

Program Evaluation of the Orange County In-Home Licensed Child Care Program

April 2025



Executive Summary

- Across the two cohorts under study, 74 future providers completed the In-Home Licensed Child Care program; 41% of these participants successfully became licensed providers within 4 months of program completion, and several more with pending license applications.
- Participants found the sessions to be engaging and strongly aligned with their goals and needs. They made meaningful gains in knowledge across several program learning objectives such as how to run their business and the child care and development resources available to providers throughout the county.
- Participants credited the program's success to the graduated stipends covering child care business start-up costs, comprehensive guidance and support through the 8-week program, peer mentorship and networking, and one-on-one guidance.
- Challenges experienced by program partners were in understanding the program's objectives and their specific roles in supporting program participants. Participants at times felt overwhelmed by the program content, and felt they needed additional one-on-one support after the program ended to facilitate the launch of their business and to complete the licensing process.
- Program improvement areas include setting clear expectations for partners' roles in the program, continue providing practical business training with additional supports, adjust the pacing and sequencing of the curriculum to match participant's readiness, continue facilitating connections between providers, mentors and support organizations, and providing additional financial resources for participants.

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Background

A core aim of First 5 Orange County (F5OC) is to expand access to affordable, quality early care and education. Central to this expansion is to develop Orange County's child care workforce, particularly for professionals that can support families in need of infant and toddler child care. By F5OC's estimate, the number of available slots for infants and toddlers in Orange County are only enough to meet the needs of 5% of families seeking care, while 70% of slots available in the county are for preschoolers (Local Planning Council, 2020).

In pursuit of this aim, F5OC developed a child care business incubator program in partnership with the Community for Innovation, Entrepreneurship, Leadership and Opportunity (CIELO) and the Small Business Development Center's (SBDC) Women's Business Center (WBC). Participants in the program received access to eight weeks of business and child care training sessions, a peer guide from the Orange County Association for the Education of Young Children (OCAEYC), licensing support from F5OC staff and consultants, and program navigation from CIELO staff. The program content provided them with child care system supports for professional growth and resources for families in their care including from Orange County Department of Education, Children's Home Society, Think Together, StartWell, OC Help Me Grow, and local school districts.

First 5 OC provided graduated stipends to program participants to cover start-up costs, certifications, and materials related to creating their family child care home, with a total of \$5,000 available to eligible participants. Participants who completed the eight-week training program were eligible for a \$1,000 stipend, and those who applied for their license were eligible for an additional \$1,500. Participants who successfully received their family child care license then received an additional \$2,500. Participants were also paired with a "peer guide," an experienced licensed family child care provider who provided additional one-on-one support for participants as they worked through the program and towards licensing. Each peer guide was matched with 3 to 5 providers and was offered \$2070 in compensation.

Researchers at the School of Education at the University of California, Irvine (UCI) were contracted to serve as the independent evaluators of the Orange County In-Home Licensed Child Care Program (the "program" hereafter) to evaluate program implementation, assess program successes and barriers, and summarize the program's changes on participants' knowledge and achievement in opening licensed family child care homes. We collected survey and interview data from three cohorts of participants enrolled in the program between Summer 2023 and Summer 2024, and interview data from the community partners and program staff involved in the program activities. Our report begins with a description of the data collection and analyses, followed by a detailed reporting of the findings and recommendations for the future of the program.

Methodology

Data Collection

Program Implementation

Logic Model. Our first step in examining program implementation was the development of the program logic model. This is a visual representation of the linkages between the various resources or inputs invested in a given program, the activities of participants in the program, and the intended outputs and outcomes of the program. We used program documents, communications, motions passed by the Board of Directors of First 5 Orange County (OC Children and Families Commission) establishing the program and the evaluation, and communications with core program leads to develop the logic model. We presented this draft to the core program leads to confirm accuracy and for feedback. The final logic model is shown in Figure 1.

Educational sessions. We proceeded to document program implementation by observing each of the program's eight educational sessions during cohort 1. These sessions occurred both in person (first and last sessions only) and via teleconference on Zoom. Evaluation team observers took detailed notes of topic coverage, participant engagement, and time use. We used this information to understand program implementation and to develop interview, focus group, and participant survey protocol items (described below).

Program partners, core staff, and peer guides. We collected data from community partners, core program staff, peer guides, and program graduates who became licensed providers using focus groups and semi-structured interviews to assess program implementation and to gain feedback for program improvement. Interviews and focus groups were conducted via Zoom teleconference by the study's principal investigator (PI). The focus group for peer guides included a translator because the participants' primary language was Spanish. Individual interviews were approximately 30 minutes in duration and focus groups were between 30 and 60 minutes (time ranged depending on the size of the focus group). In total, we conducted two individual interviews and eight focus groups with community partners, peer guides, program staff, and program-graduated licensed providers, with a total of 20 participants (13 representatives from partner organizations and core program staff, 3 peer guides, and 4 program-graduated licensed providers). Interview and focus group protocol are available in the Appendix.

Figure 1. Logic Model of the Orange County In-Home Licensing Program

| Resources | Activities | Outputs | Short-term Outcomes | Mid-term Outcomes | Long-term Outcomes |
|---|--|---|--|--|--|
| <p>Funding from F5OC, SBDC/WBC</p> <p>Presentation modules from agency partner representatives</p> <p>Peer mentors</p> <p>Future and extant childcare providers</p> <p>Quality improvement program</p> <p>Community provider networks</p> | <p>8, 2-hour educational sessions for 8 weeks (1 hr. childcare content, 1 hr. business content)</p> <p>Content areas</p> <p><u>Business</u></p> <ul style="list-style-type: none"> • Business planning • Business licensing and permits • Financial projections • Marketing plans • Digital/social media and advertising • Market research <p><u>Childcare</u></p> <ul style="list-style-type: none"> • Quality Start OC & training resources • R&R • Alternative payment • Community services (Start Well, Help Me Grow) • Child service and screening referrals • Workforce development <p>One-on-one mentorship by peer childcare provider guides (assigned by OCAEYC Childcare Liaison)</p> <ul style="list-style-type: none"> • Participants have “Homework” activities/discussions of weekly topics to discuss with mentor • OCAEYC processes peer guide stipends <p>One-on-one business coaching assigned by WBC Exec. Dir.</p> <ul style="list-style-type: none"> • Topic specific guidance to providers <p>One-on-one meeting with CIELO Client Navigator Services</p> <p>CIELO tracks stipend requirements of future providers and issues checks to participants in 3 disbursements (detailed in “Stipend Requirements”)</p> | <p>Future Providers are trained to understand (i.e., learning objectives):</p> <ul style="list-style-type: none"> • Needs of families and community • Appropriate contact person/agency for different business and child care needs • Public awareness of their business • How families and governments pay for childcare • Processes for obtaining license, permits, and certifications <p>Future Providers graduate from program</p> <p>Future Providers decide what type of license they will apply for (small, large)</p> <p>Future FCCHs join Quality Start OC and CCR&R</p> <ul style="list-style-type: none"> • Participants develop Quality Improvement plan <p>Future and extant FFNs join FFN network and Quality Start OC</p> <p>Future provider receives stipends in 3 disbursements</p> <p>Peer childcare guides receive stipend</p> | <p><u>Childcare supply</u></p> <p>Future FCCH providers apply for childcare license</p> <p>Extant providers apply for license expansion (e.g., small FCCH to large)</p> <p><u>Business development</u></p> <p>Future and extant FCCH providers:</p> <ul style="list-style-type: none"> • Develop a budget plan • Develop a marketing & branding plan <p><u>Mentoring</u></p> <p>Future providers achieve their Quality Improvement plan objectives</p> | <p>Providers open small or large FCCHs</p> <p>FFNs offer childcare</p> | <p>Providers expand to large FCCH</p> <p>FFN graduates expand to licensed FCCH</p> <p>Increased childcare slots in OC, particularly for the 0-3 age group.</p> <p>Providers apply for business license</p> <ul style="list-style-type: none"> • Gain access to OC business networks & resources |

Participant Experience and Outcomes

Participant surveys. We collected data from program participants from cohorts 1 through 3 via electronic surveys collected securely through Qualtrics software. These data were collected to assess program benefits for participants and gain feedback for improvement. To develop the survey items capturing knowledge gains on the child care and business content covered in the course, the evaluation team members attended each educational session during cohort 1. We conducted a pilot post-program survey only for cohort 1 to assess item correspondence with the program and response variance.¹ For cohorts 2 and 3, we used both pre- and post-program electronic surveys to assess changes in knowledge of the programmatic content; thus, we focused our analyses on the cohort 2 and 3 data.

Note that participants in the program were not randomly assigned to either receive or not receive the program and its benefits; we have no group with which to compare the survey data outcomes of the participants. Without a comparison group, it is not possible to make causal claims about the impact of the program on participants. Our goal was to assess participants' gains in knowledge on core programmatic learning objectives and measure program outputs and outcomes to assess the program's ability to achieve its aims.

In the pre-program survey, we asked participants for basic demographic information, their experience in the child care sector, and their core goals for the program and careers broadly. We screened their knowledge of topics related to child care, such as child development and licensing, and business management through a set of self-assessment items. In the post-survey, we asked participants to reassess their knowledge about each topic and gathered information on their progress in the licensing process, current child care business goals, and program feedback.

Electronic surveys, available in both English and Spanish, were launched during the in-person orientation meetings (week 1), and final surveys launched at the close-out/commencement in-person event (week 8). The evaluation team followed up 2 weeks after the program's end to collect additional post-test responses. A total of 30 out of 40 participants (75%) in cohort 2 completed the pre- and post-survey, and 29 out of 53 program participants (55%) for cohort 3 completed both pre- and post-surveys. The survey instrument with all questionnaire items is available in the Appendix.

Focus group with participants who became licensed providers. We collected information from program graduates who became licensed providers by September of 2024 on their program experience in a focus group. Their perspectives regarding program benefits, and barriers faced in pursuing their family child care license and opening their new business offered unique information for program feedback and improvement. The focus group protocol for program graduates that became licensed providers is available in the Appendix.

¹ We could not collect pre-test data for cohort 1 because our evaluation project began shortly after the Cohort 1 program pilot.

Data Analysis

Qualitative Data (Interviews and Focus Groups)

All interviews and focus groups were recorded via Zoom and transcribed using Zoom's transcription software. Two members of the evaluation team then listened to the recordings and edited the transcripts to correct any errors. We developed an initial codebook that contained a list of all codes used to qualitatively analyze the data. The initial codebook consisted of 4 parent codes and 31 subcodes with clear definitions for each code. We revised the codebook based on feedback from the PI and an outside expert in qualitative methods. Specifically, we went through an iterative process of removing subcodes and combining subcodes that captured similar concepts. Two of the study team members (e.g., coders) met over five weeks to refine the codebook and discuss coding decisions. The final codebook included 19 subcodes. This document served as a guide to ensure that the interview and focus group data were consistently coded in analyses.

