



# Massachusetts Early Childhood Educator Survey

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## Executive Summary

### ***Early Learning Program Quality and School Readiness***

A compelling body of research provides evidence that high-quality early care and education can be important for the development of children, especially children in low-income families. There are a number of early learning models that offer strong evidence for improving children's outcomes, especially among those with the greatest needs. Evidence drawn from model pre-kindergarten programs, for example, has demonstrated significantly improved school and life outcomes among program participants - e.g. less likely to be placed in special education, more likely to graduate from high school, and more likely to attend college. Massachusetts and many other states have turned toward expanding the availability of high-quality early education and care programs as a strategy for improving school readiness. Strengthening the quality of the early childhood workforce is a key element of this strategy.

To gain a better understanding of the existing workforce, the Department of Early Education and Care (EEC) commissioned this study to learn more about the degree to which the workforce is prepared to provide effective education for all children, to assess the stability of the workforce and to learn more about how educators define quality. The findings highlighted in this report are based on a representative sample of 873 randomly selected early childhood and out-of-school-time educators in center-based and family child care settings. The survey results are augmented by additional data collected from 1,868 educators through a public version of the same survey.

### ***Key Findings and Policy Considerations***

- Educators tend to view most of the key elements of the state's QRIS as being important or very important to quality,

but some research-based features of quality – e.g., family involvement in programs, extent to which activities for children are structured, teaching children things about their community – may be viewed as less important in their view of quality. EEC may want to continue or expand initiatives to assist educators in understanding the importance of key features in the state's QRIS standards.

- The opinions of educators about their own professional skills and abilities, varies significantly by the type of care and even more significantly by an educator's level of educational attainment. Educators without a Bachelor's degree are much less likely to express confidence in their professional skills and abilities as compared to those with a degree – e.g., less like to strongly agree that they practice self-reflection, use community resources to foster learning, create learning experiences that are appropriate to the curriculum. Only 25% of center-based educators and 13% of family child care providers have a bachelor's degree in early childhood education or child development. EEC may want to consider these findings as it formulates future policies that promote degree attainment and increased competencies among educators.
- Approximately 40% of the educators in the sample work with children who are English language learners, and of those educators, 62% report that they rarely or very rarely speak with children in a language other than English. EEC may want consider these findings as it formulates policies to assist programs and educators in supporting the needs of English language learners.

- More than 30% of educators report working with children who have special needs. Given that children who have special needs – especially those subjected to other risk factors – are among the most vulnerable children, EEC may want to consider this finding as it formulates policies to promote and support inclusive opportunities for children with special needs or disabilities.
- Within the past year, 7% of educators in the sample indicate that they have had to suspend, terminate or limit the hours of children or families in their program. Further, only 31% of educators “strongly agree” or “agree” that children with behavioral challenges are well supported in their homes. Given these challenges, EEC may want to continue initiatives designed to help educators manage challenging classroom behaviors.
- EEC may want to consider options for replicating the educator survey on an on-going basis so that survey results can be linked to quality data from the QRIS and data from periodic family surveys to determine if programs and educators are meeting child and family needs, and overtime, to help evaluate the effectiveness of policy initiatives.
- EEC may want to consider using data collected from both the representative sample and the public version of the survey to model the level of effort that would be required to make improvements to the early education workforce in different regions and to estimate the cost of related quality supports and incentives for programs and educators.

## Policy Context

### ***Early Childhood Program Quality and School Readiness***

A compelling body of research provides consistent evidence that early childhood experiences determine whether a child's developing brain architecture provides a strong or weak foundation for all future learning, behavior, and health. As described in *A Science-Based Framework for Early Childhood Policy*, brain architecture and skills are built continuously over time and policies that promote healthy development throughout the early years create a foundation for later school achievement, economic productivity, responsible citizenship, and successful parenting. For children at unusually high risk, neuroscience provides a compelling argument for beginning programs at birth, if not prenatally, since a substantial amount of brain circuitry is constructed very early in life. Developmental research shows that children master different skills at different ages, which suggests that opportunities for a variety of effective interventions are present throughout early childhood.<sup>1</sup>

This body of research also provides evidence that high-quality early care and education can be important for the development of children, especially children in low-income families. There are a number of early learning models with strong evidence for improving children's outcomes, especially among those with the greatest needs. Evidence drawn from model pre-kindergarten programs, for example, has demonstrated significantly improved school and life outcomes among program participants - e.g. less likely to be placed in special education, more likely to graduate from high school, and more likely to attend college.<sup>2</sup>

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<sup>1</sup> Center on the Developing Child at Harvard University (2007). *A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children*.

<sup>2</sup> Karoly L.A. Kilburn M.R. & Cannon J.S. (2005). *Early childhood interventions: Proven results, future promise*. Santa Monica CA:

In Massachusetts, there are approximately 459,000 children from birth to age five, of which nearly one-third are low-income, according to the National Center for Children in Poverty.<sup>3</sup> An estimated 52% of children from birth to age five face at least one risk factor – e.g., living in single-parent family, living in poverty, linguistically isolated, parents have less than a high school education and parents have no paid employment – and 17% face three or more risk factors, which could lead to toxic stress that could negatively affect development. Without intervention, these children are most at-risk of encountering developmental delays and school readiness gaps and most likely to benefit of high-quality early learning and development experiences.

### ***Quality of the Early Learning Workforce***

In Massachusetts, state leaders, local educators, and the public have responded to the compelling body of early childhood research. Children's early learning and development has come to be viewed as the unfinished business of education reform—an overlooked prerequisite for entry into a unified birth to 20 educational system.<sup>4</sup> Integral to improving the quality of the state's early learning programs is strengthening the knowledge, skills and abilities of the state's early learning workforce. EEC has undertaken a series of strategies that will expand the state's comprehensive workforce development system, including:

- Expanding access to effective professional development opportunities that are aligned with the state's workforce knowledge and competency framework.

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RAND Corporation; Masse D.N. & Barnett W.S. (2002). *A benefit cost analysis of the Abecedarian Project*. New Brunswick NJ: NIEER; Aos S. Lieb R. Mayfield J. Miller M. & Pennucci A. (2004). *Bene-fits and costs of prevention and early intervention programs for youth*. Olympia WA: Washington State Institute for Public Policy.

<sup>3</sup> National Center for Children in Poverty. (2012). *Massachusetts early childhood profile*.

<sup>4</sup> Massachusetts Department of Early Education and Care. (October 2011). *Application for Race to the Top- Early Learning Challenge*.

- Implementing policies and incentives that promote professional improvement and career advancement along an articulated pathway that is aligned with the workforce knowledge and competency framework and designed to increase retention
- Implementing finance and compensation reform for early educators
- Publicly reporting data on early childhood educator development, advancement and retention through the *Professional Qualifications Registry* (PQR) and EEC's Quality Rating and Improvement System (QRIS), and through the evaluation of the workforce development system.

Gaining a better understanding of the existing early learning workforce is critical as EEC moves forward with the expansion of the workforce development system. To guide the implementation of these initiatives, EEC needs to better understand the professional development needs of educators, their stability in the early learning workforce and their views on quality. The educator survey described below was commissioned by EEC to respond to this need for more information on the early learning workforce in Massachusetts.

### ***Overview of Needs Assessment and Educator Survey***

To inform the implementation of the above initiatives, EEC began plans in March of 2011 to design a framework for conducting a statewide assessment of the resources necessary to support families and communities in holistic development of children and youth. The needs assessment will allow EEC to better understand the needs of young children from birth to age eight and to better understand the quality and availability of early childhood education and development programs and services for children from birth to school entry. EEC consulted with a research team from the *Wellesley College Center for Women (WCCW)* to

develop recommendations for the overall framework for the needs assessment, including the development of logic models, sampling plan recommendations, and the content for surveys of families and educators.

The WCCW research team provided EEC with survey questions on the topics that EEC and key stakeholders considered most important to the assessment. In collaboration with the research team from Wellesley College, EEC developed the following research questions around which to organize a survey of the state's early learning educators:

1. How prepared is the workforce to provide effective education and care for all? How stable is the workforce? What supports are available to educators to become more reflective practitioners?
2. How does the workforce define and understand quality in EEC programs?

EEC contracted with Applied Policy Analytics, in Partnership with the Public Consulting Group, to conduct a survey of educators in early education and out-of-school-time programs in Massachusetts. The survey was designed around the two research questions listed above and the sampling recommendations included in the report from WCCW.

## Survey Design and Administration

### *Survey Questionnaire Development*

As described on the previous page, the *Periodic Statewide Needs Assessment* report prepared by the Wellesley College Center for Women recommended an initial set of questions used for the educator survey. The report included a thorough review of the educator and workforce surveys in other states and selected questions that addressed key variables associated with the key research questions that were developed by EEC. The report selected questions from a number of national and local workforce surveys, including Head Start FACES, Boston Public School Needs Assessment, Boston Equip Needs Assessment, Massachusetts Cost and Quality, National Study of Child Care for Low-Income Children, and the Child Care Employee Project.

Because the survey questions recommended by the report were drawn from several sources, many of the questions had different formats, used different terminology and different scales. After meeting with EEC leadership, the research team made minor edits to the existing questions to improve their readability and to ensure that they were organized in a user-friendly format. During this phase of the project, the research team:

- Prepared a simple introduction at the beginning of the survey to help educators understand the purpose of the questionnaire, to provide assurances of confidentiality and to provide educators with the research team's phone and e-mail contact information.
- Modified the existing sequencing of questions to ensure that educators were guided through the questions in a logical and user-friendly fashion.
- Made minor adjustments to the phrasing of certain questions to maximize readability, to ensure consistent use of

terms and to ensure that questions were phrased appropriately for educators in different settings – e.g., center-based, family child care and out-of-school-time settings.

- Added questions or modified existing questions, in collaboration with EEC staff, to ensure that the survey covered relevant sections of the state's QRIS standards.
- Modified all questions that relied on a Likert scale to ensure the consistent use of a five-point scale throughout the questionnaire.

After the draft questionnaire was reviewed and approved by EEC, the research team translated the survey and prepared an on-line version of the survey in English, Spanish and Portuguese. The team collaborated with the six regional Educator and Provider Support (EPS) agencies to pilot test the survey with 20 educators in center-based, family child care and out-of-school-time settings throughout the state. The team followed up with the educators who participated in the pilot test to identify questions that were difficult to understand, to obtain information about ease navigating through survey on-line, to see if the instructions were clear and to determine the amount of time need to complete the survey. No significant problems were identified during the pilot test. A final copy of the Educator Survey is available in *Appendix A*.

