

# Follow-up Student Survey Report:

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Prepared for the Training Strategy Project



**Child Care  
Human Resources  
Sector Council**

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## 1. INTRODUCTION

This report is one of a number of background documents prepared for the Child Care Human Resources Sector Council Training Strategy Project. It describes the findings from the Follow-up Survey of former ECE students from 10 post secondary institutions (PSI) across Canada. These students were initially surveyed in 2003 as part of the Labour Market Update study, at a time when these students were in the final year of their programs.

The report is organized into three sections:

- An introduction to the Training Strategy Project and the student Follow-up survey
- A profile of the former students who participated in the survey
- Summary comments and conclusions

### **The Training Strategy Project**

The Child Care Human Resources Sector Council (CCHRSC), with the support of Human Resources and Social Development Canada (HRSDC), conducted the Training Strategy Project to develop a sustainable and effective strategy to improve the quality and consistency of training for the early learning and child care sector in Canada.

The Training Strategy Project (TSP) built on the results and findings of two pan-Canadian child care sector studies: *Our Child Care Workforce: From Recognition to Remuneration* (1998) and the Labour Market Update *Working for Change: Canada's Child Care Workforce* (2004) as well as international and national research findings about the need for accessible and relevant post-secondary training and professional development opportunities for early childhood educators. The TSP aimed to better understand current ECE training and needs in each province and territory, identify innovative practices as well as gaps in training, and develop options to meet the current and future training needs of the child care workforce.

In order to gain an understanding of current needs and trends with respect to training, the TSP was interested in learning about the experiences and perspectives of students and faculty in Early Childhood Education (ECE) programs at selected post secondary institutions. Early Childhood Education (ECE) students and faculty – along with employers and other important stakeholders – all played key roles throughout the TSP, by their participation in student and faculty surveys, focus groups and key informant interviews. As well, the TSP conducted a literature review and environmental scan to identify current trends and practices.

### **The 2006 Student Follow-up Survey**

The 2006 Student Follow-up Survey was undertaken as one of three surveys conducted during the first phase of the Training Strategy Project. The two other surveys included one of students from eight post secondary institutions across the country, who were in

the final year of an Early Childhood Education (ECE) credential; and one of ECE faculty from 17 post secondary institutions.

### Return Rate

Of the 527 original respondents to the student questionnaire in the Labour Market Update study in the spring of 2003, 332 (63%) gave consent to be re-contacted in the future for a follow-up survey. These students provided their names and mailing addresses; many provided their email addresses, and a few provided their telephone numbers. As part of the TSP, an attempt was made to contact all 332 of these students to ask them to participate in the TSP Follow-up Survey either by mail (paper-and-pencil version), or by email (web-based version). Despite best efforts, and largely due to the expected high level of mobility of students after graduation, only 76 replies were received during the survey period of March 2006 to August 2006. The final number of responding students was 72, of whom 52 completed the paper-and-pencil version and 20 who filled out the survey online. The return rate for this survey, therefore, was 22% of those who agreed three years ago to be contacted. The number of respondents from each post secondary institution is shown in Table 1 below.

<b>Former Students Participating in the 2006 Student Follow-up Survey, by College</b>	
<b>College</b>	<b>Number of Respondents</b>
College of the North Atlantic, NL	22
CEGEP Jonquière, PQ	3
CEGEP Ste-Foy, PQ	0
Université du Québec à Montréal, QC	0
George Brown College, ON	17
Red River College, MB	11
Grant MacEwan College, AB	4
Red Deer College, AB	4
University College of Fraser Valley, BC	5
Vancouver Community College, BC	4
Other (respondent did not identify college)	2
<b>Total Respondents</b>	<b>72</b>

## **Representativeness of the Sample**

The 72 respondents resemble the original group of 527 students in some ways but not others. Both samples were 97% female, and the average age of respondents increased by three years, from 25 to 28, over the three-year period between surveys. However, compared to the original group, proportionately fewer follow-up survey respondents grew up speaking languages other than English (23% vs. 38% in the LMU survey), or were born outside of Canada (13% vs. 27% in the LMU survey). Only 4% of the TSP respondents were from Quebec PSIs, compared to 17% in the LMU survey. Students from the College of the North Atlantic made up 31% of the follow-up sample, twice as high as three years earlier.

## **Survey Items**

The 2006 Student Follow-up Survey included 33 items designed to answer information about:

- Type of credential received (if any)
- Current ECE-related employment status
- For those not currently working in ECE:
  - Reasons and likelihood of future ECE work
- Characteristics of current ECE work
  - Work setting, hours, how permanent, normal job responsibilities, ages of children
- Second job status and characteristics
- Usefulness of skills learned in ECE program
- ECE-related work before and during ECE training
- Ease of finding a job in the ECE field
- Preparedness at graduation
- Relevance of curriculum to skills required
- Involvement in professional development activities
- Further education since graduation from ECE
- Adequacy of current provincial regulations regarding training
- Future plans
- Demographics

## 2. PROFILE OF RESPONDENTS TO THE STUDENT FOLLOW-UP SURVEY

### Respondents

- There were 72 respondents to the survey (return rate approximately 22% of those giving consent in 2003)
- Respondents represented eight of the 10 PSIs from the LMU study
- Former students from College of the North Atlantic, George Brown College, and Red River College made up 69% of the sample

### Employment Status for Those Completing Their Program

- 81% were currently working for pay**
- 89% of these in an ECE-related job
- Of the 11% not in an ECE-related job, only one had never worked in an ECE-related job since completing the program
- 19% were currently not working for pay**
- Main reason for not working evenly split between:
  - Going to school
  - Taking maternity leave
  - Staying at home with children

### Respondent Demographics

- 97% female
- Age:
  - 33% under 25 years old
  - 36% 25 to 34 years old
  - 17% 35 to 44 years old
  - 13% 45 years old or more
- 87% born in Canada
- Language while growing up
  - 87% English
  - 9% French
  - 14% Other

### Employment Status for Those Not Completing the Program (N=6)

- Five of the six were working, all in an ECE-related job
  - 3 in a regulated setting
  - 2 in a non-regulated setting