Two project team members then applied these codes to the transcripts using Dedoose software. We identified prevalent themes and patterns that emerged after every interview and focus group. Our results are organized around these themes. Focus group and interview participant names are replaced with pseudonyms to preserve anonymity. Except for F5OC, we also anonymize the names of organizations so that the participants are not identifiable.

Quantitative Data (Surveys)

We compiled electronic survey data collected through the Qualtrics platform and de-identified participant information, removing names and contact details. Each participant was assigned a unique identifier to link their pre- and post-survey responses. Spanish survey results were translated to English to prepare the data for analysis.

To evaluate program success, we examined participants' self-reported knowledge in key business and child care topics covered in the program curriculum. Specifically, we conducted paired sample t-tests comparing pre- and post-program knowledge ratings and computed effect sizes (Cohen's *d*) to quantify changes in participants' confidence in business and child care knowledge.² Responses to open-ended questions about program usefulness and ongoing support needs were systematically coded into common themes. Frequencies of coded responses were then calculated to reflect how often participants mentioned each category.

To assess program implementation, we analyzed participants' post-survey responses related to program alignment, engagement, and overall program experience. These items were collected only after program completion to evaluate how well the program activities supported participants' learning and goals.

² We used paired sample t-tests to calculate the effect sizes and assess statistical significance. All comparisons were statistically significant ($p < 0.01$).

Results

Program Implementation

Focus Group and Interview Findings: Partners and Peer Guides

We identified five major themes from the interviews and focus groups with the program leadership, organizational partners, and peer guides related to the challenges and successes of implementing the program, which we summarize below.

1. Challenges with partner organization roles. Partners reported some **ambiguity** in the roles and expectations they were asked to fulfill in the program. For example, Josie, the director of one of the partner organizations, said:

*I didn't personally really understand what I was doing. I mean, **I understood what I was presenting, but I didn't understand why really, I was presenting it.***

Akoni, the executive director of one of the partner organizations, also expressed confusion about their role:

***We didn't understand where our role was initially within all this** and it's still not perfectly clear, right? We're still figuring it out.... these different amazing partners are kind of being thrown together just like us. And we're **trying to figure out who's the lead? Who's the support? Who's owning the relationship? In the client journey where does this group come in versus that group?** I agree with [her]. We have the right partners. I think it's just operationalizing this whole thing.*

Rebecca, another member of senior leadership, expressed similar views:

*Personally, I think we have the right partners. I think it's more like figuring out or learning how we can support them... **But I feel right now we're all still learning our role cause there's so much.** But I feel like we have the right partners. **First 5 has chosen the key partners. It is more like how do we support them?***

Because of this ambiguity, some partners had difficulties deciding who was responsible for completing certain tasks and **disagreements** arose about what expertise each organization or partner should be sharing. For example, sessions were dually organized around a child care or child development topic and a small business topic. In certain instances, those with business expertise offered child care topical guidance when the child care partners were present, which created tensions. This also came up from the perspective of the peer guides. Jennifer, a member of senior leadership in the organization supplying peer guides, noted that:

There was a little bit of gray area between where the business expert started talking about child care in a way that was not the way we talked about child

*care, and so there was some protective moments where the **peer guides really felt like the business consultants were speaking out of line.***

In a resource constrained context, there were also tensions and challenges related to program funding and responsibilities. Early childhood programming notoriously blends and braids program funding together to accomplish its aims (Duer & Jenkins, 2023). In turn, bringing multiple organizations together with different funding sources and slightly different aims and objectives can lead to tension regarding who has the resources for distinct tasks or activities. This is summarized by one of the program leaders, Sophia, who talked about whether their organization should pay the peer guides to help the program participants fill out licensing forms:

Allison [one of the directors of the program] wanted to do it. And then I was the one that was like, **no [Organization H] is supposed to be doing it** like, why is our organization paying for things that [Organization H] has money to do?... **I'm not spending [our organization's] dollars to do something that [Organization H] is supposed to do.**

2. Disagreements between First 5 and partner organizations about program goals. Partners expressed some **confusion** and **disagreement** about the **goals** of the program. Specifically, some of the child development focused community partners did not understand the objectives of the *business* component of the program. There was some disagreement regarding the extent to which, and whether, the program should focus on business or child development training. For example, Norah, a coordinator at a partner organization, stated:

*So I know it is a business like, and you know, the company or the organization they work with is about business, but I think at least from our point of view, from quality, from [our organization's perspective], **I think it is more important to talk about like interactions and child development, so that they understand that and maybe the different domains of the development.***

On the other hand, program leadership reaffirmed that the program's primary focus was on teaching business skills for participants to start their own businesses. Indeed, Allison, one of the program leaders, expressed:

*We heard over and over, where's the child development side? That's not what this was about... You know, rather **we're not introducing child development 101 in these classes. It's business 101.***

Other partners recognized the importance of all these topics but given the short duration of the program argued that the program should focus on helping participants learn to navigate available resources. One program administrator at a partner organization, Olivia, stated:

*I think the number one thing, they need the business aspect. They need the licensing. They need to understand all that. **But what they really need to come away with is their resources.** They need to know what resources they can fall back on because it's gonna be expensive. It's gonna be difficult. But there are so many resources out there to help them*

In addition to disagreements about the core content of the program, some partners raised questions about whether the program should focus exclusively on helping participants become licensed family child care (FCC) providers versus supporting individuals who wanted to become (or remain) family, friend, and neighbor (FFN) providers. For example, Norah said:

*Yeah, I think, well, one thing, too, is, I know that like with First 5, **it's like it's a big focus to help them become family child care providers. And I don't know that all of them want to....**But I yeah, I think maybe just being very explicit in the beginning, saying that like, you're joining this because you want to become an FCC provider. If that's their goal. **But I don't know that all FFNs have that goal.***

Camila, an administrator at a partner organization, reflected on the broader push towards helping family, friend, and neighbor providers become family child care providers in the state and questioned whether Orange County should take a different approach:

*This has come up in a couple of different state meetings, and it's: **do we accept FFNs for FFNs? Or are we trying to mold them into being a pro, you know, licensed provider, that may not be their goal?**...So I would just say that I think in Orange County we need to entertain whether we are trying to really sell something for a group of folks that maybe some of them don't want to go down that path, but because they're like, 'oh, there's a financial incentive, if I become, I'll just say I want to become a provider' when their heart's not really into it... **So trying to take advantage of [the role of FFNs] and giving them as much support, regardless of if they want to be licensed or not in the future.***

3. *Content was helpful for future providers, though pacing was challenging.* While some partners expressed confusion or disagreement about the program's relative focus on business training, many partners perceived the **content** to be **useful** for future providers participating in the program. This was especially true for the *business* content. Aurora, a community liaison at one of the partner organizations, said:

I've been to two of the cohorts, and the first one, especially, I sat in on the speaker for the night that I presented, and it was incredible. I was very, jealous isn't the right word, but like envious, that they're getting this incredible amount of information and really excited to hear that they are successful in opening up centers, and, you know, have all this information under their belt... The night I think I sat in on was talking a lot about marketing, and you know, even having run a program. But I didn't own it.

The things that I learned and was like, oh, this was great information for me to know about, because as a child development person, you don't learn about marketing. So it was really really good.

Farah, a peer guide in the program, acknowledged all that she had learned in the program as a current provider and the benefits for participants enrolled in the program:

I had experience working with children, but because I'm almost a new provider than my friends and my other peer guides, I learned a lot because I had experience teaching children, but I didn't know a lot of things about marketing, about the business, and this session helped me to look at my job as a professional business. It was so helpful on that point. And also my mentees had a lot of questions about this part of business, because they had experienced working with children as a teacher in the centers and this program helped them a lot to think bigger about this business. They're gonna have a plan for marketing, for business, for having customers, how they can do this. That was so helpful on that point.

Although many peer guides and partners found the content helpful, they did express that the amount of information provided was **overwhelming** at times. Some also believed that starting with the business content was difficult for program participants because they had not yet become providers and could not understand what it meant to market or advertise for a business they had not yet started. This was a view commonly shared by the peer guides who worked directly to mentor the future providers. Valeria, a peer guide, expressed a view that the other peer guides interviewed also discussed:

*Yeah, I didn't want to start with that. That's why I didn't, because that's basically what they all got. That was their concern. And they, you know, decided like stress, because **it was overwhelming. It was too much at the beginning.** And you know, they were like, okay, **I love that I am getting the marketing, but I haven't even started. I'm not even open. I'm considering opening one, and they are throwing me all this, and then I have to have the education.***

4. The program empowered participants and others currently working in family child care.

Despite the challenges presented by entering (or persisting) in the field of family child care, program leadership, partners, and peer guides perceived the program as **empowering** for those involved. Partners shared that, for the participants they worked with, the ability to start their own business opened new possibilities for them. Several partners drew attention to the gender dynamics at play, discussing the benefits of the program supporting women to become their own business owners. Others talked more generally about the program helping participants achieve what participants had not seen as possible before. For example, Rebecca, a director at one partner organization, said:

*I think working really directly with cohort 1 and cohort 2 and with [Organization D], I've had the opportunity to hear a lot of the stories and work directly with the participants and hearing from the peer navigators. It's so great that we have developed a support for child care providers that are interested in opening up their home and becoming licensed because it's such an overwhelming, it looks overwhelming, it "looks," that's what I learned. It looks overwhelming. **But then, with the support they feel like they're pushing through, so they're excited. I think it's such a great, they're excited about the program and the concept that the way it's been developed. It's bringing all these key people to help them achieve what seems very like unachievable for them, right?***

In addition to empowering participants by supporting them to become their own business owners, partners and program leadership also perceived the program as positioning *family child care providers* as **leaders**. This was through both the structure of the program, in which past participants engaged with current cohorts to share their experiences, but also through the leadership of the peer guides who were providing direct mentorship to the future providers. Allison, one of the program directors, discussed the experience of having program alumni speak to current cohorts:

*I think something that motivates works really well is having people that went to a cohort right before you or two before you speak. That was so empowering. You know somebody from the first cohort talking about how she felt. And then at this cohort 3 graduation, I mean, they honored one of their cohort 2 who, future provider, got licensed and was such a mentor to many of them at least 15 of them. They all brought her flowers. **I mean, it was like that is so empowering to see somebody just a little ahead of you.***

Jennifer talked about the unique but powerful experience of seeing the peer guides, who are current family child care providers, step into leadership roles within the program:

*I think it's really great. I think one of the things that I'm really proud of is that it's allowing the FCC providers themselves to function as leaders. They have been historically underrepresented, and even in meetings... **And so this is really the first time, at least in my career. I'm getting to see FCC providers be like, we're the leaders. We're such leaders that we're mentoring other people to do it. And I think there's something really powerful about it.***

5. The program was effective in forging networks of support for participants. Given the cohort structure and the direct mentoring relationship forged between peer guides and the participants, program leadership and partners noted the strong networks that formed as a result of the program. For example, Allison, one of the program leaders, talked about the networks among participants serving as resources to them:

*I think one of the things we leave them with, **the cohorts, is the foundation of a community.** I think a lot of them begin networking amongst themselves. You know, they've gone through this together, so **they become resources to each other,** which to me is amazing.*

Jennifer further saw the networks forged among the participants and the peer guides as an important way to bring new providers into the field and help them sustain, making the networking component a strength of the program:

*I think the leadership, I think definitely network and community building. A family child care field is such a family like experience that **I think that introducing them in this way to the field really creates connection. It creates networks, it creates sustainability. I mean, even after this program has concluded, I think that these peer guides and that these participants will still have very strong relationships...** I was like, Oh, my gosh, we're really creating a very strong connection. And **so I think that's probably the networking connection, culture is really one of the biggest strengths.***

Participant Experience and Outcomes

Survey data. Participant characteristics from cohorts 2 and 3 are shown in Table 1. Most participants were not currently working in child care, but did have prior experience working with children (83%), indicating that the program was attracting new providers into the market. Approximately 40% of participants had a high school degree, and around 30% had an associate's degree or higher, or had additional college coursework. Most participants did not have a Child Development or teaching permit.

