



PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT FINDINGS

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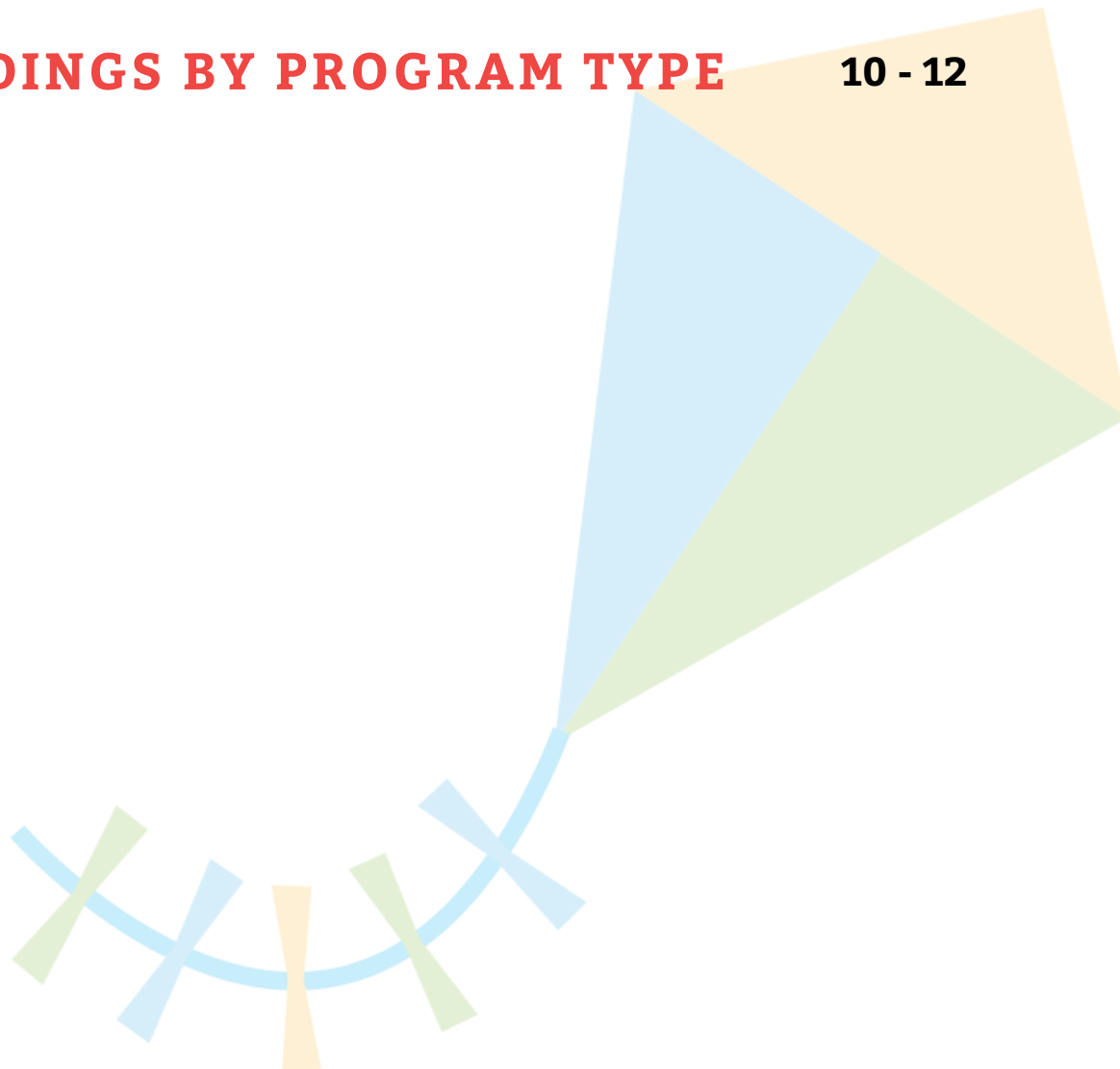
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**QUALITY START
LOS ANGELES**

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OVERVIEW

For the past several years, Quality Start Los Angeles has conducted an annual Professional Development Needs Assessment to learn more about the topics of most interest to our early educators as well as hear from them about logistical considerations that impact where, when, and how they attend trainings.

In light of the pandemic this year, we revised our survey questions to reflect the diverse ways that providers now access information, the new technological options for participating in trainings, the changes to their schedules, and the current topics that best support their needs and address their concerns.

