

Workforce Registries and the School-Age Workforce: A Report to the National Center on Afterschool and Summer Enrichment (NCASE)

Prepared By:
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Introduction

Workforce registries have been a recognized source of data about the early childhood and school-age workforce for many years. The earliest registries were established in the 1990's, but the majority began operation from 2000-2010. Even today, states are in the process of establishing workforce registries. Those already established are often upgrading to more robust systems or becoming mandatory for portions of the workforce. There are currently 40 states with operating workforce registries, either regionally or at a statewide level.

As defined by the National Workforce Registry Alliance ("the Alliance"), a registry is an information system for the early childhood and afterschool workforce that:

- Promotes professional growth and development
- Captures data about early childhood and afterschool practitioners in a variety of roles
- Is based on state career level systems that provide a framework for professional development
- Places individuals on a career level based upon verified educational information
- Recognizes and honors professional achievements of the early childhood and afterschool workforce
- Informs policy makers and partners

The Alliance works with registry and professional development leaders across the country to support and promote the work of registries by providing resources and an interactive forum for networking and information exchanges.

Background and Methodology

Background

The Education Development Center, Inc. (EDC) approached the Alliance to partner on a project to conduct a comprehensive mapping of school-age credentials, training, Core Knowledge and Competencies, and workforce data tracked in registries and specific to the school-age workforce. The overall goals of this project were to:

1. Provide NCASE with useful and reliable information on the state of the school-age workforce to be used in future publications and other TA services;
2. Research the state of the field through engagement with state-level leaders and advocates and help foster a better understanding of NCASE's role and services;
3. Build a deeper working relationship between the Alliance and NCASE to better serve the field.

Methodology

The Alliance developed a survey for its membership in order to better understand how registries include the school-age workforce. The survey was developed using Survey Monkey and was sent to primary contacts for the 40 registries that are members of the Alliance. The initial survey invitation was sent on 9/12/17 with two reminder emails approximately a week later and a final reminder on 9/25/17. A total of 18 registries completed the survey, representing 16 states and 2 regional registries.

State Registries

Alaska	Missouri	Texas
Colorado	Nevada	Utah
Illinois	North Dakota	Virginia
Iowa	Ohio	Wyoming
Maine	Oklahoma	
Michigan	Oregon	

Regional Registries

Miami-Dade, Florida
Palm Beach County, Florida

As a complement to the survey data, the Alliance also conducted analyses on its 2017 dataset specific to the school-age workforce. The focus of these analyses were on the education, employment, and wages of individuals who work with school-age children, and were also examined in comparison to colleagues that work with infants/toddlers and preschoolers.

School-Age Workforce Participation in Registries

National Workforce Registry Alliance Mission

Our Mission is to enhance, strengthen, and support the work of state early childhood and afterschool registries by providing an interactive forum for networking and information, and strategy exchanges.

All registries participating in the survey indicated that school-age professionals in their state/region are allowed to join the registry. In fact, the mission and vision of the National Workforce Registry Alliance specifically include both the early childhood and afterschool workforce.

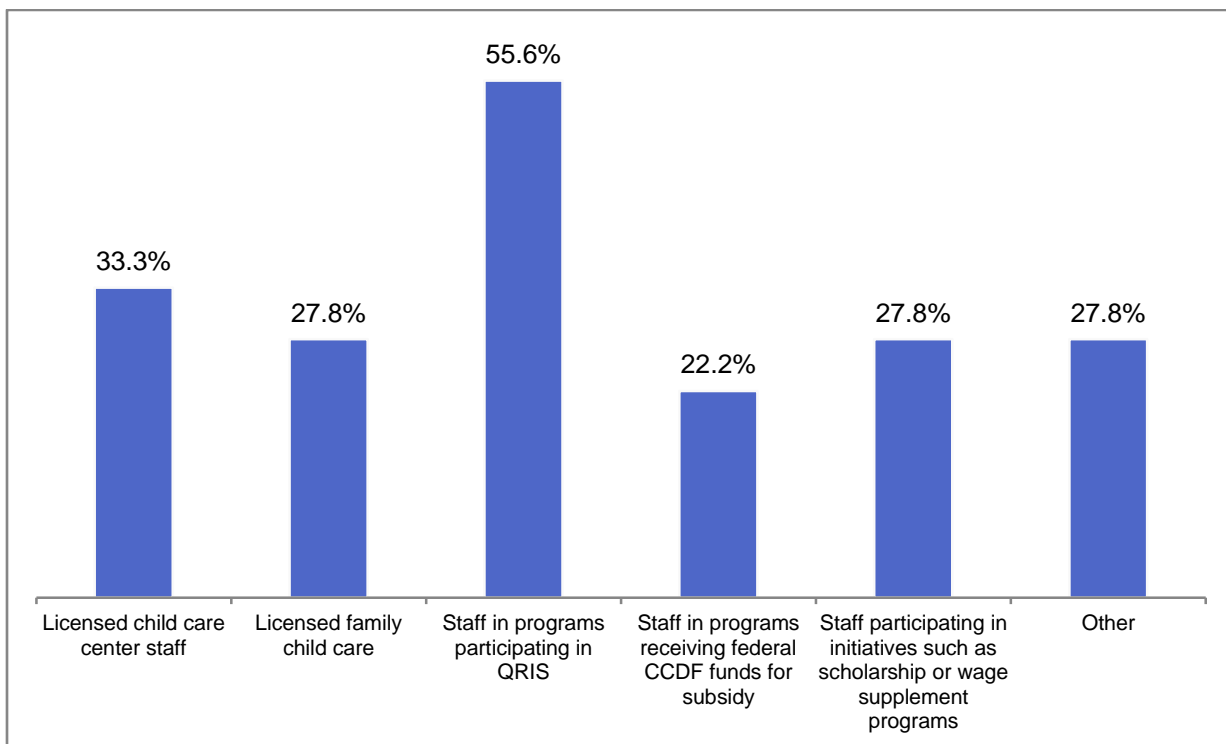
More than three-quarters of registries further indicated they have the ability to pull data specifically related to the school-age workforce. They do so using an array of data elements, including the age of child(ren) the individual reports working with, the type of program the individual works in, and the role/position/job title the individual has.

While registries are able to identify school-age professionals within their system, they do not comprise a large proportion of records within registry systems. Seven registries were able to

provide data on the approximate number of school-age professionals within their system. Compared to the overall number of records, school-age professionals comprise 0-18 percent of the population within these registries.

