

# PROGRESS AND POTENTIAL

## A Snapshot of Los Angeles County in California's Early Care and Education Workforce Registry

2018 REPORT



### INTRODUCTION

The early years are a critical time of development for young children. It is important, therefore, that early educators have the skills, knowledge, and preparation to support children in their early years. The Institute of Medicine states, “the adults who provide for the care and education of young children bear a great responsibility for these children’s health, development, and learning.”<sup>1</sup>

The California Early Care and Education (ECE) Workforce Registry provides robust, verified data and information on the ECE workforce. The Registry is a secure, web-based data system that tracks the education, professional development, and experience of the ECE work force. This high-quality data can be used for planning, policy, budget allocation, and data system development. The Registry also promotes

professionalism and workforce quality that positively impacts children and serves as a crucial support for the ECE workforce, and the programs that serve them, in Los Angeles County and throughout California.

This data report provides a snapshot of the Los Angeles County ECE workforce in 2018 and highlights the Registry’s potential to provide the high-quality, verified data that is crucial for future workforce research, policy, practice, and advocacy. It also offers recommendations for creating a fully integrated and functional registry to advance the ECE work force throughout the state.

<sup>1</sup> Institute of Medicine. *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation Report Brief 2015* (page 1). [https://www.nap.edu/resource/19401/BirthtoEight\\_brief.pdf](https://www.nap.edu/resource/19401/BirthtoEight_brief.pdf)



**Early Care & Education  
Workforce Registry**

# BENEFITS TO REGISTRY STAKEHOLDERS

## ECE WORKFORCE

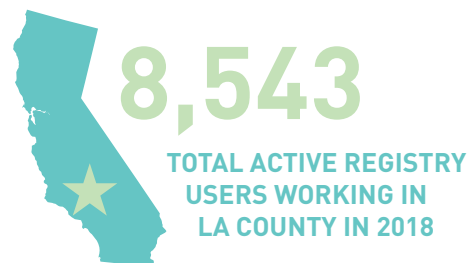
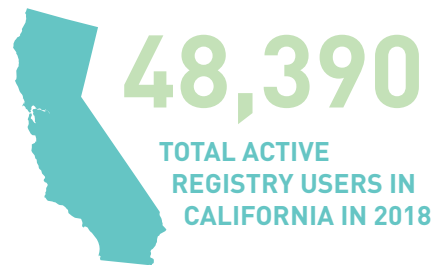
By providing access to a wide variety of professional development offerings in Los Angeles County and across the state, the Registry serves as a lever for professionalizing the workforce. It also provides a secure, central place for the ECE workforce to electronically store and track qualifications, professional development activities, educational attainment, and employment information. The Registry supports professional development and growth by providing verified qualification information to workforce members, employers, and the workforce development system supporting them.

## ECE PROFESSIONAL DEVELOPMENT PROGRAMS

The Registry provides an online platform for ECE professional development programs to offer and promote training workshops, as well as easily track and report attendance and program data. Since 2017, professional development organizations funded by the California Department of Education-Early Learning and Care Division (CDE-ELCD) have been required to use the Registry to track training attendance.

## STATE LEADERS AND POLICYMAKERS

The Registry houses up-to-date, verified qualification data and has the potential to deliver a comprehensive picture of the ECE professional development activities, higher education course completion, and employment information at both the county and state levels. This data is essential to future workforce research, policy, practice, and advocacy. Moreover, it is a critical component of any future statewide integrated data system, as it provides a cost-effective way to have accurate, verified workforce data readily available to use or integrate with multiple initiatives.



## ABOUT THE REGISTRY

The Registry has the potential to collect data from estimated 147,288 individuals living or working in the early care and education field statewide in California. Of those working in settings that directly serve children, approximately 25 percent were members of the Registry,<sup>2</sup> while approximately 37 percent of the estimated 30,400 members of the ECE workforce in Los Angeles County working directly with children were members of the Registry.<sup>3,4</sup> These estimates are drawn from a variety of sources, each with its limitations, highlighting the need for one central source of high-quality ECE workforce information.

