure 31.) Most assistant teachers in San Fernando (78 percent), like their counterparts in Los Angeles County, had completed 12 units or more of ECE/child development coursework.

In 1995, San Fernando teachers were found to be among the better-educated staff in the County, with over one-third having completed a bachelor’s degree or more in any subject.⁵² In 2002, however, only 22 percent of teachers in San Fernando had completed a bachelor’s degree or more in any subject. Assistant teachers’ educational levels appeared to have remained stable between 1995 and 2002.

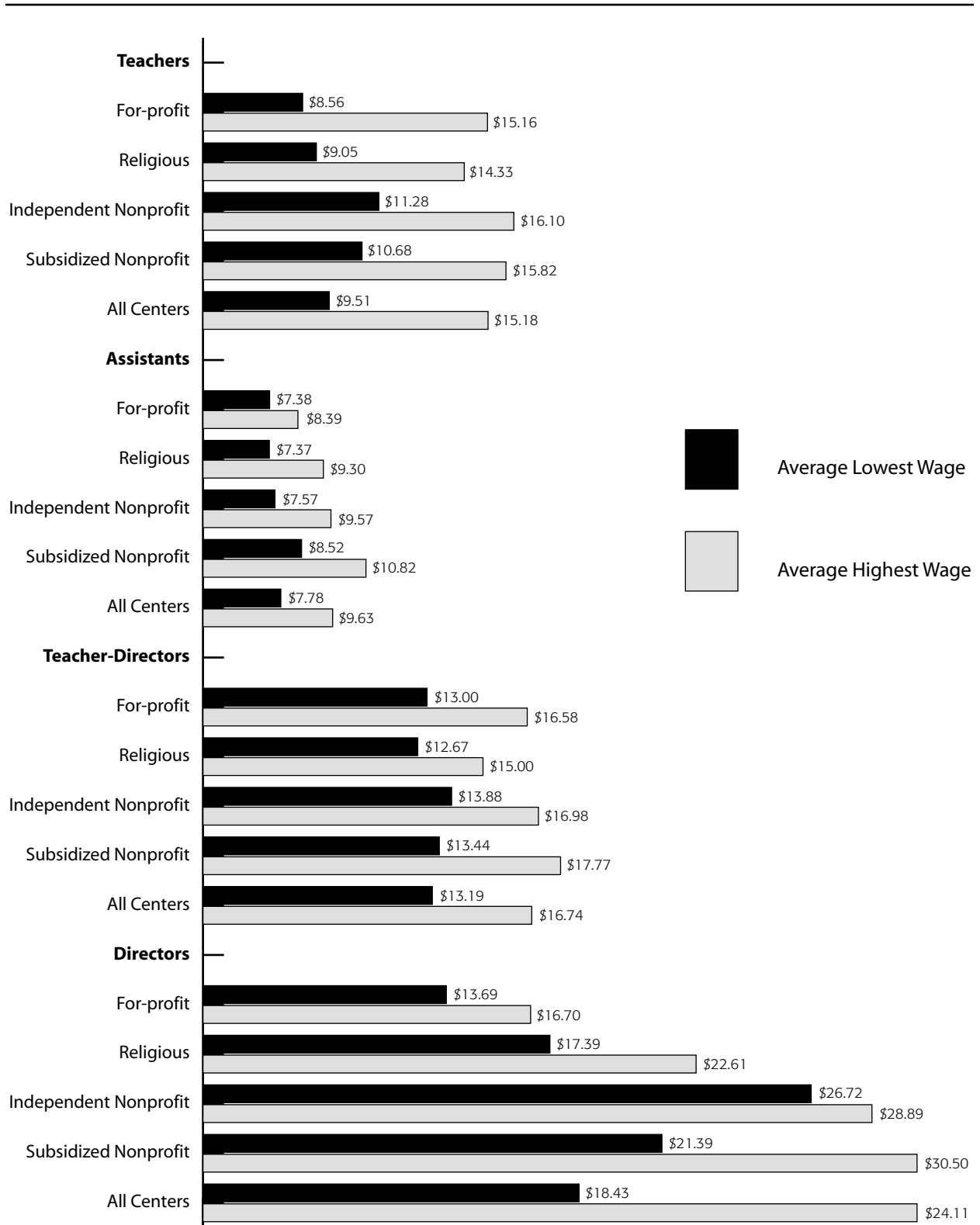
FIGURE 31. San Fernando Child Care Center Teachers: Preparation in Early Childhood Education and/or Child Development



Wages

Teacher and assistant teacher salaries in San Fernando were average among those offered in Los Angeles County. But at a range of \$16,643 to \$26,565, teacher salaries were far lower than the San Fernando median income of \$51,145, and the County average of \$43,908.⁵³ Wages in San Fernando did not differ significantly by program type. (See Figure 32.)

FIGURE 32. San Fernando: Average Hourly Wage



Health Benefits

Approximately one-third of San Fernando programs did not offer health insurance to teachers (30 percent) or assistant teachers (35 percent). The remaining programs were split between those offering partially-paid plans to teachers (34 percent) and assistant teachers (27 percent) and those offering fully-paid plans to teachers (36 percent) and assistant teachers (38 percent). In 1995, approximately one-half of programs had offered no health insurance to teachers or assistant teachers.

Staff Turnover

Annual teacher turnover in San Fernando, at 20 percent, was higher than that found in the South, East, or South Bay/Harbor SPA's.⁵⁴ Assistant teacher turnover, at 25 percent, did not differ from that found in other regions.

SPA 3 – San Gabriel

San Gabriel's 762 child care centers, comprising 22 percent of all sites in Los Angeles County, represent, together with San Fernando, the County's heaviest concentration of center-based child care. We sampled 240 sites in San Gabriel, and 65 programs, representing 87 sites (or 11 percent of the area's sites) responded to the survey.⁵⁵ The final sample included for-profit (32 percent), religious (28 percent), independent nonprofit (12 percent) and subsidized nonprofit programs (28 percent).

Demographics

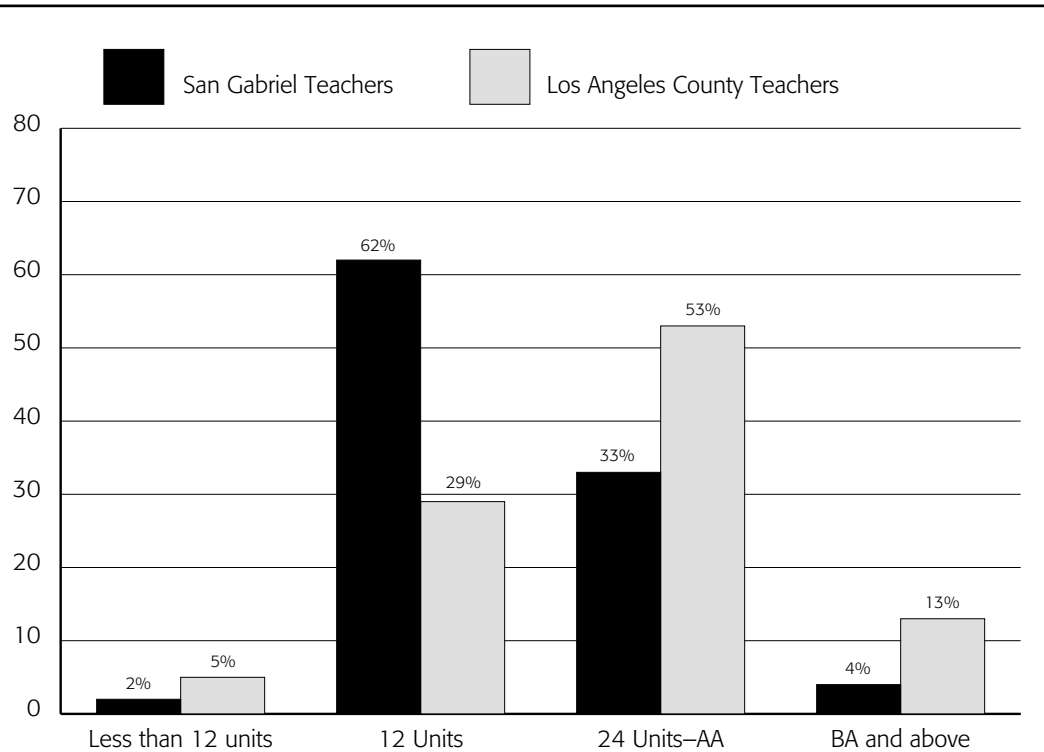
Teaching staff in San Gabriel were more diverse than in some other SPA's of the County, with a larger proportion of Latino teachers (49 percent), for example, employed in San Gabriel than in the Antelope Valley, South and South Bay/Harbor SPA's.⁵⁶ Asian American/Pacific Islander teachers (14 percent) and directors (18 percent) were more likely to be employed in San Gabriel than in most areas of the County, with the exception of Metro.⁵⁷ The ethnic composition of San Gabriel teachers was 49 percent Latino, 27 percent White, 14 percent Asian American/Pacific Islander, 7 percent African American, and 3 percent "other." The ethnicity of teaching staff approximated that of children in San Gabriel, with Latino and Asian American/Pacific Islander teachers and assistant teachers slightly under-represented.⁵⁸

Education

Most teachers in San Gabriel (62 percent) had achieved the minimal twelve units of ECE required by state licensing, but only one-third (37 percent) had

exceeded these requirements. (See Figure 33.) Virtually all assistant teachers (92 percent) had completed 12 units or more of ECE, which is similar to findings in other SPA’s of the County. Teachers employed in San Gabriel were less likely to hold an associate or bachelor’s degree than those employed in the Metro or West SPA’s .⁵⁹

FIGURE 33. San Gabriel Child Care Center Teachers: Preparation in Early Childhood Education and/or Child Development