This survey was sent out in October 2021 in English and Spanish to both center-based and family child care staff, via e-mail and Constant Contact through both QSLA coaching partners, the Child Care Alliance of Los Angeles, and Child360. Providers were given two weeks to complete the survey. We received the following responses:

242

English

35

Spanish

In the next sections, we'll discuss key findings of the data as we analyze it by provider language, provider role, and facility type.



KEY FINDINGS BY LANGUAGE: DEMOGRAPHICS

While the PD Needs Assessment was shared with all English and Spanish-speaking providers, only 35 providers responded using the Spanish survey, while 248 responded on the English survey. Below is data about the demographics of the providers who took each survey.

Which languages do you speak? (Multiple response question)

English Survey Responses:

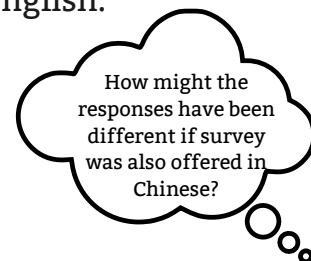
- 239 Responded English 73.97%
- 54 Responded English & Spanish 22.31%
- 6 Responded Spanish 24.2%
- 2 Responded Chinese .83%
- 1 Responded Armenian and Persian .41%

Spanish Survey Responses

- 16 Responded English & Spanish
- 18 Responded Spanish 97.1%
- 1 Responded English 48.6%

***Note:** 21 respondents noted they'd prefer to receive instruction in either English or Spanish, 7 responded they'd prefer Spanish, & 2 responded they'd prefer Chinese.

***Note:** 16 respondents said they'd prefer to receive instruction and communication in either English or Spanish, 1 responded they'd prefer English.



Type of Early Learning Program

English:

- 49.6% School District
- 19.4% Community Based Non-profit
- 11.7% FCC
- 11.3% Private Early Learning Center
- 2.4% College ECE Program

Spanish:

- 80% FCC
- 8.6% School District
- 8.6% Community Based Non-profit
- 2.9% Private Early Learning Center

Provider Role:

English

- 104 Teachers/Teacher Asst.
- 102 Director/Principal/Admin
- 26 FCC

Spanish

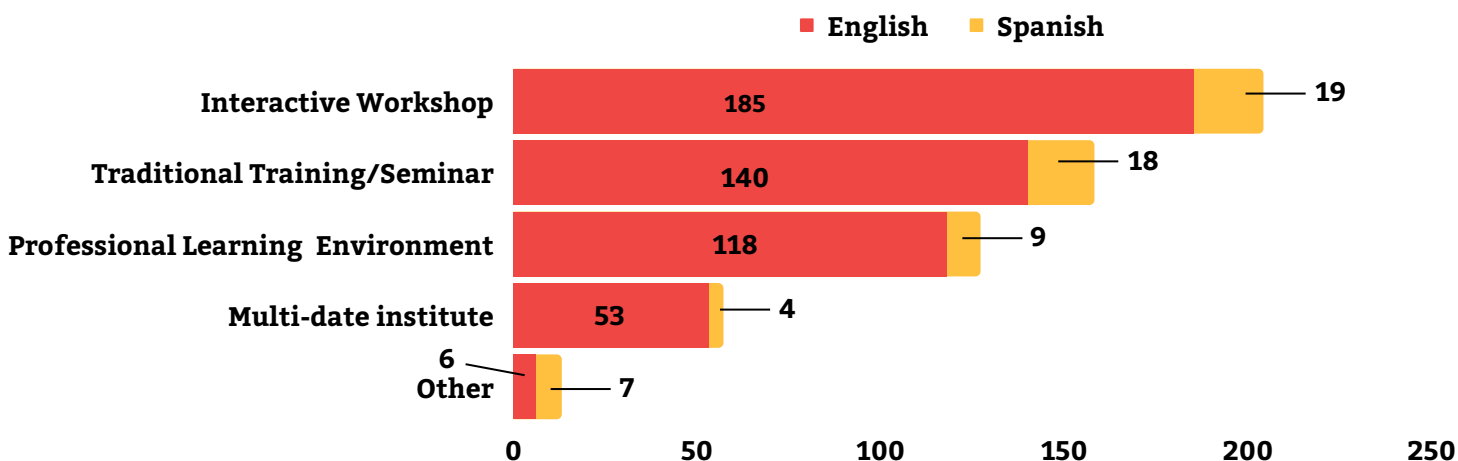
- 26 FCC Owner
- 8 Teachers/Teacher Asst.
- 1 Director/Principal/Admin

***These % may vary slightly as some people did not accurately identify their program type.



KEY FINDINGS BY LANGUAGE: TRAINING DATA

Preferred Training Events (Multiple Response Question)



