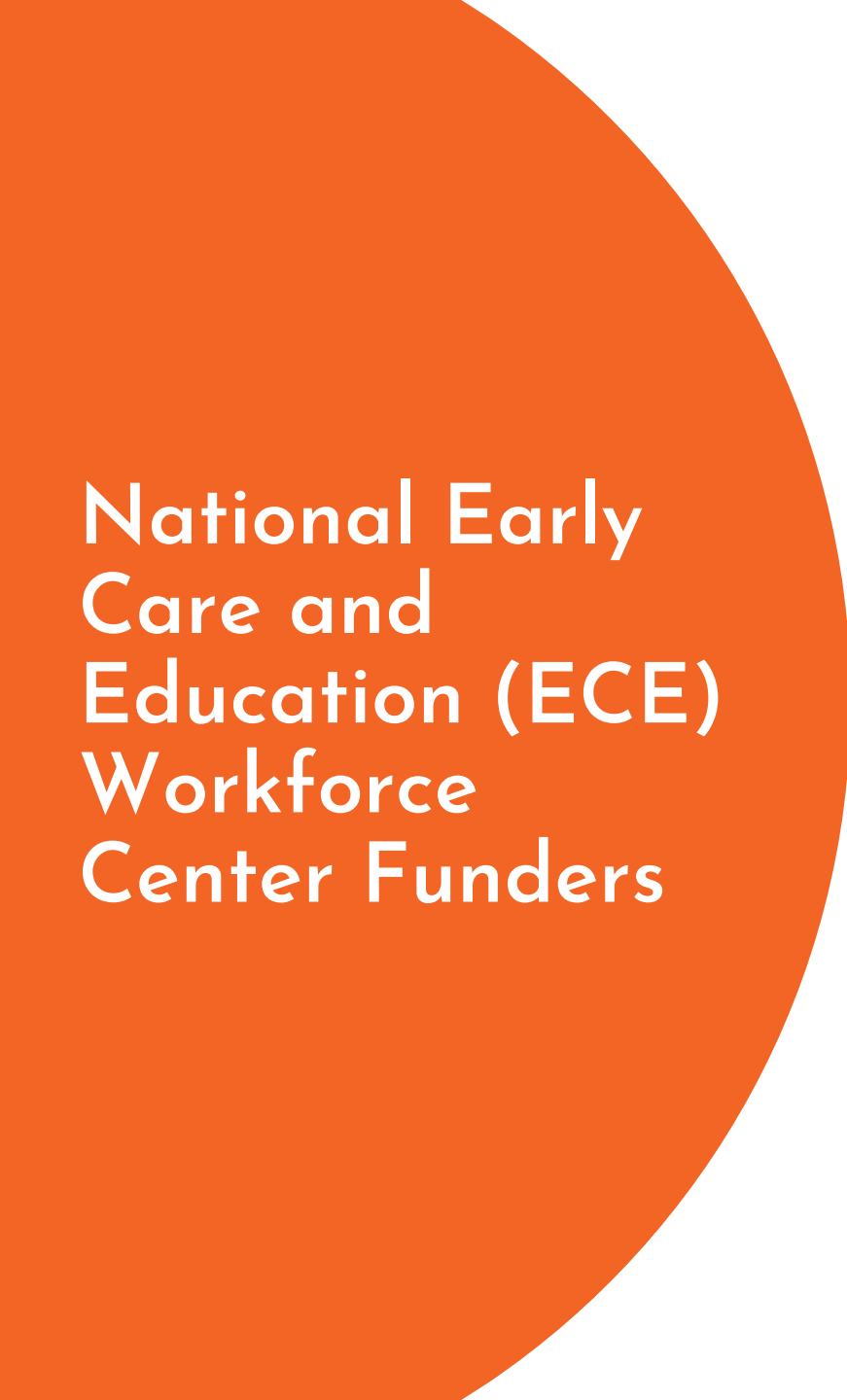




National
Early Care & Education
WORKFORCE CENTER

Foundational Technical
Assistance (TA) Series

Webinar 2: Data Matters



National Early Care and Education (ECE) Workforce Center Funders

“This work is funded by the Administration for Children and Families (ACF) through a financial assistance award (Award Number 90TA000004-01- 00) totaling \$30 million over five years (2022-2027) with 100 percent funded by ACF. Resources and products developed by the National ECE Workforce Center do not necessarily represent the official views of, nor an endorsement, by ACF, the U.S. Department of Health and Human Services (HHS), or the U.S. Government. For more information, please visit the ACF website, Administrative and National Policy Requirements.”



Welcome & Introductions

Foundational TA Series Facilitators



**Dr. Sherri Killins
Stewart**

Director of Systems
Alignment and
Integration
BUILD Initiative



Dr. Aisha Ray

Distinguished
Fellow
BUILD Initiative



Foundational Series Presenters Webinar 2



**Dr. Sherri Killins
Stewart**

Director of Systems
Alignment and
Integration
BUILD Initiative



Dr. Aisha Ray

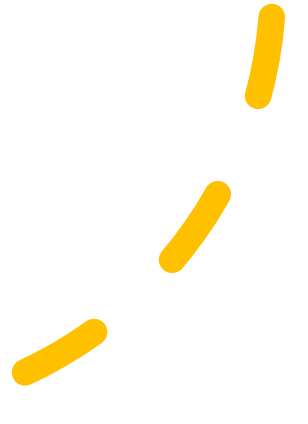
Distinguished Fellow
BUILD Initiative



Dr. Caitlin McLean

Director of Multi-State and
International Programs

Center for the Study
of Child Care Employment



Collaborating Partner & State Presenters



**Dr. Kimberlee
Belcher-Badal**
Executive Director
National Workforce
Registry Alliance



Shelly Nye
Program Director
The Nevada Registry



Maura Snyder
Child Care Resources
Coordinator
Nevada Dept. of
Health & Human
Resources, Division of
Welfare & Human
Services

Opening Poll, Question 1

If you participated in or watched the video of Webinar 1 of the Foundational Series on October 23, did you share information with one or more colleagues or members of your networks?

1. Yes
2. Plan to do so, but have not shared yet
3. No
4. Did not participate in the webinar or view the recording



Opening Poll, Question 2

Currently, where is your state, tribe, county, community, or program in advancing policies, practice, or services to intentionally benefit the workforce?

1. Just beginning to plan
2. Have been implementing strategies for 6-12 months
3. Have been implementing strategies for over a year
4. None of the above





Data Matters in Shifting Policy & Practice for the ECE Workforce

Mentimeter 1

Share Your Understanding

What do you know about the ECE workforce in your state, tribe, territory, region, community, or program?



A large blue circle is centered on the slide. Inside the circle, the text "Mentimeter Results" is written in white, bold, sans-serif font. To the left of the blue circle, there is a curved line of seven yellow dashes. At the bottom right of the blue circle, there is a smaller orange circle.

Mentimeter Results

Mentimeter 2

Share Your Questions

What question(s) do you have about the ECE workforce in your community?



A large blue circle containing the text "Mentimeter Results" in white. To the left of the circle is a dashed yellow arc, and at the bottom right is a smaller orange circle.

Mentimeter Results

5 Essential Policy Areas to Support the ECE Workforce

The foundation of our work is based on five essential policy areas to support the ECE Workforce.

QUALIFICATIONS AND
EDUCATIONAL SUPPORTS



WORK ENVIRONMENTS



COMPENSATION &
FINANCIAL RELIEF



WORKFORCE DATA



FINANCIAL RESOURCES



Example Policy Questions Workforce Data Can Help Answer

Qualifications & Educational Supports	What percentage of the workforce has participated in scholarship initiatives? How do scholarship recipients differ from those who have not received a scholarship?
Work Environments	What percentage of early educators have paid non-child contact time for planning and professional development?
Compensation & Financial Relief	What is the median wage of early educators by education and experience level?
Financial Resources	How much funding is required to lift the wages of all early educators in our community to \$15/hour or more?

