

2009 Summit County Early Childhood Professional Development Report

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2009 Summit County Professional Development Report

I. Summit County Background Information

Who did we survey?

	Total #	# survey responses	%
School District Preschool & IT Staff	20	10	50%
Community Child Care/Preschool Staff	116	73	63%
Family Home Child Care	24	11	45%
School Age Child Care	20	3	15%
Parent Educators/Family Visitors	20	15	75%
Early Childhood Coaches/Resource Profs	15	12	80%
K-3 Staff	66	29	44%
TOTAL	281	153	54%

Where are the children*?

2008 total number of children 0-5 years old in Summit	2, 845 children¹
School District Preschool & IT Programs	125 children ²
Community Child Care/Preschool Programs	469 children ³
Family Home Child Care Programs	199 children ⁴
2008-2009 number of children visited by a home visitor (FIRC, CICP, NFP, Head Start)	178 children ⁵
2008-2009 children enrolled in Summit School District K-3	1,043 children⁶
School Age Child Care	385 children ⁷

**Some children may be in more than one program.*

¹ Source: US Census Bureau Community Population Survey (CPS), 2006-2008

² Source: Summit School District, 2008-2009

³ Source: Early Childhood Options, CCR&R, 2008-2009

⁴ Source: Early Childhood Options, CCR&R, 2008-2009

⁵ Source: Summit County Healthy Start, 2008-2009

⁶ Source: Summit School District, 2008-2009

⁷ Source: Early Childhood Options, CCR&R, 2008-2009

II. Summit County Professional Development Levels Tracked in Community

Summit County Early Childhood Professionals with Early Childhood Credentials = 55 professionals⁸

Level I-15

Level II-9

Level III-4

Level IV-22

Level V-5

2008 Right Start Participation-85 participants⁹

Teacher Assistant No Credential-17

Teacher Assistant Level I-2

Lead Teacher No Credential-30

Lead Teacher Level I-11

Lead Teacher Level II-3

Lead Teacher Level IV-6

Program Manager/Assistant Director No Credential-1

Program Manager/Assistant Director Level III-1

Program Manager/Assistant Director Level IV-2

Program Manager/Assistant Director Level V-2

Director Level IV-1

Family Child Care No Credential-2

Family Child Care Level I-2

Family Child Care Level II-1

Family Child Care Level III-2

Family Child Care Level IV-2

⁸ Source: Office of Professional Development, March 31, 2009

⁹ Source: Early Childhood Options, Right Start Project Partner

III. Survey Results

A. Workforce Demographics

1. I am

- 95% Female
- 5% Male

2. My ethnicity is (You can select more than one.)

- 0% Black/African American
- 1% Asian
- 89% Caucasian/White
- 9% Latin/Hispanic/Spanish
- 2% Other

3. I speak (You may select more than one.)

- 99% English
- 16% Spanish
- 4% French
- 1% Other/Other languages identified include: Greek, American Sign Language, Russian, Czech and Slovak

4. I am

- 32% 18-29 years old.
- 25% 30-39 years old.
- 22% 40-49 years old.
- 19% 50-59 years old.
- 3% over 60 years old.
 - ❖ 55% of community child care teachers are 18-29 years old and 100% of the community teacher assistants surveyed is 18-29 years old.
 - ❖ 100% of the school district child care directors/teachers surveyed are 50-59 years old. 62% of the school district child care paraprofessionals surveyed are 40-49 years old.
 - ❖ 56% of family home child care providers surveyed are 50-59 years old.