### Credential Received at the End of the Program

- 10% - Certificate
- 79% - Diploma
- 3% - AEC or DEC
- 7% - Did not complete the program
- 1% - Not yet finished the program

### For Those Not Currently in an ECE-Related Job

- Only one had never worked in an ECE-related setting since leaving the program
- Main reasons for not currently working in ECE:
  - Didn't like some aspect of ECE work
  - ECE jobs did not pay enough
  - Personal circumstances
- Likelihood of working in ECE in the future
  - 40% very likely
  - 40% somewhat likely

### **Job Characteristics, for Those Currently Working in an ECE-Related Setting**

- Type of settings:
  - **91% in regulated child care settings, of which:**
    - 82% full-day child care centre
    - 20% nursery school or preschool
    - 16% school age only
    - 2% regulated FCC provider
    - 2% pre Kindergarten or Kindergarten
  - **20% in non-regulated settings, of which**
    - 18% Kindergarten
    - 18% family resource program
    - 9% each, various settings
- Months of work per year:
  - 79% - 12 months of the year
  - 15% - 10 months of the year
- Hours of work per week:
  - median 35.0, mean 37.2, range 10 to 85
- 89% had permanent jobs
- 11% had temporary jobs
- Normal job responsibilities:
  - 74% work directly with children
  - 28% supervise staff
  - 28% do administrative work
  - 35% provide support duties
- Of those working directly with children:
  - 26% work with infants
  - 30% work with toddlers
  - 66% work with preschool age children
  - 38% work with school age children
  - 17% work with mixed age groups
  - 8% work with varying age groups

### **How Easy to Find ECE Job After Graduating**

- 59% rated finding an ECE-related job as “very easy”, with 31% rating “somewhat easy”
- 80% of respondents needed two months or less (63% less than one month) to find an ECE position

### **Current Second Jobs**

- 13% of those currently working in an ECE-related setting were working in a second job
- Second job was most often at the same time of year as the ECE-related job
- Number of hours in second job
  - Median 11.3, range 1.5 to 40 hours
- Only one respondent had an ECE-related second job

### **ECE-Related Jobs Before or During ECE Training**

- 66% of respondents were working for pay in an ECE-related job:
  - 3% before training only
  - 17% during training only
  - 46% before and during training
- Of those working before and/or during training, 63% were currently working at the same location
- Of those still at the same location:
  - 52% had been promoted
  - 48% received a wage increase
  - 28% changed to a different, more preferred position
  - 28% had no job changes

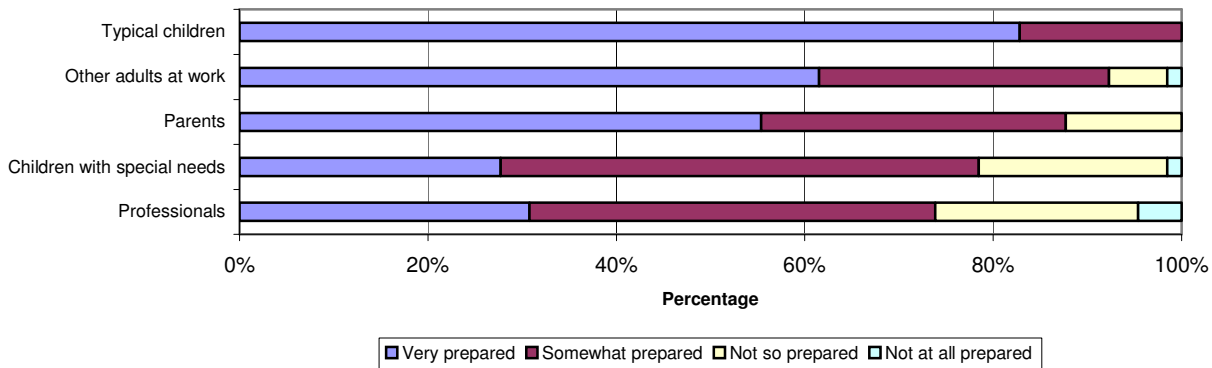
### **Usefulness of ECE Program in Performing ECE-Related Job**

- Ratings were very positive*
- 79% rated as “very useful” the knowledge and skills gained in the program, and 19% gave a rating of “somewhat useful”
  - Usefulness ratings were similar, regardless of whether the ECE work setting was in regulated child care or a related setting