Types of Data on the ECE Workforce

Data can be quantitative (registry or survey) and qualitative (provider focus groups and interviews)

Data can include:

- Characteristics – demographics, education, and experience levels
- Working conditions – salaries/wages, access to professional supports
- Perspectives and experiences
- Access to and impact of policies/initiatives

Data may exist at multiple levels (national, state/territory, county/city, tribal, program)

What We Can Do with ECE Workforce Data

Use data to plan, make decisions, monitor progress and effectiveness in advancing equity and educator well-being

We can use data to **UNDERSTAND**. For example,


- Identify community strengths and assets.
- Uncover who is benefiting and not benefiting from policies, practices, and systems.
- Discern disparate outcomes and/or access to systems, resources, and/or supports.

We can use data to **ACT**. For example,

- Uncover strategies or actions to address root causes and systemic barriers.
- Monitor the intended and unintended impact of strategies over time.
- Make the experiences of educators and systemic inequities visible.

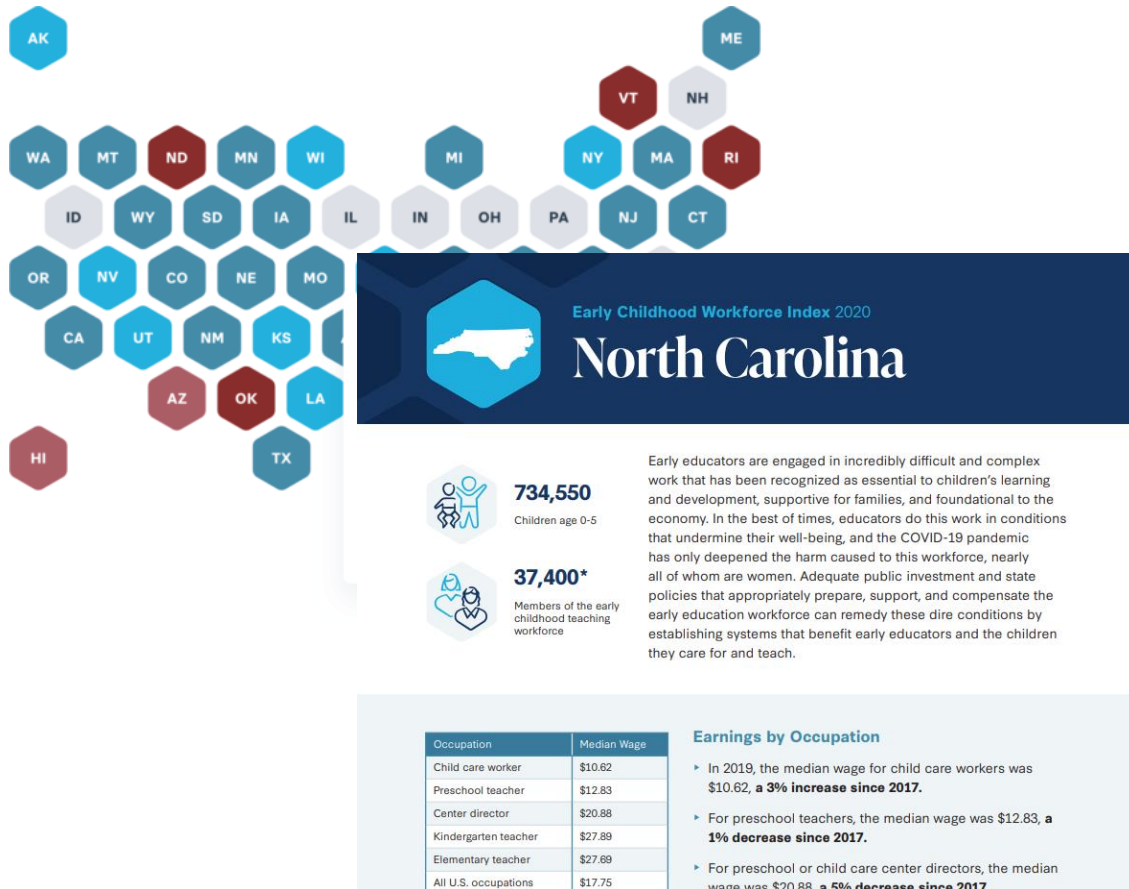
ECE Workforce Data in Action: An Example from Virginia

- 2019: Research-policy partnership established using PDG B-5 funding
- Teacher Recognition Program provided individual financial incentives
- [Study](#) examined impact and found that incentives cut turnover by half, from 30% to 15%
- These findings were used to support expansion of the program with continued funds (now called the [Recognize B5 program](#))



Sources of ECE Workforce Data

The Early Childhood Workforce Index



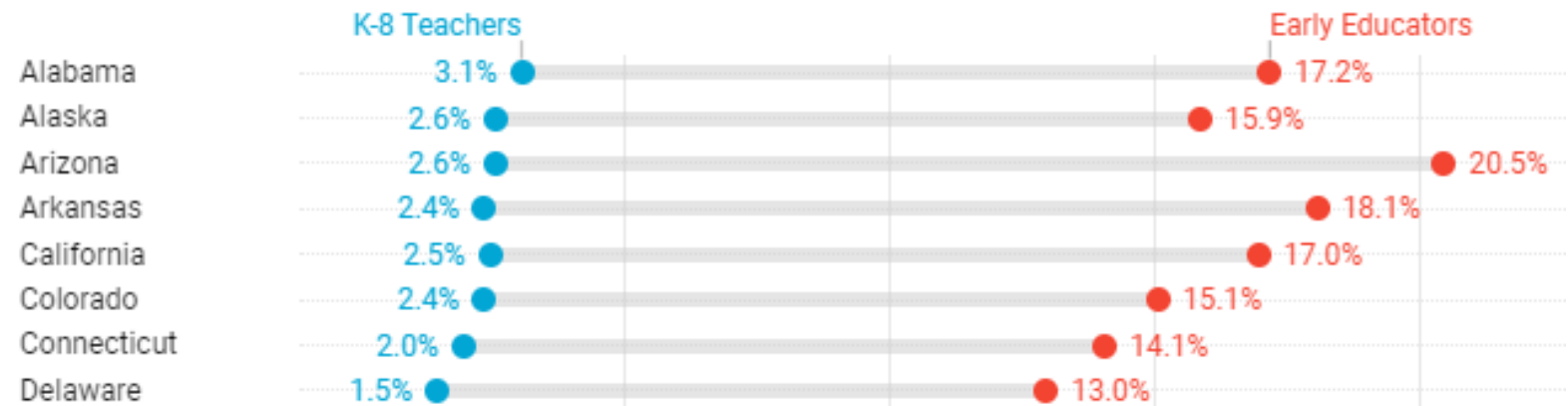
- 2016, 2018, 2020 editions (new 2023 edition on the way!)
- An interactive map and profiles for every state, DC, and the territories shows early educator pay and state policy progress for each state
- Fully interactive report with policy recommendations

The Early Childhood Workforce Index

Original analysis of national and state-by-state data:

- Current wages and changes over time
- Comparisons to other occupations/K-12, and in relationship to state-based living wages
- Utilization of safety net programs and poverty rates

Poverty Rates for Early Educators & K-8 Teachers



The Early Childhood Workforce Index

The 2018 Index revealed a racialized wage gap and wage penalties for working with the youngest children.

The Younger the Child, the Lower the Pay for Early Educators

Among an early education workforce that's already low paid, **teachers working with infants & toddlers earn the least.***

*All analyses in this infographic refer specifically to center-based early educators, due to data limitations.