The reason for the comparatively small proportion of school-age records within registry systems is likely due to the extent that out of school-time programs participate in the initiatives that tend to drive registry participation. Just over three-quarters of the registries that responded to the survey indicated that participation in the registry is mandatory for some audiences. One of the most common ways that registry participation is required is for staff in programs that participate in the state’s Quality Rating and Improvement System (QRIS). In fact, 71 percent of the registries surveyed that have some form of mandatory participation require it for QRIS. Close to half of registries in the survey indicated that participation is required for staff working in licensed or regulated child care centers and homes.

Figure 1 | Reasons for Required Participation in Registries



Given the voluntary nature of many QRIS systems and the fact that a path to a rating may not exist for school-age programs that are not licensed, mandating registry participation for QRIS does not likely drive a large portion of school-age professionals to the registry. The same reasoning applies to required participation for staff in licensed programs; out of school-time programs that are not in licensed settings do not need to adhere to these mandates.

Another complicating factor is the variation in age ranges used to define “school-age” and the overlap with age ranges that define ECE. Registries reported a broad array of age ranges that define school-age, with four stating that “5-12 years” is their standard. Other variations include:

- Kindergarten-12 years
- 5-14
- 5-18 years
- 8 through 13
- Older than 4
- Completed Kindergarten or enrolled in 1st Grade or 6 years old or older
- Kindergarten onward
- Kindergarten, School Age 7-9, School Age 10-12

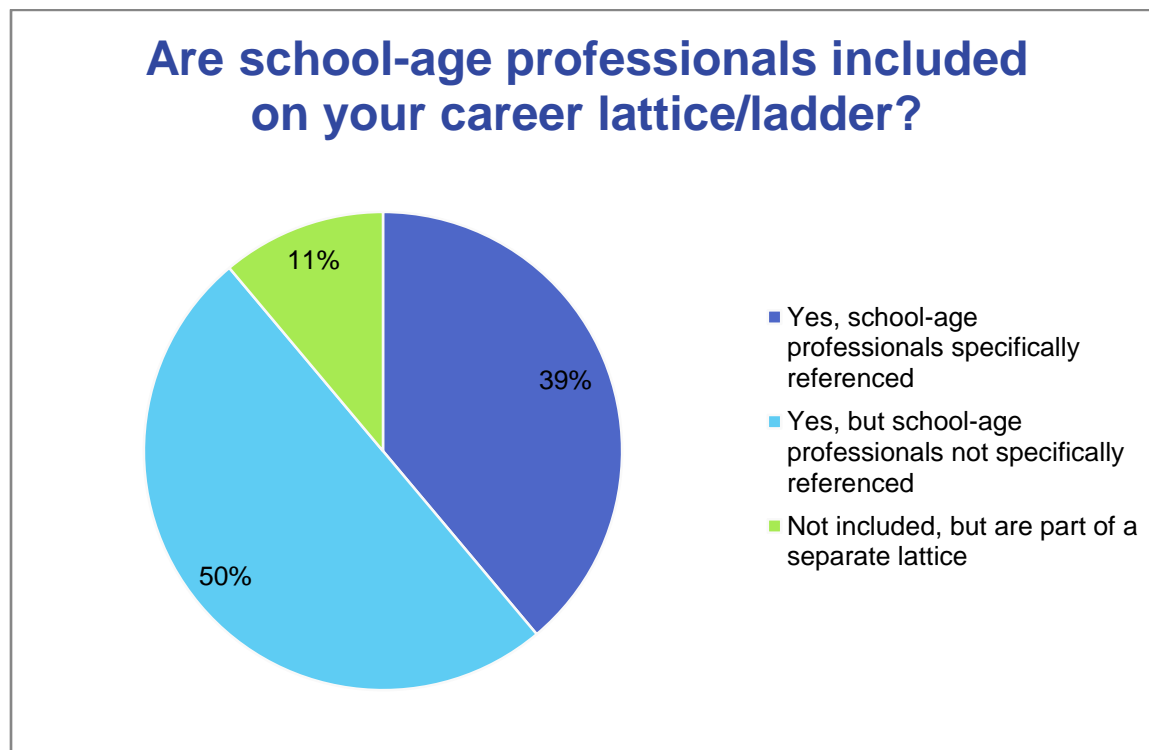
Several respondents also indicated that the definition of school-age in their state has overlap with the definition of ECE/early childhood, which is often birth through age 5 or birth through age 8. One noted that children age 5 or in Kindergarten may be categorized as both ECE and also school-age.

Career Lattices and Core Knowledge

Career Lattices

The majority of registries responding to the survey indicated that school-age professionals are included within their career lattices, either explicitly or by default. Two registries noted that while their career lattices do not include school-age professionals, they are part of a separate lattice.

Figure 2 | Inclusion of School-Age Professionals in Career Lattice



One challenge to explicitly including school-age professionals within a career ladder or lattice is that they are often based upon degrees or coursework that are not as readily classified for the school-age workforce as they are for early childhood. As an illustration of this point, nearly three-quarters of registries responded that they categorize degrees as “ECE”, but less than one-quarter are also able to categorize degrees as “School-Age”. Even then, the most common degrees that are classified as school-age degrees are Elementary Education and Special Education. Other examples found within state licensing rules include Recreation and Recreation Management.

Registries may also classify specific college coursework, either in addition to or instead of the degree itself. While more registries report being able to classify coursework as school-age (50 percent), it is still less than those reporting they classify coursework as ECE (83 percent). Registries often look to specific course descriptions in order to determine the appropriate categorization, either ensuring that they align with core knowledge categories, core competencies, or specific age ranges of children (e.g., directly beneficial to working with children ages 5-18).

Sometimes these complexities play out in the design of career lattices, where although school-age professionals are included, they must have degrees or coursework in ECE. One registry leader articulated this challenge:

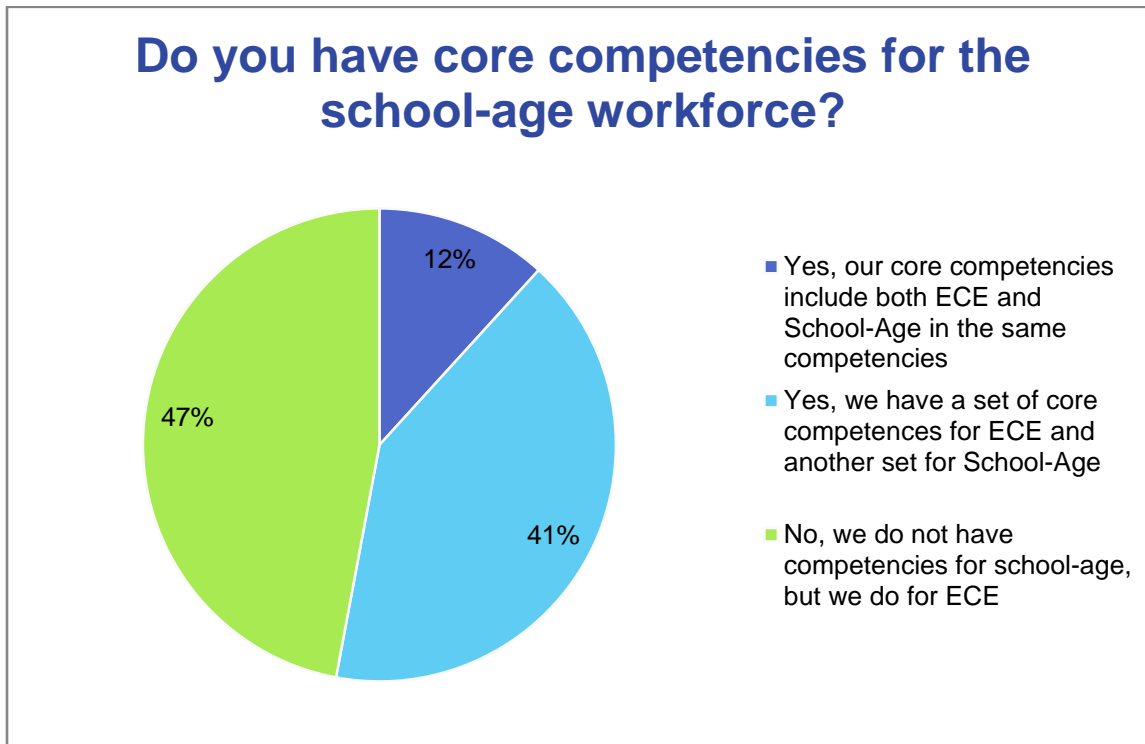
“Individuals working with school-age children are welcome to apply. School-age degrees have not been defined as ECE degrees so in order for an individual to place at the Career Ladder level commensurate with his/her degree, 30 ECE credits would need to be identified within their coursework. Any coursework specific to the 0-8 age group would be considered as ECE credits and could be applied toward their Career Ladder level.”

Core Knowledge and Competencies

Core competencies and competencies refer to the knowledge, skills, and dispositions needed by professionals to provide high-quality programming that supports the learning and development of the children and youth in their program. In September 2011, the National AfterSchool Association adopted the *Core Knowledge and Competencies for Afterschool and Youth Development Professionals*.

Just over half of registries participating in the survey indicated they have core competencies for both the ECE and school-age workforce. Typically this plays out as one set of core competencies for the ECE workforce and a separate set for the school-age workforce; however, two registries noted that they include both ECE and school-age within one main set of competencies.

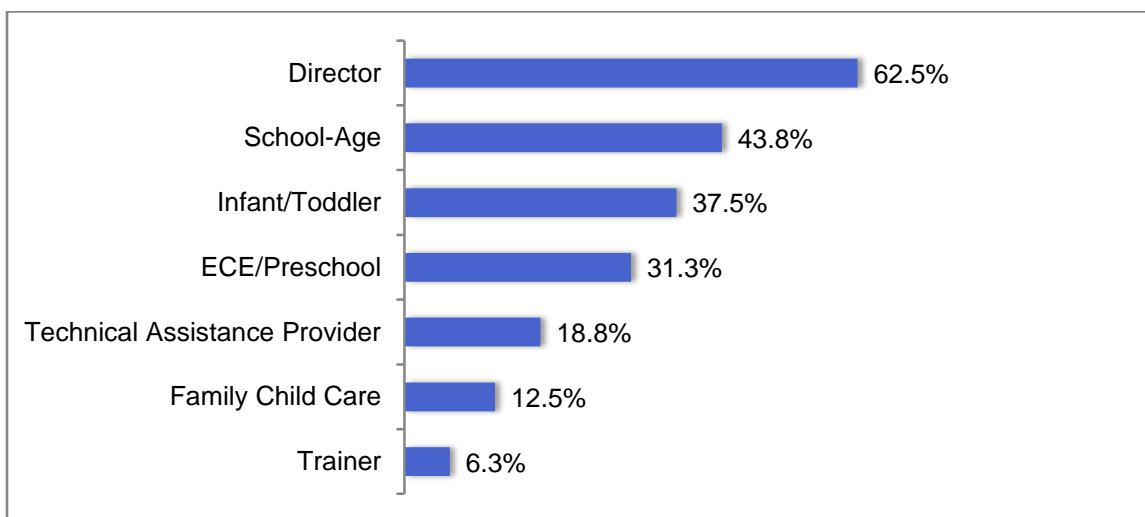
Figure 3 | Core Competencies for the School-Age Workforce



State-Specific School-Age Credentials

Many states have developed specific credentials within their professional development systems for ECE and school-age professionals. For registries that responded to our survey, the most common state-specific credential is a Director Credential, and the next most common is a School-Age Credential.

Figure 4 | State-Specific Credentials



Requirements of state-specific credentials for afterschool professionals vary widely from state to state. Some are based on a series of trainings while others require college coursework. Many require evidence of experience working with youth in afterschool settings, and some also require the credential candidate to be observed by a team of parents and professionals in the field. Appendix A includes an overview of several state school-age credentials and their requirements.