Top 5 Family Engagement Training Topics

English:

1. Supporting Family Knowledge of Parenting & Child Development
2. Kindergarten Readiness
3. Welcoming & Supporting Diverse Families
4. Communicating with Families
5. Healthy Parenting (Nutrition and Positive Parenting)

Spanish:

1. Preparación para el kinder
2. Crianza saludable (nutrición y crianza positiva)
3. Acogiendo y trabajando con familias diversas
4. Apoyando a las familias de niños/as aprendiendo dos idiomas
5. Apoyar el conocimiento de la familia sobre la crianza y el desarrollo infantil

Other Topics of Interest (English and Spanish)

- Diversity, diverse families, anti-bias
- Mental health (children and adults)
- Business management, finances, policies
- Trainings for Administrators/Leaders

Top 5 Classroom Training Topics

English:

1. Teacher-Child Interactions (CLASS)
2. Social-Emotional Learning/Challenging Behaviors
3. Early Literacy
4. Special Education/Inclusion
5. Learning Environment (ERS)

Spanish:

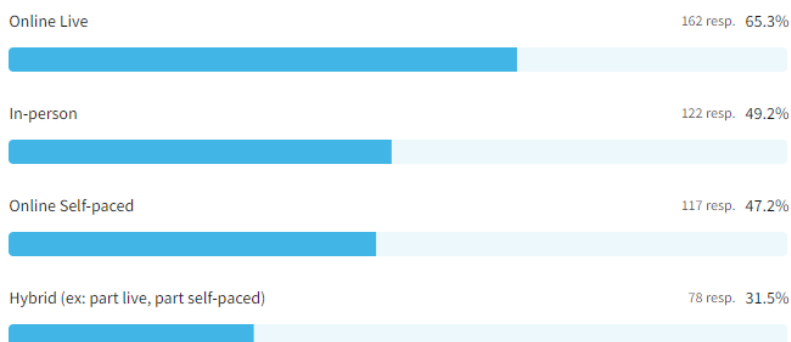
1. Estudiantes de dos idiomas
2. Métodos de aprendizaje a distancia
3. Interacciones entre Maestro y Niño/(CLASS)
4. Apoyo e Inclusión de Educación Especial
5. Alfabetización temprana



KEY FINDINGS BY LANGUAGE: TRAINING LOGISTICS

Preferred Training Formats

English



Spanish



Top 3 Preferred Training Days and Times

English:

- **48 %** responded Saturday between 9-10 AM
- **31%** responded Saturday between 10-11 AM
- **27%** responded Wednesday between 1-2 PM

Spanish:

- **69%** responded Saturday between 9-10 AM
- **43%** responded Friday between 6-7 PM
- **40%** responded Monday between 6-7 PM
- **40%** responded Thursday between 6-7 PM

Preferred Duration: Live Trainings

English:

- 1 hour = **49%**
- 2 hours = **45%**
- 1.5 hours = **36%**

Spanish:

- 2 hours = **63%**
- 1.5 hours = **31%**
- 4 hours = **26%**

Preferred Duration: Self-Paced Trainings

English:

