

Texas Early Childhood Care and Education Professional Preparation

Survey Data Report

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INTRODUCTION

This study is designed to deepen our understanding of the capacity of Texas Institutes of Higher Education (IHE) early childhood care and education (ECCE) programs to effectively prepare Texas early childhood professionals. In order to do this, IHEs promote practices that cultivate young children’s optimal learning and development—developmentally appropriate practice—grounded both in the research on child development and learning, and in the knowledge base regarding educational effectiveness in early care and education (Bredekamp & Copple, 1996).

Data was collected from ECCE professionals who received their professional certification and/or degree within the past five years and were employed in a number of settings: licensed centers, licensed and registered homes, public school Pre-K, Head Start and Early Head Start programs. Teachers and care providers completed surveys online and via telephone. The surveys captured information on demographics, opinions on how well the respondents feel their education program prepared them, and challenges experienced in pursuing their education and available continuing education opportunities.

EARLY CHILDHOOD PROFESSIONAL SURVEY

Sampling

The original sampling plan was to be based on statewide random samples of providers in the four types of facilities: licensed centers, licensed and registered homes, public school Pre-K, and Head Start/Early Head Start (HS/EHS) programs. However, as there were no comprehensive lists of child care professionals, particularly of professionals with up to five years of post-degree or certification experience, the complete sampling frame was not available. In order to conduct the survey it was necessary to include providers who work in home based care, center based care, public preschool programs, and Head Start/Early Head Start programs.

The available lists of facilities originally allowed for a statewide sampling approach at the facility level. A list for each type of facility was developed. Home and center providers

were randomly sampled from a list of licensed and registered homes available on the Department of Family and Protective Services (DFPS) website. From this sample, center directors were contacted in order to ask their center providers to complete a paper survey. A list of public school Pre-K sites, available from the Texas Education Agency, was used to randomly select the Pre-K sites to be included. School districts were then contacted and asked to forward the survey to their Pre-K teachers. Finally, HS/EHS grantee lists, available from the Administration of Children and Families, were used for sampling at the grantee level. Selected grantees were then contacted to obtain contact information for the sites they oversee. Selected HS/EHS programs were then asked to forward the survey to their teachers. This effort resulted in 84 of the 304 completed surveys.

Due to this limited response rate from the ECCE professional survey, a decision was made to pursue a convenience sample in order to increase the number of survey responses. The Texas Early Learning Council and Texas Head Start State Collaboration offices sent a solicitation for participation to members through their associations' electronic mailing lists. The total survey response was thus increased to 304 surveys.¹

It is important to note that the decision to use a convenience sample, rather than a random sample, yields descriptive results of professionals completing the survey that cannot be generalized to the larger statewide group of ECCE professionals. It may have been instructive to compare characteristics of those sampled randomly versus those in the 'convenience sample' who responded to the later solicitation. Unfortunately, in practice it is not possible to distinguish the two, as those initially sampled continued to respond to the survey after the broader solicitation was sent.

Survey Instrument

The survey was created to assess the preparedness level of new professionals. The survey obtained information about education level, certifications, demographic information, workplace information, an assessment of his/her educational experience

¹ The response rate cannot be calculated for the convenience sample, as the exact size of the target population is unknown.

related to work preparation, and continuing education. The survey began with screening questions that asked professionals about when their degrees and/or certifications were received. Professionals who received their last degree and/or certification before 2008 were screened out of the survey.

The survey was created for professionals in Texas utilizing several existing surveys as resources for questions and topical issues. Questions related to topics in early childhood preparation programs were taken from the Survey of Early Childhood Teacher Preparation Programs in Post-Secondary Institutions (Early & Winton, 2001). Additional questions were adapted from the *Examining Teacher Preparation: Does the Pathway Make a Difference?* study (Boyd et al., 2007) conducted by the University of Albany and Mathematica Policy Research Institute. Questions asking professionals to rate how well their education program prepared them for working in the field were developed in conjunction with the IHE capacity survey and a review of the National Association for the Education of Young Children position paper, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (NAEYC, 2009). Finally, continuing education questions were utilized from an existing survey of Texas child care professionals' mental health.

Data Collection

A statewide, random sample was identified for each type of professional. Data collection occurred through a combination of methods. Home based providers with email addresses were sent an introductory email and a link for the online survey. The provider sample was entered into a computer-assisted telephone interviewing system that tracked online responses. Both email and phone calls were made to remind providers about the survey. During reminder phone calls, providers were asked if they would like to complete the survey by phone. Interviewers made three additional attempts by phone to reach home providers prior to closing that contact.

For all other professionals, only an online survey was administered. School districts, HS/EHS programs and centers were asked to forward information to their staff regarding

the online survey for professionals with up to five years of work experience. The online survey was open for approximately three weeks and participants were asked to complete the survey by a certain date in order to participate in a gift card raffle.

As described earlier, due to the lack of robust participation in the randomly sampled survey, the convenience sample was pursued. The electronic mailing list announcements provided a link to the original online survey. The link to the online survey was open for one week and 220 additional responses were obtained, resulting in a total of 304 responses.

Data Analysis

Data from phone interviews were entered directly into the CATI system and exported into SAS for analysis. Data from online surveys were exported into SAS for analysis.

Results

Demographics

Table 1 compares the demographic characteristics of Pre-K teachers, HS/EHS teachers, center providers, and home providers who responded to the survey. Providers in home-based child care facilities tended to be the oldest, averaging over 47 years, while public school Pre-K teachers were the youngest, averaging around 33 years.

The most common ethnic background among public school Pre-K teacher respondents was Hispanic (47.2%). In contrast, the most common racial background of home (35%) and center (47.3%) providers, as well as HS/EHS teachers (40.2%), was White. Respondents were overwhelmingly female (96 to 100%).

Table 1. Demographics by Provider Type

	Public School Pre-K (n=55)	HS/EHS (n=97)	Centers (n=95)	Homes (n=57)
Age				
Mean	33	37.6	37.9	47.8
Range	22 - 57	22 - 62	21 - 62	27 - 76
Race/Ethnicity				
White	43.6%	40.2%	47.3%	35%
African American	3.6%	24.7%	24.2%	31.5%
Hispanic	47.2%	27.8%	18.9%	24.5%
Asian	0	0	5.2%	0
Other	0	2%	1%	1.7%
Multiple races	5.4%	5.1%	3.1%	5.2%
Gender				
Female	98%	100%	100%	96.4%

Education and Certification

Table 2 compares the highest educational levels attained by Pre-K teachers, HS/EHS teachers, center providers and home providers. For those professionals with degrees, the subject areas of their highest degrees are also listed.

Table 2. Highest Education Attainment by Provider Type

	Public School Pre-K (n=55)	HS/EHS (n=97)	Centers (n=95)	Homes (n=57)
High School Diploma or GRE	0	1%	2.1%	14%
Child Development Associate (CDA)	0	11.3%	17.8%	17.5%
Some College	0	2.1%	7.4%	31.6%
Associate's	0	15.4%	17.8%	17.5%
Bachelor's	63.6%	53.6%	41%	15.7%
Master's	36.3%	16.4%	13.6%	3.5%
Degree Subject				
Business, Accounting, etc	3.6%	3%	6.3%	3.5%
Education, ECE, Child & Family Development	63.6%	73.1%	61.1%	38.6%
Helping Professions	7.3%	0	3.2%	0
Liberal Arts	21.8%	15.4%	16.8%	3.5%
Computer, Hard Sciences	1.8%	2%	0	0
Other	1.8%	3%	2.1%	3.5%
Non-CDA ECCE Certification or Credential	69.1%	30.9%	27.4%	24.6%
Director's Certification	0	14.4%	38.9%	50.8%
Practicum Experience	65.4%	61.8%	58.9%	57.9%

The Texas program is among the 30 state funded Pre-K programs across the country that require Pre-K teachers to have a bachelor's degree (Barnett et al., 2012). Consistent with that requirement, all public school Pre-K teacher respondents reported having a bachelor's or master's degree, making them the most educated respondents. In addition, 70% of Pre-K teacher respondents have an additional ECCE certificate or credential.

