

SANTA CLARA COUNTY & SAN BENITO COUNTY CHILD CARE WORKFORCE STUDY

SANTA CLARA COUNTY OFFICE OF EDUCATION

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Local Early Education
Planning Council (LPC)

Santa Clara County Office of Education

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INTRODUCTION

In 2024-2025, the Santa Clara County Local Early Education Planning Council (LPC) partnered with the Santa Clara County Office of Education (SCCOE) to develop a workforce study of child care providers in Santa Clara County (SCC) and San Benito County (SBC). The aim of the workforce study was to help inform the use of public resources to support child care and early learning, such as informing recruitment, retention, and pay equity efforts in the Santa Clara County and San Benito County early learning field. In addition, the workforce study findings were intended to build on learnings from the 2023 Santa Clara County Child Care Needs Assessment.

This report is structured into eight sections, beginning with an **Executive Summary** of the key survey findings. The **Methodology** section details the development and administration of the online survey. The **Demographics** section examines the survey respondents' demographic makeup, highlighting trends that may reflect broader patterns among early childhood education (ECE) practitioners. **Employment Conditions** explores data on hourly and salaried workers, benefits, and overall working conditions. The **Staffing** section analyzes workforce changes over the past 24 months from both employee and employer perspectives. The **Quality of Life** section delves into workers' living conditions, economic stability, and overall job satisfaction within the ECE field. Finally, the report concludes with **Opportunities for Change**, translating survey themes into actionable recommendations for the Local Early Education Planning Council, funders, policymakers, ECE practitioners, and other key stakeholders. The report ends with a **Conclusion**, an **Acknowledgements** page, and includes appendices for the survey data summaries (**Appendix A**) and the survey instrument (**Appendix B**).



EXECUTIVE SUMMARY

SURVEY OVERVIEW

In 2024-2025, the Santa Clara County Local Early Education Planning Council (LPC) partnered with the Santa Clara County Office of Education (SCCOE) to develop a workforce study of child care providers in Santa Clara County (SCC) and San Benito County (SBC). The aim of the workforce study was to help inform the use of public resources to support child care and early learning, such as informing recruitment, retention, and pay equity efforts in the Santa Clara County and San Benito County early childhood education (ECE) field. Moreover, the workforce study findings were intended to build on learnings from the 2023 Santa Clara County Child Care Needs Assessment.

The survey was administered through an online survey platform between November 12, 2024 and December 20, 2024. There were 238 responses received, representing Santa Clara County (89%) and San Benito County (11%).

KEY FINDINGS

- **Nearly half (46%) of respondents reported that while they can afford the cost of living in their area, they do not have money left over for savings.**

Many providers cited inflation and persistently low wages in the ECE sector as key contributors to declining quality of life and increased financial stress. One in five respondents indicated they struggle to afford rent or mortgage payments, and over 15% reported working multiple jobs to make ends meet. Respondents reported working over 40 hours per week in their primary role (46%).

- **One in five child care providers surveyed have utilized public benefits such as Medi-Cal, WIC, and CalFresh in the last two years.**

Only half of respondents surveyed indicated that they receive employee benefits. Respondents from small family child care homes were statistically more likely to have used public benefits compared to those in licensed child care and large family child care centers. Among those who reported using public benefits and assistance, 88% used Medi-Cal, 24% used WIC, and 17% used CalFresh.

- **Providers identified key challenges, including insufficient support for children with high needs, low wages, and staffing shortages, as major factors contributing to negative experiences in the ECE field.**

Some providers shared that they need more support to address the rise in challenging classroom behaviors since the COVID-19 pandemic. Others noted that although students often have individualized education plans (IEPs), educators lack adequate training and

support to effectively meet these needs. More than half of respondents reported needing additional training in social-emotional learning (61%), supporting children with disabilities (53%), and promoting positive behavior (51%).

- **Respondents with over 20 years of experience in ECE were significantly more likely to report feeling "exhausted" compared to those newer to the field.**

In contrast, respondents with 0-5 years of experience in the field were more likely to indicate that they were “motivated.” This stark difference points to a potential generational divide in workforce satisfaction and highlights growing concerns about burnout among veteran providers.

- **Child care providers ranked (1) higher salaries and (2) better benefits as their top workplace priorities for the next 3-5 years.**

Respondents emphasized that low wages contribute to high turnover and limit opportunities for professional growth within the field. While providers expressed a deep passion for working in ECE, many felt that staying in the field is not financially sustainable.

RECOMMENDATIONS

- **Expand support services for students with disabilities.** Provide support services for students with disabilities, including trainings on how to support students.
- **Create structured feedback systems to bridge the gap between providers and county and state agencies.** Establish structured feedback channels, such as listening sessions and collaborative workgroups, to ensure providers’ voices are heard, particularly in response to changes such as transitional kindergarten (TK) expansion.
- **Lead advocacy efforts to improve working conditions for the ECE workforce.** Promote policies that increase provider pay to reflect the true cost of care and expand access to benefits such as retirement plans and affordable health insurance.
- **Strengthen the ECE workforce pipeline.** Invest in workforce development programs and career pathways that attract and retain new educators to ensure a sustainable and well-supported child care workforce.

METHODOLOGY

The Local Early Education Planning Council, in collaboration with the Santa Clara County Office of Education Research & Evaluation team, developed the survey through an iterative process from February to July 2024. The final survey consisted of 50 questions, including a section for owners and administrators. The survey was administered through an online platform between November 12, 2024 and December 20, 2024 and was offered in English, Spanish, Traditional Chinese, and Vietnamese.

To encourage participation, the LPC, the Santa Clara County Resource & Referral Program, the San Benito County Resource & Referral Program (GoKids, Inc.), and other agencies conducted email outreach to licensed providers. Additionally, the Santa Clara County Resource & Referral Program mailed postcards to licensed child care providers within Santa Clara County. As an incentive, participants had the option to enter a raffle at the end of the survey, with eight gift cards awarded as prizes.

STUDY LIMITATIONS

The findings of this study should be interpreted as indicative of broad trends within the early childhood education (ECE) workforce in Santa Clara and San Benito Counties and are not generalizable beyond these regions. As detailed in the Demographics section below, the study sample was not fully representative of the populations in either county. In San Benito County, for instance, only Hispanic and White respondents were included in the survey results. Compared to county demographics, Hispanic respondents were overrepresented, while White respondents were underrepresented.

Participation in the survey was voluntary, which may have introduced self-selection bias. Nearly 60% of the study sample was composed of individuals either new to the field (fewer than five years of experience) or with more than 20 years of experience, potentially skewing the results toward these groups' perspectives.

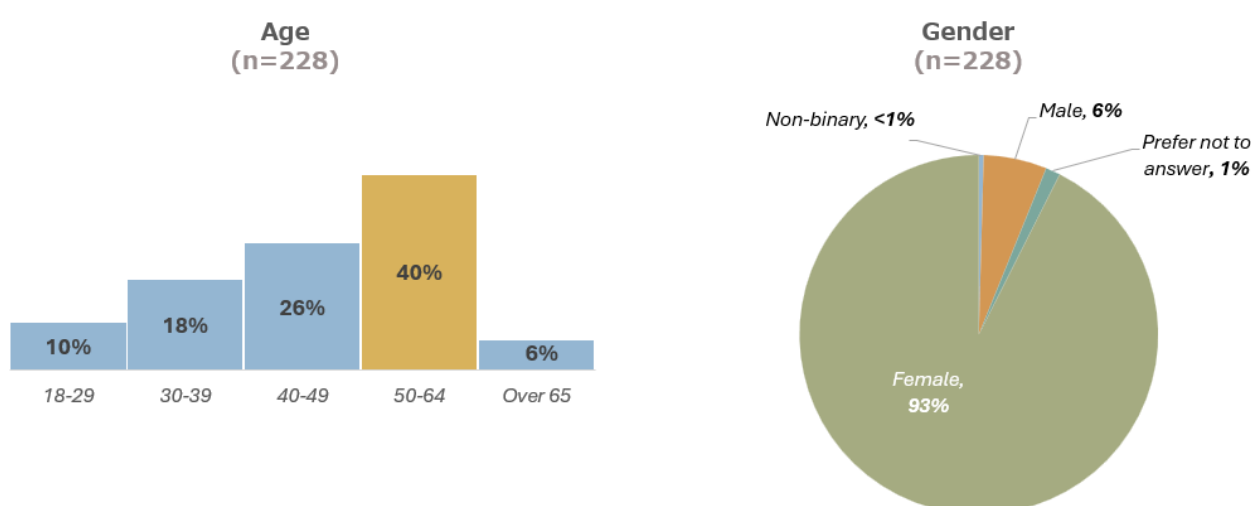
While outreach efforts aimed to engage providers whose primary language was Spanish, Chinese, or Vietnamese, the survey received limited responses in Traditional Chinese (one respondent) and Vietnamese (zero respondents), indicating that these linguistic groups were underrepresented in the final dataset.

DEMOGRAPHICS

In total, 238 respondents participated in the survey, including 194 with complete responses and 44 with partial responses. Between the two counties, 89% of respondents worked in Santa Clara County, while 11% worked in San Benito County.

Two-thirds of respondents were between 40-64 years in age, and 93% identified as female. Figure 1 below details the full age and gender breakdown.

FIGURE 1. PARTICIPANT AGE AND GENDER



Around 60% of respondents identified as Hispanic/Latinx or Asian, and 31% of providers spoke Spanish as their primary home language. Compared to the overall demographics of Santa Clara County, Hispanic respondents were overrepresented, while Asian and White respondents were underrepresented. For San Benito County, only Hispanic and White respondents were represented in the survey results. Compared to the demographics of San Benito County, Hispanic respondents were overrepresented, while White respondents were underrepresented. Figures 2 and 3 below detail the race and ethnicity breakdown of survey respondents with respect to county demographics.

FIGURE 2. RACE AND ETHNICITY IN COMPARISON TO SANTA CLARA COUNTY DEMOGRAPHICS

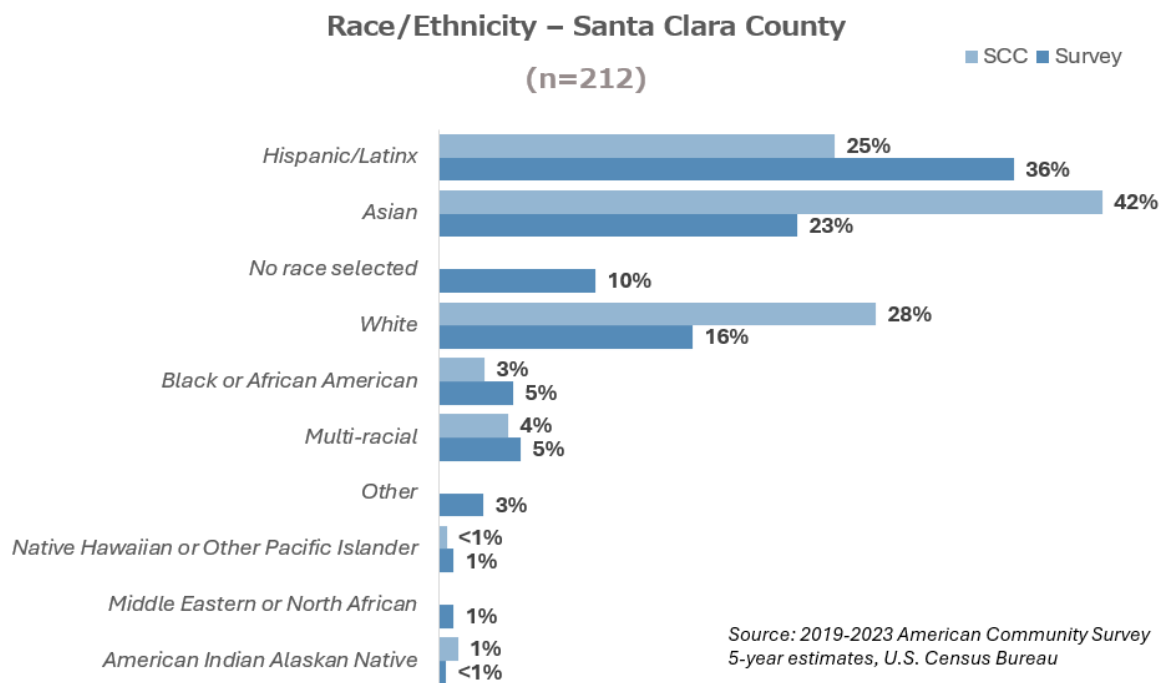
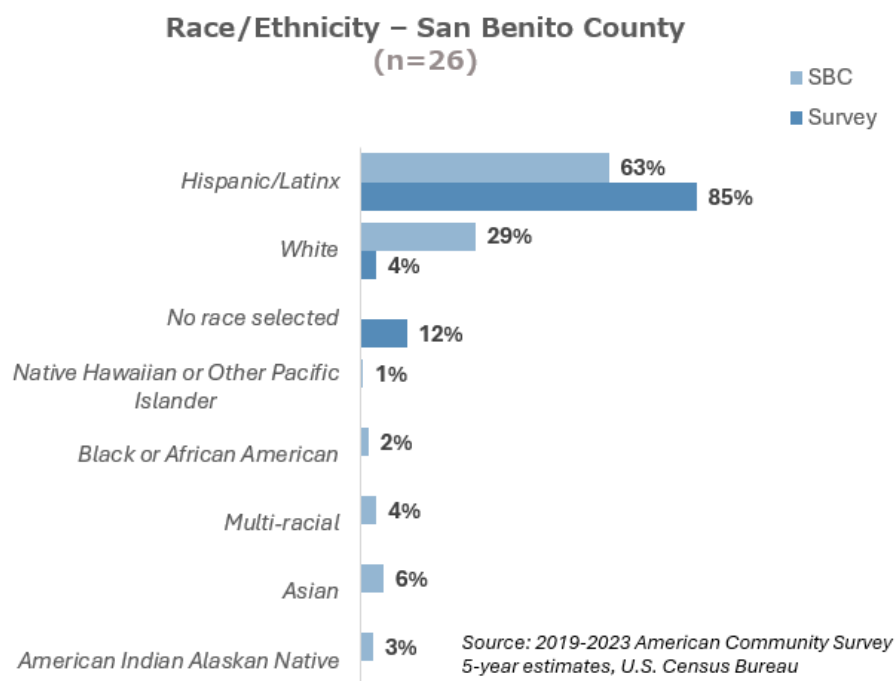


FIGURE 3. RACE AND ETHNICITY IN COMPARISON TO SAN BENITO COUNTY DEMOGRAPHICS



Approximately 48% of survey respondents spoke a non-English language at home, compared to 55% and 42% of the overall population of Santa Clara County and San Benito County, respectively.

