North Carolina Early Childhood/School Age Workforce Registry

Final Report and Recommendations

NOVEMBER 2021

PUBLIC CONSULTING GROUP

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EXECUTIVE SUMMARY

At the start of 2021, North Carolina (NC) was one of only nine states without a formal Early Childhood/School Age (EC/SA) Workforce Registry. As of the date of this report, NC is now one of only seven states without an EC/SA Workforce Registry system, emphasizing that the national landscape is ever evolving around the implementation of registries across the county. Of these seven states, at the time of this report, two are releasing a Request for Proposals and one state is beginning exploratory efforts for requirements gathering.

Although NC does have multiple systems that support the early care and education (ECE) field (e.g., Licensing, Quality Rating Improvement System (QRIS), Child Care Resource and Referral (CCR&R) services, T.E.A.C.H., WAGE$, Smart Start, and NCWorks), these systems do not interface with one another nor provide real time data about the early childhood workforce. The availability of real time data is critical across today's system of early care and education in setting policy, understanding workforce trends and needs, and knowing where service gaps exist so targeted interventions and equitable access can be ensured for all children and families.

Additionally, having data collection mechanisms in silos makes it very challenging to understand what data is being collected and reported across these systems. This duplication of effort creates a great deal of administrative burden as members of the workforce are called upon to repeatedly provide the same or similar information to multiple systems. These siloed systems also create administrative burden on the various systems, programs, and groups who rely on current workforce data to drive decision making or investments.

According to the National Workforce Registry Alliance, workforce registries across the country exist to provide resources and data-related support to the workforce, to outline standards of quality for workforce data systems, and to strengthen the ECE systems through enhancing quality. The COVID-19 pandemic has emphasized the critical importance of child care nationally and has demonstrated the need for state agencies to be able to communicate critical health and safety information with the ECE workforce during an emergency.

Since Child Care Services Association (CCSA) has a long history of data collection, research and advocacy, and direct contact with the ECE workforce, CCSA was well positioned to support the research team at Yale University's Child Study Center. By participating in the largest ECE workforce study performed to date (COVID-19 Transmission in US Child Care Programs), CCSA supported Yale's team with reaching thousands of NC child care providers in 2020. It is wonderful NC was able to include the voice of many educators. However, due to lack of contact information for providers there were still many that were not able to be reached. Much of the workforce data collected from many other states participating in this study was able to be pulled directly from states' EC/SA registry systems.

The need for and importance of having a system-wide EC/SA registry in NC is also addressed in the Leandro 2021 Action Plan. The plan notes that a comprehensive and reliable early childhood data infrastructure is a crucial component of a strong system of high-quality early care and education for children. The report further outlines an action step of developing and implementing a real-time workforce data system that supports building a pipeline of early childhood educators. The implementation of a real-time data repository will drive equity-based systems change to better support the early childhood/school age workforce.

Through a grant provided by the Z. Smith Reynolds Foundation, Child Care Services Association (CCSA) contracted with Public Consulting Group LLC (PCG) in early 2021 to assist with gathering key insight from the ECE workforce and various stakeholder groups in NC regarding the potential future implementation of a statewide EC/SA Workforce Registry/Early Childhood Workforce Data System. This scope of work included:

- Working with stakeholders, the state of NC, and the licensed child care community to understand the gap in EC/SA workforce data and create buy-in for the registry across the child care industry.
- Engaging with state agencies, advocacy/partner organizations, funders, child care owners, directors, providers and other state registry directors through focus groups, interviews, and a survey, collecting important information to shape the design of the registry system.
- Developing a report and recommendations for next steps for the EC/SA registry system in NC.

Throughout the stakeholder engagement efforts of this project there was overwhelming support for the implementation of an EC/SA workforce registry in NC, as represented with quotations from participants:

"It will allow all employee info to be kept in one place allowing employee and employer to easily access."
                        - NC Early Childhood Educator

"A registry in which administrators could access employee information such as educational qualifications and continuing education hours would be very helpful."

                        -Program Administrator

Full data results of the stakeholder engagement can be found in the Methodology section of this report.

With new funding available to states through the American Rescue Plan Act, NC has an exciting opportunity to utilize these funds to implement a real-time integrated data repository that can create sustainable statewide systematic change and would inform policy efforts about equity in the workforce, achieving impactful change for thousands of ECE providers who care for NC's children.

The following key recommendations are summarized from the full report*:

- **Recommendation A:** Move into the Design Phase
- **Recommendation B:** Convene an Advisory Committee
- **Recommendation C:** Develop a Statewide Communication and Marketing Plan
- **Recommendation D:** Carefully Consider Where the EC/SA Workforce Registry Operations Live
- **Recommendation E:** Ensure Mandatory Participation in the Registry

Full descriptions of each recommendation can be found in the Recommendations Section of this report.

Not only will data collected from the registry prove to be important to the state, but it will allow NC to participate in the national EC/SA workforce data pool that informs federal policy on young children. This ensures that NC's voice is among those heard nationally.

BACKGROUND

An early childhood workforce registry is a data repository that stores and tracks several data sets about the demographics, professional development, degree attainment, and employment status of the ECE workforce. The absence of reliable data allows anecdotal information and bias to drive policy decisions. According to The Center for the Study of Child Care Employment at the University of California, Berkeley, "without quality data, it is impossible to answer key policy questions, much less develop estimates of the level of public funding needed to recruit and retain a qualified ECE workforce."[1] Gathering this data is crucial as it tells the story of who is employed in EC/SA work, where they work, what they earn, and their demographics. Gathering, analyzing, and understanding this data can support the statewide conversations and systemic changes that need to occur to support equity in the ECE workforce and advance current workforce and quality initiatives that impact the children of NC.

States implement registries for many reasons, including understanding the characteristics of the ECE workforce, analyzing the data to identify trends that need further research or investment, tracking training and professional development, monitoring placement on a state's career ladder, produce data reports to educate policy makers, and promoting new initiatives that support the workforce.

Without reliable data, the needs of early educators are often invisible to policymakers.

According to the [National Workforce Registry Alliance](), below are some current insights regarding registries across the nation and the landscape of national registry systems:

- ECE & school age workforce registries exist in 45 states and the District of Columbia (DC).
- Registry participation is mandatory in 28 states.
- Seventeen (17) states have Partnership Eligibility Review (PER) Quality Recognition for meeting data collection standards and contributing to a growing national workforce dataset (23 states by 2023).
- The state and national datasets can inform us on workforce indicators related to availability, education, training, wages, benefits, languages, race, and ethnicity.

As stated in the National Workforce Registry white paper, [_The COVID-19 Crisis Reaffirms the Importance of Workforce Registries_]()[2], the National Workforce Registry Alliance (NWRA) coordinated with many state ECE registries and Yale University to provide a direct feedback loop to the field and policy makers on COVID-19 related indicators for transmission, as well as the impact of the pandemic on the workforce. Researchers were able to survey 57,000 child care providers representing all 50 states along with Washington, DC, and Puerto Rico, due to access to several states' registries. In under two weeks, data was able to be collected utilizing state registry systems resulting in one of the largest early childhood workforce studies ever conducted. This study showed the critical value registry data can provide to inform national research and policy, supporting the coordination of critical information within brief time periods to and from the field. Although North Carolina (NC) was not able to participate in the study

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[1] https://cscce.berkeley.edu/workforce-index-2020/wp-content/uploads/sites/2/2021/05/Workforce-Data_2020-Index.pdf

[2] National Workforce Registry Alliance (NWRA). (n.d.) _The COVID-19 Crisis Reaffirms the Importance of Workforce Registries._ Internal NWRA document: unpublished.

through a statewide early childhood workforce registry, CCSA leveraged their long history of data collection, research and advocacy, and direct contact with the early childhood workforce, to support the Yale research efforts. Though the reach was not as broad as it could have been, CCSA's data enabled NC to participate in this seminal research effort.

