

Two Years in Early Care and Education:
A Community Portrait of Quality and Workforce Stability
Alameda County, California
Nancy Crowell, Georgetown University

The Sample

- 42 Directors of centers—(25 subsidized, 8 low-income neighborhood non-subsidized, 9 middle-income neighborhood non-subsidized)
- 83 Teaching staff in centers—(49 subsidized, 16 low-income neighborhood non-subsidized, 18 middle-income neighborhood non-subsidized)
- 60 Licensed family child care providers— (23 subsidized, 19 low-income neighborhood non-subsidized, 18 middle-income neighborhood non-subsidized)
- 12 License-exempt family child care providers

Education of Licensed Family Child Care Providers

- 28% high school degree or less
- 41% 2-year college degree
- 30% 4-year college degree or more

Early Childhood Education Training of Licensed Family Child Care Providers

- 35% had no early childhood education credits
- 50% had between 1 and 24 units of college level early childhood education
- 15% had an AA or BA degree in early childhood education

Job Tenure of Licensed Family Child Care Providers

- Mean of 10 years in family child care (Range <1 year to 38 years)

Measures

- Center Director Survey, Child Care Teaching Staff Survey, Family Child Care Survey
- ECERS-R (centers, preschool rooms), ITERS (centers, infant and toddler rooms)
- FDCRS (licensed homes)
- HOME (license-exempt homes)
- Child-Caregiver Observation Scale-Revised (C-COS-R)
- Arnett Caregiver Interaction Scale
- Center for Epidemiologic Studies of Depression (CES-D)
- Tests of Applied Literacy Skills (document scale) (TALS)
- PPVT (adult version-English & Spanish)

Some Findings on Licensed home-based care

- Licensed family care settings are stratified along racial, ethnic, and linguistic groups of children
- Children from low-income families are concentrated in subsidized licensed homes; non-subsidized licensed homes, regardless of neighborhood income level, serve middle- and high-income children
- Licensed homes had a mean score of 3.14 on FDCRS (compared to center mean of 5.25 on ECERS-R and 5.44 on ITERS) with nearly half of homes falling below a score of 3 (minimal quality); FDCRS scores were significantly higher in non-subsidized homes than in subsidized homes
- Licensed home providers with college-level early childhood training had higher scores on FDCRS Language and Reasoning Subscale and spent more time reading to children than providers without such training