- 2 hour = **46%**
- 1 hours = **39%**

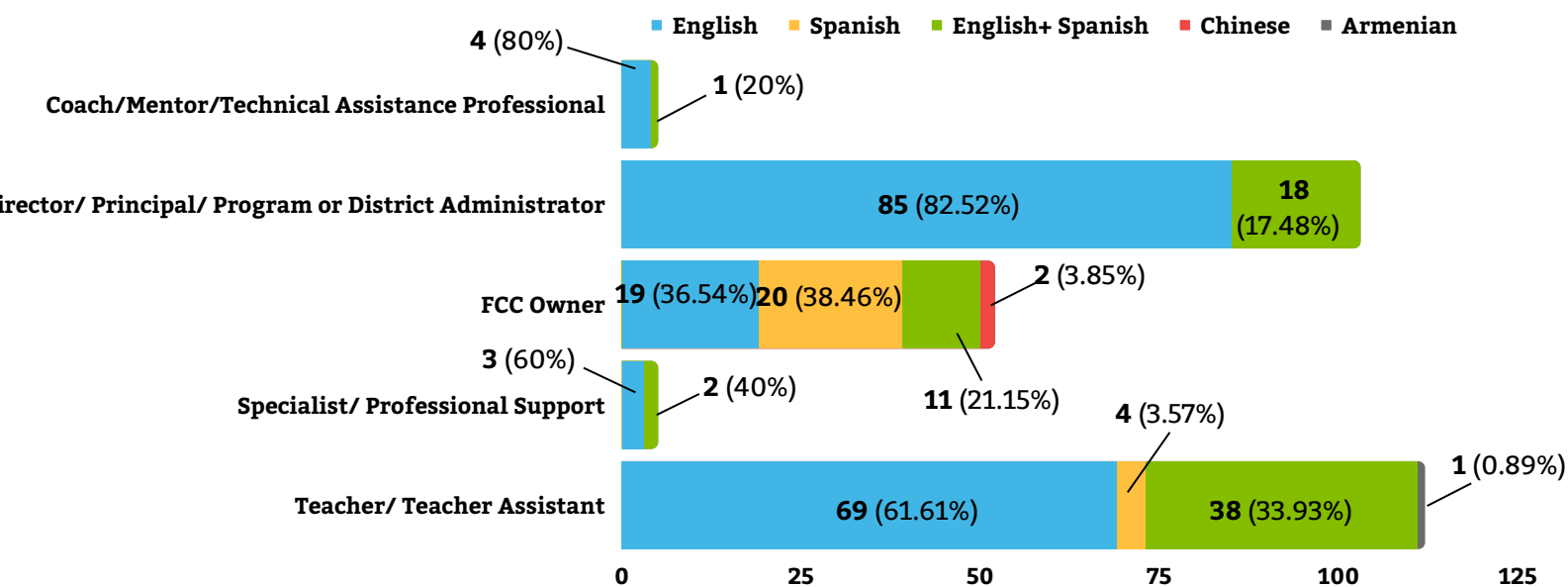
Spanish:

- 2 hours = **66%**
- 1.5 & 4 hours = **29%**



KEY FINDINGS BY PROVIDER ROLE: DEMOGRAPHICS

Which languages do you speak?



Type of Early Learning Program

- **75%** of Teachers/Teacher Assistants work at a school district, **12.50%** work at a community based non-profit organization, **6.25%** work at a private early learning center, **4.46%** at an FCC home & **1.79%** at a college ECE program
- **38.83%** of Directors/Principal Admin work at a community based non-profit organization, **33.98%** at a school district, **23.30%** at a Private early learning center & **3.88%** at a College ECE program
- **100%** of FCC owners work at an FCC home
- **80%** of Specialist/Professional support work at a school district & **20%** in Community based non-profit organizations
- **80%** of Coach/Mentor/Technical Assistance Professional work in Community based non-profit organizations & **20%** work at a school district.

Provider Role

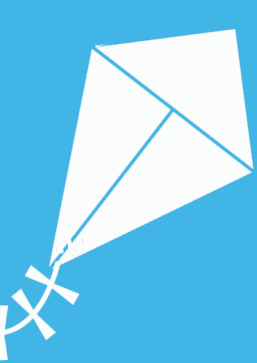
112
Teacher/Teacher Assistant

103
Director/Principal/ Program or District Admin

52
FCC Owner

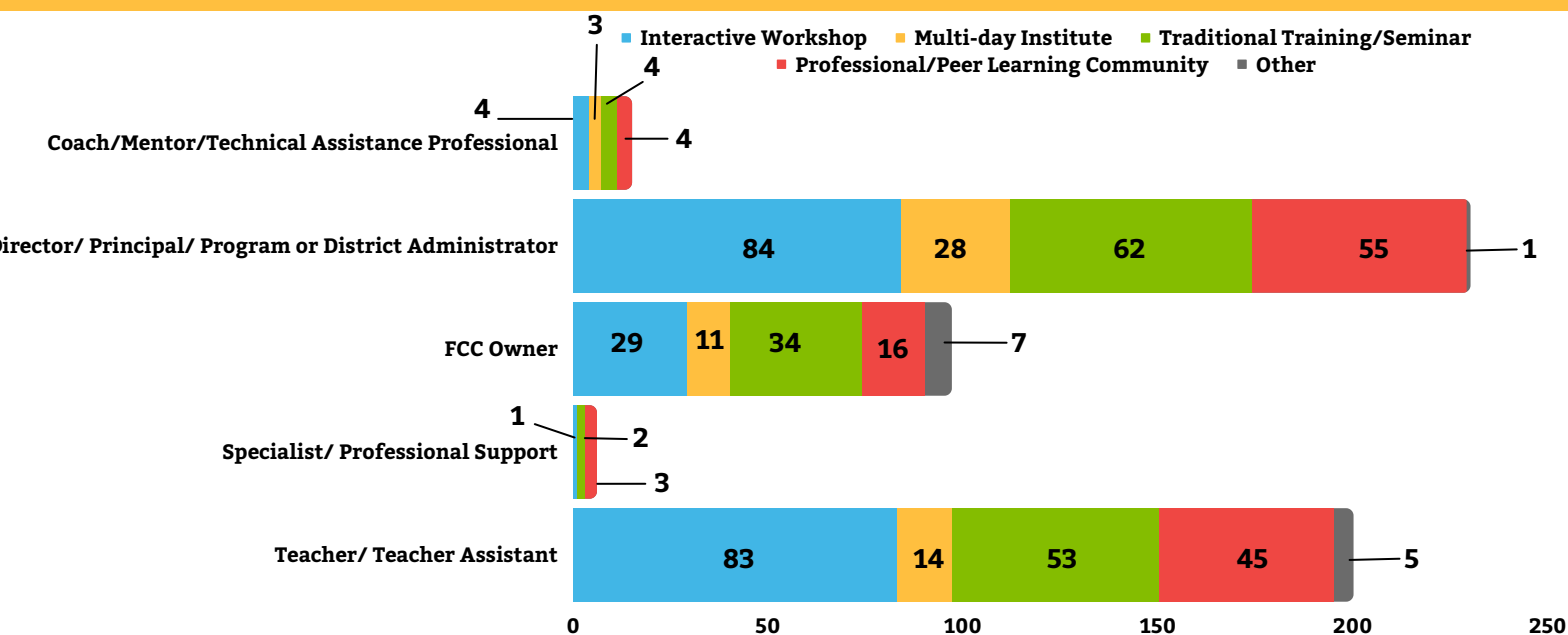
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Specialist/ Professional Support

