

# IMPROVING EARLY CARE AND EDUCATION WORKFORCE DATA: OPPORTUNITIES FOR CALIFORNIA



## INTRODUCTION

Early learning and care is receiving historic interest and investment in California. The Governor's call for a Master Plan for Early Childhood Development and a newly formed Early Childhood Policy Council provide unprecedented opportunities to advocate for better data to inform programs focused on improving workforce quality.

This brief describes the opportunity the California Early Care and Education Workforce Registry offers to streamline data collection on the early learning and care workforce. Regulatory and policy changes are needed to realize this potential and ensure access to high-quality, verified data crucial for local and state-level workforce reporting, research, policy, practice, and advocacy.



**74,672**  
TOTAL ACTIVE REGISTRY USERS  
STATEWIDE AS OF JUNE 30, 2020

## THE REGISTRY

The California Early Care and Education (ECE) Workforce Registry is a secure, web-based data system that tracks the education, professional development, and experience of the early learning and care (ELC) workforce, which includes those working with and on behalf of young children in the various care and learning settings across the state.

When the Registry is fully supported and integrated across California, it will:

- Provide robust, verified data and information on the ELC workforce that can be used for federal reporting such as the Child Care and Development Fund (CCDF) and state and local planning, policy, and budget allocation.
- Increase program and cost efficiencies with implementation, data collection, and reporting for state-funded stipend programs (AB212) and Quality Counts California (QCC) — California's quality improvement and rating system — as well as professional development programs and more.
- Improve access to verified workforce qualifications data that can be used for California State Preschool and Community Care Licensing and other regulatory compliance.

This report describes the current barriers to gaining a better understanding of the early learning and care workforce in California and provides examples and recommendations of how the Registry can address those challenges and create opportunities for greater efficiencies in gathering improved data.



**Early Care & Education  
Workforce Registry**

# CHALLENGES & OPPORTUNITIES

## THE CHALLENGES

### LIMITED ACCESS TO DATA

Data on the ELC workforce and its participation in workforce development programs is limited for local and state reporting and for researchers and policymakers due to data collection and reporting inefficiencies throughout the system.

### SYSTEM INEFFICIENCIES

Multiple databases are used by counties to track data for Quality Counts California (QCC), professional development, and other workforce initiatives, including stipend programs such as AB212. Databases used by state departments and counties do not communicate with each other, leading to manual and duplicate data entry at all levels. These inefficiencies limit access to the information about workforce and professional development investments required to answer questions critical for state planning and policymaking.<sup>1</sup>

### INCONSISTENT DATA QUALITY

An overreliance on county and regionally developed approaches to data collection and policies and procedures for adding data complicates, and often duplicates data collection and can lead to inconsistent and poor data quality.

<sup>1</sup> Austin, L.J.E. Edwards, B. & Whitebook, M. (2018). *California's ECE Workforce: What We Know Now and the Data Deficit That Remains*. Center for the Study of Child Care Employment. University of California, Berkeley. Retrieved from <https://cscce.berkeley.edu/files/2018/10/CA-ECE-Workforce.pdf>



**“Extend the California Early Care and Education Workforce Registry to all counties as a support to the ECE workforce in tracking and accessing professional development opportunities and as a source of information for evaluation and planning statewide.”**

*California Assembly  
Blue Ribbon Commission  
Report April 2019 (p.55)*

**“The absence of an updated statewide survey or a statewide workforce registry creates numerous challenges to the implementation of evidence-based decision making.”**

*(Austin, L.J.E. et al.,  
2018. P.1)*





# THE OPPORTUNITY

## INCREASE ACCESS TO DATA

By increasing efficiencies, the Registry can provide much needed data on the ELC workforce to help the state with federal reporting and answer critical questions on:

- The number, demographics, and qualifications of the workforce.
- The characteristics of state-funded and other professional development training available to the workforce, including the topics and languages in which they are offered.

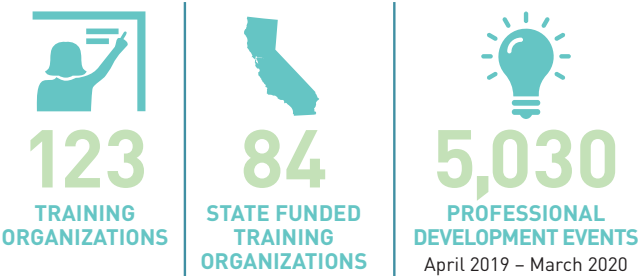
## OPPORTUNITY SUCCESS

### California Department of Education, Early Learning and Care Division (CDE-ELCD), and First 5 California

First 5 California and CDE-ELCD began requiring Registry use for their workforce and professional development initiatives to begin capturing data on state-funded programs and the participants they serve.

- CDE-ELCD required professional development providers funded with Quality Improvement dollars to post and verify attendance of training participants in the Registry beginning in July 2017.
- CDE-ELCD and First 5 CA required Registry use in QCC and Early Learning Workforce Requests for Applications (RFA) in Spring 2020.

## STATEWIDE PROFESSIONAL DEVELOPMENT SUCCESS



## LANGUAGE OF TRAINING EVENTS

LANGUAGE OF INSTRUCTION	COUNT OF EVENTS	% OF LANGUAGES
English	3,424	68%
Spanish	943	19%
English, Spanish	366	7%
English, Spanish, +1	144	3%
English, +1 or More	9	0%
Other Languages (7)	144	3%
<b>Grand Total</b>	<b>5,030</b>	<b>100%</b>

## NUMBER OF UNIQUE TRAINING EVENT ATTENDEES

TRAINING DATA APRIL 2019-MARCH 2020	ATTENDEES	% TOTAL
State Funded	50,834	81%
Other Training	11,924	19%
<b>Total</b>	<b>62,758</b>	<b>100%</b>

34% of training attendees have verified qualifications in the Registry as of March 2020.