In terms of work location, 44% of respondents indicated that they work in San Jose, while 15% worked in Santa Clara, 11% worked in Hollister, and 8% worked in Sunnyvale (Figure 4). Respondents' home locations generally followed this pattern, with 50% in San Jose, 11% in Hollister, and 8% in Sunnyvale. In addition, 82% lived in Santa Clara County, while 12% lived outside of Santa Clara County. See Tables 1 and 2 for respondents' home city and county.

FIGURE 4. RESPONDENT WORK LOCATION BY ZIP CODE

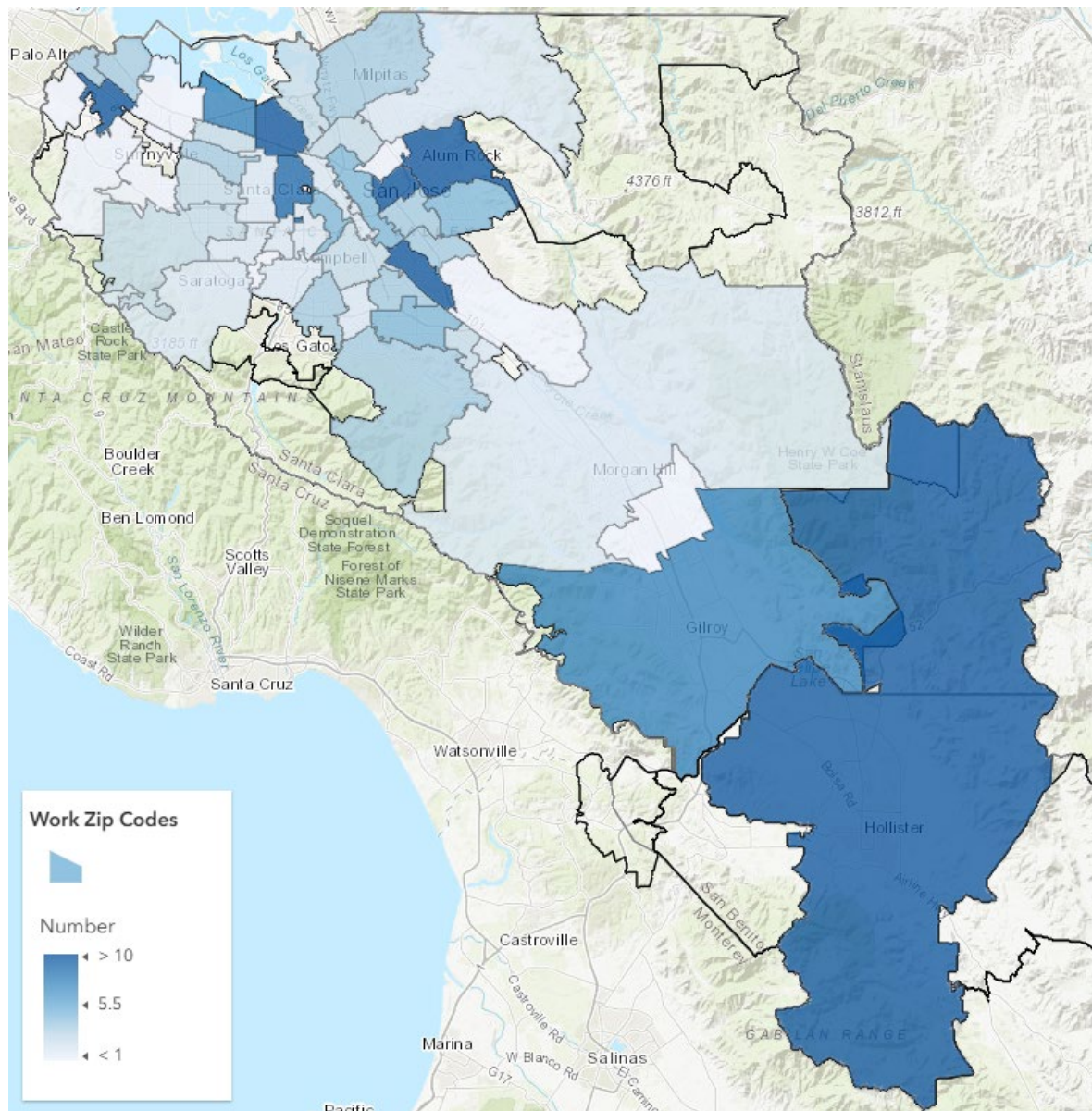


TABLE 1. HOME CITY

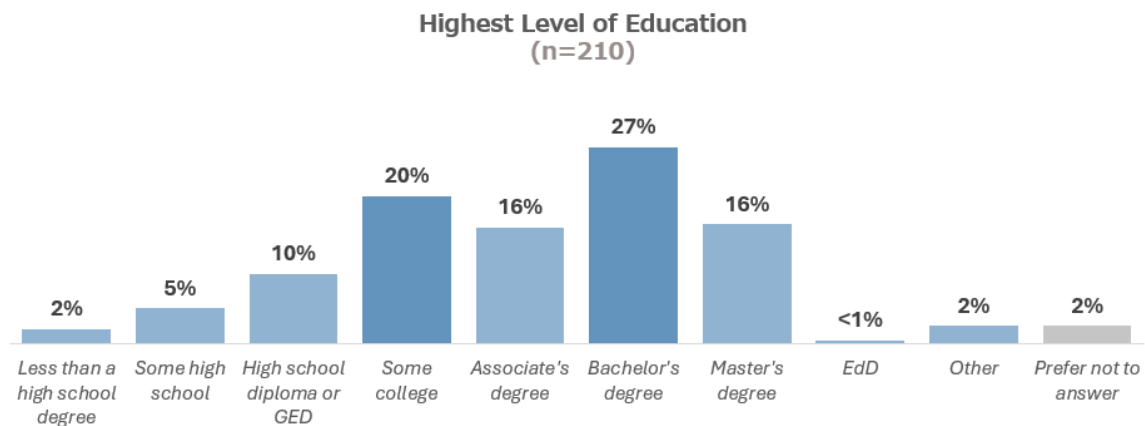
City	Percent
San Jose	50%
Hollister	11%
Sunnyvale	8%
Santa Clara	6%
Gilroy	4%
Milpitas	4%
Mountain View	4%
Campbell	2%
Palo Alto	2%
San Mateo	1%
Cupertino	1%
Morgan Hill	1%
Fremont	1%
San Martin	< 1%
San Francisco	< 1%
Palmdale	< 1%
Santa Cruz	< 1%
Hayward	< 1%
Los Banos	< 1%
Alviso	< 1%
Sacramento	< 1%
San Bruno	< 1%
Los Altos	< 1%
Redwood City	< 1%
Newark	< 1%
Total	100%

TABLE 2. HOME COUNTY

County	Percent
Santa Clara County	82%
San Benito County	11%
San Mateo County	2%
Alameda County	2%
Santa Cruz County	< 1%
San Francisco County	< 1%
Sacramento County	< 1%
Merced County	< 1%
Los Angeles County	< 1%

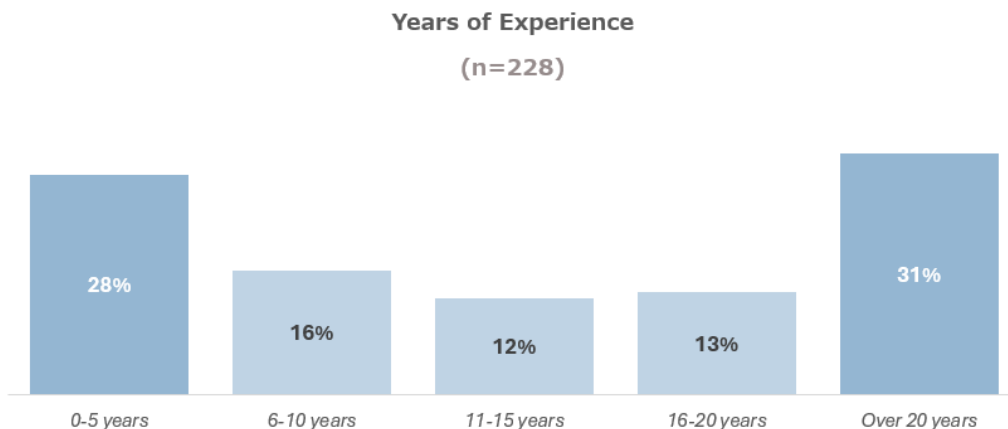
Around 80% of respondents reported some secondary education as their highest level of education completed, with 27% possessing a bachelor's degree, 16% with a master's degree, 16% with an associate's degree, and 20% reporting some college (Figure 5).

FIGURE 5. HIGHEST LEVEL OF EDUCATION



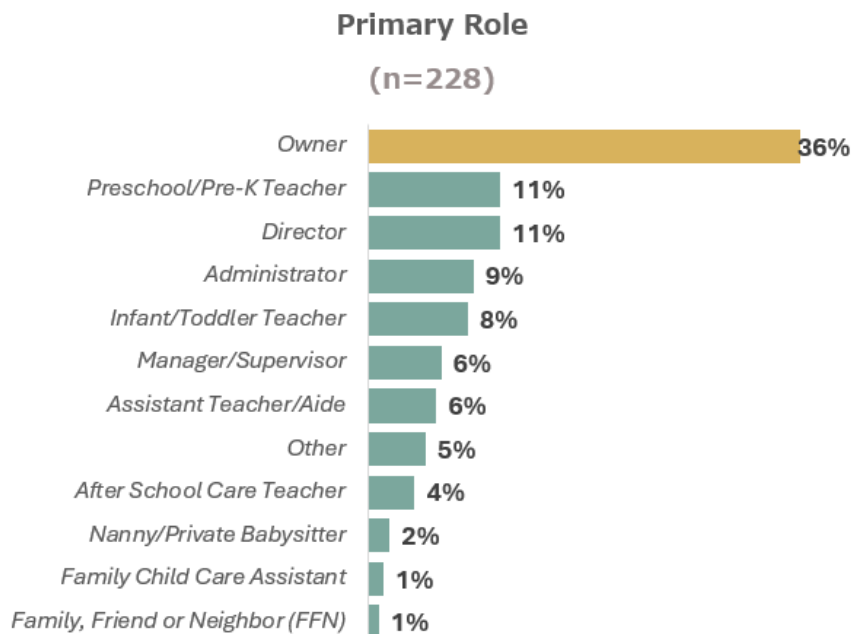
Providers with zero to five years of experience and over 20 years of experience were highly represented, comprising 59% of the survey sample (see Figure 6).

FIGURE 6. YEARS OF EXPERIENCE IN ECE



Respondents were asked to select their primary role in ECE. Owners were the most common role (36%), followed by preschool/pre-K teachers (11%), directors (11%), and administrators (9%). Notably, 82% of owners represented small and large family child care homes. Figure 7 below illustrates the full breakdown of respondent roles.

FIGURE 7. PRIMARY ROLE IN ECE

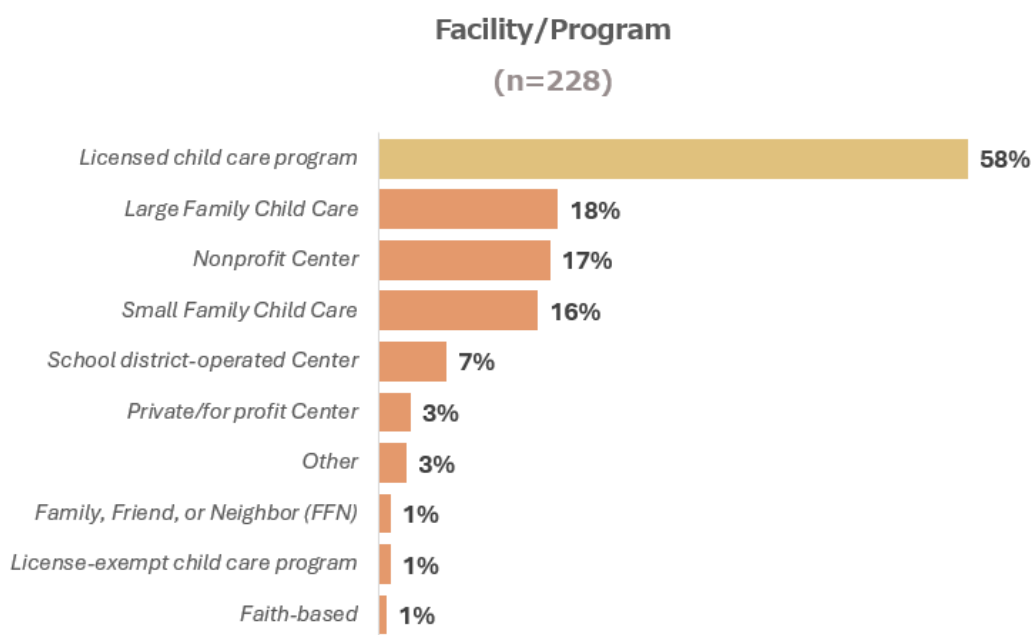


Nearly half of respondents reported working up to 40 hours or more in their primary role (46%). However, almost 80% of owners and administrators reported working over 40 hours per week (78% and 79%, respectively).

In addition to their primary role, 18% of respondents indicated that they held secondary role(s) in ECE. The most common roles included preschool/pre-K teachers (25%), directors (20%), and infant/toddler teachers (20%). Of those with secondary roles, over half (56%) reported working between 60 and 70 hours per week.