HS/EHS teachers and assistant teachers are required to meet specific education requirements as stated in the 2007 revisions to the Head Start Act. The revised Act specifies that by September 30, 2013, 50% of all 3- and 4-year old student classrooms must have one teacher with a bachelor's degree and all assistant teachers must at least have a CDA. Early Head Start teachers are required to have a CDA by September 30, 2012. In accordance with

these requirements, the HS/EHS respondents have the second highest reported education levels. As noted in Table 2, among HS/EHS teachers who responded, nearly 98% have at least a CDA, 70% have a bachelor's or master's degree, and 31% have an additional ECCE certificate or credential. By comparison, the 2011 HS/EHS Program Information Report (PIR) noted that 57% of HS/EHS teachers nationwide had a bachelor's degree or higher in early childhood education or a related field.

Over 40% of Center professional respondents have a bachelor's degree, 14% have a master's, 28% have an additional ECCE certificate or credential and 39% have a child care director's certificate. Home providers were least likely to report having CDA's, associate's or higher degrees (approx. 54%), yet nearly 51% have a director's certification. An ECCE literature review conducted during the design phase of the National Study of Child Care Supply and Demand reported no nationwide reliable source of the educational levels of individuals providing home and center based care (Guzman et al., 2009). However, a recent survey of Texas providers (TELC, 2013) found similar educational levels to those reported here for center directors and home providers.²

Table 3 presents mutually exclusive categories of respondents who held certifications as bilingual instructors, ESL instructors and those respondents who held both certifications. Although small shares of center and home providers held such certifications, roughly 25% of HS/EHS teachers were ESL certified, while among Pre-K teachers who responded, 18% had bilingual certification, 33% had ESL certification, and 22% had both certifications.

² That same survey (TELC, 2013) found generally lower education levels for center *providers*, as compared to the levels reported in this study. The difference is likely due to the constraint limiting the sample in this study to ECCE professionals who received their professional certification and/or degree within the past five years.

Table 3. Bilingual and ESL Certification

	Public School Pre-K (n=55)	HS/EHS (n=97)	Centers (n=95)	Homes (n=57)
Only Bilingual Certification	18.2%	5.2%	3.2%	3.5%
Only English as a Second Language (ESL) Certification	32.7%	24.7%	3.2%	1.8%
Both Bilingual & ESL Certification	21.8%	8.2%	0.0%	1.8%

Table 4 presents additional workplace and employment characteristics of respondents. Among respondents, almost all professionals were employed full-time. Home providers had the longest tenures with the current employer or facility, averaging over 11 years, as well as the most experience working in the ECCE field, at over 17 years. Public Pre-K teachers had the least experience among this group of providers, averaging just less than four years with the current facility, and six years working in ECCE. Although the sample was restricted to those receiving certifications or degrees within the past five years, these high average tenures indicate that most survey respondents were employed in ECCE prior to receiving their certification and/or degree.

Table 4. Workplace and Employment Characteristics

	Public School Pre-K (n=55)	HS/EHS (n=97)	Centers (n=95)	Homes (n=57)
Employed Full-time	100%	100%	88.4%	98.2%
Years with current employer	3.9 yrs	5.6yrs	4.9 yrs	11.5 yrs
Years working in ECCE	6.1 yrs	9.9 yrs	11.3 yrs	17.4 yrs
Age of children currently working with				
Infants		6%	31.5%	73.6%
Toddlers		20.6%	44.2%	89.4%
Pre-K	100%	61.8%	77.8%	91.2%

Note: Some center and home providers report working with more than one age group.

Among the professionals surveyed, those in home-based facilities were most likely to work with infants (74%) or toddlers (89%). Those in centers were second most likely to serve these younger children (32% and 44%). Of course, the age ranges served by Pre-K and HS/EHS programs were determined by their program designs.

Educational Preparation

Professionals were asked their opinions on how well they felt their educational program had prepared them. The results are presented below. Individual counts of item responses are tabulated by professional type and by educational attainment in Appendix A. Additional statistics, including standard deviations, on all items for the entire sample are available in Appendix B.

Professionals were asked to evaluate how well their educational programs prepared them for varied aspects of ECCE and their responses are presented in Tables 5, 6, and 7. The answers were provided on a Likert scale, with responses ranging from 1, “Very Poor” to 5, “Very Good.”

The internal consistency of the scale is very high, with a Cronbach’s coefficient alpha measured at 0.98. Thus responses to the items on the scale are highly inter-related, suggesting they redundantly measure a similar underlying concept of overall preparedness. The first row of data presents the average across all 28 items of the scale for all professionals and sub-groups. These scale averages clustered around 4 to 4.5, indicating that respondents typically felt ‘Good’ about how well prepared they were by their educational programs for the experiences listed.

Statistics are also presented for individual items in the second half of Table 5. For this analysis, answers of ‘Very poor’, ‘Poor’, and ‘Adequate’ were aggregated together as an indicator of those who felt ‘underprepared.’³ Across all professional types, the poorest preparation was perceived in the arenas of curricula for science, technology, and

³ Due to the general finding of high perceived preparedness, indicating heavy use of the final two points on the scale (“Good” and “Very Good”) in this study, we included merely “Adequate” responses in the group of indicators of poor preparedness in order to show greater variation on the scale.

engineering (30.9%), for special need students (26%), and coping effectively with conflict in the work environment (22%).

Although respondents generally felt prepared overall, Pre-K teachers appeared to feel less prepared than the other provider types. Pre-K teachers, for example, had both the lowest mean preparation score (4.1), and reported being ‘underprepared’ at a higher rate than any other group for 24 of the 28 questions.

Table 5. Preparation by Professional Type

	All Professionals (N=304) Mean	PreK (N=55) Mean	HS/EHS (N=97) Mean	Center (N=95) Mean	Home (N=57) Mean
Mean of Preparation Scale (1 =Very Poor 5=Very Good)	4.30	4.10	4.43	4.31	4.26
Rate how well your education program prepared you for the following experiences:					
	Percent of Individual Items Answered "Very Poor", "Poor", or "Adequate"				
a) To meet the education and care needs of children with the age range you are currently working with	13.5%	23.6%	14.4%	10.5%	7.0%
b) Observe and assess child development and learning	15.5%	25.5%	12.4%	15.8%	10.5%
c) Implement curriculum	17.4%	25.5%	14.4%	15.8%	17.5%
d) Adapt curriculum to meet the needs of individual children	15.8%	25.5%	11.3%	14.7%	15.8%
e) Adapt curriculum and materials to meet the needs of children with special needs and disabilities	26.0%	40.0%	21.6%	21.1%	28.1%
f) Implement curriculum experiences to promote literacy	16.1%	23.6%	14.4%	11.6%	19.3%
g) Implement curriculum experiences to promote numeracy and math	18.4%	27.3%	14.4%	14.7%	22.8%
h) Implement curriculum experiences to promote science, technology, and engineering	30.9%	43.6%	24.7%	27.4%	35.1%
i) Implement curriculum experiences to promote social and emotional	13.2%	23.6%	12.4%	10.5%	8.8%
j) Implement curriculum activities to promote physical health and motor development	17.4%	32.7%	12.4%	16.8%	12.3%
k) Implement curriculum experiences to promote health and nutrition	20.1%	34.5%	17.5%	17.9%	14.0%
l) Ensure that all children see their home language and culture reflected in the classroom	19.4%	29.1%	14.4%	18.9%	19.3%
m) Maintain a positive relationship with each child	7.6%	12.7%	7.2%	5.3%	7.0%
n) Maintain a positive social emotional climate in the classroom	8.2%	12.7%	8.2%	6.3%	7.0%
o) Help children to develop self-regulation	18.1%	29.1%	15.5%	16.8%	14.0%
p) Set clear and reasonable limits on children’s behavior	15.5%	25.5%	14.4%	11.6%	14.0%
q) Design and maintain the physical environment to protect the health and safety of children	11.8%	20.0%	10.3%	10.5%	8.8%
r) Organize a class schedule	17.1%	29.1%	14.4%	15.8%	12.3%
s) Organize classroom material	17.8%	30.9%	14.4%	14.7%	15.8%
t) Maintain a positive relationship with each child’s family	9.9%	18.2%	8.2%	7.4%	8.8%
u) Establish and maintain regular, frequent two-way communication with families	11.2%	18.2%	9.3%	9.5%	10.5%
v) Encourage parent involvement in their child’s education	18.4%	23.6%	12.4%	18.9%	22.8%
w) Work effectively with another teacher, co-teacher or teacher’s aide	20.7%	29.1%	14.4%	18.9%	26.3%
x) Work effectively with your supervisor	19.4%	23.6%	13.4%	18.9%	26.3%
y) Collaborate with other professionals	17.1%	20.0%	11.3%	15.8%	26.3%
z) Cope with professional issues of confidentiality and ethics	14.8%	18.2%	10.3%	14.7%	19.3%
aa) Cope effectively with conflict in the work environment	22.0%	25.5%	17.5%	22.1%	26.3%
bb) Effectively complete the administrative duties of your position	17.4%	29.1%	12.4%	14.7%	19.3%

Next, we analyzed perceived preparation of respondents broken out by their level of educational attainment, as shown in Table 6. Again, the scale averages clustered around 4 to 4.5, indicating that on average respondents felt 'Good' about how well they were prepared by their educational program for the experiences listed.

