



# **Workforce Policy Web Seminar #3: *Focus on Data***



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**NAEYC Early Childhood Workforce Systems Initiative  
April 7, 2009**

# Introduction



- ☆ *Sarah LeMoine*
- ☆ NAEYC Director, Early Childhood Workforce Systems Initiative

# Welcome

- ★ Thank you
- ★ Meeting reminders
- ★ Agenda
  - ☆ Brief overview
  - ☆ Panelists
    - ECE data systems for the 21<sup>st</sup> century
    - Data to inform policy: Improving our practices
    - States learning together
    - Supporting diversity, inclusion, and access through data collection
  - ☆ Questions and comments

# ***Workforce Designs: A Policy Blueprint for State Professional Development Systems***

- ★ Product of NAEYC's Early Childhood Workforce Systems Initiative
- ★ Sponsored by the Birth to Five Policy Alliance and Cornerstones for Kids
- ★ On the web at [www.naeyc.org/policy/ecwsi](http://www.naeyc.org/policy/ecwsi)

# Integrated early childhood professional development system

- ★ A comprehensive system of preparation and ongoing development and support for *all* early childhood education professionals working with and on behalf of young children.



# *Policy Blueprint:* **Essential Policy Areas**

- ★ Professional Standards
- ★ Career Pathways
- ★ Articulation
- ★ Advisory Structure
- ★ Data
- ★ Financing



# *Policy Blueprint:* **Essential Policy Area Focus**

## ★ Data

- ★ to gauge impacts and systems change, as well as to inform planning, evaluation, quality assurance, and accountability.

# Range of Data

- ★ Individual
- ★ Facility/Setting/Work Place
- ★ Institutional (IHEs) or agency (State Departments, CCR&Rs, etc.)
- ★ PD Initiative (like TEACH<sup>®</sup>, CARES, mentoring, etc.)
- ★ PD System
- ★ Overall Workforce (all - working with or on behalf of children)

# *Policy Blueprint:* **Principles for Policy-Making**

- ★ Does this policy increase **integration among the sectors?**
- ★ Does it include **quality assurances?**
- ★ Does it support **diversity, inclusion, and access?**
- ★ Does it increase **compensation parity?**

# ECE Data Systems for the 21<sup>st</sup> Century

- ☆ *Marcy Whitebook, Ph.D.*
- ☆ Director of the Center for the Study of Child Care Employment
- ☆ University of California at Berkeley

CENTER FOR THE STUDY OF  
Child Care Employment

# Integration: Challenges

1. Within-field: Birth to five data across all sectors of the ECE field
2. Across levels of education: Birth to five data with K through 12 data and higher education data
3. Across players: Teacher demographic, professional data with workplace and child data
4. Across levels of government: Federal Department of Labor and Census ECE data categories to align with data in the ECE field

# Integration: Moving Forward

- ★ Understand the purpose of individual data systems.
- ★ Evaluate where convergence among data systems makes sense: similar purpose, standard data elements, and standard formats.
- ★ Educate and train users on quality data and the benefits of accurate and standardized data.

# Quality: Challenges

- ★ Without an integrated data system, we can not assess the impact of professional development programs on the quality of ECE services
  - ★ Do specific education and training programs improve teacher practice?
  - ★ Do people who participate in education and training programs remain in the field?

# Quality: Moving Forward

- ★ Decide what questions we need to ask to determine the success of professional development programs:
  - ☆ Is practice improved among participants in all professional development programs?
  - ☆ What do we need to know about professional development to measure its effectiveness?
  - ☆ How do professional development and workplace conditions interact? Do participants stay in the ECE field?
- ★ Decide what data elements are needed to track this success related to:
  - ☆ ECE staff
  - ☆ Children
  - ☆ Workplaces

# Access: Challenges

- ★ Without an integrated data system, we can not determine who does or does not have access to professional development programs and services.
- ★ Without this information, we cannot develop and target professional development programs to meet the needs of our diverse workforce:
  - ★ Diverse ethnic and linguistic backgrounds
  - ★ Multiple sectors of the workforce
  - ★ Geographical areas of states and the country.

