Early Learning Survey Findings

October 12, 2021
Objectives

Online Survey
N=363; MOE 3.57%*

- What do center directors and teachers want and need to do a good job?

*Note: Because results are rounded to the nearest whole number - for ease of interpretation – percentages in charts may not equal 100%, for subgroups/crosstabs MOE may be higher and varies.
Objectives

Survey fielded 9/17/21 through 9/30/21

- Insight to invest in workforce to make the highest impact on early learning quality in Sarasota
Who did we talk to?
Q.1. Which of the following best describes your job in early learning?
All=363; Teacher=266; Director=46; Teacher&Director=51
Q.17. What is your center’s city? Sarasota=258; N=363
Center Zip Codes

Q.17. What is your center's zip code? 34285=39; 34239=49; N=363
Q.14. How long have you been in the early learning profession? N=363
Q.14. How long have you been in the early learning profession? 34239=49; N=363
Q.14. How long have you been in the early learning profession? 34285=39; N=363
Q.22. Besides in service hours, which best describes the highest level of education you’ve obtained in your early learning career? N=363

- High School Diploma: 16%
- Associates Degree (Two years of college): 14%
- College degree in Early Learning: 11%
- College Degree in another subject area: 17%
- Childcare Development Associate (CDA): 23%
- Masters Degree in Early Learning: 4%
- Masters Degree in another subject area: 5%
- Other: 11%

28% College Degree
Q.22. Besides in service hours, which best describes the highest level of education you’ve obtained in your early learning career? N=363
Q.22. Besides in service hours, which best describes the highest level of education you’ve obtained in your early learning career? 34289=49; N=363
Q.22. Besides in service hours, which best describes the highest level of education you’ve obtained in your early learning career? 34285=39; N=363
Q.22. Besides in service hours, which best describes the highest level of education you’ve obtained in your early learning career? N=363

- Partial College: 5%
- FCCPC (CDA equivalent): 3%
- Director Credential: 3%
- Still in High School: 3%
Q.19. Which best describes your center size? Large=245; Medium=82; Small=17; Home Based=18; Other=1 N=363
Q.20. Which best describes your center’s type/business model (choose all that apply)? N=363
Q.20. Which best describes your center’s type/business model (choose all that apply)? N=363
Q.16. Which level(s) are taught at your center (choose all that apply)? N=363
Q.16. Which level(s) are taught at your center (choose all that apply)? N=363
Q.15. Which levels are you currently teaching (choose all that apply)? N=363

- Infants: 24%
- 2-3 year olds: 44%
- 3-4 year olds: 41%
- 5 year olds: 18%
- VPK: 24%
- PreK, not VPK: 7%
- Not Teaching: 9%
- Other: 9%
Levels Currently Teaching - Other

Q.15. Which levels are you currently teaching (choose all that apply)? N=363
Q.18. How long have you been at this center? N=363

Under one year – Five years = 62%
Q.23. How many hours of early learning continuing education do you obtain on average per year? N=363
Q.23. How many hours of early learning continuing education do you obtain on average per year? Up to 2 yrs=50; 3-10yrs=118; 11-20 yrs=80; 21+yrs=115; N=363
Q.24. Where do you obtain your early learning continuing education (choose all that apply)?
N=363
Q.24. Where do you obtain your early learning continuing education (choose all that apply)?
N=363
Q.25. To which gender identity do you most identify? N=363
Q.26. What is your age? N=363

Age Distribution:
- 18-25 years: 13%
- 26-30 years: 11%
- 31-35 years: 10%
- 36-40 years: 10%
- 41-45 years: 11%
- 46-50 years: 10%
- 51-55 years: 14%
- 56-60 years: 11%
- 61-65 years: 8%
- 66 years+: 3%
Q.27. What is your marital status? N=363

Marital Status

- Single (never married): 30%
- Married or in domestic partnership: 52%
- Widowed: 3%
- Divorced: 14%
- Separated: 1%
Q.28. Are you of Hispanic, Latino or Spanish origin? N=363
Ethnicity – Race

- American Indian or Alaska Native: 3%
- Asian: 2%
- Black or African American: 9%
- Native Hawaiian or Other Pacific Islander: 4%
- White: 82%
- Multi-Racial/or Mixed: 3%
- Other: 2%

Q.29. How would you describe yourself? N=363
Why did they choose the early learning profession?
Q.2. Why did you choose early learning as your profession? (choose all that apply)?

- I love helping children
- I’m passionate about early learning and want to share with another generation
- Always knew I wanted to be in early learning since I was a child
- Learned loved early learning with my own kids
- Volunteered and found love for the profession
- I want to help special needs children with the services they need
- Saw need to enter the profession from my children attending school
- Not fulfilled in past career and changed to early learning
- I grew up in a family of early learning professionals
- Other

N=363

KEMPTON
RESEARCH AND PLANNING
Q.2. Why did you choose early learning as your profession? (choose all that apply)?

- Love children/watching them grow: 1%
- Profession chose me/calling: 1%
- Help parents/community: 1%
- Retiree: 1%
- Give kids opportunity: 1%

N=363
Q.2. Why did you choose early learning as your profession? (choose all that apply)?

All=363; Teacher=266; Director=46; Teacher&Director=51

- I grew up in a family of early learning professionals
- Not fulfilled in past career and changed to early learning
- Saw need to enter the profession from my children attending school
- I want to help special needs children with the services they need
- I love helping children
- I'm passionate about early learning and want to share with another generation
- Always knew I wanted to be in early learning since I was a child
- I want to help special needs children with the services they need
- Learned loved early learning with my own kids
- Volunteered and found love for the profession
- I'm passionate about early learning and want to share with another generation
- I grew up in a family of early learning professionals
- I love helping children
Why did they choose the center where they work?
Q.21. Why did you choose to work at your center (choose all that apply)? N=363
Q.21. Why did you choose to work at your center (choose all that apply)? N=363

- Owner/Founder: 5%
- My children go to/went to this facility: 3%
- Applied for the job/opportunity: 2%
- Enjoy my co-workers: 1%
- Owned by family member: 1%
- Work from my own home: 1%
- Strongly agree with school's mission statement: 1%
- Decided to stay home with my kids: 1%
- Want to help community: 1%
Q.21. Why did you choose to work at your center (choose all that apply)? All=363
Teacher=266; Director=46; Teacher&Director=51
What are the rewards they get from working in early learning?
The best things about my day are smiles and hugs from my children.