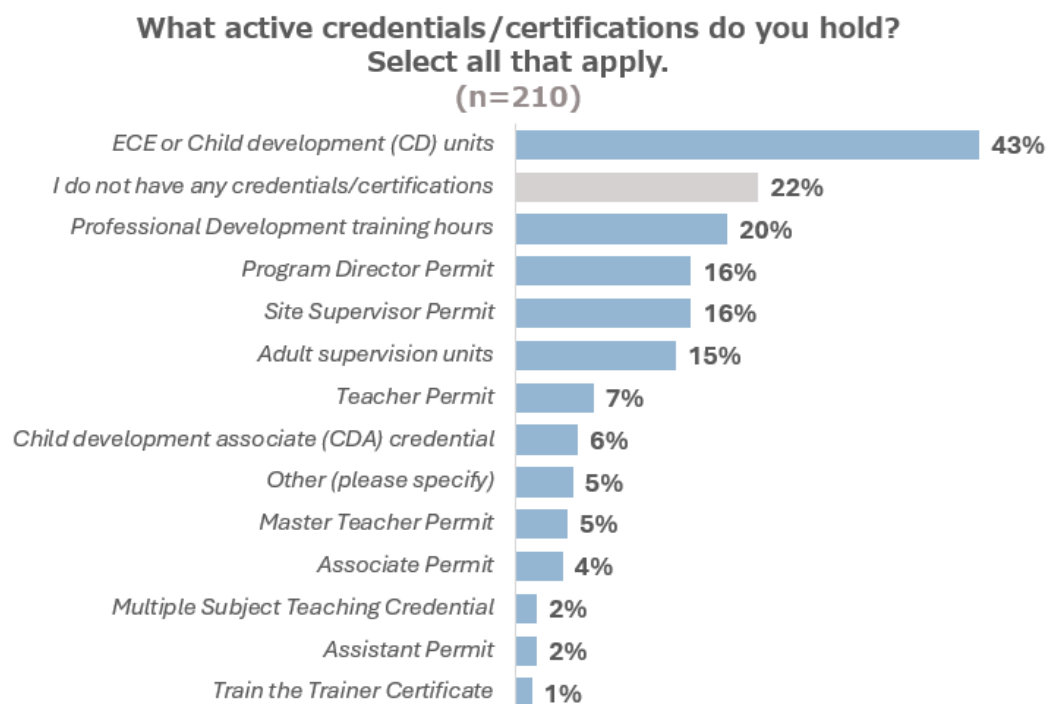
Most respondents represented licensed child care programs (58%), family child care homes (34%), and nonprofit centers (17%). Figure 8 details all respondent facility/program types.

FIGURE 8. FACILITY/PROGRAM



In terms of active credentials and certifications, 43% of respondents reported completing ECE or Child Development units, while 15% reported completing adult supervision units. One in five respondents reported completing professional development training hours. Additionally, some respondents held site supervisor permits (16%), program director permits (16%), and teacher permits (7%). However, 22% of respondents reported that they do not hold any active credentials/certifications (Figure 9).

FIGURE 9. ACTIVE CREDENTIALS OR CERTIFICATIONS



Half of respondents reported completing 24 or more ECE units in Child Development, 16% completed 12-23 units, and 6% completed 6-11 units. Over one quarter of respondents reported completing less than six units (27%).

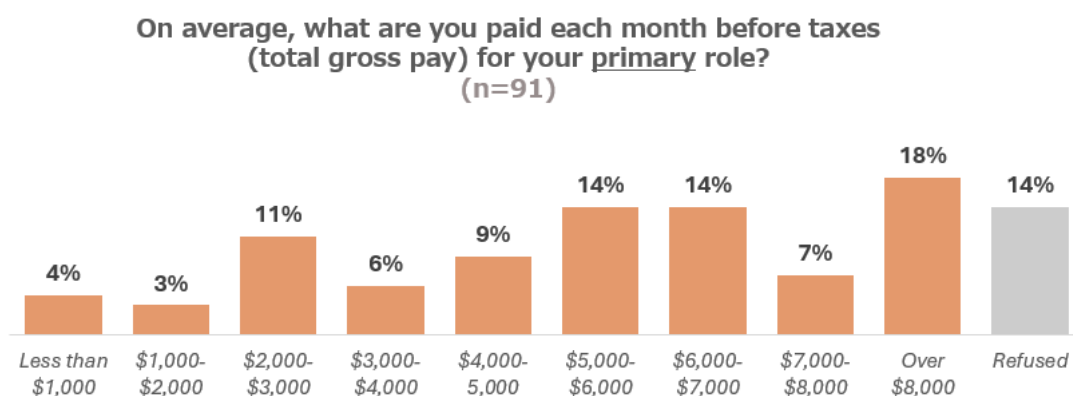


EMPLOYMENT CONDITIONS

Respondents were asked to report on their compensation, employment benefits, and commute to work. Among respondents, 42% were salaried employees, 33% were hourly employees, and 26% indicated they were neither salaried nor hourly employees.

Total gross pay varied across salaried respondents, as shown in Figure 10. Over half of salaried respondents (53%) were paid \$5,000 or more per month.

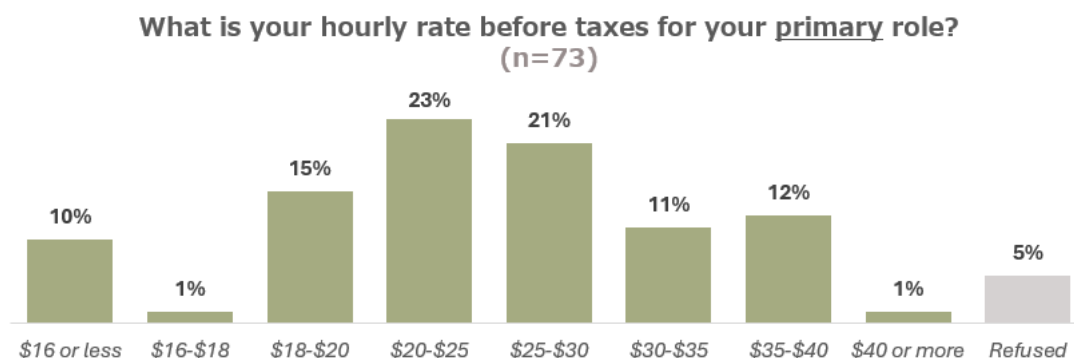
FIGURE 10. SALARIED PAY



Most commonly, hourly employees made \$20-\$25 per hour. Two-thirds of hourly respondents made between \$20-\$40 per hour (see Figure 11). As a reference, the 2024 minimum wage in California is \$16 per hour. According to the Massachusetts Institute of Technology Living Wage Calculator tool, the living wage for a family of four with two adults working is \$44.66 in Santa Clara County and \$37.55 in San Benito County, indicating that few hourly respondents are earning a living wage in their profession.¹

¹ <https://livingwage.mit.edu/>

FIGURE 11. HOURLY PAY



When compared to those working in public sector and private sector child care settings, respondents working in family child care home settings tended to receive the lowest compensation, with a median monthly salary of \$5,000 - \$6,000 and a median hourly rate between \$18 and \$20. Further, family child care home respondents were the least likely to receive employer-offered benefits (9%). In contrast, private sector respondents tended to have the highest median monthly salary (over \$8,000) and were the most likely to have employee benefits (83%). Table 3 below details the full compensation comparison.

TABLE 3. EMPLOYMENT CONDITIONS COMPARISON

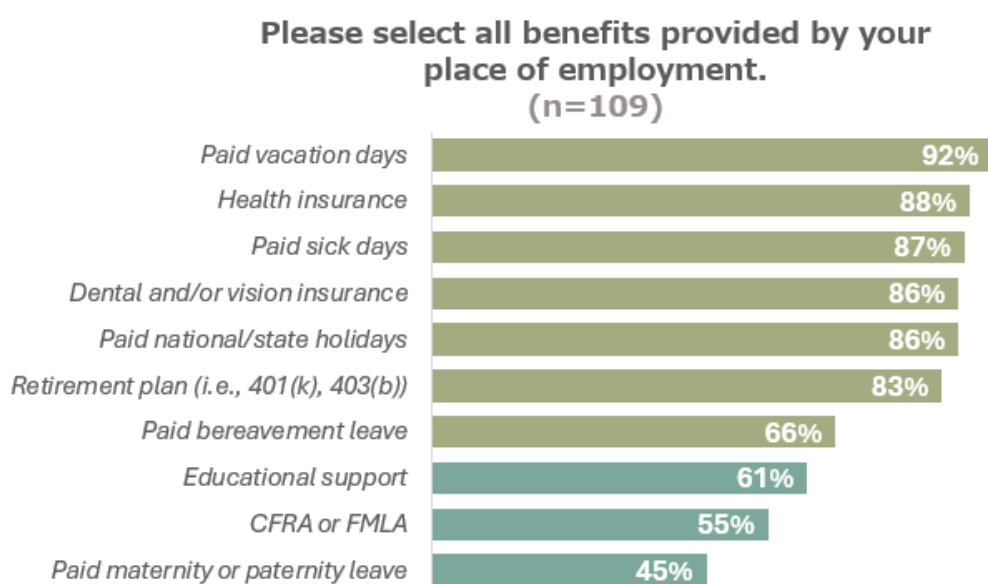
Group	FCCH <i>n = 83</i>	Public <i>n = 48</i>	Private <i>n = 17</i>
Median Monthly Salary	\$5,000 - \$6,000	\$6,000 - \$7,000	Over \$8,000
Median Hourly Rate	\$18 - \$20	\$25 - \$30	\$25 - \$30
% Offering Benefits	9%	76%	83%

For the purposes of this analysis, FCCH includes small family child care homes and large family child care homes. Public sector respondents include those in school district-operated centers. Private sector respondents include those working in private/for-profit centers, nonprofits, and faith-based centers.

Overall, only half of respondents reported receiving benefits from their employer. Respondents who were newer to the field – with fewer than five years of experience – were less likely to receive employee benefits (38%).

Most respondents with employee benefits reported receiving paid vacation days, health insurance, paid sick days, paid national/state holidays, and dental and/or vision insurance. The least common benefits provided included educational support, California Family Rights Act (CFRA) or Family Medical Leave Act (FMLA), and paid parental leave (see Figure 12).

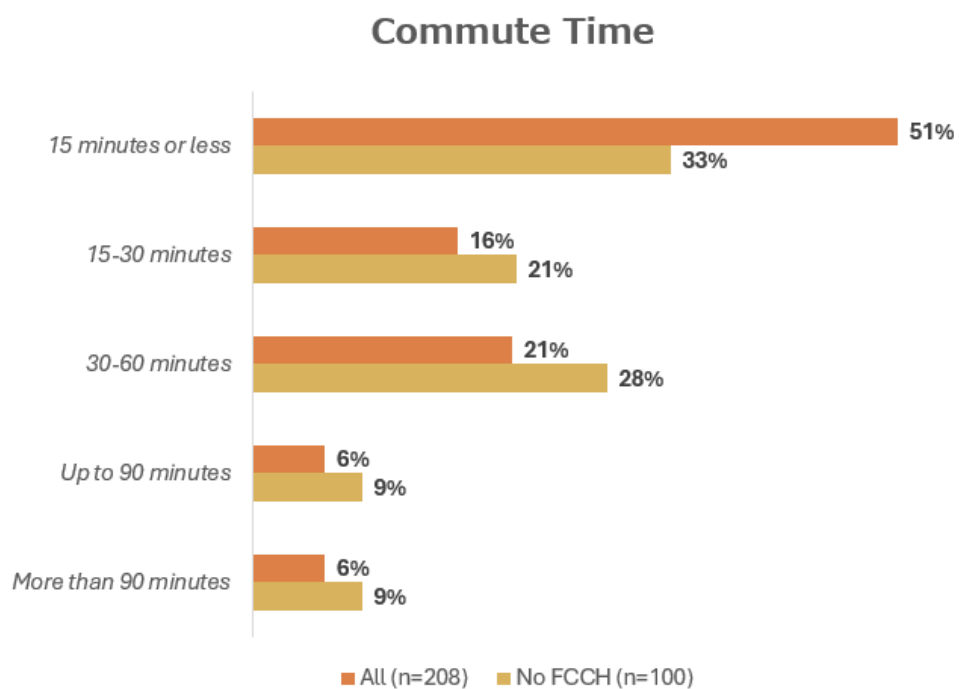
FIGURE 12. EMPLOYER-PROVIDED BENEFITS



Notably, one in five respondents reported using public benefits/assistance in the past 24 months. Respondents from small family child care homes were statistically more likely to have used public benefits (43%) when compared to licensed child care respondents and large family child care respondents. Of respondents who reported using public benefits/assistance, 88% used Medi-Cal, 24% used Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), and 17% used CalFresh.

Regarding commute to work, 64% of respondents drove to work, 32% walked to work, and over half reported that their roundtrip commute was 15 minutes or less (51%). However, when excluding family child care respondents, the commute breakdown shifted to 75% driving to work, 9% walking to work, and one-third having a roundtrip commute of 15 minutes or less. Figure 13 details respondents' commute time with and without FCCH respondents.

FIGURE 13. TIME SPENT COMMUTING TO WORK



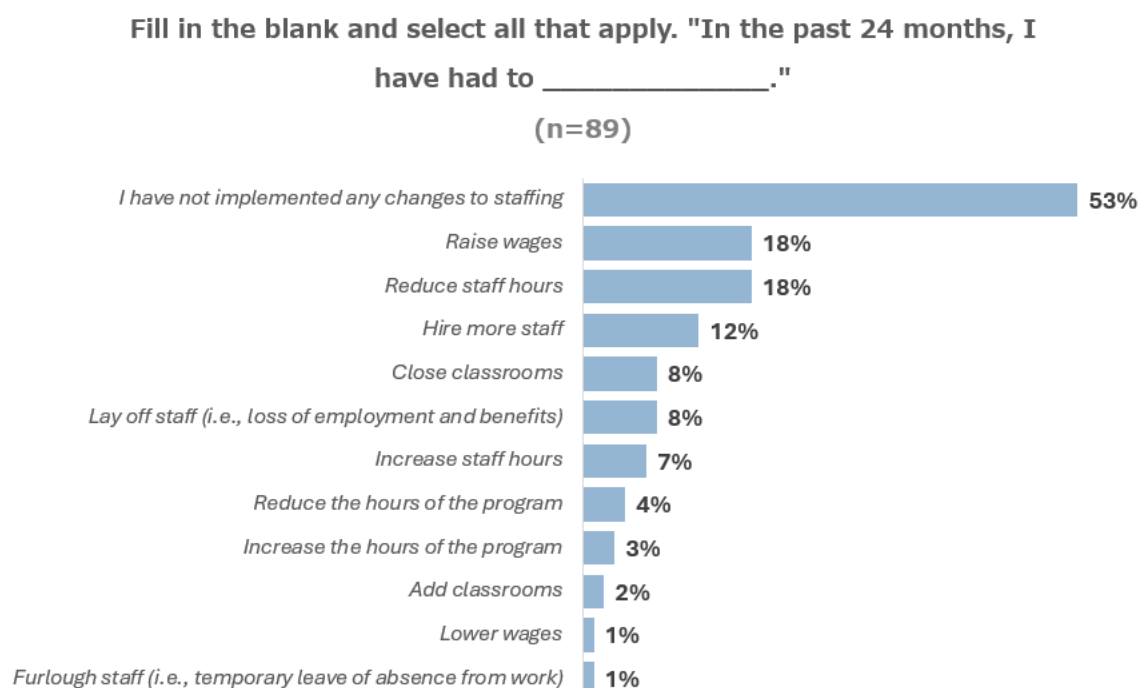
STAFFING

The staffing section was designed for respondents who selected owner or administrator as their primary role. Owners and administrators were asked about changes implemented in their program, staffing and vacancies, and plans to raise wages in response to the [Fiscal Year 2022-23 reimbursement rates](#).

