

# **Transforming the Workforce for Children From Birth Through Age 8**

**Discussant's Comments:  
What Do Data From the  
National Survey of Early Care and Education (NSECE) Tell Us About  
Starting Points?**

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National Workforce Registry Alliance Meeting  
September, 2015

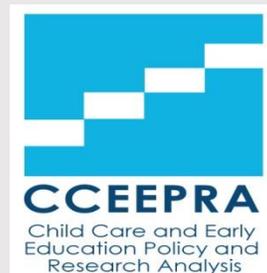
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- This project is funded through the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF) and managed through a contract with Child Trends.*



# How Can Consideration of National Survey Data Inform the Goals Articulated in the Framework Provided by the IOM NRC Report?

Focus of my discussant's comments:

What do data from the National Survey of Early Care and Education (NSECE) tell us about how close we are to meeting the goals articulated in the framework provided by the IOM NRC report, and how far we would need to go to meet these goals?

Will begin with a brief overview of the NSECE goals and approach

Then will comment on each of the three sections in Albert Wat's presentation on *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*

# Background

Goals and approach of the NSECE

# NSECE Purpose: Address Key Policy Needs

- Nationally representative data
- Match households and providers at the local level
- Basic description of Early Care and Education (ECE) needs, usage, availability and workforce

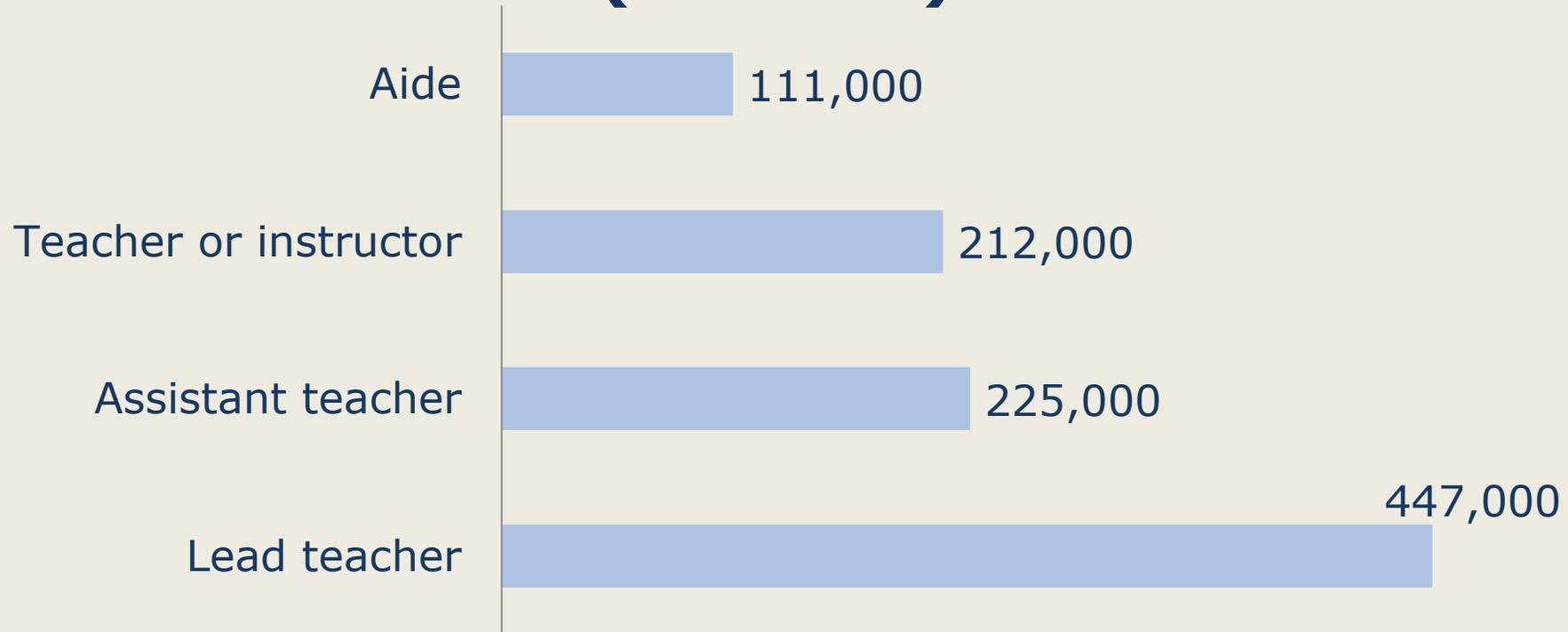


# NSECE Approach

- An integrated set of surveys conducted in 2012 with
  - Households with children under 13
  - Home-based providers providing early care and education to children under 13
  - Center-based programs providing early care and education to children not yet in kindergarten
  - Center-based classroom-assigned staff.
- Sponsored by Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services