Table 1. Descriptive statistics of participants of cohorts 2 and 3

| <i>Characteristic</i> | <i>N (%)</i> |
|----------------------------------|--------------|
| Gender | |
| Male | 1 (1.69) |
| Female | 48 (81.36) |
| Non-binary/third gender | 1 (1.69) |
| Prefer not to say | 3 (5.08) |
| Other | 6 (10.17) |
| Race | |
| White | 4 (6.78) |
| Hispanic/Latino | 36 (61.02) |
| Black or African American | 2 (3.39) |
| Asian | 3 (5.08) |
| Prefer not to say | 7 (11.86) |
| Other | 7 (11.86) |
| Highest level of education | |
| Less than a high school diploma | 4 (6.78) |
| High school degree or equivalent | 23 (38.98) |
| Associate's degree | 10 (16.95) |
| Bachelor's degree | 7 (11.86) |
| Master's degree | 5 (8.47) |
| Other | 10 (16.95) |

| | |
|--|------------|
| Qualifications | |
| Child Development Assistant Permit | 3 (5.08) |
| Child Development Associate Teacher Permit | 2 (3.39) |
| Child Development Teacher Permit | 1 (1.69) |
| Child Development Site Supervisor Permit | 1 (1.69) |
| Child Development Program Director Permit | 1 (1.69) |
| Other | 8 (13.56) |
| Non/Not applicable | 43 (72.88) |
| Age | |
| Under 30 years old | 3 (5.08) |
| 31-40 years old | 25 (42.37) |
| 41-50 years old | 18 (30.51) |
| 51-60 years old | 12 (20.34) |
| Over 61 years old | 1 (1.69) |
| Language | |
| English | 34 (40.96) |
| Spanish | 46 (55.42) |
| Arabic | 1 (1.2) |
| Other | 2 (2.41) |
| Prior experience working with children | |
| Yes | 49 (83.05) |
| No | 10 (16.95) |
| Observations | 59 |

Participants provided highly positive feedback regarding their experience in the program. They found the sessions to be **both engaging** (mean = 4.85 on 5-point scale) and **strongly aligned with their individual business goals** (mean = 4.76) (Table 2). When participants were asked specifically about the most useful components of the program, many expressed satisfaction across all elements (n = 25), but particular strengths identified included business and accounting planning (n = 15), marketing and/or social media training (n = 8), and interaction with current child care providers or business coaches (n = 8), as shown in Table 3. Very few participants identified aspects of the program as least useful, suggesting the broad curriculum was **largely well-targeted to participants' needs**.

Table 2. Participant feedback on program experience

| <i>Item</i> | <i>Mean</i> | <i>SD</i> | <i>Min</i> | <i>Max</i> |
|--|-------------|-----------|------------|------------|
| Overall, how engaging did you find this program? | 4.85 | 0.48 | 2 | 5 |
| How well aligned were the programming sessions in helping you meet your goals? | 4.76 | 0.54 | 2 | 5 |

Table 3. Perceived usefulness of program components in supporting child care business development

| <i>Item</i> | <i>Responses</i> | <i>Freq.</i> |
|---|--|--------------|
| What parts of the programming were <i>most useful</i> to you in developing your understanding of and/or capacity to establish a childcare business? | Everything was useful group | 25 |
| | Business and accounting planning | 15 |
| | Marketing and/or social media training | 8 |
| | Current providers/business coaches/peer guides | 8 |

| | | |
|--|--------------------------------|----|
| | Finance training | 3 |
| | Partner organization resources | 5 |
| | Licensing | 6 |
| | Meetups | 1 |
| What parts of the programming were <i>least useful</i> to you in developing your understanding of and/or capacity to establish a childcare business? | Everything was useful | 50 |
| | More information (in general) | 1 |
| | In-person sessions | 1 |
| | Less marketing | 1 |
| | More marketing | 2 |
| | Uncoded | 2 |

Notes. Participants responded to open-ended questions about the most and least useful parts of the program. Responses were qualitatively coded, and frequencies were calculated to reflect how often each theme appeared across responses.

Consistent with participants' positive assessments of program implementation, pre- and post-survey responses demonstrated **meaningful gains in knowledge across program learning objectives** (Table 4). The largest improvements were in practical business skills, such as budgeting (effect size $d = 0.93$), financial projections ($d = 0.83$), and raising capital ($d = 0.71$). Participants also improved notably in understanding licensing processes, marketing, and accessing alternative payment options. Interestingly, the smallest growth was seen in the area of child development ($d = 0.61$), likely because participants already had stronger knowledge in this area (pre-survey mean = 3.54). This pattern aligns with program design decisions and partner input, which emphasizes a focus on business capacity-building over child development content, as noted earlier in partner interviews.

Table 4. Participant gains in knowledge across program learning objectives

| <i>Group</i> | <i>Item</i> | Pre-Survey | | Post-Survey | | Pre-Post Diff. | |
|-------------------|---|-------------|-----------|-------------|-----------|------------------|--------------------|
| | | <i>Mean</i> | <i>SD</i> | <i>Mean</i> | <i>SD</i> | <i>Raw Diff.</i> | <i>Effect Size</i> |
| Business topics | How to run your child care business | 3.12 | 1.16 | 4.12 | 0.83 | 1 | 0.79 |
| | How to get a business license | 2.95 | 1.29 | 4.14 | 0.96 | 1.19 | 0.74 |
| | How to raise capital for your business | 2.59 | 1.25 | 3.71 | 1.05 | 1.12 | 0.71 |
| | How to make financial projections for your business | 2.49 | 1.29 | 3.83 | 0.97 | 1.34 | 0.83 |
| | How to market your business | 2.69 | 1.28 | 3.92 | 1.15 | 1.22 | 0.76 |
| | How to budget for your business | 2.56 | 1.18 | 3.9 | 0.92 | 1.34 | 0.93 |
| | How to recruit your workforce | 2.59 | 1.29 | 3.83 | 0.85 | 1.24 | 0.81 |
| Child care topics | Child development | 3.54 | 1.18 | 4.25 | 0.82 | 0.71 | 0.61 |
| | Accessing alternative payment options | 2.51 | 1.25 | 3.68 | 0.95 | 1.17 | 0.77 |
| | Awareness of child care resources available to you | 2.59 | 1.3 | 3.81 | 1.06 | 1.22 | 0.85 |
| | Quality Start OC and QRIS | 2.58 | 1.29 | 3.78 | 1 | 1.2 | 0.88 |
| | Developmental screening resources | 2.58 | 1.29 | 3.81 | 0.97 | 1.24 | 0.86 |

| | | | | | | |
|--|------|------|------|------|------|------|
| How to refer families for external services | 2.58 | 1.28 | 3.76 | 1.01 | 1.19 | 0.8 |
| Where to find professional development opportunities | 2.73 | 1.19 | 3.78 | 0.95 | 1.05 | 0.75 |

Notes. We used paired sample t-tests to calculate the effect sizes and assess statistical significance. All comparisons were statistically significant ($p < 0.01$).

Knowledge gains appeared to translate into **concrete action intentions**. By October of 2024, 31 out of 74 total participants from Cohorts 2 and 3 (41%) had already become licensed child care providers, with several more submitting child care license applications. Following program completion, most participants (64%) planned to apply for a business license in addition to the (required) child care license, and an additional 15% had already started the licensing process (Table 5). This was an important programmatic goal because the business license networks make additional resources available to small business owners over and above those narrowly available to child care providers.

Table 5. Business licensing intentions following program completion

| Item | Responses | Freq. | % |
|---|--|-------|-------|
| What are your plans regarding business licensing for your child care? | I already have a business license | 2 | 3.39 |
| | I have already applied for a business license but do not have it yet | 9 | 15.25 |
| | I plan to apply for a business license | 38 | 64.41 |
| | I do not have a business license and do not plan to apply for one | 5 | 8.47 |
| | Other | 5 | 8.47 |
| Total | | 59 | 100 |

Although the program was successful in increasing knowledge and encouraging licensing activity, participants expressed a **continuing need for certain supports** to successfully transition into business operations. Specifically, respondents highlighted the need for ongoing financial assistance ($n = 12$), support with general business administration tasks ($n = 12$), advertising and recruitment help ($n = 9$), and additional training opportunities ($n = 9$), as shown in Table 6. While participants generally felt that the amount of time dedicated to each topic was appropriate (Appendix Table A6), many emphasized the value of **additional one-on-one support**, especially in navigating licensing paperwork and procedures, both in open-ended responses and participant focus groups (results shown below). These findings highlight that while structured training was effective, individualized follow-up and consultation remain a critical part of supporting participants as they move toward launching their businesses.

Table 6. Support needs for starting a child care business

| Item | Responses | Freq. |
|---|-----------------------------------|-------|
| What supports, if any, do you need most moving forward in starting your childcare business? | Financial support | 12 |
| | Licensing support | 4 |
| | Advertising/Marketing/Recruitment | 9 |

| | |
|---------------------------------|----|
| General business administration | 12 |
| Additional training | 9 |
| Personal Support | 7 |
| Additional support from First 5 | 4 |
| No additional support needed | 10 |

Notes. Participants responded to an open-ended question about the supports they still need to move forward with starting a child care business. Responses were qualitatively coded into thematic categories, and frequencies represent the number of participants who mentioned each type of support.