86% of infant & toddler teachers earn less than \$15/hour, compared to **67% of preschool teachers.**

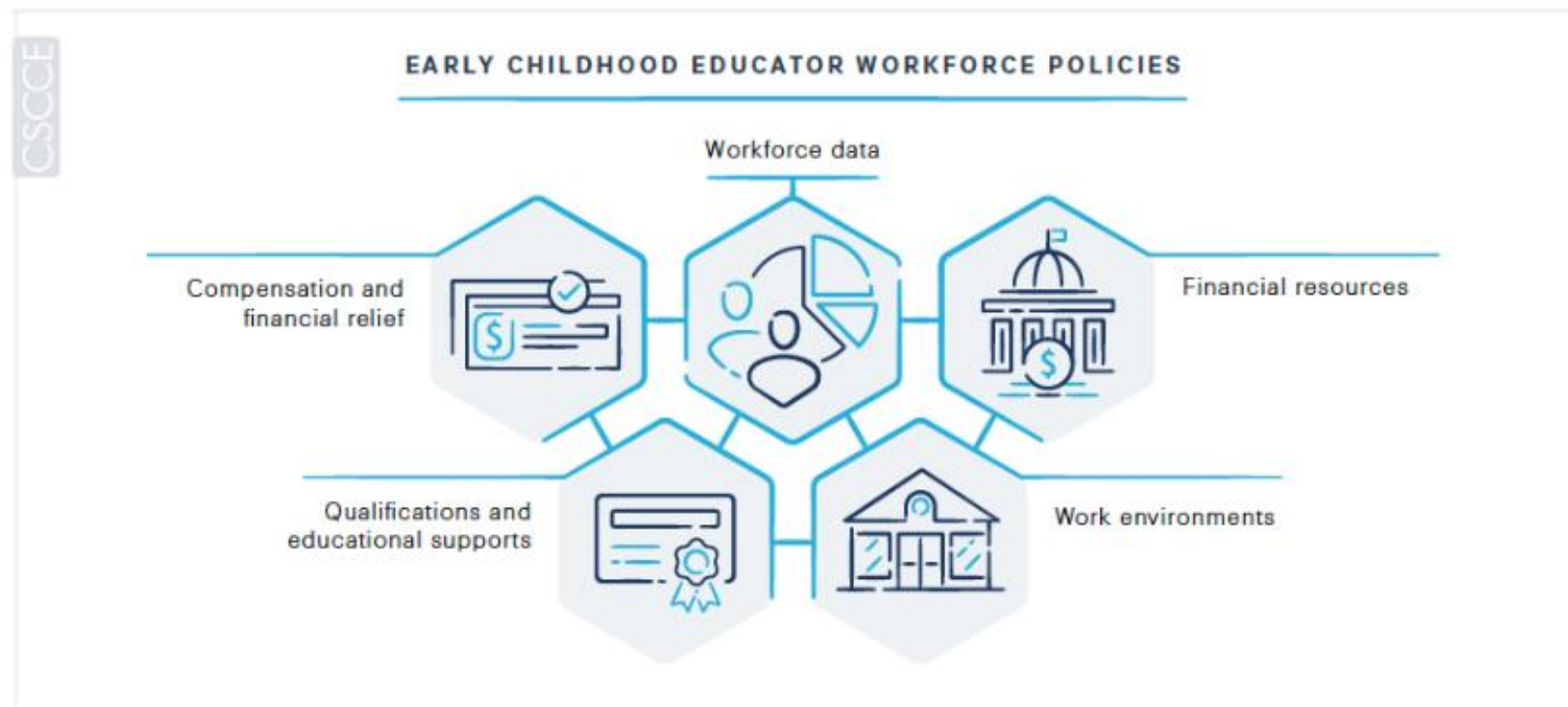
African Americans are disproportionately affected by this wage penalty.



52% work with infants/toddlers, compared to **43%** of all early educators.

The Early Childhood Workforce Index

The Index examines state-level policies and offers recommendations across five essential areas to spur progress on the status and well-being of early childhood educators.



The Early Childhood Workforce Index

Example State Workforce Data Assessment – Index state profile

Workforce Data: Making Headway	Registry	Inclusive of all licensed settings?	Licensed only
		Collects wage data?	Yes
		Collects benefits data?	No
		Collects race/ethnicity data?	Yes
		Reports data publicly?	Yes
	Survey	Inclusive of all licensed settings?	Licensed +
		Collects wage data?	Yes
		Collects benefits data?	Yes
		Collects race/ethnicity data?	Yes
		Reports data publicly?	Yes

Additional Sources of State- Level ECE Workforce Data

- **State ECE workforce registries**
[National Workforce Registry Alliance profiles](#)
- **State ECE workforce surveys/studies**
 - [2020 Index list of workforce surveys](#)
 - [Studies of early educator work environments](#)
- **State-level inventories of ECE higher education programs and faculty characteristics**
[Inventories available for 15 states](#)
- **Reports published on your state's ECE agency/department**
[List of ECE agencies](#)

Key Considerations When Using Data

- Understand that all data has limitations
- Critically assess data:
 - How was it collected?
 - Who was it collected from? Who *wasn't* it collected from?
 - Why was it collected?
- There may be gaps or missing data, pointing to the need for... more data!

The Importance of Multiple Forms of Data

“For a while, we felt like an island alone on a reckless ocean. We are here as essential, strong workers who want to be here for our community but have been forgotten about.”

Child Care Center Director, California¹⁰



Key Takeaways: Data and Equity

- **Data is required to understand what inequities exist in order to disrupt those inequities.**
- **Equity requires multiple perspectives and approaches to interpret, plan, identify root causes, and take action.**
- **It is critical to engage meaningfully with the ECE workforce to fully understand their perspective.**
- **Using only one perspective at any point in research, evaluation, or data-use processes is not equitable practice and may perpetuate inequities.**

Zoom Poll

Leaders and leadership can act on one or more of five policy areas. Which areas do you feel you can impact because of your role, responsibility, authority, or ability to influence? *Select All that Apply*

1. Qualifications and Educational Supports
2. Work Environments
3. Compensation and Financial Relief
4. Financial Resources
5. Data



Mentimeter 3

Taking action to advance policies, practice, and programs to benefit the early educators is the goal of the National ECE Workforce Center.

On a scale from 1 to 10 where:

- 1 is "We have not begun"
- 10 is "Fully implemented"

Indicate where you and your network are on each of the 5 policy areas at this time.



A large blue circle containing the text "Mentimeter Results" in white. To the left of the circle is a dashed yellow arc, and at the bottom right is a smaller orange circle.

Mentimeter Results



Collaborating
Partner:
The National
Workforce
Registry
Alliance

**Workforce
Registries:**
Provide State
Infrastructure
for Equitable
and Sustainable
Workforce
Development



The National Workforce Registry Alliance

National Workforce Registry Alliance

Our Mission

Advance an equitably recognized and represented early childhood and out-of-school time workforce, by strengthening data quality and establishing professional development system standards for registries.

In Our Vision

The nation demonstrates its commitment to quality in early learning through equitable compensation of a well prepared and adequately supported early childhood and out-of-school time workforce, by utilizing reliable workforce data to inform policy action and drive research.

Commitment to Racial Equity

The NWRA is vested in strengthening social justice and accelerating racial equity for our staff, members, and those they serve.

To us, Equity Accountability hinges on Data Accountability; we believe every member of the workforce counts and underrepresented members hold valuable insight.

We strive to elevate the voices of the workforce and of those adversely affected by our policy, action, or exclusion.

