Early Childhood Workforce Professional Development Registry

Background: Years of research outlining the high return on investment (ROI) of quality early childhood programs continue to identify quality interactions between teachers and children as the most important factor in producing high quality classrooms. High quality interactions with teachers not only supports early brain development and pre-literacy skills, but directly correlates with later gains such as 3rd grade reading, graduation from high-school, and employment as an adult. A key factor in providing these high quality interactions, and thus creating high-quality classrooms is to ensure that Early Childhood professionals are adequately qualified and trained.¹

What is a Registry? A data management system that tracks the training, education and experience, demographics and working conditions of the early childhood workforce.

An Early Childhood Professional Development Registry maintains:
- records for teachers, directors, and trainers that goes with them throughout their careers
- digital records accessible for child care licensing, Texas Rising Stars, and Early Childhood Education employers
- searchable information about trainers and training statewide
- comprehensive data about salaries, training, education, degrees and other characteristics of the early education workforce
- linkages to a career pathway lattice that allows individualized career planning and tracking of progress

Note: Texas does have a registry, but it is under-utilized. Less than 200 teachers and directors are on the registry vs. the potential of the 81,370 in the workforce².

Why do we need a Registry? Building a quality early childhood workforce is reliant on understanding the professional development attainment and needs of the workforce and quantity and quality of available professional development opportunities for early childhood practitioners (teachers, directors, trainers). To understand this we need a system that is able to house this data and generate reports. More specifically, an EC Workforce Registry enables us:

- To understand the use of quality improvement dollars spent on professional development of those in the field and to assess the current state of the early childhood workforce. Today, we have no idea what proportion of our workforce has more than a high school degree and therefore no data to drive decisions on professionalizing our workforce and improving the rate of degree attainment.
- To house information about professional development attainment and resources across systems and give access to multiple, differing parties who need this information for reporting purposes (Licensing, Texas Rising Stars (TRS), Texas Workforce Commission (TWC))
- To help early childhood educators progress along a career ladder. The professional development of this workforce is one of the most important components of the quality that is essential for achieving child outcomes.

What can be gained? A Registry allows us access to the data necessary to support and drive a quality workforce for our youngest children. Specific opportunities include:

- Cost savings for DFPS and TWC who need to verify trainings

¹ http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf
² http://www.bls.gov/emp/epw锈2014.htm
Avoidance of duplicated processes (such as verifying trainings)
Early childhood directors and teachers can electronically track and maintain training records to better manage their operations and more easily see progress toward their next educational milestone
Data and clarity around how quality dollars being spent on professional development are allocated. Each year, millions of dollars are spent on improving quality by supporting the professional development of the EC Workforce. Unfortunately, there is no current system outside the registry available to track the trainings and education or to evaluate progress toward a more qualified workforce.
Aggregate level information about what trainings people use for renewal hours and the quality of the trainer and how individuals are making progress on degree or certification pathways
Opportunity to identify gaps in professional development and guide local funding

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<tr>
<th>Barriers: Why is the early childhood workforce not utilizing the current Texas registry?</th>
<th>Possible solutions to strengthen the registry</th>
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<tbody>
<tr>
<td>Lack of funding and staffing to process and verify credentials and training</td>
<td>Staffing to help verify information being entered into the registry, recruit and assist applicants and users, and troubleshoot problems</td>
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<td>Fee for Practitioners to create and maintain a profile (Texas is one of only two states that charges a fee from practitioners to use the registry)</td>
<td>Waiving fees and requiring use of registry for TRS sites (Pilot in 2-3 workforce board areas)</td>
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<td>No incentives for individuals or directors to use the Registry</td>
<td>Monetary incentive for complete profiles on the registry</td>
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<td>Database is not user-friendly for workforce boards</td>
<td>Local access and flexibility to pull reports to help local workforce boards make decisions about professional development resource allocation and to evaluate progress and efficacy of investments</td>
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<td>Licensing does not require that staff of licensed child care programs participate in the registry</td>
<td>Licensing requirements for participation in registry to track training standards</td>
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**How much would it cost?** $1.5 Million in CCDF funding for 3 years to pilot approaches to improve data collection and usefulness and to increase registry utilization in 2-3 workforce board areas

**What would this fund?**

- 9 Administrative Staff
- Incentives for Registry use
- Ongoing technology use and expansion
- Workforce reports for the pilot areas
- User evaluations and recommendations for state-wide roll-out