Focus group data. Like the community partners, participants in our focus groups (those who completed the licensing process) felt that there were challenges in communicating with the various partners and understanding who to go to for a given support or resources. They also requested additional assistance with the peer guides in their preparation on when and how to support the participants. For example, one participant, Julieta, stated that:

I think that you should've, they need improvement with the peer guides because I got more help from somebody that wasn't my peer guide so that person was able to help me and I know that sometimes when we have day care, we don't have a lot of time maybe. Or we have a lot going on because of the children, but I feel that if somebody is gonna have that compromise as a peer guide, that commitment has to do it right, really good. So they can help us.

While participants appreciated all the resources that were shared with them from the partner organizations, they found the information at times overwhelming and requested additional ways to help keep them organized. Valeria, a member of cohort 2, talked about using a binder to keep the information organized, a recommendation that First 5 later implemented for cohort 3. She further expressed the importance of helping keep participants organized for licensing requirements, a view that the peer guides also expressed in their focus group:

But one of things that I feel that they need is a list of all the required things that licensing needs. So every week the participants can focus on one thing every single week, and by the time we finished, they have accomplished all of the requirements that they needed, all the trainings.

Participants also expressed needs for additional, continued assistance after the program ends to support their initial launch as child care providers. Achieving the license is a substantial goal, but small businesses are hard to get started and to have all the right resources in place at the right moment. There was widespread sentiment that program graduates continued to need support to increase their enrollment upon opening their licensed child care home. Jimena stated:

*I'm a little worried because right now it's almost, I mean I got my license in October and it's not like I'm not promoting myself, I do. I've been giving business cards, I've been giving all these things, but I don't know. For me, I thought it was gonna be easy, how they put it in [Organization B], how they explain it's gonna be easy, everybody's gonna be a provider because I'm gonna be full of kids, and here I am. You know, I spent a lot, and it's okay because I mean, **I feel like I'm investing in my business, but it's a little more like now I'm worried because now okay, I did all what I was told, and there's no gets. There's no children.** [...] But I just feel like we need more besides [Organization H], I don't know, we need something else to get referrals, to get children. I don't know.*

In addition to instrumental support for the graduated participants, they also indicated a need from community partners for further financial support to cover other fixed costs of opening a new business. The start-up costs related to protecting the health and safety of children, many of which are required by licensing, exceed the total stipends, albeit generously provided, by the program. As one participant stated:

*I don't want to miss everything, but then you want to start preparing safety in your house, you know, buy all the safety materials, like the naps to put on, the locks on everywhere in your house for the safety of the kids. You know, the ABCs, fire extinguishers, **it costs money, you know.** And then you have to make sure that you have carbon monoxide, you know, the detectors. Sometimes you have the regular for fire, but you don't have that one, but that's the requirement. The minimum stuff that you need for you to pass the licensing inspection, you know, **I think there needs to be a list, like a start-up budget, like show us a start-up budget, like the minimum things you need to have in order for you to start, you know, your business basically.***

While finances proved challenging, participants reiterated throughout the focus group how important the stipend was for them being able to start their child care business. The flexibility of the stipend allowed them to spend the money on the expenses they needed to get their business off the ground. Without the stipend, most participants expressed that they would not have been able to become a family child care provider. Julieta's experience was reflective of the other participants:

*So I wanted to talk about the stipends. For me, it was important to open my day care because I live in a – apartment and they would ask me for more deposits. They ask me for my liability insurance, and honestly, I didn't have no furniture. I started from zero, zero, zero. **So that stipend that they gave me helped me to be able to start.** And little by little I have been helped by more things. **In reality, if I didn't have that, I wouldn't be able to start. It's that simple.***

Moreover, despite these challenges participants faced during and after the program, all participants expressed gratitude for the support they received. Many referenced specific

community partners or individuals as instrumental in their success in obtaining a license and starting their business. Mariana talks about the program helping her follow her dreams of becoming a provider, a sentiment that was expressed by most focus group participants:

*I am very grateful for First 5, with everybody that participated, all of the sponsors, with these programs, and with [Organization B], because they have done a great job, they have taken us by the hand. **Something that was my dream ten years ago, but right now I have a business running after four months.***

Summary and Recommendations

Overall, the OC In-home licensed child care program was very successful at recruiting, training, and empowering individuals to launch their own licensed family child care home. Participants' feedback was very positive, whereby they felt the program aligned with their individual needs and their business goals. Participants demonstrated meaningful gains in business and child care knowledge. By the end of the 8-week program, more than 80% of participants planned to apply, had applied, or had already received their business license. Across the two cohorts under study, over 41% have already become licensed in-home child care providers, with many more applications pending; nearly all participants reported this as their licensing goals by the end of the two-month program.

In our detailed examination of the program implementation based on the perspectives of community partners, participants, and peer guides, several program strengths stood out. The program's comprehensive suite of supports (education, coaching/consulting, stipends, networking) were viewed as essential to participants' success in applying or planning to apply for a child care license. Graduated stipends allowed participants to cover the standard costs of setting up their child care business (e.g., background checks, CPR, licensing fees, Google advertisements) as they moved through the program. The program's "one-stop shop" educational approach, paired with meaningful financial support (stipends), reduced many of the barriers typically faced by aspiring child care providers when navigating the licensing, marketing, and budgeting overwhelm they would have otherwise experienced in the absence of the program.

To support First 5 OC as they seek to iterate on the program's success to improve the program for future cohorts, we detail below six recommendations for the program based on our synthesis of the findings from both partners and participants:

1. **Set clear program goals and communicate goals to partner organizations.** Although First 5 OC had clear goals for the program, not all partners were aware of those goals or had minor disagreements about what those goals ought to be. Ensuring from the onset that partner organizations understand the program goals and how

they align with First 5 OC's broader strategic initiatives will help head off any uncertainty or disagreements among the partners.

2. ***Set clear expectations for each partner's role in the program.*** Although some partners expressed a clear understanding of their role in the program, others were unclear about their own expected role(s). This led to some conflicts among partners when they attempted to fulfill a role other partners thought was inappropriate or when they failed to fulfill a role others expected of them. This uncertainty trickled down to the participants, who were, at times, unsure who to turn to for certain supports. *Elucidating clearly defined roles and responsibilities* for each partner at the onset, including onboarding and communication protocols, may help *facilitate* better *collaboration* among partner organizations and ensure that participants receive *timely and coordinated* support.
3. ***Continue providing practical business training with additional supports.*** Many partners, peer guides, and participants found the business content and supports embedded in the program to be useful. Participants also showed the most growth in their knowledge of business topics, as intended by the program. In addition, partners and peer guides expressed a desire for more direct *support navigating licensing paperwork and processes*, as well as stronger integration of child development content. First 5 OC might consider building additional resources for both areas, even if it involves directing participants to other partners or organizations to obtain this support.
4. ***Adjust pacing and sequencing of curriculum to match participants' readiness.*** While participants and partners valued the breadth of business-related content, several noted that the early focus on topics like marketing and customer recruitment felt premature, especially for those who had not yet begun the licensing process. Participants reported feeling overwhelmed at times and suggested a more scaffolded approach to content delivery. We recommend revisiting the curriculum sequence to ensure that foundational topics are introduced earlier, with more advanced business topics timed to align with participants' progress. First 5 OC might consider offering optional follow-up workshops or coaching for those ready to engage with these topics at a later stage.
5. ***Continue facilitating connections between providers, mentors, and support organizations, and encourage networking amongst providers.*** The relational aspects of the program were widely perceived as beneficial by participants and partners alike. Whether these were the relationships formed between partners and participants, peer guide and participants, or among participants themselves, the networks forged by the program served as resources for participants that facilitated their ability to enter the field of family child care. Continued investment in structures that foster these connections (e.g., cohort meetups, alumni presentations) can strengthen provider pipelines and build long-term sustainability. Preparing peer guides with clearer expectations and supports may also improve the consistency of the mentorship experience.
6. ***Provide additional financial resources for participants.*** The cost of starting a family child care business was a common barrier discussed by partners and providers.

The stipends provided by the program proved to be instrumental in participants being able to start their businesses as many indicated doing so would have been cost prohibitive without this support. Nevertheless, participants confronted additional financial constraints even with the stipend's support. First 5 OC should consider ways to continue providing stipends to participants as a key ingredient of the program's success while exploring possibilities for increasing funding or connecting participants to additional financial resources in the community.

References

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Local Planning Council (2020). *Orange County 2020-2025 LPC Needs Assessment*.
<https://ocde.us/EducationalServices/CurriculumInstructionandAcademicEnrichment/ELS/Documents/LPC/LPC%20Needs%20Assessment%202020-2025%20FINAL.pdf>

Appendix A: Combined Pre-Post Survey Results

Appendix Table A1. Childcare business goals

| <i>Responses</i> | Pre-Survey | | Post-Survey | |
|--|--------------|----------|--------------|----------|
| | <i>Freq.</i> | <i>%</i> | <i>Freq.</i> | <i>%</i> |
| Small family childcare home provider (up to 8 children) | 38 | 64.41 | 41 | 69.49 |
| Large family childcare home provider (up to 14 children) | 10 | 16.95 | 9 | 15.25 |
| Family, friend and neighbor provider (up to 6 children) | 7 | 11.86 | 5 | 8.47 |
| Childcare center provider (in a building that is not my home) | 2 | 3.39 | 4 | 6.78 |
| I am not interested in opening a childcare business at this time | 1 | 1.69 | - | - |
| Other | 1 | 1.69 | - | - |
| Total | 59 | 100 | 59 | 100 |

Appendix Table A2. Childcare slots

| <i>Item</i> | <i>Responses</i> | Pre-Survey | | Post-Survey | |
|--|------------------|--------------|----------|--------------|----------|
| | | <i>Freq.</i> | <i>%</i> | <i>Freq.</i> | <i>%</i> |
| How many childcare slots are you hoping to have? | 1-5 | 14 | 23.73 | 15 | 25.42 |
| | 6-10 | 36 | 61.02 | 37 | 62.71 |
| | 11-15 | 5 | 8.47 | 3 | 5.08 |
| | 16 and over | 1 | 1.69 | 3 | 5.08 |
| | Other | 3 | 5.08 | 1 | 1.69 |
| | Total | 59 | 100 | 59 | 100 |

Notes. Free responses were grouped into ranges, and the starting value of the range was used when respondents provided a range (e.g., 6 to 8).