B. Early Childhood Professionals about Early Childhood & Professional Development

5. What do you consider to be the most critical issues/needs impacting the field of early childhood?¹⁰

- 7% Child access to preventative oral and medical health care
 - 20% Early identification and mental health consultation
 - 46% Availability of high quality parent/child development information, services and support
 - 17% Number of children covered by consistent health insurance
 - 40% Parent engagement and leadership
 - 42% High quality social, emotional and mental health training and support for early childhood professionals
 - 60% Family access to quality early care and learning programs for young children (affordability and availability)
 - 34% Formal education and professional development opportunities for early childhood professionals
 - 5% Other/Other issues/needs identified include: mental health bilingual therapists, speech & language, support and resources not only for Latinos, but whole community, housing, employment, finances, number of students in classroom, strong foundation for literacy, training for educators and administrators on how to make parents active/invested, high turn-over of teachers in field, focus on early intervention as prevention for future learning problems, wages for early childhood professionals that reflect the level of training, these are in general—not Summit County, encouragement and/or funding for schooling, acknowledgement of low pay, turnover rate of employees (caregivers) is too high
-
- ❖ 100% of the community child care directors surveyed selected “Family access to quality early care and learning programs (access & affordability).”
 - ❖ 53% of child care teachers surveyed selected “High quality social emotional and mental health training and support for early childhood professionals.”
 - ❖ 100% of the school district child care directors/teachers and 75% of the school district child care paraprofessionals surveyed selected “Family access to quality early care and learning programs (access & affordability).”
 - ❖ 64% of family home child care providers surveyed selected “Family access to quality early care and learning programs (access & affordability).”
 - ❖ 100% of school age child care respondents selected “Family access to quality early care and learning programs (access & affordability).”

¹⁰ Issues/needs statements developed from Colorado Early Childhood Framework. Two statements were offered from each domain.

- ❖ 75% of nurse visitors surveyed selected “Child access to preventive oral and medical health care” when asked what they consider to be one of the most critical issues/needs impacting the field of early childhood. 89% of parent educators and 100% of family specialists surveyed selected “Availability of high quality parenting/child development information, services and support” to be one the most critical issues. 100% of family specialists also selected “High quality social, emotional and mental health training and support for early childhood professionals” as a critical issue/need. 89% of parent educators also selected “Parent engagement and leadership” as a critical issue/need.
- ❖ 74% of K-3 teachers selected “Family access to quality early care & learning programs for young children (affordability and availability).”

6. What do you consider to be the most critical issues/needs impacting the field of early childhood teaching in Summit County?¹¹

- 43% Teaching to enhance development and learning
 - 21% Planning curriculum to achieve important goals
 - 39% Assessing children’s development and learning
 - 33% Establishing reciprocal relationships with families
 - 39% Cultural awareness—working with families with diverse cultural backgrounds and English Language Learners
 - 27% Supporting children with special needs
 - 57% Supporting children with challenging behaviors
 - 3% Other/Other issues/needs identified include: the “revolving door” of staff and families in the community, one major issue is we don’t seem to be honoring what w know about..., salary levels do no match high cost of living in Summit County..., assessing and teaching to students specific needs and learning styles, keeping teachers in the profession need more consistency and respect, reducing the staff turnover with higher wages and more staff support, parent trainings, salary
- ❖ 60% of directors surveyed selected “Cultural awareness--working with families with diverse backgrounds and English Language Learners.”
 - ❖ 61% of child care teachers selected “Supporting children with challenging behaviors.”
 - ❖ 100% of school district directors/teachers selected “Teaching to enhance development and learning.”

¹¹ Issues/needs statements were developed from NAEYC publications and local inputs.

- ❖ 75% of the school district paraprofessionals working in preschool programs selected “Supporting children with special needs.”
- ❖ 93% of all home visitors selected “Supporting children with challenging behaviors.” 100% of nurse visitors also selected “Supporting children with special needs” and “Assessing children’s development and learning.” 57% of K-3 teachers selected “Supporting children with challenging behaviors.”

7. What are the greatest barriers to attending classes or trainings? The greatest barriers to attending classes or trainings identified are “Finding time to attend classes/trainings” and “Paying for college classes/trainings.”

Other comments include: would like more classroom settings in Breck area (not online course), classes offered sound boring, If I want the class—I will find it!, quality and diversity of early childhood educators in the county, why go through the extra effort if it doesn’t reflect my pay scale, I have a Masters degree and many of the trainings are geared toward people with..., don’t like giving up my weekends for classes. I like taking classes in the evening.