5
Coach/Mentor/Technical Assistance Professional



KEY FINDINGS BY PROVIDER ROLE: TRAINING LOGISTICS

Preferred Training Events (Multiple Response Question)

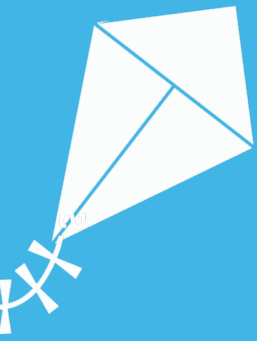


Top 3 Family Engagement Training Topics by Role

- **Teacher/Teacher Assistant**
 - Kindergarten Readiness
 - Supporting Family Knowledge of Parenting & Child Development
 - Communicating with Families
- **Specialist/Professional Support**
 - Kindergarten Readiness
 - Supporting Family Knowledge of Parenting & Child Development
 - Communicating with Families
- **Coach/Mentor/Technical Assistance**
 - Trauma Informed Care
 - Welcoming and Supporting Diverse Families
 - Parent Café Model
- **Director/Principal/Program or District Administrator**
 - Kindergarten Readiness
 - Supporting Family Knowledge of Parenting & Child Development
 - Communicating with Families
- **FCC Owner (Top 4 because 3&4 have same sum)**
 - Kindergarten Readiness
 - Supporting Family Knowledge of Parenting & Child Development
 - Welcoming and Supporting Diverse Families