Q.3. What is your level of agreement with the following rewards you may have experienced in your early learning job? – The best things about my day are smiles and hugs from my children. N=363
Q.3. What is your level of agreement with the following rewards you may have experienced in your early learning job? – I make a difference to kids and families through the work I do. N=363

- Agree: 97%
- Neutral: 2%
- Disagree: 28%
Q.3. What is your level of agreement with the following rewards you may have experienced in your early learning job? – My center cares about families that attend. N=363
Q.3. What is your level of agreement with the following rewards you may have experienced in your early learning job? – I take pride in my center. N=363
Q.3. What is your level of agreement with the following rewards you may have experienced in your early learning job? - My classroom is a happy place to be.

- Agree: 94%
- Neutral: 6%
- Disagree: 0%

N=363

KEMPTON
RESEARCH AND PLANNING
I have the ability to plan creative learning opportunities in my class.

Q.3. What is your level of agreement with the following rewards you may have experienced in your early learning job? – I have the ability to plan creative learning opportunities in my classroom. N=363
Q.3. What is your level of agreement with the following rewards you may have experienced in your early learning job? – I have a good work environment. N=363
Q.3. What is your level of agreement with the following rewards you may have experienced in your early learning job? – My skills are valued. N=363

- Agree: 85%
- Neutral: 14%
- Disagree: 2%
Q.3. What is your level of agreement with the following rewards you may have experienced in your early learning job? – Parents appreciate my efforts with their children. N=363

- Agree: 82%
- Neutral: 17%
- Disagree: 1%
Q.3. What is your level of agreement with the following rewards you may have experienced in your early learning job? – I feel supported by my coworkers. N=363

I feel supported by my coworkers.

- Agree: 82%
- Neutral: 17%
- Disagree: 2%
Q.3. What is your level of agreement with the following rewards you may have experienced in your early learning job? – I feel supported by parents. N=363

- Agree: 76%
- Neutral: 23%
- Disagree: 1%
Summary of Agree - Rewards

Q.3. What is your level of agreement with the following rewards you may have experienced in your early learning job? N=363
Summary of Agree - Rewards

The best things about my day are smiles and hugs from my children.
I make a difference to kids and families through the work I do.
My center cares about the families that attend.
My classroom is a happy place to be.
I take pride in my center.
I have the ability to plan creative learning opportunities in my class.
I have a good work environment.
My skills are valued.
Parents appreciate my efforts with their children.
I feel supported by my coworkers.
I feel supported by parents.

Q.3. What is your level of agreement with the following rewards you may have experienced in your early learning job? Teacher=266; Director=46; Teacher&Director=51 N=363
What are their future career aspirations?
Future Aspirations

Q.4. What are your future aspirations in your career (choose all that apply)? N=363
Q.4. What are your future aspirations in your career (choose all that apply)? N=363

Future Aspirations - Other

- Owning my own childcare center/opening more locations: 1.38%
- Maintain/increase quality my center provides: 0.55%
- Further my education/get a higher degree: 0.55%
- Working with children: 0.55%
- Serve the families/community: 0.55%
Q.4. What are your future aspirations in your career (choose all that apply)? N=363
Future Aspirations By Length of Time in Profession

Q.4. What are your future aspirations in your career (choose all that apply) Up to 2 yrs=50; 3-10yrs=118; 11-20 yrs=80; 21+yrs=115? N=363

Growing in my current role.
Retirement from the early learning profession.
Mentoring early learning professionals.
Teaching early learning professionals.
Becoming a teacher in the public school system.
Becoming a director.
Becoming a teacher in an older age classroom.
Becoming a VPK teacher.
Becoming a behavioral health professional.
Becoming a teacher in a younger age classroom.
Leaving the early learning profession for something new.
Q.4. What are your future aspirations in your career (choose all that apply)?

- High School=59
- Associates=51
- CDA=89
- EL College=40
- Non EL College=65
- EL Masters=13
- Non EL Masters=19

N=363
Q.4. What are your future aspirations in your career (choose all that apply)? High School=59; Associates=51; CDA=89; EL College=40; Non EL College=65; EL Masters=13; NonEL Masters=19; N=363
Q.5. Would you choose early learning as your profession if you could start all over again? N=363

- Yes: 73%
- No: 6%
- Don't Know: 21%
Q.5. Would you choose early learning as your profession if you could start all over again? N=363

Choose Early Learning Again

- Yes
  - Teacher: 71%
  - Director: 73%
  - Teacher & Director: 73%
  - All: 80%

- No
  - Teacher: 6%
  - Director: 7%
  - Teacher & Director: 10%
  - All: 6%

- Don't Know
  - Teacher: 23%
  - Director: 13%
  - Teacher & Director: 18%
  - All: 21%

Insights IPC
Q.5A. What are the top three reasons you wouldn’t choose the early learning profession again? No=23; N=363
How satisfied are they in their job?
Q.6. How satisfied are you in your early learning job? N=363

- Extremely satisfied: 33%
- Very satisfied: 45%
- Moderately satisfied: 21%
- Very dissatisfied: 1%
- Extremely dissatisfied: 0%

Satisfaction in Early Learning Job: 78%
Q.6. How satisfied are you in your early learning job? Teacher=266; Director=46; Teacher&Director=51; N=363

Satisfaction in Early Learning Job

- **Extremely satisfied**
  - Teacher: 33%
  - Director: 33%
  - Teacher&Director: 37%
- **Very satisfied**
  - Teacher: 41%
  - Director: 41%
  - Teacher&Director: 47%
- **Moderately satisfied**
  - Teacher: 13%
  - Director: 13%
  - Teacher&Director: 21%
- **Very dissatisfied**
  - Teacher: 2%
  - Director: 2%
  - Teacher&Director: 0%
- **Extremely dissatisfied**
  - Teacher: 0%
  - Director: 0%
  - Teacher&Director: 0%

