

1. Descriptive Information

<p>Workshop C5 (<i>Meeting Room</i>)</p> <p><i>State and National Data on the Early Childhood Workforce: Comparing State Workforce Registries With Findings from the National Survey of Early Care and Education (NSECE)</i></p> <p>Description</p> <p>This workshop will compare views of the ECE workforce across settings from the NSECE and State workforce registries.</p>	<p>Facilitator</p> <ul style="list-style-type: none">• Mallory Warner-Richter, Child Trends <p>Presenters</p> <ul style="list-style-type: none">• Matha Zaslow, SRCD and Child Trends• Joellyn Whitehead, Illinois Network of Child Care Resource and Referral Agencies <p>Discussant</p> <p>Scribe</p> <ul style="list-style-type: none">• Claire Lowe, Child Trends
---	--

2. Documents in Session Folder (Please list any electronic documents or web links used during the session.)

Alliance brochure

3. Brief Summary of Presentations

Presentation overview

- There is new workforce data and these presentations will look at what it is telling us and the “calls to action” for our state professional development systems.
- Why emphasis on early childhood workforce data?
 - Lots of people have an interest in elements that are linked to higher quality child care and positive child outcomes. Data collection helps to answer these questions and interests.
- In these presentations we will explore different data sources and what they provide.

Intro on National Workforce Registry Alliance

- National Workforce Registry Alliance is an alliance of workforce data systems.
- A registry is an information system for the early childhood and afterschool workforce (this includes teachers, providers, directors for many education levels).
- Most registries do not have researchers or the analytic background to put the data out there so they can be a good partner for researchers.
- NWRA goal is to support the workforce and provide information .

Intro on National Survey of Early Care and Education

- This is an integrated set of surveys from home-based and center-based providers, and households.

Comparison of data sets

Alliance

- The most recent data set included 8 states and one region.

- The data is all verified (there is an official transcript to confirm the individual has the credentials and education they say they do) as opposed to self-reported data.
- No random selection

NSECE

- This data is nationally representative.
- It is all self-reported data (surveys).
- The sample is randomly selected.

More on NSECE

- This data collection effort started with administrative data/lists. From this, a random selection of centers, a random selected class and then a randomly selected teacher. Home based teachers were selected from the admin list.
- Basic statistics:
 - The data represents over 1 million teachers and caregivers
 - 130,00 centers serve children 0 through 5
- A center based programs are categorized as:
 - School-sponsored centers
 - Head start
 - Public pre-K-
 - Other- this represents nearly 60% of teachers and caregivers
- Educational attainment
 - Those serving infants and toddlers are lower in education and wages than teachers and caregivers serving pre-K (age 3 through 5).
 - Listed and Unlisted providers are very different. Listed providers tend to have more education than unlisted. Listed home based providers also have more years of experience than unlisted (and more years than center based). Listed- almost all are working full time then center based and then unlisted.
- Challenges
 - The early care and education workforce is complex and it's hard to capture that in the data. Other workforce categories such as trainers, coaches, and TA providers are also important but they are not included in the data.
- Can this be applied to states or can it only be applied nationally? This data can be used to inform federal indicatives and can be used to jumpstart work at the state level.
- There is a balancing act between the NSECE data and the alliance data in that not all registries are required for the alliance so some regions may be over represented verses the NSECE data, which is broader. However, the Alliance has verified data.

More information on the Alliance data

- More states are developing workforce registries. The data can vary from state to state in that some states require participation or require participation if the center wants to participate in the state's QRIS. Each state has different enrollment and this is important to keep in mind when working with the data.
- The Partnership Eligibility Review (PER) is how they determine readiness for a registry to participate in the data set. It is a peer review system that looks at systematic data elements. There are 11 main areas of PER.
- There are currently 11 states that have been approved through this process with a few more going through the process. The 2015 Alliance data set only includes 9 of 11 these registries.
- The topics in the data set include elements such as years in the field, highest education, wages, credentials (CDA and state level), etc. They also added a longitudinal identifier this year.
- Basic statistics
 - The majority of these programs for center and family are regulated and the majority of the programs are located in metro areas.
- Comparison of NSECE and Alliance data