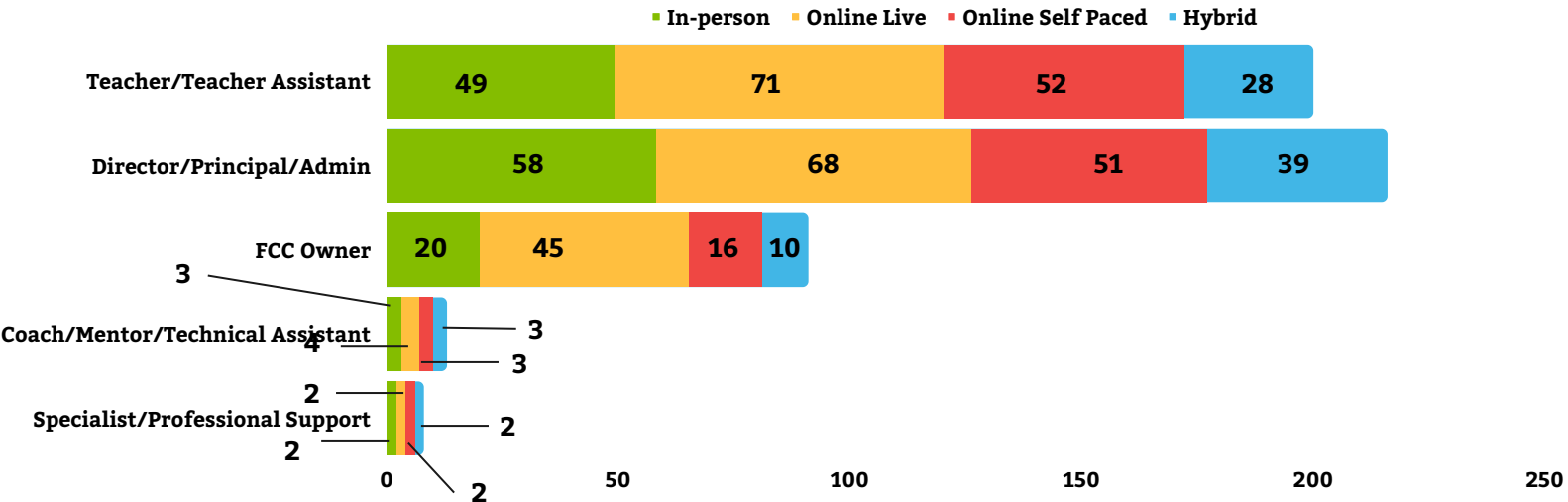
Top 3 Classroom Training Topics by Role

- **Teacher/Teacher Assistant**
 - Teacher Child Interaction/CLASS
 - Social Emotional Learning
 - Early Literacy
- **Specialist/Professional Support**
 - Early Literacy
 - Provider Legal Support
- **Director/Principal/Program or District Admin**
 - Teacher Child Interaction/CLASS
 - Social Emotional Learning
 - Early Literacy
- **Coach/Mentor/Technical Assistance**
 - Teacher Child Interaction/CLASS
 - Self-care and Wellness
 - Environmental Rating Scale
 - Social Emotional Learning
- **FCC Owner**
 - Teacher Child Interaction/CLASS
 - Social Emotional Learning
 - Early Literacy



KEY FINDINGS BY PROFESSIONAL ROLE: TRAINING LOGISTICS

Preferred Training Formats (Multiple Response Question)



Top 3 Preferred Days & Time

Teacher/Teacher Assistant

- Saturday 9-10AM
- Saturday 10-11AM
- Wednesday 5-6PM

Director/Principal/Program or District Admin

- Saturday 9-10AM
- Wednesday 10-11AM
- Friday 10-11AM

FCC Owner

- Saturday 9-10AM
- Friday 6-7PM
- Monday 6-7PM

Coach/Mentor/Technical Assistance

- Most responded Monday - Friday between 9AM - 3PM

Specialist/Professional Support

- Most responded Monday - Friday between 9AM - 3PM

*** All program/agency's top day and time is Saturday 9 AM-10 AM.

Preferred Duration: Live Trainings

Teacher/Teacher Assistant

- 1 hour=56%
- 1.5 hours= 41%
- 2 hours= 37%

Director/Principal/Program or District Admin

- 2 hours= 49%
- 1 hour=47%
- 1.5 hours= 29%

FCC Owner

- 2 hours= 69%
- 1.5 hours= 33%
- 1 hour=23%

Coach/Mentor/Technical Assistance

- 2 hours= 80%
- 4 hours = 80%
- Multi-day = 40%

Specialist/Professional Support

- 1 hour=60%
- 1.5 hours= 60%
- 2 hours= 20%

*** 2-hour duration is a common preference across all professional roles for live trainings . The least preferred duration was Full-day (6-hour).