87% Director, 70% Teacher&Director, 80% Teacher, 78% All
Q.6. How satisfied are you in your early learning job? Up to 2 yrs=50; 3-10 yrs=118; 11-20 yrs=80; 21+yrs=115; N=363
Q.6. How satisfied are you in your early learning job? None=13; Less than 5 hrs.=8; 5-15 hrs.=88; 16-30 hrs.=149; 31+hrs.=105; N=363

61% No CE, 78% All
Q.7. What are the top three reasons you are dissatisfied? Very and Extremely Dissatisfied=5; N=363
What are the challenges they encounter in their job?
Classroom Challenges
Behavioral problems, kids need more support than can be provided.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Classroom challenges N=363
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Classroom challenges N=363

Not enough funding for classroom supplies.
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Classroom challenges N=363

Not enough help in the classroom.

- Agree: 35%
- Neutral: 29%
- Disagree: 36%
Communication with students who don’t speak English as a first language.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Classroom challenges N=363
The amount of testing required is overwhelming.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Classroom challenges N=363

- Agree: 19%
- Neutral: 39%
- Disagree: 42%
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Classroom challenges N=363

I don’t get to choose the curriculum.

- Disagree: 55%
- Neutral: 28%
- Agree: 18%
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Classroom challenges N=363

- Behavioral problems, kids need more support than can be provided. 51%
- Not enough funding for classroom supplies. 37%
- Not enough help in the classroom. 35%
- Communication with students who don’t speak English as a first language. 26%
- The amount of testing required is overwhelming. 19%
- I don’t get to choose the curriculum. 18%
Professional Development Challenges
I don’t feel my value is being recognized.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Professional Development challenges N=363

Disagree: 63%
Neutral: 21%
Agree: 16%
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Professional Development challenges

N=363

The certification pathway and cost are unaffordable.
There are inconsistent opportunities for and lack of professional development.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Professional Development challenges N=363

- Disagree: 63%
- Neutral: 25%
- Agree: 12%
I don’t feel supported by my center.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Professional Development challenges N=363
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Professional Development challenges N=363

- I don't feel my value is being recognized: 16%
- The certification pathway and cost are unaffordable: 16%
- There are inconsistent opportunities for and lack of professional development: 12%
- I don't feel supported by my center: 4%
Parent Challenges
Parents need training in how to educate their early learner.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Parent challenges N=363
Parents view teachers as babysitters, rather than early learning professionals.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Parent challenges N=363

- Agree: 36%
- Neutral: 35%
- Disagree: 29%
Parents can’t afford tuition.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Parent challenges N=363
Parents aren’t engaged in their child’s development and education.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Parent challenges N=363

Disagree: 35%  
Neutral: 45%  
Agree: 20%

Parents aren’t engaged in their child’s development and education.
Parents don’t bring their children ready to learn.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Parent challenges N=363

- Agree: 17%
- Neutral: 42%
- Disagree: 41%
Parents don’t show an interest in communication from teachers.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Parent challenges N=363

- Agree: 17%
- Neutral: 35%
- Disagree: 48%
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Parent challenges N=363

- Disagree: 50%
- Neutral: 34%
- Agree: 16%

There’s a lack of accountability by parents; it’s always my fault.
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Parent challenges N=363

- Parents need training in how to educate their early learner. 55%
- Parents view teachers as babysitters, rather than early learning professionals. 36%
- Parents can't afford tuition. 24%
- Parents aren't engaged in their child's development and education. 20%
- Parents don't bring their children ready to learn. 17%
- Parents don't show an interest in communication from teachers. 17%
- There's a lack of accountability by parents; it's always my fault. 16%
COVID Challenges
The COVID protocols required in my center today detract from teaching quality.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? COVID challenges N=363
Teacher Pipeline Challenges
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Teacher pipeline challenges N=363

- Disagree: 3%
- Neutral: 8%
- Agree: 89%

There aren't enough teacher candidates for jobs.
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Teacher pipeline challenges N=363

- Agree: 58%
- Neutral: 33%
- Disagree: 9%

Constant turnover consumes too much time.
Teacher qualifications are too low.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Teacher pipeline challenges N=363
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Teacher pipeline challenges N=363

- There aren't enough teacher candidates for jobs. 89%
- Constant turnover consumes too much time. 58%
- Teacher qualifications are too low. 32%
Center Challenges
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Center challenges N=363

I can’t get the funding I need to run my center effectively.
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Center challenges N=363

I need business/administration training and support.
I want to learn from others, but I can’t find the time and don’t know where to start.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Center challenges N=363
The business model for my center is not sustainable.

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Center challenges N=363
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? Teacher pipeline challenges N=363

- I can’t get the funding I need to run my center effectively: 39%
- I need business/administration training and support: 30%
- I want to learn from others, but I can’t find the time and don’t know where to start: 25%
- The business model for my center is not sustainable: 8%
Top Challenges
Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job?*Directors=97 N=363

- I need business/administration training and support. 30%
- Teacher qualifications are too low. 32%
- Not enough help in the classroom. 35%
- Parents view teachers as babysitters, rather than early learning professionals. 36%
- Not enough funding for classroom supplies. 37%
- Behavioral problems, kids need more support than can be provided. 51%
- Constant turnover consumes too much time. 58%
- Parents view teachers as babysitters, rather than early learning professionals. 55%
- There aren't enough teacher candidates for jobs. 89%
- I can't get the funding I need to run my center effectively. 51%
- There aren't enough teacher candidates for jobs. 89%

Top Director Challenge
- Top Teacher Challenge
Top Challenges – Summary of “Agree” 30%+

Q.8. What is your level of agreement with the following challenges you may have experienced in doing your job? (All, not including Director Only Questions)

- Not enough help in the classroom.
  - Large=245; Medium=82; Small=17; Home Based=18; Other=1 N=363

- Parents view teachers as babysitters, rather than early learning professionals.

- Not enough funding for classroom supplies.

