

Professional Development Outcomes from Oregon's Education Quality Investment Partnership (EQUIP)

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Oregon EQUIP- Overview

- **A state-wide public-private partnership**
 - CCD, DHS, R&R, Head Start, private funders, universities
- **Goals: strengthen workforce & facilities → prepare children for success in school**
 - By coordinating and aligning Oregon's early care and education system.
- **Includes strategies for:**
 - Individual Providers
 - Facilities (all types)
 - Systems

EQUIP: Provider-level strategies

- ***Scholarships.*** Two state-wide scholarship programs to assist individual providers in increasing their training and education:
 1. Pursuit of degrees through community colleges.
 2. Community-based training and education that is not part of a degree program.
- ***Education Awards.*** Incentives for achieving specific steps on the Oregon Professional Development Registry.
- ***Oregon Registry Campaign.*** Communication effort to increase registry participation.

EQUIP: Facility-level strategies

(Early Components of Oregon's QRIS)

- ***Quality Indicator Program (QIP):*** Measures structural indicators of quality for **all** regulated child care and education facilities.
- ***Oregon Program of Quality (OPQ):*** A state designation for facilities that meet 6 research-based standards of quality. Supports and incentives are included.

EQUIP: System-level strategies

- Integration of efforts to measure and improve care quality.
 - **Example:**
 - Linked Oregon Registry (and Education Awards) and Head Start performance standards to incentivize participation in Registry for Head Start teachers.
- Integrated data system that links facility-level (QRIS and licensing) with individual-level data (Oregon Registry Online).

Evaluation

- 2009-2011
- Multi-methods; process + outcomes
- Today focus on Professional Development (PD)

Research Questions

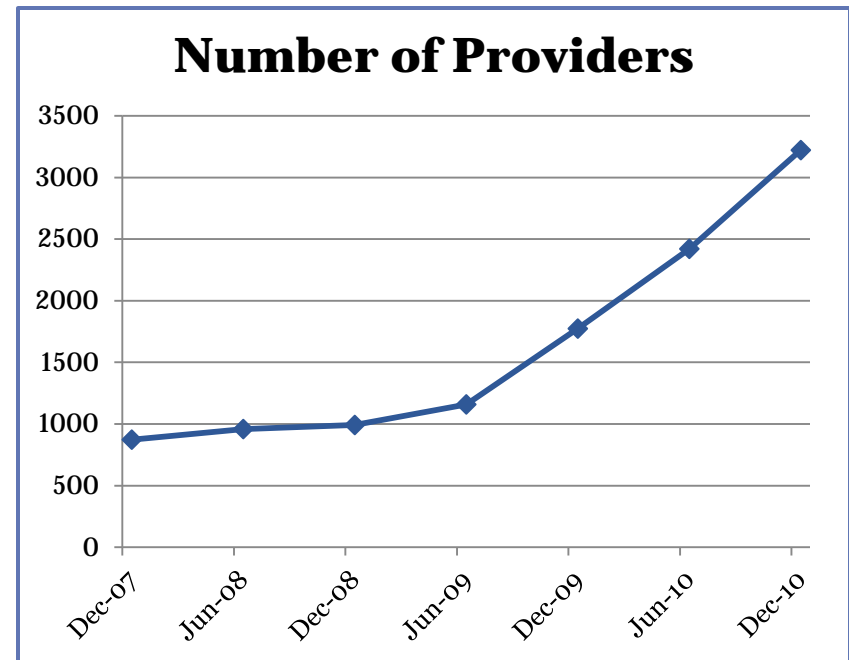
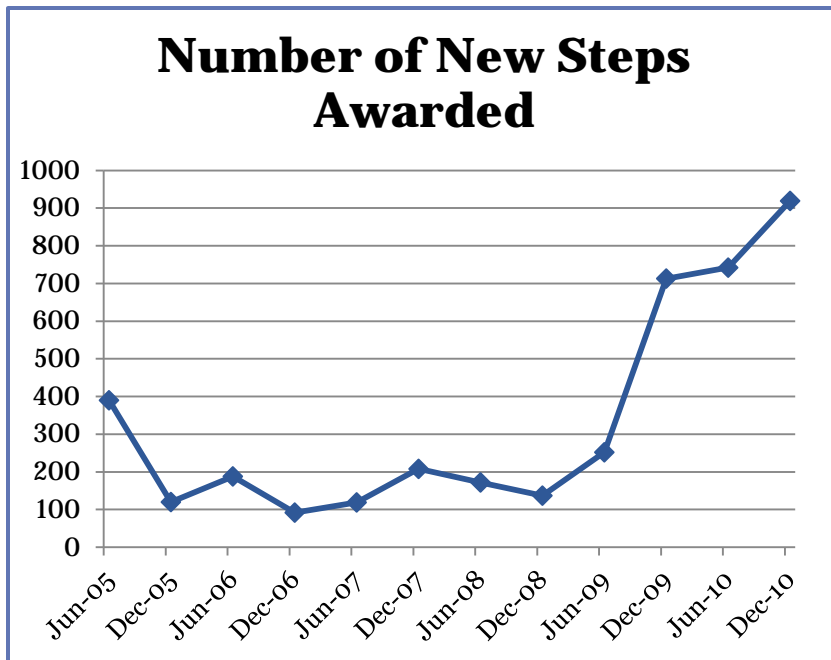
1. How well did EQUIP **engage members of the workforce**? What are their characteristics?
2. Did EQUIP help providers increase feelings of **professionalism**?
3. To what extent did providers show increases in **training/skill building**, and **knowledge/skills**?