The data presented in this data report focuses on active Registry users who were direct service providers working in Los Angeles County in 2018. (Active users are defined as individuals who have interacted with the Registry in the last 24 months, in this case, January 2017-December 2018.) At this time, it is optional for the California ECE workforce to join the Registry, so the Los Angeles County Registry data is not representative of all those working in early learning and care settings. But these findings demonstrate the Registry's potential to deliver a comprehensive picture of workforce qualifications, professional development activities, higher education course completion, and employment status at both the county and state levels.

2 Center for the Study of Child Care Employment. *Early Childhood Workforce Index 2018*. <http://cscce.berkeley.edu/files/2018/06/2018-Index-California.pdf>.

3 Center for the Study of Child Care Employment. *California Early Care and Education Workforce Study: Los Angeles County. Licensed Child Care Centers* [page 39] 2006. <https://childcare.lacounty.gov/wp-content/uploads/2018/06/Los-Angeles-center-report-07-28-06-FINAL.pdf>.

4 California Assembly Blue Ribbon Commission on Early Care and Education. 2019. "Draft Summary of Recommendations" (page 43). <https://speaker.asmdc.org/blue-ribbon-commission-early-childhood-education>.

# LOS ANGELES ECE WORKFORCE REGISTRY DATA

The participation of the ECE workforce in the Registry has been steadily growing in Los Angeles County. Of the 16,763 Registry members who live or work in Los Angeles County, 8,543 individuals are active users employed in Los Angeles County in 2018.



## EARLY CARE AND EDUCATION SETTINGS

The early care and education workforce is comprised of those who work in either a private or publicly funded group setting, known as a child care center (Center) or in a family child care home (FCCH) where an adult cares for children in her or his home. Both Centers and FCCHs are licensed by the California Department of Social Services-Community Care Licensing Division.

While a smaller percentage of licensed FCCHs in Los Angeles County (14%) participate in the Registry, approximately 30 percent of the county's child care centers have employed at least one Registry participant or member.

### LOS ANGELES COUNTY ECE LICENSED FACILITIES

**5,517** FCCH  
FACILITIES

**14%** OF FCCHs HAVE  
ACTIVE USERS

**3,059** ECE  
CENTERS

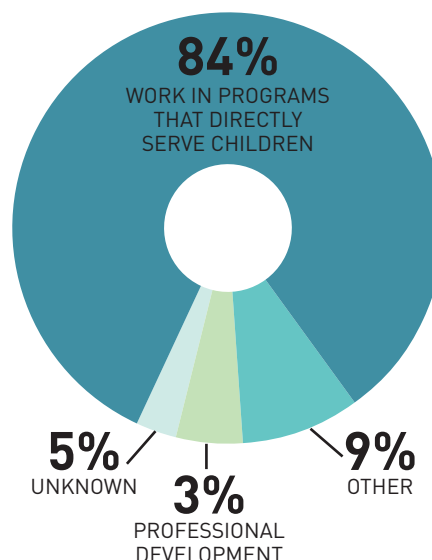
**32%** OF ECE CENTERS  
HAVE ACTIVE USERS

## JOB ROLES AND DEMOGRAPHICS OF LOS ANGELES COUNTY REGISTRY MEMBERS

Understanding the diversity of those who work with young children is vital to identifying policy needs and systemic issues, inequities, and barriers. This snapshot of Registry demographic data, including language, gender, age, education levels, and race and ethnicity, can help provide a useful introduction to the ECE workforce who work in Los Angeles County.

The vast majority of Los Angeles County Registry participants provide direct services to children in early care and education programs. A much smaller percentage of Registry members are employed in professional development organizations. Registry participants in the "other" category include those in other support roles, such as independent contractors or social workers.