- Behavioral problems, kids need more support than can be provided.
What support do they need?
Improved Professional Development
Q.9. How important is the following support to you doing a good job? Improved Professional Development N=363

- Very Important: 75%
- Moderately Important: 21%
- Not Important: 4%
Q.9. How important is the following support to you doing a good job? Improved Professional Development N=363

- Very Important: 71%
- Moderately Important: 26%
- Not Important: 3%
Q.9. How important is the following support to you doing a good job? Improved Professional Development N=363
Q.9. How important is the following support to you doing a good job? Improved Professional Development N=363

Centralized Continuing Education, Clear Path and One Source
Q.9. How important is the following support to you doing a good job? Improved Professional Development N=363
Improved Pay and Benefits
Q.9. How important is the following support to you doing a good job? Improved Pay and Benefits N=363
Q.9. How important is the following support to you doing a good job? Improved Pay and Benefits N=363

- Very Important: 81%
- Moderately Important: 15%
- Not Important: 4%
Q.9. How important is the following support to you doing a good job? Improved Pay and Benefits N=363

- Better Pay: 90%
- Healthcare Benefits: 81%
Improved Classroom Support
Q.9. How important is the following support to you doing a good job? Improved Classroom Support N=363

- Very Important: 86%
- Moderately Important: 14%
- Not Important: 1%
Q.9. How important is the following support to you doing a good job? Improved Classroom Support N=363

Language Support for Early Learners

- Very Important: 81%
- Moderately Important: 17%
- Not Important: 1%
Q.9. How important is the following support to you doing a good job? Improved Classroom Support N=363

Financial Support for Classroom Materials

- Very Important: 80%
- Moderately Important: 20%
- Not Important: 0%
Q.9. How important is the following support to you doing a good job? Improved Classroom Support N=363
Q.9. How important is the following support to you doing a good job?

- Improved Classroom Support N=363

**Bar Chart**

- **Very Important**: 40%
- **Moderately Important**: 46%
- **Not Important**: 14%
Q.9. How important is the following support to you doing a good job? Improved Classroom Support N=363

- Behavioral Health Support for Early Learners: 86%
- Language Support for Early Learners: 81%
- Financial Support for Classroom Materials: 80%
- Additional Help/Staff in the Classroom: 77%
- Reduction in Testing Requirements: 40%
Improved Center Support
Q.9. How important is the following support to you doing a good job? Improved Center Support N=363

- **Very Important:** 90%
- **Moderately Important:** 9%
- **Not Important:** 0%
Q.9. How important is the following support to you doing a good job? Improved Center Support N=363

- Very Important: 73%
- Moderately Important: 24%
- Not Important: 3%
Q.9. How important is the following support to you doing a good job? Improved Center Support N=363

- Very Important: 69%
- Moderately Important: 29%
- Not Important: 3%
Q.9. How important is the following support to you doing a good job? Improved Fundraising N=363

- Very Important: 58%
- Moderately Important: 33%
- Not Important: 9%
Improved Center Support – Summary of “Very Important”

<table>
<thead>
<tr>
<th>Support</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Administration</td>
<td>90%</td>
</tr>
<tr>
<td>Better Recognition and Value</td>
<td>73%</td>
</tr>
<tr>
<td>Additional Support from the ELC</td>
<td>69%</td>
</tr>
<tr>
<td>Improved Fundraising</td>
<td>58%</td>
</tr>
</tbody>
</table>

Q.9. How important is the following support to you doing a good job? Improved Center Support N=363
Improved Parent Support
Q.9. How important is the following support to you doing a good job? Improved Parent Support N=363

- **Very Important:** 81%
- **Moderately Important:** 17%
- **Not Important:** 2%
Q.9. How important is the following support to you doing a good job?

- Improved Parent Support N=363

- Not Important: 2%
- Moderately Important: 20%
- Very Important: 79%
Q.9. How important is the following support to you doing a good job? Improved Parent Support N=363

- Very Important: 71%
- Moderately Important: 26%
- Not Important: 4%
Q.9. How important is the following support to you doing a good job? Improved Parent Support N=363
Improved Community Support
Q.9. How important is the following support to you doing a good job? Improved Community Support N=363

- Very Important: 82%
- Moderately Important: 17%
- Not Important: 2%
Q.9. How important is the following support to you doing a good job? Improved Community Support N=363
More Grant Opportunities Tailored to my Needs

Q.9. How important is the following support to you doing a good job? Improved Community Support N=363

- Very Important: 74%
- Moderately Important: 22%
- Not Important: 4%
Community Support – Summary of “Very Important”

Q.9. How important is the following support to you doing a good job? Improved Community Support N=363
Top Supports
Top Supports – Summary of “Very Important” 70%+

- Better Pay: 90%
- Supportive Administration: 90%
- Behavioral Support for Early Learners: 86%
- Greater Appreciation from Community - Early Learning: 82%
- Improved Communication with Parents: 81%
- Language Support for Early Learners: 81%
- Healthcare Benefits: 81%
- Financial Support for Classroom Materials: 80%
- More Staff Availability to Hire: 80%
- Parent Support Outside the Classroom: 79%
- Additional Help/Staff in Classroom: 77%
- Long-term Career Pathway: 75%
- More Grant Opportunities Tailored to Needs: 74%
- Better Recognition & Value: 73%
- Incentives for Continuing Education: 71%

Q.9. How important is the following support to you doing a good job? N=363
Top Supports – Summary of “Very Important” 70%+

Q.9. How important is the following support to you doing a good job?
Teacher=266; Director=46; Teacher&Director=51; N=363
Q.9. How important is the following support to you doing a good job?
Teacher=266; Director=46; Teacher&Director=51; N=363
Top Supports – Summary of “Very Important” 70%+

Q.9. How important is the following support to you doing a good job? Large=245; Medium=82; Small=17; Home Based=18; Other=1 N=363
Top Supports – Summary of “Very Important” 70%+