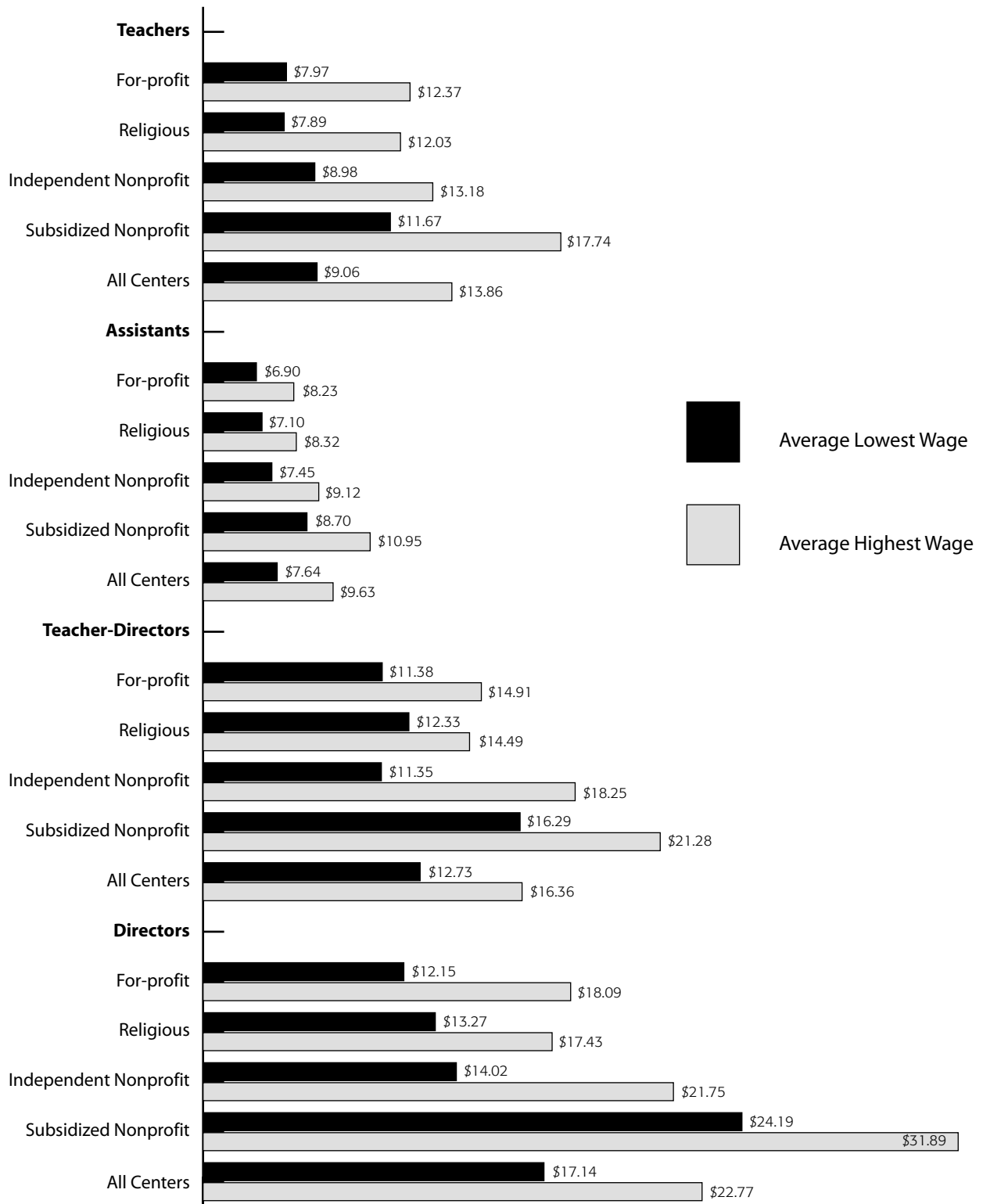
Wages

Teacher salaries in San Gabriel, at an annual range of \$15,855 to \$24,255, were far lower than the area’s median income of \$46,762. Assistant teacher salaries, ranging from \$13,370 to \$16,258, fell well below the self-sufficiency standard for Los Angeles County. Highest-paid teachers employed by subsidized programs in San Gabriel earned higher salaries than their counterparts in other programs.⁶⁰ (See Figure 34.)

Health Benefits

Over one-third of programs (37 percent) did not offer health insurance to teachers, and over one-half (54 percent) did not offer it to assistant teachers. About one-fifth of programs offered partially-paid plans to teachers (24 percent) and assistant teachers (21 percent). The remaining programs offered fully-paid

FIGURE 34. San Gabriel: Average Hourly Wage



coverage to teachers (40 percent) and assistant teachers (25 percent). The disparity in coverage for teachers and assistant teachers was notable, since benefits were reported for full-time staff only, and thus did not reflect differences attributable to part-time or full-time employment status.

Turnover

At 19, 20 and 20 percent respectively, annual turnover levels were comparable for teachers, assistant teachers and directors in San Gabriel. One-third of programs in San Gabriel (31 percent) reported having annual teacher turnover of 25 percent or more.

SPA 4 – Metro

Metro's 364 child care centers comprise 10 percent of all child care sites in Los Angeles County. We sampled 106 sites in the area, and 23 programs, representing 27 sites (seven percent of all Metro child care sites) responded to the survey.⁶¹ Programs in the final sample included independent nonprofit (30 percent), religious (26 percent), for-profit (22 percent) and subsidized nonprofit programs (22 percent).

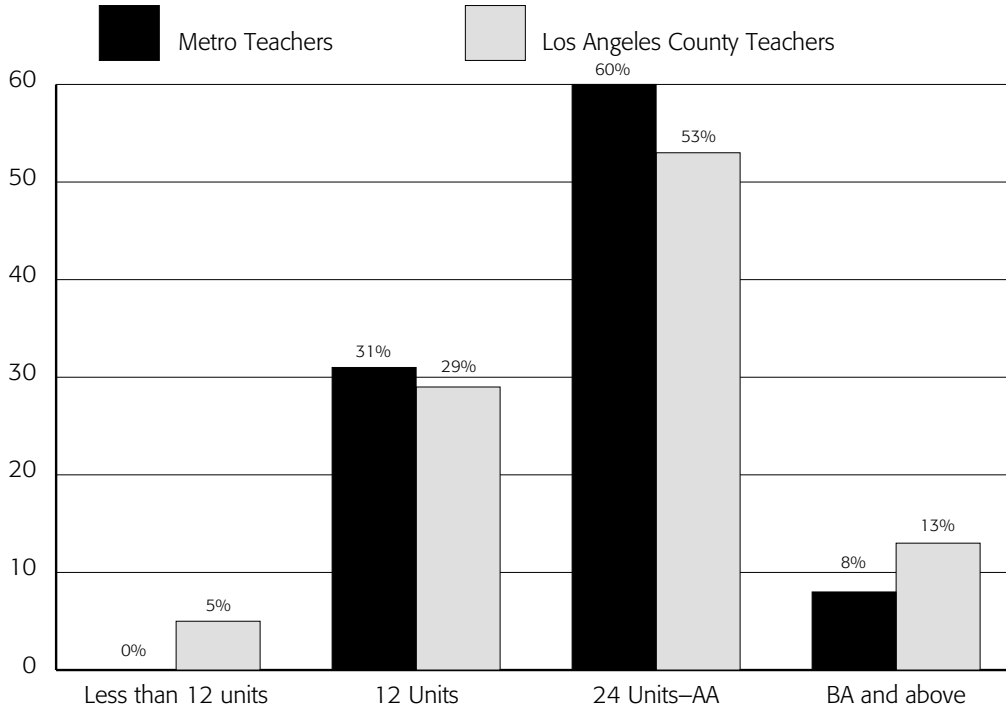
Demographics

Teaching and administrative staff employed in the Metro SPA were more diverse than in many parts of the County. Notably, about one-third of Metro teachers, teacher-directors, and directors were Asian American/Pacific Islander, a higher representation than in most parts of the County.⁶² The ethnic composition of teachers was 36 percent Latino, 32 percent Asian American/Pacific Islander, 20 percent White, eight percent African American, and three percent "other." Fifty-five percent of assistant teachers were Latino, 22 percent were White, 15 percent were Asian American/Pacific Islander, three percent were African American, and five percent were "other." As in most SPA's, the ethnic composition of Metro teaching staff somewhat under-represented the population of the Metro SPA, where 75 percent of children ages 0-12 are Latino.⁶³

Education

Teachers employed by Metro programs were among the best educated in Los Angeles County; they were more likely to have completed a bachelor's degree in any subject than teachers in all other SPA's but the West SPA.⁶⁴ Forty-one percent of teachers had completed a bachelor's degree or above in any subject, a finding similar to that reported in the 1995 study.

FIGURE 35. Metro Child Care Center Teachers: Preparation in Early Childhood Education and/or Child Development