### *Survey Sample Design and Administration*

The **Educator Survey** was administered to a statewide representative sample of educators in licensed center-based, family child care and out-of-school-time settings. The survey was conducted from October 17, 2011 through November 30, 2011. As recommended in the *Periodic Statewide Needs Assessment* report developed by WCCW, the research team selected participants for the survey from an EEC



licensing report that was prepared in September 2011. To prepare the sample, the research team:

- Selected 415 licensed center-based program sites that were currently in operation at the time the survey was conducted. The team estimated that these centers represent approximately 1,400 teachers, assistant teachers and group leaders, based on the licensed capacity of the programs selected and the staffing ratios required by EEC’s licensing regulations. The team sent the survey announcements found in *Appendix B* by mail and e-mail directly to the sites selected, with instructions for completing the on-line survey. The announcements provided a link to the on-line survey and asked the program director to forward the survey information to all teachers, assistant teachers and group leaders in the program. The announcements also included a phone number that allowed educators to complete the surveys by phone and informed educators that participation was voluntary and that all participants would be eligible for one of three chances to win a \$100 gift certificate.
- Selected 1,300 family child care providers based on the most up-to-date list of providers in operation at the time the survey was conducted. The team sent the survey announcements found in *Appendix B* in three languages – English, Spanish and Portuguese - by mail and e-mail directly to the providers selected for participation. The announcements provided the link to the on-line survey and provided a phone number that allowed educators to complete the surveys by phone in three languages. The announcement also informed educators that participation was voluntary and that all participants would be eligible for one of three chances to win a \$100 gift certificate.

- Collaborated with the Child Care Resource and Referral (CCR&R) agencies to exclude programs and family child care providers that had recently closed or were not currently serving children.
- Allocated the samples by county in proportion to the capacity of programs within each county by program type.

Prior to beginning the survey, the team provided a 2-hour training seminar for the interviewers hired to assist with the survey to explain the purpose of survey, review the rules for administering the survey questionnaire to educators by phone and to learn how to enter data into the on-line questionnaire. The team also hosted two informational conference calls with EPS agencies to provide an overview of the survey, to enlist their help to raise awareness of the survey among educators in their communities and to solicit their ideas for strengthening the survey. Beginning on November 1, the EPS agencies began making calls and sending e-mails to encourage participation among family child care providers and center-based programs for which no responses had been recorded.

***Supplemental Public Version of the Educator Survey***

The research team’s original proposal included only a representative statewide sample of educators in center-based, family child care and out-of-school-time settings. After meeting with EEC leadership, the team agreed to prepare an identical version of the survey to be hosted on EEC’s homepage and publicly available to all early education and out-of-school-time educators in the state. An announcement for the **public version of the Educator Survey** was distributed directly to more than 25,000 educators who had listed e-mail addresses in the Professional Qualifications Registry (PQR). However, the research team excluded from the e-mail distribution any family child care provider that was selected to participate in the

random sample. A copy of the announcement e-mail is available in *Appendix B*. The survey was publicly available on the EEC web site from November 1 through November 30, 2011. The questions for this survey were identical to the questions used in the random sample survey.

### ***Survey Strengths and Limitations***

Through close collaboration with EPS, the research team received 873 useable responses to the **Educator Survey** across both center-based/out-of-school-time programs and family child care programs. Based on these responses, the survey results for all educators surveyed across all types of care have a margin of error of 3.25% at a 95% confidence level. When the results are disaggregated by the type of care, the margin of error widens to 4.5% for center-based/out-of-school-time educators and 5.5% for family child care providers.

As illustrated in *Table 1*, the responses are similar in proportion to the estimated geographic distribution of educators, although the Metro and Northeastern regions are somewhat over-represented while all other regions are slightly underrepresented. The responses over-represent educators in family child care settings and under-represents educators in center-based and out-of-school-time settings. While the race/ethnicity of the entire early education and out-of-school-time workforce in Massachusetts is not known, the distribution of responses summarized in *Table 2* are similar in proportion to the race/ethnicity of the general population in the state.

As mentioned previously, the research team also prepared a **public version of the Educator Survey** that was open and available to all early education and out-of-school-time educators in the state. The survey's content was identical to that of the survey used in representative sample survey and was distributed directly to more than 25,000 educators who had e-mails

listed in the PQR. This survey generated 1,898 responses but was not based on a scientifically designed sample. The results of the survey are very similar to those found in the random sample survey data, but there were a few minor differences, which are noted in the sections that follow.

As illustrated in *Table 1*, the responses for the public version of the survey are similar in proportion to the estimated geographic distribution of educators. In addition, the responses also are similar in proportion to the estimated distribution of the total workforce by setting. While the race/ethnicity of the entire early education and out-of-school-time workforce in Massachusetts is not known, the distribution of responses to the public version of the survey summarized in *Table 2* are similar in proportion to the race/ethnicity of the general population in the state.

Even with the strengths noted above for both surveys, caution should still be used in interpreting the results, as the educators who completed surveys may represent a more engaged and more stable segment of the workforce. Additionally, the outreach to educators for the convenience survey was done primarily through e-mails obtained from the PQR. Therefore, providers with no e-mail listed in the PQR may not have been aware of the survey and their views may be under-represented as a result.



## Profile of Educators Surveyed

### Respondent Demographics

<b>Table 1 - Profile of Educators Distribution by EEC Region</b>			
Responses	Estimated Distribution of Educators	Random Sample	Convenience Sample
Total Responses (n)	30,800	873	1868
Western	12%	9%	11%
Central	13%	11%	11%
Northeast	20%	23%	19%
Metro	25%	34%	29%
Southeast	18%	15%	16%
Boston	12%	8%	13%
<b>Distribution by Type of Care</b>			
Responses	Estimated Distribution of Educators	Random Sample	Convenience Sample
Center-Based & Out-of-school Time	72%	60%	63%
Family Child Care	28%	40%	32%
Public Pre-school Program	NA	N/A	5%
<b>Ages of children served</b>			
Responses	Estimated Distribution of Educators	Random Sample	Convenience Sample
I work mostly with children who are younger than five-years old	73%	73%	76%
I work mostly with children who are between ages five and eight	28%	5%	3%
I work mostly with children who are more than eight years old	NA	2%	1%
I work with children of all age groups	NA	13%	13%
Other (Please Specify)	NA	7%	7%
<b>Table 2 - Educator Demographic Profile Race/Ethnicity</b>			
Responses	Estimated Distribution of Educators	Random Sample	Convenience Sample
White or European American, and Non-Hispanic	78.0%	78.0%	78.3%
Black or African American, and non-Hispanic	5.8%	5.8%	5.7%
Latino or Hispanic	11.1%	11.1%	11.3%
Asian or Asian American	3.0%	3.0%	1.6%
Native Hawaiian or other Pacific Islander	0.5%	0.5%	0.2%
American Indian/Native American/Eskimo/Aleut	0.2%	0.2%	0.4%
Blank	1.4%	1.4%	2.5%
<b>Age of Educators</b>			
Responses	Estimated Distribution of Educators	Random Sample	Convenience Sample
18-25	11%	11%	7%
26-35	18%	18%	21%
36-45	24%	24%	24%
46-50	13%	13%	14%
51+	34%	34%	33%



**Training and Educational Attainment**

As illustrated in *Table 3*, of the educators in the random sample, 51% in center-based settings and 28% in family child care settings have a bachelor’s degree. When asked about educational attainment and training in early childhood education, 25% of educators in

center-based settings and 13% of educators in family child care settings report having a bachelor’s degree in the field. Additionally, 19% of those in center-based settings and 26% of those in family child care settings report either a Child Development Associate (CDA) or an associate’s degree in the field.

<b>Table 3 - Educator Demographic Profile</b>		
<b>Highest Level of Educational Attainment and Education /Training in Early Childhood Education</b>		
<b>Responses</b>	<b>Random Sample</b>	<b>Convenience Sample</b>
<b>Center-Based &amp; Out-of-School-Time Settings – Highest Level of Educational Attainment</b>		
Some high school	1%	1%
High school or GED	4%	4%
Some college courses, but no degree	27%	24%
Two-year college degree	16%	17%
Four-year college degree	27%	28%
Some graduate school, but no graduate degree	11%	11%
Graduate degree	13%	15%
Doctoral degree	0%	0%
<b>Family Child Care Settings – Highest Level of Educational Attainment</b>		
Some high school	2%	3%
High school or GED	28%	17%
Some college courses, but no degree	30%	32%
Two-year college degree	13%	15%
Four-year college degree	19%	19%
Some graduate school, but no graduate degree	4%	5%
Graduate degree	5%	9%
Doctoral degree	0%	0%
<b>Center-Based and Out-of-School-Time Settings – Training and Educational Attainment in Early Childhood Education</b>		
Some vocational training in early childhood ed.	22%	14%
Some college courses in early childhood ed.	34%	32%
Associates degree in ECE or child development	14%	16%
Child Development Associate (CDA)	5%	7%
Bachelors degree in ECE or child development	18%	21%
Masters degree in ECE or child development	7%	10%
Doctoral degree in ECE or child development	0%	0%
<b>Family Child Care Settings – Training and Educational Attainment in Early Childhood Education</b>		
Some vocational training in early childhood ed.	33%	26%
Some college courses in early childhood ed.	27%	24%
Associates degree in ECE or child development	8%	13%
Child Development Associate (CDA)	18%	23%
Bachelors degree in ECE or child development	9%	11%
Masters degree in ECE or child development	4%	3%
Doctoral degree in ECE or child development	0%	0%

## Educator Views on Quality

To learn more about how educators view quality, the survey asked educators to rate 23 characteristics with respect to their importance to the quality of education that they provide. The research team collaborated with EEC to ensure that each of the key elements of the state's QRIS standards were covered by the items in this section of the survey. Educators were asked to rate the importance of each characteristic on a five-point scale that ranged from "very important" to "not important at all, as illustrated in *Table 4*.

As highlighted in *Chart 1*, educators are most likely to view the following characteristics as "very important" to the quality of education that they provide:

- 92% - Attention to child safety
- 87% - Showing warmth toward children
- 87% - Attention children receive
- 85% - Teaching children to get along
- 83% - Communicating with families
- 80% - Cleanliness of the program

Educators are least likely to view the following characteristics as "very important" to the quality of education provided:

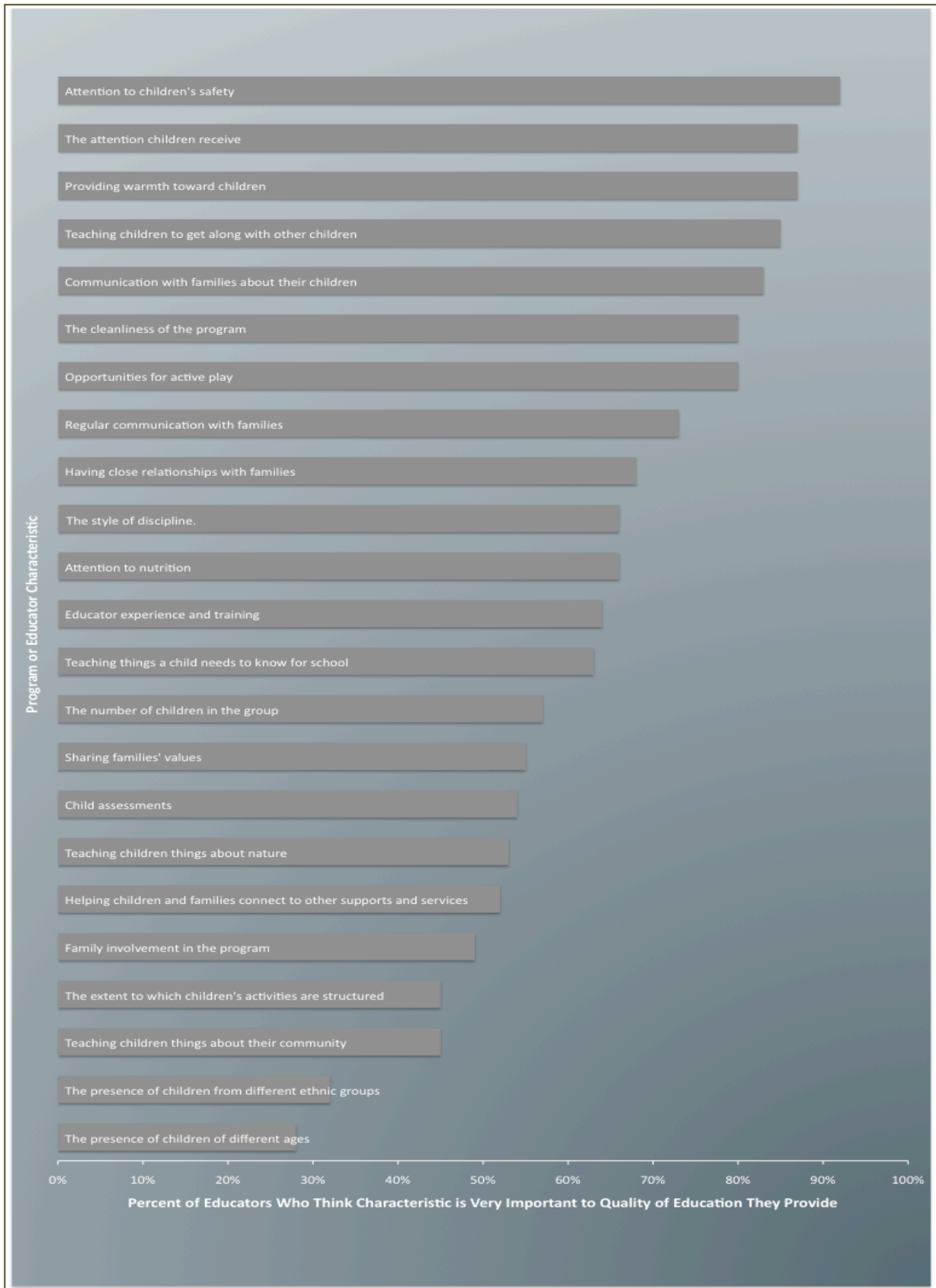
- 28% - Presence of children of different ages
- 32% - Presence of different ethnic groups
- 45% - Teaching children about community
- 45% - Extent child activities are structured.

While educators across different types of care generally tend to hold similar views on quality, there are some differences between those in center-based and family child care settings. For example, as illustrated in *Table 5*, there is a difference between how educators in different settings view the importance of group size, with 52% of family child care providers viewing it as very important compared to 61% of educators in center-based settings. Additionally, 79% of family child care providers view nutrition as being "very important" to program quality,

compared to 57% of educators in center-based settings. Family child care providers are also more likely to rate sharing family values and maintaining close relationships with families as being "very important" to quality than educators in center-based settings.

When educator views on quality are examined by educational attainment levels – i.e., educators with a bachelor's degree in early education or child development compared to those without – they tend to share similar views on most items, as illustrated in *Table 6*, but there a few differences. Those with a degree are more likely to rate discipline style, close relationships with families and creating opportunities for active play as being "very important" as compared to those without a degree. Alternatively, educators without a degree were more likely than those with a degree to consider teaching children to get along with others and nutrition to be "very important" to program quality.

Chart 1 – Viewed as Very Important to Quality





## Educator Preparation and Stability

### *Job Satisfaction and Career Expectations*

To learn more about the job satisfaction of educators in early education and out-of-school-time programs, the survey asked a series of questions about current job satisfaction, long-term career plans and reasons for selecting career in the field of early childhood education.

Most educators express satisfaction with working in the field of early childhood education, as illustrated in *Table 7*, with 57% who indicate that they “strongly agree” and 38% who “agree” that they are satisfied working in the field. A majority of educators also report plans for a long-term career in early childhood education, with 52% who “strongly agree” and 31% who “agree” that they intend on a long-term career in the field.

Educators overwhelmingly identify “working with children” as the reason they selected the field of early education. Of the educators responding, as illustrated in *Table 8*, 89% selected “working with children” as the main reason for choosing their career, 28% selected “to help families,” 3% selected “only job qualified for” and 2% selected “job training.”

### *Professional Skills and Abilities*

When asked about their professional skills and abilities, as illustrated in *Chart 2* and further detailed in *Table 9*, educators were most likely to “strongly agree” with the following statements:

80% - I understand that children have different learning styles

71% - I establish respectful and productive relationships with families

64% - I understand how child development influences learning styles

62% - Committed to continually developing practices to address needs of children

When asked about their professional skills and abilities, educators were least likely to say that they “strongly agree” with the following statements:

27% - Know strategies to support the learning of English language learners

35% - I use community resources to foster learning

38% - Get feedback on instructional practices and professional development from supervisor

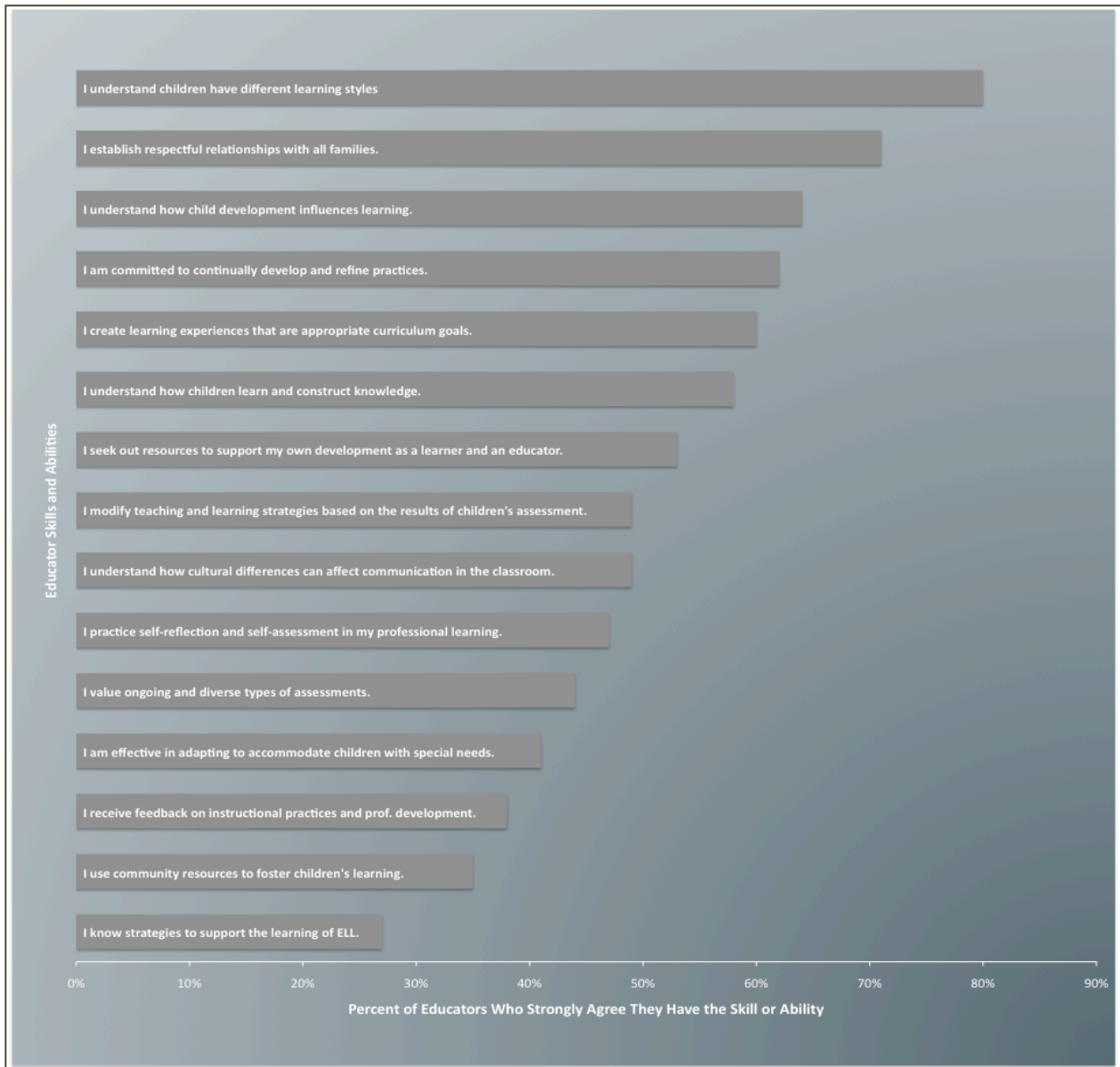
41% - I am effective in accommodating children with special needs

When professional skills and abilities are analyzed by the type of setting, several differences are observed. For example, family child care providers are less likely to agree that they understand the influences that child development has on learning styles. When educators were asked if they understand how physical, social, emotional and cognitive development influence learning style, only 23% of family child care providers report that they “strongly agree” that they understand, compared to 64% of educators in center-based settings. As illustrated in *Table 10*, family child care providers are also less likely to agree that they receive feedback on instructional practices and professional development from a family child care system or peer support group. Only 30% of family child care providers “strongly agreed” that they received feedback, compared to 43% of educators in center-based settings. Finally, family child care providers are less likely than center-based educators to “strongly agree” that they create learning experiences that are appropriate for curriculum goals, with 53% of family child care providers selecting “strongly agree” on this item compared to 65% of center-based educators.

When professional skills and abilities are analyzed by education levels, as illustrated in *Chart 3* and further detailed in *Table 11*, significant differences are observed across all of the professional development categories included in the survey. Of the educators without a bachelors degree or higher in early education or child development, only 4% strongly agree that they use community resources to foster learning, 7% strongly agree that they practice self-reflection for professional learning, compared to 63% and 47% of educators with a bachelors degree or

higher. Similarly, 56% of those without bachelors degrees strongly agree that they create learning experiences that are appropriate to the curriculum compared to 83% of those with a bachelor’s degree, and 55% of those without a degree strongly agree that they understand how children learn and construct knowledge, compared to 77% of those with a degree. Finally, 61% strongly agree that they understand how development across different developmental domains influences learning styles, compared to 79% of educators with a degree.