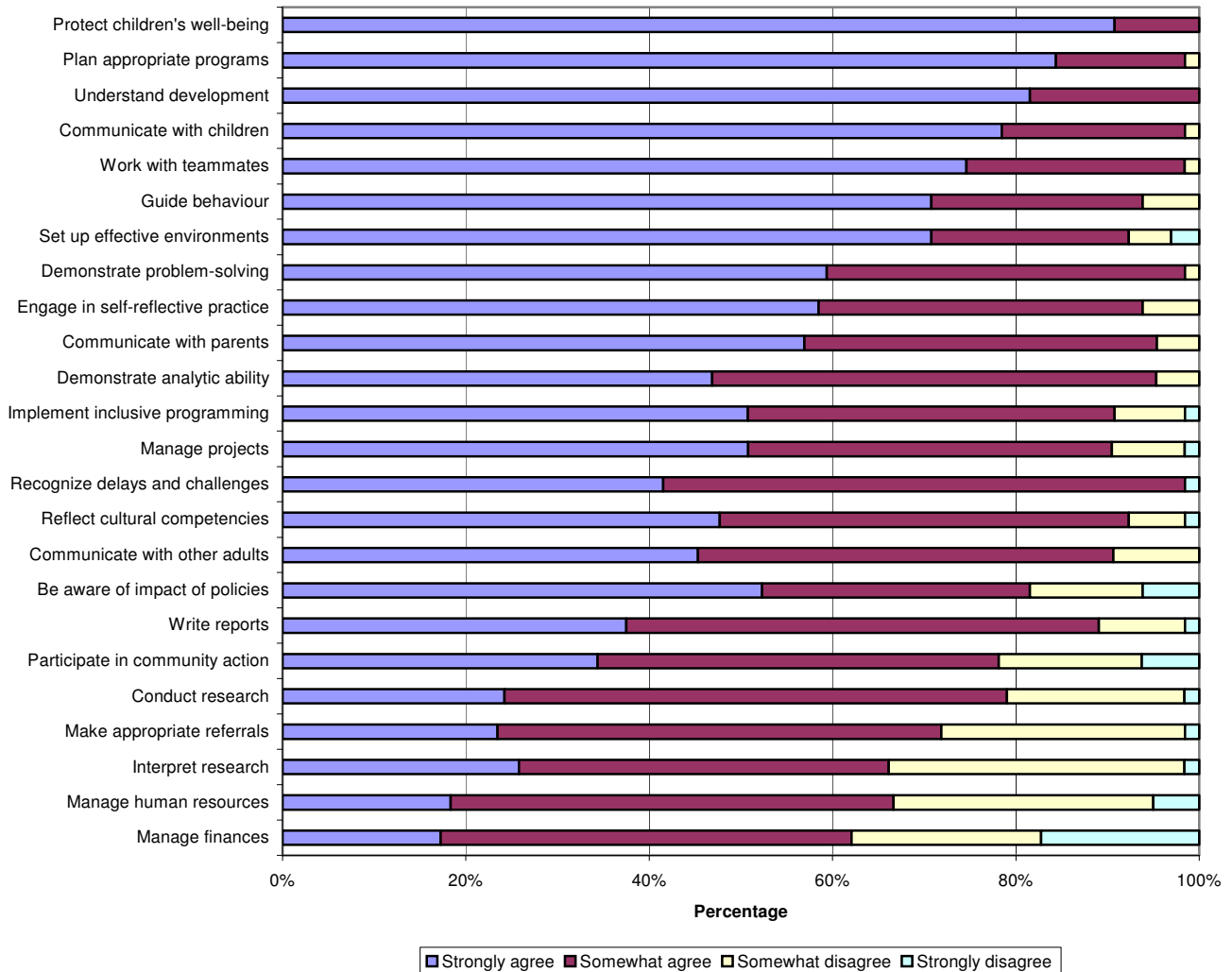
## Preparation to Work with Various Groups

- Respondents felt best prepared to work with typical children and least prepared to work with children with special needs and in partnership with social service, health, and educational professionals



## Adequacy of the Skills Provided Through the College ECE Curriculum

- Adequacy of skills generally rated highly, but particularly high for child-related skills and relatively low for management skills, research skills, and making appropriate referrals



### Areas of Desired Additional Training

- Top five most frequent open-ended responses:
  1. Guiding children's behaviour
  2. Children with special needs
  3. Communicating with parents
  4. Human resource management
  5. Financial management

### Professional Development Since Graduation

- Almost all respondents had been involved in professional development (PD) activities
- *Of those who have been involved:*
  - 92% - attended workshops at an ECE conference
  - 56% - had in-house PD at their workplace
  - 46% - took a workshop or course at a college or university
  - 41% - attended a PD opportunity provided by the local or provincial government
  - 13% - presented a workshop on an ECE-related topic

### Further Studies Since ECE Program

- 38% of respondents had gone on to do further studies
  - Of these, 42% had completed these studies

#### *Most common fields of study:*

- 27% - ECE and related
- 19% - Education
- 12% - Health (e.g., PT/OT assistant)
- 8% - Child and Youth Care
- 8% - Sign language

#### *Credential Upon Completion:*

- 46% - Diploma
- 27% - Degree
- 23% - Certificate
- 4% - License
- 48% received some credit from their ECE program towards the further studies

### Perceived Adequacy of Provincial/Territorial Regulations

The majority of respondents thought that provincial/territorial regulations are adequate, but less so for directors than for front-line staff

- 15% - the length of ECE training is not adequate for front-line staff
- 43% - the length of ECE training is not adequate for child care directors
- 32% - the minimum proportion of trained staff at each facility is not adequate

What would be adequate?

- For director training, most suggestions were to add specific courses (e.g., human resources management, financial management, communications, community resources), to increase the length of training to three or four years, and to require additional experience
- For minimum proportion of trained staff, most suggested that all staff be trained or actively engaged in training

### What Do You Expect to be Doing in 5 Years?

*Responses ranked by frequency:*

- 17% - Working directly with children in a child care centre
- 10% - Working as a regulated family child care provider
- 9% - Staying at home with my children
- 7% - Working as a supervisor in a child care centre
- 7% - Working in a field unrelated to ECE
- 4% - Working at a nursery school or preschool
- 4% - Working as a teacher in the school system, senior K and older
- 3% - Working in a family resource program or Resource and Referral agency
- 2% - Studying to further my ECE education
- 2% - Studying to further my education in another field
- 12% - Multiple response (i.e., unsure)
- 14% - Other, such as:
  - Operating own child care facility
  - Working with special needs children

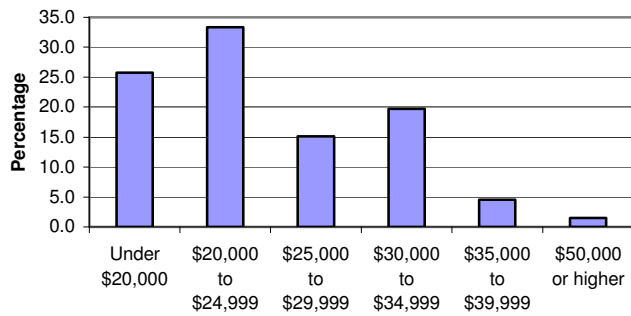
### Memberships in Organizations

- 25% - Canadian Child Care Federation
- 7% - Child Care Advocacy Association of Canada
- 26% - Provincial/territorial child care association
- 24% - Union
- 11% - Other ELCC-related organization
- 38% - None checked

### Gross Annual Income

- Median income category for those working in an ECE-related job for 30 or more hours per week: \$20,000 to \$24,999

