

Empire State Campaign for Child Care (ESCCC) – Early Childhood Care and Education Work Force Survey Data Summary

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Survey Goal

The survey was developed and conducted by members of the Work Force Subcommittee of the Empire State Campaign for Childcare (ESCCC) in the last months of 2018. The goal was to collect and summarize data from child care providers, child care center administrators, and child care teachers across New York State regarding their experience of, and response to, specific economic factors related to the provision of care. The report will be used by ESCCC in the organization's efforts to win support among state legislators for increased state investment in the state's child care infrastructure.

Methodology

Two distinct online surveys were developed. Beginning on November 13, 2018 an invitation and link to a 30-question survey was sent to child care center owners/providers, administrators, and directors. A second invitation and link to a 12-question survey was sent to teachers and assistant providers employed in these same settings. The invitation to participate in the surveys was sent by the statewide Early Care and Learning Council to its member agencies, including Child Care and Referral Agencies who were asked to forward the invite to their regional provider networks. Responses were accepted for a period of 5 weeks, with several reminders also distributed. The survey links were finally closed on December 20, 2018 by which time 310 had participated in the 30 questions survey; and 161 had participated in the 12 questions survey. Survey results were analyzed and a draft summary prepared by Danielle Demeuse of the Committee for Hispanic Children and Families. The draft report was reviewed by the Work Force subcommittee members and ESCCC statewide facilitators and a final report was prepared, also by Demeuse, based on that input. A graphic presentation of key results has been provided to legislators, along with this written report.

Survey Response

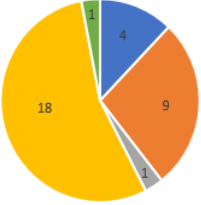
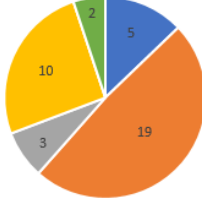
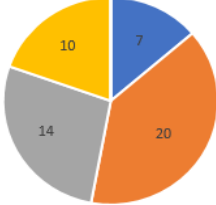
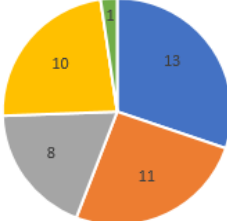
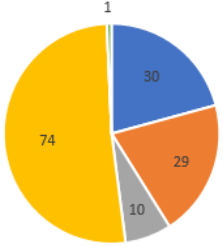
Participants self-identified by setting-type:

- Center-Based/Day Care Center (DCC) – provide care to an enrolled group of 7 or more children at a facility other than a personal residence. Maximum capacity is driven by square footage allowance.
 - For-Profit
 - Non-Profit
- Family Child Care/Family Day Care Home (FCC/FDC) – provide care to more than 2 non-relative children in a residence. Max. capacity: 8 children/caregiver.
- Group Family Child Care/Group Family Day Care Home (GFCC/GFDC) – provide care to more than 2 non-relative children in a residence. Max. capacity: 16 children/2 caregivers.

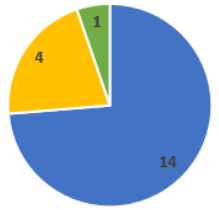
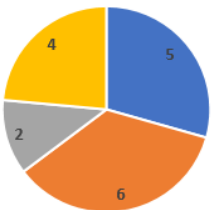
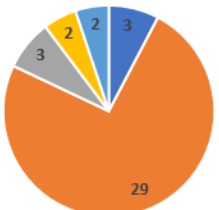
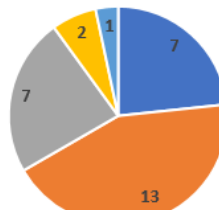
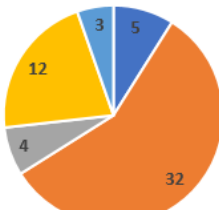
Participants self-identified the county they provided services in. To provide more significance to the response rates by county/region, we grouped responses by the OCFS social service regions.

Region Representation

Provider/Administrator/Director Survey

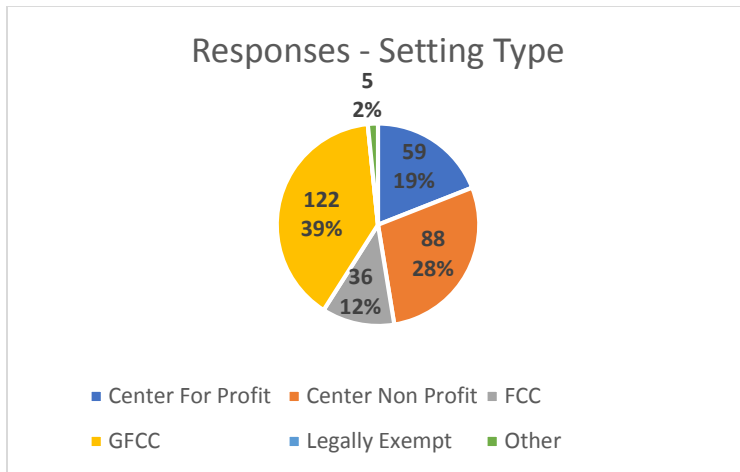
Group 1	Group 2	Group 3	Group 4	Group 5
Nassau, Rockland, Suffolk, Westchester	Columbia, Monroe, Onondaga, Ontario, Rensselaer, Schenectady, Tompkins	Allegany, Broome, Cattaraugus, Chautauqua, Chenango, Cortland, Delaware, Essex, Franklin, Fulton, Greene, Jefferson, Oneida, Oswego, Seneca, Tioga, Yates	Albany, Dutchess, Orange, Saratoga, Ulster	Bronx, Kings, New York, Queens, Richmond
<p style="text-align: center;">Group 1</p> 	<p style="text-align: center;">Group 2</p> 	<p style="text-align: center;">Group 3</p> 	<p style="text-align: center;">Group 4</p> 	<p style="text-align: center;">Group 5</p> 
<p>■ Center For Profit ■ Center Non Profit ■ FCC ■ GFC ■ Legally Exempt ■ Other</p>				