Appendix Table A3. Opening hours

| <i>Item</i> | <i>Responses</i> | Pre-Survey | | Post-Survey | |
|--|------------------|--------------|----------|--------------|----------|
| | | <i>Freq.</i> | <i>%</i> | <i>Freq.</i> | <i>%</i> |
| How many hours a week do you intend to be caring for children? | Less than 40 | 3 | 5.08 | 8 | 13.56 |
| | 40-49 | 43 | 72.88 | 40 | 67.8 |
| | 50-59 | 6 | 10.17 | 7 | 11.86 |
| | 60 and over | 3 | 5.08 | 3 | 5.08 |
| | Other | 4 | 6.78 | 1 | 1.69 |
| | Total | 59 | 100 | 59 | 100 |
| Do you plan on offering care during evenings? | Yes | 30 | 52.63 | 27 | 45.76 |
| | No | 10 | 17.54 | 12 | 20.34 |
| | Maybe | 17 | 29.82 | 20 | 33.9 |
| | Total | 59 | 100 | 59 | 100 |
| Do you plan on offering care on weekends? | Yes | 13 | 22.81 | 13 | 22.03 |
| | No | 19 | 33.33 | 18 | 30.51 |
| | Maybe | 25 | 43.86 | 28 | 47.46 |
| | Total | 59 | 100 | 59 | 100 |
| Do you plan on offering care overnight? | Yes | 13 | 22.81 | 11 | 18.64 |
| | No | 26 | 45.61 | 30 | 50.85 |
| | Maybe | 18 | 31.58 | 18 | 30.51 |
| | Total | 59 | 100 | 59 | 100 |

Notes. Free responses were grouped into ranges, and the starting value of the range was used when respondents provided a range. Some respondents may have misunderstood the question, interpreting it as daily hours instead of weekly (e.g., 6:00am-6:00pm). Such responses (8 hours, from Monday to Friday 6am - 5pm) were converted to weekly hours.

Appendix Table A4. Hearing about the program

| <i>Item</i> | <i>Responses</i> | <i>Freq.</i> | <i>%</i> | <i>% of Cases</i> |
|--|--|--------------|----------|-------------------|
| How did you hear about this program? (Select all that apply) | Email/flyer from First 5 Orange County | 5 | 7.58 | 8.47 |
| | Email/flyer from OC SBDC/WBC (Small Business Development Center/Women's Business Center) | 1 | 1.52 | 1.69 |
| | Email/flyer from CIELO | 10 | 15.15 | 16.95 |
| | Email/flyer from OCAEYC (Orange County Association for the Education of Young Children) | 6 | 9.09 | 10.17 |
| | Email/flyer from OCDE (Orange County Department of Education) | 1 | 1.52 | 1.69 |
| | Email/flyer from another organization | 4 | 6.06 | 6.78 |
| | Colleague, family member, or friend told me about it | 34 | 51.52 | 57.63 |
| | Other (e.g., Facebook, Instagram, recommendation from the Department of Social Services) | 5 | 7.58 | 8.47 |
| | Total | 66 | 100 | 111.86 |

Notes. % of cases refers to the proportion of respondents who chose each option.

Appendix Table A5. Current role in child care

| <i>Item</i> | <i>Responses</i> | <i>Freq.</i> | <i>%</i> |
|--|---|--------------|----------|
| What is your current role in child care? | I am currently working in childcare | 22 | 37.29 |
| | I am not currently working in childcare | 29 | 49.15 |
| | Other (e.g., working in preschool, elementary school, etc.) | 8 | 13.56 |
| | Total | 59 | 100 |

Appendix Table A6. Improvement (Cohort 2)

| <i>Group</i> | <i>Item</i> | <i>Responses</i> | <i>Freq.</i> | <i>%</i> |
|--|---|---|--------------|----------|
| Thinking about improving this program for the future, how would you adjust the time or intensity of each workshop? | Session 2: Business Planning/1 on 1 Consulting Intro | Just right | 21 | 70 |
| | | Reduce Time | 1 | 3.33 |
| | | Increase Time | 2 | 6.67 |
| | | Follow-up Support/ Personalized Consultation with Presenter | 6 | 20 |
| | Session 3: Creating a Marketing Plan | Just right | 20 | 66.67 |
| | | Reduce Time | 1 | 3.33 |
| | | Increase Time | 3 | 10 |
| | | Follow-up Support/ Personalized Consultation with Presenter | 6 | 20 |
| | Session 3: Business Day in the Life of Family Childcare Provider | Just right | 24 | 80 |
| | | Reduce Time | 1 | 3.33 |
| | | Increase Time | 2 | 6.67 |
| | | Follow-up Support/ Personalized Consultation with Presenter | 3 | 10 |
| | Session 4: Financial Projections /Available Capital for your Business | Just right | 19 | 63.33 |
| | | Reduce Time | 1 | 3.33 |
| | | Increase Time | 4 | 13.33 |
| | | Follow-up Support/ Personalized Consultation with Presenter | 6 | 20 |
| | Session 4: OCDE/Quality Start | Just right | 21 | 70 |
| | | Increase Time | 4 | 13.33 |
| | | Follow-up Support/ Personalized Consultation with Presenter | 5 | 16.67 |
| | Session 5: Creating a Digital/Social Media Presence and Advertising | Just right | 18 | 60 |
| | | Increase Time | 5 | 16.67 |
| | | Follow-up Support/ Personalized Consultation with Presenter | 7 | 23.33 |
| | Session 5: CHS Resource & Referral | Just right | 24 | 80 |
| | | Increase Time | 1 | 3.33 |
| | | Follow-up Support/ Personalized Consultation with Presenter | 5 | 16.67 |
| | Extra Session: Community Care Licensing Orientation (Santa Ana) | Just right | 19 | 63.33 |
| | | Increase Time | 2 | 6.67 |
| | | Follow-up Support/ Personalized Consultation with Presenter | 4 | 13.33 |
| | | Did not attend | 5 | 16.67 |
| | Session 6: Understanding Market Research and your Competition | Just right | 22 | 73.33 |
| | | Reduce Time | 2 | 6.67 |
| | | Increase Time | 1 | 3.33 |
| | | Follow-up Support/ Personalized Consultation with Presenter | 5 | 16.67 |
| | Session 6: Business Day in | Just right | 21 | 70 |
| | | Reduce Time | 1 | 3.33 |

| | | | |
|--|--|----|-------|
| the Life of Family Childcare Provider | Increase Time | 2 | 6.67 |
| | Follow-up Support/ Personalized Consultation with Presenter | 6 | 20 |
| | | | |
| Session 7: Business/Accountin g | Just right | 22 | 73.33 |
| | Increase Time | 2 | 6.67 |
| | Follow-up Support/ Personalized Consultation with Presenter | 6 | 20 |
| Session 7: Workforce Development | Just right | 24 | 80 |
| | Increase Time | 2 | 6.67 |
| | Follow-up Support/ Personalized Consultation with Presenter | 4 | 13.33 |
| Total | | 30 | 100 |

Appendix Table A7. Improvement (Cohort 3)

Appendix Table A7: Improvements (Session 5)

| Group | Item | Responses | Freq. | % |
|--|--|---|-------|-------|
| Thinking about improving this program for the future, how would adjust the time or intensity of each workshop? | Session 1: The Childcare Landscape | Just right | 19 | 65.52 |
| | | Increase time | 5 | 17.24 |
| | | Follow-up support/ personalized consultation with presenter | 5 | 17.24 |
| | Session 2: Starting Your In-Home Licensed Childcare Business | Just right | 18 | 62.07 |
| | | Increase time | 3 | 10.34 |
| | | Follow-up support/ personalized consultation with presenter | 8 | 27.59 |
| | Session 3: The Financials | Just right | 14 | 48.28 |
| | | Increase time | 10 | 34.48 |
| | | Follow-up support/ personalized consultation with presenter | 5 | 17.24 |
| | Session 4: Marketing Your Childcare | Just right | 16 | 55.17 |
| | | Increase time | 3 | 10.34 |
| | | Follow-up support/ personalized consultation with presenter | 9 | 31.03 |
| | | Did not attend | 1 | 3.45 |
| | Session 5: Creating a Digital/Social Presence for Your Childcare | Just right | 16 | 55.17 |
| | | Reduce time | 1 | 3.45 |
| | | Increase time | 2 | 6.9 |
| | | Follow-up support/ personalized consultation with presenter | 9 | 31.03 |
| | Session 6: Putting Your Childcare Plan Together | Did not attend | 1 | 3.45 |
| | | Just right | 14 | 48.28 |
| | | Increase time | 3 | 10.34 |
| | | Follow-up support/ personalized consultation with presenter | 11 | 37.93 |
| | | Did not attend | 1 | 3.45 |
| Total | | 29 | 100 | |

Appendix B: Participant Surveys (Spanish/English versions)

Appendix B1. Pre-program survey

Start: Select Language

Please select the language you would like to take this survey.

Por favor, seleccione el idioma en el que desea realizar esta encuesta.

- ☐ English (Inglés)
- ☐ Spanish (Español)

Part 1. Intro (Spanish)

Encuesta previa para futuros proveedores del programa de Negocios de Cuidado de Niños

(Child Care Business Program, por sus siglas en inglés)

¡Gracias por participar en esta encuesta! Queremos saber más sobre sus metas y experiencias en el negocio de cuidado de niños y comprender las necesidades de los futuros proveedores. Sus respuestas se mantendrán confidenciales, no se compartirán con nadie fuera del equipo de investigación y solo se utilizará para fines de investigación y mejora del programa. Por favor, siéntase libre de revisar el documento adjunto para obtener información sobre su participación en este estudio:

[Encuesta SIS del Programa de Negocios de Cuidado de Niños de First 5](#)

[SBDC OC](#)

Si tiene alguna pregunta, póngase en contacto con nosotros a través del correo jvjenkin@uci.edu.

Nota: Por favor, póngase en contacto con la Junta de Revisión Institucional de la UCI por teléfono, (949) 824-6662, por correo electrónico en IRB@research.uci.edu o en 160 Aldrich Hall, Irvine, CA 92697-7600 si no puede ponerse en contacto con los investigadores que figuran en la parte superior del formulario y tiene preguntas generales; tiene preocupaciones o quejas sobre la investigación; tiene preguntas sobre sus derechos como sujeto de investigación; o tiene comentarios o sugerencias generales.

¿Cuál es su nombre completo? (Su nombre sólo se compartirá como prueba de que ha completado la encuesta, pero sus respuestas serán estrictamente confidenciales)

¿Cuál es su correo electrónico? (Su información de contacto será estrictamente confidencial y no se compartirá con nadie)

¿Cuál es su número de teléfono? (Su información de contacto se mantendrá estrictamente confidencial y no se compartirá con nadie)

¿Cuál es su papel actual en el programa de formación de Negocios del Cuidado de Niños?