Gross Annual Income, All Respondents



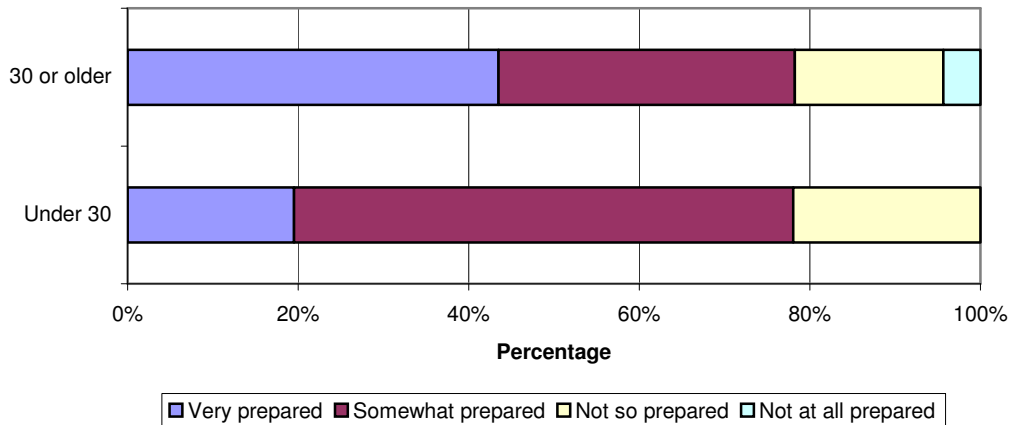
### 3. NOTABLE TRENDS

The small sample size in the student follow-up survey presented very limited opportunities to conduct reliable sub-group comparisons. Even at the whole-group level, making inferences with a sample of 72 respondents could only be done with the explicit acknowledgment that all results had at best a precision of approximately +/- 10%. Therefore, the only sub-group comparisons that were reported were those between younger (under 30 years old) and older (30 years old or more) respondents – and these results should be considered as very tentative.

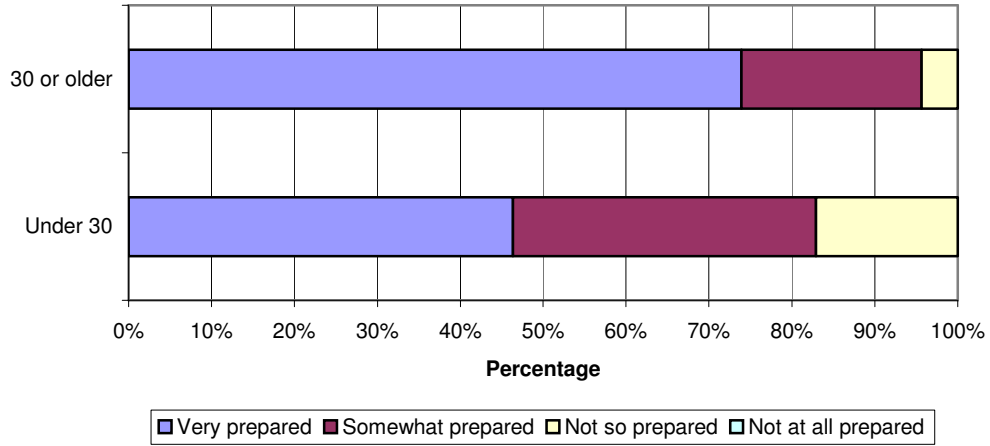
#### Preparation to Work with Various Groups

There was a consistent age trend in perceived preparation to work with various groups – younger respondents felt less prepared than older respondents. As Figures 1 to 4 below show, this was true with regards to children with special needs, parents, other adults in the work environment, and other professionals. The only group where the difference was negligible was working with typical children. This age trend is interesting because a similar age trend was not found three years earlier in the Labour Market Update study.

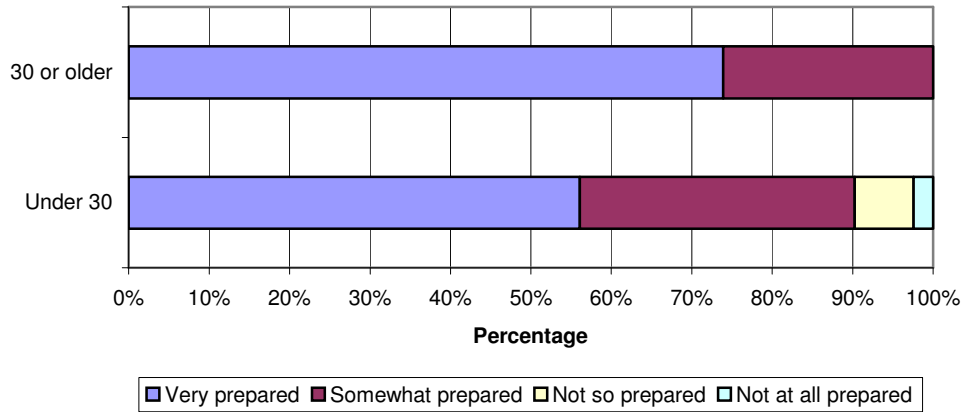
**Figure 1. How Well Training Prepared to Work with Children With Special Needs, by Age Group**



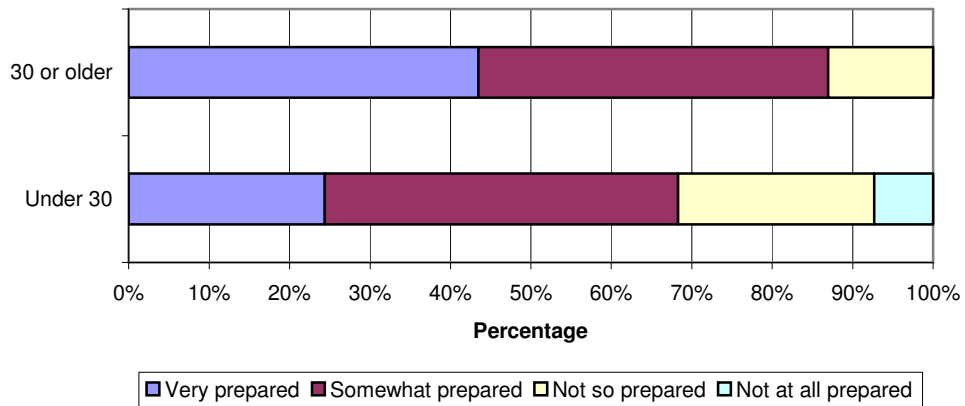
**Figure 2. How Well Prepared to Work With Parents, by Age Group**