Overall, 60% of owners/administrators reported that their programs were fully staffed. Among respondents who reported vacancies (n=18), on average programs had two teacher vacancies and two assistant teacher/aide vacancies. Respondents reported between zero and seven teacher vacancies in their programs, as well as between one and eight assistant teacher/aide vacancies.

When asked about changes in staffing in the past 24 months, around half of owners/administrators reported no changes (53%). However, some owners/administrators reported that they reduced their staff hours (18%) and closed classrooms (8%) in this time frame. At the same time, some owners/administrators raised wages (18%) and hired more staff (12%). See Figure 14 for the full breakdown of staffing changes reported by owners and administrators.

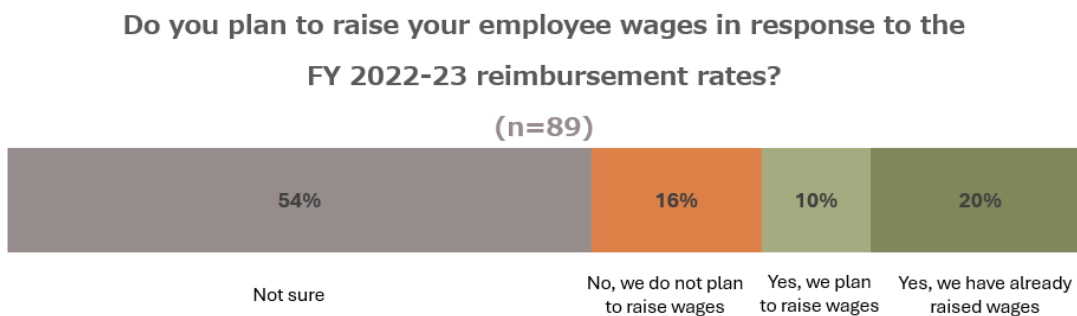
FIGURE 14. STAFFING CHANGES IN PAST 24 MONTHS



Compared to the 68 family child care home owners/administrators that responded, the 13 child care center owners/administrator respondents were statistically more likely to raise wages (38%), hire more staff (38%), increase staff hours (23%), and close classrooms (23%).

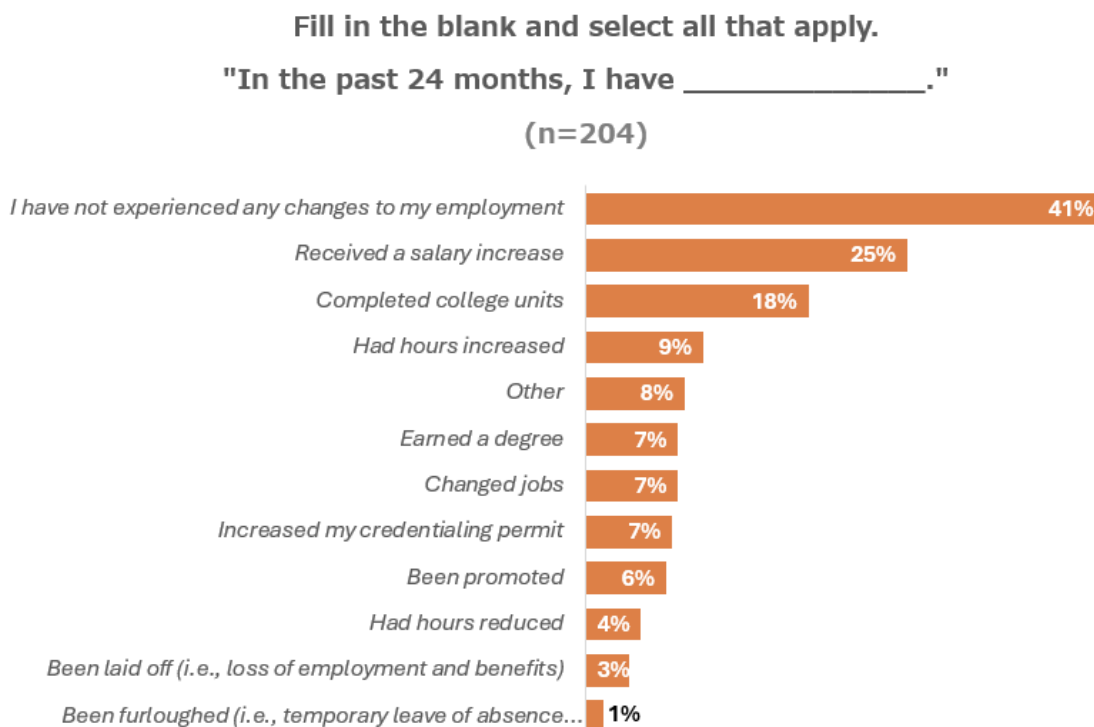
Less than one-third of owner/administrators reported that that had raised wages or planned to raise wages in response to the [Fiscal Year 2022-23 reimbursement rates](#). One in five owners/administrators specified that they had already raised wages, and one in ten reported that they plan to raise wages (Figure 15).

FIGURE 15. PLANS TO RAISE WAGES IN RESPONSE TO REIMBURSEMENT RATES



On the employee side, 41% reported that they had not experienced any changes to their employment in the past 24 months. However, one quarter reported that they received a salary increase, 18% completed college units, and 9% had their hours increased (Figure 16).

FIGURE 16. EMPLOYEE CHANGES IN PAST 24 MONTHS



QUALITY OF LIFE

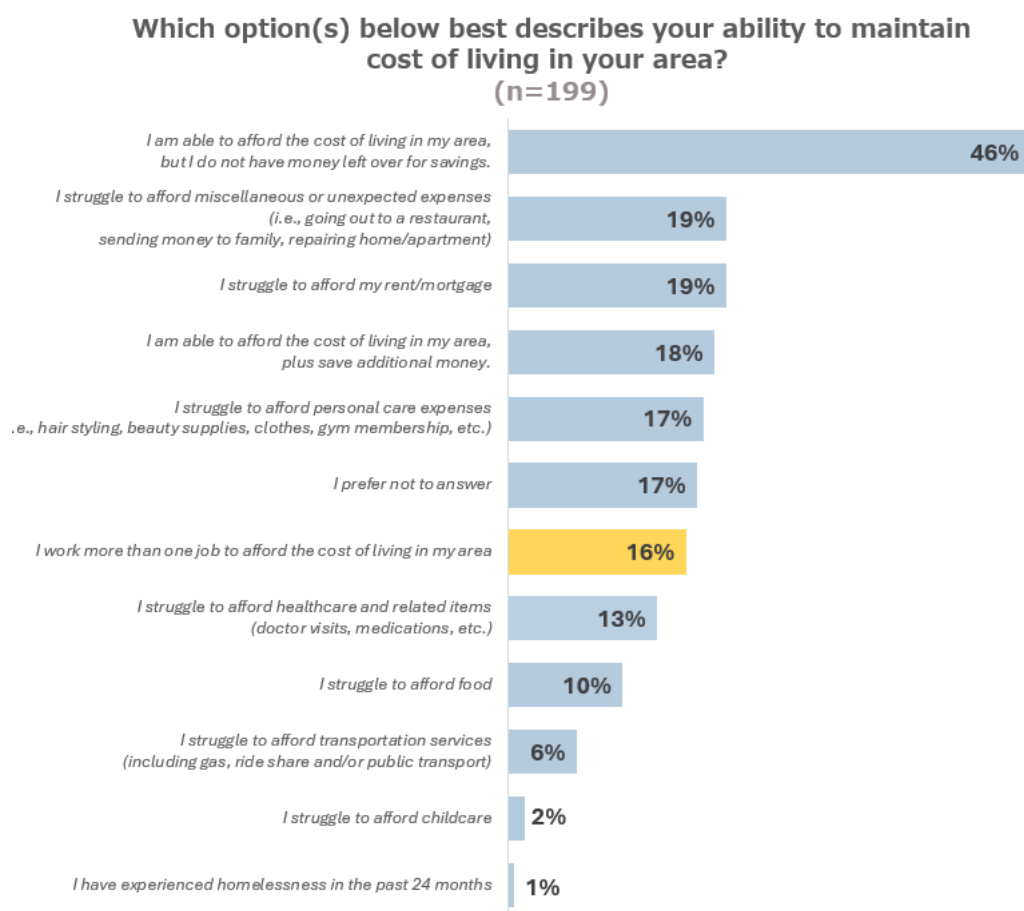
In the quality of life section, respondents were asked to describe their ability to maintain cost of living in their area, their living situation, as well as their feelings on working in the ECE field and differences in child development since the COVID-19 pandemic.

Nearly half (46%) of respondents shared that while they are able to afford the cost of living in their area, they do not have money left over savings. Only 18% of respondents indicated that they are able to save money.

Further, nearly one in five respondents reported that they struggle to afford miscellaneous or unexpected expenses, and/or that they struggle to afford their rent/mortgage.

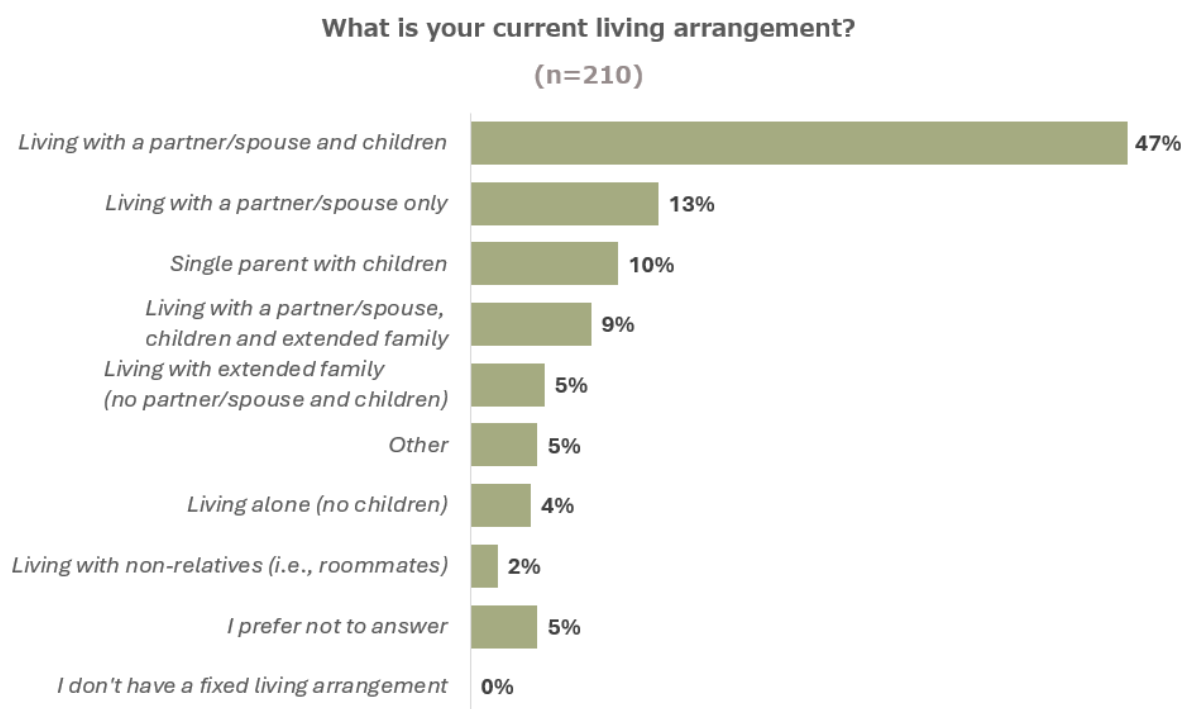
Some respondents indicated that they work more than one job to afford the cost of living (16%). See Figure 17 for more information on respondents' ability to maintain the cost of living.

FIGURE 17. ABILITY TO MAINTAIN COST OF LIVING



In terms of respondents' living arrangement, 48% of survey respondents reported that they rent their home, compared to 46% who own their home. Two-thirds of respondents reported that they lived with children. See Figure 18 for the detailed breakdown of respondents' living arrangement.

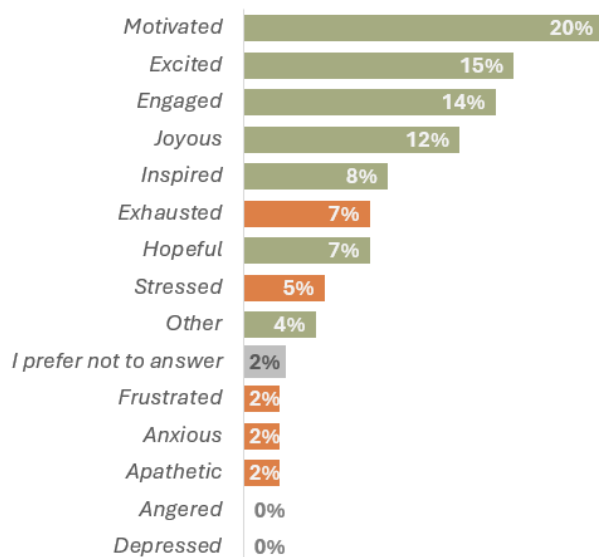
FIGURE 18. LIVING ARRANGEMENT



Respondents were asked to choose one emotion to describe how they felt overall about working in the ECE field. Four out of five respondents (82%) selected a positive emotion, reporting that they felt motivated (20%), excited (15%), engaged (14%), joyous (12%), or inspired (8%). However, one in five (18%) selected a negative emotion, indicating that they felt exhausted (7%) or stressed (5%), with a few reporting that they felt frustrated, anxious, or apathetic (2% for each). Figure 19 details the breakdown for this question.