2023 State of Registries: Survey Highlights



August '23: 50 states, 2 territories, & DC



Direct invitations sent to 53 registry or state/district/territory representatives



44 states and DC (*46 registries) participated in the survey

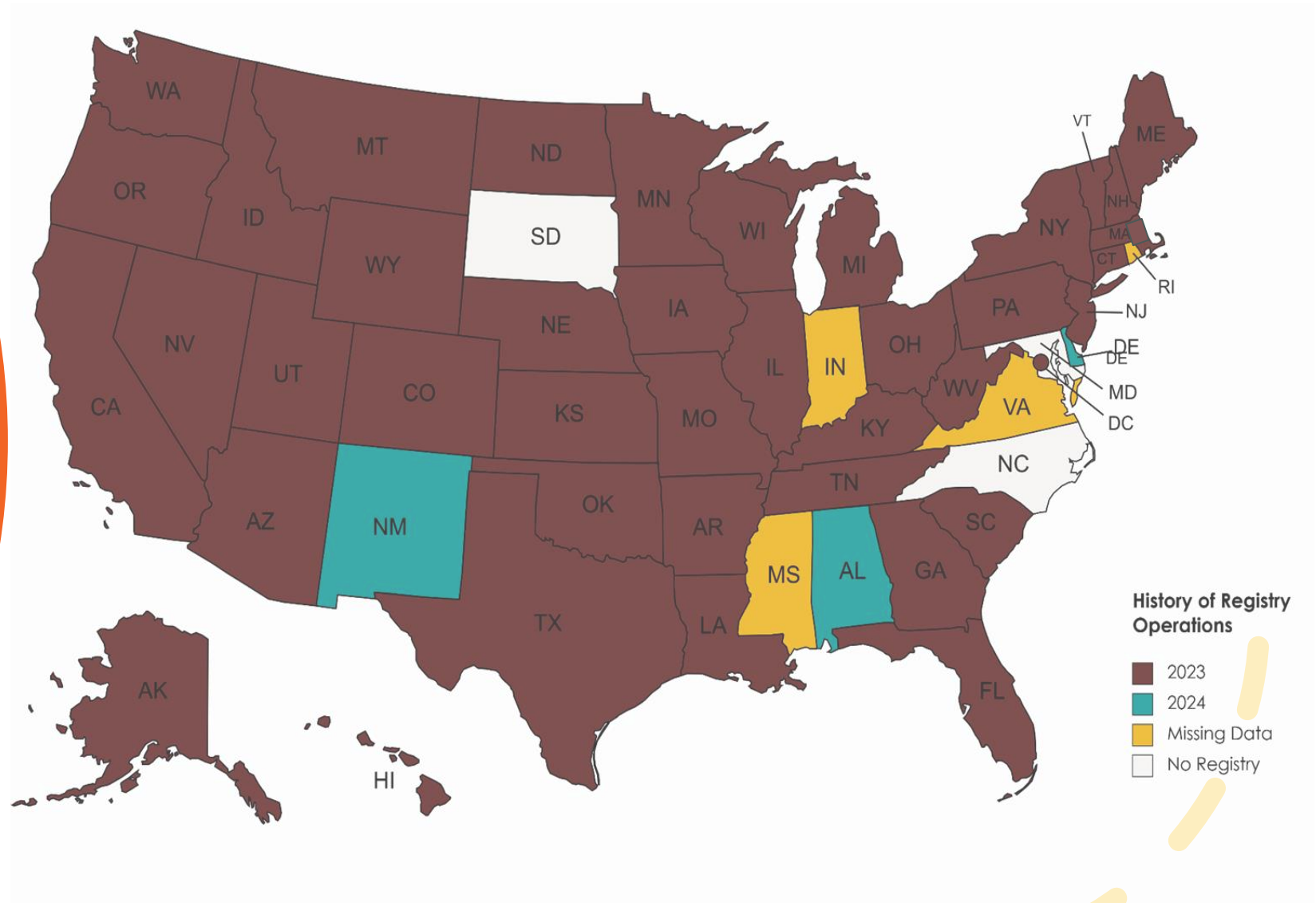


3 states do not yet plan for a registry



4 are anticipated to go live in 2024

States with Registries



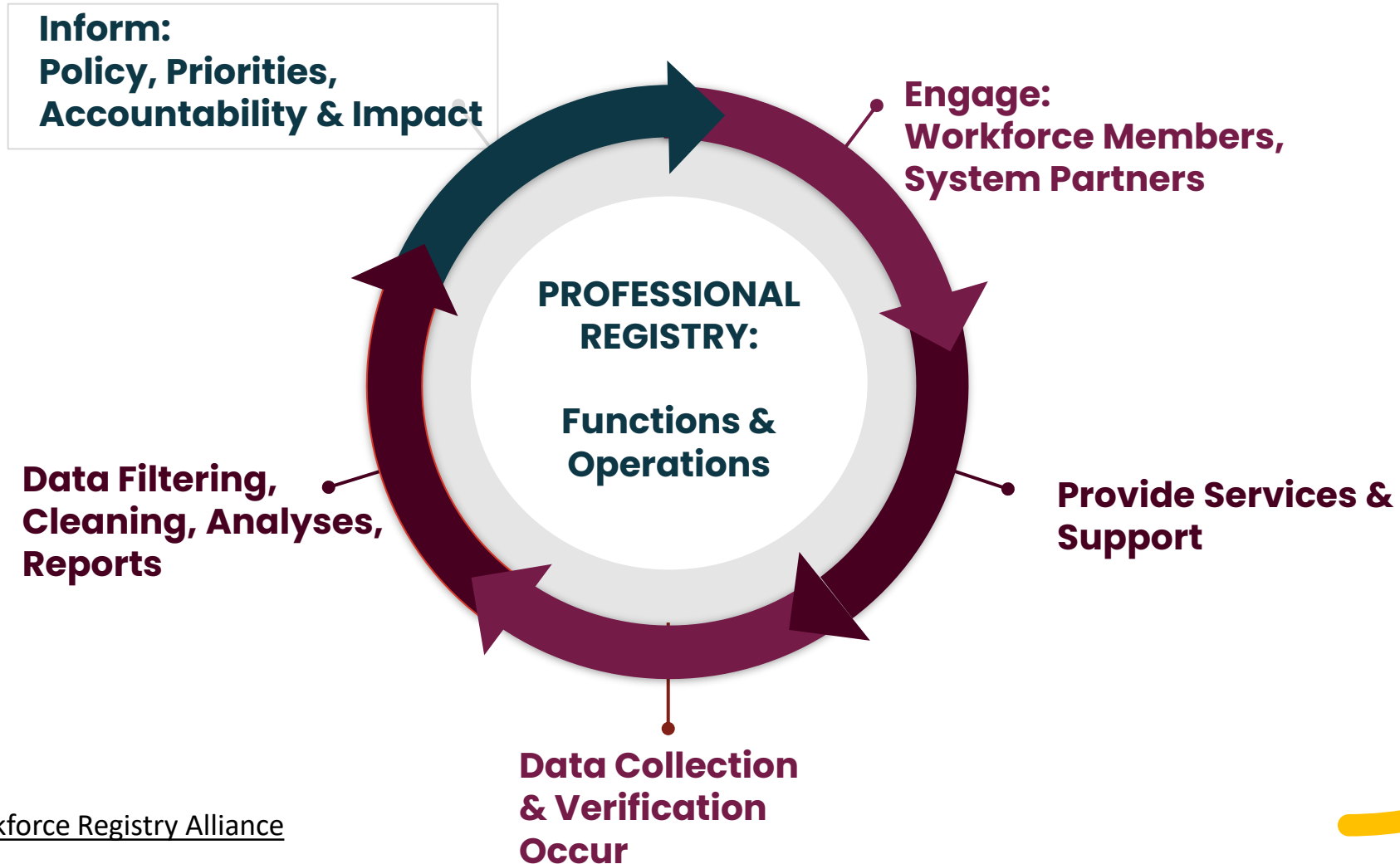
Registries Reach the Workforce

As of August 2023:

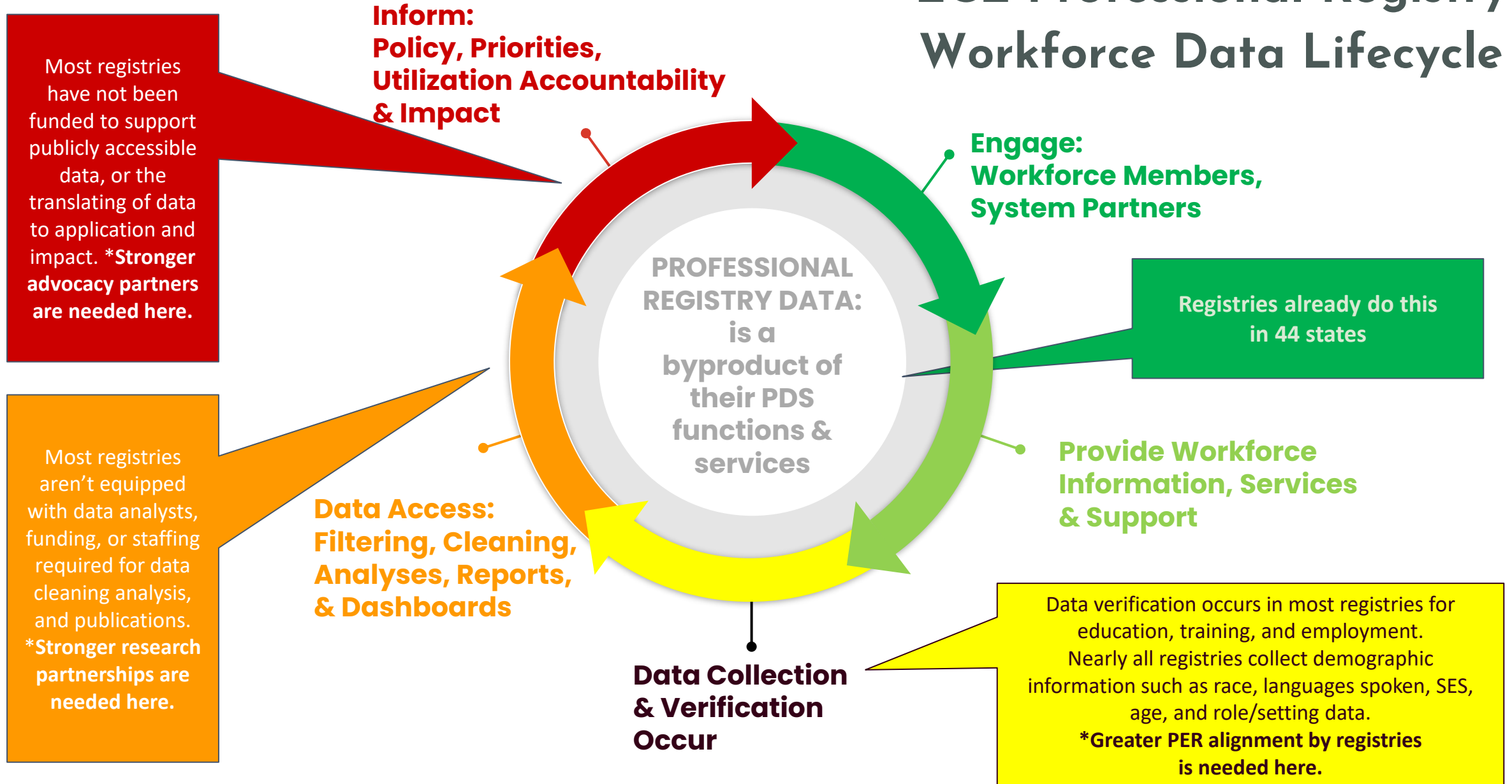
- Total Registry Users Nationwide: **2.6 M+**
- Total **Active** Users in **Direct Care: 1.2 M+**
(PER Definition)



Registry Data Lifecycle



ECE Professional Registry Workforce Data Lifecycle



ECE Professional Registry Functions: 5 Policy Areas

Qualifications & Educational Support

- Policies and pathways that provide consistent standards for educators to achieve higher education



Registry Functions: Supporting Policy Implementation

- Career Pathway placement **82%**
- Verify degree data **90%**
- Provide competency self-assessments **30%**
- Approve PD, planning tools and guide aspirations **35%**
- Scholarship Administration **35%**
- Badging & micro-credentials **15%**
- Resume builder **14%**
- Apprenticeship module **(1)**

ECE Professional Registry Functions: 5 Policy Areas

Work Environments

Standards for providing safe and supportive work environments for early educators.



Registry Functions: Supporting Policy Implementation

- Registries provide infrastructure to access individual workforce members enabling qualitative data collection at the individual and program level **100%**
- Track hours worked **62%**
- Provide access to and track utilization of mental health/financial support or training **20%**
- Registries are integrated with Quality Rating Improvement Systems (QRIS)/Quality Improvement Systems (QIS) and/or other quality initiatives **54%**

ECE Professional Registry Functions: 5 Policy Areas

Compensation & Financial Relief

Initiatives and investments to ensure compensation equal to the value of early educators' work



Registry Functions: Supporting Policy Implementation

- ARPA support provided by registries **54%**
- Facilitate Direct Pay to Providers **42%**
- Track Wage data (self-reported and verified) **71%**
- Employment data/status/history **68%**
- Track Hours Worked **8%**
- Track Benefits Data **41%**
- Family structure **12%**

ECE Professional Registry Functions: 5 Policy Areas

Workforce Data

State-level collection of important data on the size, characteristics, and working conditions of the ECE workforce.



Registry Functions

Supporting Policy Implementation

- **Unique Workforce ID** for longitudinal tracking **82%**
- Comprehensive data at the individual level, registry data is tracked longitudinally (using unique identifier) and disaggregated using equity variables:
 - Geographic location **89%**
 - Employer & Compensation **87%**
 - Demographic **85%**
 - Race & Ethnicity **85%**
 - Language: Primary Spoken/Learning/w Children **82%**
 - Well-being **41%**
- State policy requires participation for licensed programs, yielding high dataset saturation/representation **47%**
- Current workforce data **80%**

ECE Professional Registry Functions: 5 Policy Areas

Financial Resources

Public investment in the ECE workforce and broader ECE system.



Registry Functions: Supporting Policy Implementation

- Funding sources, data can be tagged and classified to track utilization, investments, impact, and equity accountability **100%**
- Contribute to local or state data effort (provide record-level data to support administrative functions for Professional Development Systems or aggregate-level data to support systems-level decisions) **70%**
- Generate Quality Progress Reports (QPR) for federal accountability **68%**