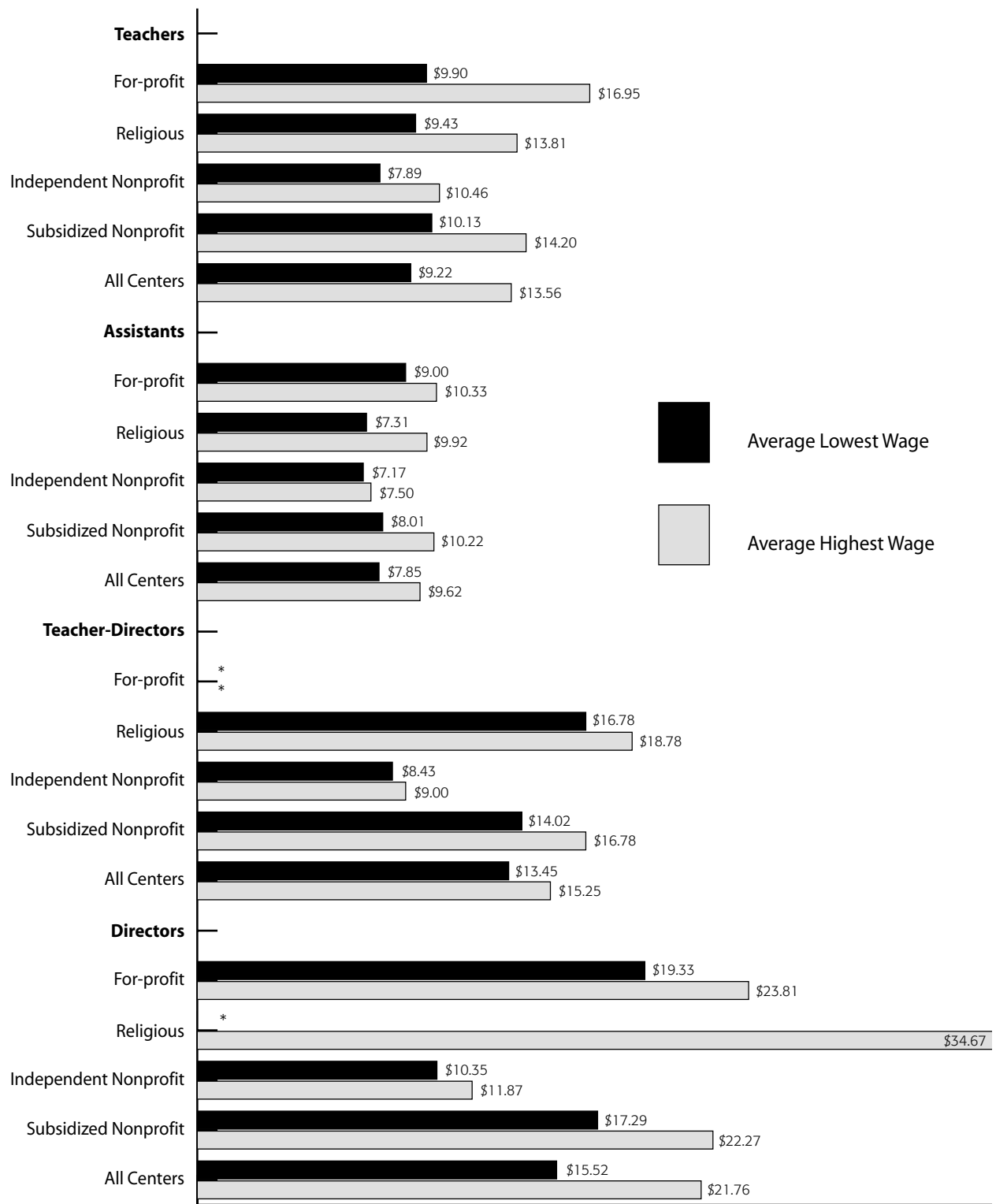
Wages

Salaries offered to teachers and assistant teachers in the Metro SPA were similar to those offered in Los Angeles County as a whole. Teachers’ annual salaries ranged from \$16,135 to \$23,730, and assistant teachers’ annual salaries ranged from \$13,738 to \$16,835. (See Figure 36.) It is notable that while Metro employed among the best-educated child care teachers in Los Angeles County, center wages remained average for the County. Metro is one of the County’s lowest-income communities, with a median annual income of \$28,947, compared to a Countywide median of \$43,908. Highest-paid teachers employed by for-profits earned higher hourly wages than those employed by independent nonprofits.⁶⁵

Health Benefits

Approximately one-third of programs offered no health insurance to teachers (32 percent) or assistant teachers (33 percent). Almost one-half of programs offered fully-paid health insurance to teachers (45%), but only one-third (33 percent) offered full coverage to assistant teachers. The remainder offered partially-paid plans to teachers (23 percent) and assistant teachers (33 percent). Directors’ and teacher-directors’ health benefits were comparable to those offered to teachers.

FIGURE 36. Metro: Average Hourly Wage



*Response rate for this question is too low to report.

Turnover

Annual turnover among teachers and assistant teachers in Metro was 23 percent and 18 percent respectively; approximately one-third of programs in the area had teacher turnover of 25 percent or more in the past year.

SPA 5 – West

The West area's 258 child care center programs comprise seven percent of all sites in Los Angeles County. We sampled 80 sites, and a total of 20 programs representing 33 sites (or 13 percent of all West SPA child care sites) participated in the study.⁶⁶ Programs in the final sample included religious (30 percent), independent nonprofit (30 percent), for-profit (20 percent) and subsidized nonprofit programs (20 percent).

Demographics

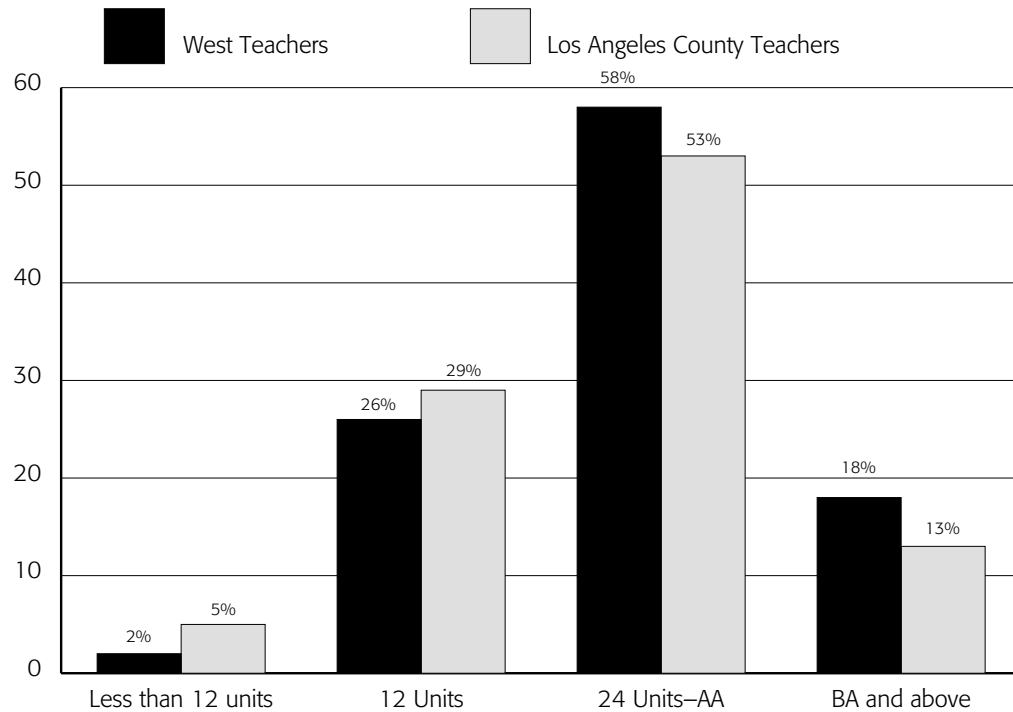
While diverse, the ethnic composition of teachers employed in the West SPA under-represented the area's Latino and Asian American/Pacific Islander populations. Twenty-three percent of teachers were Latino and five percent were Asian American/Pacific Islander, but 29 percent of children ages 0-12 in the West SPA are Latino and 10 percent are Asian American/Pacific Islander.⁶⁷ The remainder of teachers were White (57 percent), African American (10 percent) or "other" (six percent). The ethnic composition of assistant teachers employed in the West SPA was Latino (49 percent), White (34 percent), African American (eight percent) and Asian American/Pacific Islander (six percent).

Education

Teachers and assistant teachers employed in the West SPA were among the better educated teaching staff in Los Angeles County. Forty percent of teachers and 19 percent of assistant teachers had completed a bachelor's degree or more in any subject, a higher level of attainment than found in most parts of the County.⁶⁸ Only teachers employed in Metro had comparable levels of formal education with those employed in the West SPA, and West SPA assistant teachers had higher levels of education than assistant teachers employed in all regions except the South and South Bay/Harbor SPA's.⁶⁹ This finding of higher educational attainment among West SPA teachers and assistant teachers than in most other SPA's is comparable to that reported in 1995.

With respect to training in ECE/child development, West SPA teaching staff had qualifications just above the Countywide average. (See Figure 37.) A similar finding was reported in Metro, where teachers had more formal education (in any subject) than teachers in most SPA's, but were not more likely to have completed significantly more training in ECE/child development.

FIGURE 37. West Child Care Center Teachers: Preparation in Early Childhood Education and/or Child Development