- ☐ Futuro proveedor
- ☐ Guía de pares
- ☐ Otro (por favor, indíquelo)

¿Cómo califica su seguridad con respecto a su conocimiento sobre cada uno de los siguientes temas de **negocios**?

| | Muy inseguro(a)/ No sé | Bastante inseguro(a) | Neutral | Bastante Seguro(a) | Seguro(a) |
|--|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Cómo gestionar un negocio de cuidado de niños | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cómo obtener una licencia de negocios | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cómo reunir capital para su negocio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cómo hacer proyecciones financieras para su negocio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cómo comercializar su negocio (comercialización digital, redes sociales, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Muy inseguro(a) / No sé | Bastante inseguro(a) | Neutral | Bastante Seguro(a) | Muy Seguro(a) |
|---|-------------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| Cómo hacer un presupuesto para su negocio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cómo reclutar a su fuerza de trabajo | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

¿Cómo califica su seguridad con respecto a su conocimiento sobre cada uno de los siguientes temas del **cuidado de los niños**?

| | Muy inseguro(a) / No sé | Bastante inseguro(a) | Neutral | Bastante Seguro(a) | Muy Seguro(a) |
|--|-------------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| Desarrollo infantil | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Acceso a opciones de pago alternativas (por ejemplo, cuidado subvencionado) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conocimiento de los recursos disponibles para el cuidado de niños (por ejemplo, Children's Home Society of CA, Start Well, Help Me Grow, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality Start OC y el sistema de evaluación y mejora de calidad (QRIS) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recursos para la evaluación del desarrollo | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cómo referir a las familias a servicios externos (por ejemplo, asesoramiento, intervención temprana, servicios sociales, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- ☐ Correo electrónico/volante de First 5 Orange County
- ☐ Correo electrónico/volante de OC SBDC/WBC (Centro de Desarrollo de la Pequeña Empresa/Centro Empresarial para Mujeres)
- ☐ Correo electrónico/volante de CIELO
- ☐ Correo electrónico/volante de OCAEYC (Asociación del Condado de Orange para la Educación de los Niños Pequeños)
- ☐ Correo electrónico/volante de OCDE (Departamento de Educación del Condado de Orange)
- ☐ Correo electrónico/volante de otra organización
- ☐ Un colega, familiar o amigo me habló de ello
- ☐ Otro (por favor especifique):

Part 2. Child Care Goals (Spanish)

¿Cuál es su **papel actual** en el cuidado de niños?

- ☐ Dirijo un hogar que proporciona cuidado de niños pequeño (con capacidad hasta 8 niños)
- ☐ Dirijo un hogar que proporciona cuidado de niños grande (con capacidad hasta 14 niños)
- ☐ Soy un proveedor de cuidado de niños de familiares, amigos y vecinos (hasta 6 niños)
- ☐ Soy un proveedor informal (por ejemplo, cuidado de mis propios hijos, nietos, hijos de amigos)
- ☐ Dirijo un centro de cuidado de niños (en un edificio que no es mi casa)
- ☐ Actualmente trabajo en un centro de cuidado de niños o en un cuidado de niños en el hogar
- ☐ Actualmente no trabajo en una guardería

☐ Otro (por favor especifique):

¿Cuáles son sus **metas en el negocio** de cuidado de niños?

- ☐ Proveedor de un hogar que proporciona cuidado de niños pequeño (con capacidad hasta 8 niños)
- ☐ Proveedor de un hogar que proporciona cuidado de niños grande (con capacidad hasta 14 niños)
- ☐ Proveedor de cuidado de niños de familiares, amigos y vecinos (hasta 6 niños)
- ☐ Proveedor de cuidado de niños en un centro (en un edificio que no es mi casa)
- ☐ No estoy interesado en abrir un negocio de cuidado de niños en este momento
- ☐ Otro (Por favor, especifique):

¿Tiene planes de trabajar en la industria de cuidado de niños en alguna capacidad?

- ☐ Sí
- ☐ No
- ☐ Tal vez

¿Qué papel busca en la industria de cuidado de niños?
(Por favor, especifique)

¿Cuántos espacios de cuidado de niños espera tener?
(Por favor, indique su mejor estimación)

¿A cuántos niños de cada grupo de edad cuida
actualmente?

Infantes:

Párvulos:

Preescolares:

Edad escolar:

De los niños que cuida actualmente, ¿Cuántos son parientes suyos?

¿Para cuántos niños de cada grupo de edad tiene vacantes **actualmente**?

Infantes:

Párvulos:

Preescolares:

Edad escolar:

¿En qué ciudad espera abrir o operar un negocio de cuidado de niños?

¿Cuántas horas a la **semana** piensa dedicar al cuidado de niños? (Por favor, indique su mejor estimación)

¿Tiene planes de ofrecer cuidado durante las **tardes**?

- ☐ Sí
- ☐ No
- ☐ Tal vez

¿Tiene planeado ofrecer cuidado los **fines de semana**?

- ☐ Sí
- ☐ No
- ☐ Tal vez

¿Tiene planeado ofrecer cuidado durante la **noche**?

- ☐ Sí
- ☐ No
- ☐ Tal vez

Part 3. Demographics (Spanish)

¿Tiene experiencia previa trabajando con niños?

- ☐ Sí
- ☐ No

¿Con qué género se identifica?

- ☐ Masculino
- ☐ Femenina
- ☐ No binario/tercer género
- ☐ Prefiero no decir
- ☐ Otro (por favor, especifique):

¿Con qué raza se identifica?

- ☐ Blanco
- ☐ Hispano/Latino
- ☐ Negro o Afroamericano
- ☐ Indio Americano o Nativo de Alaska
- ☐ Asiático
- ☐ Nativo de Hawai o de Las Islas del Pacífico
- ☐ Prefiero no decir
- ☐ Otro (por favor, especifique):

¿Cuál es el nivel de estudios más alto que ha completado?

- ☐ Menos de un diploma de secundaria
- ☐ Título de secundaria o equivalente
- ☐ Título de Preparatoria (e.g., AA, AS, AAS)
- ☐ Título de Licenciatura (e.g., BA, BS)
- ☐ Título de Maestría (e.g., MA, MS, MEd)
- ☐ Doctorado (e.g., PhD, EdD)
- ☐ Prefiero no decir
- ☐ Otro (por favor, especifique):

¿Posee actualmente alguna de las siguientes certificaciones, licencias o permisos? (Seleccione todos los que se apliquen)

- ☐ Permiso de Asistente de Desarrollo Infantil
- ☐ Permiso de Maestra Asociado de Desarrollo Infantil
- ☐ Permiso de Maestra de Desarrollo Infantil
- ☐ Permiso de Maestra Principal de Desarrollo Infantil
- ☐ Permiso de Supervisor de Centros de Desarrollo Infantil
- ☐ Permiso de Director de Programa de Desarrollo Infantil
- ☐ Credencial de Asociado en Desarrollo Infantil (CDA)
- ☐ Credencial de enseñanza de materias múltiples
- ☐ Credencial de enseñanza de una sola materia

- ☐ Otro (por favor, especifique):
- ☐ Ninguno/No aplicable

¿Cuál es su edad actual?

- ☐ Menos de 30 años
- ☐ 31-40 años
- ☐ 41-50 años
- ☐ 51-60 años
- ☐ Más de 61 años
- ☐ Prefiero no decirlo

¿Qué idiomas habla con fluidez? (Seleccione todas las que apliquen)

- ☐ Inglés
- ☐ Español
- ☐ Chino
- ☐ Farsi
- ☐ Vietnamita
- ☐ Árabe
- ☐ Coreano
- ☐ Tagalo
- ☐ Otro (por favor, especifique):

Por favor, describa su experiencia previa trabajando con niños.

Part 1. Intro (English)

Childcare Business Program Future Provider Pre-Survey

Thank you for taking this survey! We want to know more about your childcare business goals and experiences and understand the needs of future providers. Your responses will be kept confidential, will not be shared with anyone outside of the research team, and will only be used for research purposes and program improvement. Please feel free to review the attached document for information regarding your participation in this study:

[First 5 SBDC OC Childcare Business Program SIS Survey](#)

If you have any questions, please reach out to us at jvjenkin@uci.edu.

Note: Please contact the UCI Institutional Review Board by phone, (949) 824-6662, by e-mail at IRB@research.uci.edu or at 160 Aldrich Hall, Irvine, CA 92697-7600 if you are unable to reach the researchers listed at the top of the form and have general questions; have concerns or complaints about the research; have questions about your rights as a research subject; or have

general comments or suggestions.

What is your full name? *(Your name will only be shared as proof that you completed the survey but your responses will be kept strictly confidential)*

What is your email address? *(Your contact information will be kept strictly confidential and will not be shared with anyone)*

What is your phone number? *(Your contact information will be kept strictly confidential and will not be shared with anyone)*

What is your current role in the childcare business training program?

- ☐ Future provider
☐ Peer guide
☐ Other (please state)

How confident are you in your knowledge about each of the following **business** topics?

| | Very unconfident/ Don't know | Fairly unconfident | Neutral | Fairly confident | Ve confi |
|---|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How to run your childcare business | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How to get a business license | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How to raise capital for your business | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How to make financial projections for your business | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How to market your business (digital marketing, social media, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How to budget for your business | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How to recruit your workforce | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How confident are you in your knowledge about each of the following **childcare** topics?

| | Very unconfident/ Don't know | Fairly unconfident | Neutral | Fairly confident | Very confident |
|--|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Child development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accessing alternative payment options (e.g. subsidized care) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Awareness of childcare resources available to you (e.g. Children's Home Society of CA, Start Well, Help Me Grow, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality Start OC and the Quality Rating & Improvement System (QRIS) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Developmental screening resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How to refer families for external services (e.g. counseling, early start/early intervention, social services, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Where to find professional development opportunities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What are you hoping to learn from participating in the childcare business training program?

What motivated you to participate in the childcare business training program?

How did you hear about this program? (Select all that apply)

- ☐ Email/flyer from First 5 Orange County
- ☐ Email/flyer from OC SBDC/WBC (Small Business Development Center/Women's Business Center)
- ☐ Email/flyer from CIELO
- ☐ Email/flyer from OCAEYC (Orange County Association for the Education of Young Children)
- ☐ Email/flyer from OCDE (Orange County Department of Education)
- ☐ Email/flyer from another organization
- ☐ Colleague, family member, or friend told me about it
- ☐ Other (please specify):

Part 2. Child Care Goals (English)

What is your **current role** in child care?

- ☐ I run a small family childcare home (up to 8 children)
- ☐ I run a large childcare home (up to 14 children)
- ☐ I run a family, friend, and neighbor care (up to 6 children)
- ☐ I am an informal provider (e.g., care for own children, grandchildren, friend's children)
- ☐ I run a childcare center (in a building that is not my home)
- ☐ I currently work at a childcare center or family childcare home
- ☐ I am not currently working in childcare
- ☐ Other (please specify):

What are your childcare **business goals**?