School-Age Data Tracked in Registries

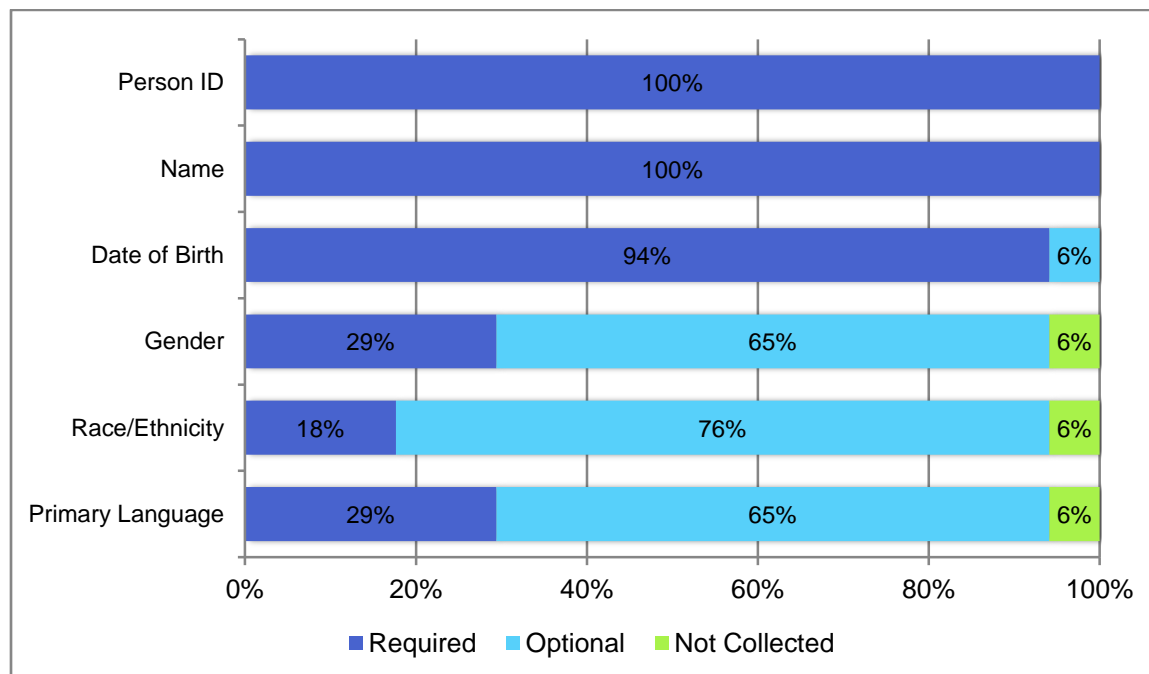
A central function of every registry is the collection of data related to the early childhood and school-age workforce. None of the registries surveyed replied that there were differences in the data elements collected for the ECE professionals versus school-age professionals.

The National Workforce Registry Alliance published guidance in the form of the *Core Data Elements for Early Childhood and School-Age Registries* to assist registries in developing and refining their data systems. Based largely off the data elements included in that document, the following figures and tables illustrate the data elements that registries collect with regard to the school-age workforce.

Participant Demographics

All demographic data elements were widely reported as tracked in responding registries. Several are tracked but optional and only one of the seventeen responding registries noted they do not collect gender, race/ethnicity, or primary language.

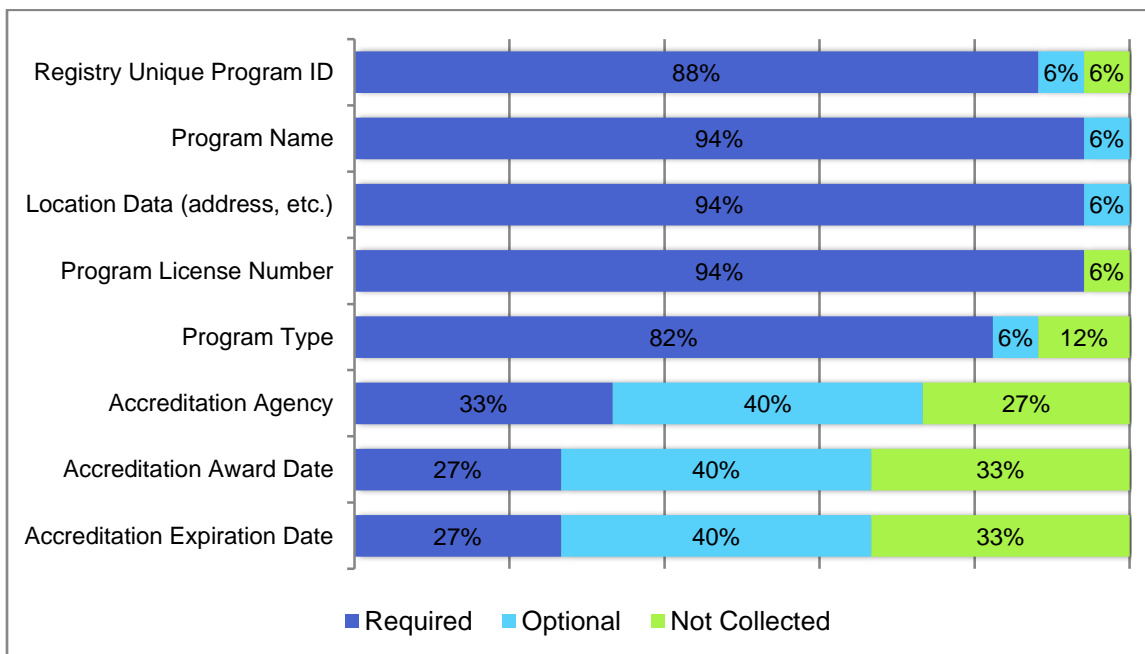
Figure 5 | Demographic Data Elements Collected by Registries



Program Information

The vast majority of registries include data on the early childhood and school-age programs in which individual participants work. Many registries have partnerships with their state licensing agency and QRIS initiatives where they receive data on licensed programs, QRIS ratings and even assessment scores.

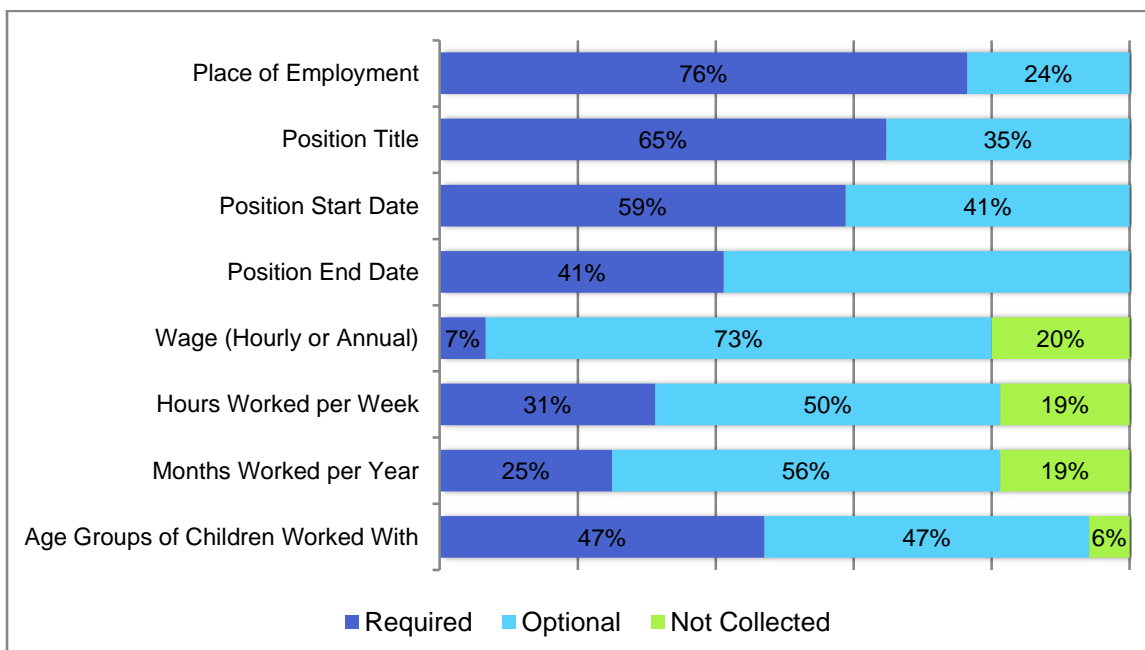
Figure 6 | Program Data Elements Collected by Registries



Employment Data

Nearly 95 percent of the registries in the survey create employment records that link an individual participant to the program in which they work. Through the partnerships with licensing and QRIS that provide program-level data and the key role a registry plays in linking individual and program records, it is possible to examine a variety of individual-level data within the context of quality as represented by licensing and QRIS ratings.