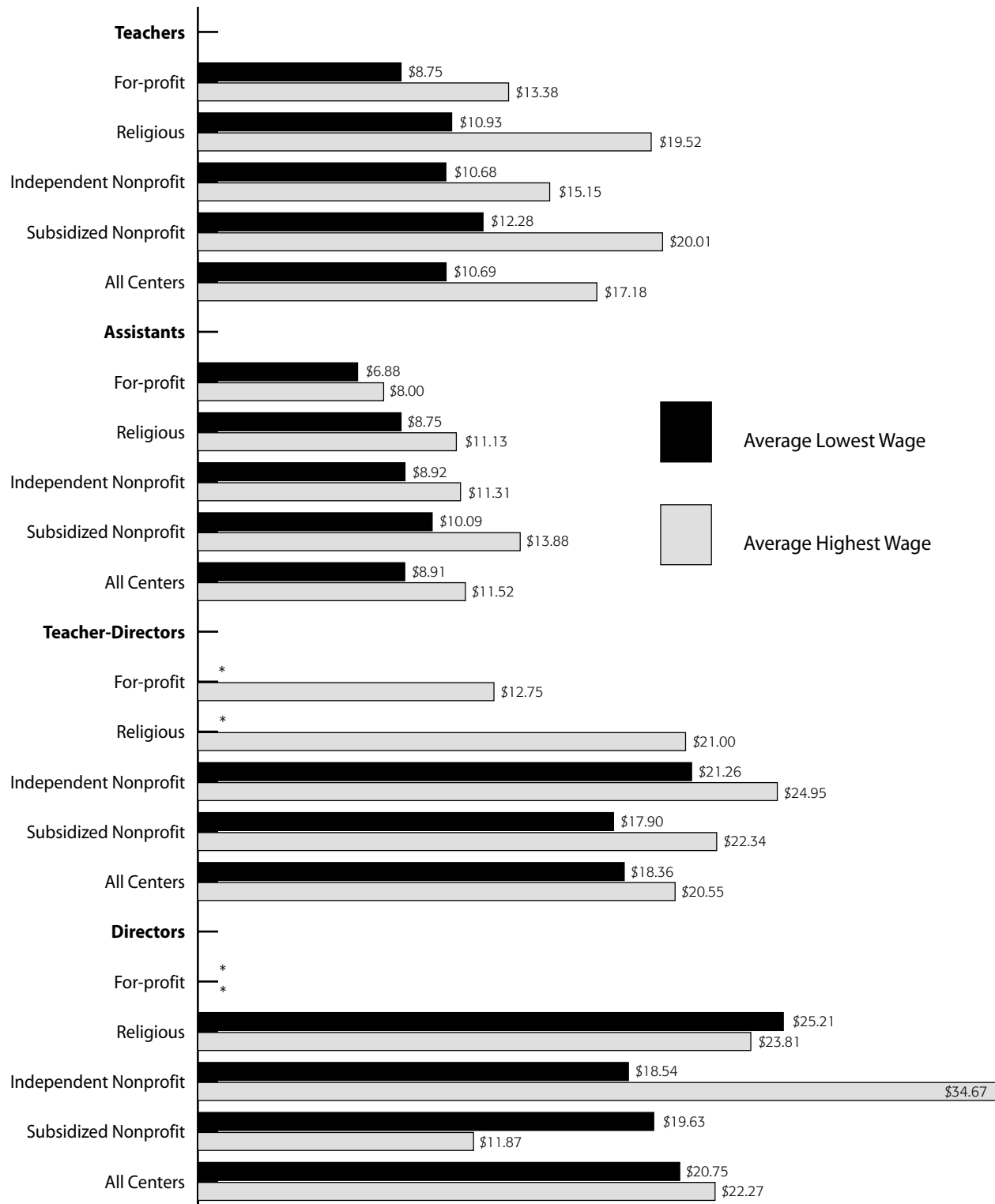


Wages

Child care programs located in the West SPA offered higher teaching staff salaries, on average, than most SPA’s in Los Angeles County, echoing a finding of the 1995 report. Annual teacher salaries ranged from \$18,708 to \$30,065,⁷⁰ and at a range of \$15,593 to \$20,160, assistant teacher salaries were also among the highest in the County.⁷¹ (See Figure 38.) Teacher-directors had higher salaries in the West SPA than in other regions of the County.⁷² The sample of directors was too low to compare their salaries with other directors in the County.

Child care teaching staff salaries in the West SPA may partially reflect the higher incomes of families, who also pay higher child care program fees, a variable that has been found to influence staff compensation. At \$58,632, the West has the highest median annual income of any SPA in the County. Although teacher and assistant teacher salaries were higher in the West than in other SPA’s of the County, they lagged well behind those offered to K-12 public school teachers. With a high percentage of child care teachers and assistant teachers holding bachelor’s degrees, child care programs in the West SPA may be trying to compete with K-12 schools to attract qualified staff.

FIGURE 38. West: Average Hourly Wage



*Response rate for this question is too low to report.

Health Benefits

Most programs in the West SPA offered fully-paid health insurance to teachers (70 percent) and assistant teachers (64 percent), a higher level of coverage than in areas of the County.⁷³ Ten percent of programs offered partially-paid plans to teachers, and 14 percent offered partially-paid plans to assistant teachers. Approximately one-fifth of programs did not offer health insurance to teachers (20 percent) or assistant teachers (21 percent). Teacher-directors' and directors' health coverage was comparable to that offered to teachers and assistant teachers.

Turnover

Annual teaching staff turnover, at 19 percent for teachers and 26 percent for assistant teachers, was typical of Los Angeles County child care programs. Teacher-director turnover was 17 percent, and director turnover was 13 percent. Thirty-five percent of programs reported a teacher turnover rate of 25 percent or higher.

SPA 6 – South

The South's 411 child care centers comprise 12 percent of all sites in Los Angeles County. We sampled 130 sites, and 17 programs, representing 56 sites (or 14 percent of all child care sites in the South SPA), participated in the survey.⁷⁴ This response rate was substantially lower than that in other SPA's, and was comparable to that reported in 1995. Because of the limited response, these findings may not represent the full range of child care programs in the South SPA. Subsidized programs, for example, were over-represented in the response (47 percent) compared with their presence in the random sample (27 percent), and independent nonprofits were under-represented. The programs participating in the study included subsidized nonprofit (47 percent), independent nonprofit (30 percent), for-profit (18 percent) and religious programs (6 percent).

Demographics

As reported in 1995, programs located in the South SPA employed a higher percentage of African American teaching and administrative staff than did programs in other parts of the County.⁷⁵ Approximately two-thirds of teachers (65 percent) and more than one-half of assistant teachers (57 percent) were African American. The majority of teacher-directors (86 percent) and directors (71 percent) were African American. The South SPA had among the lowest percentage of White teachers and assistant teachers in Los Angeles County. Children who live in the South SPA are most likely to be Latino (68 percent) or African American (30 percent); only one percent each are White or Asian American/Pacific Islander.⁷⁶ As was true throughout Los Angeles County, Latino teachers and assis-

tant teachers were under-represented in the South SPA center-based workforce. Sixty-five percent of teachers in the South SPA were African American, 26 percent were Latino, three percent were White, two percent were Asian American/Pacific Islander and four percent were “other.” Fifty-seven percent of assistant teachers were African American, 38 percent were Latino, four percent were White, and one percent were Asian American/Pacific Islander.

Education

Teachers employed in the South SPA had achieved typical levels of education for Los Angeles County child care teachers; 12 percent had completed a bachelor’s degree in a subject other than ECE/child development, and three percent had a BA or more in ECE/child development. (See Figure 39.) In 1995, over one-third of teachers had a bachelor’s degree or higher, but because of the limited sample size in both studies of the South SPA, we cannot assume that this change indicates a drop in teachers’ educational credentials.

Most assistant teachers in the South SPA (92 percent) had some college-level training in ECE/child development. Over one-half (55 percent) had 24 or more units in ECE/child development training, a level that surpasses both state licensing requirements and those for state- subsidized programs.

FIGURE 39. South Child Care Center Teachers: Preparation in Early Childhood Education and/or Child Development

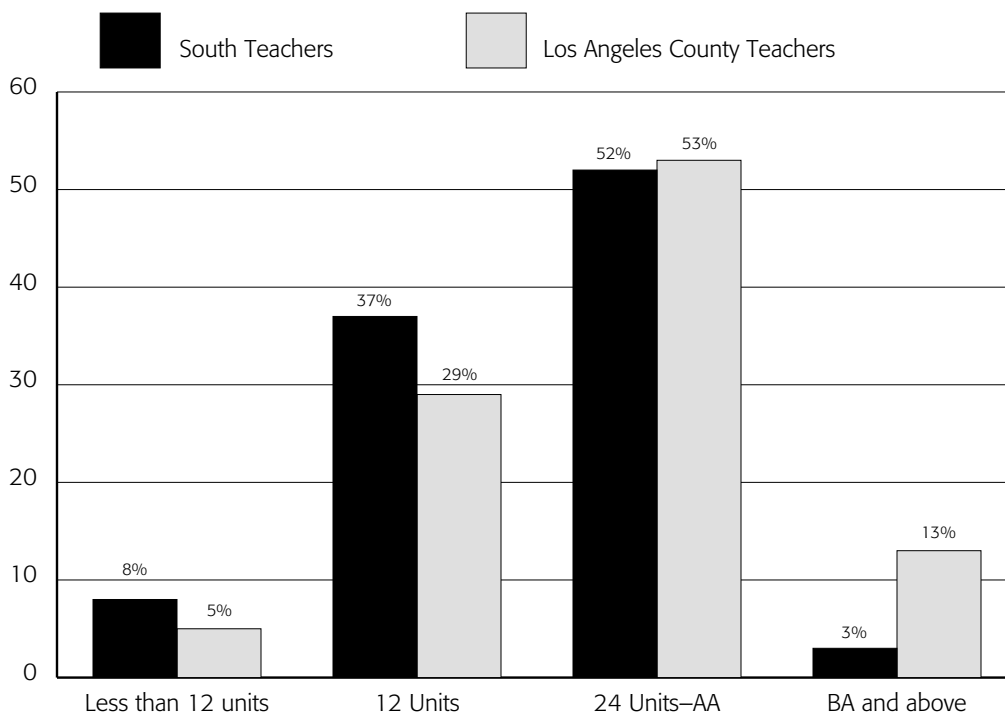
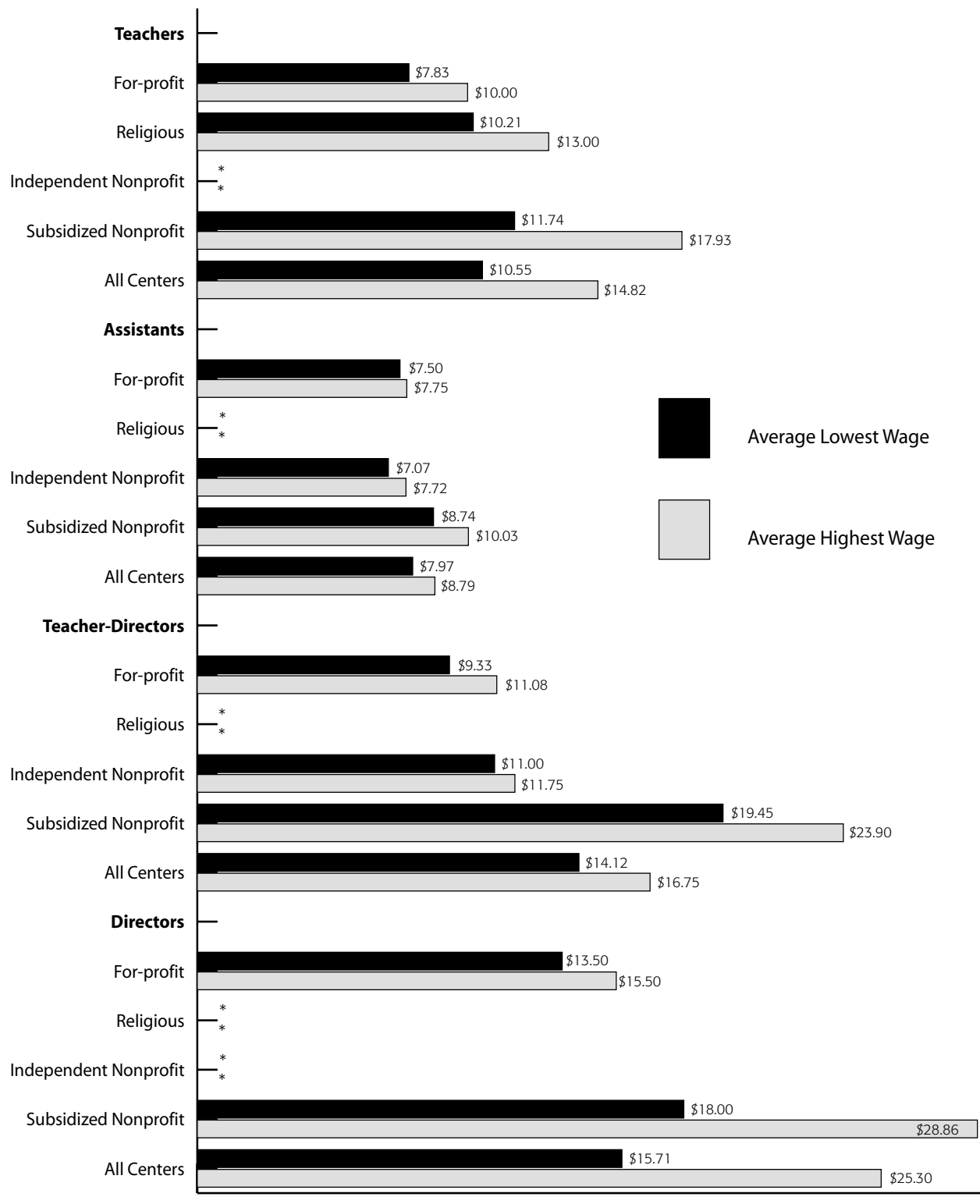