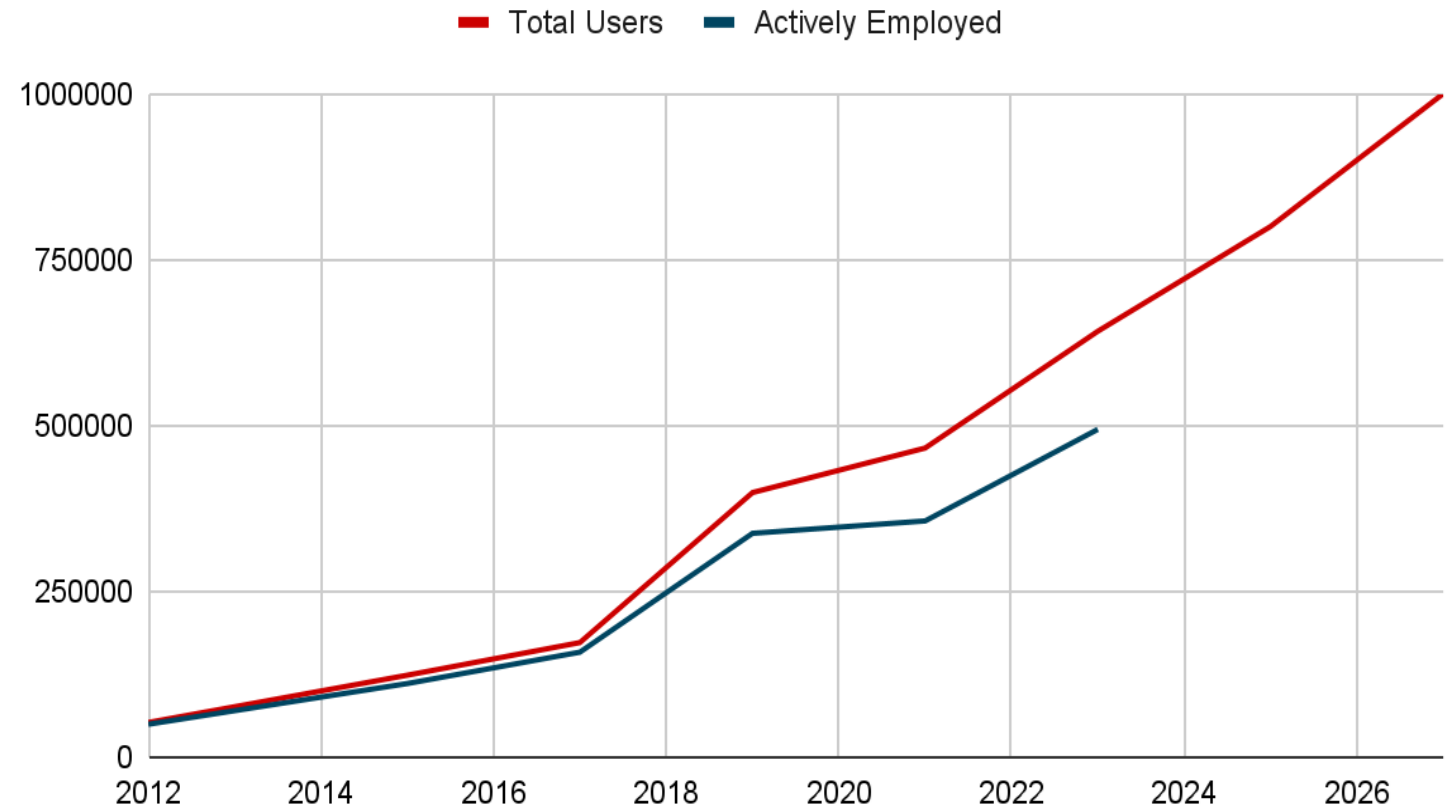
The Industry's Largest Cross-Sectional Data Set Reflecting the ECE Workforce

642,000+ total workforce members represented in 2023 aggregate dataset (16 states participated)

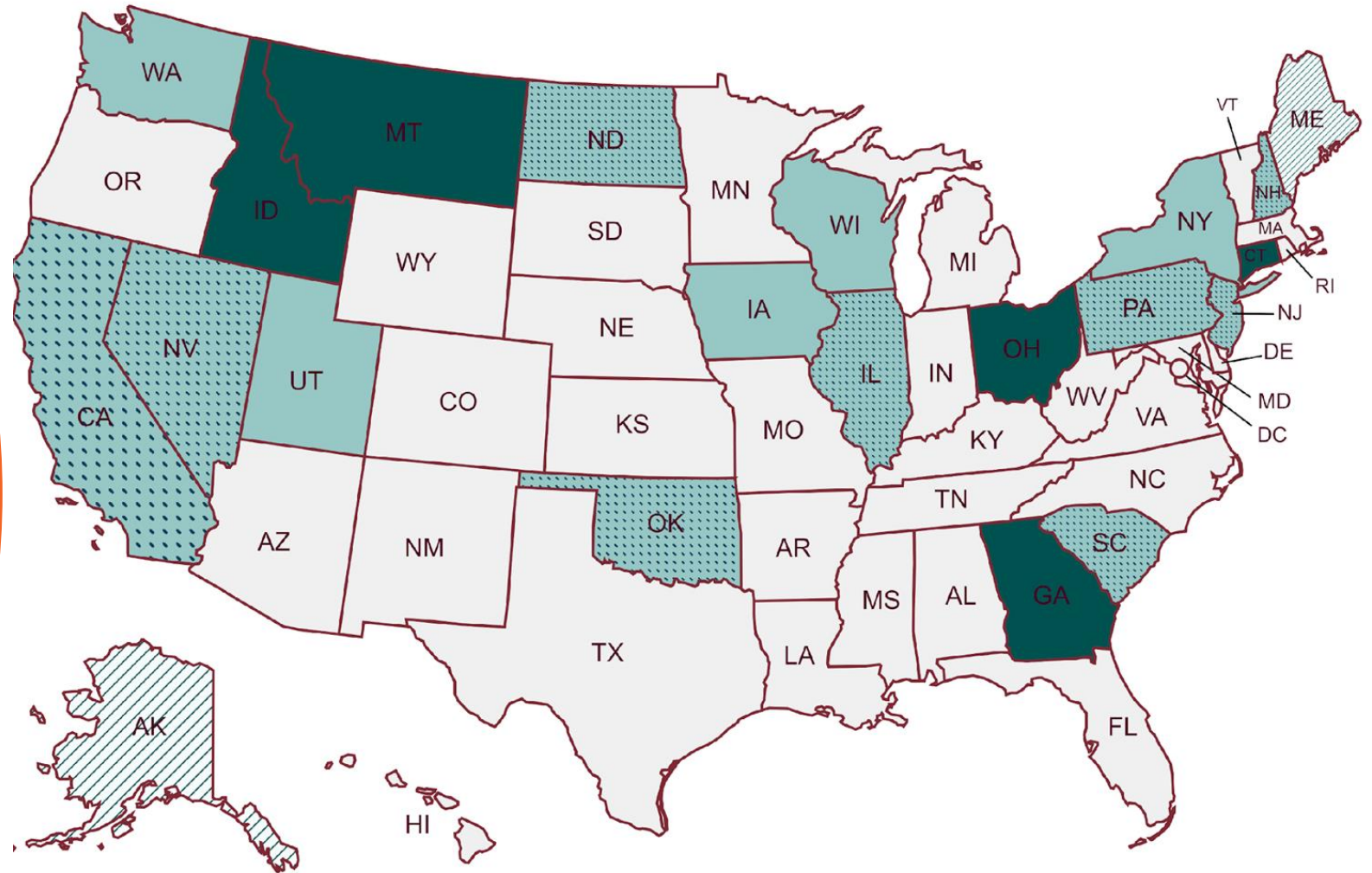
Projecting 1 million+ by 2027

Representing longitudinal data on most Licensed Setting Professionals, FCC, Directors, PreK Teachers, Head Start, and FFN.

NWRA Workforce Dataset: A decade of growth



ARPA support provided by Registries:



ECE Workforce Compensation - ARPA Registry Support

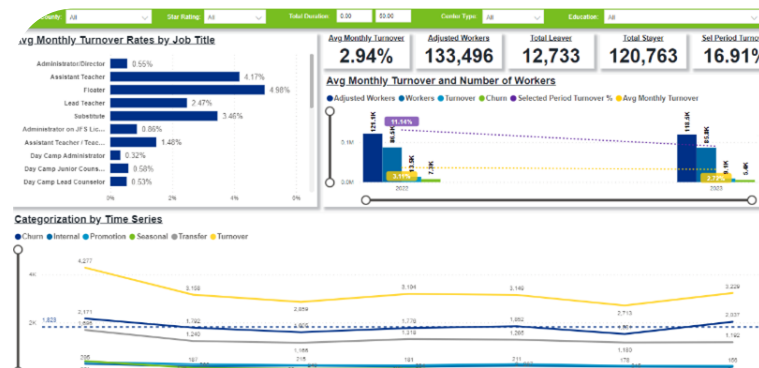
- Eligibility Determination, Application through the Registry and Payment Distribution
- Eligibility Determination and Application Support
- Eligibility Determination and Application through Registry
- Eligibility Determination and Registry ID Requirement

State Examples: Registry Data Informing Policy



Illinois

- Analyses to inform scholarships for upskilling the workforce
- Restoration Grants
- Workforce Bonus



Ohio

- Hero Pay (Corona Relief & Supplemental Appropriation funding)
- Child Care Subsidy Analysis
- Workforce and Program Analysis Platform (WPAP) Dashboards for Analyzing Workforce Churn

This project is funded by the Department of Health and Human Services, Division of Welfare and Supportive Services Grant Number 2101NVCCC5 from the Administration for Children and Families, Child Care and Development Block Grant – Coronavirus Response and Relief Supplemental Act (CRRSA) and is a partnership between DWSS, The Nevada Registry, Optima Benefits & Payroll and AllyHealth.