**Chart 2 – Professional Skills and Abilities**



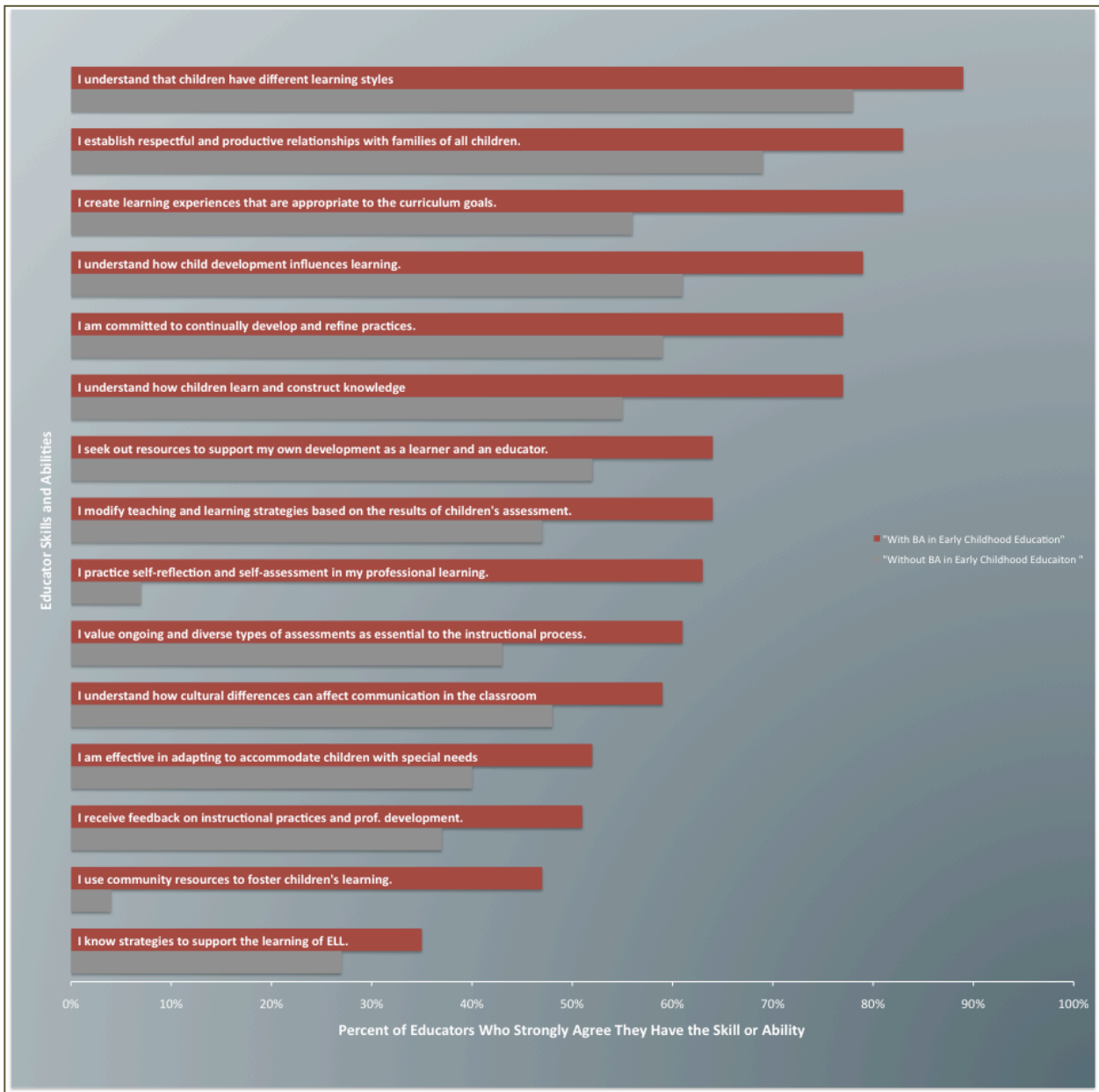


**Managing Challenging Behaviors**

Of the educators responding, as illustrated in *Table 12*, 4% report that they have had to terminate or suspend children or families in their program due to behavioral challenges within the past year and 3% report that that they have had to limit the hours of participation.

When asked about working with children with behavioral challenges, as illustrated in *Table 13*, only 31% of educators “strongly agree” or “agree” that children with behavioral challenges are well supported in their homes. When asked about support from colleagues, 77% of educators “strongly agree” or “agree” that they are supported by their program, family child care system or peer support group in managing children with behavioral challenges.

**Chart 3 – Agreeing with Statements on Professional Skills and Abilities By Educational Attainment in Early Childhood Education**



**Working with Children Who Have Special Needs and English Language Learners**

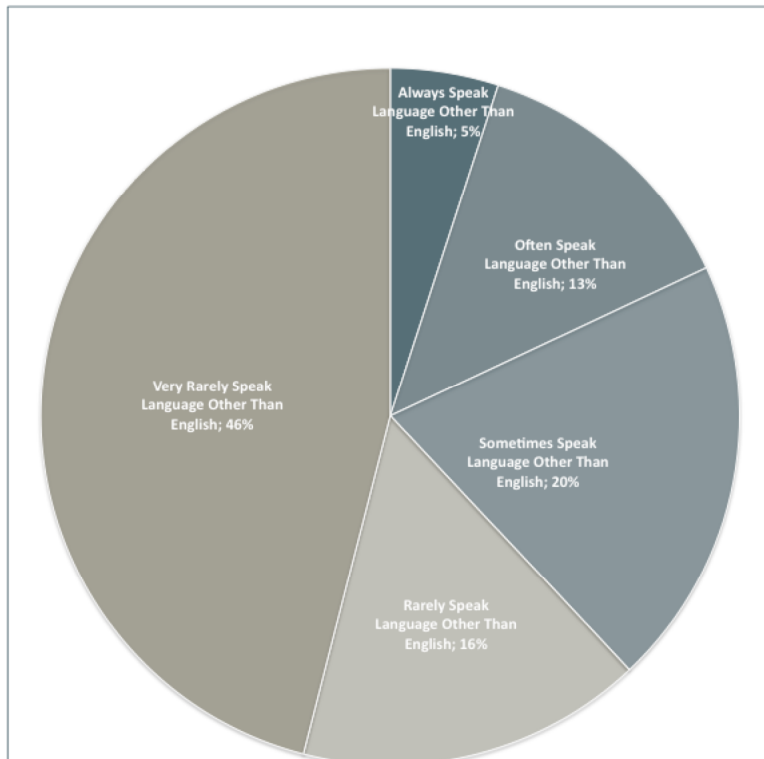
Of the educators in the sample, as illustrated in *Table 14*, 52% report working with children who are English language learners or who have other special needs. Of those educators, 39% report working with English language learners, 23% report working with children who have special needs and 37% report working with both groups of children.

Of the educators who report working with children who have special needs, 36% report working with children who have speech or language delays, 16% report working with children with learning disabilities, 16% report working with children with Attention Deficit Disorder (ADD), and 10% report working with autistic children. A full summary of the special needs educators reported is found in *Table 15*. When asked about their skills and abilities, 95% of educators working with children with special needs report that they “agree” or “strongly

agree” that they are effective in adapting to accommodate the needs of children who have special needs.

Of the educators who report working with English language learners, as illustrated in *Table 16*, they most commonly report speaking with children in Spanish, Portuguese, French and Mandarin. When asked how frequently they spoke with children in another language, as illustrated in *Chart 4* and *Table 17*, 62% report that they “rarely” or “very rarely” speak with children in another language, 20% report “sometimes” and 18% report that they “often” or “always” speak with children in another language. Of the educators who report working with children who are English language learners, 85% report that they “agree” or “strongly agree” that they know strategies to support their learning needs.

**Chart 4 – Educators Working with English Language Learners - How Often They Speak in Child’s Language**



## Implications for Research Questions

### *Educator Views on Program Quality*

- Educators tend to view most of the key elements of the state’s QRIS as being important or very important to quality, but some research-based features of quality – e.g., family involvement in programs, extent to which activities for children are structured, teaching children things about their community – may be viewed as less important in their view of quality. EEC may want to continue or expand initiatives to assist educators in understanding the importance of key features in the state’s QRIS standards.

### *Educator Preparation and Stability*

- The opinions of educators about their own professional skills and abilities, varies significantly by the type of care and even more significantly by an educator’s level of educational attainment. Educators without a Bachelor’s degree are much less likely to express confidence in their professional skills and abilities as compared to those with a degree – e.g., less like to strongly agree that they practice self-reflection, use community resources to foster learning, create learning experiences that are appropriate to the curriculum. Only 25% of center-based educators and 13% of family child care providers have a bachelor’s degree in early childhood education or child development. EEC may want to consider these findings as it formulates future policies that promote degree attainment and increased competencies among educators.
- Approximately 40% of the educators in the sample work with children who are English language learners, and of those educators, 62% report that they rarely or very rarely speak with children in a

language other than English. EEC may want consider these findings as it formulates policies to assist programs and educators in supporting the needs of English language learners.

- More than 30% of educators report working with children who have special needs. Given that children who have special needs – especially those subjected to other risk factors – are among the most vulnerable children, EEC may want to consider this finding as it formulates policies to promote and support inclusive opportunities for children with special needs or disabilities.
- Within the past year, 7% of educators in the sample indicate that they have had to suspend, terminate or limit the hours of children or families in their program. Further, only 31% of educators “strongly agree” or “agree” that children with behavioral challenges are well supported in their homes. Given these challenges, EEC may want to continue initiatives designed to help educators manage challenging classroom behaviors.
- EEC may want to consider options for replicating the educator survey on an on-going basis so that survey results can be linked to quality data from the QRIS and data from periodic family surveys to determine if programs and educators are meeting child and family needs, and overtime, to help evaluate the effectiveness of policy initiatives.
- EEC may want to consider using data collected from both the representative sample and the public version of the survey to model the level of effort that would be required to make improvements to the early education workforce in different regions and to estimate the cost of related quality supports and incentives for programs and educators.



## Appendix A – Copy of Educator Survey

You have been selected to participate in the Massachusetts Early Childhood Educator Survey that the Massachusetts Department of Early Education and Care (EEC) is conducting this year. This study is based on a random sample survey of approximately 2,700 educators in center-based, out-of-school-time and family child care programs across the state. The survey will anonymously collect information about your professional experiences, overall job satisfaction, views on program quality, professional development interests and the children you serve.

We know that caring adults are the ultimate brain builders. A caring adult's back and forth interactions – cooing or speaking, touching and making eye contact – begin building brain architecture from the moment a baby is born. Whenever children are nurtured and engaged in an interactive, enriching environment at home or in the community, *that's brain building in progress!* In Massachusetts, families have many partners in brain building, including educators in early childhood and school-age programs. Ultimately, the information collected through this survey will help EEC to identify the most critical needs of early childhood and school-age educators and to develop strategies for strengthening the supports available to them.

The survey is short and should take only a few minutes to complete. The deadline for the survey is November 30, 2011. EEC will not publish any individual responses and will not publish any information that identifies the name or location of your program. **All educators who complete the survey will be eligible to participate in a drawing for a \$100 visa gift card.** To complete the survey, please go to the following website:

[Just click here to begin the Educator Survey!](#)

If you do not complete the survey on-line, you may receive a call from the Educator and Provider Support (EPS) agency in your region to remind you of the survey and to urge you to participate.

EEC will ensure that all stakeholders have access to the summarized results of the survey and expects to post the final results on the EEC website next year. If you have any questions about this survey, please feel free to e-mail [educator@appliedpolicy.co](mailto:educator@appliedpolicy.co) or call 866-315-3938.

Thank you for participating and thank you for all that you do for children every day!