According to the National Workforce Registry Alliance's white paper, *What is an Early Childhood/School Age Workforce Registry?*[3], registries provide crucial infrastructure and live data to the ECE workforce and quality improvement initiatives across the country. Registries are an information system for the early childhood and afterschool workforce that:

- Promote professional growth and development.
- Capture real time data about early childhood and afterschool practitioners in a variety of roles.
- Are based on state career level (or ladder) systems that provide a framework for professional development.
- Place individuals on a career level based upon verified educational information
- Recognize and honor professional achievements of the early childhood and afterschool workforce.
- Inform policymakers and partners.
- Offer a mechanism to reach early educators quickly and efficiently.

At the start of 2021, North Carolina (NC) was one of only nine states without a formal Early Childhood/School Age (EC/SA) Workforce Registry. As of the date of this report, NC is now one of only seven states without an EC/SA Workforce Registry system, emphasizing that the national landscape is ever evolving around the implementation of registries across the county. Although NC does have multiple systems that support the EC/SA field (e.g., licensing, QRIS, CCR&R services, T.E.A.C.H., WAGE$, Smart Start, NCWorks), these systems do not interface with one another. Having these data collection mechanisms in silos makes it very challenging to understand what data is being collected and reported across these systems. This duplication of effort creates a great deal of burden on professionals to be repeatedly providing the same or similar information to multiple systems and it creates administrative burden on the various systems, programs, and groups that rely on current workforce data to drive decision making or investments.

Planning for this registry is very important as it will position NC to bring individual and aggregated real-time data about early childhood and school age educators' education, credentials, work locations, and demographics into one place. Having one integrated system in which all ECE workforce data can be housed will decrease the burden and frustration educators and programs currently face having to input data in different places/systems. Because NC is often recognized as a leader in ECE, the lack of a statewide integrated workforce registry is a long-standing need. Once complete, not only will the data prove important to the state, but it will allow NC to participate in the national EC/SA workforce data pull (Partnership Eligibility Review or PER), through the National Registry Workforce Alliance that informs federal policy on young children.

In early 2021, Child Care Services Association (CCSA) contracted with Public Consulting Group LLC (PCG) to assist with gathering key insight from the early childhood education and

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[3] National Workforce Registry Alliance (NWRA). (n.d.) *What is an Early Childhood/School Age Workforce Registry?* Internal NWRA document: unpublished.

care (ECE) workforce and ECE stakeholder groups in North Carolina regarding the potential future implementation of a statewide Early Childhood/School Age (EC/SA) Workforce Registry/ Early Childhood Workforce Data System. This scope of work included:

- Working with stakeholders, the state of NC, and the licensed child care community to understand the gap in EC/SA workforce data and create buy-in for the registry across the child care industry.
- Working with state agencies, advocacy/partner organizations, funders, child care owners, directors, providers and other state registry directors through focus groups, interviews, and a survey, collecting important information to shape the design of the registry system.
- Developing a report and recommendations for next steps for the EC/SA registry system in NC.

PCG recommended that this work occur through four task areas: Frame Up, Prepare, Facilitate, and Design. PCG was funded to support the first three phases.

FIGURE 1 PROJECT IMPLEMENTATION PHASES

PCG brings many years of experience and subject matter expertise in similar engagements supporting the early care and education workforce and collecting program and system requirements to support an EC/SA Workforce Registry. PCG understands that too often, innovations or initiatives taken to scale fail to affect change in meaningful and sustainable ways because the design unsuccessfully fits the realities of the workforce or the system, or sufficient details were not gathered on the front end of the engagement. PCG's approach reflects an iterative process with project leadership and stakeholders and includes thoughtfully guided discussions, intentional focus on known and potential issues central to registry work, and a conceptual framework designed to address challenges with scalability and successful implementation.

The following section will discuss the methodology for this work.

METHODOLOGY

To understand the current landscape related to early childhood education workforce data collection efforts and needs, PCG's team designed a 3-part study to gather key insights and data from identified stakeholders and subject matter experts. PCG's approach included the hosting of virtual **focus groups**, administration of online **surveys,** and facilitation of subject matter expert one-on-one **interviews**.

FIGURE 2 CURRENT LANDSCAPE IN NORTH CAROLINA
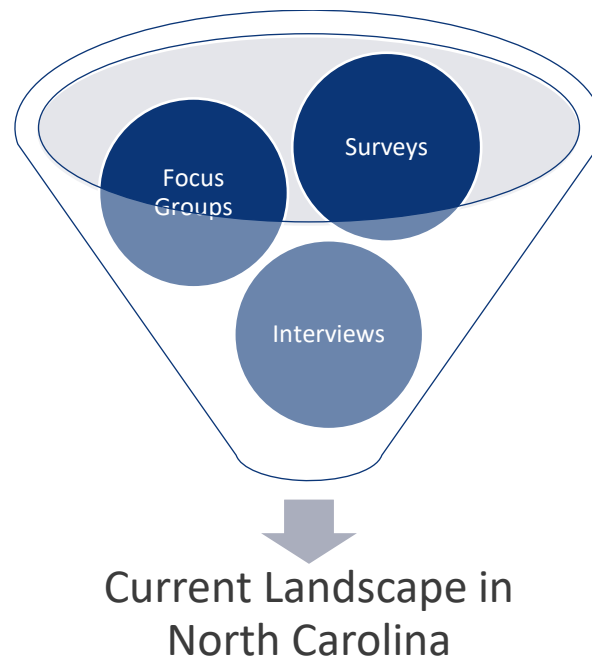
FOCUS GROUPS

Focus groups began on March 17, 2021 and concluded on August 28, 2021. Potential participants were named by CCSA and contacted by PCG's team to share availability for focus group participation. Participants were emailed a Doodle Poll and submitted their availability within a given time frame. The PCG team reviewed the availability and chose the days/times for groups that were the most favorable.

A total sample size of 75 participants across 10 focus groups were held with nine sub-groups. The table on the following page shows the breakdown of the samples per sub-group.

TABLE 1 FOCUS GROUP PARTICIPANTS BY SUB-GROUP

Group #	Sub-population	#
1	CCSA Staff	13
2	Funders	5
3	Higher Education Personnel	12
4	Partner Organizations	11
5	State Leadership	4
6	Smart Start Leadership	6
7	Child Care Providers/Directors	4
8	Regional Managers/Directors	3
9	Technical Assistance Providers - Group 1	8
10	Technical Assistance Providers - Group 2	9
	Total Participants	**75**

The focus groups included two parts. The first part of the focus group, which typically lasted between 20-30 minutes, was **knowledge sharing** about what a registry is and how it plays a role in other states, to gain a shared understanding. The second part of the focus group, which typically lasted 30-40 minutes, was a **semi-structured question and answer session,** designed to collect qualitative data.

The questions for each focus group sub-group varied slightly based on the role that group played in the larger ECE System in North Carolina. The following table lists the questions asked during each focus group.

TABLE 2 FOCUS GROUP QUESTIONS BY PARTICIPANT SUB-GROUP

Questions	Sub-group								
	CCSA	Funders	Higher Education	Partner Organizations	State Leadership	Smart Start Leadership	Child Care Providers/Directors	Regional Managers/Directors	Technical Assistance Providers
Where do you feel there are gaps? How do you feel this work could be integrated into a registry system?	X	X	X	X	X	X	X	X	X
How would you like to see your program interfacing with data collected from the registry?	X	X	X	X	X	X	X	X	X
What else are you wondering about, feeling unsure about or feel that you would like/need to know about bring the EC/SA Workforce Registry to NC?	X	X	X	X	X	X	X	X	X
What data do you think should be collected in the NC Early Childhood Workforce Registry?	X		X	X	X	X	X	X	X
Please share your thoughts on which roles in the EC/SA Workforce could be included in a workforce registry.	X		X	X		X	X	X	X
The National Workforce Registry Alliance has a system where aggregate data from states can be analyzed and used for national policy work. How can NC benefit if our data were included?			X	X	X	X			X
How do you see the registry being useful to your work in NC?				X		X	X	X	X
Where is current early childhood workforce data is coming from?		X	X		X				
What state/federal reports are you needing to complete and what information is needed for them that the workforce registry data could be used to provide this information?	X				X				
Do you have any ideas of what resources will be needed at your agency to support this?	X				X				
What type of agreement do you have or need to have to make it possible to share data covered under Family Educational Rights and Privacy Act (FERPA)?			X		X				
How do you think an EC/SA registry could support CSSA's workforce efforts?	X								
What are some key priority funding areas that you support?		X							
What specific answers do you want to get from the registry data about the workforce?					X				

The overarching goal of the focus groups was to answer the following research questions:

1. What is the current knowledge and understanding of an EC/SA Workforce Registry in North Carolina?
2. What are the current EC/SA Workforce data gathering practices in North Carolina across the larger ECE System?
3. What are the major gaps in EC/SA Workforce data gathering practices in North Carolina across the larger ECE System?
4. How do stakeholders feel an EC/SA Workforce Registry could support them and the ECE field?