Design

- **Administrative data (Registry, Scholarship, Education Award)**
 - **Demographics**
 - **Participation in state-wide scholarships (non-degree seeking training/education/certificates)**
 - **Registry Steps**
- **Participant Survey: added to application**
 - **Perceptions of Impacts**
 - **Professionalism attitudes**

Results: Engage Workforce

- Participation in the Oregon Registry skyrocketed

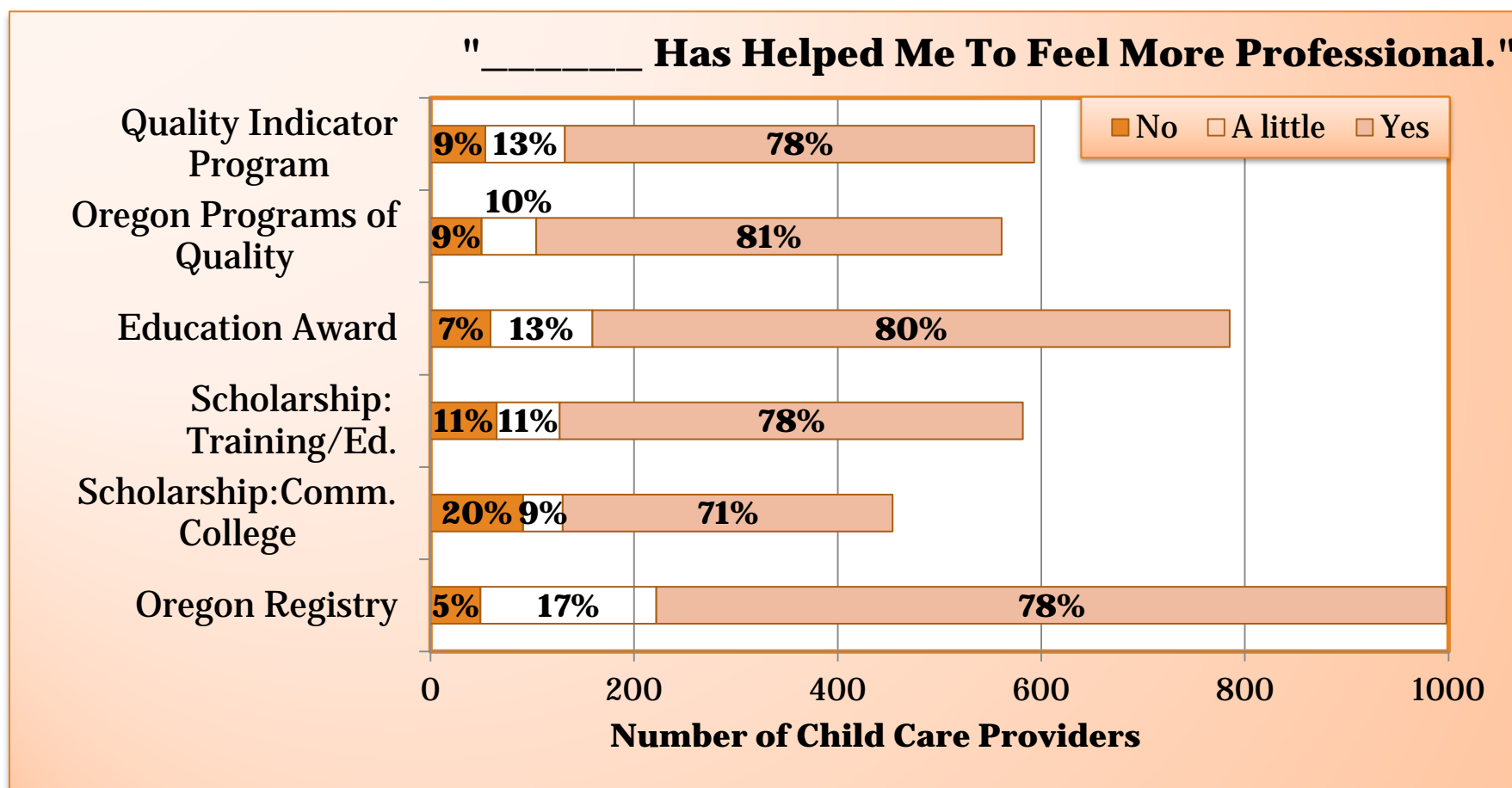


Results: Engage Workforce

	Oregon Registry	Education Award	Betty Gray Scholarship (Training/ Education)
Gender			
Male	2.4%	2.7%	3.8%
Female	97.6%	91.8%	91.0%
Ethnicity			
White/Caucasian	79.6%	74.9%	66.7%