# Access: Moving Forward

- ★ Bring ECE workforce studies into the 21<sup>st</sup> century
  - ☆ Part of the integrated data system
  - ☆ Web-based, user-friendly, on-going, up-to-date, accurate workforce data
    - Ethnicity
    - Linguistic background
    - Educational attainment
    - ECE education and training
    - Compensation and benefits
    - Location and characteristics of the workplace
- ★ Build on TEACH®, CARES, registries

# Compensation: Challenges

- ★ Absence of compensation data perpetuates the status quo
- ★ Allows us to keep investing in professional development programs without understanding the impact of low compensation and turnover

# Compensation: Moving Forward

- ★ Build on TEACH®, CARES, registries
- ★ Ensure that compensation and benefits data are part of the integrated data system
- ★ Determine effective ways to collect family child care income data
- ★ Ecological framework for rigorous research agenda examining the complex interplay of multiple factors that influence teachers practice at different states of their career to engage in good practice that promotes child learning

# Related Resources

- ★ Continued discussions at the 3rd National PD Summit and beyond
- ★ *Diversity and Stratification in California's Early Childhood Workforce*  
[www.irlle.berkeley.edu/cscce/pdf/diversity\\_stratification08.pdf](http://www.irlle.berkeley.edu/cscce/pdf/diversity_stratification08.pdf)

Forthcoming:

- ★ *Preparing Teachers of Young Children: The Current State of Knowledge, And a Blueprint for the Future*  
To request notification of release, write:  
[cscceinfo@berkeley.edu](mailto:cscceinfo@berkeley.edu)

# Data to Inform Policy: Improving our Practices

- ☆ *Kathy R. Thornburg, Ph.D.*
- ☆ Director of the Center for Family Policy & Research
- ☆ University of Missouri



# General Guidance/ Thoughts to Ponder

- ★ Have researchers be part of the state advisory team
- ★ MOU's with other agencies/organizations
- ★ Tie registry data into state QRS
- ★ Don't replace data in the registry or PD database—archive it
- ★ Verify the data
- ★ Be a part of your state's P-20 effort

# Example: Using Data to Inform the Missouri QRS

- ★ Rated 144 programs
  - ☆ 75 early childhood centers/group homes
  - ☆ 47 home-based programs
  - ☆ 22 school-age centers/group homes
  
- ★ Secured feedback from various groups of stakeholders
  - ☆ Participant survey
  - ☆ 17 focus groups
    - Parents
    - Participants
  - ☆ Small statewide stakeholder groups

# Reliability & Validity of QRS

- ★ Internal consistency reliability is good.
  - ★ For centers, coefficient alpha = .83
  - ★ For homes, coefficient alpha = .70
- ★ Strong evidence for concurrent validity.

# Overview of Community Pilot

- ★ 22 programs (Urban/Subsidy Receiving)
  - ★ 21 Centers/Group Homes
  - ★ 1 Home-based
- ★ 2 Rounds (12 months between ratings)
- ★ Programs assigned individual coaches
- ★ Scholarships, program improvements funds, curriculum trainings

# Pilot Results with Lots of PD

QRS star rating	Number at Time 1	Number at Time 2
1	4	1
2	11	3
3	6	7
4	1	8
5	0	3

# Pilot Results

	Time 1	Time 2
Mean QRS star rating***	2.18	3.41
% of teachers at CDA and above***	42.3%	55.8%
Overall environment rating scale score mean***	3.72	4.66
Overall ECERS-E mean	3.05	3.04

\* $p < .05$    \*\* $p < .01$    \*\*\* $p < .001$

# Data Informs Policy

- ★ Added Intentional Teaching component to QRS (from pilot to approved models)
- ★ State needs to develop a coherent professional development plan around intentional teaching for the early childhood workforce
  - ★ Support coaches' knowledge and skills
  - ★ Coaching materials/techniques to support teachers
  - ★ Curriculum trainings available across the state

# Example: Major Studies that Influenced Policy

- ★ Self-reported data
- ★ Degrees in EC/CD or related fields vs. other degrees
  - ☆ Number of EC college credits
- ★ Categories for education (HS, Some College, AA, BA, MA)
  - ☆ What does “some college” really mean?