Nevada

- Telehealth, Teletherapy, Telemedicine
- Life Insurance
- Vision
- Dental

Licensed Center Role

- (All)
- Assistant Teacher
- Teacher

Institution Sectors

- Community Colleges
- Private Colleges
- Public Universities

Distribution Percent (Ranked)

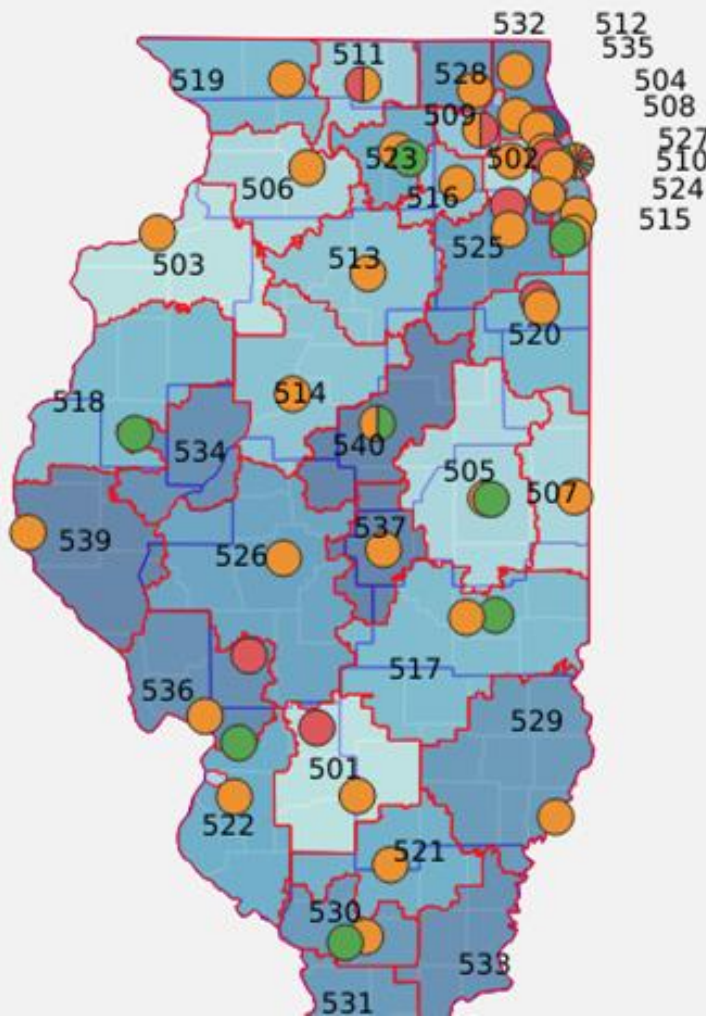
	Percent of Teachers	
6	Cook County	38.12%
4	DuPage, Kane Counties	10.55%
5	Grundy, Kankakee, K..	8.63%
14	Bond, Clinton, Madiso..	6.75%
3	Lake County	5.72%
8	Bureau, Fulton, La Sa..	5.00%
2	Carroll, DeKalb, Lee, ..	4.35%
10	Champaign, Douglas, ..	4.03%
13	Christian, Logan, Mac..	3.99%
7	Henderson, Henry, Kn..	2.35%
1	Boone, Jo Daviess, St..	2.28%
16	Alexander, Franklin, ..	2.25%
9	DeWitt, Ford, Livingst..	1.94%
15	Clay, Crawford, Edwa..	1.73%
12	Adams, Brown, Calho..	1.61%
11	Clark, Coles, Cumberl..	0.71%

ICCB Districts

Find an ECE Credentialed Institution

Find ICCB Region / Dist Name

Move CCR&R Regions forward



Highest Ed. Level Reported

- High School/GED
- Some College
- Community College Certificate
- Non-Degree Holders
- Associate Degree
- Bachelor's Degree
- Graduate Degree

Frequency Reported (Ranked)

	Freq. of Teachers	
6	Cook County	7,920
4	DuPage, Kane Counties	2,193
5	Grundy, Kankakee, Kend..	1,793
14	Bond, Clinton, Madison, ..	1,402
3	Lake County	1,189
8	Bureau, Fulton, La Salle, ..	1,038
2	Carroll, DeKalb, Lee, McH..	903
10	Champaign, Douglas, Iro..	838
13	Christian, Logan, Macoup..	830
7	Henderson, Henry, Knox,..	489
1	Boone, Jo Daviess, Steph..	473
16	Alexander, Franklin, Galla..	467
9	DeWitt, Ford, Livingston, ..	404
15	Clay, Crawford, Edwards,..	359
12	Adams, Brown, Calhoun, ..	334
11	Clark, Coles, Cumberland..	147

Implications for ECE Systems Leaders to Address Workforce Challenges and Disrupt Cycles of Inequities

- **Work in partnership with registries** to lift the voices of the workforce. Registries are the hub and core of professional development systems serving the workforce.
- **Examine program access and utilization** that may perpetuate inequities in workforce data collection and support. Who is missing in your data and why? Who is accessing supports and services and why?
- **Leverage registry workforce data to inform** sustainable investments and equitable policy recommendations.
- Strengthen **equity accountability by using registries to track** investments, measure impact of strategies and quality initiatives.



Reach Out!
We're Here
to Help!

Kimberlee Belcher-Badal, Ph.D.

Executive Director

Director@registryalliance.org

Diana Diaz,

Director of Workforce Initiatives and State TA

StateTA@registryalliance.org

Pilar Torres,


Director of Strategic Partnerships & Equity

Equity@registryalliance.org

605-939-0893



Learn more by visiting or following us!



**State Example:
Nevada
Telehealth
Services Benefit
Program**

Nevada's Telehealth Services Benefit Program

- **SHELLY NYE**
Program Director, The Nevada Registry

- **MAURA SNYDER**
Child Care Resources Coordinator, Nevada
Dept. of Health and Human Resources
Division of Welfare and Human Services



Nevada's Telehealth Services Benefit Program

- Partnership between NV DHHR/DWSS, The Nevada Registry, Optima Benefits & Payroll and AllyHealth
- Funded through the Administration for Children and Families, Child Care and Development Block Grant – Coronavirus Response and Relief Supplemental Act (CRRSA)



Nevada's Telehealth Services Benefit Program

- FREE dental and vision coverage for active Registry members with option to add additional family members at a minimal cost.
- FREE unlimited telemedicine calls for entire family.
- 10 FREE teletherapy sessions per household, per year.
- FREE Employee Assistance Program (EAP)
- Voluntary Whole Life Insurance Policy