Preferred Duration: Self-Paced Trainings

Teacher/Teacher Assistant

- 2 hours= 43%
- 1.5 hours= 39%
- 1 hour=39%

Director/Principal/Program or District Admin

- 2 hours= 53%
- 1 hour=37%
- 1.5 hours= 34%

FCC Owner

- 2 hours= 58%
- 4 hours = 30%
- 1.5 hours= 21%

Coach/Mentor/Technical Assistance

- 1 hours= 40%
- 1.5 hours= 40%
- 2 hours= 40%

Specialist/Professional Support

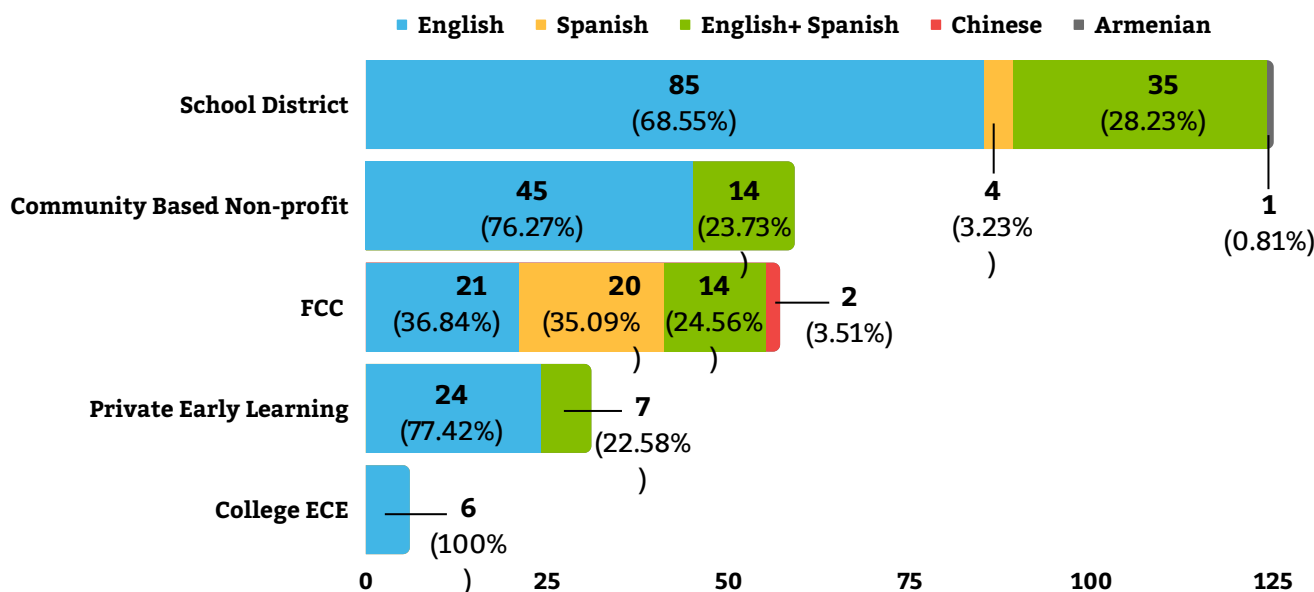
- 1 hour=40%
- 2 hours= 40%
- 4 hours = 40%

**** 2-hour duration is the top preference across all professional roles. The least preferred duration was Full-day (6-hour).



KEY FINDINGS BY PROGRAM TYPE: OVERVIEW

Which languages do you speak?



Type of Early Learning Role

- School District: **68%** Teacher/Teacher Assistant, **28%** Director/Principal/Admin, **3%** Specialist/Professional Support, & **.80%** Coach/Mentor/Technical Assistance Professional
- Community Based Non-profit: **68%** Director/Principal/Admin, **24%** Teacher/Teacher Assistant, **7%** Coach/Mentor/Technical Assistance Professional, & **2%** Specialist/Professional Support.
- FCC home : **91%** of FCC Owners & **9%** Teachers/Teacher Assistants
- Private Early Learning: **77.42%** Director/Principal/Admin, **22.58%** Teacher/Teacher Assistant.
- College ECE: **66.67%** Director/Principal/Admin, **33.33%** Teacher/Teacher Assistant.

Program Type

124

School District

59

Community Based Non-profit

57

FCC

31

Private Early Learning

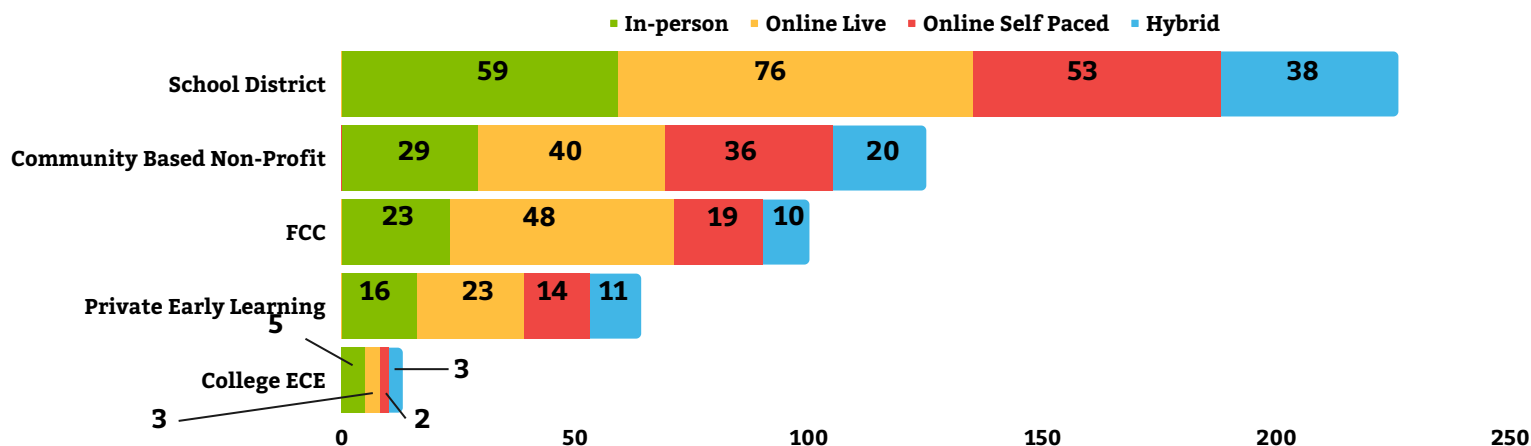
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College ECE