Figure 7 | Employment Data Elements Collected by Registries

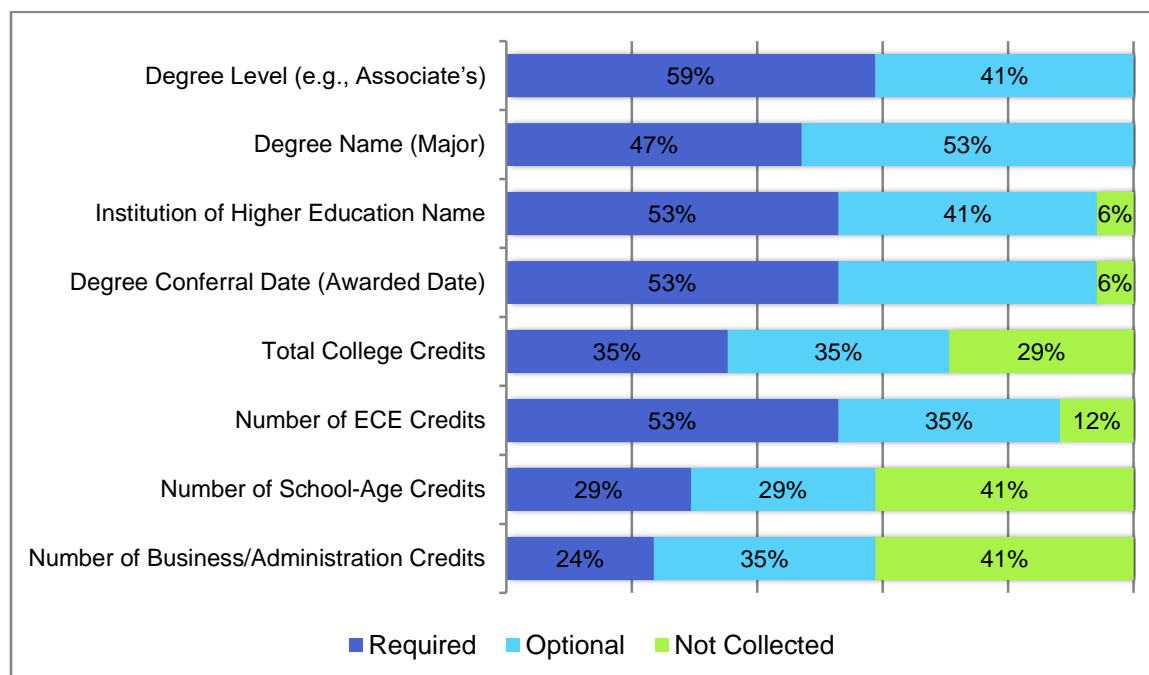


Education Data

Some of the most policy-relevant data that registries collect is education data. All of the registries in our survey indicate they collect education data, with 82 percent responding that they track all levels of education that participants submit. The remaining 18 percent record the highest level of education that is reported.

Another key benefit of registry education data is the fact that it is verified by the registry through established processes which typically include a review of college transcripts. Nearly half of registries stated that they collect only verified education data. The other half collect both verified and self-reported data, but note that they can identify which of the data are verified. Only one registry reported they are only able to collect self-reported education data.

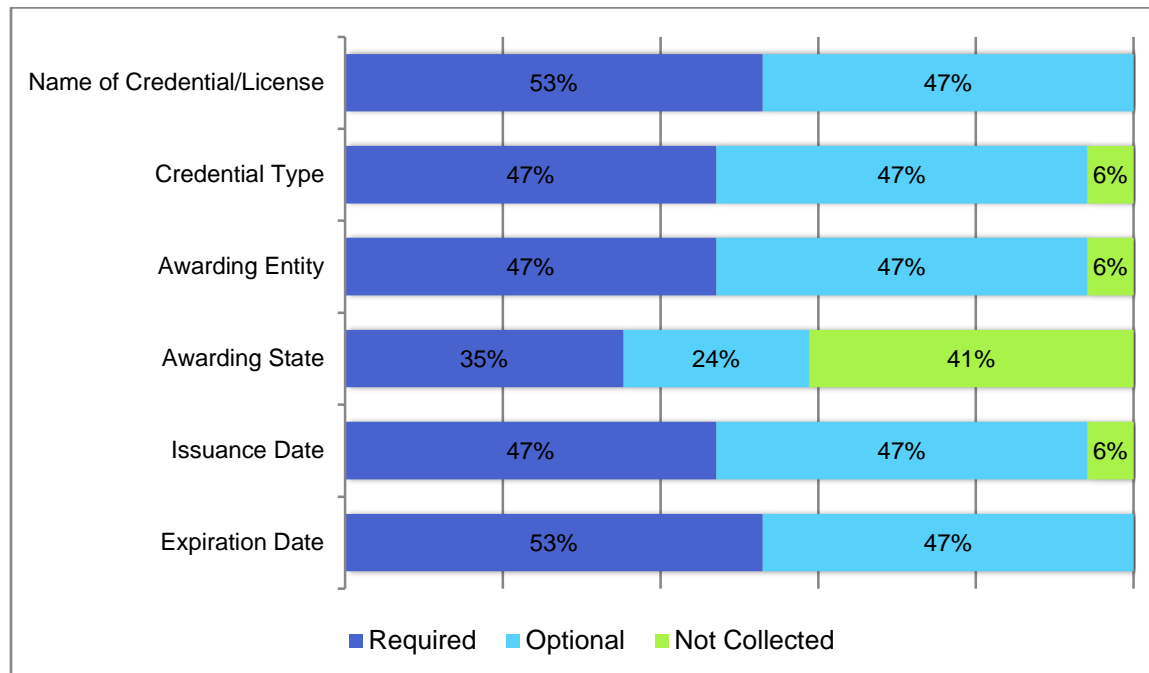
Figure 8 | Education Data Elements Collected by Registries



Professional Credentials

In addition to the education data registries collect, they also collect information on the professional credentials and licenses held by participants. Most track nationally-recognized credentials, in addition to state-specific credentials.