### ECE JOB ROLES OF ACTIVE USERS IN LOS ANGELES COUNTY



### JOB ROLES OF THOSE WORKING DIRECTLY WITH CHILDREN

**31%**  
ASSISTANT  
TEACHER

**49%**  
TEACHER

**5%**  
SITE  
SUPERVISOR

**4%**  
DIRECTOR

**11%**  
FCCH OWNER

*Assistant Teacher and Teacher includes those who work in child care centers or FCCH sites.*



## AGE BY JOB ROLE LOS ANGELES COUNTY 2018

### ASSISTANT TEACHER



### TEACHER



### SITE SUPERVISOR



### DIRECTOR



### FCCH OWNER



Assistant Teacher and Teacher includes those who work in child care centers or FCCH sites.

## GENDER



96%  
FEMALE



4%  
MALE



While approximately three-quarters of assistant teachers and two-thirds of teachers and site supervisors are under 50 years old, over one-half of FCCH owners and almost half of center directors are 50 or older and therefore potentially close to retirement. If this information is true for Los Angeles County as a whole, it highlights the need for a leadership pipeline for directors and continued recruitment of the FCCH workforce.

## RACE/ETHNICITY BY JOB TITLES LOS ANGELES COUNTY 2018

RACE/ETHNICITY	ASSISTANT TEACHER	TEACHER	SITE SUPERVISOR	DIRECTOR	FCCH OWNER
American Indian or Alaska Native	> 1%	0%	0%	0%	> 1%
Asian	4%	7%	7%	7%	10%
Biracial or Multiracial	2%	2%	2%	3%	2%
Black or African American	11%	15%	17%	22%	15%
Hispanic/Latino	71%	60%	58%	33%	62%
Other	2%	3%	4%	3%	3%
Pacific Islander	1%	1%	> 1%	0%	1%
White/Caucasian	9%	12%	13%	31%	8%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## PRIMARY LANGUAGE BY JOB TITLES LOS ANGELES COUNTY 2018

PRIMARY LANGUAGE	ASSISTANT TEACHER	TEACHER	SITE SUPERVISOR	DIRECTOR	FCCH OWNER
English	79%	85%	88%	95%	46%
Spanish	17%	11%	9%	2%	45%
Cantonese	> 1%	> 1%	1%	> 1%	4%
Mandarin	> 1%	> 1%	0%	0%	2%
American Sign Language	0%	> 1%	0%	0%	0%
Other Languages	3%	3%	2%	3%	2%



## QUALIFICATIONS OF REGISTRY MEMBERS WHO WORK IN LOS ANGELES COUNTY

More than one-half of teachers employed in Los Angeles County who participate in the Registry report completion of a bachelor's degree or higher, while about one-half of assistant teachers (49%) and one-third of FCCH owners (33%) report having completed "some college." Overall, 42 percent of Registry members in Los Angeles reporting degree attainment had their degrees verified by Registry staff.

It is important to note that only 29 percent of participating teachers employed in Los Angeles County who have reported attaining a bachelor's degree or higher have submitted transcripts for Registry verification. It is likely that participants in Quality Start Los Angeles (QSLA) account for the largest portion of the verified transcripts, as they are required to submit qualification documents for verification (see below for more information on QSLA). Understanding the educational attainment of all members of the Los Angeles County ECE workforce is essential to developing relevant and targeted professional growth and development strategies.

### SELF-REPORTED HIGHEST LEVEL OF EDUCATION BY JOB TITLE LOS ANGELES COUNTY 2018

EDUCATION LEVEL	ASSISTANT TEACHER	TEACHER	SITE SUPERVISOR	DIRECTOR	FCCH OWNER
No High School Diploma/ No GED	3%	> 1%	> 1%	0%	13%
High School Diploma/GED	14%	3%	1%	1%	15%
Some College	49%	20%	14%	7%	33%
Associate's Degree	19%	20%	17%	7%	16%
Bachelor's Degree or Higher	15%	56%	72%	83%	23%

Across the state, Child Development Permits, issued by the California Commission on Teacher Credentialing, are another type of qualification for the ECE workforce. Those working in state-funded child development programs are required to have a Child Development Permit. More than 32 percent of assistant teachers, teachers, and FCCH owners in Los Angeles County participating in the Registry hold a current California Child Development Permit. The number of permits verified in Los Angeles County is also likely skewed by QSLA participants, many of whom work in California State Preschool Program contracted sites. However, the submission of Child Development Permits by FCCHs is an indication of the importance of Child Development Permits as a means of tracking qualifications.