Q.9. How important is the following support to you doing a good job? Large=245; Medium=82; Small=17; Home Based=18; Other=1 N=363
Other Supports Needed?
Q.9A. Are there other things you need to help support you to do to a good job?
Yes=62; N=363
What is their perception of the quality of early learning in Sarasota County?
Q.10. How would you rate the quality of early learning in Sarasota County? N=363
Q.10. How would you rate the quality of early learning in Sarasota County?
Teacher=266; Director=46; Teacher&Director=51; N=363
Q.10. How would you rate the quality of early learning in Sarasota County?
Large=245; Medium=82; Small=17; Home Based=18; Other=1; N=363

Quality of Early Learning in Sarasota County

- Excellent: 67% Large, 78% Medium, 63% Small, 72% Home Based, 70% All
- Above Average: 52% Large, 44% Medium, 44% Small, 70% Home Based, 70% All
- Average: 60% Large, 40% Medium, 38% Small, 70% Home Based, 70% All
- Below Average: 2% Large, 1% Medium, 0% Small, 2% Home Based, 2% All
- Very Poor: 2% Large, 1% Medium, 0% Small, 2% Home Based, 2% All
What could be making a negative impact on the quality of early learning in Sarasota County?
Parental Involvement
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Parental Involvement N=363

Parents cannot afford child care.

Agree: 42%
Neutral: 35%
Disagree: 8%
Don't Know: 15%
Parents aren’t engaged in their child’s development and education.

Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Parental Involvement N=363

- Agree: 34%
- Neutral: 40%
- Disagree: 20%
- Don't Know: 6%

Parents aren’t engaged in their child’s development and education.
Parents are uninformed about child care options.

Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Parental Involvement N=363

- Agree: 29%
- Neutral: 33%
- Disagree: 22%
- Don't Know: 17%
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Parental Involvement N=363

- Parents cannot afford child care: 42%
- Parents aren't engaged in their child's development and education: 34%
- Parents are uninformed about child care options: 29%
Transition to Kindergarten
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Transition to Kindergarten N=363

- Agree: 42%
- Neutral: 19%
- Disagree: 11%
- Don't Know: 28%

VPK teachers lack access to Kindergarten teachers.
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Transition to Kindergarten N=363

- Agree: 27%
- Neutral: 26%
- Disagree: 17%
- Don't Know: 30%
School district and ELC are not working together optimally.

Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Transition to Kindergarten N=363

- Agree: 21%
- Neutral: 25%
- Disagree: 17%
- Don't Know: 36%
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Transition to Kindergarten N=363

Transition to Kindergarten As Possible Negative Impact – Summary of “Agree”

- VPK teachers lack access to K teachers. 42%
- K readiness and VPK assessments are not aligned. 27%
- School District and ELC not working optimally. 21%
Center Quality
Cost of overall materials and operational expenses are increasing.

Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Center Quality

- **Agree**: 78%
- **Neutral**: 10%
- **Disagree**: 1%
- **Don't Know**: 10%

N=363

KEMPTON
RESEARCH AND PLANNING
Facilities need more space.

Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Center Quality

N=363

Don't Know: 10%
Disagree: 10%
Neutral: 31%
Agree: 49%
Directors need better business/admin. training.

Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Center Quality

- Agree: 34%
- Neutral: 34%
- Disagree: 18%
- Don't Know: 15%

N=363

171
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Center Quality N=363

- **Cost of overall materials and operational expenses are increasing.** 78%
- **Facilities need more space.** 49%
- **Directors need better business/admin training.** 34%
Classroom Quality
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Classroom Quality N=363

- **Agree**: 84%
- **Neutral**: 12%
- **Disagree**: 1%
- **Don't Know**: 2%

Children need more mental/behavioral health support.
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Classroom Quality N=363

Don't Know: 3%
Disagree: 3%
Neutral: 18%
Agree: 77%
There are language challenges for children that don’t speak English.

Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Classroom Quality N=363

Agree: 65%
Neutral: 21%
Disagree: 6%
Don't Know: 7%

KEMPTON
RESEARCH AND PLANNING
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Classroom Quality N=363

- Agree: 62%
- Neutral: 26%
- Disagree: 6%
- Don't Know: 6%
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Classroom Quality N=363

- Teachers need a better understanding of infant mental health and early childhood development. 61%
- There are language challenges for children that don't speak English. 65%
- Teachers need more help/staff in the classroom. 77%
- Children need more mental/behavioral health support. 84%
Teacher Pipeline
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Teacher Pipeline N=363

Pay for teachers is too low.

- Agree: 85%
- Neutral: 11%
- Disagree: 2%
- Don't Know: 2%
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Teacher Pipeline N=363

There are not enough people entering the early learning profession.
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Teacher

Directors can’t find early learning teachers to hire.

- **Agree**: 74%
- **Neutral**: 13%
- **Disagree**: 4%
- **Don’t Know**: 9%

Teacher Pipeline N=363
Healthcare benefits are not offered to teachers.

Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Teacher

Healthcare benefits are not offered to teachers.

- Agree: 51%
- Neutral: 18%
- Disagree: 24%
- Don't Know: 7%

Teacher Pipeline N=363
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Teacher Pipeline N=363

Don't Know

Disagree

Neutral

Agree

Qualifications for teachers are too low.
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Classroom Quality N=363

- Pay for teachers is too low: 85%
- Healthcare benefits are not offered to teachers: 51%
- Directors can’t find early learning teachers to hire: 74%
- There are not enough people entering the early learning profession: 75%
- Qualifications for teachers are too low: 25%
Funding
More philanthropic funding is needed.

Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Funding N=363

- **Agree**: 57%
- **Neutral**: 23%
- **Disagree**: 2%
- **Don't Know**: 18%
Federal and state funding is inadequate.

Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Funding N=363

- Agree: 52%
- Neutral: 23%
- Disagree: 4%
- Don't Know: 21%
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Funding N=363

People can’t afford to make additional donations to centers.