# One Million Classroom-Assigned Center-Based Teachers and Caregivers Serving Children 0 through 5 years (not in K)



Note: Some center-based teachers and caregivers worked with groups of children rather than in classrooms.

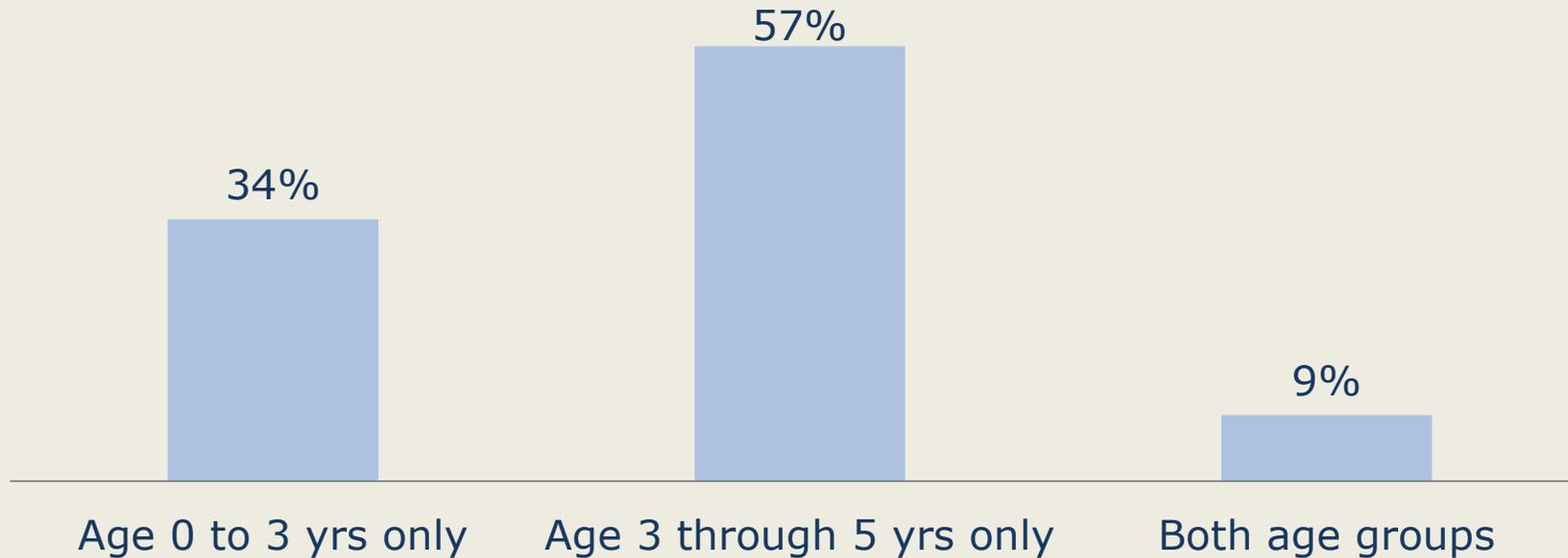


# These Center-based Teachers and Caregivers Can Be Found at:

- 130,000 centers that serve children 0 through 5 years (not yet in kindergarten).
- Centers-based programs are organizations providing care to children age 0 through 5 years at a single location.
- 22% of centers are in high poverty density areas; a majority (57%) are in low poverty density areas



# Percent of Center-based Teachers and Caregivers by Age of Children Enrolled



- Center teachers and caregivers mostly serve either infant/toddler or preschooler classrooms/groups.



# Centers Where these Teachers and Caregivers Serve Children

- School-sponsored centers: a public school district has administrative oversight, reporting requirements or funds the center (6% of teachers and caregivers).
- Head Start: at least one child funded by Head Start dollars, not school-sponsored (14%).
- Public Pre-K: at least one child funded by Public Pre-K dollars, not school-sponsored, no Head Start funding reported (21%).
- Other: All remaining centers offering ECE (59%).