### Background Information

**1. In which language would you prefer to take this survey?**

**2. What best describes the role and setting in which you work?**

I am an educator in a family child care program

I am a teacher in a center-based program

I am an assistant teacher in a center-based program

I am a group leader in an out-of-school time program

Other (please specify)



**3. What best describes the ages of the children with which you typically work?**

I work mostly with children who are younger than five-years old

I work mostly with children who are between the ages of five and eight-years old

I work mostly with children who are more than eight years old

I work with children of all age groups

Other (please specify)

**4. Please enter the zip code of the center-based or family child care program at which you are currently an educator.**

**5. Which languages do you speak? Please check all that apply.**

English Spanish Haitian Cape Verdean Creole Mandarin Cantonese Vietnamese  
Khmer Korean Laotian Arabic French Greek Portuguese Italian  
Hmong Russian American sign language

**6. Are you male or female?**

**7. How would you describe your own race or ethnicity?**

White or European American, and non-Hispanic

Black or African American, and non-Hispanic

Latino or Hispanic

Asian or Asian American

Native Hawaiian or other Pacific Islander

American Indian/Native American/Eskimo/Aleut

Other (Please Specify)

**8. In what year were you born?**

**9. What is the highest level of school that you have completed?**

Some high school

High school or GED

Some college courses, but no degree

Two-year college degree

Four-year college degree

Some graduate school, but no graduate degree

Graduate degree

Doctoral degree



**10. What is the highest level of education or training in early childhood education that you have received?**

Some vocational training, adult education, correspondence, on-line or community college courses in early childhood education

Some college-level courses in early childhood education such as those taken as part of degree in nursing, psychology, special education, etc.

Child Development Associate degree (CDA)

Associates degree in early childhood education/child development

Bachelors degree in early childhood education/child development

Masters degree in early childhood education/child development

Doctoral degree in early childhood education/child development



## Job Satisfaction

Please answer the questions below regarding your level of job satisfaction.

**11. Of the statements below, which of the following best describes your reasons for becoming an educator in the field of early childhood education? Please select all that apply.**

I want to work with children

I want to help families who must work outside the home

It is the only job that I feel qualified to do

I received an invitation to join a training program

Other (please specify)

**12. How strongly do you identify with the following statement: I am satisfied working in the field of early childhood education and care.**

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

**13. How strongly do you identify with the following statement: I intend on a long-term career in early education and care.**

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree



## Professional Skills and Abilities

Please answer the questions below based on self-reflection about your professional skills and abilities.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

(Note: In the on-line survey, this scale of options appears beneath each of the items below.)

**14. I understand how children learn and construct knowledge**

**15. I understand how children's physical, social, emotional, and cognitive development influence learning styles.**

**16. I understand that children have different learning styles.**

**17. I am effective in adapting to accommodate children with special needs.**

**18. I know strategies to support the learning of English Language Learners.**

**19. I understand how cultural differences can affect communication in the classroom.**

**20. I create learning experiences that are appropriate to the curriculum goals.**

**21. I value ongoing and diverse types of assessments as essential to the instructional process.**

**22. I modify teaching and learning strategies based on the results of children's assessment.**

**23. I practice self-reflection and self-assessment in my professional learning.**

**24. I am committed to continually develop and refine my practices that address the individual needs of children.**

**25. I seek out professional literature, other educators, and other resources to support my own development as a learner and an educator.**

**26. I use community resources to foster children's learning.**

**27. I establish respectful and productive relationships with families of all children.**

**28. I receive feedback on instructional practices and professional development from my supervisor , family child care system or peer support group on a monthly basis .**





## Views on Early Childhood Education Quality

Please decide how important each of the factors below is to the quality of education and care that you provide by filling in the blank.

Very Important      Important      Neutral  
Neither Important      Not Important      Not at All Important  
Nor Not Important

(Note: In the on-line survey, this scale of options appears beneath each of the items below.)

29. The number of children in the group is \_\_\_\_\_ to the quality of education and care that I provide.
30. The presence of children of different ages is \_\_\_\_\_ to the quality of education and care that I provide.
31. Communication with families about their children is \_\_\_\_\_ to the quality of education and care that I provide.
32. The cleanliness of the program is \_\_\_\_\_ to the quality of education and care that I provide.
33. The style of discipline is \_\_\_\_\_ to the quality of education and care that I provide.
34. Having close relationships with families is \_\_\_\_\_ to the quality of education and care that I provide.
35. Sharing families' values is \_\_\_\_\_ to the quality of education and care that I provide.
36. Teaching children to get along with other children is \_\_\_\_\_ to the quality of education and care that I provide.
37. Attention to nutrition is \_\_\_\_\_ to the quality of education and care that I provide.
38. Attention to children's safety is \_\_\_\_\_ to the quality of education and care that I provide.
39. The attention children receive is \_\_\_\_\_ to the quality of education and care that I provide.
40. Child assessments are \_\_\_\_\_ to the quality of education and care that I provide.
41. Providing warmth toward children is \_\_\_\_\_ to the quality of education and care that I provide.
42. Teaching things child needs to know for school is \_\_\_\_\_ to the quality of education and care that I provide.
43. Teaching children things about their community is \_\_\_\_\_ to the quality of education and care that I provide.
44. Teaching children things about nature is \_\_\_\_\_ to the quality of education and care that I provide.
45. Opportunities for active play is \_\_\_\_\_ to the quality of education and care that I provide.
46. The extent to which children's activities are structured is \_\_\_\_\_ to the quality of education and care that I provide.
47. The presence of children from different ethnic groups is \_\_\_\_\_ to the quality of education and care that I provide.
48. Educator experience and training is \_\_\_\_\_ to the quality of education and care that I provide.
49. Family involvement in the program is \_\_\_\_\_ to the quality of education and care that I provide.



**50. Regular communication with the families is \_\_\_\_\_ to the quality of education and care that I provide.**

**51. Helping children and families connect to other services, such as family support, health and mental health programs is \_\_\_\_\_ to the quality of education and care that I provide.**

## **Managing Behavioral Challenges**

Over the past 12 months, have you had to take any of the following steps in your classroom or family child care program due to a child's behavioral problems? Please select all that apply.

**52. Asked a family to terminate participation or enroll their child in a different program due to behavioral problems. Please do not include children who were transferred in a planned manner to more appropriate settings, such as special education or a therapeutic program**

Never

5 Times or Less in Past 12 Months

More Than Five Times in Past 12 Months

Do Not Know

**53. Suspended a family or child for a certain number of days due to behavioral problems. Please do not include children who were transferred in a planned manner to more appropriate settings, such as special education or a therapeutic program.**

Never

5 Times or Less in Past 12 Months

More Than Five Times in Past 12 Months

Do Not Know

**54. Limited the number of hours that a family or child can participate in the program due to behavioral problems. Please do not include children who were transferred in a planned manner to more appropriate settings, such as special education or a therapeutic program.**

Never

5 Times or Less in Past 12 Months

More Than Five Times in Past 12 Months

Do Not Know



Please answer the questions below based on the extent to which you agree or disagree with each statement about working with children who have challenging behavioral problems.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

(Note: In the on-line survey, this scale of options appears beneath each of the items below.)

**55. I generally feel that children with challenging behavioral problems are well supported in their homes.**

**56. I generally feel supported by others in my program, my family child care system or my peer support group when dealing with a child who has challenging behavioral problems.**

### **English Language Learners & Children with Special Needs**

**57. Do you work with English Language Learners or children with special needs?**

Yes, English Language Learners

Yes, children with special needs

Yes, both English Language Learners and children with special needs

No

**58. Other than English, which language(s) do you speak when working with the children? Please check all that apply.**

Spanish      Portuguese      Cape Verdean      Creole

Mandarin      Cantonese      French      Other

**59. How often do you speak with the children in your program or family child care program in a language other than English?**

Always

Often

Sometimes

Rarely

Very Rarely

**60. Do any of the children in your classroom or family child care program have any of the following disabilities?**

**Please check all that apply.**

A specific learning disability

Mental retardation

An orthopedic impairmentAutism

A speech/language delay

A serious emotional disturbance

Pervasive developmental disorder/PDD

ADD/ADHD

Deafness or other hearing impairment

Another health impairment lasting 6 months

Blindness or visual impairment not corrected with glasses



## Thank You!

You have completed the survey.

Thank you for participating in the Massachusetts Early Childhood Educator Survey. Please help us improve our service provision to you by answering the questions below.

**61. If the Massachusetts Department of Early Education and Care wanted to provide educators with information such as results of this study and professional development opportunities, which ways would you be interested in receiving the information? Please check all that apply.**

Email

Mobile web notifications

Social networking sites

YouTube

Podcast or Audio/Video

Mail/letter

I would not like to receive further information

**62. If you would like to be entered into the drawing for a \$100 gift card, please indicate the full address at which we can notify you about the drawing.**



## **Appendix B – Survey Communications and Announcement Letters**

### **Text for Letter and E-Mail Sent to all Programs Selected for Representative Educator Survey**

Subject Line: Department of Early Education & Care – Educator Survey

Date: October 31, 2011

Dear Early Childhood Educator,

You have the opportunity participate in the Massachusetts Early Childhood Educator Survey that the Massachusetts Department of Early Education and Care (EEC) is conducting this year. This survey is open to all educators in center-based, out-of-school-time and family child care programs across the state. The survey will anonymously collect information about your professional experiences, overall job satisfaction, views on program quality, professional development interests and the children you serve.

We know that caring adults are the ultimate brain builders. A caring adult's back and forth interactions – cooing or speaking, touching and making eye contact – begin building brain architecture from the moment a baby is born. Whenever children are nurtured and engaged in an interactive, enriching environment at home or in the community, *that's brain building in progress!* In Massachusetts, families have many partners in brain building, including educators in early childhood and school-age programs. Ultimately, the information collected through this survey will help EEC to identify the most critical needs of early childhood and school-age educators and to develop strategies for strengthening the supports available to them.

The survey is short and should take only a few minutes to complete. The deadline for the survey is November 30, 2011. EEC will not publish any individual responses and will not publish any information that identifies the name or location of your program:

[Just click here to begin the Educator Survey!](#)

EEC will ensure that all stakeholders have access to the summarized results of the survey and expects to post the final results on the EEC website next year. Thank you for participating and thank you for all that you do for children every day!

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#### **Blurb for Public Version of Educator Survey Posted on EEC Homepage**

##### **Educator Survey**

Please take this opportunity to participate in the Massachusetts Early Childhood Educator Survey that the Massachusetts Department of Early Education and Care (EEC) is conducting this year. This survey is open to all teachers, assistant teachers and group leaders in center-based, out-of-school-time and family child care programs across the state. The survey will anonymously collect information about each educator's professional experiences, overall job satisfaction, views on program quality, professional development interests and the children they serve. The survey is short and should take only a few minutes to complete. To complete the survey, just click on the link below:

[Click Here to Complete the Educator Survey](#)

[¡Haga clic aquí para comenzar la encuesta del educador!](#)

[Clique aqui para iniciar a Pesquisa para Educadores!](#)



## Appendix C – Survey Data Tables

### Educator Views on Quality

<b>Table 4 - Views on Early Childhood Education Quality Random Sample</b>						
<b>Responses</b>	<b>Total Responses (n)</b>	<b>Very Important</b>	<b>Important</b>	<b>Neither</b>	<b>Unimportant</b>	<b>Not Important at All</b>
The number of children in the group is ___ to the quality of education and care that I provide.	736	57%	30%	9%	3%	1%
The presence of children of different age's is ___ to the quality of education that I provide.	734	28%	46%	20%	5%	1%
Communication with families about their children is ___ to the quality of education that I provide.	740	83%	16%	0%	0%	0%
The cleanliness of the program ___ to the quality of education that I provide.	737	80%	19%	1%	0%	0%
The style of discipline is ___ to the quality of education that I provide.	734	66%	30%	3%	1%	0%
Having close relationships with families is ___ to the quality of education that I provide.	734	68%	28%	3%	1%	0%
Sharing families' values is ___ to the quality of education that I provide.	728	55%	39%	6%	0%	0%
Teaching children to get along with other children is ___ to the quality of education that I provide.	734	85%	15%	0%	0%	0%
Attention to nutrition is ___ to the quality of education that I provide.	732	66%	32%	2%	0%	0%
Attention to children's safety is ___ to the quality of education that I provide.	732	92%	8%	0%	0%	0%
The attention children receive is ___ to the quality of education that I provide.	732	87%	13%	0%	0%	0%