FIGURE 40. South: Average Hourly Wage



*Response rate for this question is too low to report.

Wages

Child care teacher wages in the South SPA were somewhat higher than average for Los Angeles County; this finding was probably a function of the high percentage of subsidized programs in this sample of South SPA programs. Teachers' annual salaries ranged from \$18,463 to \$25,935, and at the starting level, were higher in the South SPA than in San Gabriel or the East.⁷⁷ Assistant teachers' annual salaries, ranging from \$13,498 to \$15,383, were not higher than those found in other SPA's. (See Figure 40.)

Health Benefits

Approximately one-third of programs offered no health insurance to teachers (31 percent) or assistant teachers (39 percent). The remainder of programs were split between offering teachers partially-paid (38 percent) or fully-paid coverage (31 percent). Assistant teachers were offered partially-paid insurance more often (46 percent) than fully-paid coverage (15 percent).

Turnover

The child care teacher workforce included in our South SPA sample appeared to be relatively stable. At eight percent, teacher turnover was lower than that found in other areas of the County.⁷⁸ One-quarter of assistant teachers (25 percent) had left their centers over the last year. Just under one-quarter of programs (24%) reported teacher turnover of 25 percent or more.

SPA 7 – East

The East SPA's 335 child care sites comprise 10 percent of all sites in Los Angeles County. We sampled 98 sites, and a total of 25 programs, representing 56 sites (or 16 percent of all sites in the East SPA), participated in the survey.⁷⁹ Programs in the sample included religious (64 percent), for-profit (24 percent), subsidized nonprofit (8 percent) and independent nonprofit programs (4 percent). The East SPA has a larger percentage of religious programs than most other SPA's in Los Angeles County.⁸⁰

Demographics

The ethnic composition of child care teaching staff in the present study more closely resembled the child population of East than was found in the 1995 study. Seventy-seven percent of the East SPA's child population ages 0-12 is Latino.⁸¹ In 1995, only 42 percent of teachers and 43 percent of assistant teachers in the East SPA were Latino, but by 2002, The East SPA employed a higher percentage of

Latino teachers and assistant teachers (59 percent and 84 percent, respectively) than did programs in the Antelope Valley, San Fernando, West, South or South Bay/Harbor SPA's .⁸²

Among administrative staff, 60 percent of teacher-directors and 18 percent of directors were Latino. The ethnic composition of teachers was 59 percent Latino, 24 percent White, 9 percent Asian American/Pacific Islander, 6 percent African American and 2 percent "other." The ethnic composition of assistant teachers was 84 percent Latino, 8 percent White and 6 percent Asian American/Pacific Islander.

Education

Teachers employed in the East SPA were almost evenly split between those who had completed the minimum level of 12 units in ECE or child development, and those who had earned between 24 units and an associate degree in these subjects. Overall, teachers' educational attainment in the East SPA was below average for the County, with virtually no teachers in the area having completed a bachelor's degree in ECE or child development. Ten percent of teachers held an associate degree or more in ECE/child development, and another 32 percent held an associate degree or more in another subject.

FIGURE 41. East Child Care Center Teachers: Preparation in Early Childhood Education and/or Child Development

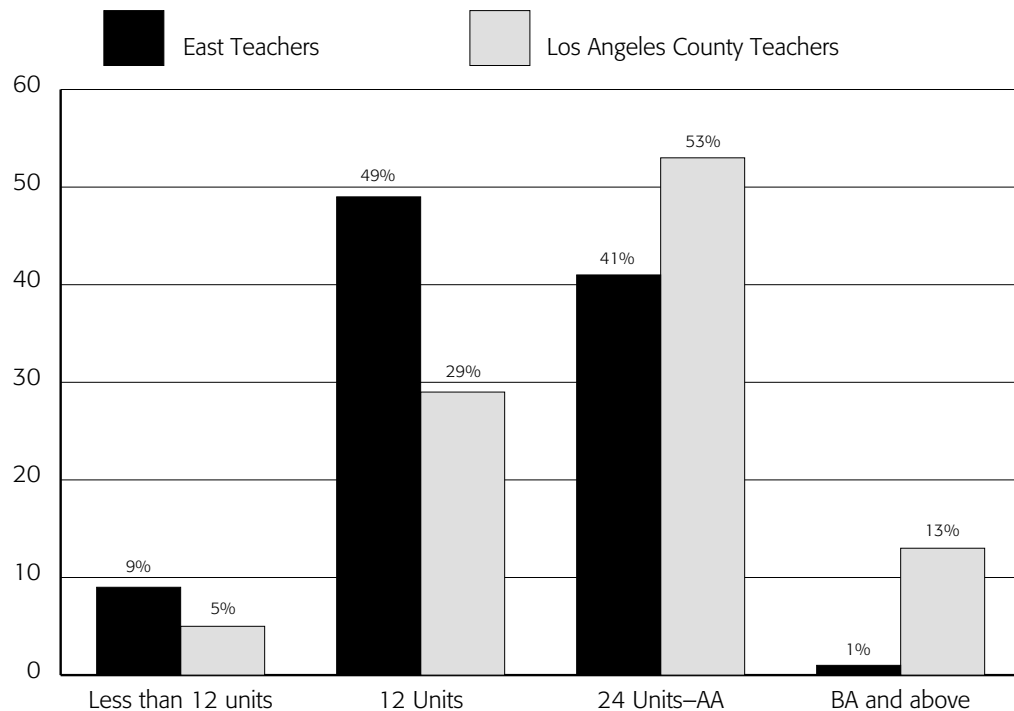
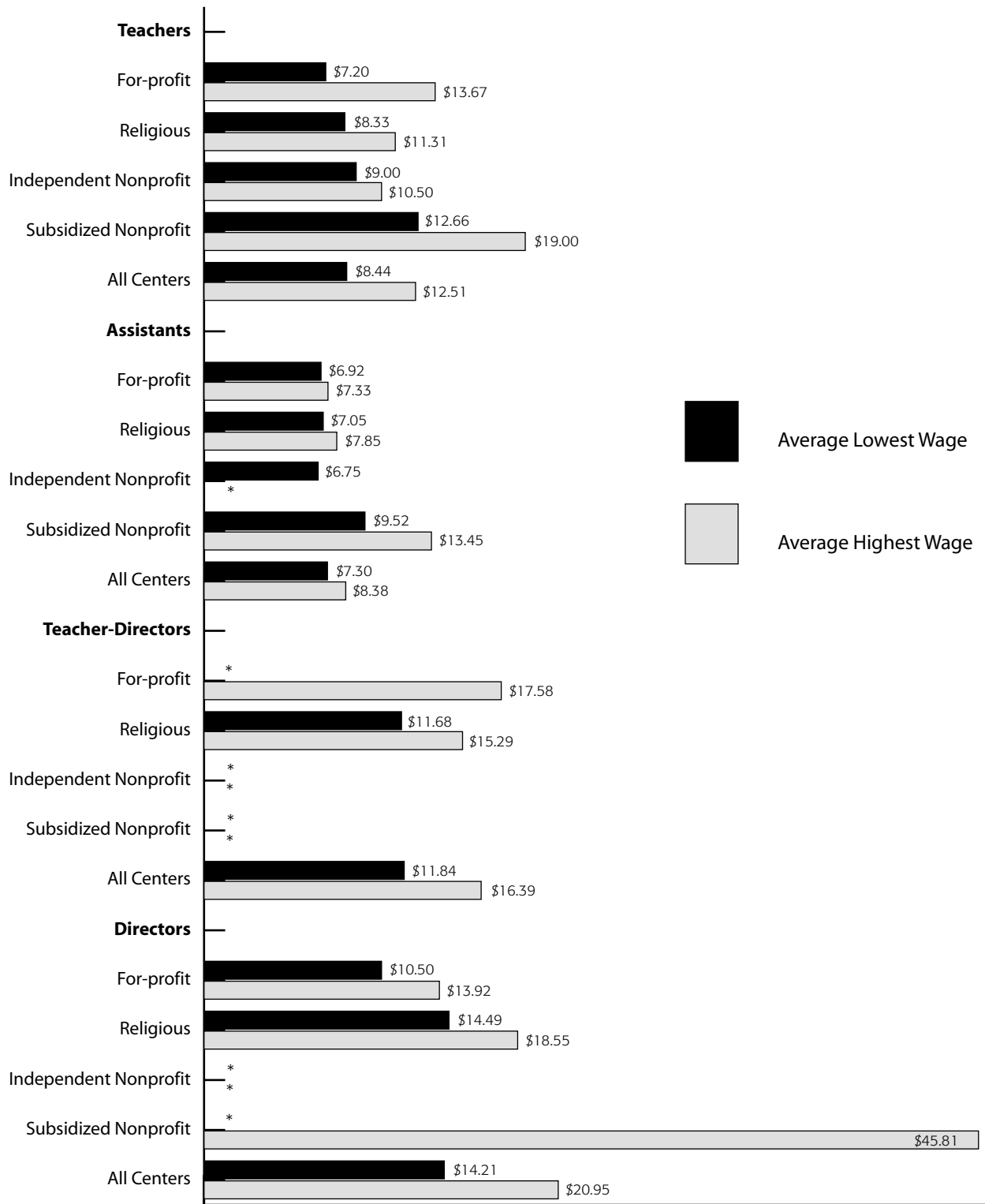