# Lead Teachers ( $n = 1575$ )

★ “Some College” (31%; 484 lead teachers)

☆ Average # of credits—39.2 college credits

☆ Range: 3-179 credits

☆ Average Wages--\$9.37

☆ Range: \$5.25--\$17.32

Is there a relationship? (more credits = more money when controlled for months in field)

# Presenting Data to Decision-Makers

- ★ Executive Summaries
- ★ Briefings to State Departments
- ★ Testimony to Legislative Committees
- ★ Policy Briefs
- ★ Press Releases
- ★ Appointments with State Department Directors
- ★ Appointments with Legislators

# Related Resources

- ★ <http://cfpr.missouri.edu>
  - ★ Early Childhood Education/Early Intervention Policy Briefs
  - ★ Missouri QRS models
- ★ Contact for Missouri's state leadership team for 3<sup>rd</sup> National PD summit

# States Learning Together



☆ *Jere Wallden*

☆ President, The National Registry Alliance

☆ Executive Director, The Wisconsin Registry

# Registry States



# Practitioner Registry

- ★ Online application
- ★ Expanded demographics on the individual
  - ☆ Language, ethnicity, wages, experience, education
- ★ All Alliance recommended fields
- ★ Matches providers and programs
- ★ Detailed Program Profile with expanded demographics
  - ☆ Curriculum, Assessment scores, business practices, QRIS scores, staff education

# Training Registry

- ★ Online searchable training events
- ★ Tracked by CDA subject areas AND/OR core knowledge areas
- ★ Levels of training
- ★ Online feature to enter attendance
- ★ Ability to track all categories of training

# Sponsor and Trainer Registry

- ★ Approved online sponsor registration
- ★ Ability to add training to be approved
- ★ Customized reports
- ★ Trainer levels

# Consultant Tracking

(just beginning in some states)

- ★ One-on-one relationship based consultation can be tracked
- ★ At the program level, programs will have all consultations documented on their Program Profile
- ★ At the individual level, it would be on that individual's training report
- ★ Consultations including an assessment (E CRS) can record the score on the Program Profile with notes.

# A Web-Based Reporting Tool

- ★ Licensors can have access to the programs they work with to check compliance with training requirements
- ★ Administrators can manage their staff employment records
- ★ State administrators can customize reports they need.
- ★ R&R agencies can complete training reports needed by their funder.
- ★ Providers can print their candidacy reports for NAEYC accreditation and can print their CDA Transcript.

# Registry Audience and Outcomes

- ★ Direct Care Providers
  - ★ Teachers
  - ★ Directors and Administrators
  - ★ Family Providers
- ★ Government
  - ★ Licensing and other regulatory
  - ★ Child and Family Services Departments
  - ★ Legislature
- ★ Related Service and Support Agencies
  - ★ Training providers
  - ★ Consultants
  - ★ Special Service Providers

# Key Points on Registries

- ★ Data is verified
- ★ Through unique identifiers, data can be transferred and shared
- ★ Best practices and core data elements have been identified by TNRA
- ★ TNRA has developed partnership eligibility criteria to assure good data practices.
- ★ Data is collected within the state context but can be merged for national policy

# Related Resources

- ★ [www.registryalliance.org](http://www.registryalliance.org)
- ★ Planning partner for 3<sup>rd</sup> National PD Summit
- ★ The Registry Alliance National Conference
  - ★ September 21-24, 2009
  - ★ Mystic, CT

# Supporting Diversity, Access, and Inclusion Through Data Collection

☆ *Erika Beltran*

☆ Education Policy Analyst

☆ National Council of La Raza

**NCLR**

# Changing Demographics: Implications for ECE Providers

- ★ Children in ECE programs are very diverse.
  - ✓ 45% of children under five are minorities.
  - ✓ One in every five children under the age of five is Latino.
  - ✓ Latino children have low-levels of school readiness.
- ★ Research has documented the importance of having a workforce that reflects the student population.
  - ✓ Promotes positive cognitive and socio-emotional growth.