- ❖ 83% of directors, 56% of assistant directors and 72% of child care teachers surveyed marked “Paying for college classes/trainings” as a medium or great barrier to attending classes or trainings. 80% of directors marked “Finding/paying for child care for my children while I attend classes” as a medium or great barrier to attending classes or trainings.
- ❖ 82% of parent educators and 100% of family specialists selected “Paying for classes/trainings” and 57% of parent educators and 100% of family specialists selected “Finding and paying for child care for my children while I attend classes.”
- ❖ 65% of K-3 teachers stated the greatest barrier to professional development was “Paying for classes.”
- ❖ 100% of school district directors/teachers and 63% of school district paraprofessionals identified “paying for classes” as the greatest barrier to attending classes or trainings.

8. What model of class or training do you prefer? Professionals identified the “Classroom” as the preferred model of class or training. The second most preferred option was “On-line.”

Other comments: on the job training-getting credit for experience, no webinars!!

9. What is the best time for you to take a class or training? (select just one answer)

- 62% Evening
- 20% Weekend
- 15% Daytime during the week

3% Other/Other comments: on line, work at your own pace, doesn't matter, summer, summer vacation, it depends on the day of the week (my husband works some nights), online, depends, not until 10 pm—9pm is more reasonable!

❖ 79% of home visitors selected “Daytime during the week.” (Note: This is very different then the response from other early childhood professionals.)

10. I prefer to take a class (select just one answer)

80% for college credit

20% not for college credit

❖ 79% of home visitors prefer to take a class “Not for college credit.” (Note: This is very different then the response from other early childhood professionals.)

11. I prefer to take a training (select just one answer)

36% for college credit

28% for Continuing Education Units (CEUs)

36% for training hours

12. What are the ages of the children that your work impacts? (you may check more than one)

52% infants & toddlers

64% preschoolers

37% school age

13. Employment status (select just one answer)

91% full time (20-40 hours per week)

9% part time (less than 20 hours per week)

14. How many years of experience do you have in early childhood? (select just one answer)

5% Less than one year

37% 1-5 years

29% 6-10 years

- 16% 11-20 years
- 14% Over 20 years

15. How long have you been employed in your current role at your current program? (select just one answer)

- 21% Less than one year
- 57% 1-5 years
- 14% 6-10 years
- 5% 11-20 years
- 3% Over 20 years

❖ 50% of directors, 56% of assistant directors, 67% of teachers and 60% of assistant teachers have been in their current role “1-5 years.”

16. How long do you think you will be employed in the field of early childhood? (select just one answer)

- <1% Less than one year
- 19% 1-5 years
- 12% 6-10 years
- 10% 11-20 years
- 36% Forever—I love it!
- 22% I have no idea.

❖ 32% of community child care teachers and 40% of community child care teacher assistants marked “1-5 years.”

❖ 67% of community child care directors and 40% of community child care assistant directors marked “Forever—I love it!”

❖ 79% of home visitors surveyed selected “Forever—I love it!”

❖ 30% of K-3 teachers selected “Forever—I love it!”

17. In the next five years, what role would you like to see yourself in? (select just one answer)

- 8% Coach or consultation to an early childhood program
- 11% Community child care or preschool program teacher
- 9% Community child care or preschool director
- 7% Family home child care provider

- 2% Start my own family home child care program
- 3% Nurse visitor
- 8% Parent educator or family specialist
- 8% Public school teacher in preschool classroom
- 28% Public school teacher in K-3 classroom
- 1% Public school administrator
- 14% Other/Other comments: same role but working to become a Director of an agency, special ed para, I am doing right now what I hope to be doing in 5 years, special needs, parent class teacher and consultant, family therapist, school teacher 3-5, work with yoga/meditation for children paraprofessional in elementary years, speech-language pathologist, school counselor, coach staying in my home preschool/childcare business, preschool intervention team for special ed, preschool para, child and family therapist, school counselor, retire, child psychologist/play therapy/consultant to ECE, special ed, marked both preschool director and public school teacher, English Literacy teacher k-3, elem or sec ed, military officer

- ❖ In the next five years 40% of directors and 63% of assistant directors plan on being a director.
- ❖ 67% assistant teachers plan on being teachers in a child care program.
- ❖ 20% of teachers in child care programs plan on being a teacher in a child care program while 34% plan on being a K-3 teacher.