Interestingly, those with greater educational attainment levels seemed to feel the least prepared for their work. Those with a master's degree, for example, had the lowest average perceived preparedness (4.09), while those with a high school diploma or CDA reported the highest overall perceived preparedness (4.48). Those with a master's felt 'underprepared' at a higher rate than any other group for 26 of the 28 questions.

In searching for an explanation of this finding, we did further analysis to determine whether this puzzling relationship between education and felt preparedness might be due to differences in experience levels. We first tested for differences between the four educational level group average preparedness scores using analysis of variance (ANOVA), and found that they differed significantly ($F(3,300)=2.93, p=.034$). We then included years of experience in child care as a covariate in the model, and the difference due to educational level was no longer statistically significant ($F(3,299)=2.28, p=.079$), while the effect of experience was statistically significant ($F(1,299)=3.94, p=.048$). This indicates that the reduced preparedness reported by the most educated professionals was at least partially accounted for by their lesser average years of experience in the child care field.

Table 6. Preparation by Educational Attainment

	All Professionals (N=304) Mean	High School or CDA (N=49) Mean	Associate Deg/ Some College (N=69) Mean	Bachelor (N=135) Mean	Master (N=51) Mean
Mean of Preparation Scale (1 =Very Poor 5=Very Good)	4.30	4.48	4.37	4.28	4.09
Rate how well your education program prepared you for the following experiences:					
	Percent of Individual Items Answered "Very Poor", "Poor", or "Adequate"				
a) To meet the education and care needs of children with the age range you are currently working with	13.5%	6.1%	8.7%	15.6%	21.6%
b) Observe and assess child development and learning	15.5%	8.2%	13.0%	16.3%	23.5%
c) Implement curriculum	17.4%	10.2%	14.5%	18.5%	25.5%
d) Adapt curriculum to meet the needs of individual children	15.8%	10.2%	13.0%	14.8%	27.5%
e) Adapt curriculum and materials to meet the needs of children with special needs and disabilities	26.0%	20.4%	26.1%	27.4%	27.5%
f) Implement curriculum experiences to promote literacy	16.1%	12.2%	13.0%	14.8%	27.5%
g) Implement curriculum experiences to promote numeracy and math	18.4%	10.2%	15.9%	20.0%	25.5%
h) Implement curriculum experiences to promote science, technology, and engineering	30.9%	26.5%	30.4%	29.6%	39.2%
i) Implement curriculum experiences to promote social and emotional development	13.2%	8.2%	5.8%	14.8%	23.5%
j) Implement curriculum activities to promote physical health and motor development	17.4%	6.1%	7.2%	21.5%	31.4%
k) Implement curriculum experiences to promote health and nutrition	20.1%	8.2%	8.7%	24.4%	35.3%
l) Ensure that all children see their home language and culture reflected in the classroom	19.4%	12.2%	17.4%	20.0%	27.5%
m) Maintain a positive relationship with each child	7.6%	4.1%	7.2%	6.7%	13.7%
n) Maintain a positive social emotional climate in the classroom	8.2%	2.0%	5.8%	8.1%	17.6%
o) Help children to develop self-regulation	18.1%	4.1%	11.6%	20.7%	33.3%
p) Set clear and reasonable limits on children's behavior	15.5%	8.2%	10.1%	17.0%	25.5%
q) Design and maintain the physical environment to protect the health and safety of children	11.8%	2.0%	7.2%	14.1%	21.6%
r) Organize a class schedule	17.1%	6.1%	8.7%	20.0%	31.4%
s) Organize classroom material	17.8%	6.1%	11.6%	19.3%	33.3%
t) Maintain a positive relationship with each child's family	9.9%	4.1%	7.2%	8.9%	21.6%
u) Establish and maintain regular, frequent two-way communication with families	11.2%	4.1%	8.7%	9.6%	25.5%
v) Encourage parent involvement in their child's education	18.4%	8.2%	18.8%	21.5%	19.6%
w) Work effectively with another teacher, co-teacher or teacher's aide	20.7%	14.3%	13.0%	22.2%	33.3%
x) Work effectively with your supervisor	19.4%	18.4%	15.9%	17.0%	31.4%
y) Collaborate with other professionals	17.1%	18.4%	15.9%	15.6%	21.6%
z) Cope with professional issues of confidentiality and ethics	14.8%	16.3%	10.1%	16.3%	15.7%
aa) Cope effectively with conflict in the work environment	22.0%	22.4%	17.4%	21.5%	29.4%
bb) Effectively complete the administrative duties of your position	17.4%	16.3%	8.7%	17.8%	29.4%

For this survey, practicum was defined as “supervised work in a care or educational setting with children, any ages from 0 to 4”. As practicums are intended to prepare students for future work in childcare, it was expected that those who had a practicum would feel more prepared for their work in ECCE than those who did not have a practicum. Thus the preparation scale is presented in Table 7 by those whose education did and did not include a practicum component.

In general, those with a practicum felt more prepared overall (4.35) than those

without (4.22). On responses to 23 of the 28 preparation items, those without a practicum felt more 'Poorly' prepared than those who had had a practicum.

The largest gaps (about 7 percentage points) between those without a practicum and those with, in regards to feeling underprepared, were in the areas of implementing curriculum experiences to promote numeracy and math, coping with professional issues of confidentiality and ethics, and coping effectively with conflict in the work environment.

Table 7. Preparation by Practicum

	All Professionals (N=304) Mean	Had a Practicum (N=185) Mean	Had No Practicum (N=119) Mean
Mean of Preparation Scale (1 =Very Poor 5=Very Good)	4.30	4.35	4.22
	Percent of Individual Items Answered "Very Poor", "Poor", or "Adequate"		
a) To meet the education and care needs of children with the age range you are currently working with	13.5%	11.9%	16.0%
b) Observe and assess child development and learning	15.5%	14.6%	16.8%
c) Implement curriculum	17.4%	18.9%	15.1%
d) Adapt curriculum to meet the needs of individual children	15.8%	15.7%	16.0%
e) Adapt curriculum and materials to meet the needs of children with special needs and disabilities	26.0%	26.5%	25.2%
f) Implement curriculum experiences to promote literacy	16.1%	15.1%	17.6%
g) Implement curriculum experiences to promote numeracy and math	18.4%	15.7%	22.7%
h) Implement curriculum experiences to promote science, technology, and engineering	30.9%	29.7%	32.8%
i) Implement curriculum experiences to promote social and emotional development	13.2%	11.9%	15.1%
j) Implement curriculum activities to promote physical health and motor development	17.4%	16.2%	19.3%
k) Implement curriculum experiences to promote health and nutrition	20.1%	21.1%	18.5%
l) Ensure that all children see their home language and culture reflected in the classroom	19.4%	20.0%	18.5%
m) Maintain a positive relationship with each child	7.6%	5.4%	10.1%
n) Maintain a positive social emotional climate in the classroom	8.2%	7.0%	10.1%
o) Help children to develop self-regulation	18.1%	18.4%	17.6%
p) Set clear and reasonable limits on children's behavior	15.5%	13.0%	19.3%
q) Design and maintain the physical environment to protect the health and safety of children	11.8%	10.8%	13.4%
r) Organize a class schedule	17.1%	15.7%	19.3%
s) Organize classroom material	17.8%	16.2%	20.2%
t) Maintain a positive relationship with each child's family	9.9%	8.1%	12.6%
u) Establish and maintain regular, frequent two-way communication with families	11.2%	9.7%	13.4%
v) Encourage parent involvement in their child's education	18.4%	17.8%	19.3%
w) Work effectively with another teacher, co-teacher or teacher's aide	20.7%	18.9%	23.5%
x) Work effectively with your supervisor	19.4%	17.3%	22.7%
y) Collaborate with other professionals	17.1%	15.1%	20.2%
z) Cope with professional issues of confidentiality and ethics	14.8%	11.9%	19.3%
aa) Cope effectively with conflict in the work environment	22.0%	19.5%	26.1%
bb) Effectively complete the administrative duties of your position	17.4%	16.2%	19.3%