KEY FINDINGS BY PROGRAM TYPE: OVERVIEW

Preferred Training Formats (Multiple Response Question)



Top 3 Preferred Days & Time

College ECE

- Saturday 9AM-10AM
- Most responded Tuesday - Friday between 9AM - 3PM

Community Based Non-profit

- Saturday 9AM-10AM
- Tuesday 10AM-11AM
- Friday 10AM-11AM

FCC

- Saturday 9AM-10AM
- Friday 6PM-7PM
- Thursday 6PM-7 PM
-

Private Early Learning

- Saturday 9AM-10AM
- Saturday 10AM-11AM
- Monday 10AM-11AM

School District

- Saturday 9AM-10AM
- Wednesday 1PM-2PM
- Friday 1PM-2PM

*** All program/agency's top day and time is Saturday 9 AM-10 AM.

Preferred Duration: Live Trainings

College ECE:

- 2 hours = 66.67%
- 1.5 hours = 33.33%
- Full-day (6-hours) = 33.33%

Community Based Non-Profit

- 2 hours = 55.93%
- 1 hour = 44.07%
- 1,5 hour = 32.20%

FCC

- 2 hours = 70.18%
- 1.5 hour = 31.58%
- 1 hour = 24.56%

Private Early Learning

- 1 hour = 41.94%
- 2 hours = 38.71%
- 1,5 hour = 35.48%

School District

- 1 hour = 59.68%
- 1.5 hour = 37.90%
- 2 hour = 34.68%

*** All program/agency's top duration for live trainings is 1.5 & 2 hours.

Preferred Duration: Self-Paced Trainings

College ECE:

- 2 hours = 66.67%
- 1 hour = 33.33%
- 1.5 hours = 33.33%

Community Based Non-Profit

- 2 hours = 52.54%
- 1 hour = 40.68%
- 1,5 hour = 37.29%

FCC

- 2 hours = 59.65%
- 4 hours = 24.56%
- 1 hour = 21.05%

Private Early Learning

- 2 hours = 48.39%
- 1 hour = 38.71%
- 1,5 hour = 32.26%

School District

- 2 hours = 41.94%
- 1 hour = 37.10%
- 1,5 hour = 37.10%

*** All program/agency's top duration for self-paced trainings is 2 hours & the least preferred duration was Full-day (6-hours)



KEY FINDINGS BY PROGRAM TYPE: OVERVIEW

Top 3 Family Engagement Training Topics by Program Type

● College ECE

- Welcoming and Supporting Diverse Families
- Family Partnerships
- Supporting Family Knowledge of Parenting & Child Development

● School District

- Kindergarten Readiness
- Supporting Family Knowledge of Parenting & Child Development
- Communicating with Families

● FCC Owner

- Kindergarten Readiness
- Welcoming and Supporting Diverse Families
- Supporting Family Knowledge of Parenting & Child Development

● Community Based Non-profit

- Welcoming and Supporting Diverse Families
- Supporting Family Knowledge of Parenting & Child Development
- Communicating with Families

● Private Early Learning

- Family Partnerships
- Supporting Family Knowledge of Parenting & Child Development
- Communicating with Families
-

Top 3 Classroom Training Topics by Program Type

● College ECE

- STEM
- Dual Language Learners
- Teacher Child Interactions/CLASS

● School District

- Teacher Child Interactions/CLASS
- Early Literacy
- Social Emotional Learning

● FCC

- Teacher Child Interaction/CLASS
- Social Emotional Learning
- Early Literacy

● Community Based Non-profit

- Teacher Child Interactions/CLASS
- Early Literacy
- Special Education Inclusion & Support

● Private Early Learning

- Teacher Child Interactions/CLASS
- Social Emotional Learning
- Self-care and Wellness

CONCLUSION

These finds were compiled by the Quality Start Los Angeles Team at the Child Care Alliance of Los Angeles. If you have any questions, please e-mail Ilyssa Foxx, QSLA Program Manager @ilyssa.foxx@ccal.net