18. What is your current work title (Check the one that best describes your current role.)

- 6% Parent Educator
- 1% Family Specialist
- 5% School District Preschool or Infant Toddler Program Paraprofessional
- 1% School District Preschool or Infant Toddler Program Teacher/Director
- 6% Child Care or Preschool Program Director
- 4% Child Care or Preschool Program Assistant Director
- 31% Child Care or Preschool Program Teacher
- 7% Child Care or Preschool Program Teacher Assistant
- 7% Family Home Child Care Provider
- 2% School Age Child Care Provider
- 3% Nurse Visitor

- 8% Early Childhood/Resource Specialist or Consultant
- 15% School District Elementary School Teacher (K-3)
- 4% School District Elementary School Paraprofessional (K-3)

C. Professionals Working in Licensed Child Care--Community Child Care Programs, School District Child Care Programs, Family Home Child Care and School Age Child Care

19. Please mark your top training needs¹² (You may select up to three.)

- 41% Child Growth & Development
- 23% Health Safety & Nutrition
- 41% Developmentally Effective Approaches/Developmentally Appropriate Practices
- 12% Guidance
- 20% Family & Community Relationships
- 20% Cultural & Individual Diversity
- 8% Professionalism
- 16% Supporting & Evaluating Staff
- 30% Child Assessment
- 16% Fiscal Management
- 16% Program Planning & Evaluation
- 11% Marketing & Public Relations
- 13% Technology to Support Business Practices
- 15% Technology in the Classroom
- 22% Advocacy for Children & Families

- ❖ 100% of school district child care teachers/directors selected “Cultural & Individual Diversity.”
- ❖ 100% of school age child care respondents selected “Supporting & Evaluating Staff.”
- ❖ 56% of community center directors selected “Fiscal Management.”
- ❖ 50% of assistant directors selected “Marketing & PR.”
- ❖ 46% of child care teachers, 38% of school district child paraprofessionals and 60% of family home child care providers selected “Child Growth and Development.”
- ❖ 88% of teacher assistants, 38% of school district child care paraprofessionals, and 100% of school district child care teachers/directors selected “Developmentally Effective Approaches/Developmentally Appropriate Practices.”
- ❖ 38% of school district child care paraprofessionals selected “Program Planning & Evaluation.”

¹² Trainings were developed using the Core Knowledge Areas, Program Administrators Scale (PAS) and local input.

20. What is your highest level of education completed?

- 4% High School/GED
- 26% High School/GED + additional early childhood courses
- 10% Associates in ECE
- 9% Associates in field other than ECE
- 14% Bachelors in ECE
- 30% Bachelors in field other than ECE
- 1% Masters in ECE
- 7% Masters in field other than ECE

21. If you have a degree(s) in a field other than Early Childhood Education (ECE) please indicate what that field is here.

Degrees in other: Special Education, Govt and Religion, Veterinary, Health & PE, Health Ed k-12, AS, Family & Consumer Sciences, Arts & Science, Elem Ed, mathematics, English/Creative Writing, Geology, Environmental Science, Business/Ethics, Secretarial School, Photography, Elem Ed, Human Services, fashion merchandising, counseling, psychology, counseling education, elem ed, artist, psychology, economics, psychology, school counseling, home economics, communications, mathematics, liberal arts/outdoor rec, child and family development, Elem Ed, education, special ed, health and exercise, physical therapy, English lit, child and Family Development, education, special ed and ECE, outdoor education, film digital media, English

22. Which of the following certificates and/or credentials do you hold? (check all that apply)

- 18% Colorado teaching endorsement
- 23% Infant/toddler certificate
- 36% Director Qualified
- 21% Level I EC Credential
- 11% Level II EC Credential
- 9% Level III EC Credential
- 23% Level IV EC Credential
- 6% Other: preschool through 21 special ed, CDE sub license, Montessori, California K12 Sub credential

23. Do you participate in the Summit County Right Start Salary Supplement Program?¹³

61% yes
39% no

24. If you do participate in the Summit County Right Start Salary Supplement Program, what is your current award level?

12%	TA No Credential
11%	TA Level I
2%	TA Level II
2%	TA Level III
5%	TA Level IV
16%	LT No Credential
19%	LT Level I
5%	LT Level II
5%	LT Level IV
5%	PM/AD Level I
2%	PM/AD Level III
2%	PM/AS Level IV
2%	Director Level V
2%	FCC No Credential
2%	FCC Level I
2%	FCC Level II
4%	FCC Level III
4%	FCC Level IV