# Types of Home-Based Providers in NSECE Data

- **118,000 Listed providers** – appearing on state and national lists of licensed, license exempt, registered, etc. Most relevant to our focus today.
- **919,000 Paid, unlisted providers** -including family members, babysitters, as well as family day care homes. Not discussed further today.
- **2,730,000 Unlisted unpaid providers.** Not discussed further today.



# I. Professional Qualifications: Key Issues

What do national data say are the starting points?

- What is the educational attainment of center-based teachers and caregivers? Listed home-based teachers and caregivers?
- What about completion of credentials?

# Center Teacher-Caregiver Qualifications

Any college degree: Associates or higher: 53%

Postsecondary education with a major relevant to ECE

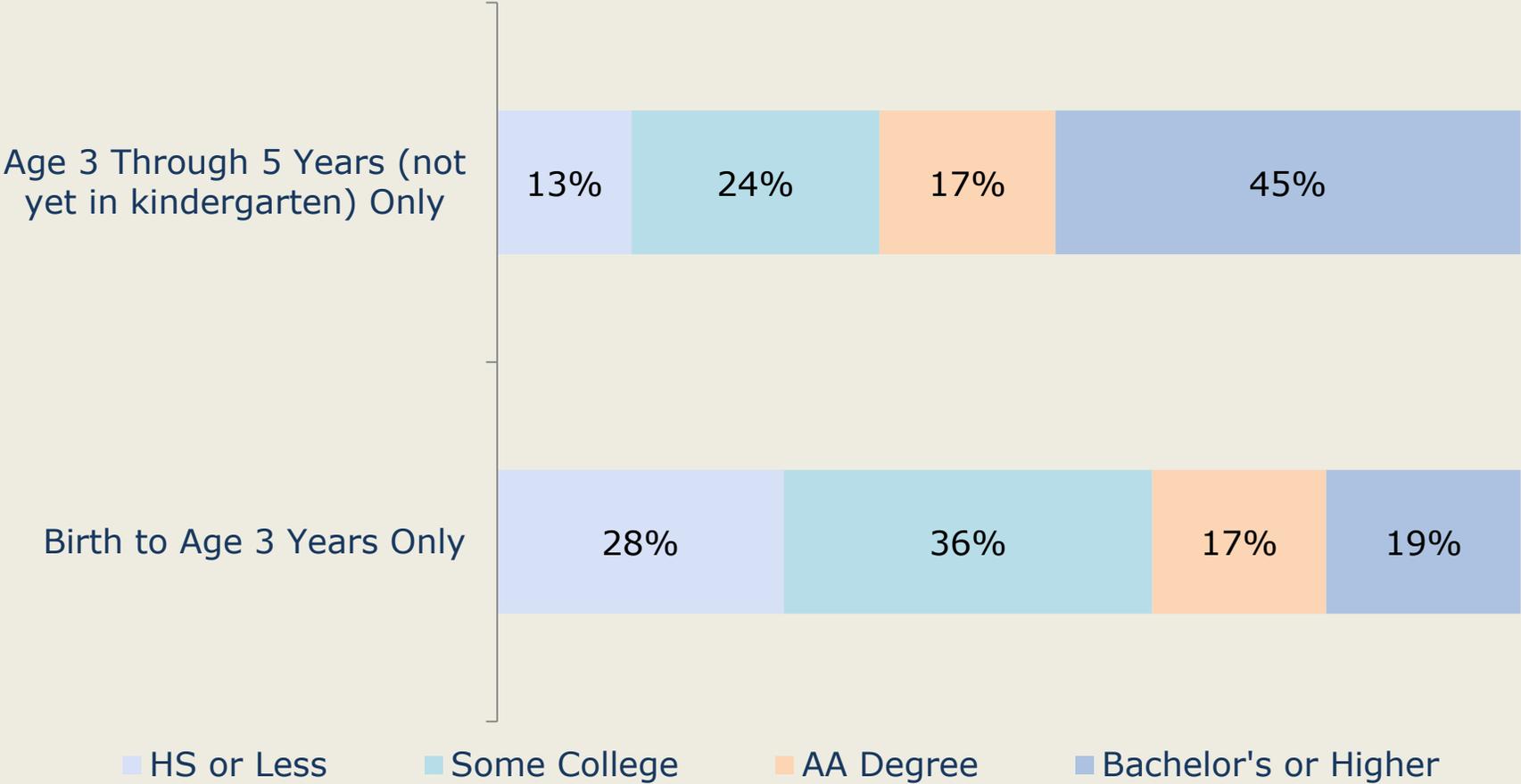
- 38% ECE-specific
- 18% ECE-related field