Agree: 51%
Neutral: 27%
Disagree: 5%
Don't Know: 18%
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Funding N=363

- Agree: 40%
- Neutral: 21%
- Disagree: 5%
- Don't Know: 34%
Funding As Possible Negative Impact – Summary of “Agree”

- More philanthropic funding is needed: 57%
- Federal and state funding is inadequate: 52%
- Parents can’t afford to make additional donations to centers: 51%
- ELC is underfunded: 40%

Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? Funding
Top Possible Negative Impacts
Top Negative Impacts – Summary of “Agree” 70%+

1. Pay for teachers is too low. 85%
2. Children need more mental/behavioral health support. 84%
3. Cost of overall materials & ops. expenses is increasing 78%
4. Teachers need more help/staff in the classroom. 77%
5. There aren't enough people entering the early learning profession. 75%
6. Directors can't find enough early learning teachers to hire. 74%

Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County? N=363
Q.11. What is your level of agreement with the following which could be making a negative impact on the quality of early learning in Sarasota County?

Teacher=266; Director=46; Teacher&Director=51; N=363

- Pay for teachers is too low.
  - Teacher: 85%
  - Director: 87%
  - Teacher&Director: 84%
  - All: 85%

- Children need more mental/behavioral health support.
  - Teacher: 73%
  - Director: 78%
  - Teacher&Director: 82%
  - All: 84%

- Cost of overall materials & ops. expenses is increasing
  - Teacher: 76%
  - Director: 78%
  - Teacher&Director: 80%
  - All: 78%

- Teachers need more help/staff in the classroom.
  - Teacher: 71%
  - Director: 75%
  - Teacher&Director: 78%
  - All: 78%

- There aren't enough people entering the early learning profession.
  - Teacher: 69%
  - Director: 78%
  - Teacher&Director: 78%
  - All: 78%

- Directors can't find enough early learning teachers to hire.
  - Teacher: 74%
  - Director: 78%
  - Teacher&Director: 78%
  - All: 78%

KEMPTON
RESEARCH AND PLANNING
Other Possible Negative Impacts
Q.11AA. Any other possible factors that could be making a negative impact on the quality of early learning in Sarasota County? Yes=50; N=363
Q.12. Do you think increased communication and idea sharing between early learning educators, kindergarten teachers and administrators in Sarasota County Schools would be helpful and positively impact the learning system? N=363
Q.12. Do you think increased communication and idea sharing between early learning educators, kindergarten teachers and administrators in Sarasota County Schools would be helpful and positively impact the learning system? N=363

- **Yes**
  - Teacher: 89%
  - Director: 85%
  - Teacher&Director: 80%
  - All: 92%
- **No**
  - Teacher: 1%
  - Director: 7%
  - Teacher&Director: 2%
  - All: 1%
- **Don't Know**
  - Teacher: 0%
  - Director: 8%
  - Teacher&Director: 9%
  - All: 18%

---

**Idea Sharing – Positive Impact**

---

**KEMPTON RESEARCH AND PLANNING**
Ways to Improve the Early Learning System
Q.13. Do you have any other thoughts you want to share regarding ways to improve the early learning system in Sarasota County? Yes=46; N=363
Summary Insights - All Respondents
Summary Insights – All Respondents

• **Why Chose the Early Learning Profession**
  58% said they loved helping children; 39% said they were passionate about early learning and wanted to share with another generation.

• **Why Chose their Center**
  Center has a great reputation (46%); I live nearby (31%).

• **Rewards from Working in Early Learning**
  Best things are smiles and hugs (99%); Making a difference to kids and families (97%); Center cares about families (95%); Classroom is a happy place (94%); Taking pride in center (94%) and Ability to plan creative learning opportunities (92%). Feeling supported by parents was lowest rated at 76%.

• **Future Aspirations**
  Growing in my current role (54%); next highest rated was retirement from the early learning profession at 28%, followed by mentoring early learning professionals at 26%. Retirement was higher rated among 21+ years in profession (50%) as was mentoring (38%); becoming a teacher in public schools was the highest of all categories among Up to 2 years in profession at 32% and among EL College educated at 28%.
Summary Insights – All Respondents Cont’d.

• **Satisfaction in Early Learning**
  73% would choose early learning all over again; those that wouldn’t choose it said it was due to poor pay (78%).
  78% were satisfied in their early learning job; only 1% were very dissatisfied and extremely dissatisfied.
  Those in the profession 11-20 years are most satisfied at 83% v. 78% all.
  Those with no continuing education are least satisfied at 61% v. all.
  Among those dissatisfied, poor pay is the chief reason at 60%.

• **Challenges in Early Learning**
  Top challenge is there aren’t enough teacher candidates for jobs at 89% (Director only question). This was followed by constant turnover consuming too much time at 58% (also a Director only question).
  Parents needing training in how to educate their early learner was highest among teachers and directors at 55%, followed by behavioral problems and kids needing more support at 51%.
Summary Insights – All Respondents Cont’d.

- **Needed Support**
  Better pay and supportive administration were the top supports at 90%; this was followed by behavioral support (86%) and greater appreciation from the community at 82%.
  81% said improved communication with parents, language support for early learners, and healthcare benefits were needed supports (very important).
  80% said financial support for classroom materials and more staff availability was needed (very important).

- **Quality of Early Learning**
  70% said the quality of early learning in Sarasota County was above average to excellent; only 4% said it was below average to very poor.
  Quality was rated lower by small centers at 63% v. 70% all.

- **Possible Negative Impacts to Early Learning Quality**
  85% said pay for teachers being too low was the highest rated negative impact, followed by children needing more mental/behavioral health support at 84%.
  Cost of overall expenses increasing (78%), teachers needing more help/staff in the classroom (77%), not enough people entering the early learning profession (75%) and directors cannot find enough early learning teachers to hire (74%) were also higher rated possible negative impacts.
Summary Insights – All Respondents Cont’d.

- **Ways to Improve Early Learning**
  
  89% said idea sharing between Sarasota County Schools and early learning would positively impact the early learning system. 
  
  Of those having additional thoughts to share regarding ways to improve the early learning system, 32% said better pay (on par with K-12) and 26% said better funding/subsidies for ELC and VPK programs.
Summary Insights - Teachers
Summary Insights – Teachers

• **Why Chose the Early Learning Profession**
  62% said they loved helping children v. directors at 39%. More teachers want to help children with special needs at 19% v. 7% directors.