# ECE Workforce Diversity: What do we know?

- ★ ECE providers are more diverse than K-12 workforce.
- ★ Educational attainment varies by race and program setting (child care, Head Start, etc.).
- ★ Most providers are not trained to work with diverse children, including English-language learners (ELLs).
- ★ Current data on ECE workforce is inadequate.

# ECE Workforce Diversity: What do we *need* to know?

- ★ Disaggregated by Race/Ethnicity
  - Diversity by program setting.
  - Who is in which segment of the workforce?
  - What kinds of trainings do ECE providers have access to?
  - What kinds of trainings do ECE providers complete?
  - What are the language skills of ECE providers?

# Strategies to Support Inclusive Data Collection

- ★ Develop systems that capture more in-depth information by:
  - ★ Conducting state workforce studies
  - ★ Collaborating with other data collection efforts
  - ★ Establishing uniform data collection requirements across programs
  - ★ Assessing workforce data periodically to monitor progress and identify gaps

# Related Resources

- ★ [www.nclr.org](http://www.nclr.org)
- ★ *Buenos Principios: Latinos in the Earliest Years of Life* [www.nclr.org/content/publications/detail/45609](http://www.nclr.org/content/publications/detail/45609)
- ★ *Achieving a High-Quality Preschool Teacher Corps: A Focus on California*  
[www.nclr.org/content/publications/detail/29957](http://www.nclr.org/content/publications/detail/29957)
- ★ *A Renewed Head Start: New Opportunities for Latino Children*  
[www.nclr.org/content/publications/detail/55045](http://www.nclr.org/content/publications/detail/55045)
- ★ Birth to Five Policy Alliance partner

# Questions and Comments



☆ From participants

# Participant Questions

## ★ General

- ☆ Workforce registry models/costs
- ☆ Top 10 data that should be collected

## ★ Integration

- ☆ Common data systems, sharing, and compiling data
- ☆ Integrating teacher certification approval and tracking processes in practitioner registries
- ☆ Combined national workforce data efforts

# Participant Questions

## ★ Quality Assurance

- ★ Steps to ensure data collection is thoughtful, comprehensive, and useful for the field
- ★ Data collection instruments and measurement of planning, evaluation, quality assurance, and accountability of professional standards for various early childhood models
- ★ Longitudinal data collection

# Participant Questions

## ★ Diversity, Inclusion, and Access

- ☆ Statewide data collected
- ☆ Strategies for collecting data on ELL population

## ★ Quality Assurance and Diversity, Inclusion, and Access

- ☆ Assessing long term outcomes of training on behavior of teachers and indirect impact on children and their families, especially training related to cultural diversity and ELL population

# Participant Questions

## ★ Additional questions?

★ Use the “chat” function



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# Related Resources

- ★ [www.naeyc.org/policy/ecwsi](http://www.naeyc.org/policy/ecwsi)
- ★ Online state policy database
- ★ IN BRIEF and additional planning tools
- ★ National Summit: 3<sup>rd</sup> Annual State PD Professional Development Leadership Team Work Day
- ★ Collaborative consultation via resources and Web seminars

# Workforce Policy Web Seminar #4

★ *Focus on Professional Standards and Career Pathways*

★ April 23, 2009

★ 2:00 – 3:00 pm EDT

# Thank you!

★ Please contact Sarah LeMoine  
for additional information

★ NAEYC

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