Certification (state or CDA): 46%

- 22% have state certification only
- 18% have a CDA only
- 6% have both state certification and a CDA



# Distribution of Educational Attainment of Center Teachers and Caregivers by Age of Children Enrolled



# Educational Attainment and Certification of Listed Home-Based Providers

Any college degree, Associates or higher: 30%

Post Secondary Education with a major relevant to ECE:

- 29% ECE-specific
- 8% ECE-related

Certification [measured when at least one child in the care of the home-based provider had no prior personal relationship with the provider] state or CDA: 38%



# I. Professional Qualifications: Points for Discussion

- While less than half of center-based teachers and caregivers have a bachelors degree, we do not see a workforce that is reticent about taking college courses. A large majority have had at least some college coursework. We need to understand the challenges involved in progressing towards a degree.
- Special focus is needed on the PD of those teaching and caring for infants and toddlers in centers
- Special focus is needed on the PD of listed home-based providers

## II. Higher Education Participation: Key Issues

What forms of PD have members of the workforce engaged in during the past 12 months?

To what extent does recent PD include participation in college coursework?

# What Types of Professional Development Do Center Teachers and Caregivers Engage in?

<b>Professional Development Activity</b>	<b>Percent of Center Teachers and Caregivers that Participated in Last 12 Months</b>
<b>Participated in any workshops</b>	84%
<b>Took a college course</b>	32%
<b>Received coaching</b>	29%



## Center Teacher and Caregiver Attendance at Workshops

- Participation in workshops was by far the most common mode of recent PD (84%)
- Share of workshops that were single sessions (vs. part of a series): Just over half (54%)



# What Types of Professional Development Do Listed Home-Based Providers Engage in?

Professional Development Activity	Percent of Listed Home-Based Teachers Providers that Participated in Last 12 Months
Participated in any workshops	75%
Took a college course	30%
Received coaching	34%



## Listed Home-Based Provider Attendance at Workshops

- Participation in workshops was also by far the most common mode of recent PD (75%).
- Share of workshops that were single sessions (vs. part of a series): 67%



# What Topics are Center Teachers and Caregivers Learning about in Professional Development?

Most recent PD Activity among those who participated in a workshop or college course in the last 12 months

Most commonly cited topics	Percent of Teachers and Caregivers
Helping children's social or emotional growth, including how to behave well	21%
Health and safety in the classroom	19%
Specific curriculum or teaching methods/technology	11%
Cognitive development, including early reading or math	10%



## II. Higher Education Participation: Points for Discussion

Why are workshops by far the most common mode of PD? Is this a way of fulfilling key requirements?

Similarly, why are single session workshops rather than workshop series occurring so often?

Are there models in which workshop participation builds towards college participation or credits?

Should it be a goal to reallocate resources from workshops to college courses?

# III. Ongoing Professional Learning Supports: Key Issues

What supports do teachers and caregivers report receiving for their professional development?

# What Supports Do Center-Based Teachers and Caregivers Receive to Support their Professional Development?

Among center teachers and caregivers who participated in a workshop or took a college course in the last 12 months...

- 50% received financial assistance to cover costs associated with their participation in professional development.
  - 47% received assistance with direct costs such as tuition or registration fees.
  - 15% received support with other costs of participation such as travel or child care for their own children.
- 41% received release time in order to participate in professional development activities.



# What Supports Do Listed Home-Based Providers Receive to Support their Professional Development?

Among listed home-based providers who participated in a workshop or took a college course in the last 12 months...

- 15% received financial assistance to cover costs associated with their participation in professional development.



# III. Ongoing Professional Learning Supports: Points for Discussion

What financial resources would be needed to encourage further participation in professional learning supports?

How could we assure that these reach listed home-based providers as well as those teachers and caregivers working in centers?

These data focus on financial resources. What further types of supports would be needed?