**CCA Data Request List**

**Draft December 1, 2020**

**Research Question 1: Supporting the Education and Training of the Early Childhood Workforce - How can the state best support and incentivize the ECE teaching and professional workforce to continue their education/training?**

|  |  |  |
| --- | --- | --- |
| **Relevant Sub Questions** | **Child Care Aware IMPACT Scholarship Recipient Data**  **Sample: All 2012 – 2019 (?) recipients** | |
| **Variables of Interest** | **Why variables are needed** |
| c. To what extent does the current ECE teaching and professional workforce use available supports to increase ECE degree and credential attainment?  (For example, to what extent are teachers using incentives to attain AA or BA?) What are barriers to using these supports?  d. How do available supports and use of supports for ECE degree and credential attainment vary by ethnicity and geographic region?  Overall goal is to reduce barriers to access, especially with the change in 2016, barrier are more prominent | Scholarship data  Notes from Meeting  1) scholars application that goes into the data base  2) provider information  Because of COVID-19 - have to maintain certain number of hours to keep scholarship but relaxed this so there might be a little bit of messiness (not sure about what happened  CCA gets access to MERIT data regularly (monthly)   * MERIT data file no address for work - but table authorized education (see where there STARS ID linked to). A couple * Scholars have confirmed provider employment (city and zip) - required * Only get MERIT data for staff who have applied for scholarship * MERIT data - voluntary  not required; has been changes in categories * Confusion of stating employment (telling that you work)   + List the specific sites, ID number, nickname of facility   **How does CCA data handle/structured periodicity or time?**   * Data base started 2012 * Can be a scholar but not be actively in school - might have started for AA, not going to BA; started as a coach etc) * Colleges have different start times and also how they collect payment (upfront or after the course); * Rolling application - have created some challenges - might have scholars with 2 contracts in one fiscal year * Get a snapshot of time - were they active or not? * Can included start and end data for every contract  (not continuously enrolled but can still be a scholar) - use $9,000 for first semester * Unique identifiers: STARS ID, Salesforce ID * Have scholars who might enroll in multiple colleges (start out in community colleges) * AP suggested 2 options   + Fiscal year looking at first time access to scholarship OR   + Who received funding?     - Doesn’t necessarily mean active     - Contract inactive - but receiving a bonus - if person’s contract ends in fall and get that bonus on $300 it would be attached to the fall     - Have active contract but only went to school one quarter (to finish up)   + Meka/Sarah: suggest look at active contract for the year   **Monetary data - looking at the amount received by demographic characteristics? Will it be fruitful to explore?**   * Sarah: know there are barriers for Spanish providers because only 1 Spanish speaking college and most expensive - would take more time to complete * For BAS program, students can take full load and not allow money out of pocket * Meka: it’s a good idea to do this - look into scholars who got $9,000 but not able to do a full caseload; exploring how access has changed with the way programs have changed * DCYF moving away from private scholarship because it is expensive, but private scholarships also provides additional funding * CCA can provide how many credits they completed for each contract term (by semester/quarter), how much of the $9,000 spent (might find to see how credits will be used: ratio for oney to course) * Scholars must complete credits or pay CCA back (but have had COVID-19 exceptions) - you will look at total expenses, you will see money you got back (look at completed credits but got money back)   Supporting certificate work  July 1, 2016 - last year to renew or award a scholarship to give staff who was going to take their AA  Before 2016 - more staff of color because of different offerings  After 2016 - grandfathered them out -  Haven’t done much of historical data |  |

**Research Question 2: Using Data for Continuous Quality Improvement - To what extent are contractors, coaches, teachers and instructional leaders using data for improvement plans and goals?**

|  |  |  |
| --- | --- | --- |
| **Relevant Sub Questions** | **Child Care Aware Relevant Coaching Data** | |
|  | **Variables of Interest** | **Why variables are needed** |
| RQ2e. Using exploratory data analysis, to what extent are coaches implementing quality improvement plans, goals, action plans, and other activities with sites to inform quality improvement practices? | Coach roster for coach demographics  Possible coach characteristics (if available/allowed to be shared)   * Race/Ethnicity * Preferred language * Educational background * Years of coaching experiences * Caseload * Coach workload shared by an ECEAP site * Certified/Credential by a coach agency (i.e. Practice-based Coaching Certificate, Associate * Certified Coach, Professional Certified Coach, Master Certified Coach via International Coach * Federation) | Learn more about the characteristics of coaches and how it might relate to the way they implement coaching practices |
|  | WELS Quality Improvement Plans  (seeking permission from DCYF) | Descriptive information about continuous quality improvement activities |
|  | WELS Notes  (seeking permission from DCYF) | Descriptive information of coaching-related notes |