**Table 4 - Views on Early Childhood Education Quality  
Random Sample**

<b>Responses</b>	<b>Total Responses (n)</b>	<b>Very Important</b>	<b>Important</b>	<b>Neither</b>	<b>Unimportant</b>	<b>Not Important at All</b>
Child assessments are ___ to the quality of education that I provide.	730	54%	38%	6%	1%	0%
Providing warmth toward children is ___ to the quality of education that I provide.	727	87%	13%	0%	0%	0%
Teaching things a child needs to know for school is ___ to the quality of education that I provide.	721	63%	35%	2%	1%	0%
Teaching children things about their community is ___ to the quality of education that I provide.	731	45%	49%	5%	1%	0%
Teaching children things about nature is ___ to the quality of education that I provide.	731	53%	44%	2%	0%	0%
Opportunities for active play are ___ to the quality of education that I provide.	732	80%	20%	0%	0%	0%
The extent to which children's activities are structured is ___ to the quality of education that I provide.	730	45%	49%	5%	1%	0%
The presences of children from different ethnic groups are ___ to the quality of education that I provide.	725	32%	41%	24%	2%	1%
Educator experience and training is ___ to the quality of education that I provide.	733	64%	34%	2%	0%	0%
Family involvement in the program is ___ to the quality of education that I provide.	730	49%	45%	6%	0%	0%
Regular communication with families is ___ to the quality of education that I provide.	736	73%	26%	1%	0%	0%



**Table 4 - Views on Early Childhood Education Quality  
Random Sample**

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
Helping children and families connect to other services, such as family support, health and mental programs is ___ to the quality of education that I provide.	737	52%	41%	7%	1%	0%

Note: Selections may not total to 100% due to rounding.

**Table 4A - Views on Early Childhood Education Quality  
Public Convenience Sample**

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
The number of children in the group is ___ to the quality of education and care that I provide.	1408	57%	31%	9%	2%	1%
The presence of children of different age's is ___ to the quality of education that I provide.	1412	26%	42%	26%	5%	2%
Communication with families about their children is ___ to the quality of education that I provide.	1410	83%	17%	1%	0%	0%
The cleanliness of the program ___ to the quality of education that I provide.	1406	77%	22%	1%	0%	0%
The style of discipline is ___ to the quality of education that I provide.	1400	66%	31%	2%	0%	0%
Having close relationships with families is ___ to the quality of education that I provide.	1403	66%	29%	5%	0%	0%
Sharing families' values is ___ to the quality of education that I provide.	1403	52%	38%	9%	1%	0%





**Table 4A - Views on Early Childhood Education Quality  
Public Convenience Sample**

<b>Responses</b>	<b>Total Responses (n)</b>	<b>Very Important</b>	<b>Important</b>	<b>Neither</b>	<b>Unimportant</b>	<b>Not Important at All</b>
Teaching children to get along with other children is ___ to the quality of education that I provide.	1405	84%	15%	0%	0%	0%
Attention to nutrition is ___ to the quality of education that I provide.	1397	60%	37%	3%	0%	0%
Attention to children's safety is ___ to the quality of education that I provide.	1399	91%	9%	0%	0%	0%
The attention children receive is ___ to the quality of education that I provide.	1401	86%	14%	0%	0%	0%
Child assessments are ___ to the quality of education that I provide.	1403	48%	43%	7%	1%	1%
Providing warmth toward children is ___ to the quality of education that I provide.	1393	88%	11%	0%	0%	0%
Teaching things a child needs to know for school is ___ to the quality of education that I provide.	1395	59%	36%	4%	1%	0%
Teaching children things about their community is ___ to the quality of education that I provide.	1385	44%	51%	5%	0%	0%
Teaching children things about nature is ___ to the quality of education that I provide.	1392	53%	45%	2%	0%	0%
Opportunities for active play are ___ to the quality of education that I provide.	1392	83%	17%	0%	0%	0%
The extent to which children's activities are structured is ___ to the quality of education that I provide.	1396	47%	45%	6%	1%	0%
The presence of children from different ethnic groups is ___ to the quality of education that I provide.	1396	33%	39%	25%	2%	1%



<b>Table 4A - Views on Early Childhood Education Quality Public Convenience Sample</b>						
<b>Responses</b>	<b>Total Responses (n)</b>	<b>Very Important</b>	<b>Important</b>	<b>Neither</b>	<b>Unimportant</b>	<b>Not Important at All</b>
Educator experience and training is ___ to the quality of education that I provide.	1393	66%	31%	3%	0%	0%
Family involvement in the program is ___ to the quality of education that I provide.	1391	49%	43%	8%	1%	0%
Regular communication with families is ___ to the quality of education that I provide.	1404	74%	26%	1%	0%	0%
Helping children and families connect to other services, such as family support, health and mental programs is ___ to the quality of education that I provide.	1401	55%	38%	7%	0%	0%

Note: Selections may not total to 100% due to rounding.

<b>Table 5 - Views on Early Childhood Education Quality Representative Sample - Center based Child Care Providers</b>						
<b>Responses</b>	<b>Total Responses (n)</b>	<b>Very Important</b>	<b>Important</b>	<b>Neither</b>	<b>Unimportant</b>	<b>Not Important at All</b>
The number of children in the group is ___ to the quality of education and care that I provide.	438	61%	30%	7%	1%	0%
The presence of children of different ages is ___ to the quality of education that I provide.	438	25%	47%	23%	4%	1%
Communication with families about their children is ___ to the quality of education that I provide.	441	80%	19%	0%	0%	0%



**Table 5 - Views on Early Childhood Education Quality  
Representative Sample - Center based Child Care Providers**

<b>Responses</b>	<b>Total Responses (n)</b>	<b>Very Important</b>	<b>Important</b>	<b>Neither</b>	<b>Unimportant</b>	<b>Not Important at All</b>
The cleanliness of the program ___ to the quality of education that I provide.	440	78%	21%	1%	0%	0%
The style of discipline is ___ to the quality of education that I provide.	436	65%	31%	3%	0%	0%
Having close relationships with families is ___ to the quality of education that I provide.	439	64%	33%	2%	0%	0%
Sharing families' values is ___ to the quality of education that I provide.	435	49%	43%	8%	0%	0%
Teaching children to get along with other children is ___ to the quality of education that I provide.	438	84%	16%	0%	0%	0%
Attention to nutrition is ___ to the quality of education that I provide.	438	57%	40%	3%	0%	0%
Attention to children's safety is ___ to the quality of education that I provide.	435	91%	9%	0%	0%	0%
The attention children receive is ___ to the quality of education that I provide.	434	85%	15%	0%	0%	0%
Child assessments are ___ to the quality of education that I provide.	437	55%	41%	4%	1%	0%
Providing warmth toward children is ___ to the quality of education that I provide.	432	85%	14%	0%	0%	0%
Teaching things a child needs to know for school is ___ to the quality of education that I provide.	430	62%	36%	1%	0%	0%
Teaching children things about their community is ___ to the quality of education that I provide.	437	45%	49%	5%	1%	0%
Teaching children things about nature is ___ to the quality of education that I provide.	437	52%	46%	2%	0%	0%



<b>Table 5 - Views on Early Childhood Education Quality Representative Sample - Center based Child Care Providers</b>						
<b>Responses</b>	<b>Total Responses (n)</b>	<b>Very Important</b>	<b>Important</b>	<b>Neither</b>	<b>Unimportant</b>	<b>Not Important at All</b>
An opportunity for active play is ___ to the quality of education that I provide.	439	81%	19%	0%	0%	0%
The extent to which children's activities are structured is ___ to the quality of education that I provide.	438	42%	53%	5%	1%	0%
The presence of children from different ethnic groups is ___ to the quality of education that I provide.	435	31%	44%	22%	2%	0%
Educator experience and training is ___ to the quality of education that I provide.	440	64%	35%	1%	0%	0%
Family involvement in the program is ___ to the quality of education that I provide.	438	47%	47%	5%	0%	0%
Regular communication with families is ___ to the quality of education that I provide.	440	70%	29%	1%	0%	0%
Helping children and families connect to other services, such as family support, health and mental programs is ___ to the quality of education that I provide.	439	52%	41%	6%	0%	0%

Note: Selections may not total to 100% due to rounding.

<b>Table 5A - Views on Early Childhood Education Quality Representative Sample - Family Based Child Care Providers</b>						
<b>Responses</b>	<b>Total Responses (n)</b>	<b>Very Important</b>	<b>Important</b>	<b>Neither</b>	<b>Unimportant</b>	<b>Not Important at All</b>
The number of children in the group is ___ to the quality of education and care that I provide.	298	52%	31%	11%	5%	1%



**Table 5A - Views on Early Childhood Education Quality  
Representative Sample - Family Based Child Care Providers**

<b>Responses</b>	<b>Total Responses (n)</b>	<b>Very Important</b>	<b>Important</b>	<b>Neither</b>	<b>Unimportant</b>	<b>Not Important at All</b>
The presence of children of different ages is ___ to the quality of education that I provide.	296	33%	44%	16%	5%	1%
Communication with families about their children is ___ to the quality of education that I provide.	299	87%	12%	1%	0%	0%
The cleanliness of the program ___ to the quality of education that I provide.	297	81%	17%	1%	0%	0%
The style of discipline is ___ to the quality of education that I provide.	298	68%	28%	3%	1%	0%
Having close relationships with families is ___ to the quality of education that I provide.	295	74%	22%	3%	1%	0%
Sharing families' values is ___ to the quality of education that I provide.	293	64%	32%	3%	0%	0%
Teaching children to get along with other children is ___ to the quality of education that I provide.	296	87%	13%	0%	0%	0%
Attention to nutrition is ___ to the quality of education that I provide.	294	79%	20%	1%	0%	0%
Attention to children's safety is ___ to the quality of education that I provide.	296	94%	6%	0%	0%	0%
The attention children receive is ___ to the quality of education that I provide.	298	89%	11%	0%	0%	0%
Child assessments are ___ to the quality of education that I provide.	293	53%	35%	10%	1%	1%
Providing warmth toward children is ___ to the quality of education that I provide.	295	89%	11%	0%	0%	0%
Teaching things a child needs to know for school is ___ to the quality of education that I provide.	291	65%	33%	2%	1%	0%



**Table 5A - Views on Early Childhood Education Quality  
Representative Sample - Family Based Child Care Providers**

<b>Responses</b>	<b>Total Responses (n)</b>	<b>Very Important</b>	<b>Important</b>	<b>Neither</b>	<b>Unimportant</b>	<b>Not Important at All</b>
Teaching children things about their community is ___ to the quality of education that I provide.	294	45%	48%	6%	1%	0%
Teaching children things about nature is ___ to the quality of education that I provide.	294	56%	41%	2%	0%	0%
An opportunity for active play is ___ to the quality of education that I provide.	293	78%	22%	0%	0%	0%
The extent to which children's activities are structured is ___ to the quality of education that I provide.	292	49%	45%	5%	2%	0%
The presence of children from different ethnic groups is ___ to the quality of education that I provide.	290	32%	36%	28%	2%	2%
Educator experience and training is ___ to the quality of education that I provide.	293	63%	34%	3%	0%	0%
Family involvement in the program is ___ to the quality of education that I provide.	292	51%	40%	8%	1%	0%
Regular communication with families is ___ to the quality of education that I provide.	296	76%	23%	1%	0%	0%
Helping children and families connect to other services, such as family support, health and mental programs is ___ to the quality of education that I provide.	298	51%	39%	9%	1%	0%

Note: Selections may not total to 100% due to rounding.