**Figure 3. How Well Prepared to Work With Other Adults, by AgeGroup**



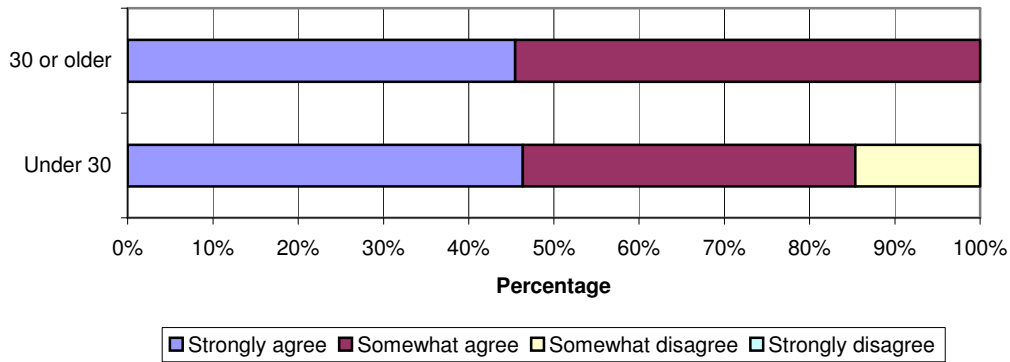
**Figure 4. How Well Prepared to Work in Partnership With Other Professionals, by Age Group**



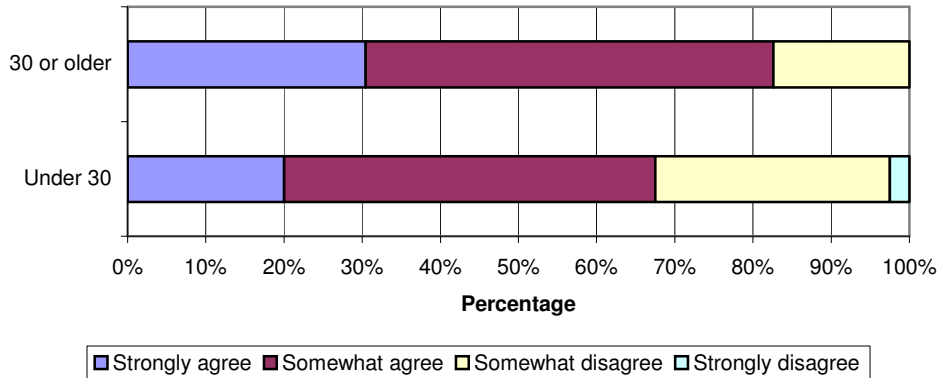
## Perceived Adequacy of Different Aspects of the Curriculum

Respondents were asked about 24 different aspects of the ECE curriculum, and were asked to rate their agreement that the curriculum provided them with adequate skills in each aspect. Out of the 24 aspects, there were six where there were notable differences by age group (see Figures 5 to 10). There were five aspects where older respondents tended to be more positive than younger respondents: communicating effectively with children, making appropriate referrals, managing finances, managing human resources, and interpreting research findings. There was one aspect where younger respondents were more positive than older respondents: working as part of a team.

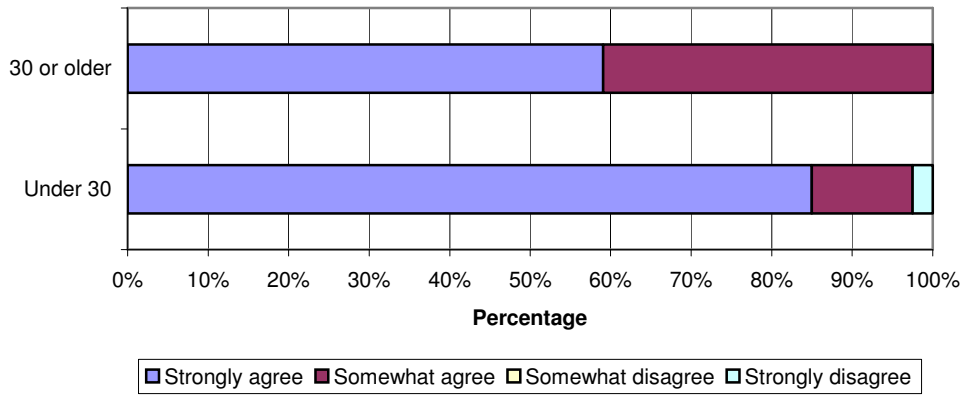
**Figure 5. Curriculum Provided Adequate Skills in Communicating Effectively With Children, by Age Group**



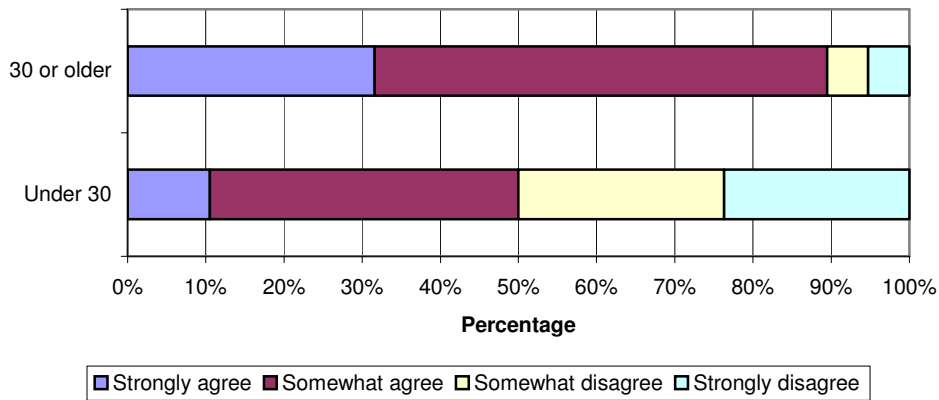
**Figure 6. Curriculum Provided Adequate Skills in Making Appropriate Referrals When Necessary, by Age Group**