Educational Challenges

Respondents were asked about 9 types of challenges encountered when completing their educational programs. Their answers were collected using a 5-point Likert scale, with responses ranging from 1, “Never a Challenge” to 5, “Almost Always a Challenge.” The overall scale and individual items are presented in Tables 8 and 9. Responses to this group of nine items were found to have respectable internal consistency with an Alpha coefficient of .81, thus indicating that overall average scores could be treated as representing general educational challenge. The mean scale scores across the populations clustered just under ‘2,’ indicating “Occasionally a Challenge” represents the typical answer across all items.

In order to aggregate responses to these items, answers of “Sometime a challenge”, “Often a challenge”, and “Almost Always a challenge” were combined together under the label of “Challenging.” The percentages of items rated “Challenging”, are presented in Table 8 by professional type. The most challenging issues overall were competing family and work responsibilities (71.1%) and financial strains (67.1%).

Table 8. Challenges by Professional Type

	All Professionals (N=304) Mean	PreK (N=55) Mean	HS/EHS (N=97) Mean	Center (N=95) Mean	Home (N=57) Mean
Mean of Challenge Scale (1 =Never a Challenge 5=Almost Always a Challenge)	1.84	1.83	1.89	1.90	1.66
How often were the following issues a challenge when completing your education or training program(s)?	Percent of Individual Items Answered "Occasionally", "Sometimes", "Often", or "Almost Always" a Challenge				
a) Competing work or family related responsibilities	71.1%	72.7%	70.1%	75.8%	63.2%
b) Transportation difficulties	37.8%	25.5%	52.6%	37.9%	24.6%
c) Lack of support from work	42.1%	34.5%	49.5%	50.5%	22.8%
d) Lack of motivation	35.5%	34.5%	38.1%	41.1%	22.8%
e) Lack of academic preparation or skill	37.2%	41.8%	41.2%	34.7%	29.8%
f) Lack of financial support or scholarships	67.1%	70.9%	69.1%	65.3%	63.2%
g) Lack of instructors with expertise in early childhood education	44.7%	54.5%	45.4%	42.1%	38.6%
h) Problems with transfer of credits	38.5%	38.2%	38.1%	47.4%	24.6%
i) Lack of quality early childhood practicum sites	38.8%	41.8%	40.2%	38.9%	33.3%

The questions regarding challenges faced in educational programs are presented below in Table 9 by educational attainment. Generally speaking, similar levels of educational challenge were reported by respondents at all educational levels.

Table 9. Challenges by Educational Attainment

	All Professionals (N=304) Mean	High School or CDA (N=49) Mean	Associate		
			Deg/ Some College (N=69) Mean	Bachelor (N=135) Mean	Master (N=51) Mean
Mean of Challenge Scale (1 =Never a Challenge 5=Almost Always a Challenge)	1.84	1.88	1.82	1.81	1.89
How often were the following issues a challenge when completing your education or training program(s)?	Percent of Individual Items Answered "Occasionally", "Sometimes", "Often", or "Almost Always" a Challenge				
a) Competing work or family related responsibilities	71.1%	67.3%	69.6%	71.1%	76.5%
b) Transportation difficulties	37.8%	34.7%	44.9%	37.8%	31.4%
c) Lack of support from work	42.1%	42.9%	44.9%	44.4%	31.4%
d) Lack of motivation	35.5%	38.8%	37.7%	37.8%	23.5%
e) Lack of academic preparation or skill	37.2%	42.9%	39.1%	37.0%	29.4%
f) Lack of financial support or scholarships	67.1%	59.2%	58.0%	69.6%	80.4%
g) Lack of instructors with expertise in early childhood education	44.7%	42.9%	33.3%	48.9%	51.0%
h) Problems with transfer of credits	38.5%	34.7%	34.8%	41.5%	39.2%
i) Lack of quality early childhood practicum sites	38.8%	38.8%	37.7%	37.8%	43.1%

Continuing Education

Respondents were asked how often continuing education opportunities occurred through their work. Answers were provided on a Likert scale with responses ranging from 1, “Never” to 5, “Almost Always.” The individual items and overall scale scores are presented in Tables 10 and 11.

The group of items was found to have good internal consistency, with an Alpha coefficient of .85, thus indicating that overall scores can be used to refer to continuing educational opportunities in general. The mean scale scores across professional types clustered around ‘4’ indicating “A Lot” is the typical answer across all items regarding educational opportunities. Generally speaking, home providers reported the least frequent

access to continuing educational opportunities.

Answers were aggregated by combining responses of “Never”, “Rarely”, and “Sometimes” into a single category referred to as “Infrequent.” The percentages of items rated “Infrequent”, are presented in Table 10 by professional type. Across all professional types, regular in-house training was most often cited as occurring infrequently (42.1%) and at a very high rate, as expected, for home providers (75.4%).

Table 10. Continuing Education by Professional Type

	All Professionals (N=304)	PreK (N=55)	HS/EHS (N=97)	Center (N=95)	Home (N=57)
	Mean	Mean	Mean	Mean	Mean
Mean of Continuing Education Scale (1 =Never 5=Almost Always)	3.97	4.00	3.96	4.07	3.77
	Percent of Individual Items Answered "Never", "Rarely", or "Sometimes"				
How often do the following occur?					
a) Staff trainings and continuing education are available to me	20.7%	21.8%	16.5%	21.1%	26.3%
b) I learned new skills or techniques at a professional conference in the past year	26.0%	21.8%	28.9%	17.9%	38.6%
c) My center holds regular in house training	42.1%	41.8%	30.9%	33.7%	75.4%
d) I was satisfied with the trainings or workshops I attended last year	27.0%	25.5%	29.9%	25.3%	26.3%
e) New skills or techniques that I learn at trainings or	24.7%	29.1%	25.8%	22.1%	22.8%
f) My center is interested or responsive to new ideas and materials when I try them	22.0%	20.0%	28.9%	21.1%	14.0%

Note: The term ‘center’ in items (c) and (f) represents the respondent’s specific workplace.

Frequency of continuing education by educational attainment is presented in Table 11. All educational levels except those with master’s degrees reported that regular in-house training occurred least frequently compared to the other items. Those with master’s degrees cited the adoption, by their workplaces, of new skills the professionals learned at trainings at the highest rate (39.2%) of infrequency.

Table 11. Continuing Education by Educational Attainment

	Associate				
	All Professionals (N=304)	High School or CDA (N=49)	Deg/ Some College (N=69)	Bachelor (N=135)	Master (N=51)
	Mean	Mean	Mean	Mean	Mean
Mean of Continuing Education Scale (1 =Never 5=Almost Always)	3.97	4.21	3.81	3.98	3.91
How often do the following occur?	Percent of Individual Items Answered "Never", "Rarely", or "Sometimes"				
a) Staff trainings and continuing education are available to me	20.7%	14.3%	27.5%	20.0%	19.6%
b) I learned new skills or techniques at a professional conference in the past year	26.0%	16.3%	33.3%	25.9%	25.5%
c) My center holds regular in house training	42.1%	46.9%	52.2%	37.0%	37.3%
d) I was satisfied with the trainings or workshops I attended last year	27.0%	18.4%	24.6%	28.1%	35.3%
e) New skills or techniques that I learn at trainings or workshops get adopted for use at my center	24.7%	8.2%	27.5%	23.7%	39.2%
f) My center is interested or responsive to new ideas and materials when I try them	22.0%	16.3%	24.6%	20.7%	27.5%

Note: The term 'center' in items (c) and (f) represents the respondent's specific workplace.