<b>Table 6 - Views on Early Childhood Education Quality</b>						
<b>Random Sample - Educators with a Bachelor's Degree or Higher in Early Childhood Education</b>						
<b>Responses</b>	<b>Total Responses (n)</b>	<b>Very Important</b>	<b>Important</b>	<b>Neither</b>	<b>Unimportant</b>	<b>Not Important at All</b>
The number of children in the group is ___ to the quality of education and care that I provide.	135	58%	34%	6%	2%	0%
The presence of children of different age's is ___ to the quality of education that I provide.	136	30%	47%	20%	2%	1%
Communication with families about their children is ___ to the quality of education that I provide.	136	87%	13%	1%	0%	0%
The cleanliness of the program ___ to the quality of education that I provide.	137	76%	22%	2%	0%	0%
The style of discipline is ___ to the quality of education that I provide.	137	76%	22%	2%	0%	0%
Having close relationships with families is ___ to the quality of education that I provide.	136	78%	22%	0%	0%	0%
Sharing families' values is ___ to the quality of education that I provide.	136	57%	36%	7%	1%	0%
Teaching children to get along with other children is ___ to the quality of education that I provide.	292	42%	5%	0%	0%	0%
Attention to nutrition is ___ to the quality of education that I provide.	135	57%	40%	3%	0%	0%
Attention to children's safety is ___ to the quality of education that I provide.	136	92%	8%	0%	0%	0%
The attention children receive is ___ to the quality of education that I provide.	133	90%	9%	1%	0%	0%
Child assessments are ___ to the quality of education that I provide.	135	56%	38%	5%	1%	1%
Providing warmth toward children is ___ to the quality of education that I provide.	135	90%	10%	0%	0%	0%



**Table 6 - Views on Early Childhood Education Quality**

**Random Sample - Educators with a Bachelor's Degree or Higher in Early Childhood Education**

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
Teaching things a child needs to know for school is ___ to the quality of education that I provide.	134	63%	36%	1%	0%	0%
Teaching children things about their community is ___ to the quality of education that I provide.	137	52%	44%	4%	0%	1%
Teaching children things about nature is ___ to the quality of education that I provide.	135	61%	37%	1%	0%	0%
Opportunities for active play are ___ to the quality of education that I provide.	134	89%	11%	0%	0%	0%
The extent to which children's activities are structured is ___ to the quality of education that I provide.	134	46%	49%	4%	1%	0%
The presences of children from different ethnic groups are ___ to the quality of education that I provide.	135	33%	44%	19%	2%	1%
Educator experience and training is ___ to the quality of education that I provide.	137	70%	30%	0%	0%	0%
Family involvement in the program is ___ to the quality of education that I provide.	134	52%	42%	5%	1%	0%
Regular communication with families is ___ to the quality of education that I provide.	136	76%	23%	1%	0%	0%
Helping children and families connect to other services, such as family support, health and mental programs is ___ to the quality of education that I provide.	137	51%	42%	7%	1%	0%

Note: Selections may not total to 100% due to rounding.





**Table 6A - Views on Early Childhood Education Quality  
Random Sample- Educators with Less Than Bachelor's Degree in Early Childhood Education**

<b>Responses</b>	<b>Total Responses (n)</b>	<b>Very Important</b>	<b>Important</b>	<b>Neither</b>	<b>Unimportant</b>	<b>Not Important at All</b>
The number of children in the group is ___ to the quality of education and care that I provide.	555	58%	29%	9%	3%	1%
The presence of children of different age's is ___ to the quality of education that I provide.	554	28%	46%	20%	5%	1%
Communication with families about their children is ___ to the quality of education that I provide.	558	82%	17%	0%	0%	0%
The cleanliness of the program ___ to the quality of education that I provide.	554	80%	19%	1%	0%	0%
The style of discipline is ___ to the quality of education that I provide.	553	65%	31%	3%	1%	0%
Having close relationships with families is ___ to the quality of education that I provide.	553	66%	30%	3%	1%	0%
Sharing families' values is ___ to the quality of education that I provide.	548	55%	39%	6%	0%	0%
Teaching children to get along with other children is ___ to the quality of education that I provide.	551	84%	16%	0%	0%	0%
Attention to nutrition is ___ to the quality of education that I provide.	551	68%	30%	2%	0%	0%
Attention to children's safety is ___ to the quality of education that I provide.	549	93%	7%	0%	0%	0%



**Table 6A - Views on Early Childhood Education Quality  
Random Sample- Educators with Less Than Bachelor’s Degree in Early Childhood Education**

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
The attention children receive is ___ to the quality of education that I provide.	554	86%	14%	0%	0%	0%
Child assessments are ___ to the quality of education that I provide.	550	55%	38%	7%	1%	0%
Providing warmth toward children is ___ to the quality of education that I provide.	547	87%	13%	0%	0%	0%
Teaching things a child needs to know for school is ___ to the quality of education that I provide.	545	64%	34%	2%	1%	0%
Teaching children things about their community is ___ to the quality of education that I provide.	549	45%	49%	6%	1%	0%
Teaching children things about nature is ___ to the quality of education that I provide.	551	52%	46%	2%	0%	0%
An opportunity for active play is ___ to the quality of education that I provide.	552	78%	22%	0%	0%	0%
The extent to which children's activities are structured is ___ to the quality of education that I provide.	552	44%	49%	5%	1%	0%
The presence of children from different ethnic groups is ___ to the quality of education that I provide.	546	32%	40%	25%	2%	1%
Educator experience and training is ___ to the quality of education that I provide.	552	64%	34%	2%	0%	0%



**Table 6A - Views on Early Childhood Education Quality  
Random Sample- Educators with Less Than Bachelor’s Degree in Early Childhood Education**

Responses	Total Responses (n)	Very Important	Important	Neither	Unimportant	Not Important at All
Family involvement in the program is ___ to the quality of education that I provide.	550	48%	45%	6%	0%	0%
Regular communication with families is ___ to the quality of education that I provide.	554	72%	27%	1%	0%	0%
Helping children and families connect to other services, such as family support, health and mental programs is ___ to the quality of education that I provide.	554	53%	39%	8%	0%	0%

Note: Selections may not total to 100% due to rounding.

## EDUCATOR PREPARATION AND WORKFORCE STABILITY

### JOB SATISFACTION

**Table 7 - Job Satisfaction  
Random Sample**

Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I am satisfied working in the field of early childhood education.	763	57%	38%	3%	1%	0%
I intend on a long-term career in early childhood education	761	52%	31%	12%	3%	1%

Note: Selections may not total to 100% due to rounding.



<b>Table 7A - Job Satisfaction Public Convenience Sample</b>						
Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I am satisfied working in the field of early childhood education.	1501	52%	39%	6%	3%	1%
I intend on a long-term career in early childhood education	1506	53%	31%	12%	4%	1%

Note: Selections may not total to 100% due to rounding.

<b>Table 8 - Job Satisfaction Reasons for Becoming an Educator</b>				
Responses	Total Responses (n)	Random Sample	Total Responses (n)	Convenience Sample
I want to work with children	686	89%	1356	89%
I want to help families who must work outside of the home	215	28%	420	27%
It is the only job that I feel qualified to do	22	3%	52	3%
I received an invitation to join a training program	15	2%	18	1%
Other	7	10%	167	11%

Note: Selections may not total 100% because educators were allowed to make more than one selection.

**Professional Skills and Abilities**

<b>Table 9 - Professional Skills and Abilities Random Sample</b>						
Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I understand how children learn and construct knowledge	754	58%	41%	1%	0%	0%
I understand how children are physical, social, emotional, and cognitive development influence learning styles.	755	64%	36%	1%	0%	0%
I understand that children have different learning styles	750	80%	20%	0%	0%	0%
I am effective in adapting to accommodate children with special needs	750	41%	44%	14%	1%	0%
I know strategies to support the learning of English Language Learners.	748	27%	45%	23%	5%	1%



**Table 9 - Professional Skills and Abilities  
Random Sample**

<b>Responses</b>	<b>Total Responses (n)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I understand how cultural differences can affect communication in the classroom	748	49%	45%	5%	1%	0%
I create learning experiences that are appropriate to the curriculum goals.	746	60%	37%	2%	0%	0%
I value ongoing and diverse types of assessments as essential to the instructional process.	752	44%	47%	8%	1%	0%
I modify teaching and learning strategies based on the results of children's assessment.	748	49%	44%	7%	0%	0%
I practice self-reflection and self-assessment in my professional learning.	749	47%	47%	5%	1%	0%
I am committed to continually develop and refine my practices that address the individual needs of children.	741	62%	37%	1%	0%	0%
I seek out professional literature, other educators, and other resources to support my own development as a learner and an educator.	751	53%	40%	5%	1%	0%
I use community resources to foster children's learning.	747	35%	49%	14%	1%	0%
I establish respectful and productive relationships with families of all children.	750	71%	28%	1%	0%	0%
I receive feedback on instructional practices and professional development from my supervisor, family child care system, or peer support group on a monthly basis.	748	38%	40%	15%	5%	2%

Note: Selections may not total to 100% due to rounding.



**Table 9A - Professional Skills and Abilities  
Public Convenience Sample**

<b>Responses</b>	<b>Total Responses (n)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I understand how children learn and construct knowledge	1463	59%	39%	1%	0%	0%
I understand how children are physical, social, emotional, and cognitive development influence learning styles.	1461	66%	33%	1%	0%	0%
I understand that children have different learning styles	1457	82%	18%	0%	0%	0%
I am effective in adapting to accommodate children with special needs	1458	44%	45%	10%	1%	0%
I know strategies to support the learning of English Language Learners.	1453	27%	45%	21%	6%	1%
I understand how cultural differences can affect communication in the classroom	1452	50%	44%	4%	2%	0%
I create learning experiences that are appropriate to the curriculum goals.	1450	62%	35%	3%	0%	0%
I value ongoing and diverse types of assessments as essential to the instructional process.	1441	46%	44%	9%	1%	1%
I modify teaching and learning strategies based on the results of children's assessment.	1444	50%	42%	7%	1%	1%
I practice self-reflection and self-assessment in my professional learning.	1453	49%	45%	5%	1%	0%
I am committed to continually develop and refine my practices that address the individual needs of children.	1441	64%	34%	2%	0%	0%
I seek out professional literature, other educators, and other resources to support my own development as a learner and an educator.	1452	56%	40%	4%	0%	0%
I use community resources to foster children's learning.	1446	38%	47%	13%	1%	0%
I establish respectful and productive relationships with families of all children.	1449	72%	27%	1%	0%	0%



**Table 9A - Professional Skills and Abilities  
Public Convenience Sample**

Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I receive feedback on instructional practices and professional development from my supervisor, family child care system, or peer support group on a monthly basis.	1452	37%	37%	16%	7%	2%

Note: Selections may not total to 100% due to rounding.