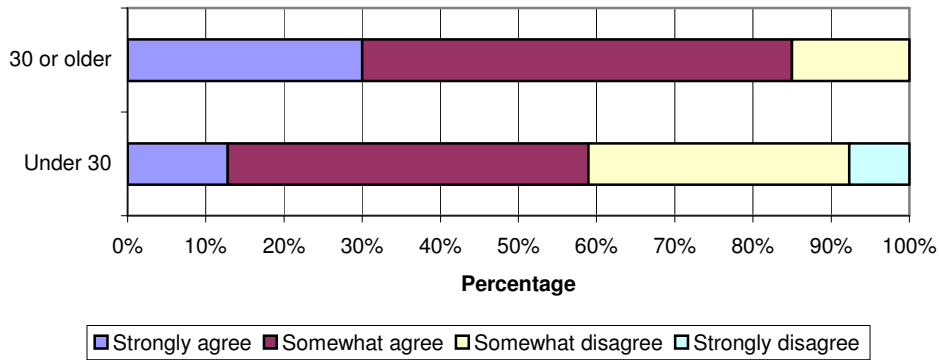
**Figure 7. Curriculum Provided Adequate Skills in Working as Part of a Team, by Age Group**



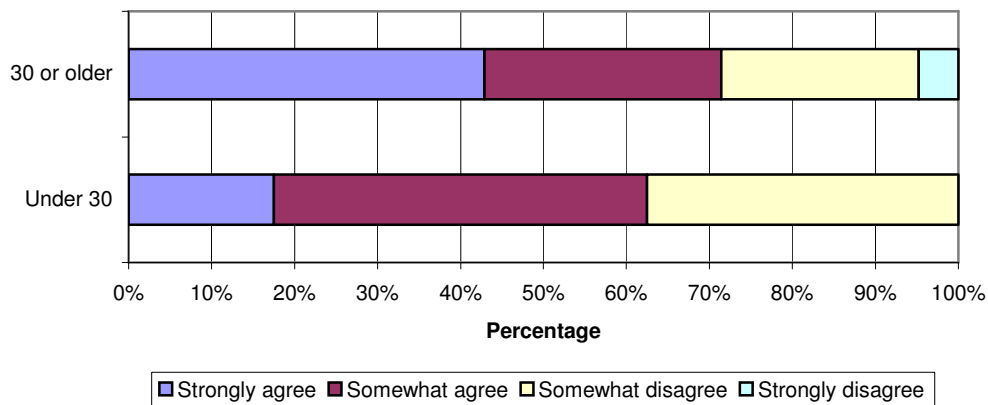
**Figure 8. Curriculum Provided Adequate Skills in Managing Finances, by Age Group**



**Figure 9. Curriculum Provided Adequate Skills in Managing Human Resources, by Age Group**



**Figure 10. Curriculum Provided Adequate Skills in Interpreting Research Findings, by Age Group**



### Ease or Difficulty Finding a Job after Graduation

When the students were surveyed in 2003 as part of the Labour Market Update study, older students were more likely than younger students to feel that finding a job after graduation would be difficult. They felt this way despite the fact that 56% of older students were already working in an ECE-related job while attending school, compared to 37% of younger students. As Table 1 below shows, while few respondents overall reported difficulty finding a job in the ECE field, it was actually easier for older students, largely because most of them were working in the same workplace as they were during their training.

**Table 1. Percentage of Respondents - Ease or Difficulty Finding a Job in the ECE Field, by Age Group**

	<i>Under 30</i>	<i>30 or older</i>
Already had an ECE-related job	37.5	73.9
Very easy	40.0	8.7
Somewhat easy	17.5	13.0
Somewhat difficult	5.0	4.3
Very difficult	0.0	0.0

### Annual Income

The older students in the 2003 Labour Market Update survey expected to earn more upon graduation – 62% expected to earn more than \$14 per hour, vs. 43% of younger students. The results of the follow-up survey (see Table 2 below) suggest that these expectations have been only partially fulfilled. While there were a greater percentage of older respondents earning \$30,000 or more annually (33% vs. 22% for younger respondents), both younger and older respondents had a median income of \$20,000 to \$24,999.



**Table 2. Percentage of Respondents in Each Income Category, by Age Group**

	<i>Under 30</i>	<i>30 or older</i>
Under \$20,000	24.4	29.2
\$20,000 to \$24,999	34.1	29.2
\$25,000 to \$29,999	19.5	8.3
\$30,000 to \$34,999	17.1	25.0
\$35,000 to \$39,999	4.9	4.2
\$40,000 to \$49,999	0.0	0.0
\$50,000 or higher	0.0	4.2

#### **4. CONCLUDING COMMENTS**

Given the small sample size of respondents, any trends identified or conclusions drawn must be treated with caution. The best use of these survey results is to consider them in the context of all of the other results in the CCHRSC Training Strategy Project and other recent training-related research.

There were four key areas in which findings from this survey were consistent with the findings of the other surveys conducted for this project – the 2006 Student Survey and the Faculty Survey.

- Faculty, students and graduates all agreed that upon graduation students are quite well or very well-prepared to work with typical children (close to 100%)
- All agreed that students were less well-prepared to work with children with special needs and this was the area of least preparedness; however about 30% of faculty and students responded that students were not prepared, compared to just over 20% of respondents to the Follow-up Survey
- The second area in which students were less well-prepared was working with other professionals; however, respondents to the Follow-up Survey felt better prepared to work with professionals (74%) than the percentage of faculty who felt students were prepared (48%)
- There was common agreement that areas in which the curriculum does not provide students with adequate skills, including
  - Financial management
  - Human resources management
  - Conducting and interpreting research
  - Making appropriate referrals

It is not clear that the first three items are skills necessary for new graduates; however, since many respondents were already working in the field at the time they were enrolled in the ECE program, it does point to the need to examine the different needs of ECE students with and without previous ECE experience.

One key area where responses in the Faculty Survey differed from the Follow-up Survey was the perceived adequacy of the regulations related to training.

- 15% of respondents to the Follow-up Survey thought the length of training for front-line staff was not adequate, compared to 33% in the Faculty Survey
- 43% of respondents to the Follow-up Survey thought the length of training for directors was not adequate, compared to 69% in the Faculty Survey
- 32% of respondents to the Follow-up Survey thought the minimum proportion of trained staff required at each facility was not adequate, compared to 57% in the Faculty Survey

In the 2006 Student Survey, a number of respondents suggested that a different program be available for students with prior child care experience than for those with no experience. In the Follow-up Survey, close to 74% of respondents over 30 already had a job in an ECE-related setting when they were enrolled in their ECE program, compared to 37.5% of respondents under 30. It was interesting to note that in the Follow-up Survey it appeared that a greater percentage of respondents over 30 felt that in almost all areas, the curriculum provided them with the necessary skills than did the respondents under 30.