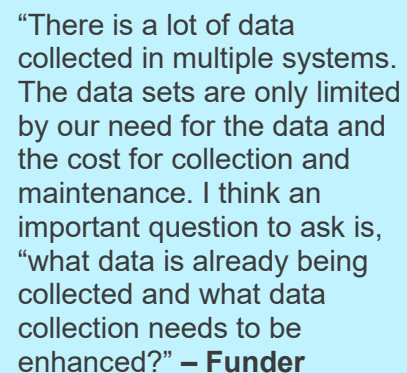The findings and results are organized by research questions below.

1. What is the current knowledge and understanding of an EC/SA Workforce Registry in North Carolina?

In the first part of the focus group facilitation, PCG's team spent 20-30 minutes explaining what an EC/SA Workforce Registry is and its use in other states. During this time, many participants noted their limited knowledge and understanding of a registry. Only two participants (<1%) across all focus groups expressed their experience working in a registry in other states. Both participants noted their appreciation for the registry in their former state.

Findings suggest a large-scale lack of cohesive knowledge and understanding of the "what", the "why", and the "how" of an EC/SA Workforce Registry.

2. What are the current EC/SA Workforce data gathering practices in North Carolina across the larger ECE System?

At least one participant in each of the 10 focus groups noted the various methods in which data is being collected both statewide and internally. Many participants stressed that the data that was being collected was good data but lacked integration and accessibility. Participants noted a key value of a registry would be to serve as the central location that compiles data currently being collected to mitigate the current challenges of siloed data collection. Additionally, participants mentioned that, while good data was being collected, it was not always available to all ECE stakeholders, which makes data-driven decision making difficult.

"There is a lot of data collected in multiple systems. The data sets are only limited by our need for the data and the cost for collection and maintenance. I think an important question to ask is, "what data is already being collected and what data collection needs to be enhanced?" **– Funder**

3. What are the major gaps in EC/SA Workforce data gathering practices in North Carolina across the larger ECE System?

Similar to findings in above, two major themes emerged in answering this research question:

1. Quality data gathering practices are either not true real-time data or are not accessible to all.
2. A lot of data is gathered for a variety of reasons across the State, but it is not centralized or comprehensive.

> "… think of the value of complete, cohesive information, which will allow us to identify/quantify problems that we hear about anecdotally. Having cohesive data allows us to speak with a unified voice." **– State Leadership**

Having out-of-date data or leveraging data through stale collection methods lacks the benefit of capturing data and has created a gap in the NC ECE system. Real time data and continuously updated data collection methods are critical to ensuring accurate and timely data that can provide ECE system leadership and stakeholders with the information they need to make data-driven and informed decisions.

In addition to this, participants listed out the data they would find useful to help make data-driven decisions. These data include:

- Professional development participation
- Educational history
- Credential/certification attainment
- Demographics
- Employment history (prior roles & workplaces)
- Background checks
- Participation in initiatives (T.E.A.C.H, WAGE$, etc.)

> "Knowing the penetration of our programs in a particular area is something I truly cannot assess." **– CCSA Staff**

4. How do stakeholders feel an EC/SA Workforce Registry could support them and the ECE field?

While there were some concerns about implementation and logistics, every focus group concluded with a shared belief in the benefit of an EC/SA Workforce Registry.

Participants shared a variety of reasons as to how a registry could support them. These reasons ranged from streamlining licensing practices to being able to make more thoughtful decisions around policy and investment.

> "Not only will it make it easy to make sure that we're in compliance, but that our teachers are getting the training that's required so that we know we are doing what's right for children."
> – Director

Overall, the responses were routed in one shared goal: making the ECE System in North Carolina better and more responsive to its workforce needs.

The following additional quotes from participants speak to this overarching theme:

"I would love to be able to look regionally or county by county aggregate data about the workforce and looking at the supply and demand to do some focused work." **– Technical Assistance Provider**

"Making sure these critical members of society are paid a living wage: what their value and worth is… This could help how us better advocate for better wages for these individuals." **– Partner Organization**

"Having the registry would be a helpful to provide the data you need to get the support from the legislature and to tell a statewide story." **– Funder**

"It would be helpful… to know a little bit about system level needs. Where are the people working, where are the needs? This sort of data would be really helpful so we can fine tune our training programs and advise our students/graduates about potential future positions." **– Higher Education Personnel**

📋 SURVEYS

PCG launched two surveys from June 1 – June 18, 2021. The two surveys were designed to gather key data from two populations within the ECE workforce: (1) Program Administrators and Early Educators (see **Appendix A**) and (2) General Early Education and Child Care Stakeholders (see **Appendix B**).

Key Findings

The following key findings were of significance:

- **79% of Program Administrators/Early Educators** indicate their interest in participating in a NC EC/SA Workforce Registry.
- The most common workforce data that would be helpful for Program Administrators and Early Educators to access are **credentials and educational records** (N=240; 78%) and **training and professional development participation** (N=236; 77%).
- Similarly, ECE Stakeholders indicated the most useful data a registry can provide is **credentials and certifications** (N=93; 93%) and **educational attainment/degrees** (N=80; 80%).
- ECE Stakeholders indicated the most important gap a registry can fill is **easy access to information** (N=41; 42%).

Survey Methodology

CCSA and PCG chose to conduct a cross-sectional survey, designed to collect data, and make inferences about ECE workforce at the current point in time[4]. PCG drafted the survey instruments to capture qualitative information on perceptions and perspectives of an EC/SA Workforce Registry. The draft surveys were presented to CCSA for review. After final approval, the surveys were built into an online survey collection tool, Alchemer, which served as the primary tool for gathering completed surveys.

Data Collection and Sampling Method

The surveys officially launched on June 1, 2021 and ran through June 18, 2021. The target populations were initially notified via email and snowball sampling allowed for peers across the ECE sector in NC to share and promote the survey. Snowball sampling occurs when a pool of participants is generated through referrals made by individuals within the target population and initial sample[5].

Data Cleanup and Analysis

Once the surveys were concluded, PCG exported the survey results from our online tool on June 21, 2021 and worked to "clean" the data into a usable format in Microsoft Excel. We also worked to determine the threshold to which a survey would be included in the analysis if it were a partial response, which hinged on a response including, at minimum, the mandatory questions

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[4] Lavrakas, P. J. (2008*). Encyclopedia of survey research methods*, *1*. Sage Publications, Inc. doi: 10.4135/9781412963947

[5] Frey, B. (2018). *The SAGE encyclopedia of educational research, measurement, and evaluation* (Vols. 1-4). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781506326139

within each survey. An initial review of the findings was shared with CCSA during a peer debriefing session to support analytic triangulation through a discussion of the tenor, flow, and resulted findings of the survey[6].

1. Program Administrator and Early Educator Survey Findings

DEMOGRAPHICS

RESPONSE RATE: TOTAL
Overall, PCG collected a total sample for program administrators and early educators of 306 usable responses. Of the 306 responses, 15 substantial partials were included for analysis as the participants of these surveys completed the minimum of the 7 required questions in the survey.

TABLE 3 PROGRAM ADMINISTRATOR AND EARLY EDUCATOR SURVEY: TOTAL RESPONSE RATE

Status	#	%
Complete	291	95
Substantial Partial*	15	5
Grand Total	**306**	**100%**

Substantial partials include responses with all of the 7 required questions answered.

