



Working Toward a Qualified and Professional Early Childhood and School-Age Workforce

In December 2012, States and Territories reported CCDF quality data for the first time through the annual Quality Performance Report (QPR). These data offer a window into current quality initiatives and their results. However, readers should keep in mind that this first-ever reporting may contain errors, duplications, and other common data quality errors. States and Territories reported a mixture of actual data and estimates. Some could only report on a portion of their programs or providers and definitions and requirements related to these indicators vary across States and Territories. The Office of Child Care looks forward to working with States and Territories on goal setting and continuous quality improvement.

Professional Development and Workforce Performance Indicators for FY 2012

The data in the table below is based on the numbers of States/Territories that were able to report on practitioner-level data for the QPR 2012. The data does not reflect the total number of States that are implementing professional development systems and workforce initiatives. Data were reported by State/Territories with workforce data systems that are able to track the qualifications of the workforce based on type of facility.

35 States/Territories reported the number of teachers/caregivers included in the State/Territory's workforce data tracking system in FY 2012

Some States/Territories require registry participation for some practitioners, e.g., staff in licensed programs, those applying for scholarships, staff working in quality-rated programs. Other States/Territories have voluntary workforce data systems. Reporting States/Territories have data on 356,886 practitioners.

- 282,006 center staff
- 58,195 family child care providers
- 16,685 license-exempt providers

55 States/Territories reported that they provide some type of technical assistance (TA) to practitioners working in at least one program setting (e.g. coaching, mentoring or consultation for individual teachers, caregivers, and other professional staff).

Some State counts may include duplicates of individuals who participated in more than one event. Other States/Territories provided unduplicated counts of individuals who received TA.

- 36 States/Territories reported data on the number of child care center teachers and other professionals who received TA
 - Approximately 36,781 teachers and other professionals received TA in 14 States/Territories that track TA by individual and program type. The remaining reporting States track TA by hours, units, visits, or total participants.
- 30 States/Territories reported data on the number of family child care providers who received TA
 - Approximately 3,125 family child care providers received TA in 15 States/Territories that provided TA by individual and program type. The remaining reporting States track TA by hours, units, visits, or total participants.
- 10 States/Territories reported data on the number of license-exempt practitioners who received TA
 - Approximately 1,611 license-exempt practitioners received TA in 6 States/Territories that provided TA by individual and program type. The remaining reporting States track TA by hours, units, visits, or total participants.

The States/Territories that were not able to report on number of individuals were able to report some data on the following:

- Amount of TA provided based on dosage (number of TA consultations, number of hours, number of TA episodes)
- Number of programs or classrooms that received technical assistance

48 States/Territories reported on one or more financial supports for teachers and caregivers to meet and maintain standards and qualifications.

- 45 States/Territories reported that scholarships were provided to 57,259 professionals
- 17 States/Territories reported that reimbursement of training expenses were provided to 24,182 professionals
- 15 States/Territories reported that wage supplements were provided to 28,688 professionals

Progress on State and Territory Goals

States set a variety of professional development (PD) and workforce goals including revision of core knowledge and competencies (CKCs), alignment of coursework with PD standards, and improvements to data tracking systems. As reported in the QPR, States and Territories made progress in several CCDF goals related to professional development and the workforce. Numerical indicators of this progress include the following:

- 22 States/Territories reported that the development or revisions of CKCs, alignment of higher education coursework with professional standards, development or expansion of distance learning, and/or the implementation of cross-sector professional development systems, increased quality-assured professional development opportunities.
- 10 States/Territories reported on progress to implement or enhance existing trainer approval processes. Some of these States/Territories focused on professional development and qualifications for trainers, ensuring principles of adult learning are part of trainer qualifications and education.
- 8 States/Territories reported progress on the development and implementation of administrator, infant toddler, or school-age care credentials.
- 15 States/Territories reported progress on workforce data systems including developing, implementing, or enhancing a registry, or increasing registry participation.

Results

- As of December 2012, lead teachers in **Georgia's** licensed child care programs are required to hold at least a Child Development Associate (CDA) Credential™. In FFY 2011, 1,032 of lead teachers in classrooms without Georgia's Pre-K Program held a high school diploma with no post-secondary education or experience. In FFY 2012, 3,974 lead teachers in classrooms without Georgia's Pre-K Program held a credential (CDA, technical college certificate of credit or diploma, or higher).
- **Illinois** mandated registry participation for all staff working in licensed child care facilities resulting in a database of 45,600 active participants. Work is now focused on linking data to licensing and to the State's pre-K system. The registry can provide information on staff qualifications, wages, and program affiliation to inform professional development needs and improve access.
- **Pennsylvania** evaluated its technical assistance and findings indicated it is successful in supporting effective teaching and raising program quality. Forty-nine percent of providers who received TA moved up to a higher QRIS (STAR) level. This was true for all provider types, but especially true for group child care homes and for providers at lower quality levels. All provider types developed action plans to continue beyond the period of receiving TA. Higher quality level programs were most likely to be meeting those plans when visited several months later.

Technical Assistance in Support of State and Territory Goals

Since October 2011 a total of **122 TA activities** were identified through the TA planning process—including **59 intensive and targeted TA activities**—to support CCDF Grantees in their efforts to build an effective, qualified child care workforce. The following are examples of intensive TA activities.

- **California** established an interim planning group that will coordinate information sharing and TA on workforce registry best practices for a confederation of RTT-ELC consortia. The registry confederation will make it possible to compile workforce data across the State, including completion of college courses and degrees, scholarships and stipends, and retention related to PD investments. CCTAN support for this work has included meeting planning and facilitation, information sharing, expert presentations, peer-to-peer exchanges, and strategic planning support. Initial results of California's PD-focused work include:
 - 63 of 103 community colleges have courses approved by the California Curriculum Alignment Project for alignment with the eight core competencies.
 - The registries will use a common designation to track these courses.
 - 3 of the 23 California State Universities have articulation agreements to accept the core eight courses.
 - These agreements facilitate tracking of courses and registry participant progress toward degrees.
 - Baseline data on recipients of stipends was established to track the impact on staff retention. Among the first registry participants are those receiving financial rewards:
 - 308 teachers received tuition stipends for Program for Infant/Toddler Care (PITC) training
 - 38 teachers received financial assistance for Beginning Together Institute
 - 680 Student Aid Commission Awards were made
 - 14,873 stipends were awarded
 - Child Care and Development Planning Councils provided tuition assistance for those completing a minimum of 3 college units:
 - 2,772 were assistant and associate teachers
 - 1,165 were teachers and master teachers
 - 887 were site supervisors
 - 205 were program directors

- Access to TA may be fundamental to the professional development of the workforce, since there is evidence that it can help ensure effective teaching practices are implemented and support positive child outcomes. **Virginia and West Virginia** are strengthening the State TA systems' design and infrastructure to increase these important services. Both States are focused on building and sustaining a qualified TA professional network. With CCTAN support, broad-based stakeholder groups are identifying common standards and qualifications for TA professionals. Building on this work, a facilitated Region III Cohort plans to establish a common set of standards across all ACF Region III States. Shared or commonly accepted standards are the foundation for increasing the limited professional development opportunities for TA professionals. If training and supports for TA professionals can be leveraged across Virginia, West Virginia and potentially all the States in ACF Region III, TA resources can be more effectively targeted and tracked.