In the sample, 72% of all respondents were working in an ECE-related job, and 91% of those were working in a regulated child care setting. These percentages are higher than those found in other studies. For example, in the National Graduate Survey for students leaving their programs in 1995, only 55% of ECE students were working as early childhood educators and assistants two years later. Given the small sample in the current survey, it is difficult to discern how much of this discrepancy is due to a bias in the current self-selected sample or to a true difference. Even though the majority of the graduates are currently working in regulated child care, about 38% indicated that they expect to be working in some capacity in a regulated setting in five years, with 17% indicating that they expect to be working directly with children in a child care centre.

Again, it must be emphasized that any conclusions made from these results are tentative, and that they will only be used to inform further work of the Training Strategy Project.

## **Appendix 1: ECE Student Follow-up Questionnaire**

This questionnaire is part of the Training Strategy Project being undertaken for the Child Care Human Resources Sector Council (CCHRSC) and is being funded by Human Resources and Social Development Canada - Human Resources Partnerships. The CCHRSC is a pan-Canadian 18-member, formalized mechanism through which child care organizations, labour organizations and constituents of the child care workforce address human resource issues through sectoral perspectives and analyses.

Your participation in this survey is extremely valuable. We are conducting a follow-up to the Labour Market Update ECE student survey, which you completed in 2003. We are undertaking this survey to gather information about what you have done since completing your ECE, your views and attitudes about your ECE training and about early learning and child care as a career. The information you provide will assist the CCHRSC to understand the human resources issues in the early childhood education and care sector.

Your participation in this survey is entirely voluntary, and you may withdraw your participation at any time. It should take you about 20 minutes to complete the survey. The individual questionnaires will only be made available to the project researchers and your responses will remain confidential. All of the responses will only be reported as group data.

If you have any questions about the Training Strategy Project, please contact either of the two principal investigators, Jane Beach ([janebeach@shaw.ca](mailto:janebeach@shaw.ca)) or Kathleen Flanagan ([kathleen.flanagan@yahoo.ca](mailto:kathleen.flanagan@yahoo.ca)).

## ECE Student Follow up Questionnaire

**Instructions:** In this questionnaire, please mark all appropriate circles by filling them in, or by marking with a ✓ or an ✕. Where there are lines, write in the information as appropriate.

1. What is the name of the college or university where you were an ECE student in 2003?

\_\_\_\_\_

2. What credential did you receive at the end of your program?

- Certificate
- Diploma
- (in Québec) AEC or DEC
- I did not complete the ECE program

3. Are you currently working for pay?

- No
- Yes

3a. What is the main reason you are not working?

- I am continuing my education
- I am on maternity/parental leave from my job
- I was laid off
- I have been unable to find suitable employment
- Personal circumstances (e.g., health, family)
- Other (please specify)

\_\_\_\_\_

4. Which of the following best describes your ECE-related employment since leaving the program? (check one only)

- I am currently working in an ECE-related setting –**SKIP TO #10**
- I have worked in an ECE-related setting since leaving the ECE program, but not currently
- I have not worked in an ECE-related setting since leaving the ECE program – **SKIP TO #25**

5. What are the main reasons you are not currently working in ECE? (check all that apply)

- I could not find ECE-related work
- I could not find a job in ECE that paid enough
- I could only find part-time or contract work in ECE
- I decided I did not want to work in ECE
- I am continuing my education
- I worked in an ECE job and did not like it
- Personal circumstances (family, health, etc)
- Other (please specify)

\_\_\_\_\_

6. Please describe your current job.

- Currently not employed – **SKIP TO #8**

\_\_\_\_\_

\_\_\_\_\_

7. How much do you think your ECE studies helped you get this job?

- Very much
- Somewhat
- Not very much
- Not at all

7a. (If “very much” or “somewhat”)

How did your ECE studies help you to get this job?

\_\_\_\_\_

\_\_\_\_\_

8. How likely is it that you will work in an ECE-related job in the future?

- Very likely
- Somewhat likely
- Somewhat unlikely
- Very unlikely

9. What are the reasons for your answer to the previous question?

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**SKIP TO #17**

10. In which ECE-related setting are you currently working? (check all that apply)

- In a full-day child care centre
- In Kindergarten
- In Pre-Kindergarten or Junior Kindergarten in the public school system
- In Pre-Kindergarten or Junior Kindergarten in the early childhood system
- In a school age only child care program
- In a nursery school or preschool
- As a regulated family/home child care provider
- As an unregulated family/home child care provider
- In a family/home child care agency / resource and referral program
- As a classroom assistant in the school system
- In a family resource program
- Specifically with children with special needs
- In a licensing or monitoring role (with government or municipality)
- Other (please specify) \_\_\_\_\_

11. How many months in the year do you work at your current job?

\_\_\_\_\_ months

12. How many hours per week do you work at your current job?

\_\_\_\_\_ hours per week

13. Is this job permanent or temporary (e.g., filling in for maternity or other leave; working as a substitute)?

- Permanent
- Temporary
- Other (please specify)

\_\_\_\_\_

14. What are your normal job responsibilities in your current position? (check all that apply)

- Working directly with children
- Supervising staff
- Administrative duties
- Support duties (cooking, cleaning, etc.)
- Other (please specify) \_\_\_\_\_

14a. If you work directly with children, with which age groups do you primarily work? (check all that apply)

- Infants
- Toddlers
- Preschool age children
- School age children
- Mixed age groupings
- The age groups vary
- N/A – I don't work directly with children

15. Do you have more than one job? (check all that apply)

- No - **SKIP TO #16**
- Yes, during the same time of year as my ECE-related job
- Yes, during a different time of year than my ECE-related job

15a. If yes, how many hours a week do you work at this second job?

\_\_\_\_\_ hours a week

15b. What type of work is this second job?