FIGURE 42. East: Average Hourly Wage



*Response rate for this question is too low to report.

Wages

As was found in 1995, teachers and assistant teachers employed in the East SPA earned lower wages than their counterparts in several regions of the County, notably the San Fernando, West and South SPA's.⁸³ Annual teacher salaries ranged from \$14,770 to \$21,893, just above those offered in Antelope Valley programs and just below those paid in San Gabriel. Teachers in the East's subsidized non-profit programs earned higher entry- and upper-level salaries than did teachers in other program types. Annual assistant teacher salaries, ranging from \$12,775 to \$14,665, were also below average for Los Angeles County. The median income for the East SPA is \$23,982, substantially lower than the overall Los Angeles County median of \$43,908.

Health Benefits

As was found in 1995, most teachers and assistant teachers in the East SPA were not offered health insurance coverage. Forty-six percent of centers offered no coverage to teachers, and 63 percent offered no coverage to assistant teachers. Among centers that offered health benefits, partially-paid insurance was most common, with 33 percent of all centers offering partial coverage to teachers and 25 percent offering it to assistant teachers, vs. 21 percent offering full coverage to teachers and 13 percent to assistant teachers. Health coverage for teacher-directors and directors was comparable to that offered to teachers.

Turnover

Turnover in the East SPA among teachers (9 percent), assistant teachers (16 percent), teacher-directors (6 percent) and directors (13 percent) was lower than average for Los Angeles County. One-half of all programs in our sample reported teacher turnover of nine percent or less.

SPA 8 – South Bay/Harbor

South Bay/Harbor's 579 child care centers comprise 17 percent of all sites in Los Angeles County. We sampled 181 sites in South Bay/Harbor, and 33 programs, representing 66 sites (11 percent of child care sites in South Bay/Harbor), participated in this study.⁸⁴ Participating centers included religious (33 percent), for-profit (27 percent), independent nonprofit (24 percent) and subsidized non-profit programs (15 percent).

Demographics

The ethnic composition of teaching staff in the South Bay/Harbor SPA was diverse, but as in most regions of the County, Latino teachers and assistant teachers were under-represented; 23 percent of teachers and 34 percent of assistant

teachers were Latino, compared with 44 percent of the area's child population ages 0-12. Asian American/Pacific Islander teachers (11 percent) and assistant teachers (10 percent) were also under-represented when compared with children of this ethnicity (14 percent).⁸⁵ Thirty-two percent of teachers were African American, 23 percent were Latino, 31 percent were White, 11 percent were Asian American/Pacific Islander, and two percent were "other." A higher percentage of African American teachers were employed in the South Bay/Harbor SPA than in other regions of the County with the exception of the South SPA.⁸⁶ Assistant teachers included Latino (34 percent), White (27 percent), African American (25 percent), Asian American/Pacific Islander (10 percent) and other staff (2 percent).

Education

The educational background of teachers in the South Bay/Harbor SPA was just below the average reported for the County. Teachers were almost evenly split between those who had completed the minimum requirement of 12 units and those with 24 units or more as required in state-subsidized programs. (See Figure 43.) One-fifth of South Bay/Harbor teachers (21 percent) had completed an associate degree or more in subjects other than ECE/child development, and 16 percent had completed an associate degree or more in ECE/child development. (See Figure 43.)

Most South Bay/Harbor assistant teachers had completed some college-level ECE/Child Development courses (91 percent); 38 percent had completed 24 units or more of this specialized training, representing a substantial attainment for a position with no educational background requirements. The trend for assistant teachers to have completed college-level courses has been noted throughout Los Angeles County.

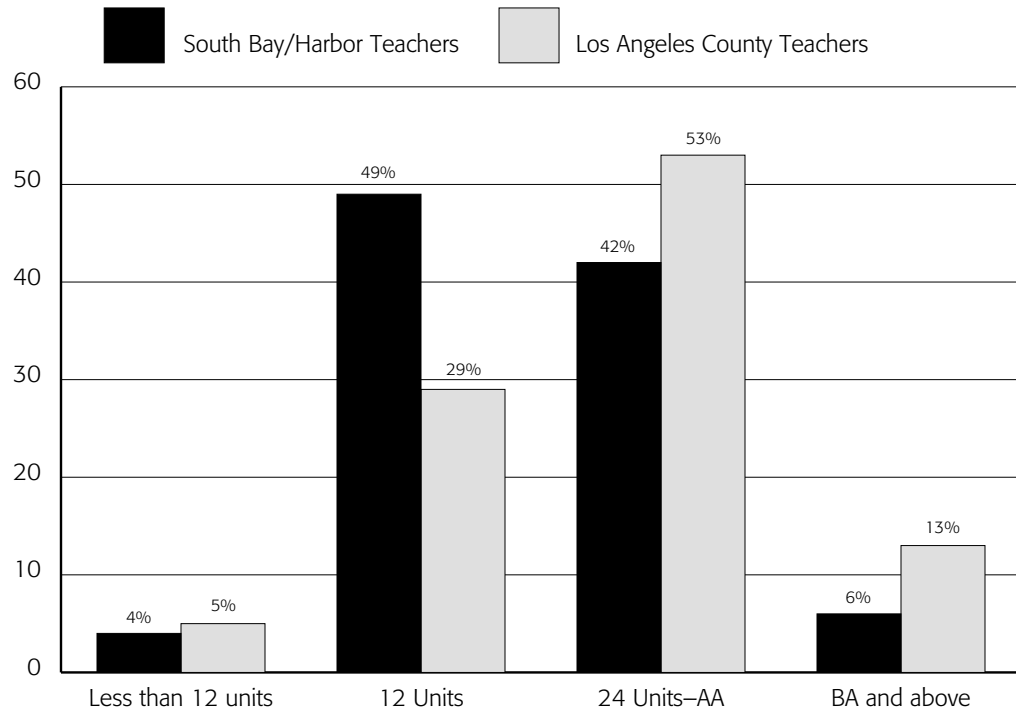
Wages

Annual teacher and assistant teacher salaries in the South Bay/Harbor SPA, ranging from \$16,520 to \$26,723 and from \$13,108 to \$17,098, respectively, were typical of those offered throughout Los Angeles County. These salary levels, however, were considerably lower than the South Bay/Harbor median annual income of \$48,244. Salaries did not differ by center auspice. (See Figure 44.)

Health Benefits

As throughout Los Angeles County, a substantial portion of teaching staff in the South Bay/Harbor SPA lacked employer-sponsored health benefits. Thirty-seven percent of programs did not offer any health benefits to teachers, and 47 did not offer benefits to assistant teachers. Approximately one-fifth of programs offered partially-paid plans to teachers (20 percent) and assistant teachers (18 percent). The remainder offered fully-paid health benefits to teachers (43 percent) and assistant teachers (35 percent).