Hispanic/Latino	12.4%	9.9%	16.0%
Black/African American	2.2%	1.5%	2.7%
Asian/Pacific Islander	3.0%	3.1%	3.5%
American Indian/Alaska Native	1.1%	0.9%	1.0%
Other/mixed	1.7%	2.7%	2.8%
Primary Language			
English	82.9%	90.3%	85.1%
Spanish	9.7%	6.1%	10.7%
Russian/Ukrainian	4.0%	0.6%	0.6%
Other	3.4%	2.7%	3.0%

Results: Professionalism

- Both provider-level and facility-level strategies were rated as helping providers feel more professional.



Results: Professionalism

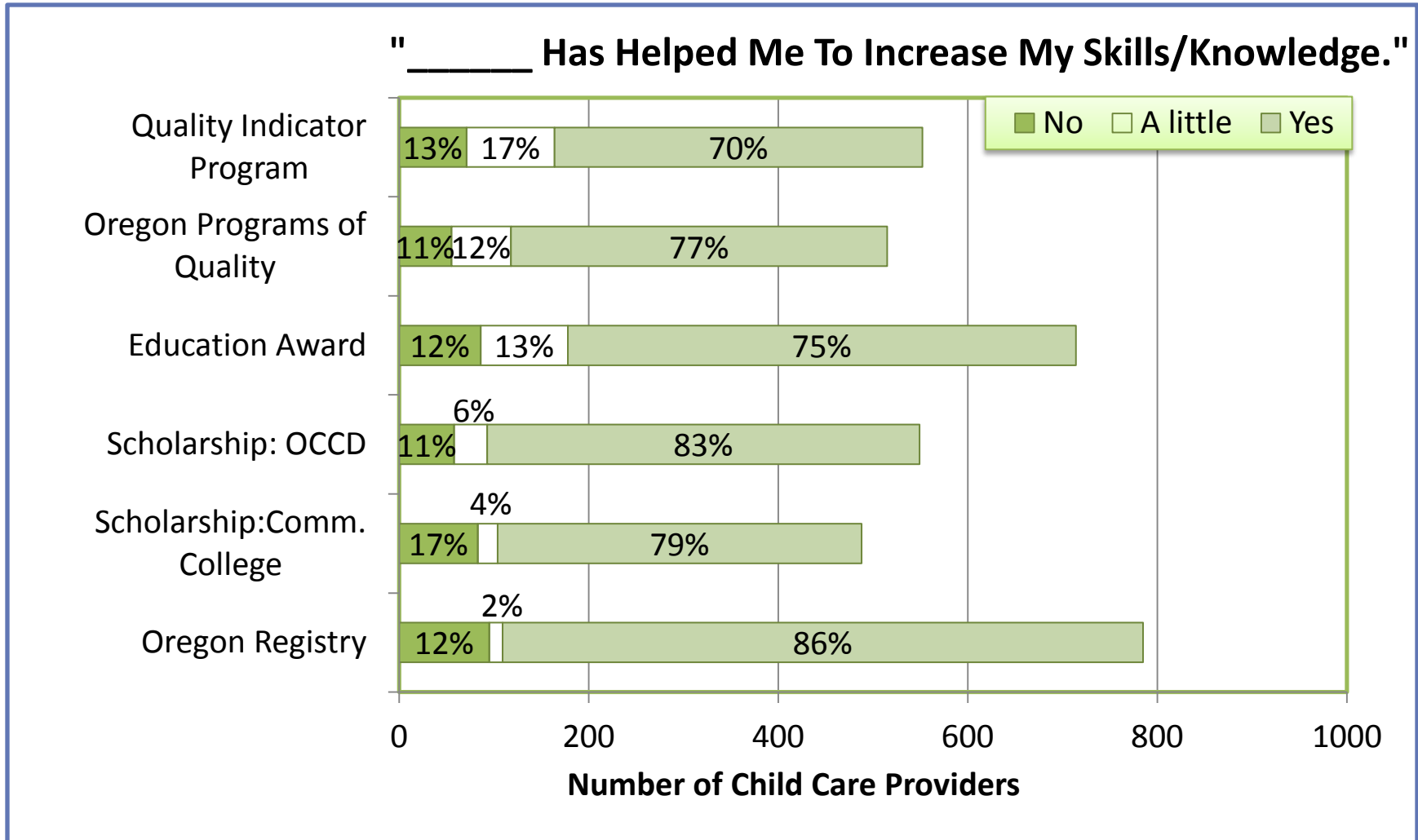
- Providers from under-represented groups reported that EQUIP programs helped them to feel more professional than did others.