\_\_\_\_\_

16. In general, how useful have the knowledge and skills you gained in your ECE program been in performing your ECE-related job (or primary ECE-related job, if you have 2 or more)?

- Very useful
- Somewhat useful
- Not very useful
- Not at all useful

17. Were you working for pay in an ECE-related job before or during your ECE training? (check one only)

- No – **SKIP TO #18**
- Yes, before my ECE training only
- Yes, during my ECE training only
- Yes, both before and during my ECE training

17a. If yes, are you currently working at the same place as you were working before or during your ECE training?

- No – **SKIP TO #18**
- Yes

17b. If yes, did any aspects of your job change (if at all) once you completed your ECE training? (check all that apply)

- No aspects of my job changed.
- I received a pay increase.
- I was promoted to a position with more responsibility.
- I changed to a different, more preferred position.
- Other (please specify) \_\_\_\_\_

18. How easy or difficult was it for you to find a job in the ECE field after completing or leaving your ECE program?

- I already had an ECE-related job while in school - **SKIP TO #20**
- Very easy
- Somewhat easy
- Somewhat difficult
- Very difficult

19. How long did you actively look for an ECE position after graduating?

- Less than one month
- 1 to 2 months
- 3 to 4 months
- More than 4 months

20. As a result of your ECE training, how well prepared are you to work with each of the following groups?

	<i>Very prepared</i>	<i>Somewhat prepared</i>	<i>Not so prepared</i>	<i>Not at all prepared</i>	<i>N/A</i>
A. With typical children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. With children with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. With parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. With other adults in your work environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. In partnership with other social service, health, and educational professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. How strongly do you agree with the following statements:

The ECE curriculum at my college provided me with adequate skills to:

	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>	<i>N/A</i>
A. Protect the safety, health, and well-being of children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Plan developmentally appropriate programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Recognize delays and challenges in children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Implement inclusive programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Understand child development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Guide children's behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Communicate effectively with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Communicate effectively with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21 (cont). How strongly do you agree with the following statements:

The ECE curriculum at my college provided me with adequate skills to:

	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>	<i>N/A</i>
I. Communicate effectively with other adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Make appropriate referrals when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Engage in self-reflective practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. Demonstrate analytical capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. Demonstrate creative problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N. Manage projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O. Work as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P. Manage finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q. Manage human resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R. Write reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S. Conduct research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T. Interpret research findings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
U. Maintain an awareness of policy issues impact on the Early Learning and Child Care profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
V. Participate in community action on Early Learning and Child Care-related social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
W. Reflect cultural competencies in practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X. Set up effective early learning environments to meet developmental needs of children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Looking back, are there other areas where you would like to have had additional training to feel better prepared to work in early childhood care and education? (please list)

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23. Since graduating have you been involved in any professional development activities?

No

Yes → 23a. What kind of professional development activities? (check all that apply)

- Attended workshops at an ECE conference
- Had in-house professional development at my place of work
- Took a workshop or course at a college or university
- Attended a professional development opportunity provided by the local or or provincial government
- Presented a workshop on an ECE-related topic
- Other (please specify)

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24. How many different ECE-related programs have you worked in since you graduated?

- One
- Two or three
- More than three

25. Since completing your ECE program, have you taken or are you taking any further studies?

No

Yes → 25a. In what field of study? \_\_\_\_\_

25b. At which institution? \_\_\_\_\_

25c. Have you completed these studies?  No  Yes

25d. What credential will/did you receive upon completing this program?  
\_\_\_\_\_

25e. Did you receive any credit from your ECE credential toward these further studies?

No

Yes (please specify) \_\_\_\_\_  
\_\_\_\_\_

26. Do you think the regulations in your province/territory provide for an adequate:

A. length of training in ECE for front-line staff?  No  Yes

B. length of training in ECE for child care directors?  No  Yes

C. minimum proportion of trained staff at each facility?  No  Yes

26a. If you answered “no” to any of the above, what do you think would be adequate?

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27. Looking to the future, what do you expect to be doing five years from now? (choose one of the following)

- Working directly with children in a child care centre
- Working as a supervisor in a child care centre
- Working in a nursery school / preschool centre
- Working as an unregulated family child care provider
- Working as a regulated family child care provider
- Working in a family resource program / resource and referral agency
- Working as a classroom assistant in the school system
- Working as a kindergarten teacher in the public school system
- Working as a Pre-Kindergarten or Junior Kindergarten teacher in the school system
- Working as a Pre-Kindergarten or Junior Kindergarten teacher in the early childhood system
- Working as a teacher in other grade levels in the school system
- Working in a field unrelated to early childhood education
- Staying at home with my children
- Studying at a post-secondary institution to further my education in early childhood
- Studying a post-secondary institution in another field
- Other (please specify) \_\_\_\_\_

28. Are you:  Female  Male

29. What is your age?

- Under 25
- 25-29
- 30-34
- 35-39
- 40-44
- 45-49
- 50 and over

30. When you were growing up, what language was most commonly spoken in your home?

- English
- French
- Other (please specify) \_\_\_\_\_

31. Were you born in Canada?

- No
- Yes

32a. In which country were you born?  
\_\_\_\_\_

32b. What year did you come to Canada to live?  
\_\_\_\_\_

32. Are you a member of any of the following groups?  
(check all that apply)

*Which one(s)?*

- Canadian Child Care Federation
- Child Care Advocacy Association of Canada
- Provincial/territorial child care association \_\_\_\_\_
- A union \_\_\_\_\_
- Other Early Learning and Child Care-related organizations \_\_\_\_\_

33. What is your approximate gross annual income (including any wage subsidies, bonuses or educational supplements if you are working in an ECE-related job)?

- Less than \$20,000
- \$20,000 to \$24,999
- \$25,000 to \$29,999
- \$30,000 to \$34,999
- \$35,000 to \$39,999
- \$40,000 to \$49,999
- \$50,000 or higher

**Thank you for completing the survey.**

If you want to be entered into the draw for the \$200 Future Shop gift certificate, please provide the following contact information. This information will be kept separate from your responses to the survey to protect your anonymity.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Email: \_\_\_\_\_