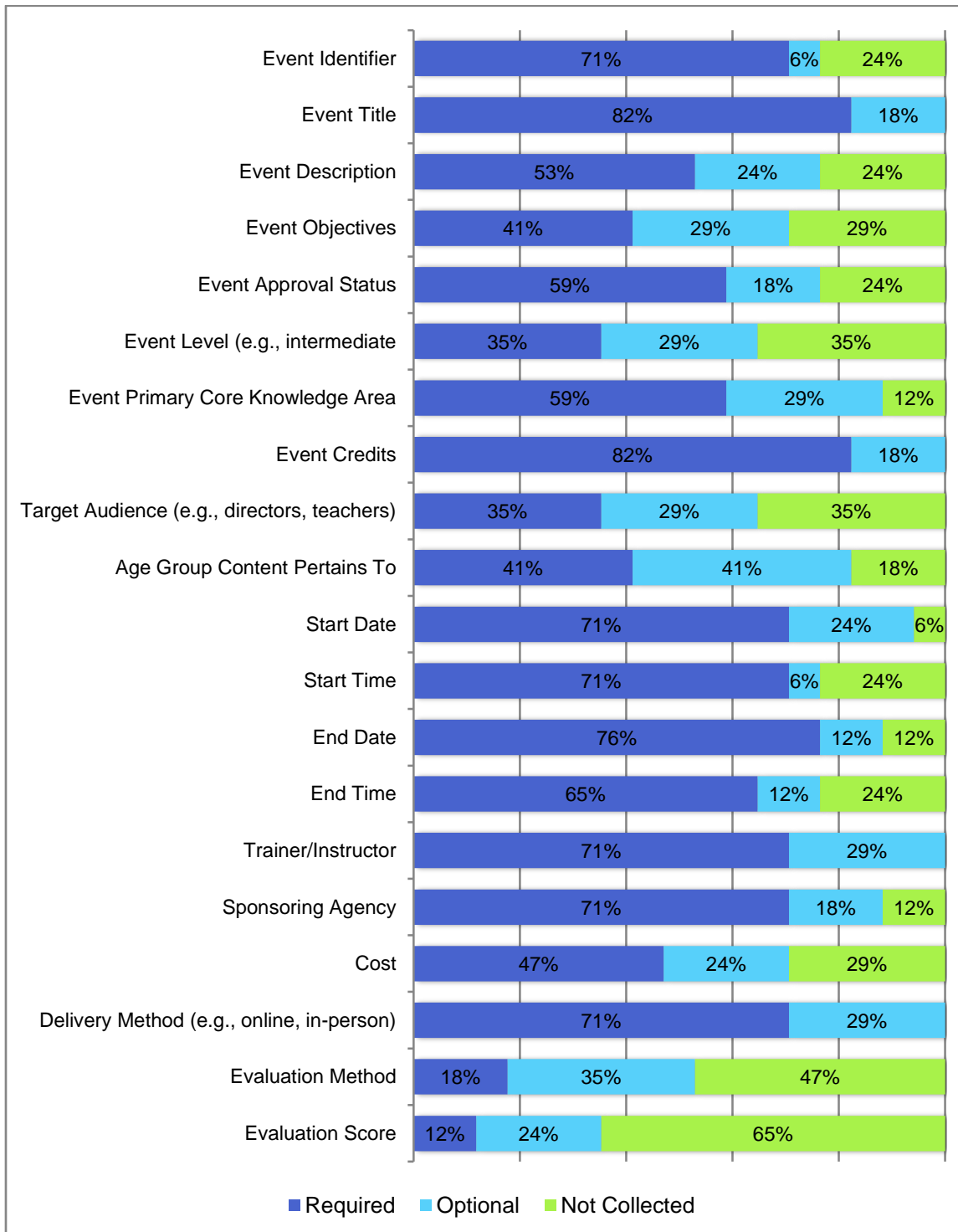
Figure 9 | Credential Data Elements Collected by Registries



Training Participation

All seventeen registries that replied to the question about whether they track information about the training events that participants attend replied that they track the data on an event-by-event basis. Because of this it is possible to examine the trainings attended by members of the school-age workforce by variables such as delivery method (e.g., in-person, online), event level (e.g., beginner, intermediate), and core knowledge area.

Figure 10 | Training Data Elements Collected by Registries



Other Professional Development Supports

Registries work as a part of the professional development systems in their states to either directly or indirectly support other initiatives, such as training calendars and scholarship programs. However, these supports do not always include options for the school-age workforce,

Degree Program Listings and Training Calendars

Nine maintain an online database or directory of college degree programs and just over half note that they include both ECE and school-age degree programs. The remaining registries include only ECE degree programs.

Substantially more registries maintain an online training calendar and the majority of those include trainings relevant to both ECE and school-age professionals. In fact, 60 percent of registries in the survey have an online training calendar that can be searched by individuals wanting to find training specific to school-age.

Financial Supports

Three-quarters of registries responding to the survey indicated that either they manage a scholarship program or that there is one within their larger professional development system. Half of those registries noted the scholarship programs are for both ECE and school-age professionals, or that there are separate programs that serve each audience. Wage supplement programs were not as common in the states surveyed and of the 3 registries that have them, just 2 include the school-age workforce.