- ☐ Small family childcare home provider (up to 8 children)
- ☐ Large family childcare home provider (up to 14 children)
- ☐ Family, friend and neighbor provider (up to 6 children)
- ☐ Childcare center provider (in a building that is not my home)
- ☐ I am not interested in opening a childcare business at this time
- ☐ Other (please specify):

Do you plan to work in the childcare industry in any capacity?

- ☐ Yes
☐ No
☐ Maybe

What roles are you looking for in the childcare industry?
(Please specify)

How many childcare slots are you hoping to have?
(Please provide your best guess)

How many children from each age group do you
currently care for?

Infants:

Toddlers:

Preschoolers:

School-aged:

Of the children that you currently care for, how many are related to you?

How many children for each age group do you **currently** have openings for?

Infants:

Toddlers:

Preschoolers:

School-aged:

In what city do you hope to open or operate a child care business?

How many hours a **week** do you intend to be caring for children? (Please provide your best guess)

Do you plan on offering care during **evenings**?

- ☐ Yes
- ☐ No
- ☐ Maybe

Do you plan on offering care on **weekends**?

- ☐ Yes

- ☐ No
- ☐ Maybe

Do you plan on offering care **overnight**?

- ☐ Yes
- ☐ No
- ☐ Maybe

Part 3. Demographics (English)

Do you have any prior experience working with children?

- ☐ Yes
- ☐ No

What gender do you identify as?

- ☐ Male
- ☐ Female
- ☐ Non-binary/third gender
- ☐ Prefer not to say
- ☐ Other (please specify):

What race do you identify with?

- ☐ White
- ☐ Hispanic/Latino
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Native Hawaiian or Pacific Islander
- ☐ Prefer not to say
- ☐ Other (please specify):

What is the highest level of school you have completed?

- ☐ Less than a high school diploma
- ☐ High school degree or equivalent
- ☐ Associate's degree (e.g., AA, AS, AAS)
- ☐ Bachelor's degree (e.g., BA, BS)
- ☐ Master's degree (e.g., MA, MS, MEd)
- ☐ Doctorate (e.g., PhD, EdD)
- ☐ Prefer not to say
- ☐ Other (please specify):

Do you currently possess any of the following certifications, licenses, or permits? (Select all that apply)

- ☐ Child Development Assistant Permit
- ☐ Child Development Associate Teacher Permit
- ☐ Child Development Teacher Permit
- ☐ Child Development Master Teacher Permit
- ☐ Child Development Site Supervisor Permit
- ☐ Child Development Program Director Permit
- ☐ Child Development Associate Credential (CDA)
- ☐ Multiple Subject Teaching Credential
- ☐ Single Subject Teaching Credential
- ☐ Other (please specify):
- ☐ None/Not applicable

What is your current age?

- ☐ Under 30 years old
- ☐ 31-40 years old
- ☐ 41-50 years old
- ☐ 51-60 years old
- ☐ Over 61 years old
- ☐ Prefer not to say

What languages do you speak fluently? (Select all that apply)

- ☐ English
- ☐ Spanish
- ☐ Chinese
- ☐ Farsi
- ☐ Vietnamese
- ☐ Arabic
- ☐ Korean
- ☐ Tagalog
- ☐ Other (please specify):

Please describe your prior experience working with children.

Appendix B2. Post-program survey

Start: Select Language

Please select the language you would like to take this survey.

Por favor, seleccione el idioma en el que desea realizar esta encuesta.

- ☐ English (Inglés)
- ☐ Spanish (Español)

Part 1. Program Feedback (Spanish)

Encuesta de Seguimiento del Programa de Cuidado Infantil en el Hogar con Licencia del Condado de Orange

¡Gracias por participar en esta encuesta! Queremos saber más sobre su experiencia con el programa de cuidado infantil en el hogar con licencia y comprender las necesidades de los futuros proveedores. Sus respuestas se mantendrán confidenciales, no se compartirán con nadie fuera del equipo de investigación y solo se utilizará para fines de investigación y mejora del programa. Por favor, siéntase libre de revisar el documento adjunto para obtener información sobre su participación en este estudio:

[Encuesta SIS del Programa de Negocios de Cuidado de Niños de First 5
WBC OC](#)

Si tiene alguna pregunta, póngase en contacto con nosotros a través del correo jvjenkin@uci.edu.

Nota: Por favor, póngase en contacto con la Junta de Revisión Institucional de la UCI por teléfono, (949) 824-6662, por correo electrónico en IRB@research.uci.edu o en 160 Aldrich Hall, Irvine, CA 92697-7600 si no puede ponerse en contacto con los investigadores que figuran en la parte superior del formulario y tiene preguntas generales; tiene preocupaciones o quejas sobre la investigación; tiene preguntas sobre sus derechos como sujeto de investigación; o tiene comentarios o sugerencias generales.

¿Cuál es su nombre completo? *(Su nombre sólo se compartirá como prueba de que ha completado la encuesta, pero sus respuestas serán estrictamente confidenciales)*

¿Cuál es su correo electrónico? *(Su información de contacto será estrictamente confidencial y no se compartirá con nadie)*

¿Cuál es su número de teléfono? *(Su información de contacto se mantendrá estrictamente confidencial y no se compartirá con nadie)*

¿Cuál es su papel actual en el programa de cuidado infantil en el hogar con licencia?

- ☐ Futuro proveedor
- ☐ Guía de pares
- ☐ Otro (por favor, indíquelo):

En general, ¿qué tan interesante encontró este programa?

- ☐ Muy interesante
- ☐ Bastante interesante
- ☐ Neutral
- ☐ Bastante poco interesante
- ☐ Muy poco interesante

¿Qué tan bien alineadas estuvieron las sesiones de programación para ayudarlo a alcanzar sus objetivos?

- ☐ Muy alineada
- ☐ Bastante alineada
- ☐ Neutral
- ☐ Bastante desalineada
- ☐ Muy desalineada

¿Cómo califica su seguridad con respecto a su conocimiento sobre cada uno de los siguientes temas de **negocios**?

| | Muy inseguro(a) / No sé | Bastante inseguro(a) | Neutral | Bastante Seguro(a) | Muy Seguro(a) |
|---|-------------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| Cómo gestionar un negocio de cuidado de niños | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cómo obtener una licencia de negocios | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cómo reunir capital para su negocio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cómo hacer proyecciones financieras para su negocio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Muy inseguro(a) / No sé | Bastante inseguro(a) | Neutral | Bastante Seguro(a) | Muy Seguro(a) |
|---|-------------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| Cómo comercializar su negocio (comercialización digital, redes sociales, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cómo hacer un presupuesto para su negocio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cómo reclutar a su fuerza de trabajo | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

¿Cómo califica su seguridad con respecto a su conocimiento sobre cada uno de los siguientes temas del **cuidado de los niños**?

| | Muy inseguro(a) / No sé | Bastante inseguro(a) | Neutral | Bastante Seguro(a) | Muy Seguro(a) |
|---|-------------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| Desarrollo infantil | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Acceso a opciones de pago alternativas (por ejemplo, cuidado subvencionado) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Muy inseguro(a) / No sé | Bastante inseguro(a) | Neutral | Bastante Seguro(a) | Muy Seguro(a) |
|--|-------------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| Conocimiento de los recursos disponibles para el cuidado de niños (por ejemplo, Children's Home Society of CA, Start Well, Help Me Grow, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality Start OC y el sistema de evaluación y mejoría de calidad (QRIS) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recursos para la evaluación del desarrollo | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cómo referir a las familias a servicios externos (por ejemplo, asesoramiento, intervención temprana, servicios sociales, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dónde encontrar oportunidades de desarrollo profesional | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Pensando en mejorar este programa para el futuro, ¿cómo ajustaría el tiempo o la intensidad dedicada a cada taller?

| | Muy adecuado | Reducir el tiempo | Aumentar el tiempo | Apoyo de seguimiento / Consulta personalizada con el presentador | No asistí |
|---|-----------------------|-----------------------|-----------------------|---|-----------------------|
| Sesión 1 – El panorama del cuidado infantil | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sesión 2 – Iniciar su negocio de cuidado infantil con licencia en el hogar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sesión 3 – Los financieros | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sesión 4 – Promocionando su servicio de cuidado infantil | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sesión 5 – Creando una presencia digital/ social para su cuidado infantil | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sesión 6 – Organizando su Plan de Cuidado Infantil | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

¿Qué partes del programa fueron **más útiles** para usted en su aprendizaje sobre el proceso para establecer un negocio de cuidado de niños?

¿Qué partes del programa fueron **menos útiles** para usted en su aprendizaje sobre el proceso para establecer un negocio de cuidado de niños?

¿Qué tipo de ayuda o apoyo necesita para comenzar su negocio de cuidado de niños?

¿Qué tan probable es que recomiende este programa a otra persona interesada en abrir un negocio de cuidado

de niños?

- ☐ Muy probable
- ☐ Bastante probable
- ☐ Neutral
- ☐ Bastante improbable
- ☐ Muy improbable

¿Ya ha solicitado obtener un estipendio? (Seleccione todos lo que apliquen)

- ☐ Sí, un estipendio de \$1,000
- ☐ Sí, un estipendio de \$1,500
- ☐ Sí, un estipendio de \$2,500
- ☐ No, pero planeo solicitar un estipendio
- ☐ No, no solicité un estipendio y no lo solicitaré. Por favor explique por qué no:

Part 2. Childcare Goals (Spanish)

¿Cuáles son sus **metas en el negocio** de cuidado de niños?

- ☐ Proveedor de un hogar que proporciona cuidado de niños pequeño (con capacidad hasta 8 niños)

- ☐ Proveedor de un hogar que proporciona cuidado de niños grande (con capacidad hasta 14 niños)
- ☐ Proveedor de cuidado de niños de familiares, amigos y vecinos (hasta 6 niños)
- ☐ Proveedor de cuidado de niños en un centro (en un edificio que no es mi casa)
- ☐ No estoy interesado en abrir un negocio de cuidado de niños en este momento
- ☐ Otro (por favor, especifique):

¿Tiene planes de trabajar en la industria de cuidado de niños en alguna capacidad?

- ☐ Sí
- ☐ No
- ☐ Tal vez

¿Qué papel busca en la industria de cuidado de niños?
(Por favor, especifique)

¿Cuántos espacios de cuidado de niños espera tener?
(Por favor, indique su mejor estimación)

¿Cuántas horas a la semana piensa dedicar al cuidado de niños? (Por favor, indique su mejor estimación)

¿Tiene planes de ofrecer cuidado durante las **tardes**?

- ☐ Sí
- ☐ No
- ☐ Tal vez

¿Tiene planeado ofrecer cuidado los **fines de semana**?