This survey was created to assess the preparedness level of newly certified and degreed professionals in the field of early childhood care and education. A total of 304 professionals responded to the survey. The surveys captured information on respondent demographics, opinions on how well the respondents feel their education program prepared them, challenges experienced in pursuing their education, and available continuing education opportunities. These responses, combined with the results of the IHE administrators' survey, will serve to deepen our understanding of the capacity of Texas to effectively prepare our early childhood professionals.

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Appendix A

Table A1. Public Pre-K Professionals – Preparation

Rate how well your education program prepared you for the following experiences:	Very Poor	Poor	Adequate	Good	Very Good
a) To meet the education and care needs of children with the age range you are currently working with	1	1	11	20	22
b) Observe and assess child development and learning	1		13	21	20
c) Implement curriculum		1	13	20	21
d) Adapt curriculum to meet the needs of individual children		2	12	21	20
e) Adapt curriculum and materials to meet the needs of children with special needs and disabilities		5	17	15	18
f) Implement curriculum experiences to promote literacy			13	20	22
g) Implement curriculum experiences to promote numeracy and math		3	12	20	20
h) Implement curriculum experiences to promote science, technology, and engineering	1	6	17	15	16
i) Implement curriculum experiences to promote social and emotional development	1	1	11	21	21
j) Implement curriculum activities to promote physical health and motor development	1	3	14	18	19
k) Implement curriculum experiences to promote health and nutrition	1	4	14	22	14
l) Ensure that all children see their home language and culture reflected in the classroom			16	16	23
m) Maintain a positive relationship with each child			7	17	31
n) Maintain a positive social emotional climate in the classroom			7	16	32
o) Help children to develop self-regulation		2	14	21	18
p) Set clear and reasonable limits on children's behavior		2	12	19	22
q) Design and maintain the physical environment to protect the health and safety of children		1	10	18	26
r) Organize a class schedule		2	14	16	23
s) Organize classroom material		1	16	18	20
t) Maintain a positive relationship with each child's family		1	9	20	25
u) Establish and maintain regular, frequent two-way communication with families		1	9	23	22
v) Encourage parent involvement in their child's education		2	11	18	24
w) Work effectively with another teacher, co-teacher or teacher's aide	1	1	14	18	21
x) Work effectively with your supervisor	1	2	10	15	27
y) Collaborate with other professionals	1		10	17	27
z) Cope with professional issues of confidentiality and ethics			10	22	23
aa) Cope effectively with conflict in the work environment	1	3	10	21	20
bb) Effectively complete the administrative duties of your position		2	14	18	21

Table A2. Head/Early Head Start Professionals-Preparation

Rate how well your education program prepared you for the following experiences:	Very Poor	Poor	Adequate	Good	Very Good
a) To meet the education and care needs of children with the age range you are currently working with		2	12	23	60
b) Observe and assess child development and learning		1	11	22	63
c) Implement curriculum		1	13	24	59
d) Adapt curriculum to meet the needs of individual children		1	10	34	52
e) Adapt curriculum and materials to meet the needs of children with special needs and disabilities		5	16	29	47
f) Implement curriculum experiences to promote literacy		1	13	24	59
g) Implement curriculum experiences to promote numeracy and math		1	13	30	53
h) Implement curriculum experiences to promote science, technology, and engineering		3	21	31	42
i) Implement curriculum experiences to promote social and emotional development		2	10	23	62
j) Implement curriculum activities to promote physical health and motor development		1	11	28	57
k) Implement curriculum experiences to promote health and nutrition		3	14	30	50
l) Ensure that all children see their home language and culture reflected in the classroom	1	2	11	28	55
m) Maintain a positive relationship with each child			6	20	70
n) Maintain a positive social emotional climate in the classroom	1		7	17	72
o) Help children to develop self-regulation	1	3	11	36	46
p) Set clear and reasonable limits on children's behavior	1		13	28	55
q) Design and maintain the physical environment to protect the health and safety of children		2	8	24	63
r) Organize a class schedule	1	2	11	20	63
s) Organize classroom material	1	1	12	26	57
t) Maintain a positive relationship with each child's family	1	1	6	23	66
u) Establish and maintain regular, frequent two-way communication with families	1	2	6	27	61
v) Encourage parent involvement in their child's education	1	2	9	27	58
w) Work effectively with another teacher, co-teacher or teacher's aide	1	1	12	21	62
x) Work effectively with your supervisor	2	1	10	28	56
y) Collaborate with other professionals	1	1	9	26	60
z) Cope with professional issues of confidentiality and ethics		2	8	23	64
aa) Cope effectively with conflict in the work environment	1	2	14	31	49
bb) Effectively complete the administrative duties of your position	2	1	9	30	55

Table A3. Center Professionals-Preparation

Rate how well your education program prepared you for the following experiences:	Very Poor	Poor	Adequate	Good	Very Good
a) To meet the education and care needs of children with the age range you are currently working with	3	1	6	36	49
b) Observe and assess child development and learning	2		13	30	50
c) Implement curriculum	4	1	10	30	50
d) Adapt curriculum to meet the needs of individual children	2	1	11	31	50
e) Adapt curriculum and materials to meet the needs of children with special needs and disabilities	4	3	13	26	49
f) Implement curriculum experiences to promote literacy	2		9	36	48
g) Implement curriculum experiences to promote numeracy and math	3	1	10	40	41
h) Implement curriculum experiences to promote science, technology, and engineering	4	7	15	40	29
i) Implement curriculum experiences to promote social and emotional development	3		7	34	51
j) Implement curriculum activities to promote physical health and motor development	3	1	12	30	49
k) Implement curriculum experiences to promote health and nutrition	2	3	12	38	40
l) Ensure that all children see their home language and culture reflected in the classroom	2	3	13	37	40
m) Maintain a positive relationship with each child	2		3	23	67
n) Maintain a positive social emotional climate in the classroom	2	1	3	27	62
o) Help children to develop self-regulation	2	1	13	37	42
p) Set clear and reasonable limits on children's behavior	2	1	8	34	50
q) Design and maintain the physical environment to protect the health and safety of children	2	1	7	28	57
r) Organize a class schedule	3		12	28	52
s) Organize classroom material	3	1	10	28	53
t) Maintain a positive relationship with each child's family	2	1	4	29	59
u) Establish and maintain regular, frequent two-way communication with families	2	1	6	29	57
v) Encourage parent involvement in their child's education	1	3	14	30	47
w) Work effectively with another teacher, co-teacher or teacher's aide		3	15	31	46
x) Work effectively with your supervisor		3	15	28	49
y) Collaborate with other professionals		3	12	32	48
z) Cope with professional issues of confidentiality and ethics		2	12	35	46
aa) Cope effectively with conflict in the work environment	1	4	16	26	48
bb) Effectively complete the administrative duties of your position	1	4	9	31	50

Table A4. Home Professionals-Preparation

Rate how well your education program prepared you for the following experiences:	Very Poor	Poor	Adequate	Good	Very Good
a) To meet the education and care needs of children with the age range you are currently working with		1	3	16	37
b) Observe and assess child development and learning		1	5	18	33
c) Implement curriculum		5	5	16	31
d) Adapt curriculum to meet the needs of individual children		5	4	18	30
e) Adapt curriculum and materials to meet the needs of children with special needs and disabilities	4	5	7	19	22
f) Implement curriculum experiences to promote literacy	1	2	8	16	30
g) Implement curriculum experiences to promote numeracy and math	1	4	8	17	27
h) Implement curriculum experiences to promote science, technology, and engineering	1	7	12	22	15
i) Implement curriculum experiences to promote social and emotional development	1	2	2	21	31
j) Implement curriculum activities to promote physical health and motor development		3	4	22	28
k) Implement curriculum experiences to promote health and nutrition		2	6	19	30
l) Ensure that all children see their home language and culture reflected in the classroom		3	8	19	27
m) Maintain a positive relationship with each child		2	2	18	35
n) Maintain a positive social emotional climate in the classroom		2	2	20	33
o) Help children to develop self-regulation	1	2	5	22	27
p) Set clear and reasonable limits on children's behavior		4	4	22	27
q) Design and maintain the physical environment to protect the health and safety of children		3	2	17	35
r) Organize a class schedule		3	4	20	30
s) Organize classroom material	1	4	4	19	29
t) Maintain a positive relationship with each child's family		2	3	19	33
u) Establish and maintain regular, frequent two-way communication with families		2	4	18	33
v) Encourage parent involvement in their child's education		7	6	13	31
w) Work effectively with another teacher, co-teacher or teacher's aide	1	6	8	17	25
x) Work effectively with your supervisor	1	5	9	13	29
y) Collaborate with other professionals	1	7	7	12	30
z) Cope with professional issues of confidentiality and ethics	1	3	7	18	28
aa) Cope effectively with conflict in the work environment	1	6	8	15	27
bb) Effectively complete the administrative duties of your position	1	4	6	19	27