School-Age Workforce Characteristics

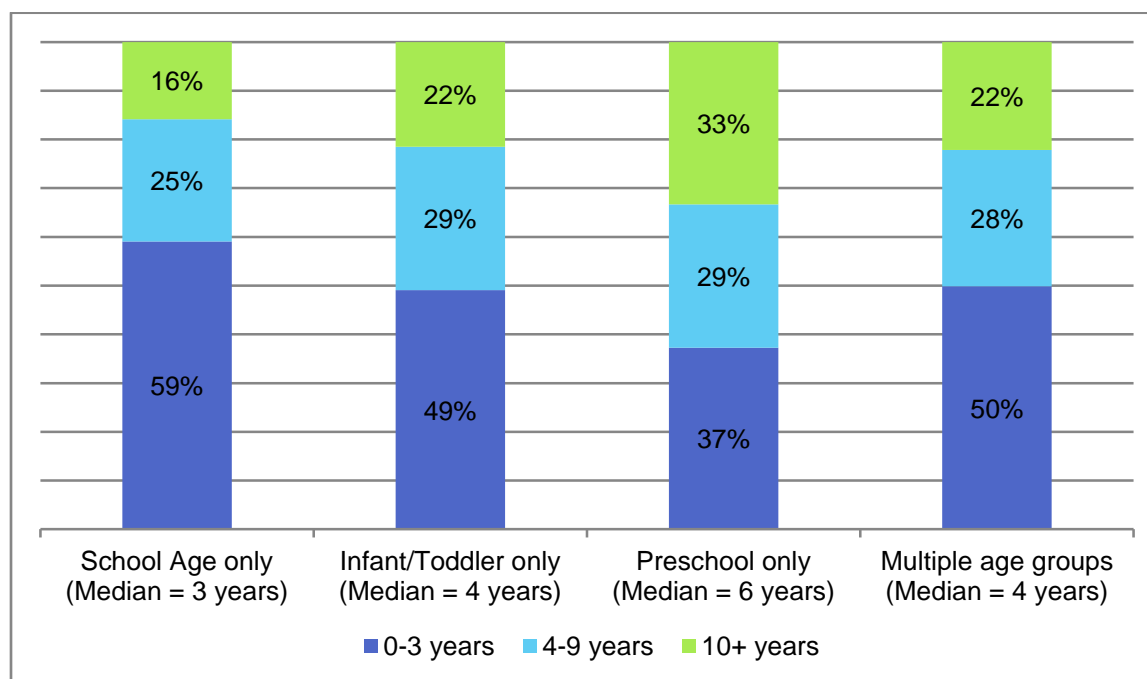
Every two years, the National Workforce Registry Alliance creates a data set from contributing registries that have been approved through the Alliance Partnership Eligibility Review (PER) process. PER approval is an indicator of quality assurance and signifies that a registry's policies, procedures, and data practices meet the standards held by the Alliance. There were 11 registries contributing 168,772 records to the 2017 dataset. Analyses were conducted on the subset of data representing individuals who reported working with school-age children.

Across the data contributed by the 11 participating registries, 34 percent of registry participants reported having direct contact with the school-age population, but only 7 percent worked exclusively with school-age children.

Years of Experience

Lead teachers in center-based programs who work only with school-age children have less experience than those serving other age groups, but they also tend to be younger than their colleagues.

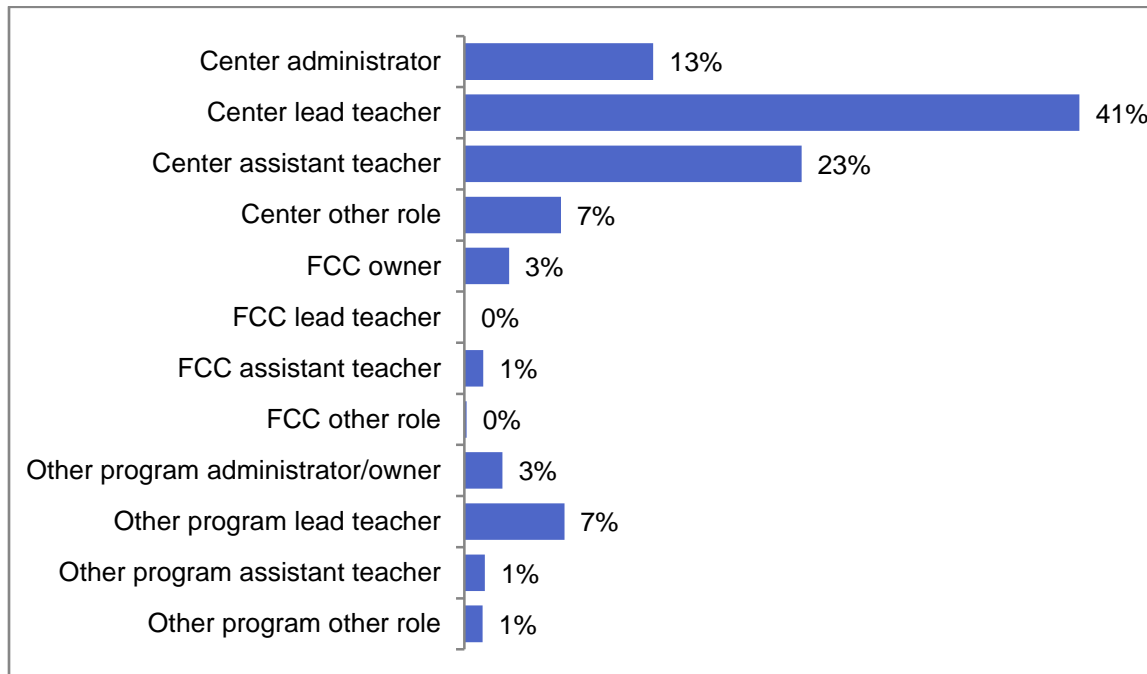
Figure 11 | Center Lead Teachers Total Years of Experience by Age Group Served



Employment Characteristics

The majority of school-age only participants within the 2017 Alliance dataset worked in center-based programs (83 percent), followed by 12 percent in “other” programs and the remaining 5 percent in family child care homes. The most common job role reported by this population was center lead teacher.

Figure 12 | School-Age Only Participants by Role



School-age participants in contributing registries worked fewer hours per week and months per year than their colleagues who worked with infants, toddlers, and preschoolers.

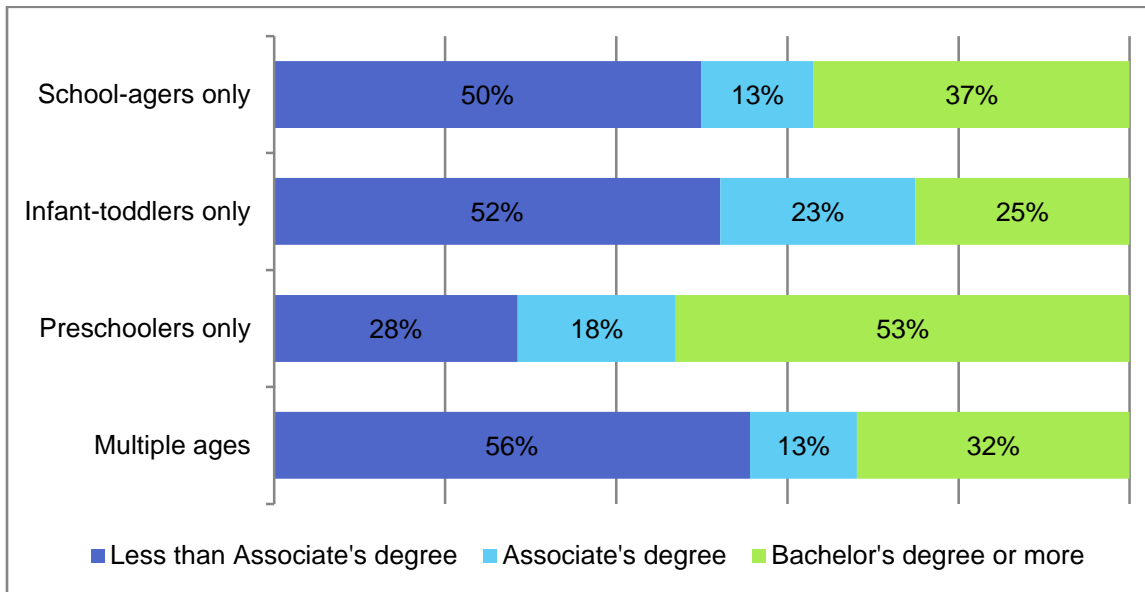
Table 1 | Work Schedules by Age Group Served