• **Why Chose their Center**
  The top reason teachers choose a center is if it has a great reputation at 49%.
  More teachers chose their center if it is nearby (34% v. 20% directors) and if a family or friend recommended it (31% v. 20%).
  More teachers chose their center if it offered better pay (24% v. 15% for directors).

• **Rewards from Working in Early Learning**
  Most rewards from working in early learning were similarly rated as directors rated them. However, fewer teachers than directors indicated they feel supported by parents (76% v. 83% directors).

• **Future Aspirations**
  Top aspiration for teachers is growing in their current role at 53%; this is followed by retirement at 21%. Only 17% agreed with wanting to become a director.
  More teachers want to become a teacher in the public school system (21%) than directors (4%).
Summary Insights – Teachers Cont’d.

- **Satisfaction in Early Learning**
  
  About the same percentage of teachers (71%) as all respondents (73%) said they would choose the early learning profession all over again.

  About the same percentage of teachers (80%) indicated they were satisfied in their early learning job as all respondents (78%).

- **Challenges in Early Learning**

  Top challenges for teachers are parents needing training in educating their early learner (55% agree) and kids needing more support than can be provided for behavioral problems (51% agree). These were followed by not having enough funding for classroom supplies at 37%, parents viewing teachers as babysitters at 36% and not having enough help in the classroom at 35%.
Summary Insights – Teachers Cont’d.

• **Needed Support**
  Similar to results for all respondents, supportive administration was the top support needed by teachers at 90%, followed by better pay at 88% and behavioral support for early learners at 85%. 81% rated improved communication with parents as very important.

• **Quality of Early Learning**
  About the same % of teachers said the quality of early learning in Sarasota County was above average to excellent at 68% v. 70% all. Only 4% said it was below average to very poor.

• **Possible Negative Impacts to Early Learning Quality**
  85% of teachers said pay for teachers being too low was a negative impact, followed by children needing more mental/behavioral health support at 84%. This was the same as all respondents.
Summary Insights – Teachers Cont’d.

- **Ways to Improve Early Learning**
  
  92% of teachers said idea sharing between Sarasota County Schools and early learning would positively impact the early learning system.
Summary Insights – Directors and (Teachers&Directors*)

* This category included respondents who described their early learning job as being both a teacher and a director.
Summary Insights – Directors and (Teachers&Directors)

• Why Chose the Early Learning Profession
  43% of directors said they were passionate about early learning and wanted to share with another generation. This was the highest rated reason for choosing the profession among directors.
  35% of (teachers&directors) said they learned they loved early learning with their own kids. 24% of (teachers&directors) saw the need to enter the profession from their children attending school. These were the highest %s rated for that attribute among any cohort.

• Why Chose their Center
  The top reason directors choose a center, like teachers, is also reputation at 46%. It was the top reason for (teachers&directors) also at 29%.
  More directors are recruited to their centers (33%) and 25% (teachers&directors) than teachers (12%).

• Rewards from Working in Early Learning
  Directors and (teachers&directors) top rewards include 100% rating taking pride in their center.
  100% of directors say rewards are their center cares about families and that they make a difference through the work they do.
  100% of (teachers&directors) and 98% of directors said the best thing about their day are smiles and hugs from their children.
Summary Insights – Directors and (Teachers&Directors) Cont’d.

• **Future Aspirations**
  Growing in their current role was the top aspiration of (teachers&directors) (61%) and directors (51%). More directors (43%) agreed with retirement as an aspiration than teachers (26%).
  Mentoring early learning professionals is a higher aspiration among directors (43%) and (teachers&directors) (41%) than teachers (20%). Teaching early learning professionals was also rated higher at 26% v. teachers at 15%.

• **Satisfaction in Early Learning**
  Directors (87% extremely and very satisfied) expressed more satisfaction than teachers (80% extremely and very satisfied); 0% of directors were very dissatisfied or extremely dissatisfied. 70% of (teachers&directors) indicated they were satisfied, the lowest of all cohorts.

• **Challenges in Early Learning**
  Top challenge for directors and (teachers&directors) is not having enough teacher candidates for jobs (89%). This is followed by constant turnover at 58%. Not getting the funding needed to run the center was also a challenge (39% agree). 32% agreed teacher qualifications are too low and 30% agreed they need business/administration training and support.
Summary Insights – Directors and (Teachers&Directors) Cont’d.

• **Needed Support**
  
The top support rated (very important) by directors was more staff availability to hire at 98% and a greater appreciation in the community for early learning at 98% (teachers&directors) rated these lower than directors; this was followed by better pay at 96% and 92% (teachers&directors). Better pay was the top (teachers&directors) support.

  Supportive administration was rated 91% very important by directors and 90% (teachers&directors).

  Financial support for classroom materials was rated 90% by (teachers&directors) but only 80% by directors.

  Behavioral support for early learners was rated at 89% by directors and 90% (teachers&directors).

  More grant opportunities was rated as very important by 89% directors and 88% (teachers&directors), followed by healthcare benefits at 89% directors and 88% (teachers&directors).

• **Quality of Early Learning**

  72% of directors and 78% (teachers&directors) rate the quality of early learning above average and excellent. This is compared to 70% for all. 0% said it was below average or very poor.
Summary Insights – Directors and (Teachers&Directors) Cont’d.

- **Possible Negative Impacts to Early Learning Quality**
  
  100% of directors agreed that materials and operations expenses increasing could be a negative impact, followed by not enough people in the learning profession (96%) and not finding enough teachers to hire (96%).
  
  89% agreed children need more mental/behavioral health support and 87% agreed pay is too low.

- **Ways to Improve Early Learning**
  
  85% of directors said idea sharing between Sarasota County Schools and early learning would positively impact the early learning system.
  
  80% of (teachers&directors) said idea sharing between Sarasota County Schools and early learning would positively impact the early learning system.
  
  These are both lower than 92% of teachers who said yes to idea sharing.
Challenges By Center Size
Challenges By Center Size

• **Home Based Centers**
  The top challenge for home based centers is parent training (67% agree), followed by both parents viewing teachers as babysitters (61%) and not enough funding for classroom supplies (61%).
  Home based centers rated behavioral problems challenge about the same as other size centers (51%).
  Fewer home based centers rated not enough help in the classroom as a challenge than medium or large centers (17%).