Table A5. High School or CDA -Preparation

Rate how well your education program prepared you for the following experiences:	Very Poor	Poor	Adequate	Good	Very Good
a) To meet the education and care needs of children with the age range you are currently working with		1	2	13	33
b) Observe and assess child development and learning		1	3	16	29
c) Implement curriculum		2	3	11	33
d) Adapt curriculum to meet the needs of individual children		3	2	13	31
e) Adapt curriculum and materials to meet the needs of children with special needs and disabilities	3	4	3	10	29
f) Implement curriculum experiences to promote literacy	1		5	10	33
g) Implement curriculum experiences to promote numeracy and math	1	1	3	15	29
h) Implement curriculum experiences to promote science, technology, and engineering	1	3	9	16	20
i) Implement curriculum experiences to promote social and emotional development	1	1	2	14	31
j) Implement curriculum activities to promote physical health and motor development		1	2	14	32
k) Implement curriculum experiences to promote health and nutrition		1	3	14	31
l) Ensure that all children see their home language and culture reflected in the classroom		1	5	18	25
m) Maintain a positive relationship with each child		1	1	15	32
n) Maintain a positive social emotional climate in the classroom		1		14	34
o) Help children to develop self-regulation		1	1	18	29
p) Set clear and reasonable limits on children's behavior		2	2	14	31
q) Design and maintain the physical environment to protect the health and safety of children		1		12	36
r) Organize a class schedule		1	2	14	32
s) Organize classroom material		1	2	14	32
t) Maintain a positive relationship with each child's family		1	1	12	35
u) Establish and maintain regular, frequent two-way communication with families		1	1	13	34
v) Encourage parent involvement in their child's education		1	3	12	33
w) Work effectively with another teacher, co-teacher or teacher's aide	1	2	4	13	29
x) Work effectively with your supervisor	1	2	6	10	30
y) Collaborate with other professionals	1	2	6	8	32
z) Cope with professional issues of confidentiality and ethics	1	2	5	12	29
aa) Cope effectively with conflict in the work environment	1	2	8	7	31
bb) Effectively complete the administrative duties of your position	1	3	4	11	30

Table A6. Associate Degree of Some College-Preparation

Rate how well your education program prepared you for the following experiences:	Very Poor	Poor	Adequate	Good	Very Good
a) To meet the education and care needs of children with the age range you are currently working with	1	1	4	21	42
b) Observe and assess child development and learning		1	8	19	41
c) Implement curriculum	1	2	7	23	36
d) Adapt curriculum to meet the needs of individual children		2	7	26	34
e) Adapt curriculum and materials to meet the needs of children with special needs and disabilities	2	3	13	19	32
f) Implement curriculum experiences to promote literacy		1	8	21	39
g) Implement curriculum experiences to promote numeracy and math	1	2	8	25	33
h) Implement curriculum experiences to promote science, technology, and engineering		5	16	26	22
i) Implement curriculum experiences to promote social and emotional development			4	24	41
j) Implement curriculum activities to promote physical health and motor development			5	27	37
k) Implement curriculum experiences to promote health and nutrition			6	30	33
l) Ensure that all children see their home language and culture reflected in the classroom	1		11	23	34
m) Maintain a positive relationship with each child			4	15	49
n) Maintain a positive social emotional climate in the classroom	1		3	22	43
o) Help children to develop self-regulation	2		6	30	31
p) Set clear and reasonable limits on children's behavior	1	1	5	28	34
q) Design and maintain the physical environment to protect the health and safety of children			5	18	46
r) Organize a class schedule	2		4	24	39
s) Organize classroom material	3	1	4	22	39
t) Maintain a positive relationship with each child's family	1		4	21	43
u) Establish and maintain regular, frequent two-way communication with families	1		5	21	42
v) Encourage parent involvement in their child's education	1	5	7	18	38
w) Work effectively with another teacher, co-teacher or teacher's aide	1	2	6	22	38
x) Work effectively with your supervisor	1	1	9	23	35
y) Collaborate with other professionals	1	2	8	22	36
z) Cope with professional issues of confidentiality and ethics			7	25	37
aa) Cope effectively with conflict in the work environment	2	2	8	24	33
bb) Effectively complete the administrative duties of your position	2		4	27	36

Table A7. Bachelor Degree-Preparation

Rate how well your education program prepared you for the following experiences:	Very Poor	Poor	Adequate	Good	Very Good
a) To meet the education and care needs of children with the age range you are currently working with	1	2	18	45	69
b) Observe and assess child development and learning	1		21	40	73
c) Implement curriculum	2	3	20	42	68
d) Adapt curriculum to meet the needs of individual children	1	3	16	48	67
e) Adapt curriculum and materials to meet the needs of children with special needs and disabilities	2	7	28	40	58
f) Implement curriculum experiences to promote literacy	1	2	17	50	65
g) Implement curriculum experiences to promote numeracy and math	1	5	21	49	59
h) Implement curriculum experiences to promote science, technology, and engineering	3	9	28	46	49
i) Implement curriculum experiences to promote social and emotional development	2	3	15	43	72
j) Implement curriculum activities to promote physical health and motor development	2	4	23	40	66
k) Implement curriculum experiences to promote health and nutrition	2	7	24	46	56
l) Ensure that all children see their home language and culture reflected in the classroom	1	7	19	45	63
m) Maintain a positive relationship with each child	1	1	7	36	90
n) Maintain a positive social emotional climate in the classroom	1	2	8	32	92
o) Help children to develop self-regulation	1	5	22	51	56
p) Set clear and reasonable limits on children's behavior	1	4	18	46	66
q) Design and maintain the physical environment to protect the health and safety of children	1	5	13	42	74
r) Organize a class schedule	1	4	22	34	74
s) Organize classroom material	1	3	22	43	66
t) Maintain a positive relationship with each child's family	1	3	8	44	79
u) Establish and maintain regular, frequent two-way communication with families	1	4	8	50	72
v) Encourage parent involvement in their child's education	1	6	22	39	67
w) Work effectively with another teacher, co-teacher or teacher's aide	1	5	24	41	64
x) Work effectively with your supervisor	1	6	16	39	73
y) Collaborate with other professionals	1	5	15	41	73
z) Cope with professional issues of confidentiality and ethics		4	18	42	71
aa) Cope effectively with conflict in the work environment	1	7	21	43	63
bb) Effectively complete the administrative duties of your position		6	18	43	68

Table A8. Master Degree-Preparation

Rate how well your education program prepared you for the following experiences:	Very Poor	Poor	Adequate	Good	Very Good
a) To meet the education and care needs of children with the age range you are currently working with	2	1	8	16	24
b) Observe and assess child development and learning	2		10	16	23
c) Implement curriculum	1	1	11	14	24
d) Adapt curriculum to meet the needs of individual children	1	1	12	17	20
e) Adapt curriculum and materials to meet the needs of children with special needs and disabilities	1	4	9	20	17
f) Implement curriculum experiences to promote literacy	1		13	15	22
g) Implement curriculum experiences to promote numeracy and math	1	1	11	18	20
h) Implement curriculum experiences to promote science, technology, and engineering	2	6	12	20	11
i) Implement curriculum experiences to promote social and emotional development	2	1	9	18	21
j) Implement curriculum activities to promote physical health and motor development	2	3	11	17	18
k) Implement curriculum experiences to promote health and nutrition	1	4	13	19	14
l) Ensure that all children see their home language and culture reflected in the classroom	1		13	14	23
m) Maintain a positive relationship with each child	1		6	12	32
n) Maintain a positive social emotional climate in the classroom	1		8	12	30
o) Help children to develop self-regulation	1	2	14	17	17
p) Set clear and reasonable limits on children's behavior	1		12	15	23
q) Design and maintain the physical environment to protect the health and safety of children	1	1	9	15	25
r) Organize a class schedule	1	2	13	12	23
s) Organize classroom material	1	2	14	12	22
t) Maintain a positive relationship with each child's family	1	1	9	14	26
u) Establish and maintain regular, frequent two-way communication with families	1	1	11	13	25
v) Encourage parent involvement in their child's education		2	8	19	22
w) Work effectively with another teacher, co-teacher or teacher's aide		2	15	11	23
x) Work effectively with your supervisor	1	2	13	12	23
y) Collaborate with other professionals		2	9	16	24
z) Cope with professional issues of confidentiality and ethics		1	7	19	24
aa) Cope effectively with conflict in the work environment		4	11	19	17
bb) Effectively complete the administrative duties of your position	1	2	12	17	19