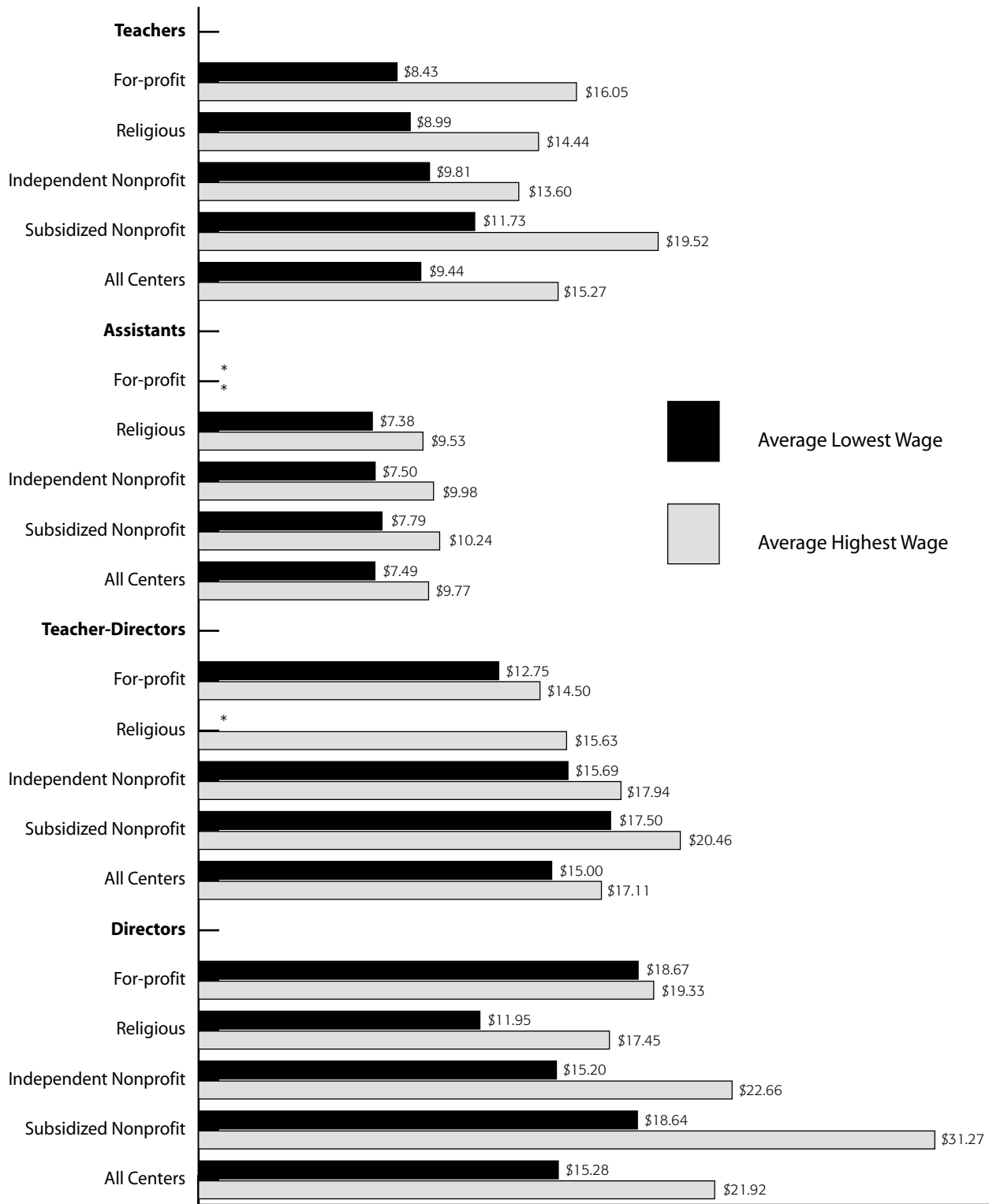
FIGURE 43. South Bay/Harbor Child Care Center Teachers: Preparation in Early Childhood Education and/or Child Development



Turnover

At five percent, annual teacher turnover in the South Bay/Harbor SPA was among the lowest in the County, considerably lower than that found in the Antelope Valley, San Fernando, San Gabriel, Metro and West SPA's.⁸⁷ Only the South SPA had comparably low teacher turnover. Sixty-nine percent of South Bay/Harbor programs had nine-percent teacher turnover or less in the last year. At 24 percent per year, however, assistant teacher turnover was typical for Los Angeles County.

FIGURE 44. South Bay/Harbor: Average Hourly Wage



*Response rate for this question is too low to report.

Conclusion

In 2002, child care staffing in the eight SPA's of Los Angeles County was comparable in several respects to that reported in 1995. The West and Metro SPA's continued to employ teachers who had completed higher levels of college education (in any subject) than staff in other SPA's, but these West and Metro teachers had not completed significantly more training in ECE/child development. Research has indicated, however, that college-level education in *any* subject has a beneficial effect on child care teachers' and providers' work and relationships with young children.⁸⁸ Assistant teachers in the West SPA were also more educated than their counterparts in other SPA's of the County. Additionally, the compensation package offered to teaching and administrative staff in the West SPA, including wages and health benefits, continued to be significantly higher than in other SPA's.

Some SPA findings appeared to be more pronounced than those reported in 1995. An ethnic imbalance between teaching staff and children, for example, appeared to be more extreme in 2002 than in 1995 in the Antelope Valley, Metro and South SPA's, where the percentages of Latino children are far higher than those of Latino teachers and providers. Although some SPA's, such as San Gabriel and the East, employed a more diverse teaching staff that better match the local child populations, Latino teaching staff were under-represented in all SPA's, particularly in the teacher position. The absence of Latino teachers and assistant teachers in licensed child care centers may compromise these programs' ability to provide accessible, culturally appropriate environments for Latino children and families.

Average teacher turnover appeared to be lower in South, East, and South Bay Harbor programs. The over-representation of subsidized programs in some of these regional samples, however, may partially explain this finding. In the larger Los Angeles County sample, turnover was significantly lower in programs that were subsidized, paid higher wages, and employed staff represented by a union. With larger, more representative regional samples, these findings would likely be echoed in the SPA's.

Within the eight SPA's, subsidized programs, in some cases, offered significantly higher salaries to teaching staff than did non-subsidized programs. County-wide, subsidized programs offered superior compensation and health benefits to

most teaching staff. On a regional basis, the contrast in compensation between subsidized and non-subsidized programs was particularly pronounced in the nine programs in the sample whose sites spanned two or more SPA's. (See Figures 27 and 28.) The differences in the compensation package offered by for-profits versus nonprofit programs, however, were smaller than those reported in 1995.

No SPA was exempt from the troubling findings regarding the child care workforce identified in Part I. Although most child care teaching staff throughout Los Angeles County had made investments in training that exceeded the minimum requirements set by state licensing and the Child Development Permit Matrix, compensation remained particularly low in the context of Los Angeles County's relatively high cost of living. In the absence of economic rewards for this occupation, it will prove difficult to recruit and retain staff at higher educational levels. Efforts to increase the capacity of center-based care to offer high quality child care and to improve children's school readiness must address the current state of child care compensation in the County.

Notes

1. See: The National Child Care Staffing Study, Whitebook et al., Washington, DC: Center for the Child Care Workforce, 1990 and S.W. Helburn, ed., *Cost, Quality, & Child Outcomes*, University of Colorado at Denver, 1995.
2. The statewide initiative of which the Los Angeles County program is part, is called the Retention Incentive Initiative, which resulted from State of California legislation (Assembly Bill #212).
3. The Proposition 10 Agency in Los Angeles County was formerly known as the Children and Families First Commission.
4. An evaluation by Policy Analysis for California Education (PACE) of staff retention programs in California is currently underway.
5. This instrument is published by the Center for the Child Care Workforce, 2001.
6. For the purposes of definition, subsidized programs receive 50 percent or more of their budgets from public subsidies. Head Start programs are included in this category. For-profit and independent nonprofit programs may receive public subsidies to operate, but they typically receive these funds through alternative payment programs rather than through direct contracts with public agencies, and these funds comprise a much smaller percentage of their budgets.
7. Twenty programs did not provide information about the number of sites they administer; thus the number of sites described by the survey is probably higher than reported in Figure 1.
8. Unpublished report from Los Angeles County Child Care Licensing Department, January 2002. The sample for this study was selected from the Los Angeles County licensing list, January 2002.
9. Child care center staff were contacted by telephone and asked to identify the auspice of their programs. In the missing cases, we were not able to contact a staff person by telephone, or the staff person was unable to identify the programs' auspice. Each program was called five times in an attempt to reach staff.
10. As defined by the U.S. Census, the Asian American category includes Native Hawaiians and other Pacific Islanders; the category "Other" consists of American Indian or Alaskan Native, Multiracial, and Some Other Race.
11. S.W. Helburn, ed., *Cost, Quality, & Child Outcomes*, University of Colorado at Denver, 1995. Although collected in 1993, this is the most recent national data available on the educational levels of child care teachers. There remains a need for a more current, comprehensive study documenting the salaries and education of the U.S. child care workforce.
12. Percentages include the entire U.S. labor force ages 25 and over, either employed or currently seeking employment.
13. Teachers employed by subsidized nonprofits were more likely to have completed 24 units of ECE or child development or above than those employed in for-profit, religious ($p < .001$); or independent nonprofit programs. ($p < .01$).
14. For-profit ($p < .001$); religious and independent nonprofit programs ($p < .01$).

15. Assistant teachers employed by subsidized nonprofits were more likely to have completed 24 units of ECE or child development and above than those employed by for-profit, independent nonprofit ($p < .001$); and religious programs ($p < .01$). Teacher-directors at subsidized nonprofit programs were more likely to have completed 24 units of ECE or child development and above than those in for-profit programs ($p < .05$). Directors of subsidized nonprofit programs were more likely to have completed 24 units or more of ECE or child development than those in for-profit ($p < .001$), religious ($p < .05$) or nonprofit programs ($p < .01$).
16. For-profit ($p < .01$); religious, and independent nonprofit programs ($p < .05$).
17. Teachers employed by subsidized nonprofits were more likely to receive college credit for their training than those employed by for-profits and religious programs ($p < .01$). Assistant teachers employed by subsidized nonprofits were more likely to receive college credit for their training than those employed by religious programs ($p < .05$).
18. Annual salaries were calculated from hourly salaries by using a formula of 35 hours per week and 50 paid weeks per year.
19. ($p < .001$).
20. ($p < .001$).
21. Subsidized nonprofits were more likely to have collective bargaining agreements covering teachers and assistant teachers than for-profit, religious or independent nonprofit programs ($p < .001$). Subsidized nonprofits were more likely to have collective bargaining agreements covering teacher-directors than for-profit or religious programs ($p < .01$), and more likely to have collective bargaining agreements covering directors than for-profit ($p < .01$) or religious programs ($p < .05$).
22. Teachers and assistant teachers earned higher entry-level and upper-level average wages in programs with collective bargaining agreements ($p < .001$). Teacher-directors and directors earned higher entry-level ($p < .001$) and upper-level wages in programs with collective bargaining agreements ($p < .01$).
23. Center directors were asked to describe the benefits offered to full-time staff.
24. Tracking Small Firm Coverage, 1989-1996, Health Affairs, January/February, 1998, Vol. 17, No. 1.
25. Subsidized nonprofits offered more health coverage to teachers than did for-profit, religious, and independent nonprofit programs ($p < .001$).
26. Subsidized nonprofits offered more health coverage to assistant teachers than for-profit ($p < .001$) or religious programs ($p < .01$).
27. Subsidized nonprofits offered more health coverage to teacher-directors than did for-profit, independent nonprofit ($p < .001$), or religious programs ($p < .01$).
28. Subsidized nonprofits offered more health coverage to directors than did for-profit ($p < .001$), religious ($p < .001$) or independent nonprofit programs ($p < .001$).
29. Teachers in subsidized nonprofits were more likely to receive a paid pension plan than their counterparts in for-profit, independent nonprofit ($p < .001$); or religious programs ($p < .01$). Assistant teachers in subsidized nonprofits were more likely to receive a paid pension plan than their counterparts in for-profit ($p < .001$), religious ($p < .01$) or independent nonprofit programs ($p < .05$). Teacher-directors in subsidized nonprofits were more likely to receive a paid pension plan than their counterparts in for-profit ($p < .001$); religious or independent nonprofit programs ($p < .01$). Directors in subsidized nonprofits were more likely to receive a paid pension plan than their counterparts in for-profit, religious ($p < .001$); or independent nonprofit programs ($p < .01$).
30. For-profits were less likely to offer teachers a pension plan than religious ($p < .001$) or independent nonprofit programs ($p < .01$). For-profits were less likely to offer assistant teachers