**Table 10 - Professional Skills and Abilities – By Program Setting  
Random Sample- Center Based Educators**

Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I understand how children learn and construct knowledge	451	58%	40%	1%	0%	0%
I understand how children are physical, social, emotional, and cognitive development influence learning styles.	451	64%	36%	1%	0%	0%
I understand that children have different learning styles	448	82%	18%	0%	0%	0%
I am effective in adapting to accommodate children with special needs	451	43%	47%	9%	1%	0%
I know strategies to support the learning of English Language Learners.	452	28%	46%	21%	6%	0%
I understand how cultural differences can affect communication in the classroom	449	52%	45%	4%	0%	0%
I create learning experiences that are appropriate to the curriculum goals.	446	65%	32%	2%	0%	0%
I value ongoing and diverse types of assessments as essential to the instructional process.	451	48%	45%	6%	1%	0%
I modify teaching and learning strategies based on the results of children's assessment.	450	51%	43%	6%	0%	0%
I practice self-reflection and self-assessment in my professional learning.	450	50%	46%	4%	1%	0%
I am committed to continually	441	64%	34%	2%	0%	0%



I use community resources to foster children's learning.	446	35%	51%	13%	2%	0%
I establish respectful and productive relationships with families of all children.	450	70%	29%	1%	0%	0%
I receive feedback on instructional practices and professional development from my supervisor, family child care system, or peer support group on a monthly basis.	449	43%	42%	8%	5%	2%

Note: Selections may not total to 100% due to rounding.

**Table 10A - Professional Skills and Abilities – By Program Setting**  
**Random Sample- Educators in Family Child Care Settings**

Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I understand how children learn and construct knowledge	303	57%	43%	0%	0%	0%
I understand how children are physical, social, emotional, and cognitive development influence learning styles.	143	23%	76%	1%	0%	0%
I understand that children have different learning styles	302	77%	23%	0%	0%	0%
I am effective in adapting to accommodate children with special needs	298	38%	38%	22%	2%	0%
I know strategies to support the learning of English Language Learners.	296	26%	43%	25%	4%	1%
I understand how cultural differences can affect communication in the classroom	299	46%	46%	6%	1%	0%
I create learning experiences that are appropriate to the curriculum goals.	300	53%	45%	2%	0%	0%
I value ongoing and diverse types of assessments as essential to the instructional process.	301	39%	50%	10%	1%	0%
I modify teaching and learning strategies based on the results of children's assessment.	298	47%	45%	8%	0%	0%
I practice self-reflection and self-assessment in my professional learning.	299	44%	48%	7%	1%	0%





**Table 10A - Professional Skills and Abilities – By Program Setting**  
**Random Sample- Educators in Family Child Care Settings**

Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I am committed to continually develop and refine my practices that address the individual needs of children.	300	57%	41%	1%	0%	0%
I seek out professional literature, other educators, and other resources to support my own development as a learner and an educator.	298	52%	42%	5%	2%	0%
I use community resources to foster children's learning.	300	37%	47%	15%	0%	0%
I establish respectful and productive relationships with families of all children.	300	73%	27%	0%	0%	0%
I receive feedback on instructional practices and professional development from my supervisor, family child care system, or peer support group on a monthly basis.	299	30%	37%	24%	6%	2%

Note: Selections may not total to 100% due to rounding.

**Table 11 - Professional Skills and Abilities – By Educational Attainment**  
**Random Sample- Educators with a Bachelor's Degree or Higher in Early Childhood Education**

Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I understand how children learn and construct knowledge	140	77%	23%	0%	0%	0%
I understand how children are physical, social, emotional, and cognitive development influence learning styles.	140	79%	21%	0%	0%	0%
I understand that children have different learning styles	139	89%	11%	0%	0%	0%
I am effective in adapting to accommodate children with special needs	139	52%	42%	5%	1%	0%
I know strategies to support the learning of English Language Learners.	139	35%	42%	18%	4%	1%



**Table 11 - Professional Skills and Abilities – By Educational Attainment  
Random Sample- Educators with a Bachelor's Degree or Higher in Early Childhood Education**

Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I understand how cultural differences can affect communication in the classroom	140	59%	40%	1%	0%	1%
I create learning experiences that are appropriate to the curriculum goals.	134	83%	16%	1%	0%	0%
I value ongoing and diverse types of assessments as essential to the instructional process.	140	61%	36%	1%	1%	0%
I modify teaching and learning strategies based on the results of children's assessment.	138	64%	30%	6%	0%	0%
I practice self-reflection and self-assessment in my professional learning.	139	63%	36%	1%	0%	0%
I am committed to continually develop and refine my practices that address the individual needs of children.	137	77%	23%	0%	0%	0%
I seek out professional literature, other educators, and other resources to support my own development as a learner and an educator.	139	64%	33%	2%	1%	0%
I use community resources to foster children's learning.	139	47%	46%	6%	1%	0%
I establish respectful and productive relationships with families of all children.	138	83%	17%	0%	0%	0%
I receive feedback on instructional practices and professional development from my supervisor, family child care system, or peer support group on a monthly basis.	138	51%	32%	9%	4%	4%

Note: Selections may not total to 100% due to rounding.

**Table 11A - Professional Skills and Abilities – By Educational Attainment  
Random Sample- Educators without a Bachelor's Degree in Early Childhood Education**

Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I understand how children learn and construct knowledge	565	55%	44%	1%	0%	0%



**Table 11A - Professional Skills and Abilities – By Educational Attainment**  
**Random Sample- Educators without a Bachelor's Degree in Early Childhood Education**

	Total Responses (n)	Strongly Agree				
I understand how children are physical, social, emotional, and cognitive development influence learning styles.	566	61%	38%	1%	0%	0%
I understand that children have different learning styles	562	78%	22%	0%	0%	0%
I am effective in adapting to accommodate children with special needs	564	40%	43%	16%	1%	0%
I know strategies to support the learning of English Language Learners.	563	27%	44%	24%	5%	1%
I understand how cultural differences can affect communication in the classroom	560	48%	46%	5%	1%	0%
I create learning experiences that are appropriate to the curriculum goals.	564	56%	41%	2%	0%	0%
I value ongoing and diverse types of assessments as essential to the instructional process.	564	43%	48%	9%	0%	0%
I modify teaching and learning strategies based on the results of children's assessment.	561	47%	46%	7%	0%	0%
I practice self-reflection and self-assessment in my professional learning.	332	7%	83%	9%	1%	0%
I am committed to continually develop and refine my practices that address the individual needs of children.	556	59%	40%	1%	0%	0%
I seek out professional literature, other educators, and other resources to support my own development as a learner and an educator.	564	52%	41%	5%	1%	0%
I use community resources to foster children's learning.	390	4%	73%	21%	2%	0%
I establish respectful and productive relationships with families of all children.	564	69%	31%	1%	0%	0%
I receive feedback on instructional practices and professional development from my supervisor, family child care system, or peer support group on a monthly basis.	562	37%	41%	15%	6%	2%

Note: Selections may not total to 100% due to rounding.



**Managing Challenging Behaviors**

<b>Table 12 - Managing Challenging Behaviors Terminated a Child or Family from a Program</b>				
Responses	Number	Random Sample	Number	Convenience Sample
Never	663	89%	1170	84%
Five Times or Less in Past 12 Months	32	4%	111	8%
More Than Five Times in Past 12 Months	1	0%	5	0%
Do Not Know	48	6%	112	8%
<b>Suspended a Child or Family from a Program for a certain number of days</b>				
Responses	Number	Random Sample	Number	Convenience Sample
Never	681	92%	1216	87%
Five Times or Less in Past 12 Months	27	4%	75	5%
More Than Five Times in Past 12 Months	0	0%	9	1%
Do Not Know	31	4%	98	7%
<b>Limited the number of hours a child can participate</b>				
Responses	Number	Random Sample	Number	Convenience Sample
Never	685	93%	1219	88%
Five Times or Less in Past 12 Months	20	3%	67	5%
More Than Five Times in Past 12 Months	0	0%	7	1%
Do Not Know	31	4%	94	7%
Note: Selections may not total to 100% due to rounding.				

<b>Table 13 - Managing Challenging Behaviors Random Sample</b>						
Responses	Total Responses (n)	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I generally feel that children with challenging behavioral problems are well supported in their homes.	723	8%	23%	42%	23%	4%
I generally feel supported by others in my program, my family child care system or my peer support group when dealing with a child who has challenging behavioral problems.	731	37%	40%	18%	4%	2%
Note: Selections may not total to 100% due to rounding.						



<b>Table – 13A Managing Challenging Behaviors Public Convenience Sample</b>						
<b>Responses</b>	<b>Total Responses (n)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I generally feel that children with challenging behavioral problems are well supported in their homes.	1373	7%	15%	40%	32%	6%
I generally feel supported by others in my program, my family child care system or my peer support group when dealing with a child who has challenging behavioral problems.	1380	33%	42%	16%	7%	2%

Note: Selections may not total to 100% due to rounding.

**English Language Learners and Children with Special Needs**

<b>Table 14 - English Language Learners &amp; Children with Special Needs Percentage of Educators Working with ELL and Children with Special Needs</b>		
<b>Responses</b>	<b>Random Sample</b>	<b>Convenience Sample</b>
Total Responses (n)	405	899
Both English Language Learners and children with special needs	37%	47%
Children with special needs	23%	26%
English Language Learners	39%	27%

Note: Selections may not total to 100% due to rounding.



**Table 15 - English Language Learners & Children with Special Needs**  
**Do any of the children in your classroom or program have the following disabilities**

Responses	Number	Random Sample	Number	Convenience Sample
A specific learning disability	107	16%	321	14%
Mental Retardation	7	1%	64	3%
A speech/language delay	243	36%	627	28%
A serious emotional disturbance	41	6%	171	8%
Deafness or other hearing impairment	19	3%	65	3%
Blindness or other visual impairment not corrected with glasses	12	2%	42	2%
An orthopedic impairment	13	2%	64	3%
Autism	68	10%	284	13%
ADD/ADHD	107	16%	368	16%
Pervasive developmental disorder/PDD	29	4%	155	7%
Another health impairment lasting 6 months or more	20	3%	99	4%

Note: Selections may not total to 100% due to rounding.

**Table 16 - English Language Learners & Children with Special Needs**  
**Languages Spoken with English Language Learners**

Responses	Number	Random Sample	Number	Convenience Sample
Spanish	113	47%	284	59%
Portuguese	21	9%	65	14%
Cape Verdean Creole	3	1%	18	4%
Mandarin	12	5%	27	6%
Cantonese	2	1%	20	4%
French	15	6%	44	9%
Other	73	31%	20	4%

Note: Selections may not total to 100% because educators were allowed to make more than one selection.

**Table 17 - English Language Learners & Children with Special Needs**  
**How often do you speak to children in a language other than English**

Responses	Number	Random Sample	Number	Convenience Sample
Always	13	5%	51	9%
Often	35	13%	88	15%
Sometimes	55	20%	123	21%
Rarely	44	16%	67	11%
Very Rarely	126	46%	254	44%

Note: Selections may not total to 100% due to rounding.