25. If you are not participating in the Right Start Salary Supplement program, please let us know why.

31% Above the income cut off level
10% I work less than 20 hours per week
15% I feel uncomfortable filling out all the paperwork

¹³ The Summit County Right Start Salary Supplement is available through a county wide early care and learning tax. The Right Start Salary Supplement is administered through a contract with Early Childhood Options.

33% I don't know what it is

13% Other: I think your right start supplement needs to be re-evaluated to take in account how long you have worked in EC, I don't think it's right that preschool paraprofessionals in the pubic school district get one award, I need to send in the paperwork— everything has been filled out, I work 15 hrs in early childhood and 17 in elementary, I am in the process of gathering paperwork, I have not take then time to do it, very busy with other things, above by \$.08/hr, have yet to qualify through current position

26. Have you participated in the Apple Tree Fund?¹⁴

58% no

42% yes

27. Have you participated in TEACH?¹⁵

87% no

13% yes

28. Have you participated in other scholarship programs?

87% no

13% yes

If yes, please list other: Head Start funding, fafsa/CMC, high school scholarships, SCCA, Little Red, outdoor equipment grant, work paid for cost of books and tuition not covered by TEACH, sometimes supplement with funds from district, in high school

29. Which of the following is your own immediate professional development goal? (select just one answer)

34% Take the required trainings to maintain my license/job

5% Take an ECE college class

11% Take ECE 101 and ECE 102

16% Take the courses to be Director Qualified

¹⁴ The Apple Tree Fund is a scholarship fund for early childhood professionals administered by Early Childhood Options. The Apple Tree Fund is supported by the Right Start Project as well as additional funders.

¹⁵ TEACH is a scholarship fund for early childhood professionals administered by Qualistar.

- 10% Obtain my Associates in ECE or related field
- 10% Obtain my Bachelors in ECE or related field
- 11% Obtain my Masters in ECE or related field
- 2% Other: possibly get my bachelors in ECE, take classes just because I love to learn about ECE, take Spanish class to communicate with parents better, trainings to enrich my program and help children to be successful and happy..., childcare=overworked and underpaid so rather than furthering my education in...

30. Classes identified as “Plan to take” are:

- 26-ECE 101-Intro
- 24-ECE 102-Intro lab
- 20-ECE 103-Guidance
- 20-ECE 205-Nutrition
- 20-ECE 126-Art
- 19-ECE 125-Science
- 18-ECE 127-Music
- 18-ECE 226-Creativity
- 18-ECE 266-Multicultural
- 18-ECE 220-Curriculum
- 15-ECE 112 Infant/Toddler Lab
- 15-ECE 260-Exceptional Child
- 14-ECE 238 Psychology
- 14-ECE 240-Admin of ECE programs
- 12-ECE 241-Amin HR
- 12-ECE 111 Infant/Toddler
- 8-ECE 225-Language & Cognition

31. If you are interested in obtaining a Bachelors in ECE (or related field) please list programs that you are considering.

Responses: Kendall College in IL (application being evaluated), CMC ECE, CSU GOODE Program, EC Spec Masters, all—not sure, K-3, curriculum, special needs, administration & diversity, ECE, Child Psychology
BA in CSU Human Growth and family services

32. If you are interested in obtaining a Masters or Phd in ECE (or related field) please list programs that you are considering.