- a pension plan than religious ($p < .05$) or independent nonprofit programs ($p < .01$). For-profits were less likely to offer teacher-directors a pension plan than religious programs ($p < .05$). For-profits were less likely to offer directors a pension plan than religious ($p < .01$) or independent nonprofit programs ($p < .05$).
31. Subsidized nonprofits were more likely to offer paid maternity/paternity leave to teachers than for-profit, religious or independent nonprofit centers ($p < .001$). Subsidized nonprofits were more likely to offer paid maternity/paternity leave to assistant teachers than for-profit, independent nonprofit ($p < .01$); or religious programs ($p < .05$). Subsidized nonprofits were more likely to offer paid maternity/paternity leave to teacher-directors than for-profit, independent nonprofit ($p < .001$) or religious programs ($p < .01$). Subsidized nonprofits were more likely to offer paid maternity/paternity leave to directors than for-profit, independent nonprofit ($p < .001$), or religious programs ($p < .01$).
 32. Religious programs were more likely to offer teachers reduced child care fees than for-profit, independent nonprofits ($p < .01$), or subsidized programs ($p < .001$). Religious programs were more likely to offer assistant teachers reduced child care fees than independent nonprofit ($p < .01$) or subsidized programs ($p < .001$). Religious programs were more likely to offer teacher-directors reduced child care fees than for-profit ($p < .05$), independent nonprofit ($p < .01$) or subsidized programs ($p < .001$). Religious programs were more likely to offer directors reduced child care fees than for-profit ($p < .05$) or subsidized programs ($p < .001$).
 33. The National Child Care Staffing Study, Whitebook et al., Washington, DC: Center for the Child Care Workforce, 1990.
 34. Subsidized nonprofit sites had lower teacher turnover than for-profit, religious, and independent nonprofit sites ($p < .01$).
 35. ($p < .05$).
 36. Teacher turnover was higher in centers with lower entry-level wages ($p < .01$) and lower highest-level wages ($p < .01$).
 37. ($p < .05$).
 38. Eight out of 23 randomly selected centers participated in the survey. Because of the low number of cases from Antelope Valley, these results should be viewed as preliminary.
 39. Health benefits reported are those that centers offered to full-time teaching and administrative staff. Benefits offered to part-time staff typically were lower than those offered to full-time staff. See the discussion of health benefits in Part 1 of the report for a discussion of benefits for part-time staff in Los Angeles County.
 40. The survey response rate in Antelope Valley was 24 percent.
 41. Teachers, for example, were more likely to be White in Antelope Valley than (listed in ascending order with the largest differences found reported last) in San Fernando ($p < .05$); East or South Bay/Harbor ($p < .01$); and San Gabriel, Metro, South ($p < .001$). The percentage of White teachers employed in Antelope Valley did not differ from those employed in West.
 42. Children's Planning Council, reported in *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education Services in Los Angeles County*. Malaske-Samu, K., Office of Child Care, Los Angeles County. August 2000.
 43. See education results in the West and Metro sections.
 44. San Fernando ($p < .05$); San Gabriel, Metro, West, South Bay/Harbor ($p < .01$); South ($p < .001$).
 45. United Way 1998 Estimates, reported in *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education Services in Los Angeles County*.

46. Antelope Valley programs offered lower levels of health coverage to teachers than did programs in San Fernando ($p < .05$) and West ($p < .01$). They offered lower levels of health coverage to assistant teachers than programs in Metro and South Bay/Harbor ($p < .05$) and San Fernando and West ($p < .01$).
47. The survey response rate in San Fernando was 24 percent.
48. Forty percent of programs in the random sample of San Fernando child care programs were for-profit, compared with, for example, South, the service planning area with the lowest percentage of for-profit programs (22 percent). San Fernando had a higher percentage of for-profits than Metro, West, South, and East ($p < .05$).
49. Teachers were more likely to be White in San Fernando than in East ($p < .05$); San Gabriel, Metro, and South ($p < .001$).
50. Children's Planning Council, reported in *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education Services in Los Angeles County*.
51. See education results in the West and Metro sections.
52. In 1995, directors were asked in a single question to report the highest level of education obtained in any subject, which does not allow us to compare ECE and child development related training of staff in 2002.
53. United Way 1998 Estimates, reported in *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education Services in Los Angeles County*.
54. South and East ($p < .05$); and South Bay/Harbor ($p < .01$).
55. The survey response rate in San Gabriel was 36 percent.
56. San Fernando and South ($p < .05$); and Antelope Valley and South Bay/Harbor ($p < .01$).
57. Programs located in San Gabriel employed a higher percentage of Asian American/Pacific Islander teachers than did Antelope Valley, San Fernando, West, South and East ($p < .05$). San Gabriel programs were more likely to employ Asian American/Pacific Islander directors than were West and South ($p < .05$); and San Fernando ($p < .01$).
58. Children's Planning Council, reported in *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education Services in Los Angeles County*.
59. See education results in the West and Metro sections.
60. Independent nonprofit ($p < .05$); for-profit and religious ($p < .01$).
61. The survey response rate in Metro was 25 percent.
62. Metro programs employed a higher percentage of Asian American/Pacific Islander teachers than did Antelope Valley, San Fernando, West, East and South Bay/Harbor ($p < .01$); and South ($p < .001$). Metro programs were more likely to employ Asian American/Pacific Islander directors than were Antelope Valley, East, and South Bay/ Harbor ($p < .05$); and San Fernando, West, and South ($p < .01$).
63. Children's Planning Council, reported in *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education Services in Los Angeles County*.
64. Antelope Valley, San Fernando, South, and South Bay/Harbor ($p < .01$); San Gabriel and East ($p < .001$).
65. ($p < .01$).
66. The survey response rate in West was 38 percent.
67. Children's Planning Council, reported in *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education Services in Los Angeles County*.
68. Antelope Valley, San Gabriel and East ($p < .05$).

69. Assistant teachers employed in West were more likely to have completed an bachelor's degree or higher in any subject than those employed in Antelope Valley, San Fernando, Metro ($p < .05$); San Gabriel or East ($p < .01$).
70. West programs offered higher starting salaries, on average, to teachers than programs in San Gabriel ($p < .05$) or East ($p < .01$). Highest-paid teachers were offered higher salaries, on average, in West than in San Gabriel, Metro ($p < .05$) or East ($p < .01$).
71. Programs located in West offered higher starting salaries, on average, to assistant teachers than programs in San Fernando ($p < .05$); San Gabriel, East, or South Bay/Harbor ($p < .01$). Highest-paid assistant teachers were offered higher salaries, on average, in West than San Fernando, Metro ($p < .05$); San Gabriel, South, and East ($p < .01$).
72. Teacher-directors employed in West were paid higher starting salaries than those employed in San Fernando, Metro ($p < .05$); San Gabriel and East ($p < .01$).
73. Teachers employed in West were more likely to receive higher health coverage than those employed Antelope Valley and East ($p < .01$). Assistant teachers health coverage was higher in West, on average, than in Antelope Valley, San Gabriel and East ($p < .01$).
74. The survey response rate in South was 43 percent.
75. South programs employed a higher percentage of African American teachers, for example, than did Antelope Valley, San Fernando, San Gabriel, Metro, West, East and South Bay/Harbor ($p < .001$). African American assistant teachers and directors were similarly much more likely to be employed in South than in all other SPA's.
76. Children's Planning Council, reported in *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education Services in Los Angeles County*.
77. ($p < .05$).
78. Child care center sites located in South had lower teacher turnover than those in San Fernando, San Gabriel, and Metro ($p < .05$).
79. The survey response rate in East was 57 percent.
80. Approximately one-half (49 percent) of programs in the random sample of East child care programs were religious, compared with, for example, South, the service planning area with the lowest percentage of religious programs (12 percent). East had a higher percentage of child care programs affiliated with a church or other religious body than South ($p < .001$), San Fernando ($p < .01$), and San Gabriel ($p < .05$).
81. Children's Planning Council, reported in *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education Services in Los Angeles County*.
82. West ($p < .05$); Antelope Valley, San Fernando, South ($p < .01$), and South Bay/Harbor ($p < .001$).
83. Entry-level teachers in East earned less than teachers in South ($p < .05$) or West ($p < .01$). Highest-paid teachers earned less in East than in San Fernando ($p < .05$) or West ($p < .01$). Entry-level assistant teachers in East earned less than those employed in West ($p < .01$), and highest-paid assistant teachers in East earned less than those in West ($p < .01$).
84. The survey response rate in South Bay/Harbor was 36 percent.
85. Children's Planning Council, reported in *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education Services in Los Angeles County*.
86. Metro ($p < .05$); San Gabriel, West, East ($p < .01$); and San Fernando ($p < .001$).
87. Antelope Valley, Metro, West ($p < .05$); and San Gabriel ($p < .01$).
88. See: The National Child Care Staffing Study, Whitebook et al., Washington, DC: Center for the Child Care Workforce, 1990 and S.W. Helburn, ed., *Cost, Quality, & Child Outcomes*, University of Colorado at Denver, 1995.

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