	Non-White Ethnicity	English not Primary Language	Older in Age	Male Gender
Step on Oregon Registry		*		
Gray Scholarship: Comm. College		*	+	
Gray Scholarship: Training/Education		+	*	
Education Award				
Oregon Programs of Quality	*	*		
Quality Indicator Program	*	*		

* $p < .05$; + $p < .10$

Results: Training, Education, and Skills

- Both provider-level and facility-level strategies were rated as effective.



Results: A Focus on Scholarships^a & Qualifications

- Providers from minority groups: lower on Registry but more use of scholarships^a.

means	Overall	By Ethnicity		By Primary Language	
		White (n = 1256)	Non-White (n = 527)	English (n = 1582)	Non-English (n = 201)
Initial Registry Step	5.79	6.01	5.26*	5.91	4.82*
Current Registry Step	7.24	7.51	6.60*	7.39	6.09*
Career Orientation	3.72	3.73	3.68	3.72	3.66
Professional Attitudes	4.36	4.39	4.28	4.37	4.25
	% Yes	% Yes	% Yes	% Yes	% Yes
Accessed Scholarship(s)^a	41	56	67*	43	79*

a. Scholarships are for non-degree training, education, and certificates.

* Significant differences across groups, $p < .05$

Results: A Focus on Scholarships^a & Qualifications

- No differences across groups in changes on Registry over time.
- Small positive effect of scholarships.
- Scholarships were equally effective for providers from minority groups.

Effect on Registry Step	B	SE	β
Ethnic Minority	.24	.17	.04
Primary Language	.43	.24	.05
Gender	.35	.41	.02
Initial Registry Step	.52	.02	.69**
Career Orientation	.20	.12	.04⁺
Professional Attitudes	.03	.03	.02
Number of Scholarships	.10	.04	.06*
R-square	.48		

** $p < .01$; * $p < .05$; ⁺ $p < .10$

Conclusions and Implications

1. **Initiatives seem to contribute to increased PD.**
 - **Increased Registry participation.**
 - **Providers report that initiatives are helpful.**
 - **Professionalism, training/ed, and skills/knowledge.**
 - **State-wide scholarship program helps providers increase qualifications.**

Conclusions and Implications

2. Quality/PD Initiatives may be especially important for providers from under-represented groups.
 - Reported greater impacts of initiatives.
 - Elevated need for supports:
 - Lower qualifications (Registry).
 - High rates of scholarship use.
 - Scholarships are helpful yet effects are small.
 - Seem to help providers keep up/increase qualifications at same rate as others but don't help close gaps.

Oregon already does a lot to support PD in multiple languages but findings are being used to think about what else can be done, especially in light of Oregon's developing QRIS.

Conclusions and Implications

3. Research is needed on links between **Provider PD & Facility Quality**.

- Staff qualifications are challenging for *facilities* to improve.
 - Facility directors say the scholarship program helps.
 - Yet effects of scholarships are small.
 - Moving up on QRIS requires big increases for high % of staff. More research is needed.
- Providers reported that facility-level strategies helped them as individuals.
 - Need systematic research on the effect of facility quality/culture of improvement on provider PD.

For more information:

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