## QUALITY START LOS ANGELES

One of the drivers of Registry participation in Los Angeles County is its collaboration with Quality Start Los Angeles, a quality improvement and rating program focused on supporting the provision of high quality early care and education in Los Angeles County. In 2017, the QSLA program began requiring participating ECE providers to use the Registry to assess staff qualifications for quality ratings. As of December 2018, approximately half of the participating QSLA sites had completed the Registry qualification verification process. Nearly 18 percent of the Los Angeles County direct service workforce participating in the Registry are working in QSLA sites.



**29%**

**OF LEAD TEACHERS IN  
THE REGISTRY WORK  
IN QSLA SITES**

# PROFESSIONAL DEVELOPMENT SYSTEM

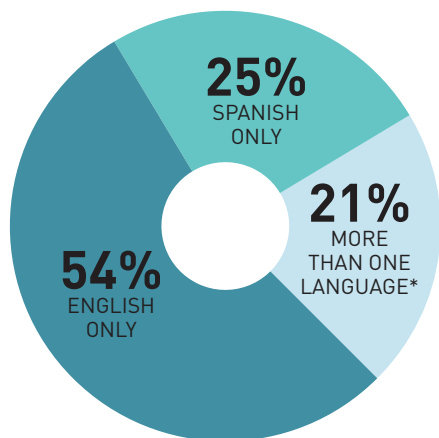
The Registry includes a training module and calendar, which are designed to allow professional development organizations and their training instructors to post and manage training events, the training enrollment process, and the payment process, as well as post completed trainings directly to participant's profiles and generate reports.

In 2016, seven of the Los Angeles County Resource and Referral (R&R) agencies and five organizations operating in San Francisco began using the Registry to post, track, and report all training workshops. Additional professional development organizations and projects funded by the California Department of Education - Early Learning and Care Division (CDE-ELCD) and other local initiatives began using the Registry to offer and track training participation in 2017.

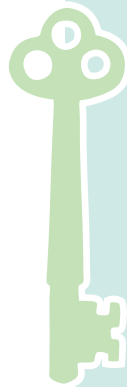
By the end of 2018, 19 organizations, 12 of which are located in Los Angeles County, posted professional development opportunities offered in Los Angeles County on the Registry Training Module and Calendar. These organizations employ or contract with 147 professional development staff to support the provision of services. In 2018, they offered 874 in-person trainings in Los Angeles County.

Understanding the full range of professional development opportunities and the characteristics of all who participate in these programs is essential to developing relevant and targeted professional growth and development strategies.

## TRAININGS OFFERED IN MULTIPLE LANGUAGES



*\* Trainings were offered in more than one language, including Spanish, English, Cantonese, Mandarin, American Sign Language, and other languages*



# KEY FINDINGS

The data presented here provide a snapshot of the ECE workforce in Los Angeles County who participated in the Registry in 2018. It demonstrates the potential of the Registry to be the primary source of verifiable, accurate, and up-to-date workforce data. Although the data is still limited as participation in the Registry is voluntary, this snapshot begins to provide an understanding of those who work with and on behalf of young children in Los Angeles County.

## KEY FINDINGS FROM THE DATA INCLUDE:

1. **Just over a third (37%) of the ECE workforce in Los Angeles County currently participates in the Registry.**
2. **Participation is particularly low for licensed family care child providers.**
3. **A small percentage of Registry users submit their qualifications for verification by Registry staff.**

Participation in the Registry is steadily growing, especially as it is integrated with other county systems. Registry participation is not required for any members of the ECE workforce other than those participating in QSLA, those enrolled in AB 212 (a California Department of Education-funded stipend program for the ECE workforce that requires participants to have a Registry identification number), or those working as trainers with professional development training organizations using the Registry. Furthermore, in Los Angeles, only QSLA participants are required to submit transcripts and other qualification documents for Registry verification. Participation may also be hindered by a reluctance of some to enter their personal or work information into an online database or by differing levels of access to or comfort with technology.