Responses: Special Ed, not sure, psychology, DQ at CMC, I haven't considered it yet, n/a, University of California, U of Colorado, I am thinking about this, but have not decided if this is the direction I want to go

D. Home Visitors--Parent Educators/Family Specialists/Nurse Visitor

33. What is your highest level of education completed?

- 7% High School/GED + additional college courses
- 13% Associates Degree
- 27% Bachelors Degree
- 47% Masters Degree
- 7% Other: Nursing Doctorate

34. Please indicate what field of study your degree is in.

Early Education, Developmental and Cultural Psychology, Elem Ed, Administration, Public health nursing, Counseling, Psychology, play therapy, licenciatura en educación preescolar (Mexico) maestría en pedagogía (Mexico), sociology, anthropology, African history, social work, Spanish, special ed, business, licensed professional counselor, psychology, masters in nursing, nursing, nursing in pediatrics, ma counseling psychology, Registered play therapy supervisor

35. Please mark your top training needs¹⁶ (you may select three)

- 54% Family Development
- 23% Communicating with skill and heart
- 8% Taking good care of yourself
- 8% Diversity
- 31% Strength-based assessment
- 54% Helping families set and reach goals
- 0% Helping families access specialized services
- 23% Home visiting
- 54% Facilitation skills: family conferences, support groups and
- 39% Collaboration

- ❖ 75% parent educators and 100% of family specialists selected “Family Development.”
- ❖ 100% of nurse visitors selected “Strength-based Assessment.”

¹⁶ Training needs developed from Family Development Credential outline.

36. Would you be willing to take a year long course (90 hour course) in Family Development to earn a credential?

- 36% Yes
- 21% No
- 43% Maybe

37. Please list the certificates and credentials that assist in your role.

Registered Play Therapist, LCSW (licensed Clinical Social Worker, Master in Counseling, Licensed Therapist in Developmental Assets, Lactation Consultant

38. Which of the following is your own immediate professional goal? (select one answer)

- 38% Take the required trainings to maintain my license/job
- 13% Take a college class
- 13% Obtain a Family Development Credential
- 0% Obtain an Associates in a related field
- 13% Obtain a Bachelors in a related field
- 13% Obtain a Masters in a related field
- 0% Obtain a Phd in a related field
- 13% Become a supervisor

Other: continue with education but perhaps not a Phd, teach curriculum to parents and providers, take an English class, other international certifications...Bridges Out of Poverty and/or La Leche, train other professionals

E. Early Childhood Consultants & Resource Professionals

39. What is your highest level of education completed?

- 46% Bachelors degree in other field
- 18% Masters degree in ECE
- 27% Masters degree in other field
- 9% Other/Other responses: special education license 0-8

40. If you have a degree in a field other than Early Childhood Education (ECE) please indicate what field it is in here.

Business, sociology and history of religion, education C&I, Nursing, Sociology, Speech language pathology, Masters Speech pathology

41. Which best describes the work you do relating to children 0-8 years old?

- 11% Early Childhood Mental Health Consultant
 - 22% Early Intervention Specialist
 - 67% Early Childhood/Resource Specialist or Consultant
 - 0% Coach to Child Care or Preschool Program
 - 0% Nurse Health Consultant
- Other identified: Head Start, Intervention Specialist, speech language

42. Please list your top training needs.

Spanish, non-profit management, data management, insurance laws, fiscal hierarchy, disability specific training, bilingual special needs, mental health consultation course work, autistic child play therapy

43. Please list the certificates and/or credentials that assist in your role.

Certificate of Completion for Advocacy for families, EI training, ASHA national certification CDE, Speech/Language, Early Childhood Special Ed degree, Hanen early learning certified

44. Please list your top three professional goals

Spanish, masters in non-profit management, obtain early childhood leadership certificate, meet family needs to survive financially, community networking, phd coach for other teachers, become DQ, masters degree in ECE, write grant for Spanish/English speech therapy model early childhood center, infant mental health specialist certification from Michigan, to be a bilingual speech therapist

F. K-3 Teachers & Paraprofessionals

45. What is your highest level of education completed?

4% High school/GED + additional college courses

48% Bachelors Degree

48% Masters Degree

Other: additional grad credits, BA in English and post graduate work for elem license, several years past masters

46. In the box below please indicate what field of study your degree is in.

Elementary Education, History, Elem ed and sped/ESL masters in the works, Elementary Education k-8, Wholistic Education, physical education and health, elementary ed, ECE, elem ed, Art, literacy, Spec Ed, Elem Ed, ESOL, Speech-Language Pathology, curriculum, Education, Bilingual Elem Ed with ESL endorsement, Masters in ECE, English & Elem Ed, Counseling, Psychology, school counseling, art, elementary education , Elem Ed, masters degree in special ed, art history and graphic design, sociology with an emphasis in elem ed, elem ed, communication