FIGURE 19. FEELINGS TOWARDS WORKING IN ECE

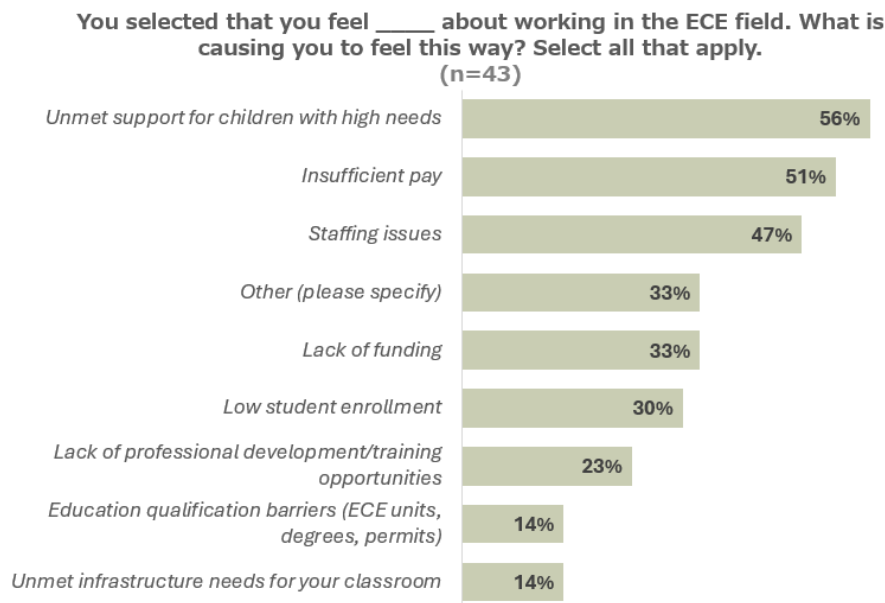
Overall, how do you feel about working in the early childhood education field? Select one option that best describes how you feel.
(n=199)



Notably, respondents who are new to the field (0-5 years) were statistically more likely to indicate that they were motivated compared to respondents who had 20+ years of experience working in ECE ($p < 0.05$). Conversely, respondents who had 20+ years of experience working in ECE were more likely to indicate that they were exhausted compared to respondents who were new to the field ($p < 0.05$). Taken together, these statistically significant results may indicate provider burnout.

Respondents who selected a negative emotion were asked a follow-up, select all that apply question regarding what was causing them to feel this way. The most common reasons included unmet support for children with high needs (56%), insufficient pay (51%), and staffing issues (47%) (Figure 20).

FIGURE 20. REASONS FOR NEGATIVE EMOTIONS TOWARDS WORKING IN ECE

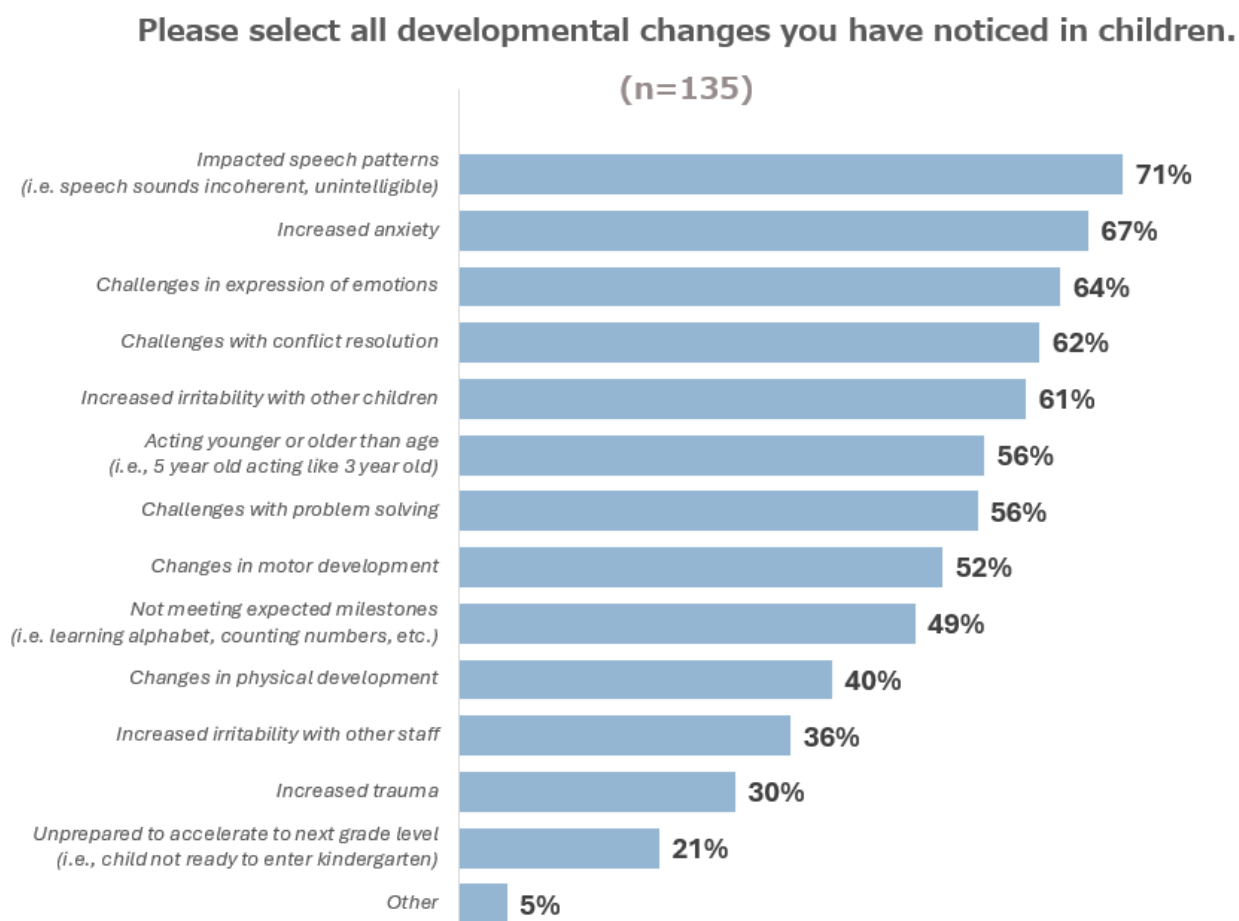


In open-ended responses, providers shared that although they are deeply passionate about their work, ongoing challenges, such as low compensation and benefits, limited professional respect, and inadequate support, make it difficult to envision a financially sustainable future in the field.

- *“I have been in the field for over 40 years and love my career. In order to stay in this profession, I had to complete many years of education to get deserved compensation (EdD). Others do not have the ability to do so and leave the profession because of having to make a living wage and have good health benefits; if this profession is to stay, there needs to be a focus on compensation!”*
- *“I love my job but am frustrated with the lack of pay and benefits. I also feel that our job is not as respected as other jobs, that we are just glorified babysitters. Respect for what we do would be wonderful.”*
- *“I love my field of work, I just wish it was financially stable.”*
- *“No good salary, lack of enrollment, lack of good food for children and no support. We need a seat in decision making tables.”*
- *“I am planning to retire in 18 months. If I had more than 2 years until retirement, I would leave the field.”*

Additionally, respondents were asked to report on whether they noticed a difference in children's development since the COVID-19 pandemic. Two-thirds of respondents indicated that they have noticed developmental changes, such as impacted speech patterns (71%), increased anxiety (67%), and challenges in expression of emotions (64%) (Figure 21). In open-ended responses, some respondents reported that they had noticed social-emotional delays, difficulty with emotional regulation, and increased aggression.

FIGURE 21. IMPACT OF COVID-19 ON CHILDREN'S DEVELOPMENT



OPPORTUNITIES FOR CHANGE

The final section of the survey asked respondents about their plans for career advancement in the ECE field, trainings needed to better serve children and families, and their top workplace priorities in the next three to five years.

Overall, three quarters of respondents reported that they planned to stay at their job in the next 12 months (76%). Of these respondents, 58% planned on career advancement in the ECE field. In open-ended responses, providers indicated that they aimed to obtain additional degrees, permits, or ECE credentials.

Conversely, some respondents reported that they planned to leave their job in the next 12 months (6%) or that they were undecided (14%). Respondents who selected “Yes” to planning to leave (n = 12) were asked to select the reasons for leaving their job. The most common responses included insufficient pay and no opportunity for growth (five responses for each). Less commonly, responses included family-related reasons, pursuing a career change, and moving out of the area (three responses for each).



In terms of additional trainings needed to better serve children and families, respondents commonly selected the following categories: social emotional learning (61%), supporting children with a disability (53%), supporting positive behavior (50%), early childhood development (47%), and family engagement (43%) (see Figure 22).

FIGURE 22. TRAININGS NEEDED



Looking towards the future, providers were asked to rank their top workplace priorities in the next three to five years, selecting from a list of five options. Higher salaries emerged as the top priority, followed by better benefits, better work/organizational culture, education or continued education support, and better COVID protections.

CHALLENGES

In open-ended responses, providers uplifted the following challenges in the ECE field:

1. **Need for higher salaries and better benefits** given the **high cost of living** in the Bay Area, coupled with low wages and inflation.

- *“Private health care and saving for retirement is becoming impossible to meet. Of course, paying for groceries to survive is becoming difficult as well.”*
- *“ECE educators need to have the same salary scale as K-12 teachers. The disparity in pay is a major downfall in the field.”*
- *“Higher salaries! Our teachers deserve to be paid as much (or more) than their TK peers. The demands on CSPP teachers are far more than those of TK teachers who generally have less training and experience. I believe the inequities are contributing to unrest and instability within the field at higher rates than before.”*

2. **Lack of consistent feedback and support** at county and state level, combined with large-scale changes such as TK expansion affecting enrollment and ECE workforce.

- *“There [are] no plans to support current ECE admin with an administrative credential, we have to either leave our post to return to school or will eventually face potentially being replaced in LEA settings with certificated staff who are not knowledgeable or have the experience to run CSPP or federally funded programs. The state is taking the experience, knowledge and expertise of our staff and administrators to train and inform TK, yet **leaves us behind with few options.**”*
- *“The lack of consistent feedback and support in the Early Intervention (EI) field is leading to **frustration and burnout among providers, ultimately causing many to leave the profession.** This issue needs to be addressed urgently. The Department of Developmental Services (DDS) must prioritize hearing and addressing these concerns to improve communication, morale, and retention within the EI workforce. **Implementing structured feedback systems** and fostering open communication would not only support providers but also enhance the quality of services for the families and children we serve.”*

3. **Need for support services for students with disabilities.**

- *“Additionally, we are serving more and more students with disabilities, yet the **true cost of supporting these children** with the appropriate services and ratios is **not reflected in the reimbursement rates.** As an LEA, we have to provide special education services, the costs of*

certificated special education teachers, service providers, adaptive equipment, lower teacher/student ratios, 1:1 support as required by IEP's, [and] transportation are incredibly high...the reimbursement rates alone are not sufficient to provide these necessary support services."

- *"Too many families have children with and IFSP or IEP but no support to help these families and children. In addition, teachers are not getting the support needed in the classroom to accommodate children with disabilities."*
- *"I have seen teachers get stressed out because they are not well prepared to meet the needs of children with special needs. Many have tried many different strategies, but their classroom is not meeting the needs of the children who more than likely need a special day class, smaller groups, or therapy. This stress can be added with parents who are not collaborative and fail to be active in assisting or having the children evaluated."*



RECOMMENDATIONS

The following recommendations emerged from the survey responses, including open-ended feedback from early childhood education providers across Santa Clara and San Benito Counties. These recommendations aim to address persistent challenges in the field and strengthen the long-term viability and equity of the ECE system.

- **Expand support services for students with disabilities.** To create more inclusive and supportive learning environments, county and state agencies should increase access to specialized services for children with disabilities. This includes:
 - Providing professional development for ECE providers on individualized education plans (IEPs), trauma-informed care, and inclusive classroom strategies. Trainings should be made accessible to all providers, for example by offering evening and weekend training sessions, stipends for participation, and offering multiple modes of engagement (e.g., hybrid or asynchronous options).
 - Increasing funding for early intervention specialists and on-site support staff.
 - Streamlining referral processes to ensure timely access to assessments and services for children with developmental delays.

By equipping providers with the tools and training needed to meet diverse learner needs, programs can more effectively support every child's development.

- **Create structured feedback systems to bridge the gap between providers and county and state agencies.** Establish structured feedback channels, such as listening sessions and collaborative workgroups, to ensure providers' voices are heard, particularly in response to changes such as transitional kindergarten (TK) expansion. Designate liaison staff at the county level to serve as consistent points of contact for providers navigating new requirements or seeking support.
- **Lead advocacy efforts to improve working conditions for the ECE workforce.** Providers consistently cited low wages, lack of benefits, and job instability as major barriers to recruitment and retention. Public agencies and partners should:
 - Advocate for compensation reform that aligns ECE wages with the cost of living and recognizes the professional expertise of educators.
 - Expand public and private funding streams to support employer-sponsored health insurance, paid leave, and retirement options.

- Support legislation and ballot measures that prioritize investment in the child care workforce, including dedicated funding for wage supplements.
- **Strengthen the ECE workforce pipeline.** To ensure a sustainable ECE system, efforts must focus on attracting, preparing, and retaining the next generation of educators. Recommended actions include:
 - Partnering with community colleges, universities, and high schools to create stackable credentialing and degree pathways that are accessible and culturally relevant.
 - Expanding apprenticeships, paid internships, and mentorship programs to reduce financial barriers to entry.
 - Offering targeted supports for multilingual, first-generation, and underrepresented educators, who bring critical assets to the field.
 - Increasing access to professional development and leadership opportunities to promote long-term career growth within ECE.



CONCLUSION

The 2024 Santa Clara County & San Benito County Child Care Workforce Study, conducted in partnership between the Local Early Education Planning Council and the Santa Clara County Office of Education, identified several persistent and emerging trends in the early childhood education (ECE) workforce. Low wages and limited access to benefits remain significant factors contributing to workforce instability and turnover. Additionally, many providers reported challenges in accessing adequate support services for children with high needs.

As large-scale policy changes such as transitional kindergarten (TK) expansion continue to shape the ECE landscape, it is critical to ensure that providers are meaningfully included in planning and decision-making processes. Sustained engagement and two-way communication between the state, counties, and providers will be essential for building a more equitable and responsive early learning system. Improving working conditions for ECE educators, including compensation, benefits, and sustained investment at the county, state, and federal levels, is crucial to maintaining a stable and diverse workforce.