# RECOMMENDATIONS FOR A FULLY INTEGRATED AND FUNCTIONAL REGISTRY TO ADVANCE THE ECE WORKFORCE

Access to high quality, verified data is crucial for local- and state-level workforce research, policy, practice, and advocacy. To fully realize the Registry's potential, data must be accessible, accurate, verified, and up-to-date. This will require an ongoing investment to ensure a sufficient number of highly-quality staff who are well trained on data collection, data entry, data reporting, and data verification protocols; an efficient data system infrastructure to support the ECE field; and the inclusion of all sectors of California's vastly diverse ECE workforce.

## 1 RECOMMENDATION

**Develop legislative and regulatory strategies to ensure the Registry extends to all segments of California's diverse ECE workforce.** This would include child care center staff and family child care owners and their staff, working in both private and publicly funded early childhood settings.

To fully realize the Registry's potential as a source of workforce information for evaluation and planning in Los Angeles and statewide, all members of the workforce must participate and submit education and professional development documentation. Registry participation increased significantly when both QSLA sites and CDE-ELCD funded professional development programs integrated with the Registry and required participation. This policy should be expanded to require Registry participation by:

- All ECE professional development programs funded by public agencies, including CDE-ELCD; First 5 California, and Community Care Licensing
- All staff in CDE-ELCD funded preschool and child development programs
- All staff in child care centers and family child care homes regulated by Community Care Licensing

## 2 RECOMMENDATION

**Build the capacity, expansion, and integration of the Registry as the central source of ECE workforce data.**

As a critical component of integrated data systems in Los Angeles, the Registry is an efficient and cost-effective data collection and verification approach needed to streamline reporting. Supporting the Registry as a publicly funded component of California's ECE system would 1) allow for accessible, accurate, verified, and up-to-date data housed within a technologically sophisticated data system, and 2) provide the ECE workforce increased access to professional development opportunities vital to providing children with high quality early learning experiences. Doing so requires developing:

- Policy recommendations and data reports outlining the need for ongoing public investment
- A communication strategy encouraging ECE stakeholders to support Registry integration in Los Angeles County.

## 3 RECOMMENDATION

**Implement regulatory and internal program changes to ensure state agencies use Registry data through integrated data systems and procedures.**

Local stakeholder advocacy support for state agency integration of data systems and modification of program procedures will enable state agencies to take full advantage of verified Registry workforce data and benefit from local data collection in Los Angeles County. By using Registry workforce data, state agencies can avoid expensive and duplicative data entry, reporting, verification, and certification activities. This would include, but is not limited to, using Registry data to:

- Integrate the Registry with local ECE workforce programs and require participation by both those working directly with children and those in indirect support roles.
- Integrate the Registry with state-funded investments that are administered locally, such as AB 212
- Ensure the Registry office has the staff resources and technological sophistication to integrate into other ECE program data systems.

Legislators, policymakers, and program administrators can realize these recommendations from the California Assembly Blue Ribbon Commission through robust funding, legislative, regulatory, and programmatic policies: Doing so can help support the ECE workforce and the broad range of programs and providers that serve young children in Los Angeles County and throughout California.

“Extend the California Early Care and Education Workforce Registry to all counties as a support to the ECE workforce in tracking and accessing professional development opportunities and as a source of information for evaluation and planning statewide. The registry is a web-based system designed to verify and securely store and track the employment, training, and education accomplishments of early childhood care and education teachers and providers.”

– California Assembly Blue Ribbon Commission Report April 2019 (p.55)



## Early Care & Education Workforce Registry

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