## REGISTRY PROFILE

Users create their own profile and control their own data. Registry members can log on 24/7 to update information, search and sign up for professional development opportunities, upload documents, download training and education reports, search for jobs, check their QCC qualification tier level, and apply for stipend programs.



## INCREASE EFFICIENCIES BY STREAMLINING DATA COLLECTION

The Registry is a secure, interactive system that collects data on the ELC workforce in a single location. Information can be added and accessed by multiple permissioned parties, increasing efficiency and reducing redundancy. By designating the Registry as the authoritative/primary/preferred source for workforce data, local and state agencies can avoid expensive and duplicative data entry, reporting, verification, and certification activities.

Multiple parties, based on business needs, have formal relationships with the Registry through Data Sharing Agreements (DSAs), allowing the Registry to securely transfer data files to other data systems. The Registry has made significant progress with integration and alignment at the county and state level in a few short years, including executing DSAs with 19 counties through March 2020. Each participating county focused on integration with one or more of their programs.

## OPPORTUNITY SUCCESS – Quality Start LA

Quality Start Los Angeles (QSLA), L.A. County's locally branded Quality Rating and Improvement System, receives data on individuals working in QSLA's participating sites from the Registry each night through a secure FTP folder in its third-party data system. The Registry receives a nightly file of active and inactive sites that determines which participants' data is shared.

## IMPROVE DATA QUALITY

The Registry contains a unified and validated data set about the ELC workforce that includes demographics, employment history, and the qualifications of thousands of workforce members across the state. Registry participants initiate the data relationship when they create accounts and upload their own qualification documents, which are then validated by Registry staff.

With high-quality data, critical information can be provided to a wide range of policymakers, including compensation, retention, and turnover levels, as well as the education and professional development attainment of the workforce.

## OPPORTUNITY SUCCESS – San Francisco

San Francisco began integrating local initiatives with the Registry in 2012. Today, five local initiatives are using the Registry to track qualifications, employment, professional development, and compensation of the ECE workforce.

All employers participating in QCC and the Early Learning Scholarship are required to obtain employer administrative access, verify employment, and support staff to submit qualifications through their individual Registry profiles (see box, below). This information supports use the Stipend Module (for AB 212 and Local General Funds), for two programs administered locally, as well as the other initiatives. Data is sent nightly to a secure folder in QCC's third-party data system, and stipend administrators are able to access application and qualification data. The report required by CDE-ELCD also is available for reporting.



### LOS ANGELES ECE WORKFORCE



### QSLA SITE PARTICIPATION IN LOS ANGELES

TYPE OF SITE	TOTAL SITES
<b>Total Centers in LA</b>	<b>3547*</b>
Child Care Centers in QSLA	633 (18%)
<b>Total Family Child Care (FCC) in LA</b>	<b>5297**</b>
FCCs in QSLA	180 (3%)

\* Center data from California Community Care Licensing (CCL) website 4/16/20

\*\*Small FCC data from 2019 data set from CCL; Large FCC data from CCL website 4/16/20

### INDIVIDUALS WORKING IN PARTICIPATING QSLA SITES

QSLA REGISTRY PARTICIPANTS	NUMBER
Employed in Centers	5,052
With Verified Qualifications	3,391 (67%)
Own/Employed in FCC	297
With Verified Qualifications	221 (74%)
<b>Total with Verified Qualifications</b>	<b>3,612</b>
<b>Total Participants</b>	<b>5,349</b>

# RECOMMENDATIONS

High-quality data is essential to meeting the full potential of California's unprecedented interest and investments in early learning and care. With high-quality data, critical information can be provided such as:

- *Critical statewide COVID-19 or other emergency response support including immediate and efficient dissemination of information to all Registry participants, quick verification of child care staff qualifications, and automated and contactless access to data as needed.*
- *Education and professional development levels, as well as any gaps in the needs of the field, such as Dual-Language Learning.*
- *The percentage of the workforce lacking foundational training.*
- *The compensation levels of the ELC workforce and how they compare to the increased state and local minimum wage levels.*
- *The retention and turnover rates of the workforce, including comparisons across the type of settings, compensation, and qualifications.*

To fully realize the Registry's potential as a source of workforce information for evaluation and planning, data must be accessible, accurate, verified, and up to date.



## 1 RECOMMENDATION 1

Require all members of the workforce participate and submit education and professional development documentation to increase access to comprehensive data.

- Develop policies and legislative and regulatory strategies to ensure the Registry extends to all segments of California's diverse ELC workforce in both private and publicly funded early childhood settings, including:
  - *All ELC professional development programs funded by public agencies, including CDE-ELCD and First 5 California.*
  - *All administrators and direct service staff in CDE-ELCD funded preschool and child development programs, which requires changes in the Education Code.*
  - *All administrators and direct service staff in child care centers and family child care homes regulated by Community Care Licensing (HSC Section 1596.819 and HSC Section 1596.86).*

## 2 RECOMMENDATION 2

Fully align and integrate the Registry with California Community Care Licensing and early learning and care programs and systems used by all members of the ELC workforce to increase data access and improve data quality.

- Implement regulatory and internal program changes to ensure state and local agencies use Registry data through integrated data systems, policies and procedures.
- California Community Care Licensing - Child Care Program data system should be aligned with the Registry for automated updates.
- The Commission on Teacher Credentialing accepts Registry qualifications data and applications for California Child Development Permits generated through the Registry and transfers permit and credential data to the Registry (Title 5 §80435).





## Early Care & Education Workforce Registry

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