- Education data: The education workforce looks very similar across the '12 and '15 Alliance data. The data also looks similar when comparing the Alliance and the NSECE data. NSECE does show more people with a graduate degree but only by a few percentage points.
- Teachers serving children 0-3 by education levels: The data looks similar between the '12 Alliance, '15 Alliance, and NSECE data.
- Teachers serving children 3-5 by education levels: The data looks similar between the '12 Alliance, '15 Alliance, and NSECE data. These results between the data sets show strong levels of agreement.
- Key takeaways
 - More resources will be focused on professional development. The majority of the center based workforce is in centers with no sponsorship or connection to schools, head start or public pre-k. PD is also important for home-based providers.
 - It is important to focus on the workforce serving infants and toddlers because they tend to be less educated and learn lower wages than those serving pre-k.
 - Build on the current strengths of the workforce and where the workforce is currently. The workforce is more highly educated than believed and than previous estimates and this is a strength to build from. Continue to move all to a bachelor's degree.
 - A changing workforce means that there are changing professional development needs. In order to offer high quality services, programs have to utilize multiple funding opportunities.
 - Registries can be helpful for future longitudinal analysis.
- Reviewing data from registries
 - Illinois: some college is broken down into credit hours. From this, we can see that just under half of the population has the equivalent of an associate's degree or higher (60+ credit hours).
 - New Jersey: Longitudinal look at data. From '05 to '14 the number of practitioners with no degree has been cut in half. The number of practitioners completing degrees is increasing.
 - Florida (Miami-Dade): Increase in educational attainment and how long this has taken. Registries may have links to other data sources to help fill in data the registry might not directly collect.

Conclusion: Forging a path forward

In order to know more about the workforce and inform our decision making, we need to know specific characteristics that these data sets can provide. Especially since the workforce is a rich and diverse field.

4. Brief Summary of Discussion

- Do the registries capture departure from the employer? Can we see turnover not from the field but from the employer? This has huge impacts on the centers.
 - Employment information is a key element registries are collecting data on. The majority of registries can look at when you left and employer and some also collect reasons for turnover.
- Is there data on the program? Can you track which program a teacher left and which center they moved to?
 - If participation in the registry is mandatory for the QRIS, then there is often a lot of the program level data. There is also a lot of data that can be looked at or contextualized in a way it has not been before.
- Is NSECE based on all the 50 states?
 - It's a sampling strategy based on all 50 states. There are not sufficient data in each state to compare a state's NSECE data to the Alliance data. The question here is does the registry data align with the NSECE to see if they are good forms of measuring this data.
- Is there data that says it's important to verify the registry data. Is that one of the recommendations for quality.

- With the PER, it is a requirement to verify the education data. Most registries do require education verification. These could be copies of a transcript or diploma from the college/university. The Alliance data is all verified however, not all state level data is verified (but most is).
- Can you give examples of other types of data that are verified?
 - It's primarily education data. However, some states also verify wage data. Some registries utilize director portals where the directors verify teacher's information (wage and position). Some submit verification of employment. This occurs typically when it helps them move up a level in the career lattice.
- Do you collect information on family childcare provider wages?
 - Wages from family childcare providers are not included in the Alliance data set because there is too much variability.
- We think of ECE as a low wage and low education profession but when comparing it to other low wage professions, it doesn't look that bad.
- Is there data on degree attainment and workshops?
 - The majority of registries collect data on training information however this varies by state.
- What about all the new types of learning that isn't training? IE coaching, learning sessions?

5. Summary of Key issues raised (facilitators are encouraged to spend the last 3-5 minutes of workshops summarizing the key issues raised during the session; bullets below are prompts for capturing the kinds of issues we're looking for)

- Results from the NSECE data and the Alliance data show strong agreement. This suggests that registries can be used as effective ways of collecting and measuring data on the workforce.
- Registry data can be used to look at longitudinal data
- Not all registries have researchers so it can be important for them to team up with researchers in order to fully utilize and interpret the data.
- How will the field measure and understand new types of learning that aren't training? How will elements such as coaching be included into professional development?