Nevada's Telehealth Program: Eligibility Criteria

- Active member of The Nevada Registry

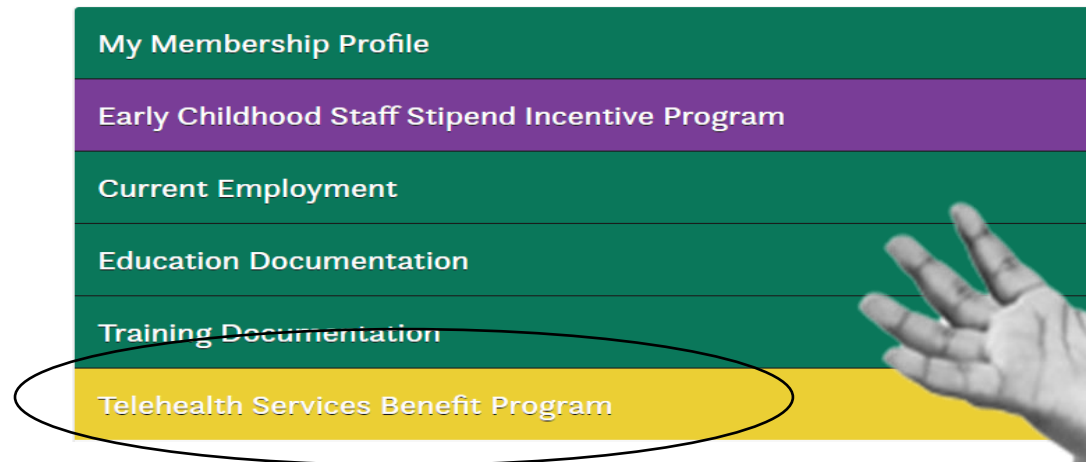
AND

- Working in child care or Early Childhood-related program in Nevada (including Family, Friend, & Neighbor/Kit & Kin Providers)
- Benefit Period: February 2023 - February 2025 (with continued eligibility)



Nevada's Telehealth Program: Enrollment Process

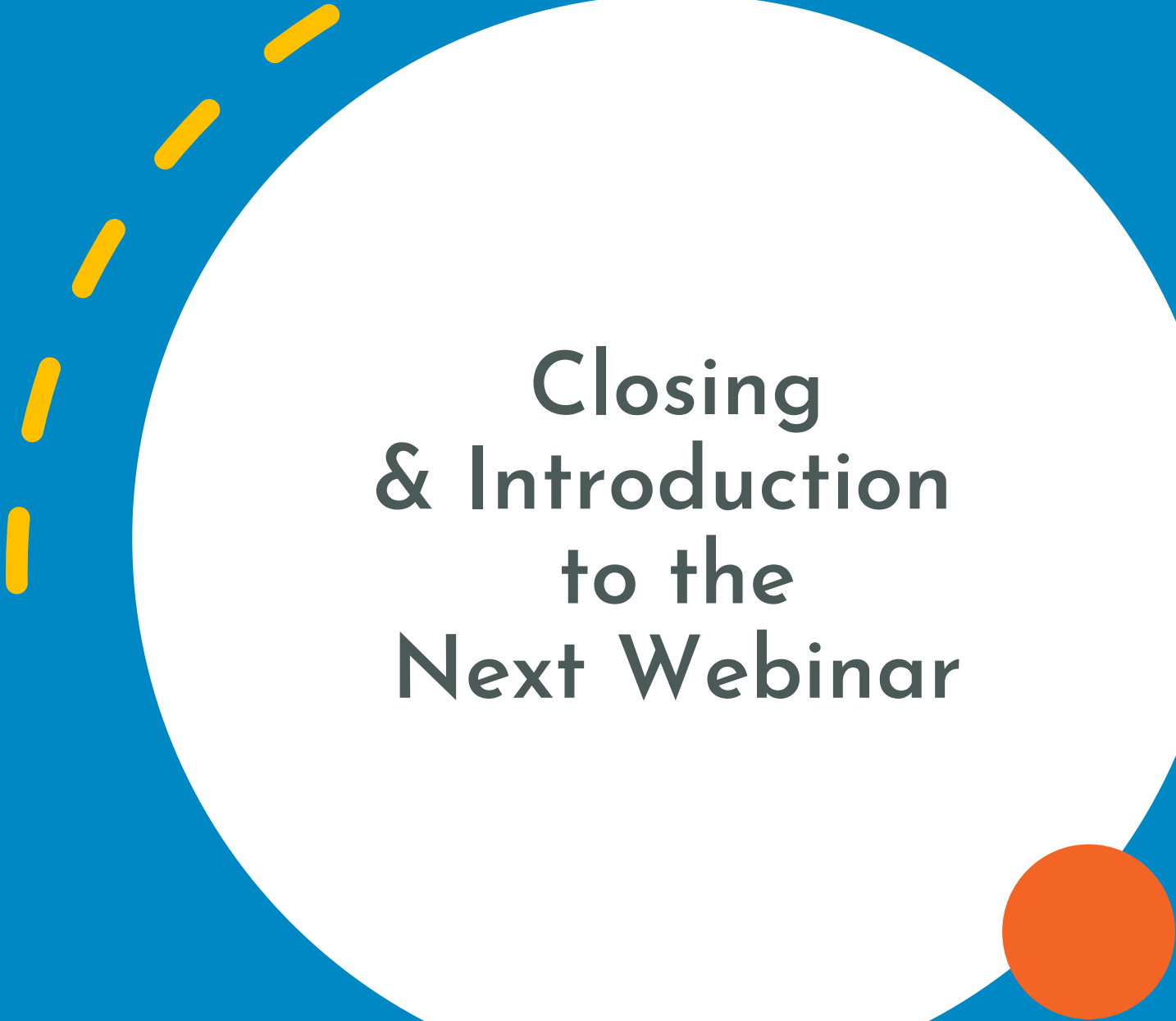
- Single point of access via The Nevada Registry
- Eligibility determined using Registry data on file
- Available within members' Online Portal accounts




Nevada's Telehealth Program: Contact Information

- Shelly Nye, The Nevada Registry
snye@washoeschools.net
- Maura Snyder, DHHS – DWSS
msnyder@dwss.nv.gov
- Brandon DiCesare, Optima Benefits & Payroll
bdicesare@optimabenefitsgroup.com





Closing & Introduction to the Next Webinar



Webinar 3: The Importance of a Cross- Systems Approach

What's Ahead...

In Webinar 3, we will focus on a vital issue for early care and education leaders: Working to advance the issues that will benefit the workforce requires building relationships, partnerships, and networks. The work is a team sport.

Building on your understanding of your workforce, the next session will focus on:

- Integrating the perspectives of the workforce with quantitative data, root causes, and building a network to advance change.
- Come to the next webinar ready to think about who in your workforce you consider when designing policies, programs and initiatives to benefit the workforce.

How do You Currently or Plan to Gather Information from Your Workforce?

- Survey
- Focus Group
- Interviews
- Secondary Data
- Advocates
- Other

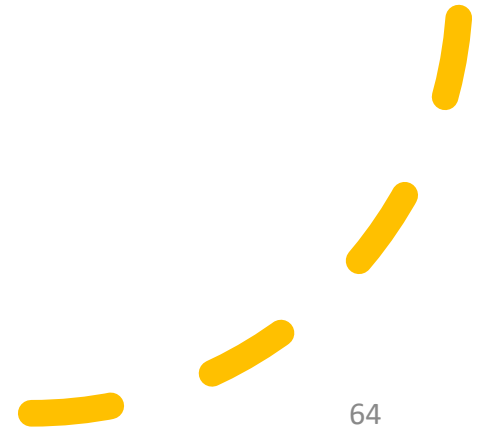


If You Have Data on Your Workforce, Who is Missing from Your Workforce Data?

- Family Child Care
- Center Based Care
- Tribal Care
- Head Start and Early Head Start
- Licensed Child Care
- Family Friend and Neighborhood Care
- Regulated Child Care
- Unregulated Child Care
- Specific Populations e.g., Race, Ethnicity, Language, or Geography
- Specific Communities

From Which Workforce Communities have You Collected Information to Guide your Work?

- African American or Black
- Immigrant
- Asian American
- Pacific Islanders
- Mixed Race
- White
- American Indian
- Alaska Native
- Latino/a



From Which Workforce Communities have You Collected Information to Guide your Work?

- Rural
- Urban
- Suburban





Post Webinar Survey

Resources

- [Early Childhood Workforce Index: all editions](#)
- [2020 Early Childhood Workforce Index: state profiles](#)
- [2020 Early Childhood Workforce Index: Workforce Data chapter](#)