



2010 Professional Development & Technical Assistance Specialists

Data collected spring 2010

N = 141

Respondents Demographics

- Gender - 100% female
- Age Range
 - 8% - under 30 years
 - 54% - 31 to 50 years
 - 32% - 51 to 60 years
 - 6% - 61 to 65 years
- Ethnicity
 - 76% White/European American
 - 22% Black/African American
 - 1.3% Biracial
 - 1.3% Hispanic American/Latino/Latina

Demographics continued...

- Primary Language
 - 100% English
- Languages Spoken Fluently
 - 97% English
 - 1.6% German
 - 1.6% Other
 - 0% Spanish
 - 0% French

Education Earned

- 81 respondents noted all that apply
 - 24 Masters Degree
 - 6 working on Masters
 - 62 Bachelors Degree
 - 6 working on Bachelors degree
 - 29 Associates Degree
 - 0 working on Associates degree
- 60 did not answer question

Credentials, Certification & Licensure

- 8 Community College Early Childhood Education Diploma
- 5 NC Early Childhood Certificate
- 4 NC Infant Toddler Certificate
- 5 CDA for credits
- 2 CDA for workshops hours
- 18 NC Early Childhood Credential for credit
- 1 NC Family Child Care Credential for credit
- 4 NC School Age Credential for credit
- 5 NC Administrator Credential - Level I for credit
- 10 NC Administrator Credential - Level II for credit
- 13 NC Administrator Credential - Level III for credit
- 20/80 Certified by NC Early Educator Certification
- 11 NC Birth - Kindergarten License
- 3 NC Preschool Add-On License

Professional Association Membership

- NCaeyc = 39
- NC Afterschool Coalition = 6
- NC Early Childhood Association = 11
- NC Head Start Association = 1
- None of the Above = 35
- Other = 7

Employment Setting

- 53% Child Care Resource & Referral Agency
- 25% Smart Start partnership
- 10% Community College
- 3% Head Start
- 3% Private business
- 2% Other nonprofit
- 4% Other

Position

- 31% Technical Assistance Provider
- 16% Professional Development Provider
- 8% Quality Improvement Specialist
- 6% Evaluator/Assessor
- 5% Mentor/Coach
- 2% Private Consultant
- 22% Other (includes college instructor, early intervention specialists, child care health consultants, combined PD/TA roles and more)

Employment Status

- 46% - 40 hours +/-exempt
- 9% - Contract employee
- 33% - Temporary

Length of Tenure

Tenure in Position

- 14% = 10 years or more
- 27% = 5 - 10 years
- 29% = 2 - 5 years
- 19% = 2 years or less

Plans to Stay

- 56% no plans to leave
- 17% unsure

Compensation for Permanent

- 6% - less than \$25,000
- 31% - \$25,000 - \$34,999
- 43% - \$45,000 - \$54,999
- 4% - \$65,000 - \$74,999

Benefits for Permanent

- Health Insurance - 56% fully paid & 24% partially paid
- Sick Leave - 11% paid sick leave
- Paid holidays - 6 %
- Parental Leave - 0%
- Employer Supported Child Care - 5.3%
- Paid retirement benefits - 0%
- College tuition reimbursement - 3%

Preparation for Work

Experience - worked 5 years or more...

- 91% worked on behalf of children
- 88% worked in an early care & education setting
- 39% worked in afterschool setting

Pre-service training from employer provided to support performing duties

- 66% Yes
- 34% No

Populations Served by Respondents

- 75% - Child care program administrators/directors
- 72% - Private child care programs
- 68% - Local partners
- 53% - More at Four classrooms
- 49% - Public child care programs
- 45% - Early educators working directly with children birth to five
- 41% - Early educators working directly with children birth to twelve
- 38% - Start-up programs
- 33% - Early educators working on behalf of children birth to twelve

Services Provided by Auspice

- 85% Child care center
- 68% More at Four
- 66% Head Start
- 64% Faith-based program
- 50% Private preschool
- 23% Infant-Toddler/CDSA

Providing Access to Services

- 34% support English language learners including translate materials, services/equipment
 - 19% provide training in languages other than English
- 31% provide resources to increase literacy skills
 - 63% connect with college support
 - 31% no supports provided
- 16% provide resources to increase math skills
 - 55% connect with college support
 - 37% no supports provided
- 18% provide resources to increase computer or Internet skills
 - 9% provide computer loan program
 - 16% provide access to computer lab
 - 18% provide free email account

Intensity of Activities

- 30% as needed (i.e. referral call or drop-in)
- 20% long-term support (course, TA, consultation, coaching, etc.)
- 14% grant-based timeline
- 9% contract-based timeline
- 4% one-time professional development event
- .8% continuing education unit series

Focus of Activities – Top Responses

1. Assess/evaluate classroom quality practice or classroom quality
2. Provide or increase access to continuing education/training opportunities
3. Build local professional development supports
4. Support collaboration among partners
5. Provide information about best practices & research
6. Increase knowledge and skills of Early Educators
7. Coach/mentor Early Educators
8. Maintain the quality of child care programs
9. Model classroom practices
10. Raise child care programs' star ratings

Approaches Used

- 70% use courses, workshops
- 70% use technical assistance strategies
- 61% use coaching strategies
- 58% use consultative strategies
- 63% share materials
- 48% use written plan with timeline & tasks
- 48% provide resources or referral lists
- 40% use mentoring strategies
- 31% use a contract/agreement
- 26% provide intensive training over a period of time
- Less than 19% use communities of practice, distance learning or co-teaching strategies

Teaching Strategies Employed

- 73% print materials
- 54% large and small group activities
- 50% large and small group discussions
- 47% networking opportunities (email, virtual communities, face:face meetings)
- 46% guidance and feedback on instruction or intervention practices
- 39% role play
- 35% case method, video demonstrations and lectures

Content Areas Covered Most Often

- Child Development
- Strategies for improving classroom practices
- Children's health, safety and nutrition
- Use of classroom assessment tools
- Use of curriculum
- Strategies for collaboration/communication with other professionals
- Strategies for improving inclusion, participation and learning for children considered at risk

Guidelines Used for Activity Content

- 78% agency/organization policies or procedures
- 59% child care facility licensure requirements
- 53% NAEYC Developmentally Appropriate Practice in Early Childhood Programs
- 53% NC Division of Child Development nine topic areas
- 47% NC Early Learning Foundations
- 42% NAEYC Codes of Ethical Conduct
- 38% NC Infant Toddler Foundations
- 25% Birth to Kindergarten Standards
- 22% NC Community College AAS Degree Program Competencies
- 10% School age competencies

Types of Credit Provided

- 12% continuing education units
- 19% college or university credits
- 44% certificate of participation
- 78% contact hours
- 7% not applicable

Continuing Education Unit Sources

- 13% Community College
- 10% Other
- 8% NC Dept of Health & Human Services
- 4% NC Dept of Public Instruction
- 3% Local Education Agency (LEA) or NC Office of Early Learning
- 0% IACET or University

Prep to be Adult Educator

- 74% taken a workshop on adult education & learning
- 52% taken a workshop on mentoring adult learners
- 30% taken a college course on adult education and learning

Experience Providing Professional Development/Outreach

- 67% provided trainings/workshops
- 45% provided instruction at a community college or university credit
- 20% provided instruction leading to Continuing Education Units

Training or information needs to support continuing education

- 60% - getting approval for continuing education units
- 54% - developing continuing education unit opportunities
- 44% - adult learning supports to increase math skills
- 14% - adult learning styles and principles