47. Please list your top three training needs.

Training needs identified: curriculum, ELL literacy, Spanish language TPRS story telling, special needs training, behavioral plans, language issues with ELL, severe needs, classes on anything in early ed, assessment of children with special needs, aster degree in literacy or ELL, positive behavior methods, language needs assessment and anything in teaching English Literacy Spanish, CPR & First Aid

48. Please check any of the following Early Childhood Education (ECE) courses that you would consider taking for continuing education requirements.

8 ECE 125-Science/Math and the Young Child

7 ECE 126-Art and the Young Child

6 ECE 127-Music/Movement for the Young Child

15 ECE 225-Language and Cognition for the Young Child

Other: graduate level please, grad level courses, have taken all of these

49. Which of the following certificates and/or credentials do you hold? (Check all that apply.)

83% Colorado Teaching Endorsement

4% Level I Early Childhood Credential
4% Level V Early Childhood Credential
9% Level I School Age-Youth Credential
13% Other:

❖ 86% of K-3 teachers believe that they will be in the same role in the next five year.

IV. Key Findings & Recommendations

A. Demographics

95% of respondents are female.

89% of respondents are white/Caucasian.

99% of respondents speak English and 16% speak Spanish.

32% of respondents are 18-29 years old.

B. Early Childhood & Professional Development

- 60% of Summit Early Childhood professionals surveyed believe that one of the most critical issues and/or needs impacting the field of early childhood is “Family access to quality early care and learning programs for young children (affordability and availability).”
- 57% of Summit Early Childhood professionals surveyed believe that one of the most critical issues and/or needs impacting the field of early childhood teaching in Summit County is “Supporting children with challenging behaviors.”
- The greatest barriers to attending classes or trainings identified are “Finding time to attend classes/trainings” and “Paying for college classes/training.”
- Professionals identified the “Classroom” as the preferred model of class or training. The second most preferred options is “Online.”
- 62% of respondents identified “Evening” as the best time to take a class or training. (Note: 79% of home visitors selected “Daytime during the week.”)
- 80% of respondents prefer to take a class “For college credit.”
- 57% of respondents have been in their current role at current program 1-5 years.
- The top two training needs selected by professionals working a licensed child care program are “Child Growth and Development” and “Developmentally Effective Approaches/Developmentally Appropriate Practices.”

- The top reason (selected by 33%) respondents working in a licensed child care program are not participating in the Right Start Salary Supplement program is that they “Do not know what it is.”
- 47% of home visitors/parent educators surveyed have their Masters degree.
- When asked to identify their top training topic needs, 75% of parent educators and 100% of family specialists selected “Family Development.” 100% of nurse visitors selected “Strength Based Assessment.”
- When asked if they would be willing to take a year long course (90 hours) in Family Development to earn a credential, 79% of home visitors/parent educators answered either “Yes” or “Maybe.”
- Many training needs identified by K-3 staff run parallel with training needs of professionals working in licensed child care settings (e.g., literacy and English Language Learners).

C. Recommendations

1. *Plan for trainings/course work identified as needed.*

For All Early Childhood Professionals

Supporting children with challenging behaviors

Cultural awareness—work with families with diverse backgrounds and English Language Learners.

Supporting children with special needs

Assessing children’s development and learning

Licensed Child Care Professionals

Child growth & development

Developmentally effective approaches/Developmentally appropriate practices

Develop trainings for directors & assistant directors: PR & Marketing and Fiscal Management

Parent Educators/Home Visitors

Encourage community to move forward with the Family Development Credential.

2. *Work with Colorado Mountain College to identify courses needed and market courses to local teachers (including K-3 staff).*

3. *Promote Right Start Salary Supplement, Apple Tree & TEACH.*

4. *Promote professional development planning and options for professional development growth.*

Develop local professional development brochure/packet.

Develop local professional development plan template.

5. *Engage school age child care professionals in the process.*

6. *Invite K-3 professionals to attend trainings and participate in early childhood activities.*