Table A9. Public Pre-K Professionals - Challenges

How often were the following issues a challenge when completing your education or training program(s)?	Never a Challenge	Occasionally a Challenge	Sometimes a Challenge	Often a Challenge	Almost Always a Challenge
a. Competing work or family related responsibilities	14	13	18	8	1
b. Transportation difficulties	40	11	3		
c. Lack of support from work	35	13	3	3	
d. Lack of motivation	35	12	3	3	1
e. Lack of academic preparation or skill	31	11	9	2	1
f. Lack of financial support or scholarships	16	13	15	9	2
g. Lack of instructors with expertise in early childhood education	25	13	11	5	1
h. Problems with transfer of credits	34	11	4	6	
i. Lack of quality early childhood practicum sites	32	10	10	3	

Table A10. Head/Early Head Start Professionals – Challenges

How often were the following issues a challenge when completing your education or training program(s)?	Never a Challenge	Occasionally a Challenge	Sometimes a Challenge	Often a Challenge	Almost Always a Challenge
a. Competing work or family related responsibilities	29	27	26	9	6
b. Transportation difficulties	46	31	12	5	3
c. Lack of support from work	49	22	13	9	4
d. Lack of motivation	60	20	15	2	
e. Lack of academic preparation or skill	57	26	11	1	2
f. Lack of financial support or scholarships	30	14	26	11	16
g. Lack of instructors with expertise in early childhood education	53	22	16	6	
h. Problems with transfer of credits	60	20	13	3	1
i. Lack of quality early childhood practicum sites	58	20	16	1	2

Table A11. Center Professionals – Challenges

How often were the following issues a challenge when completing your education or training program(s)?	Never a Challenge	Occasionally a Challenge	Sometimes a Challenge	Often a Challenge	Almost Always a Challenge
a. Competing work or family related responsibilities	23	16	39	11	6
b. Transportation difficulties	59	24	8	1	3
c. Lack of support from work	47	25	13	7	3
d. Lack of motivation	56	25	9	4	1
e. Lack of academic preparation or skill	62	22	8	2	1
f. Lack of financial support or scholarships	33	10	22	19	11
g. Lack of instructors with expertise in early childhood education	55	25	10	4	1
h. Problems with transfer of credits	50	18	15	5	7
i. Lack of quality early childhood practicum sites	58	15	17	4	1
a. Competing work or family related responsibilities	21	11	16	5	4

Table A12. Home Professionals - Challenges

How often were the following issues a challenge when completing your education or training program(s)?	Never a Challenge	Occasionally a Challenge	Sometimes a Challenge	Often a Challenge	Almost Always a Challenge
b. Transportation difficulties	43	8	4	1	1
c. Lack of support from work	44	8	3	1	1
d. Lack of motivation	44	9	3	1	
e. Lack of academic preparation or skill	40	13	4		
f. Lack of financial support or scholarships	21	10	13	6	7
g. Lack of instructors with expertise in early childhood education	35	10	11	1	
h. Problems with transfer of credits	43	5	6		3
i. Lack of quality early childhood practicum sites	38	8	5	4	2

Table A13. High School or CDA -Challenges

How often were the following issues a challenge when completing your education or training program(s)?	Never a Challenge	Occasionally a Challenge	Sometimes a Challenge	Often a Challenge	Almost Always a Challenge
a. Competing work or family related responsibilities	16	4	19	6	4
b. Transportation difficulties	32	8	4	3	2
c. Lack of support from work	28	7	7	6	1
d. Lack of motivation	30	8	7	3	1
e. Lack of academic preparation or skill	28	10	9	1	1
f. Lack of financial support or scholarships	20	6	10	6	7
g. Lack of instructors with expertise in early childhood education	28	11	8	1	1
h. Problems with transfer of credits	32	8	7	1	1
i. Lack of quality early childhood practicum sites	30	12	3	3	1

Table A14. Associate Degree of Some College-Challenges

How often were the following issues a challenge when completing your education or training program(s)?	Never a Challenge	Occasionally a Challenge	Sometimes a Challenge	Often a Challenge	Almost Always a Challenge
a. Competing work or family related responsibilities	21	13	28	3	4
b. Transportation difficulties	38	18	9	3	1
c. Lack of support from work	38	15	11	2	3
d. Lack of motivation	43	15	8	3	
e. Lack of academic preparation or skill	42	19	6	1	1
f. Lack of financial support or scholarships	29	7	16	9	8
g. Lack of instructors with expertise in early childhood education	46	12	10	1	
h. Problems with transfer of credits	45	9	9	2	4
i. Lack of quality early childhood practicum sites	43	8	13	3	2

Table A15. Bachelor Degree- Challenges

How often were the following issues a challenge when completing your education or training program(s)?	Never a Challenge	Occasionally a Challenge	Sometimes a Challenge	Often a Challenge	Almost Always a Challenge
a. Competing work or family related responsibilities	38	36	38	18	4
b. Transportation difficulties	83	41	10		
c. Lack of support from work	74	41	8	9	2
d. Lack of motivation	83	38	9	3	1
e. Lack of academic preparation or skill	84	36	10	3	1
f. Lack of financial support or scholarships	41	25	32	25	12
g. Lack of instructors with expertise in early childhood education	69	33	22	10	1
h. Problems with transfer of credits	79	25	18	9	4
i. Lack of quality early childhood practicum sites	84	25	24	1	1

Table A16. Master Degree- Challenges

How often were the following issues a challenge when completing your education or training program(s)?	Never a Challenge	Occasionally a Challenge	Sometimes a Challenge	Often a Challenge	Almost Always a Challenge
a. Competing work or family related responsibilities	12	14	14	6	5
b. Transportation difficulties	35	7	4	1	4
c. Lack of support from work	35	5	6	3	2
d. Lack of motivation	39	5	6	1	
e. Lack of academic preparation or skill	36	7	7		1
f. Lack of financial support or scholarships	10	9	18	5	9
g. Lack of instructors with expertise in early childhood education	25	14	8	4	
h. Problems with transfer of credits	31	12	4	2	2
i. Lack of quality early childhood practicum sites	29	8	8	5	1

Table A17. Public Pre-K Professionals – Continuing Education

How often do the following occur?	Never	Rarely	Sometimes	A Lot	Almost Always
a. Staff trainings and continuing education are available to me.	1		11	27	16
b. I learned new skills or techniques at a professional conference in the past year.		3	9	20	23
c. My center holds regular in house training.	1	6	16	16	16
d. I was satisfied with the trainings or workshops I attended last year.		3	11	25	16
e. New skills or techniques that I learn at trainings or workshops get adopted for use at my center.		5	11	22	17
f. My center is interested or responsive to new ideas and materials when I try them.		1	10	23	21

Table A18. Head/Early Head Start Professionals – Continuing Education

How often do the following occur?	Never	Rarely	Sometimes	A Lot	Almost Always
a. Staff trainings and continuing education are available to me.	4	2	10	43	38
b. I learned new skills or techniques at a professional conference in the past year.	7	3	18	36	33
c. My center holds regular in house training.	4	8	18	34	33
d. I was satisfied with the trainings or workshops I attended last year.	3	4	22	35	33
e. New skills or techniques that I learn at trainings or workshops get adopted for use at my center.	3	7	15	39	33
f. My center is interested or responsive to new ideas and materials when I try them.	2	7	19	31	38

