Executive Summary of the 2017 Dataset Report for the Early Childhood Workforce
Acknowledgements

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**Summary of Key Points**

The 2017 National Workforce Registry Alliance Dataset consists of data from 11 registries: Connecticut, Illinois, Miami-Dade County (FL), Maine, Missouri, Montana, Nevada, New York, Oklahoma, West Virginia, and Wisconsin. These registries followed the Partnership Eligibility Review (PER) guidelines for data submission. The dataset represents active registry participants as of January 1, 2015, through March 1, 2017, and includes individual records from 172,870 professionals (158,386 of whom were currently employed) working across 28,214 programs/facilities.

**Featured Analysis: School-Age Participant Characteristics**

- School-age only participants composed a small portion of registry participants (7%).
- School-age professionals worked fewer hours per week and fewer months per year than those serving other age groups.
- School-age center lead teachers tended to be younger and have less experience than those serving infant/toddlers, preschoolers, or multiple age groups.
- School-age center lead teachers were more likely to have a bachelor’s degree (37%) than infant/toddler (25%) or multiple-age group center leads (33%)—but less likely than preschool center lead teachers (53%).
- School-age center lead teachers earned less than those who work with preschoolers only across all education categories.
- School-age participants reported fewer training hours than those working with other age groups.

**Program Characteristics**

- Slightly more than half of the employing programs (51%) were centers, and 43% were family child care (FCC). Nearly all programs were regulated.
- Among registries that collect QRIS information, 84% of programs were rated. Licensed FCC were most likely to be rated (89%), followed by licensed centers (84%).

**Participant Characteristics**

**Demographics**

- More than two-thirds of center-based administrators and lead teachers were White, compared to 48% of family child care owners and 33% of FCC assistant teachers. FCC assistant teachers showed the most diversity, with 35% identifying as Black and 28% as Hispanic. The majority of participants in “other program” roles were White.
- Median years in the field differed significantly based on age group served. Those serving preschoolers had the highest median (5.00 years), followed by those serving multiple age groups (4.52 years), and those serving infant/toddlers and school-agers (3.00 years).

**Education Level**

- For center-based participants, educational attainment was linked to role, with center administrators more likely to have a bachelor’s degree (33%) compared to lead (28%) and assistant teachers (14%).
- Only 22% of FCC owners had a bachelor’s degree.
- For participants in other programs, most reported that their highest level of education was a high school diploma, except for other program lead teachers, who were most likely to have a master’s degree.
- “Some College” was the highest level of education for a surprisingly large number of professionals across roles: 19% of center-based administrators, 21% of center-based lead teachers, 19% of center-based assistant teachers, and 34% of FCC owners.
- Many professionals with “Some College” as their highest education level have accrued at least 30 college credits (69% of center administrators, 59% of center lead teachers, 64% of center assistant teachers, and 53% of FCC owners).
Early Childhood-Specific Education and Credentials

- Overall, relatively few professionals, regardless of role, had educational qualifications that were related specifically to early childhood education/development (ECE). Although over half of center-based administrators had at least a bachelor's degree, only 16% had an ECE bachelor's degree or higher. The situation for lead teachers was similar; over one third had at least a bachelor's degree but only 10% reported an ECE bachelor's or higher.
- The attainment of ECE degrees for assistant teachers and FCC professionals was even lower. Among center-based assistant teachers, 16% had a bachelor's or higher, but only 1% obtained at least an ECE bachelor's degree. For FCC providers, the statistics were similar: 22% had at least a bachelor's degree but only 2% had at least an ECE bachelor's degree or higher.
- About 4% of registry participants across roles have some type of Child Development Associate (CDA) credential.

Professional Development: Training Hours

- Center-based administrators had the highest median number of training hours in 2015 (11.75), followed by center-based lead teachers (9.50) and FCC owners (9.00).
- Staff who work only with infants/toddlers reported the highest median training hours in 2015 (10.0), followed by those working with multiple age groups (9.0), those working with preschoolers only (8.0), and staff who work with school-agers only (5.0).
- Community-based training accounted for 93% of training hours, whereas 7% were from college coursework converted to clock hours.
- The Alliance Core Knowledge Area that accounted for the most training hours was Health, Safety, and Nutrition, followed by Teaching and Learning. The Core Knowledge Area that was least addressed was Observing, Documenting, and Assessing.

Wages

- For center-based staff the median wages were $15.00 for center administrators, $11.56 for center lead teachers, and $10.00 for center assistant teachers.
- In general, wages followed educational attainment.
- The age group worked with tended to be related to wages; those working with preschoolers exclusively tended to make more than those working with infant/toddlers and school-agers exclusively as well as those working with multiple age groups.

How do the Alliance 2017 Educational Attainment Data Compare to the National Survey of Early Care and Education Data?

- The educational attainment findings from the 2017 Alliance dataset, as well as past datasets, compares favorably with the nationally representative findings from the National Survey of Early Care and Education (NSECE, 2013).
- Slightly more than half (53%) of center-based teachers had a formal degree in the NSECE study, whereas just less than half (47%) had a formal degree in the 2017 Alliance dataset.
- In the NSECE study, 19% of infant/toddler center teachers and 45% of preschool center teachers had a bachelor's degree, compared to 22% and 41% in the 2017 Alliance dataset.

Registry Penetration and Directors as Gate-Keepers to Registry Participation

- Across all registries, the percent of licensed center directors in the registry was 44%. In other words, registries capture 44% of the total number of licensed center directors as reported by state licensing entities.
- Across all registries, the percent of licensed centers with director and staff in the registry was 69%. In other words, more than two-thirds of licensed centers have at least one director and one staff member participating in the registry.
- The hypothesis that director registry participation is linked to higher staff participation was supported only for those programs with larger capacities (over 100), where programs that have at least one director in the registry were more likely to have greater numbers of teaching staff participating in the registry compared to programs that do not have a participating director.

Recommendations for Registries

- Become a Partnership Eligibility Review (PER) registry so you can share your data to help inform policy at state and national levels.
- Get to know your registry data so you can inform state and local discussions about workforce initiatives and allocation of resources.
- Track participants’ education, qualifications, and wages over time.

Recommendations for the National Workforce Registry Alliance

- Continue to support registries in their ability to gather high quality workforce data and use such data for policy purposes.
- Modify PER protocols as necessary to enhance the quality of data for aggregation and policy purposes.
- Strengthen collaborations with national partners so that registries continue to be an important part of national discussions about early childhood and school-age workforce development.