Age Group Served	Hours Worked per Week	Months Worked per Year
Infants/Toddlers Only	35.3	11.3
Preschool Only	33.9	10.8
School-Age Only	28.2	10.3
Mixed Age Groups	36.0	11.3

Education and Wages

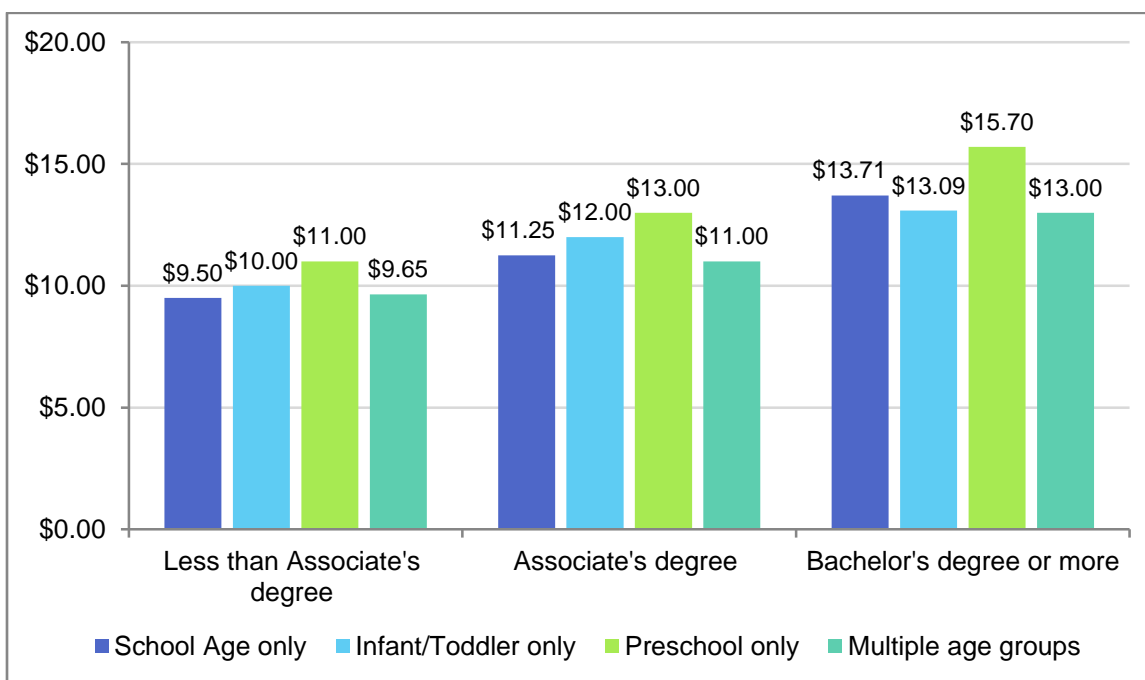
School-age professionals have higher levels of education than their counterparts teaching infants and toddlers, but less than those teaching preschoolers. Half of the center-based lead teachers in the 2017 Alliance dataset have earned an associate’s degree or higher, with a full 37 percent having attained at least a bachelor’s degree.

Figure 13 | Center Lead Teacher Highest Level of Education by Age Group Served



Predictably, wages vary based on level of education. Comparing the school-age workforce to colleagues teaching younger children, however, reveals some interesting variations. For center lead teachers with an Associate’s degree or less, those who work only with school-age children have the lowest wages. However, those with a Bachelor’s degree or higher have wages that are higher than professionals working with infants and toddlers, but still not as high as those working with preschoolers. This may be in part due to a number of school-certified teachers who work in out of school-time programs.

Figure 14 | Center Lead Teacher Wages by Highest Level of Education and Ages Served



Conclusion

While most workforce registries are inclusive of the school-age workforce, participation by those professionals is often minimal. One reason is that there have not been the same policy levers to encourage participation that there have been for the early childhood education workforce, such as licensing regulations and QRIS. In addition, school-age professionals may not readily see themselves as part of state career lattices, as they are often based on training and coursework in early childhood education. This likely is due to the fact that degrees related to afterschool are varied and less defined as those related to ECE. Less than one-quarter of registries we surveyed for this report are able to categorize degrees as “School-Age”, but nearly three-quarters can categorize degrees as “ECE.”

Given the current limitations, workforce registries are poised to be a valuable source of data for the school-age workforce and related policy organizations. A key to enhancing the value of the data registries can provide is to increase school-age professionals’ participation. The Alliance is committed to continuing to support registries in their collection and analysis of data related professionals in afterschool programs and look forward to future conversations that will lead to a better understanding of the characteristics of the school-age workforce.

Appendix A:

Variations in State-Specific School-Age Credential Requirements

	Credential Name	Training/Coursework in School-Age	Work Experience	Candidate Observation or Supervision	Additional Notes
Florida	School-Age Child Care Professional Credential	120 training hours	480 hours	On-site observation	Portfolio submission
Illinois	Gateways to Opportunity School-Age and Youth Development Credential – Level 1	48 training hours			
	Gateways to Opportunity School-Age and Youth Development Credential – Levels 2-5	Lvl 2 – 6 semester hrs Lvl 3 – 9 semester hrs Lvl 4 – 18 semester hrs Lvl 5 – 30 semester hrs	200 hours (Level 2) to 1,000 hours (Level 5)	On-site observation or supervised experience (e.g., practicum)	Additional general college coursework or degrees required at Levels 3+
Maine	Youth Development Credential I	135 training hours		On-site observation	Portfolio submission
Michigan	School-Age Youth Development Credential	120 training hours	480 hours	3 hour program observation	
Pennsylvania	School-Age Professional Credential	Competency demonstration		On-site observation	Portfolio submission
Wisconsin	Afterschool & Youth Development Credential	12 college credits			