RESPONSE RATE: YEARS IN THE FIELD
Most respondents indicated they have been in the field for 20 or more years (n=147; 48%) and the second highest response rate is from those within the 10–19-year range (N=86; 28%).

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[6] McMahon, S.A. & Winch, P.J. (2018). Systematic debriefing after qualitative encounters: An essential analysis step in applied qualitative research. *BMJ Global Health 3*(5). http://dx.doi.org/10.1136/bmjgh-2018-000837

FIGURE 3 PROGRAM ADMINISTRATOR AND EARLY EDUCATOR SURVEY: RESPONSE RATE BY YEARS IN THE FIELD

RESPONSE RATE: PROGRAM TYPE

Most respondents indicated their program type to be center-based (N=208; 70%) with the second most frequent program type being Family Child Care (N=46; 15%).

TABLE 4 PROGRAM ADMINISTRATOR AND EARLY EDUCATOR SURVEY: RESPONSE RATE BY PROGRAM TYPE

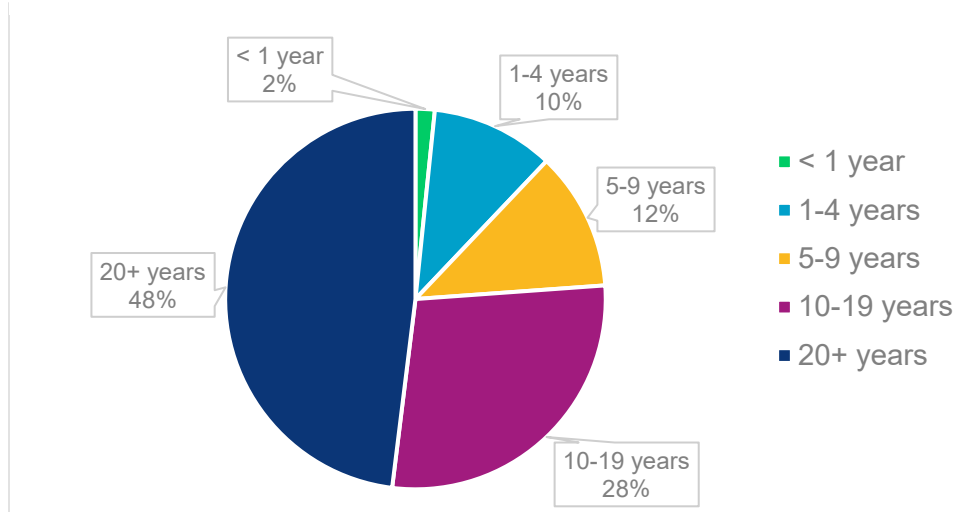| Program Type	Complete	Substantial Partial*	Total
Center-based (includes programs with Out of School Time)	197	11	208
Family Child Care	43	3	46
Not applicable	2		2
Other - Write In (Required)	9		9
Out of School Time (OST) only	2		2
School-based Pre-K	29	1	30
Head Start/EHS	6		6
NC Pre-K	3		3
Grand Total	**291**	**15**	**306**

Substantial partials include responses with all of the 7 required questions answered.

RESPONSE RATE: LOCATION

Half of the respondents indicated their program location to be rural (N=154; 50%). Suburban and urban responses were relatively similar in response rates of 26% (suburban) and 24% (urban).

TABLE 5 PROGRAM ADMINISTRATOR AND EARLY EDUCATOR SURVEY: RESPONSE RATE BY LOCATION

Response	#	%
Rural	154	50%
Suburban	80	26%
Urban	72	24%
Grand Total	**306**	**100%**

RESPONSE RATE: PROGRAM BUSINESS MODEL

Most respondents indicated their program business model to be private/small businesses (N=128; 42%).

TABLE 6 PROGRAM ADMINISTRATOR AND EARLY EDUCATOR SURVEY: RESPONSE RATE BY PROGRAM BUSINESS MODEL

Response	#	%
Private/small business	128	42%
Non-profit	60	20%
State/Local Funded Pre-K	28	9%
Faith-Based	26	8%
Head Start/Early Head Start	24	8%
Corporate/Franchise (ex. KinderCare, Goddard)	20	7%
Other - Write In (Required)	13	4%
University Based	4	1%
Not applicable	3	1%
Grand Total	**306**	**100%**

RESPONSE RATE: ROLES

The two most reported roles of participants for this survey were program administrators (N=187; 61%) and center-based early educators (N=128; 42%). Center-based educators include Head Start/Early Head Start educators.

TABLE 7 PROGRAM ADMINISTRATOR AND EARLY EDUCATOR SURVEY: RESPONSE RATE BY ROLES

| Response (N=306)	#	%
Administrator/Program Director/Supervisor	187	61%
Center-Based Early Educator	128	42%
Family Child Care Provider	41	13%
Curriculum/Program Coordinator	28	9%
School Age/Out of School Time Educator	28	9%
Other - Write In	17	6%
Substitute	9	3%

This is a multi-select question allowing participants to select all answers that were applicable to their role. As such, the % column will not add up to 100%.

WORKFORCE REGISTRY AND DATA QUESTIONS

WHAT TYPES OF PROGRAM AND WORKFORCE DATA WOULD BE HELPFUL FOR YOU TO HAVE ACCESS TO THROUGH A CENTRALIZED DATA SYSTEM? (SELECT ALL THAT APPLY)

The top four data points respondents indicated would be helpful for them to access through a centralized data system were credentialing and educational records (N=204; 78%), training and professional development participation (N=236; 77%), First Aid and CPR Certifications (N=234; 76%), and other certifications (N=229; 75%). Fewer than 1% of respondents (.09%) indicated they do not work with data.

FIGURE 4 PROGRAM ADMINISTRATOR AND EARLY EDUCATOR SURVEY: HELPFUL DATA
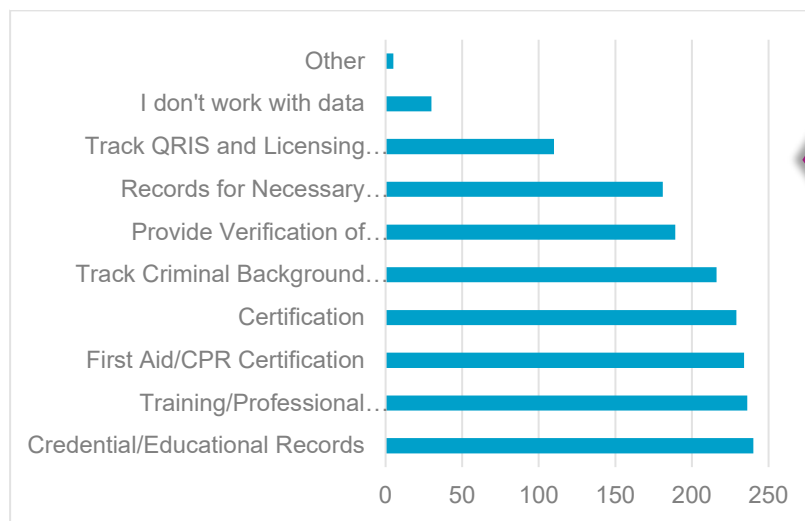
"A registry in which administrators could access employee information such as educational qualifications and continuing education hours would be very helpful."

-Program Administrator

IF NC IMPLEMENTS AN EC/SA WORKFORCE REGISTRY, WOULD YOU BE INTERESTED IN USING THE REGISTRY?

Most respondents (N=241; 79%) indicated their interest in using a registry in NC if one is to be implemented. 63 respondents (21%) indicated they were unsure of their interest in using a registry. Of those 63 who indicated their hesitation, 35% (N=22) stated they wanted more information. Other key themes from those who were unsure were concerns about time (N=6), data privacy (N=4), and cost (N=3).

FIGURE 5 PROGRAM ADMINISTRATOR AND EARLY EDUCATOR SURVEY: INTEREST IN A REGISTRY

Respondent Interest in Using the Registry

2, 1%
63, 20%
241, 79%

- Yes
- Not Sure
- No

"I feel this tool would be valuable. It could place information at the fingertips of administrators who are hiring teachers, and monitoring reports for licensing standards."