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APPENDIX A. SANTA CLARA COUNTY AND SAN BENITO COUNTY CHILD CARE WORKFORCE STUDY DATA SUMMARY

1. DEMOGRAPHICS

COUNTY

County	Count	Percent
Santa Clara County	212	89%
San Benito County	26	11%
Total	254	100%

ZIP CODE OF PRIMARY PLACE OF EMPLOYMENT

Zip Code	Count	Percent
94022	1	< 1%
94024	1	< 1%
94041	1	< 1%
94043	1	< 1%
94085	3	1%
94086	4	2%
94087	3	1%
94089	8	3%
94301	4	2%
94303	4	2%
94305	1	< 1%
94306	17	7%
95008	2	1%
95014	3	1%
95020	8	3%
95023	25	11%
95035	4	2%
95037	2	1%
95046	1	< 1%
95050	9	4%
95051	2	1%
95054	25	11%
95070	2	1%
95110	2	1%
95111	11	5%
95112	5	2%
95113	2	1%

95116	11	5%
95117	2	1%
95118	2	1%
95119	3	1%
95120	4	2%
95121	4	2%
95122	4	2%
95123	5	2%
95124	4	2%
95125	3	1%
95126	5	2%
95127	12	5%
95128	2	1%
95129	2	1%
95130	1	< 1%
95131	3	1%
95132	2	1%
95133	1	< 1%
95134	3	1%
95136	4	2%
95138	1	< 1%
95139	2	1%
95148	5	2%
Total	236	100%

YEARS WORKED IN CHILD CARE AND/OR EARLY LEARNING FIELD

Years of Experience	Count	Percent
0-5 years	64	28%
6-10 years	36	16%
11-15 years	28	12%
16-20 years	30	13%
Over 20 years	70	31%
Total	228	100%

FACILITY/PROGRAM TYPE (SELECT ALL THAT APPLY)

Facility/Program Type	Count	Percent
Licensed child care program	148	65%
License-exempt child care program (e.g., heritage school, parent co-op, city-operated center, etc.)	3	1%
Small Family Child Care	40	18%
Large Family Child Care	45	20%
Nonprofit Center	43	19%
Private/for profit Center	8	4%
School-district operated Center	17	7%
Faith-based	2	1%
Family, Friend, or Neighbor (FFN)	3	1%
Not Applicable	1	< 1%
Other	7	3%
Total	228	100%

RESPONDENT AGE

Age	Count	Percent
Between 18 and 29 years of age	22	10%
Between 30 and 39 years of age	42	18%
Between 40 and 49 years of age	59	26%
Between 50 and 64 years of age	91	40%
65 years of age or older	14	6%
Total	228	100%

RESPONDENT RACE/ETHNICITY (SELECT ALL THAT APPLY)

Race/Ethnicity	Count	Percent
American Indian or Alaska Native	3	1%
Asian or Asian American	48	21%
Black or African American	11	5%
Latino, Hispanic, or Spanish	108	47%
Middle Eastern or North African	3	1%
Native Hawaiian or other Pacific Islander	3	1%
White	42	18%
Multi-racial	5	2%
I prefer not to answer	11	5%
Other	7	3%
Total	228	100%

PRIMARY LANGUAGE SPOKEN AT HOME

Language	Count	Percent
English	118	52%
Spanish	71	31%
Chinese (including Mandarin, Cantonese)	6	3%
Tagalog	3	1%
French	0	0%
Hindi	6	3%
Russian	0	0%
Vietnamese	6	3%
Portuguese	0	0%
Arabic	1	< 1%
Other	17	7%
Total	227	100%

RESPONDENT GENDER IDENTITY

Gender	Count	Percent
Man/Male	13	6%
Woman/Female	211	93%
Transgender/Trans	0	0%
Trans woman	0	0%
Trans man	0	0%
Non-binary	1	< 1%
I prefer not to answer	3	1%
Other	0	0%
Total	228	100%

PRIMARY ROLE IN EARLY CHILDHOOD EDUCATION (ECE) FIELD

Role	Count	Percent
Owner	82	36%
Administrator	20	9%
Director	25	11%
Manager/Supervisor	14	6%
Infant/Toddler Teacher	19	8%
Preschool/Pre-kindergarten Teacher	25	11%
Transitional Kindergarten Teacher	1	< 1%
After School Care Teacher	9	4%
Higher Education Adjunct Faculty	0	0%
Before/after school counselor	0	0%
Assistant Teacher/Aide	13	6%
Family Child Care Assistant	3	1%

Nanny/Private babysitter	4	2%
Family, Friend or Neighbor (FFN)	2	1%
Other	11	5%
Total	228	100%

HOURS WORKED PER WEEK IN PRIMARY ROLE

Hours per Week	Count	Percent
Under 15 hours	13	6%
Up to 30 hours	35	15%
Up to 40 hours	75	33%
More than 40 hours	105	46%
Total	228	100%

SECONDARY ROLE IN EARLY CHILDHOOD EDUCATION

Secondary Role Status	Count	Percent
Yes, I have additional roles within the ECE field	41	18%
No, I do not hold any other roles within the ECE field	150	66%
I prefer not to answer	37	16%
Total	228	100%

SECONDARY ROLE IN EARLY CHILDHOOD EDUCATION FIELD (SELECT ALL THAT APPLY)

Role	Count	Percent
Owner	5	13%
Administrator	7	18%
Director	8	20%
Manager/Supervisor	3	8%
Infant/Toddler Teacher	8	20%
Preschool/Pre-kindergarten Teacher	10	25%
Transitional Kindergarten Teacher	3	8%
After School Care Teacher	3	8%
Higher Education Adjunct Faculty	3	8%
Before/after school counselor	0	0%
Assistant Teacher/Aide	2	5%
Family Child Care Assistant	0	0%
Nanny/Private babysitter	0	0%
Family, Friend or Neighbor (FFN)	0	0%
Other	8	20%
Total	40	100%

HOURS WORKED PER WEEK IN SECONDARY ROLE

Hours per Week	Count	Percent
Under 5 hours	7	18%
Up to 10 hours	7	18%
Up to 20 hours	7	18%
Up to 30 hours	6	15%
More than 30 hours	13	33%
Total	40	100%

SALARIED OR HOURLY IN PRIMARY ROLE

Salaried/Hourly	Count	Percent
Salaried	93	42%
Hourly	73	33%
I am not paid a salary nor an hourly rate	57	26%
Total	223	100%

MONTHLY GROSS PAY FOR SALARIED WORKERS IN PRIMARY ROLE

Monthly Gross Pay	Count	Percent
Less than \$1,000	4	4%
\$1,001 to \$2,000	3	3%
\$2,001 to \$3,000	10	11%
\$3,001 to \$4,000	5	6%
\$4,001 to \$5,000	8	9%
\$5,001 to \$6,000	13	14%
\$6,001 to \$7,000	13	14%
\$7,001 to \$8,000	6	7%
More than \$8,000 per month	16	18%
I prefer not to answer	13	14%
Total	91	100%

HOURLY RATE FOR WORKERS IN PRIMARY ROLE

Hourly Rate	Count	Percent
\$16 or less per hour	7	10%
\$16-\$18 per hour	1	1%
\$18-\$20 per hour	11	15%
\$20-\$25 per hour	17	23%
\$25-\$30 per hour	15	21%
\$30-\$35 per hour	8	11%
\$35-\$40 per hour	9	12%

\$40 or more per hour	1	1%
I prefer not to answer	4	5%
Total	73	100%

BENEFITS PROVIDED BY EMPLOYER

Receive Benefits from Employer	Count	Percent
Yes	111	50%
No	70	32%
Not applicable	40	18%
Total	221	100%

BENEFITS PROVIDED BY EMPLOYER (SELECT ALL THAT APPLY)

Benefit	Count	Percent
Paid vacation days	100	92%
Paid sick days	95	87%
Paid national/state holidays	94	86%
Health insurance	96	88%
Dental and/or vision insurance	94	86%
Educational support (i.e., financial support for continuous or required education/trainings, assistance with tuition debt)	67	62%
Retirement plan (i.e., 401(k), 403(b))	91	84%
Paid maternity or paternity leave	49	45%
Paid bereavement leave	72	66%
California's Family Rights Act (CFRA) or Family Medical Leave Act (FMLA)	60	55%
Total	109	100%

USED PUBLIC BENEFITS/ASSISTANCE IN PAST 24 MONTHS

Used Public Benefits	Count	Percent
Yes	46	21%
No	173	79%
Total	219	100%

PUBLIC BENEFITS USED (SELECT ALL THAT APPLY)

Benefit	Count	Percent
Medi-Cal	36	88%
Medicare	1	2%

CalWORKs	0	0%
CalFresh	7	17%
State Supplementation Program (SSP)	1	2%
Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	10	24%
Unemployment	1	2%
Workers' Compensation	0	0%
Supplemental Security Income (SSI)	0	0%
Disability Insurance (DI)	2	5%
Veterans Benefits Assistance	0	0%
Stimulus checks (state and/or federal)	1	2%
Total	41	100%

RESPONDENT HIGHEST LEVEL OF EDUCATION

Education Level	Count	Percent
Less than a high school education	4	2%
Some high school education	10	5%
High school diploma or GED	20	10%
Some college education	42	20%
Associate's degree in Child Development/Early Childhood Education	30	14%
Associate's degree in another field	3	1%
Bachelor's degree in Child Development/Early Childhood Education	19	9%
Bachelor's degree in another field	37	16%
Master's degree in Child Development/Early Childhood Education	11	5%
Master's degree in another field	23	12%
PhD in Child Development/Early Childhood Education	0	0%
PhD in another field	0	0%
EdD in Child Development/Early Childhood Education	0	0%
EdD in another field	1	1%
Other	5	2%
I prefer not to answer	5	2%
Total	210	100%

RESPONDENT ACTIVE CREDENTIALS/CERTIFICATIONS (SELECT ALL THAT APPLY)

Active Credentials/Certifications	Count	Percent
Early childhood education (ECE) or Child development (CD) units	90	43%
Adult supervision units	31	15%
Child development associate (CDA) credential	12	6%

Assistant Permit	4	2%
Associate Permit	9	4%
Teacher Permit	15	7%
Master Teacher Permit	10	5%
Site Supervisor Permit	34	16%
Program Director Permit	34	16%
Multiple Subject Teaching Credential	4	2%
Train the Trainer Certificate	3	1%
Professional Development training hours	41	20%
I do not have any credentials/certifications	47	22%
Other	11	5%
Total	210	100%

COMPLETED EARLY CARE AND EDUCATION UNITS IN CHILD DEVELOPMENT

Early Care and Education Units	Count	Percent
Less than 6 units	57	27%
6-11 units	13	6%
12-23 units	33	16%
24 or more units	107	51%
Total	210	100%

CURRENT LIVING ARRANGEMENT

Living Arrangement	Count	Percent
Living alone (no children)	9	4%
Single parent with children	22	10%
Living with a partner/spouse only	28	13%
Living with a partner/spouse and children	98	47%
Living with a partner/spouse, children and extended family	18	9%
Living with extended family (no partner/spouse and children)	11	5%
Living with non-relatives (i.e., roommates)	4	2%
I don't have a fixed living arrangement (i.e., couch surfing, temporarily staying in hotels/motels, etc.)	0	0%
I prefer not to answer	10	5%
Other	10	5%
Total	210	100%

RENT OR OWN

Rent or Own	Count	Percent
Rent	100	48%
Own	95	46%
Neither	8	4%
I prefer not to answer	5	2%
Total	208	100%

HOME ZIP CODE

Zip Code	Count	Percent
93550	1	< 1%
93635	1	< 1%
94024	1	< 1%
94040	3	2%
94041	1	< 1%
94043	3	2%
94061	1	< 1%
94066	1	< 1%
94085	1	< 1%
94086	7	4%
94087	4	2%
94089	4	2%
94116	1	< 1%
94301	1	< 1%
94306	3	2%
94403	1	< 1%
94404	1	< 1%
94538	1	< 1%
94544	1	< 1%
94555	1	< 1%
94560	1	< 1%
95002	1	< 1%
95008	4	2%
95014	2	1%
95020	8	4%
95023	21	11%
95035	7	4%
95037	2	1%
95046	1	< 1%
95050	4	2%
95051	5	3%

95054	3	2%
95062	1	< 1%
95110	4	2%
95111	7	4%
95112	6	3%
95116	7	4%
95117	3	2%
95118	4	2%
95119	1	< 1%
95120	3	2%
95121	5	3%
95122	5	3%
95123	3	2%
95124	5	3%
95125	3	2%
95126	2	1%
95127	12	6%
95128	3	2%
95129	3	2%
95131	4	2%
95132	2	1%
95134	3	2%
95135	2	1%
95136	4	2%
95139	3	2%
95148	5	3%
95824	1	< 1%
Total	198	100%

COMMUTE TO WORK (SELECT ALL THAT APPLY)

Commute Method	Count	Percent
Walking	67	32%
Car	133	64%
Rideshare (i.e., Uber, Lyft)	5	2%
Carpooling	7	3%
Bus	5	2%
Train	2	1%
Biking	1	< 1%
Total	208	100%

COMMUTE TIME (ROUNDTrip)

Commute Time	Count	Percent
15 minutes or less	107	51%
Between 15 and 30 minutes	34	16%
Between 30 and 60 minutes	43	21%
Up to 90 minutes	12	6%
More than 90 minutes	12	6%
Total	208	100%

2. OWNER/ADMINISTRATOR QUESTIONS

“IN THE PAST 24 MONTHS, I HAVE HAD TO _____.” (SELECT ALL THAT APPLY)

Changes in Past 24 Months	Count	Percent
Lay off staff (i.e., loss of employment and benefits)	7	8%
Furlough staff (i.e., temporary leave of absence from work)	1	1%
Reduce staff hours	16	18%
Increase staff hours	6	7%
Reduce the hours of the program	4	5%
Increase the hours of the program	3	3%
Close classrooms	7	8%
Add classrooms	2	2%
Hire more staff	11	12%
Raise wages	16	18%
Lower wages	1	1%
I have not implemented any changes to staffing	47	53%
Total	89	100%

PLAN TO RAISE EMPLOYEE WAGES IN RESPONSE TO INCREASED REIMBURSEMENT RATES

Plan to Raise Wages	Count	Percent
Yes, we have already raised wages	18	20%
Yes, we plan to raise wages in the next 12 months	9	10%
No, we do not plan to raise wages	14	16%
Not sure at this time	48	54%
Total	89	100%

CURRENT PROGRAM STAFFING

Current Program Staffing	Count	Percent
Understaffed	19	21%
Overstaffed	1	1%
Neither. There are enough staff at my program.	53	60%
I don't know	16	18%
Total	89	100%

VACANCIES PER ROLE (FILL IN)

Role	Total Vacancies Reported	Responses	Percent
Teacher	34	15	83%
Assistant Teacher/Aide	27	12	67%
Manager/Supervisor	2	8	44%
Administrator/Director	1	8	44%
Other	18	8	44%
Total	82	18	100%

3. EMPLOYMENT CONDITIONS

“IN THE PAST 24 MONTHS, I HAVE _____.” (SELECT ALL THAT APPLY)