• **Small Centers**
  The top challenge for small centers is parent training (63%), followed by parents viewing teachers as babysitters and behavioral problems (both 44% agree).
  Fewer small centers indicated not enough help in the classroom (13%) as a challenge than larger centers (large centers 38%, medium 34%).

• **Medium Centers**
  The top challenge for medium centers is parent training at 65%, followed by behavioral problems at 51%.
  Medium centers rated other challenges like not enough funding for classroom supplies (35%), parents viewing teachers as babysitters (37%) and not enough help in the classroom (34%) similar to large center ratings for the same.
Challenges By Center Size Cont’d.

- Large Centers
  The top challenges for large centers are both parent training and behavioral problems at (51% agree).
  Large centers have higher agreement levels for not enough help in the classroom (38%) than small or home based centers. Agreement levels are similar to medium centers (34%).
  Also, similar to medium centers (35%), large centers (38%) agree there is not enough funding for classroom supplies.
  Parents viewing teachers as babysitters was lower for large centers at 33% v. 37% for medium, 44% for small and 61% for home based. This challenge appears to be greater the smaller the center.
Support By Center Size
Support By Center Size

• **Home Based Centers**
  The top support needed for home based centers is supportive administration at 89% (very important), this is followed by better pay, greater appreciation from the community for early learning, financial support for classroom materials, parent support outside the classroom, more grant opportunities tailored to needs and better recognition and value (all 83% very important).
  Home based centers rated additional help in the classroom and more staff availability to hire lower in importance than other size centers at 50%.

• **Small Centers**
  The top support needed for small centers is a greater appreciation from the community for early learning at 94%. This is followed by better pay, supportive administration, improved communication with parents, and parent support outside the classroom (all 88% very important).
  Small centers rated parent support outside the classroom (88%) more important than any other size center.

• **Medium Centers**
  The top support needed for medium centers is supportive administration at 90%, followed by behavioral support for early learners and language support for early learners at 89%.
  Financial support for classroom materials (83%), better pay (82%) and greater appreciation from the community for early learning (also 82%) were very important.
Support By Center Size Cont’d.

• **Large Centers**
  
The top support for large centers is better pay at 93%, followed by supportive administration at 90%.

  Behavioral support for early learners and language support for early learners were both rated very important at 86%.

  Other supports rated as very important included healthcare benefits (84%) and more staff availability to hire at 83%. More staff availability was rated the highest % of very important for any size center (78% medium, 75% small and 50% home based).

  Better recognition was more important among large centers than medium or small size centers (75%), but not as important as home based centers (83%).
Philanthropic Possibilities*

*Bold indicates top rated negative impacts to the quality of early learning.
Improve Center Finances

- Create stipends to increase teacher pay, perhaps tracking into Sarasota County Public Schools pay levels
- Offer funding/grants for classroom supplies
- Provide scholarships to teachers who want to advance in the profession and continue their education
- Consider a franchise model where overhead and business management is consolidated at the county level for centers
- Allow directors to shape grant guidelines based on individual needs
Provide **Mental Health Support**

- Work with the local schools to create a degree or coursework for *mental health support* in early learning
- Work with partners to create a pipeline for mental health workers in early learning
- Fund mental health workers for centers based on size and demand
- Educate parents on the need for mental health support in early learning
- Educate teachers on how to work with mental health support in the center and community
Increase Teacher Pipeline

- Develop **long-term pathways** with local schools for early learning careers
- **Recruit high school students** into the profession
- Work with local partners such as Career Source and technical schools to **attract candidates**
- Offer **scholarships to students** to obtain college degrees in early learning
- Fund incentives to **keep teachers teaching**
- Provide a healthcare benefit plan to early learning workers
- Create a candidate database that can be accessed by all directors
- Consider **funding aides** for classrooms in need
- Recruit parents to teach in centers
Philanthropic Possibilities

These areas were mentioned as supports, challenges and/or negative impacts to early learning.
Enhance Professional Development

✓ Consolidate and standardize education for early learning, perhaps requiring a certain course load and minimums for all teachers
✓ Provide incentives to centers that can't afford continuing education
✓ Offer director business management training with best practice sharing, including human resources, finance and marketing, especially for non-profit 501(c)3s
✓ Offer content to show how to be a supportive administrator
✓ Offer course in how to help train parents in early learning
✓ Offer language course for teachers that have students who don’t speak English
✓ Offer opportunities for Masters Degreed teachers and directors to teach and mentor others
Provide Parent Education

✓ Develop early learning education for parents
✓ Provide education to all parents in the community, working with pediatricians and hospitals
✓ Require parents who have a child in a center to complete a level of early learning education, perhaps signing an agreement to support teachers
✓ Help parents to understand options for early learning in the community
Provide Language Support

✓ Work with the local schools to create a degree or coursework for language support in early learning
✓ Work with partners to create a pipeline for language workers in early learning
✓ Fund language workers for centers based on size and demand
✓ Educate parents on the need for language support in early learning
✓ Educate teachers on how to work with language support in the center and community
Enhance Community Recognition for Early Learning

- Honor teachers and directors who are doing a good job and build awareness of them in the community
- Provide incentives to encourage this behavior and reward teachers and directors
- Educate parents on the importance of early learning and how teachers make an impact
- Consider the public school system’s best practices to reward and recognize teachers
- Ensure that the County Commission understands the focus on early learning and helps to create economic incentives
- Establish a mentoring network for teachers and directors
Partner with Sarasota County Public Schools

- Work with the Superintendent and administration on ways to promote early learning in Sarasota County Public Schools, possibly creating more PreK classrooms
- Consider tracking early learning teachers into the public school system as a career pathway
- Talk to our School District about the importance of early learning and transition to Kindergarten
- Create idea sharing network between Sarasota County School kindergarten teachers and VPK and PreK teachers
- Promote partnering/idea exchange for the Early Learning Coalition of Sarasota County and Sarasota County Schools
- Tap into SCS employee resources for mental health and language support staff