-**Program Director**
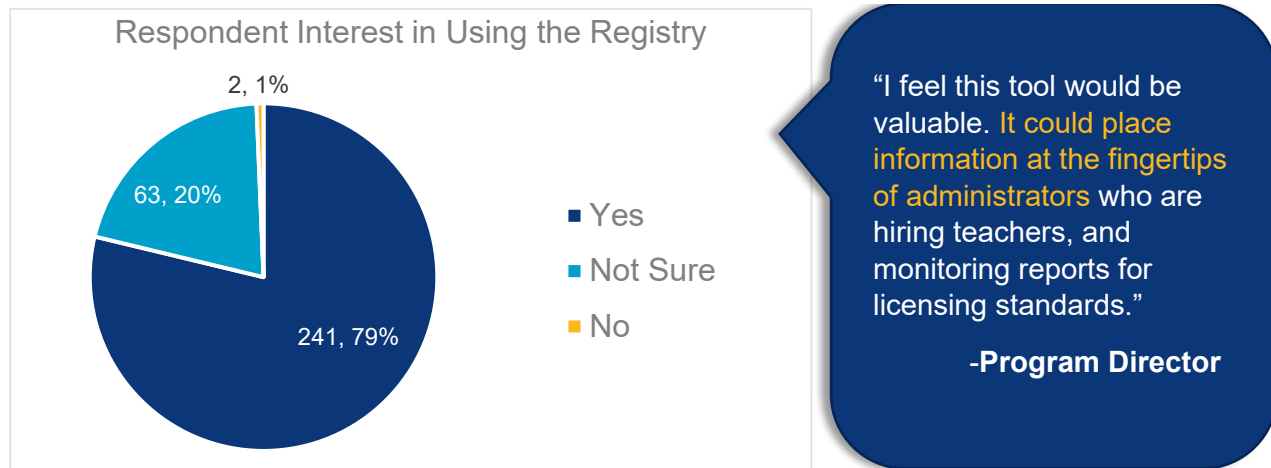
CONCERNS/BARRIERS

17% of respondents shared one or more concerns/barriers. Those who did not have any concerns or barriers to report were asked to input "N/A". The most common themes across the concerns/barriers were limited knowledge/understanding of a registry (N=14; 27%) and time and effort (N=6; 12%). Another top response was "N/A" (N=14; 27%).

TABLE 8 PROGRAM ADMINISTRATOR AND EARLY EDUCATOR SURVEY: CONCERNS AND BARRIERS

Themes (N=51)	#	%
Limited knowledge/understanding	14	27%
N/A	14	27%
Time/Effort	6	12%
Privacy/data	4	8%
Training and support	4	8%
Unsure of benefit	4	8%
Cost	3	6%
Impact on current process	2	4%

2. General Early Education and Child Care Stakeholder Survey Findings

DEMOGRAPHICS

RESPONSE RATE: TOTAL

Turning to the Stakeholder Survey, overall PCG collected a sample of 100 usable responses. Of the 100 responses, 6 substantial partials were included for analysis as the participants of these surveys completed the minimum of the 8 required questions in the survey.

TABLE 9 EARLY CHILDHOOD STAKEHOLDER SURVEY: TOTAL RESPONSE RATE

Row Labels	#	%
Complete	94	94%
Substantial Partial*	6	6%
Grand Total	**100**	**100%**

Substantial partials include responses with all of the 8 required questions answered.

RESPONSE RATE: YEARS IN FIELD

Most respondents indicated they have been in the field for 20 or more years (n=52; 52%) and the second highest response rate is from those within the 10–19-year range (N=25; 25%).

FIGURE 6 EARLY CHILDHOOD STAKEHOLDER SURVEY: RESPONSE RATE BY YEARS IN THE FIELD
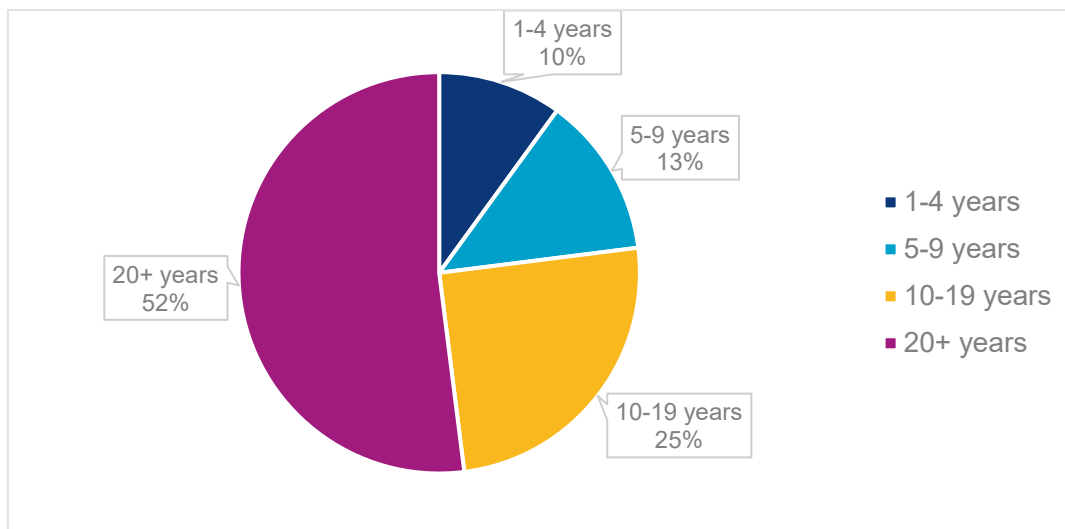
RESPONSE RATE: WORK LOCATION

Over half of the respondents indicated their work location to be local (N=58; 58%). The second most common response rate is from those with regional work locations (N=28; 28%), while 13% (N=13) indicated statewide work locations and 1 respondent indicated a national work location.

TABLE 10 EARLY CHILDHOOD STAKEHOLDER SURVEY: RESPONSE RATE BY LOCATION

Row Labels	#	%
Local	58	58%
Regional	28	28%
Statewide	13	13%
National	1	1%
Grand Total	**100**	**100%**

RESPONSE RATE: ROLE

The three most reported roles of participants for this survey were CCR&Rs (N=34; 34%), Directors/Supervisors (N=22; 22%), and formal program support providers (N=17; 17%).

TABLE 11 EARLY CHILDHOOD STAKEHOLDER SURVEY: RESPONSE RATE BY ROLE

Response	#	% (N=100)
CCR&R	34	34%
Director/Supervisor	22	21%
Formal Program Support Provider (Coach, Consultant)	17	17%
Other	15	16%
Early Childhood Board Member	11	11%
Advocacy Representative	9	9%
Educator	9	9%
Child Care Health Consultant	3	3%
Early Intervention/Special Education Provider	3	3%
Funder	2	2%

WORKFORCE REGISTRY AND DATA QUESTIONS

AN INTEGRATED EARLY CHILDHOOD/SCHOOL AGE REGISTRY SYSTEM ALLOWS PROFESSIONALS TO STORE RELEVANT INFORMATION WITHIN AN ONLINE SYSTEM. WHAT WOULD BE MOST HELPFUL TO STORE IN AN EC/SA WORKFORCE REGISTRY/DATA SYSTEM?

The table below shows the data that would be most helpful to respondents. The most common response is credentialing and certifications (N=93; 93%).

TABLE 12 EARLY CHILDHOOD STAKEHOLDER SURVEY: HELPFUL DATA

Response	#
Credentials/Certificates	93
Educational Attainment/ Degrees	80
Professional Development	78
Experience	77
Criminal Background Checks	74
Competencies	56
WAGE$ and AWARD$ Salary Supplement	53
Work Roles	53
Work Location	51
T.E.A.C.H. Scholarships	50
QRIS and Licensing Program Information	43
Scholarships	42
Career Lattice	35

"We would use it regularly to support our local agencies [and] be responsive to their communities."

- Smart Start Staff

PLEASE RATE EACH IDEA FOR HOW USEFUL YOU BELIEVE IT WOULD BE TO HAVE AS PART OF AN EC/SA WORKFORCE REGISTRY.