Changes in Past 24 Months	Count	Percent
Been laid off (i.e., loss of employment and benefits)	7	3%
Been furloughed (i.e., temporary leave of absence from work)	3	2%
Had hours reduced	9	4%
Had hours increased	19	9%
Changed jobs	15	7%
Received a salary increase	52	26%
Been promoted	13	6%
Completed college units	36	18%
Earned a degree	15	7%
Increased my credentialing permit	14	7%
I have not experienced any changes to my employment	84	41%
Other	16	8%
Total	204	100%

NOTICED DEVELOPMENTAL DIFFERENCES IN CHILDREN SINCE COVID-19

Noticed Developmental Differences in Children	Count	Percent
Yes	135	66%
No	39	19%
Not Applicable	30	14%
Total	204	100%

DEVELOPMENTAL CHANGES IN CHILDREN (SELECT ALL THAT APPLY)

Developmental Changes	Count	Percent
Changes in motor development	70	52%
Changes in physical development	54	40%
Impacted speech patterns (i.e., speech sounds incoherent, unintelligible)	96	71%
Increased anxiety	91	67%
Increased trauma	40	30%
Acting younger or older than age (i.e., 5 year old acting like 3 year old)	76	56%
Not meeting expected milestones (i.e. learning alphabet, counting numbers, etc.)	66	49%
Challenges in expression of emotions	87	64%
Increased irritability with other children	82	61%
Increased irritability with other staff	48	36%
Challenges with problem solving	75	56%
Challenges with conflict resolution	84	62%
Unprepared to accelerate to next grade level (i.e., child ready to enter kindergarten)	29	22%
Other	7	5%
Total	135	100%

TRAINING NEEDED (SELECT ALL THAT APPLY)

Training	Count	Percent
Early Childhood Development	95	47%
Foundations and Frameworks	46	23%
Social emotional learning	124	61%
Anti-bias and culturally responsive practices	49	24%
Supporting children with a disability	108	53%
Trauma-informed practices	72	35%
Assessment	48	24%
Family engagement	88	43%
Community orientation	47	23%
Digital teaching tools	49	24%

Supporting positive behavior	103	50%
Educator well-being	85	42%
COVID and safety protocols	22	11%
Other	13	6%
Total	204	100%

4. QUALITY OF LIFE

ABILITY TO MAINTAIN COST OF LIVING (SELECT ALL THAT APPLY)

Cost of Living	Count	Percent
I am able to afford the cost of living in my area, plus save additional money.	36	18%
I am able to afford the cost of living in my area, but I do not have money left over for savings.	91	46%
I work more than one job to afford the cost of living in my area	31	16%
I struggle to afford my rent/mortgage	38	19%
I struggle to afford food	20	10%
I struggle to afford childcare	3	2%
I struggle to afford transportation services (including gas, ride share and/or public transport)	12	6%
I struggle to afford healthcare and related items (doctor visits, medications, etc.)	26	13%
I struggle to afford personal care expenses (i.e., hair styling, beauty supplies, clothes, gym membership, etc.)	34	17%
I struggle to afford miscellaneous or unexpected expenses (i.e., going out to a restaurant, sending money to family, repairing home/apartment)	38	19%
I have experienced homelessness in the past 24 months	1	< 1%
I prefer not to answer	33	17%
Total	199	100%

EXPERIENCE WITH HOMELESSNESS WHILE WORKING IN ECE

Experience with homelessness occurred while working in ECE	Count	Percent
Yes	1	100%
No	0	0
I prefer not to answer	0	0
Total	1	100%

HOMELESSNESS DURATION

Homelessness Duration	Count	Percent
Currently homeless	0	0%
Less than one month	0	0%
1-2 months	0	0%
Greater than 2 months	1	100%
Total	1	100%

OVERALL FEELING ABOUT WORKING IN ECE

Feeling About Working in ECE	Count	Percent
Excited	30	15%
Joyous	24	12%
Engaged	28	14%
Hopeful	14	7%
Inspired	16	8%
Motivated	40	20%
Apathetic	4	2%
Anxious	4	2%
Exhausted	14	7%
Depressed	0	0%
Frustrated	4	2%
Angered	0	0%
Stressed	9	5%
I prefer not to answer	4	2%
Other	8	4%
Total	199	100%

NEGATIVE FEELING – WHAT IS CAUSING YOU TO FEEL THIS WAY? (SELECT ALL THAT APPLY)

Reason	Count	Percent
Insufficient pay	22	51%
Staffing issues	20	47%
Low student enrollment	13	30%
Unmet infrastructure needs for your classroom	6	14%
Education qualification barriers (ECE units, degrees, permits)	6	14%
Unmet support for children with high needs	24	56%
Lack of funding	14	33%
Lack of professional development/training opportunities	10	23%
Other	14	33%
Total	43	100%

PLANNING TO LEAVE JOB WITHIN NEXT 12 MONTHS

Planning to Leave Job	Count	Percent
Yes	12	6%
No	151	76%
Undecided	27	14%
I prefer not to answer	9	5%
Total	199	100%

REASONS FOR PLANNING TO LEAVE JOB WITHIN NEXT 12 MONTHS (SELECT ALL THAT APPLY)

Reason	Count	Percent
Insufficient pay	5	42%
Insufficient benefits	0	0%
No opportunity for growth	5	42%
Concern about exposure to COVID-19	0	0%
Concern about how to address developmental changes in children	2	17%
Health-related reasons	1	8%
Family-related reasons	3	25%
Pursuing education opportunities	2	17%
Pursuing a career change	3	25%
Moving out of the area	3	25%
Other	3	25%
Total	12	100%

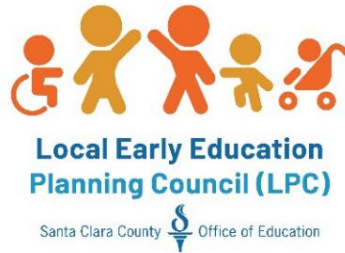
PLANNING ON CAREER ADVANCEMENT IN ECE

Planning career advancement in ECE	Count	Percent
Yes	87	58%
No	23	15%
Undecided	40	27%
Total	150	100%

WORKPLACE PRIORITIES IN THE NEXT 3-5 YEARS

Priority	1 (Highest)	2	3	4	5 (Lowest)	Total
Higher salaries	137 (71%)	40 (21%)	9 (5%)	4 (2%)	4 (2%)	194
Better benefits	36 (19%)	90 (46%)	41 (21%)	22 (11%)	5 (3%)	194
Better work/organizational culture	10 (5%)	38 (20%)	76 (39%)	58 (30%)	12 (6%)	194
Education or Continued Education Support	10 (5%)	22 (11%)	51 (26%)	69 (36%)	42 (22%)	194
Better COVID protections	1 (< 1%)	4 (2%)	17 (9%)	41 (21%)	131 (68%)	194

APPENDIX B. SANTA CLARA COUNTY AND SAN BENITO COUNTY CHILD CARE WORKFORCE STUDY SURVEY INSTRUMENT



Santa Clara County and San Benito County Child Care Workforce Study

Welcome to the Santa Clara County and San Benito County Child Care Workforce Survey.

If you would like to take this survey in a different language, you can use the dropdown menu in the upper righthand corner.

Si le gustaría hacer esta encuesta en otro idioma, puede usar el menú desplegable en la esquina derecha superior de la pantalla.

如果您想以其他語言參加此調查，您可以從右上角的下拉式選單中選擇。

Nếu bạn muốn thực hiện khảo sát này bằng một ngôn ngữ khác, bạn có thể sử dụng menu thả xuống ở góc trên bên phải.



Santa Clara County and San Benito County Child Care Workforce Study

Pre-Survey Screener

Before beginning the survey, please complete the following pre-survey screener questions. These questions will determine your eligibility to participate in this survey.

* 1. This survey is for people who work in child care (defined as working with children ages 0-12 years old, including children in Family Child Care Home and or Family Friend Neighbor (FFN) care, preschool, or before/after school care) in Santa Clara County and San Benito County.

Do you work in child care in Santa Clara County OR San Benito County?

- ☐ Yes, I work in child care in Santa Clara County
- ☐ Yes, I work in child care in San Benito County
- ☐ No, I do not work in child care in Santa Clara County or San Benito County



Santa Clara County and San Benito County Child Care Workforce Study

Pre-Survey Screener

* 2. Please select the zip code of your primary place of employment.

* 3. Please select the zip code of your primary place of employment.



Santa Clara County and San Benito County Child Care Workforce Study

Hello,

Welcome to the Santa Clara County and San Benito County Child Care Workforce Survey. The Local Early Education Planning Council (LPC) at the Santa Clara County Office of Education (SCCOE) is conducting this survey to understand the experiences of child care workers like you. **The survey is anonymous and confidential**, and all results will be reported in the aggregate. Personal information will not be shared with anyone.

The results of this survey will contribute to learnings from the 2023 Child Care and Early Learning Needs Assessment Study. These results will help inform the use of public resources to support child care and early learning, such as informing recruitment, retention, and pay equity efforts in the Santa Clara County and San Benito County early learning field. Thank you for taking the time to share your thoughts on this important topic.

This survey consists of around 40 multiple choice questions and takes about 15 minutes to complete. There are no right or wrong answers to these questions. Respondents can pause and return to complete the survey later. ***Please complete this survey by 5 PM PST on Friday, December 20, 2024.***

As a thank you for your participation, individuals who complete the survey will be eligible to enter a drawing for a gift card. If you are interested in participating in the drawing, please click the link at the end of the survey to complete the Survey Drawing Notice. The drawing will take place in December, and winners will be notified by email. If you have questions about this survey, please email lpcinfo@sccoe.org.

Thank you!

Demographics: This section will ask demographics-related questions.

* 4. How long have you worked in the child care and/or early learning field?

- ☐ 0-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ Over 20 years

* 5. What type of facility/program do you currently work in? Select all that apply.

- ☐ Licensed child care program
- ☐ License-exempt child care program (e.g., heritage school, parent co-op, city-operated center, etc.)
- ☐ Small Family Child Care
- ☐ Large Family Child Care
- ☐ Nonprofit Center
- ☐ Private/for profit Center
- ☐ School district-operated Center
- ☐ Faith-based
- ☐ Family, Friend, or Neighbor (FFN)
- ☐ Not Applicable
- ☐ Other (please specify)

* 6. How old are you?

- ☐ Between 18 and 29 years of age
- ☐ Between 30 and 39 years of age
- ☐ Between 40 and 49 years of age
- ☐ Between 50 and 64 years of age
- ☐ 65 years of age or older

* 7. What is your race/ethnicity? Select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian or Asian American
- ☐ Black or African American
- ☐ Latino, Hispanic, or Spanish
- ☐ Middle Eastern or North African
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White
- ☐ Multi-racial
- ☐ I prefer not to answer
- ☐ Other (please specify)

* 8. What is your primary language spoken at home?

- ☐ English
- ☐ Spanish
- ☐ Chinese (including Mandarin, Cantonese)
- ☐ Tagalog
- ☐ French
- ☐ Hindi
- ☐ Russian
- ☐ Vietnamese
- ☐ Portuguese
- ☐ Arabic
- ☐ Other (please specify)

* 9. What is your gender identity?

- ☐ Man/Male
- ☐ Woman/Female
- ☐ Transgender/Trans
- ☐ Trans woman
- ☐ Trans man
- ☐ Non-binary
- ☐ I prefer not to answer
- ☐ Other (please specify)

* 10. What title best describes your **primary** role in the Early Childhood Education (ECE) field?

- ☐ Owner
- ☐ Administrator
- ☐ Director
- ☐ Manager/Supervisor
- ☐ Infant/Toddler Teacher
- ☐ Preschool/Pre-kindergarten Teacher
- ☐ Transitional Kindergarten Teacher
- ☐ After School Care Teacher
- ☐ Higher Education Adjunct Faculty
- ☐ Before/after school counselor
- ☐ Assistant Teacher/Aide
- ☐ Family Child Care Assistant
- ☐ Nanny/Private babysitter
- ☐ Family, Friend or Neighbor (FFN)
- ☐ Other (please specify)

* 11. How many hours per week do you work in your **primary** role in ECE?

- ☐ Under 15 hours
- ☐ Up to 30 hours
- ☐ Up to 40 hours
- ☐ More than 40 hours

* 12. Do you hold any **secondary** role(s) in ECE that you would like to share?

- ☐ Yes, I have additional roles within the ECE field
- ☐ No, I do not hold any other roles within the ECE field
- ☐ I prefer not to answer

* 13. What title(s) best describes your **secondary** role(s) in the ECE field? Select all that apply.

- ☐ Owner
- ☐ Administrator
- ☐ Director
- ☐ Manager/Supervisor
- ☐ Infant/Toddler Teacher
- ☐ Preschool/Pre-kindergarten Teacher
- ☐ Transitional Kindergarten Teacher
- ☐ After School Care Teacher
- ☐ Higher Education Adjunct Faculty
- ☐ Before/after school counselor
- ☐ Assistant Teacher/Aide
- ☐ Family Child Care Assistant
- ☐ Nanny/Private babysitter
- ☐ Family, Friend or Neighbor (FFN)
- ☐ Other (please specify)

* 14. How many hours per week do you work in your **secondary** role in ECE? If you hold more than one secondary role, please select the total combined hours worked per week for your additional roles.

- ☐ Under 5 hours
- ☐ Up to 10 hours
- ☐ Up to 20 hours
- ☐ Up to 30 hours
- ☐ More than 30 hours

* 15. Are you a salaried or hourly employee in your **primary** role in ECE?

- ☐ Salaried
- ☐ Hourly
- ☐ I am not paid a salary nor an hourly rate

* 16. On average, what are you paid each month before taxes (total gross pay) for your **primary** role?

- ☐ Less than \$1,000
- ☐ \$1,001 to \$2,000
- ☐ \$2,001 to \$3,000
- ☐ \$3,001 to \$4,000
- ☐ \$4,001 to \$5,000
- ☐ \$5,001 to \$6,000
- ☐ \$6,001 to \$7,000
- ☐ \$7,001 to \$8,000
- ☐ More than \$8,000 per month
- ☐ I prefer not to answer

* 17. What is your hourly rate before taxes for your **primary** role?

- ☐ \$16 or less per hour
- ☐ \$16-\$18 per hour
- ☐ \$18-\$20 per hour
- ☐ \$20-\$25 per hour
- ☐ \$25-\$30 per hour
- ☐ \$30-\$35 per hour
- ☐ \$35-\$40 per hour
- ☐ \$40 or more per hour
- ☐ I prefer not to answer

* 18. Does your place of employment provide you with benefits?