Teacher/Assistant

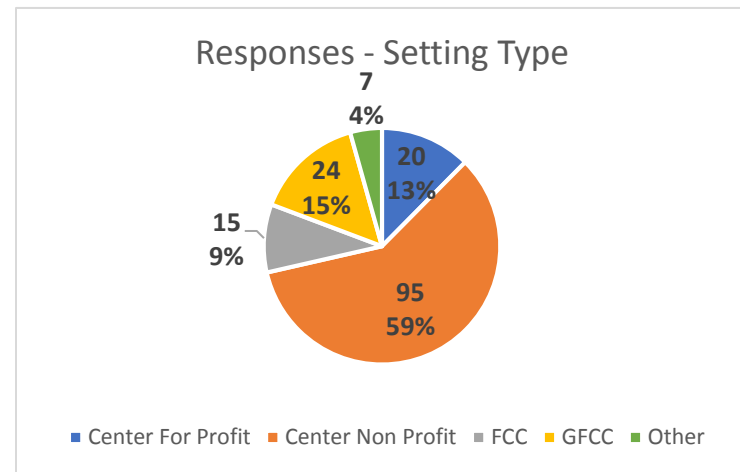
Group 1	Group 2	Group 3	Group 4	Group 5
Nassau, Rockland, Suffolk, Westchester	Monroe, Onondaga, Rensselaer, Schenectady, Tompkins	Allegany, Broome, Cattaraugus, Cayuga, Chautauqua, Chenango, Delaware, Greene, Madison, Montgomery, Oneida, Oswego, Schoharie	Albany, Orange, Ulster	Bronx, Kings, New York, Queens, Richmond
Region 1 - Total by Setting Type	Region 2 - Total by Setting Type	Region 3 - Total by Setting Type	Region 4 - Total by Setting Type	Region 5 - Total by Setting Type
				
<p> ■ Center For Profit ■ Center Non Profit ■ FCC ■ GFCC ■ Legally Exempt ■ Other </p>				

Setting-Type Representation

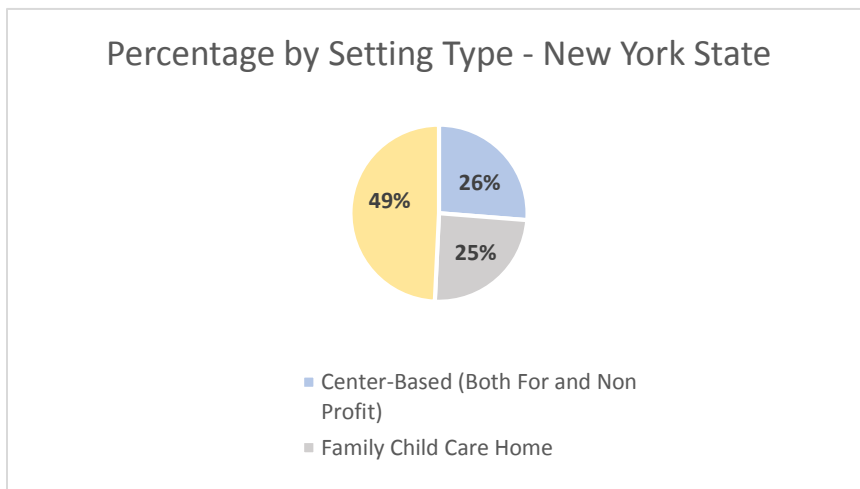
Provider/Administrator/Director Survey



Teacher/Assistant



How does this compare to State-Wide licensed providers by setting-type?



Limitations:

Language Access

The initial survey was constructed and sent out in English due to limited capacity within the Campaign to have the survey translated into the top languages. The Migration Policy Institute reports that (as of 2015), 40% of New York State's Early Childhood Education and Care workforce are immigrants, with the foreign-born ECEC workforce having grown 315 percent over the last two decades. 64% of the ECEC workforce speak only English, 23% speak Spanish, 2% speak Chinese, 1% Creole, and 1% Yiddish.¹

The Committee for Hispanic Children and Families (CHCF), a CCR&R serving Spanish-speaking home-based FCC and GFCC providers throughout the five boroughs of NYC recognized that the survey must be translated for their providers to equitably access and participate in the survey. CHCF was able to internally translate the Provider/Administrator/Director survey, which they shared back out to the larger Campaign to send out to other providers that might be better able to participate in the Spanish survey.

Constructing One Survey to Capture a Multitude of Settings

Constructing questions that would use language that is reflective of the unique experiences proved difficult.

Feedback from providers in the CHCF network raised the concern of disconnect with the questions that were being asked, in addition to language access – which required support from coaches and liaisons to ensure providers were accurately sharing their realities. For example, home-based child care providers who work alone did not identify themselves as full-time lead teachers, so when asked to report wages of full-time lead teachers, they would provide no answer because they had no employees to report wages for. Once guided to report their own wages, they typically didn't consider their income in terms of hourly wage. They could report annual salary but weren't prompted to do so in the text of the survey, so didn't do so without further prompting or support.

¹ New York Quick Stats on Young Children and Workers Providing Early Childhood Education and Care (ECEC) (2015). *Immigrant and Refugee Workers in the Early Childhood Field*. Migration Policy Institute.