Participants were asked to share if each of the data points in the list were very useful, somewhat useful, or not useful. 100% of respondents indicated that employers having access to registry records for reporting is very or somewhat useful. Also, 100% of responses indicated that a registry/data system would be very or somewhat useful to informing future early childhood policies.

"It will allow all employee info to be kept in one place allowing employee and employer to easily access."

- NC Early Childhood Educator

The following table shows the breakdown of their responses.

TABLE 13 EARLY CHILDHOOD STAKEHOLDER SURVEY: USEFULNESS OF DATA

Response:	N	Very Useful		Somewhat Useful		Not Useful	
		#	%	#	%	#	%
Allow Employers to Access Registry Records for Necessary Reporting Requirements	100	91	91%	9	9%	0	0%
Inform Critical Future Early Childhood Policies	100	79	79%	21	21%	0	0%
Provide Verification of Employment in an EC Program	100	86	86%	13	13%	1	1%
Register for Professional Development Opportunities	99	77	78%	19	19%	3	3%
T.E.A.C.H. Scholarships	100	66	66%	26	26%	8	8%
Track and Offer Reminders for Criminal Background Record Check Renewals	100	82	82%	14	14%	4	4%
Track Education and Professional Development	100	94	94%	5	5%	1	1%
Track QRIS and Licensing Information	100	67	67%	29	29%	4	4%
WAGE$ and AWARD$ Salary Supplements	99	62	63%	32	32%	5	5%

WHAT ARE THE GAPS THAT YOU SEE RELATING TO WORKFORCE SYSTEM OR LOCAL DATA THAT AN NC EC/SA WORKFORCE REGISTRY CAN ADDRESS? (N=97)

Stakeholders were asked to indicate the current gaps they see related to ECE that a registry may be able to address. The top three responses are in the table below.

TABLE 14 EARLY CHILDHOOD STAKEHOLDER SURVEY: GAPS

Themes	#
Information difficult to access/Not all in one place	24
Teacher Qualifications	21
Compensation	10

"This can be very useful in preparing data reports and planning for the needs of our community and workforce. It can help us advocate for the needs within the workforce."

-Smart Start Staff

HOW DO YOU SEE AN EC/SA WORKFORCE REGISTRY BEING USEFUL TO YOUR WORK/YOUR ORGANIZATION'S WORK IN NC?

The most common use an EC/SA Workforce Registry/Data system can serve for respondents is easy access to information (N=41; 41%) and the second most common is access to clear data to inform funding, policies, and practice (N=24; 24%).

TABLE 15 EARLY CHILDHOOD STAKEHOLDER SURVEY: USEFULNESS OF A REGISTRY

Themes	#
Easy access to information	41
Data to inform funding, policies, practice, etc.	24

"Having access to data regarding the number [of] individuals in the EC/SA workforce and their location will be helpful **to increase advocacy connections between policy advocates and the workforce,** many who have lived experience with the issues we are advocating for. In addition, the data that can be gleaned from the registry will provide important context and details as policy solutions are proposed, allowing us to better understand the resulting impacts and the reach of the strategy."

- Advocate

SUBJECT MATTER EXPERT INTERVIEWS

PCG engaged in subject matter interviews with leaders from across the country who have current or prior experience related to registries/workforce data. Data collected from these interviews represents the importance of clear, concise, and comprehensive communications to the workforce. Interview feedback also indicated the need for workforce buy in through ongoing communications, including sharing the "what" and the "why" behind the registry. This approach helps build an understanding for all stakeholders and registry users of what the registry would be doing for them (i.e., what is the value add?).

Another key lesson shared by interview participants is the need to ensure data collection methods are not redundant or repetitive. Participants noted the importance of mindful planning and understanding what current efforts are underway and how those current efforts can be incorporated into the registry. Also, discussed was the importance of having a registry with equitable access for the diverse types of early childhood providers and educators.

Some interviewed participants also recommended considering mandated participation in at least some functions of the registry, sharing that a registry's value comes from what data is entered. It was also noted that a key aspect to a successful implementation of a mandated system is the use of incentives to gain buy-in of early educators and registry users.

Qualitative data and a review of the literature collected during the writing of this report indicated a number of different models for state registry systems and operations. Most states outsource the development and design of their registry platform with very few managing the design in-house. Reasons for the selection of outside technology development vary, including costs and desired functionality. Across the market, there are a handful of vendors with mature workforce registry systems available for customization to state defined requirements. In 2020, 15 registries were housed in a state agency or department (33%), while 29 were housed out of state government in non-profits, for-profits universities and/or higher education (67%). Housing registries out of state agencies or departments typically allows for more rapid growth and quick adaptations/changes, ongoing sustainability, and rapid responses to the workforce's needs and requests. Some states utilize state staff for registry operations while some states are also part of a peer state consortium which allows for these states to share questions, successes, and challenges around both the software functions as well as operation functions for the registry.

RECOMMENDATIONS

The operating systems of state early childhood agencies are driven by complex and changing factors including federal and state policies, training and professional development initiatives and priorities, workforce and capacity challenges, and funding complexities. These realities require scalable systems that are developed with the knowledge of system and user needs and require the flexibility to be fine-tuned to reflect changing requirements.

Having a registry system will allow NC to:

- Develop and maintain a comprehensive workforce development system.
- Track the statewide career pathway that provides a road map for early childhood professionals to advance in their careers through increasing levels of education, experience, demonstrated competencies, and compensation.
- Provide a mechanism to reach all EC/SA educators in an emergency.
- Make progress toward compensation and benefit standards.
- Ensure system-wide access and information sharing to the workforce.
- Promote data-driven policies and programs for the workforce.
- Monitor and track training agencies and trainers supporting the workforce.
- Create better alignment of training initiatives.
- Participate in the National Registry Alliance Partnership Eligibility Review (PER) to support involvement in national-level projects related to data that inform policy and/or support quality initiatives.

The following are recommendations to support the successful implementation of a NC Early Childhood/School Age Workforce Registry.

RECOMMENDATION A: MOVE INTO THE DESIGN PHASE

PCG recommends that CSSA move into Phase 4: Design, as indicated earlier in this report (see Figure 1 Project Implementation Phases).

Should CSSA choose to move forward with the Design phase, this work should use the focus group findings, interviews, and survey results to formulate and define the scope and objectives based on both the user needs of the registry system and an understanding of the existing and emerging NC early childhood IT infrastructure. This will include an analysis of the business and user needs, documentation of data system requirements, and translation into workforce registry system requirements as specified by the NWRA.

The goal should be to find an IT systems solution that:
- Complies with required data elements of the PER and North Carolina and federal laws, guidelines, and regulations, including new Child Care and Development Block Grant (CCDBG) reauthorization requirements related to orientation, training, and quality improvement.
- Supports and informs ongoing development of proposed changes to NC's workforce certification requirements.
- Optimizes staff time, skills, and abilities to support workforce certification and quality improvement.

- Leverages data from other state agencies to expedite and streamline workflows and processes, such as between higher education to confirm course-taking requirements.
- Is easy for all users to access, manage, and navigate.
- Is supported by an IT system that provides standardized interfaces to facilitate integration with complementary applications and technologies and is adaptable to changes in workforce development policies and processes.

CCSA has drafted a Request for Proposal (RFP) for selection of an EC/SA Workforce Registry vendor that is the best fit for the NC ECE workforce needs identified. When funding is secured, this RFP should be released for competitive bidding. The vendor that is chosen should demonstrate the ability to build the registry with all requirements outlined in the National Alliance PER data set and provide the best fit for NC.

RECOMMENDATION B: CONVENE AN ADVISORY COMMITEE

With clear stakeholder support for a statewide EC/SA workforce registry, there are important next steps NC should undertake. Defining key system characteristics of the registry, determining participating sectors of the state's mixed delivery system of early care and education, and outlining critical processes and infrastructure requirements will be essential to ensuring NC's registry is well designed and positioned to produce the workforce data and reporting needs of the state.

Facilitated planning sessions to lay the foundation for the next phases of work is critical to positioning NC for moving forward with securing an EC/SA workforce registry.