- ☐ Yes
- ☐ No
- ☐ Not Applicable



Santa Clara County and San Benito County Child Care Workforce Study

Demographics

* 19. Please select all benefits provided by your place of employment.

- ☐ Paid vacation days
- ☐ Paid sick days
- ☐ Paid national/state holidays
- ☐ Health insurance
- ☐ Dental and/or vision insurance
- ☐ Educational support (i.e., financial support for continuous or required education/trainings, assistance with tuition debt)
- ☐ Retirement plan (i.e., 401(k), 403(b))
- ☐ Paid maternity or paternity leave
- ☐ Paid bereavement leave
- ☐ California's Family Rights Act (CFRA) or Family Medical Leave Act (FMLA)

* 20. In the past 24 months, have you used public benefits/assistance (i.e., Supplemental Nutrition Assistance Program (SNAP) benefits, Medi-Cal, unemployment, workers' compensation, etc.)?

☐ Yes

☐ No

* 21. Please select all the benefits you have used.

☐ Medi-Cal

☐ Medicare

☐ CalWORKs

☐ CalFRESH

☐ State Supplementation Program (SSP)

☐ Special Supplemental Nutrition Program for Women, Infants and Children (WIC)

☐ Unemployment

☐ Workers' Compensation

☐ Supplemental Security Income (SSI)

☐ Disability Insurance (DI)

☐ Veterans Benefits Assistance

☐ Stimulus checks (state and/or federal)

* 22. What is the highest level of education you have completed? Please select the closest option.

- ☐ Less than a high school education
- ☐ Some high school education
- ☐ High school diploma or GED
- ☐ Some college education
- ☐ Associate's degree in Child Development/Early Childhood Education
- ☐ Associate's degree in another field
- ☐ Bachelor's degree in Child Development/Early Childhood Education
- ☐ Bachelor's degree in another field
- ☐ Master's degree in Child Development/Early Childhood Education
- ☐ Master's degree in another field
- ☐ PhD in Child Development/Early Childhood Education
- ☐ PhD in another field
- ☐ EdD in Child Development/Early Childhood Education
- ☐ EdD in another field
- ☐ I prefer not to answer
- ☐ Other (please specify)

* 23. What active credentials/certifications do you hold? Select all that apply.

- ☐ Early childhood education (ECE) or Child development (CD) units
- ☐ Adult supervision units
- ☐ Child development associate (CDA) credential
- ☐ Assistant Permit
- ☐ Associate Permit
- ☐ Teacher Permit
- ☐ Master Teacher Permit
- ☐ Site Supervisor Permit
- ☐ Program Director Permit
- ☐ Multiple Subject Teaching Credential
- ☐ Train the Trainer Certificate
- ☐ Professional Development training hours
- ☐ I do not have any credentials/certifications
- ☐ Other (please specify)

* 24. How many Early Care and Education units have you completed in Child Development?

- ☐ Less than 6 units
- ☐ 6-11 units
- ☐ 12-23 units
- ☐ 24 or more units

* 25. What is your current living arrangement?

- ☐ Living alone (no children)
- ☐ Single parent with children
- ☐ Living with a partner/spouse only
- ☐ Living with a partner/spouse and children
- ☐ Living with a partner/spouse, children and extended family
- ☐ Living with extended family (no partner/spouse and children)
- ☐ Living with non-relatives (i.e., roommates)
- ☐ I don't have a fixed living arrangement (i.e., couch surfing, temporarily staying in hotels/motels, etc.)
- ☐ I prefer not to answer
- ☐ Other (please specify)

* 26. Do you rent or own?

- ☐ Rent
- ☐ Own
- ☐ Neither
- ☐ I prefer not to answer

27. Where do you live? Please enter your zip code below. (enter 5-digit ZIP code; for example, 95131)

* 28. How do you get to work? Select all that apply.

- ☐ Walking
- ☐ Car
- ☐ Rideshare (i.e., Uber, Lyft)
- ☐ Carpooling
- ☐ Bus
- ☐ Train
- ☐ Biking

* 29. On average, how long does it take you to get to and from work (roundtrip)?

- ☐ 15 minutes or less
- ☐ Between 15 and 30 minutes
- ☐ Between 30 and 60 minutes
- ☐ Up to 90 minutes
- ☐ More than 90 minutes



Santa Clara County and San Benito County Child Care Workforce Study

Owner/Administrator Questions

This section will ask about your organization, including questions about enrollment rates, staffing capacity, and policies and procedures.

* 30. Fill in the blank and select all that apply. "In the past 24 months, I have had to _____."

- ☐ Lay off staff (i.e., loss of employment and benefits)
- ☐ Furlough staff (i.e., temporary leave of absence from work)
- ☐ Reduce staff hours
- ☐ Increase staff hours
- ☐ Reduce the hours of the program
- ☐ Increase the hours of the program
- ☐ Close classrooms
- ☐ Add classrooms
- ☐ Hire more staff
- ☐ Raise wages
- ☐ Lower wages
- ☐ I have not implemented any changes to staffing

* 31. Do you plan to raise your employee wages in response to the [FY 2022-23 reimbursement rates](#)?

- ☐ Yes, we have already raised wages
- ☐ Yes, we plan to raise wages in the next 12 months
- ☐ No, we do not plan to raise wages
- ☐ Not sure at this time

* 32. Is your program currently understaffed or overstaffed?

- ☐ Understaffed
- ☐ Overstaffed
- ☐ Neither. There are enough staff at my program.
- ☐ I don't know

* 33. Please enter the approximate number of vacancies per role.

Teacher	<input type="text"/>
Assistant Teacher/Aide	<input type="text"/>
Manager/Superv isor	<input type="text"/>
Administrator/D irector	<input type="text"/>
Other	<input type="text"/>



Santa Clara County and San Benito County Child Care Workforce Study

Owner/Administrator Questions

34. If you selected “Other”, please specify which role(s) you have vacancies for.

Santa Clara County and San Benito County Child Care Workforce Study

Employment Conditions

This section will ask about your current place of employment and your most recent work experience.

* 35. Fill in the blank and select all that apply. "In the past 24 months, I have _____."

- ☐ Been laid off (i.e., loss of employment and benefits)
- ☐ Been furloughed (i.e., temporary leave of absence from work)
- ☐ Had hours reduced
- ☐ Had hours increased
- ☐ Changed jobs
- ☐ Received a salary increase
- ☐ Been promoted
- ☐ Completed college units
- ☐ Earned a degree
- ☐ Increased my credentialing permit
- ☐ I have not experienced any changes to my employment
- ☐ Other (please specify)

* 36. Since COVID-19, have you noticed a difference in the developmental trajectory of children (i.e., changes in motor development, impacted speech patterns, changes in behavior, etc.)?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

* 37. Please select all developmental changes you have noticed in children.

- ☐ Changes in motor development
- ☐ Changes in physical development
- ☐ Impacted speech patterns (i.e. speech sounds incoherent, unintelligible)
- ☐ Increased anxiety
- ☐ Increased trauma
- ☐ Acting younger or older than age (i.e., 5 year old acting like 3 year old)
- ☐ Not meeting expected milestones (i.e. learning alphabet, counting numbers, etc.)
- ☐ Challenges in expression of emotions
- ☐ Increased irritability with other children
- ☐ Increased irritability with other staff
- ☐ Challenges with problem solving
- ☐ Challenges with conflict resolution
- ☐ Unprepared to accelerate to next grade level (i.e., child ready to enter kindergarten)
- ☐ Other (please specify)

* 38. What type of training do you feel you need in order to best serve children and families? Select all that apply.

- ☐ Early Childhood Development
- ☐ Foundations and Frameworks
- ☐ Social emotional learning
- ☐ Anti-bias and culturally responsive practices
- ☐ Supporting children with a disability
- ☐ Trauma-informed practices
- ☐ Assessment
- ☐ Family engagement
- ☐ Community orientation
- ☐ Digital teaching tools
- ☐ Supporting positive behavior
- ☐ Educator well-being
- ☐ COVID and safety protocols
- ☐ Other (please specify)



Santa Clara County and San Benito County Child Care Workforce Study

Quality of Life

This section will ask about your quality of life, including questions about

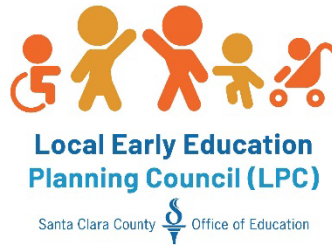
your emotions and attitudes to your workplace, level of food security, and living costs.

* 39. Which option(s) below best describes your ability to maintain cost of living in your area?

Cost of living assumes expenses such as rent/mortgage, food, transportation, medical services, personal care, and miscellaneous expenses. **Please select all that apply.**

Additional information: *Homelessness is defined as lacking a consistent and fixed residence, living in public or private spaces not designed for sleeping (i.e. cars, parks, etc.) or living in a shelter providing temporary residence. To access the full definition, click [here](#).*

- ☐ I am able to afford the cost of living in my area, plus save additional money.
- ☐ I am able to afford the cost of living in my area, but I do not have money left over for savings.
- ☐ I work more than one job to afford the cost of living in my area
- ☐ I struggle to afford my rent/mortgage
- ☐ I struggle to afford food
- ☐ I struggle to afford childcare
- ☐ I struggle to afford transportation services (including gas, ride share and/or public transport)
- ☐ I struggle to afford healthcare and related items (doctor visits, medications, etc.)
- ☐ I struggle to afford personal care expenses (i.e., hair styling, beauty supplies, clothes, gym membership, etc.)
- ☐ I struggle to afford miscellaneous or unexpected expenses (i.e., going out to a restaurant, sending money to family, repairing home/apartment)
- ☐ I have experienced homelessness in the past 24 months
- ☐ I prefer not to answer



Santa Clara County and San Benito County Child Care Workforce Study

Quality of Life

* 40. Has your experience with homelessness occurred while you were working in the early childhood field?

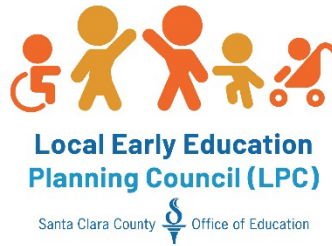
- ☐ Yes
- ☐ No
- ☐ I prefer not to answer

* 41. How long have you experienced homelessness?

- ☐ Currently homeless
- ☐ Less than one month
- ☐ 1-2 months
- ☐ Greater than 2 months

* 42. Overall, how do you feel about working in the early childhood education field? Select one option that best describes how you feel.

- ☐ Excited
- ☐ Joyous
- ☐ Engaged
- ☐ Hopeful
- ☐ Inspired
- ☐ Motivated
- ☐ Apathetic
- ☐ Anxious
- ☐ Exhausted
- ☐ Depressed
- ☐ Frustrated
- ☐ Angered
- ☐ Stressed
- ☐ I prefer not to answer
- ☐ Other (please specify)



Santa Clara County and San Benito County Child Care Workforce Study

Quality of Life

* 43. You selected that you feel {{ Q42 }} about working in the ECE field.
What is causing you to feel this way? Select all that apply.

- ☐ Insufficient pay
- ☐ Staffing issues
- ☐ Low student enrollment
- ☐ Unmet infrastructure needs for your classroom
- ☐ Education qualification barriers (ECE units, degrees, permits)
- ☐ Unmet support for children with high needs
- ☐ Lack of funding
- ☐ Lack of professional development/training opportunities
- ☐ Other (please specify)

* 44. Are you planning to leave your job within the next 12 months?

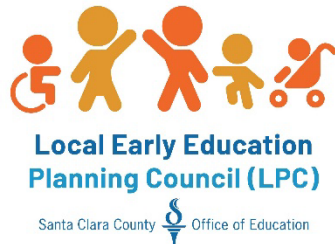
- ☐ Yes
- ☐ No
- ☐ Undecided
- ☐ I prefer not to answer

* 45. If you are planning to leave your job within the next 12 months, select all reasons that apply.

- ☐ Insufficient pay
- ☐ Insufficient benefits
- ☐ No opportunity for growth
- ☐ Concern about exposure to COVID-19
- ☐ Concern about how to address developmental changes in children
- ☐ Health-related reasons
- ☐ Family-related reasons
- ☐ Pursuing education opportunities
- ☐ Pursuing a career change
- ☐ Moving out of the area
- ☐ Other (please specify)

* 46. If you plan on staying in the early learning field, are you planning on career advancement in the field?

- ☐ Yes
- ☐ No
- ☐ Undecided



Santa Clara County and San Benito County Child Care Workforce Study

Quality of Life

47. What are your career goals within the ECE field, if any? (e.g., obtain a Child Development Permit, become a child care center director, obtain a Pre-K 3 credential, open a child care center/family child care, etc.)

--



Santa Clara County and San Benito County Child Care Workforce Study

Conclusion











Thank you for taking the time to complete the Santa Clara County and San Benito County Child Care Workforce Survey. Your survey responses will be kept anonymous and confidential, and your contact information will not be tied to your responses. Your time and perspective is appreciated.

Opportunities for Change

This section will ask about your suggested ideas for change within the child care work force.

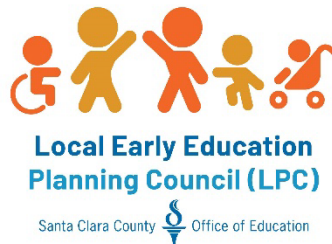
* 48. Rank, from highest priority to lowest priority (1 is highest priority, 5 is lowest priority), changes you would like to see in the next 3-5 years within your place of employment.

Please click and drag each response to rank them.

		Higher salaries
		Better benefits
		Better work/organizational culture
		Better COVID protections
		Education or Continued Education Support (i.e., certification/college degrees/additional training)

49. Please use this space to elaborate on your answer above.

50. Is there anything else that you'd like to share about your experiences as a child care provider?



Santa Clara County and San Benito County Child Care Workforce Study

Conclusion

You have reached the end of the survey. Thank you for completing this survey.

51. If you are interested in entering a drawing for a **gift card**, please click "Yes" to complete the Survey Drawing Notice. ***This is optional.***

☐ Yes

☐ No



Santa Clara County and San Benito County Child Care Workforce Study

Survey Drawing Notice

Thank you for your interest in the drawing. If you are interested in entering a drawing for a **gift card**, please fill out your contact information below. This information will be used to contact you in the case that you are a recipient of the gift card. Your name and contact information will be kept confidential.

Please enter your contact information below.

52. Name

53. Email



**Local Early Education
Planning Council (LPC)**

Santa Clara County  Office of Education