Table A19. Center Professionals – Continuing Education

How often do the following occur?	Never	Rarely	Sometimes	A Lot	Almost Always
a. Staff trainings and continuing education are available to me.	2	5	13	29	46
b. I learned new skills or techniques at a professional conference in the past year.	7	4	6	30	48
c. My center holds regular in house training.	7	12	13	22	41
d. I was satisfied with the trainings or workshops I attended last year.	5	4	15	26	45
e. New skills or techniques that I learn at trainings or workshops get adopted for use at my center.	5	5	11	29	45
f. My center is interested or responsive to new ideas and materials when I try them.	5	3	12	30	45

Table A20. Home Professionals – Continuing Education

How often do the following occur?	Never	Rarely	Sometimes	A Lot	Almost Always
a. Staff trainings and continuing education are available to me.	2	5	13	29	46
b. I learned new skills or techniques at a professional conference in the past year.	7	4	6	30	48
c. My center holds regular in house training.	7	12	13	22	41
d. I was satisfied with the trainings or workshops I attended last year.	5	4	15	26	45
e. New skills or techniques that I learn at trainings or workshops get adopted for use at my center.	5	5	11	29	45
f. My center is interested or responsive to new ideas and materials when I try them.	5	3	12	30	45

Table A21. High School or CDA - Continuing Education

How often do the following occur?	Never	Rarely	Sometimes	A Lot	Almost Always
a. Staff trainings and continuing education are available to me.		1	6	12	30
b. I learned new skills or techniques at a professional conference in the past year.	3	1	4	18	23
c. My center holds regular in house training.	10	4	9	8	18
d. I was satisfied with the trainings or workshops I attended last year.		1	8	12	28
e. New skills or techniques that I learn at trainings or workshops get adopted for use at my center.		1	3	15	30
f. My center is interested or responsive to new ideas and materials when I try them.	1	2	5	11	30

Table A22. Associate Degree of Some College- Continuing Education

How often do the following occur?	Never	Rarely	Sometimes	A Lot	Almost Always
a. Staff trainings and continuing education are available to me.	4	4	11	25	25
b. I learned new skills or techniques at a professional conference in the past year.	9	2	12	20	26
c. My center holds regular in house training.	15	6	15	13	20
d. I was satisfied with the trainings or workshops I attended last year.	3	3	11	26	26
e. New skills or techniques that I learn at trainings or workshops get adopted for use at my center.	7	2	10	23	27
f. My center is interested or responsive to new ideas and materials when I try them.	3	3	11	21	31

Table A23. Bachelor Degree- Continuing Education

How often do the following occur?	Never	Rarely	Sometimes	A Lot	Almost Always
a. Staff trainings and continuing education are available to me.	5	5	17	58	50
b. I learned new skills or techniques at a professional conference in the past year.	6	9	20	44	56
c. My center holds regular in house training.	8	20	22	41	44
d. I was satisfied with the trainings or workshops I attended last year.	4	8	26	48	49
e. New skills or techniques that I learn at trainings or workshops get adopted for use at my center.	2	9	21	55	48
f. My center is interested or responsive to new ideas and materials when I try them.	3	6	19	50	57

Table A24. Master Degree- Continuing Education

How often do the following occur?	Never	Rarely	Sometimes	A Lot	Almost Always
a. Staff trainings and continuing education are available to me.	1	1	8	21	20
b. I learned new skills or techniques at a professional conference in the past year.	2	2	9	21	17
c. My center holds regular in house training.	3	2	14	16	16
d. I was satisfied with the trainings or workshops I attended last year.	1	3	14	18	15
e. New skills or techniques that I learn at trainings or workshops get adopted for use at my center.	1	6	13	17	14
f. My center is interested or responsive to new ideas and materials when I try them.	1	1	12	20	17

Appendix B.

Table B1. Preparation Scale – Standard Deviation, Minimum, and Maximum for All Professionals

	All Professionals (N=304)			
	Mean	Std Dev	Min	Max
Mean of Preparation Scale (1 =Very Poor 5=Very Good)	4.30	0.69	1.79	5
	Percent of Individual Items Answered			
	"Very Poor", "Poor", or "Adequate"			
Rate how well your education program prepared you for the following experiences:				
a) To meet the education and care needs of children with the age range you are currently working with	13.5%	0.34	0	1
b) Observe and assess child development and learning	15.5%	0.36	0	1
c) Implement curriculum	17.4%	0.38	0	1
d) Adapt curriculum to meet the needs of individual children	15.8%	0.37	0	1
e) Adapt curriculum and materials to meet the needs of children with special needs and disabilities	26.0%	0.44	0	1
f) Implement curriculum experiences to promote literacy	16.1%	0.37	0	1
g) Implement curriculum experiences to promote numeracy and math	18.4%	0.39	0	1
h) Implement curriculum experiences to promote science, technology, and engineering	30.9%	0.46	0	1
i) Implement curriculum experiences to promote social and emotional development	13.2%	0.34	0	1
j) Implement curriculum activities to promote physical health and motor development	17.4%	0.38	0	1
k) Implement curriculum experiences to promote health and nutrition	20.1%	0.40	0	1
l) Ensure that all children see their home language and culture reflected in the classroom	19.4%	0.40	0	1
m) Maintain a positive relationship with each child	7.6%	0.26	0	1
n) Maintain a positive social emotional climate in the classroom	8.2%	0.28	0	1
o) Help children to develop self-regulation	18.1%	0.39	0	1
p) Set clear and reasonable limits on children's behavior	15.5%	0.36	0	1
q) Design and maintain the physical environment to protect the health and safety of children	11.8%	0.32	0	1
r) Organize a class schedule	17.1%	0.38	0	1
s) Organize classroom material	17.8%	0.38	0	1
t) Maintain a positive relationship with each child's family	9.9%	0.30	0	1
u) Establish and maintain regular, frequent two-way communication with families	11.2%	0.32	0	1
v) Encourage parent involvement in their child's education	18.4%	0.39	0	1
w) Work effectively with another teacher, co-teacher or teacher's aide	20.7%	0.41	0	1
x) Work effectively with your supervisor	19.4%	0.40	0	1
y) Collaborate with other professionals	17.1%	0.38	0	1
z) Cope with professional issues of confidentiality and ethics	14.8%	0.36	0	1
aa) Cope effectively with conflict in the work environment	22.0%	0.42	0	1
bb) Effectively complete the administrative duties of your position	17.4%	0.38	0	1

Table B2. Challenge Scale – Standard Deviation, Minimum, and Maximum for All Professionals

		All Professionals (N=304)			
		Mean	Std Dev	Min	Max
Mean of Challenge Scale (1 =Never a Challenge 5=Almost Always a Challenge)		1.84	0.65	1.00	4.56
How often were the following issues a challenge when completing your education or training program(s)?		Percent of Individual Items Answered "Occasionally", "Sometimes", "Often", or "Almost Always" a Challenge			
a) Competing work or family related responsibilities		71.1%	0.45	0	1
b) Transportation difficulties		37.8%	0.49	0	1
c) Lack of support from work		42.1%	0.49	0	1
d) Lack of motivation		35.5%	0.48	0	1
e) Lack of academic preparation or skill		37.2%	0.48	0	1
f) Lack of financial support or scholarships		67.1%	0.47	0	1
g) Lack of instructors with expertise in early childhood education		44.7%	0.50	0	1
h) Problems with transfer of credits		38.5%	0.49	0	1
i) Lack of quality early childhood practicum sites		38.8%	0.49	0	1

Table B3. Continuing Education Scale – Standard Deviation, Minimum, and Maximum for All Professionals

		All Professionals (N=304)			
		Mean	Std Dev	Min	Max
Mean of Continuing Education Scale (1 =Never 5=Almost Always)		3.97	0.83	1.00	5.00
How often do the following occur?		Percent of Individual Items Answered "Never", "Rarely", or "Sometimes"			
a) Staff trainings and continuing education are available to me		20.7%	0.41	0	1
b) I learned new skills or techniques at a professional conference in the past year		26.0%	0.44	0	1
c) My center holds regular in house training		42.1%	0.49	0	1
d) I was satisfied with the trainings or workshops I attended last year		27.0%	0.44	0	1
e) New skills or techniques that I learn at trainings or workshops get adopted for use at my center		24.7%	0.43	0	1
f) My center is interested or responsive to new ideas and materials when I try them		22.0%	0.42	0	1