PCG recommends the selection and convening of an Advisory Committee, or similar body of stakeholders, who work together and can and help address critical decision points such as:

- Who will coordinate the registry planning and implementation work?
- What cross-agency data sharing agreements will need to be in place? What is needed to implement these?
- Where will project leadership "sit" for the management of the various tasks related to the registry?
- Following the PER list of key data elements (workforce demographics, length of time in the field, salary, and wage information, etc.), who will determine what key data elements are critical to planning and policy development for NC?
- Which players need to be included in requirements gathering and where does final decision-making authority rest?
- What is the time frame for planning, design, and launch?

This Advisory Committee will represent early care and education partners that will serve to represent the voice of their organizations. This committee should be ongoing to guide in both the implementation of the registry, as well as support the ongoing functions post-implementation.

RECOMMENDATION C: CAREFULLY CONSIDER WHERE THE EC/SA WORKFORCE REGISTRY OPERATIONS LIVE

Making the right selection for the IT infrastructure is a crucial component of an EC/SA Workforce Registry system. However, thoughtful planning for the operational home of the EC/SA Workforce Registry is just as important.

According to the National Workforce Registry Alliance, an EC/SA Workforce Registry gathers, verifies, and tracks the qualifications, demographics, education, and professional development of ECE professionals working with children across a state. It provides aggregated real-time data that is consistently updated and serves as a primary source of verified data about the workforce and their related professional preparation. To contribute to the national ECE data set, a state's registry "must verify that their data collection and maintenance methods meet rigorous standards that ensure consistency"[7] and data quality.

Registries can provide a data-rich view of the professionals and programs within state, but only if the information entered is verified and registry operations staff area able to thoughtfully review the data for trends, accuracy, and reporting. Ensuring there are adequate staff resources available to prioritize this review and approval process is critical to ensuring not only the user's experience in working with the state's registry, but also in ensuring data is up to date and accessible for state policy and decision making.

PCG recommends that NC carefully consider where the EC/SA Workforce Registry operations are housed. As noted earlier, in 2020, 15 registries were housed in a state agency or department (33%), while 29 were housed out of state government in non-profits, for-profits, universities and/or higher education (67%). It is crucial that the operating agency is positioned to successfully implement and operate the registry, providing real time data driven reports and information designed to support the workforce and state policy needs. This will require fully dedicated staff to support the operating functions of a NC EC/SA Workforce Registry.

PCG recommends NC take into consideration the importance of customer service when staffing the operations of the registry. Even with the most robust, intuitive registry system, there remains a great deal of support and technical assistance the workforce needs to use the system. PCG recommends operating a call center, like many states operate, with staff that can speak the languages of the workforce. Staff also need to have ECE experience, as well as data experience, and be able to relate to the professionals that are being supported. Examples of staff registry titles include: Executive Director, Registry Coordinator, Registry Specialists (including Bilingual Registry Specialists), Scholarship/Grant Manager, Scholarship/ Grant Specialists, and Data Analyst or Coordinator. Registry staff teams vary based on the types of programs (scholarships, grants, linkages with licensure) that exist from state to state, with most states having anywhere from 6-12 staff operating the registry.

With new federal funding available to states through the American Rescue Plan Act, NC has an exciting opportunity to utilize these funds to implement a real-time integrated data repository that can create sustainable statewide systematic change and would inform policy efforts about equity in the workforce, achieving impactful change for thousands of ECE providers who care for NC's children. Guidance on the use of ARPA funds includes seeking broad stakeholder input

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[7] https://www.nevadaregistry.org/about/national-workforce-registry-alliance-partnership-eligibility-review/

when making funding allocation decisions, which this report has done. Additionally, it is recommended that an equity lens be used in consideration of initiatives to fund under ARPA, ensuring under-resourced communities and groups have equal access, which a statewide workforce registry would help ensure.

RECOMMENDATION D: ENSURE MANDATORY PARTICIPATION IN THE REGISTRY

The participation requirements for registries various across the United States. In some states registry participation is voluntary while other states have mandatory requirements for some or all components of the registry. As states increasingly participate in national data set events, the importance of having all members of the early childhood workforce represented will become clear and can drive policy toward mandatory participation.

PCG recommends that NC work towards mandatory participation in the registry. In many states, mandatory registry participation, at some level, is required, such as for all licensed providers and/or those participating in QRIS. Without mandatory participation it can take a long time to get the ECE workforce participating in the registry. Some states are using the distribution of COVID CARES Act, COVID Stabilization Grants, and ARPA Workforce Retention and Recruitment Grants as a mechanism to drive membership up within the registry, requiring the application for funding to be managed through the state's registry system. Access to these grants is dependent on membership within the registry. This decision was due, in large part, to states recognizing they had incomplete data sets and therefore an incomplete picture of the workforce represented by only partial registry participation.

The recent global pandemic has made several states re-evaluate the participation requirements, as states realized the value of the data they had access to and, in some cases, states identified missing provider populations and data deserts. Additionally, some state registries were used to facilitate access to providers/programs for the first study conducted nationally on the COVID-19 transmission among early care and education programs. Also, other states have been able to administer CARES Act, Stabilization Grants, and American Recovery Plan Act (ARPA) Grants more easily with the use of their registries. In other examples, states used their registries as a mechanism for communicating COVID-related information, such as health and safety requirements to all licensed center-based and home-based staff.

Insufficient information on the ECE workforce hinders efforts, not only during a global pandemic, but on a daily basis, to improve the early care and education system and ensure quality educator jobs during the best of times.

RECOMMENDATION E: DEVELOP A STATEWIDE COMMUNICATION AND MARKETING PLAN

PCG recommends the development of a communication and marketing strategy to support the implementation of a workforce registry system in NC. Having a comprehensive marketing and communications plan will allow for targeted communications and outreach and will provide structure to determine the dosage, methods, and outreach of communications. The following questions should be considered when designing a communication and marketing plan for an EC/SA Workforce Registry:

- Who needs to know about the implementation plans of an EC/SA Workforce Registry, what do they need to know, and how will the information be communicated? Persons/groups to consider are:
  - Representatives of each setting, sector, and related system
  - Policymakers
  - Partners
  - Funders
  - Professionals working directly with young children and their families
  - Program directors/administrators
  - Training and TA providers
  - Professional associations
  - Higher education faculty and administrators
  - Others
- What information/products are needed for which audiences? Which venues will be used (newsletters, social media, etc.)?
- How will the EC/SA Workforce Registry system support EC/SA stakeholders in their work?
- How will the timeline for implementation and launch of the EC/SA Workforce Registry system and operations be communicated?
- How will stakeholders' feedback be solicited, collected, and incorporated in this process?

As with any effective marketing campaign, success depends on a developed plan and strategy. Authentic messaging that aligns words with actions should be presented in a manner that resonates with intended audiences to ensure successful and effective communications and outreach.

APPENDICES

Welcome!

Thank you so much for taking the time to complete this survey about bringing an Early Childhood/School Age (EC/SA) Registry to North Carolina.

Background: North Carolina (NC) is one of only nine states that currently does not have an EC/SA Workforce Registry system. Planning for this registry is very important as it will position the State to bring individual and aggregated real-time data about early childhood and school age practitioners' education, credentials, work locations and demographics into one place. An EC/SA Workforce Registry is an information system that:

- Captures real time data about early childhood and out of school time (OST) practitioners in a variety of roles and settings.
- Recognizes and honors professional achievements of the early childhood and school age workforce.
- Promotes individual professional growth and development.
- Is based on state career-level systems that provide a framework for professional development.

Having one integrated system where all early childhood workforce data can be housed will decrease the burden and frustration that educators and programs face having to input data in different places/systems. Because NC is often recognized as a leader in early childhood, the lack of a statewide integrated workforce Registry is a long-standing need. Once complete, not only will the data prove important to the State, but it will allow NC to participate in the national EC/SA workforce data pull that informs federal policy on young children. Please consider taking this survey and sharing your thoughts with us.

There are two surveys available to take:

1. A survey specific to early care and education/school age program directors, center-based program staff, and family child care-based staff
2. A general survey targeting the larger early childhood education and care system and its stakeholders (such as Higher Education, CCR&Rs, Training/Technical Assistance providers, etc.)