- ☐ Sí
- ☐ No
- ☐ Tal vez

¿Tiene planeado ofrecer cuidado durante la **noche**?

- ☐ Sí
- ☐ No

☐ Tal vez

¿Cuáles son sus planes con respecto a la licencia de **cuidado de niños**?

- ☐ Ya tengo una licencia de cuidado de niños
- ☐ Ya he solicitado una licencia de cuidado de niños pero aún no la tengo
- ☐ Planeo solicitar una licencia de cuidado de niños
- ☐ No tengo una licencia de cuidado de niños y no planeo solicitar una
- ☐ Otro (por favor, especifique):

¿Cuáles son sus planes con respecto a la licencia de **negocios** para su cuidado de niños?

- ☐ Ya tengo una licencia comercial
- ☐ Ya he solicitado una licencia comercial pero aún no la tengo
- ☐ Planeo solicitar una licencia comercial
- ☐ No tengo una licencia comercial y no planeo solicitar una
- ☐ Otro (por favor, especifique):

Part 1. Program Feedback

Orange County In-home Licensed Childcare Program Post-Survey

Thank you for taking this survey! We want to know more about your experience with the In-home Licensed Childcare Program and understand the needs of future providers. Your responses will be kept confidential, will not be shared with anyone outside of the research team, and will only be used for research purposes and program improvement. Please feel free to review the attached document for information regarding your participation in this study:

[First 5 WBC OC Childcare Business Program SIS Survey](#)

If you have any questions, please reach out to us at jvjenkin@uci.edu.

Note: Please contact the UCI Institutional Review Board by phone, (949) 824-6662, by e-mail at IRB@research.uci.edu or at 160 Aldrich Hall, Irvine, CA 92697-7600 if you are unable to reach the researchers listed at the top of the form and have general questions; have concerns or complaints about the research; have questions about your rights as a research subject; or have general comments or suggestions.

What is your full name? *(Your name will only be shared as proof that you completed the survey but your responses will be kept strictly confidential)*

What is your email address? *(Your contact information will be kept strictly confidential and will not be shared with anyone)*

What is your phone number? *(Your contact information will be kept strictly confidential and will not be shared with anyone)*

What is your current role in the in-home licensed childcare program?

- ☐ Future provider
- ☐ Peer guide
- ☐ Other (please state):

Overall, how engaging did you find this program?

- ☐ Very engaging
- ☐ Somewhat engaging
- ☐ Neutral
- ☐ Somewhat not engaging
- ☐ Not at all engaging

How well aligned were the programming sessions in helping you meet your goals?

- ☐ Very aligned
- ☐ Somewhat aligned
- ☐ Neutral
- ☐ Somewhat unaligned
- ☐ Very unaligned

How confident are you in your knowledge about each of the following **business** topics?

| | Very unconfident/ Don't know | Fairly unconfident | Neutral | Fairly confident | Very confident |
|---------------------------------------|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How to run your childcare business | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How to get a business license | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Very unconfident/ Don't know | Fairly unconfident | Neutral | Fairly confident | Very confident |
|---|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How to raise capital for your business | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How to make financial projections for your business | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How to market your business (digital marketing, social media, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How to budget for your business | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How to recruit your workforce | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How confident are you in your knowledge about each of the following **childcare** topics?

| | Very unconfident/ Don't know | Fairly unconfident | Neutral | Fairly confident | Very confident |
|--|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Child development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accessing alternative payment options (e.g. subsidized care) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Very unconfident/ Don't know | Fairly unconfident | Neutral | Fairly confident | Very confident |
|--|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Awareness of childcare resources available to you (e.g. Children's Home Society of CA, Start Well, Help Me Grow, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality Start OC and the Quality Rating & Improvement System (QRIS) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Developmental screening resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How to refer families for external services (e.g. counseling, early start/early intervention, social services, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Where to find professional development opportunities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Thinking about improving this program for the future, how would adjust the time or intensity of each workshop?

| | Just Right | Reduce Time | Increase Time | Follow-up Support/ Personalized Consultation with Presenter | Did not attend |
|--|-----------------------|-----------------------|-----------------------|---|-----------------------|
| Session 1 - The Childcare Landscape | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Session 2 - Starting Your In-Home Licensed Childcare Business | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Session 3- The Financials | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Session 4 - Marketing your Childcare | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Session 5 - Creating a Digital/Social Presence for Your Childcare | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Session 6 - Putting Your Childcare Plan Together | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What parts of the programming were **most useful** to you in developing your understanding of and/or capacity to establish a childcare business?

What parts of the programming were **least useful** to you in developing your understanding of and/or capacity to establish a childcare business?

What supports, if any, do you need most moving forward in starting your childcare business?

How likely are you to recommend this program to someone else interested in opening a childcare

business?

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Neutral
- ☐ Somewhat unlikely
- ☐ Very unlikely

Have you already applied to get a stipend? (Select all the apply)

- ☐ Yes, a stipend of \$1,000
- ☐ Yes, a stipend of \$1,500
- ☐ Yes, a stipend of \$2,500
- ☐ No, but I plan on applying for a stipend
- ☐ No, I did not apply for a stipend and will not be applying. Please explain why below.

Part 2. Childcare Goals

What are your current childcare **business goals**?

- ☐ Small family childcare home (up to 8 children)
- ☐ Large family childcare provider (up to 14 children)
- ☐ Family, friend and neighbor provider (up to 6 children)

- ☐ Childcare center provider (in a building that is not my home)
- ☐ I am not interested in opening a child care business at this time
- ☐ Other (please specify):

Do you plan to work in the childcare industry in any capacity?

- ☐ Yes
- ☐ No
- ☐ Maybe

What roles are you looking for in the childcare industry?
(Please specify)

How many childcare slots are you hoping to have?
(Please provide your best guess)

How many hours a week do you intend to be caring for children?

Do you plan on offering care during **evenings**?

- ☐ Yes
- ☐ No
- ☐ Maybe

Do you plan on offering care on **weekends**?

- ☐ Yes
- ☐ No
- ☐ Maybe

Do you plan on offering care **overnight**?

- ☐ Yes
- ☐ No
- ☐ Maybe

What are your plans regarding **childcare** licensing?

- ☐ I already have a childcare license
- ☐ I have already applied for a childcare license but do not have it yet
- ☐ I plan to apply for a childcare license
- ☐ I do not have a childcare license and do not plan to apply for one
- ☐ Other (please specify):

What are your plans regarding **business** licensing for your child care?

- ☐ I already have a business license
- ☐ I have already applied for a business license but do not have it yet
- ☐ I plan to apply for a business license
- ☐ I do not have a business license and do not plan to apply for one
- ☐ Other (please specify):

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Appendix C: Interview/Focus Group Protocols

Appendix C1. Focus group protocol for presenters/partners

OC Childcare Business Program Evaluation Focus Group Protocol *Presenters/Partners*

[self-introduction]

Statement to Participants

Our team of researchers at UCI are conducting research to better understand the OC Childcare Business Program Evaluation. The objective of this research is to understand your thoughts and opinions on how we can improve the program. Thank you for agreeing to participate in this focus group. The focus group will take approximately 60 minutes and will be audio-recorded. We will not use the video of this recording. Your participation in this study is voluntary. You may request at any time that we stop the interview or turn off the audio recording. I would like to record this discussion via Zoom. Only the research team will be able to access the interview and again, all personally identifiable information will be anonymized. Is it ok with everyone for me to record this conversation? **[wait for answer....press record on Zoom]**

[STATE DATE, TIME, and FOCUS GROUP PARTICIPANTS]

1. How did your organization first become involved working with the First 5/Childcare Business program?
2. What is your background in childcare? What is your experience training others in childcare? *Follow-up: ask about opinions for Zoom/virtual training*
3. What was your overall impression of the Childcare Business Program? *Follow-ups:*
 - a. How engaged were the participants? In-person vs. Zoom?
 - b. How did you feel about the content of the program?
 - c. How was the guidance you received from First 5 in regards to what to include or how to structure your presentation?
4. What do you think are the biggest barriers participants/future providers face in starting a childcare business?
 - a. Are there any resources you think the future providers need moving forward? Were there any resources you wish you had when you were first starting out?
5. What else do you think future providers should know about starting and maintaining their own business?
6. Do you have any suggestions for how the program could be improved? *Follow-ups: add sessions, increase/reduce time, focus more or less on specific topics*

Appendix C2. Focus group protocol for peer guides

OC Childcare Business Program Evaluation Focus Group Protocol *Peer Guides*

[self-introduction]

Statement to Participants

Our team of researchers at UCI are conducting research to better understand the OC Childcare Business Program Evaluation. The objective of this research is to understand your thoughts and opinions on how we can improve the program. Thank you for agreeing to participate in this focus group. The focus group will take approximately 60 minutes and will be audio-recorded. We will not use the video of this recording. Your participation in this study is voluntary. You may request at any time that we stop the interview or turn off the audio recording. I would like to record this discussion via Zoom. Only the research team will be able to access the interview and again, all personally identifiable information will be anonymized. Is it ok with everyone for me to record this conversation? **[wait for answer....press record on Zoom]**

[STATE DATE, TIME, and FOCUS GROUP PARTICIPANTS]

1. What is your background in childcare? What is your experience training others in childcare?
2. What was your overall impression of the Childcare Business Program?
3. What were your perceptions of the program participants? *Follow-up:* preparedness, learning needs
4. What do you think are the biggest barriers participants/future providers face in starting a childcare business?
 - a. Are there any resources you think the future providers need moving forward? Were there any resources you wish you had when you were first starting out?
5. What else do you think future providers should know about starting and maintaining their own business?
6. Do you have any suggestions for how the program could be improved? *Follow-ups: add sessions, increase/reduce time, focus more or less on specific topics*

Appendix C3. Interview protocol for program participants who received their licenses

OC Childcare Business Program Evaluation Interview Protocol

Future providers who received their licenses

1. What is your overall impression of the OC Childcare Business program?
2. What are the barriers or challenges you've faced to starting and maintaining a childcare business?
3. Did you feel that this approach of the OC Childcare Business program was effective in helping you start your childcare business?
 - a. Which topics/days were most helpful?
 - b. Which topics were least helpful?
 - c. Are there topics that you wish were covered in the program?
4. How was your experience with your peer childcare guide? SBDC Business coach? CIELO Client Navigator?
5. What do you think helped you be successful in getting your license?
Prompt for: First 5 business topics, stipend, peer guides, outside resources, other organizations
6. Did you make new partnerships/connections to community agencies as a result of the program? If yes, which agencies?
7. What else would you want early learning professionals or policymakers to understand about becoming a new childcare provider?
8. How would you like to see the program changed for future cohorts?