This is the Program Administrator/Director and Educator Survey, designed to target direct-care staff working in early childhood programs in classrooms.

If you are not working as a direct-care staff member within an EC program, but are a member of the larger ECE system in NC, please go to the General Early Childhood System Survey: Take me to the General ECE Stakeholder Survey

If you have any questions or are experiencing technical issues completing the survey, please contact Monique Hebert at mhebert@pcgus.com.

Thank you again for taking the time to complete this survey!

Survey Questions

Please answer the questions below to complete the survey. Each question with a red asterisk (*) is required. If you need to stop and complete the survey at another time, be sure to select, "Save and Continue" in the top right of the survey screen. By doing so, you will be emailed a secure link that will bring you back to your incomplete survey.

1) What type of early education program are you currently working in?*

( ) Center-based (includes programs with Out of School Time)

( ) Family Child Care

( ) Out of School Time (OST) only

( ) School-based Pre-K

( ) Not applicable

( ) Other - Write In (Required): _____ *

2) Please provide the length of time you have worked in early care and education.*

( ) < 1 year

( ) 1-4 years

( ) 5-9 years

( ) 10-19 years

( ) 20+ years

3) Please choose from the following list the option that best describes your work location.*

( ) Rural

( ) Suburban

( ) Urban

4) What is your program business model?*

( ) Corporate/Franchise (ex. KinderCare, Goddard)

( ) Faith-Based

( ) Not applicable

( ) Non-profit

( ) Private/small business

( ) State/Local Funded Pre-K

( ) Head Start/Early Head Start

( ) University Based

( ) Other - Write In (Required): _____   *

5) What is/are your current role/roles at your program? (Select all that apply)*

[ ] Administrator/Program Director/Supervisor

[ ] Center Based Early Educator (Infant and Toddler)

[ ] Center Based Early Educator (Pre-School)

[ ] Curriculum/Program Coordinator

[ ] Family Child Care Provider

[ ] Family Child Care Assistant

[ ] Head Start Early Educator

[ ] Early Head Start Educator

[ ] School Age/Out of School Time Educator

[ ] Substitute

[ ] Other - Write In: _____

6) What types of program and workforce data would be helpful for you to have access to through a centralized data system? (Select all that apply)*

[ ] Certification

[ ] Credential/Educational Records

[ ] First Aid/CPR Certification

[ ] Provide Verification of Employment in EC Program

[ ] Records for Necessary Reporting Requirements

[ ] Track Criminal Background Records

[ ] Track QRIS and Licensing Information

[ ] Training/Professional Development

[ ] I don't work with data

[ ] Other - Write In (Required): _____ *

Logic: Show/hide trigger exists.

7) If NC implements an EC/SA Workforce Registry, would you be interested in using the Registry?*

( ) Yes

( ) No

( ) Not Sure

Logic: Hidden unless: #7 Question "If NC implements an EC/SA Workforce Registry, would you be interested in using the Registry?" is one of the following answers ("No","Not Sure")

8) Please share what your concerns or perceived barriers to participation would be.*

_____

9) What additional questions are you wondering about or what information would you like to share regarding an EC/SA workforce Registry?*

_____

Validation: email format expected

10) If you would like a PDF copy of your responses to the survey, please provide your email address below.

_____

Appendix B: Survey for General Early Childhood Education Stakeholders

Welcome!

Thank you so much for taking the time to complete this survey about bringing an Early Childhood/ School Age (EC/SA) Registry to North Carolina.

Background: North Carolina (NC) is one of only nine states that currently does not have an EC/SA Workforce Registry system. Planning for this Registry is very important as it will position the State to bring individual and aggregated real-time data about early childhood and school age practitioners' education, credentials, work locations and demographics into one place. An EC/SA Workforce Registry is an information system that:

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Having one integrated system where all early childhood workforce data can be housed will decrease the burden and frustration that educators and programs face having to input data in different places/systems. Because NC is often recognized as a leader in early childhood, the lack of a statewide integrated workforce Registry is a long-standing need. Once complete, not only will the data prove important to the state, but it will allow NC to participate in the national EC/SA workforce data pull that informs federal policy on young children. Please consider taking this survey and sharing your thoughts with us.

There are two surveys available to take:

1. A survey specific to early care and education/school age program directors, center-based program staff, and family child care-based staff.
2. A general survey targeting the larger early childhood education and care system and its stakeholders (such as Higher Education, CCR&Rs, Training/Technical Assistance providers, etc.).

This is the General Early Childhood System Stakeholder Survey, designed to target stakeholders and personnel working in the ECE system in NC, but not as a direct-care provider.

If you are working as a direct-care staff member within an EC program (administrator, educator, family child care provider, etc.), please go to the Program Administrator/Director and Educator Survey: Take me to the Program

Administrator/Educator Survey

If you have any questions or are experiencing technical issues completing the survey, please contact Monique Hebert at mhebert@pcgus.com.

Thank you again for taking the time to complete this survey!

Survey Questions

Please answer the questions below to complete the survey. Each question with a red asterisk (*) is required. If you need to stop and complete the survey at another time, be sure to select, "Save and Continue" in the top right of the survey screen. By doing so, you will be emailed a secure link that will bring you back to your incomplete survey.

1) Please provide the length of time you have worked in early care and education (or a related area).*

( ) < 1 year

( ) 1-4 years

( ) 5-9 years

( ) 10-19 years

( ) 20+ years

2) Please choose from the following list the option that best describes your work location.*

( ) Local

( ) Regional

( ) Statewide

( ) Nation

3) What is/are your current role/roles in the early childhood and school age systems? (Select all that apply)*

[ ] Advocacy Representative

[ ] CCR&R

[ ] Child Care Health Consultant

[ ] Child Welfare Supervisor

[ ] Child Welfare Worker

[ ] Director/Supervisor

[ ] Early Childhood Board Member

[ ] Early Intervention/Special Education Provider

[ ] Early Intervention/Special Education Supervisor

[ ] Formal Program Support Provider (Coach, Consultant)

[ ] Funder

[ ] Higher Education Faculty

[ ] Home Visitor

[ ] Home Visitor Supervisor

[ ] Infant and Early Childhood Mental Health Specialist

[ ] Policy Maker

[ ] Smart Start

[ ] State Leadership Staff

[ ] Other - Write In (Required): _____   *

4) An integrated early childhood/school age Registry system allows professionals to store relevant information within an online system. What would be most helpful to store in an EC/SA Workforce Registry system? (Select all that apply)*

[ ] Career Lattice

[ ] Competencies

[ ] Credentials/Certificates

[ ] Criminal Background Checks

[ ] Educational Attainment/ Degrees

[ ] Experience

[ ] Professional Development

[ ] QRIS and Licensing Program Information

[ ] Scholarships

[ ] T.E.A.C.H. Scholarships

[ ] WAGE$ and AWARD$ Salary Supplement

[ ] Work Location

[ ] Work Roles

[ ] Other - Write In (Required): _____   *

5) What are the gaps that you see relating to workforce system or local data that an NC EC/SA workforce Registry can address? *

_____

6) How do you see an EC/SA Workforce Registry being useful to your work/your organization's work in NC?*

_____

7) Please rate each idea for how useful you believe it would be to have as part of an EC/SA Workforce Registry:*

	Very Useful	**Somewhat Useful**	**Not Useful**
Allow Employers to Access Registry Records for Necessary Reporting Requirements	( )	( )	( )
Inform Critical Future Early Childhood Policies	( )	( )	( )
Provide Verification of Employment in an EC Program	( )	( )	( )
Register for Professional Development Opportunities	( )	( )	( )
T.E.A.C.H. Scholarships	( )	( )	( )
Track and Offer Reminders for Criminal Background Record Check Renewals	( )	( )	( )
Track Education and Professional Development	( )	( )	( )
Track QRIS and Licensing Information	( )	( )	( )
WAGE$ and AWARD$ Salary Supplements	( )	( )	( )

8) What additional questions are you wondering about or what information would you like to share regarding an EC/SA workforce Registry?*

_____

Validation: email format expected

9) If you would like a PDF copy of your responses to the survey, please provide your email address below.

_____