

# SPR

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SOCIAL POLICY RESEARCH ASSOCIATES

## **Statistical Picture of Participants in the Quality Child-Care Initiative: Apprentices, Journey Workers, Sponsors**

Final Report

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Prepared by:

Jeffrey Salzman  
Susana Morales  
Aaron Dalton

Prepared for:

Office of Apprenticeship, Training, Employer and Labor Services  
Employment and Training Administration  
U.S. Department of Labor  
200 Constitution Ave. NW  
Washington, DC 20210

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## I. INTRODUCTION

### BACKGROUND

Beginning in January 2000, the United States Department of Labor, Office of Apprenticeship, Training, Employer, and Labor Services (DOL), awarded 18-month grants to 31 states and the District of Columbia in order to create statewide apprenticeship systems for child-care workers under its Quality Child Care Initiative (QCCI), which intended to address significant quality and labor-force issues in the child-care industry. The QCCI seeks to apply the apprenticeship training method to the serious child-care workforce problem of low wages, low skills, and short retention leading to low quality of care and education of children. These grants were awarded in three groups in 2000, 2001, and 2002. The goal of the grants was to assist each state in establishing a sustainable, comprehensive child-care apprenticeship. Under this apprenticeship initiative, most of the grantees received QCCI grants of approximately \$350,000. Exhibit I-1 lists the states.

**Exhibit I-1**  
**States Receiving QCCI Grants**

<b>Round 1</b>	<b>Round 2</b>	<b>Round 3</b>
Colorado	Alaska	Delaware
Dist. of Columbia	Arkansas	Idaho
Indiana	California	Illinois
Iowa	Connecticut	Maryland
Kansas	Maine	Massachusetts
Nevada	Montana	Mississippi
New Hampshire	Oklahoma	North Carolina
New York	Rhode Island	North Dakota
Vermont	South Dakota	Pennsylvania
Washington	Tennessee	West Virginia
Wisconsin		Wyoming

DOL contracted with two firms, Social Policy Research Associates (SPR) and Research and Evaluation Associates (REA) to conduct a qualitative, process evaluation of the initiative. Generally, SPR worked on the western states while REA worked on the

eastern states. As part of the evaluation, DOL asked SPR to develop a statistical picture of participants in this training—the apprentices, journey workers, and sponsors—from all three groups of grantees. This report provides descriptive statistics on the participants. It is part of a set of evaluation reports commissioned by DOL. SPR is preparing two other reports: 1) *Estimating Sustainability and Comprehensiveness in the Quality Child-Care Initiative*, an analysis of the prospects of all states to sustain and broaden their program after the grant ends and 2) *Evaluating the Quality Child-Care Initiative: Child-care Worker Apprenticeships in the Western States*, a process evaluation of the first two rounds of grants in the western states. In addition, REA is preparing an analysis of the factors that contribute to a high quality child-care apprenticeship.

**DESCRIPTION OF THE DATA USED IN THE REPORT**

Since the federal apprenticeship system collects only minimal data and there were no data collection requirements in the QCCI, it was necessary to request voluntary data reports from the states. In November 2002, SPR asked the grantees to submit data on the total number and characteristics of apprentices, journey workers, and sponsors. Only 19 states, identified in Exhibit I-2, submitted detailed data on their apprentices, such as characteristics or pre-program work experience. The data provided by the grantees in these states are the subject of this report.

**Exhibit I-2  
States Submitting Data<sup>1</sup>**

Alaska	Nevada
Arkansas	North Carolina
Colorado	Oklahoma
Connecticut	South Dakota
District of Columbia	Tennessee
Idaho	Vermont
Kansas	Washington
Massachusetts	Wisconsin
Maine	West Virginia
Montana	

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<sup>1</sup> Mississippi submitted data in April 2003, too late to be included in the descriptive statistics. However, its data were included in Exhibit I-3.

Most of these submissions naturally come from Round 1 and Round 2 states that had time to implement the project. Four Round 1 states—Indiana, Iowa, New Hampshire, and New York—either did not submit data at all or had no usable data in response to our November 2002 request for data. However, we were able to obtain the total number of apprentices served by these states from their quarterly reports to the evaluation contractors. Two states, Rhode Island and California, did not implement the project and thus had no participants on which to report. Although the Round 3 states had barely gotten started with their grants at the time we requested the data, four Round 3 states already had apprentices and submitted data. See Exhibit I-3 at the end of this chapter for the total of all participants from the 24 states on which we have at least some summary data.

Several states included in their reports information on apprentices and journey workers who were participating in programs that predated the QCCI grant. These participants are registered under substantially similar standards that govern the QCCI and their numbers are fairly small, so we are including them in the main body of this report. There is one major exclusion. West Virginia established its apprenticeship program in 1989 even though it only received a QCCI grant in Round 3 in 2002.<sup>2</sup> The state has had 641 apprentices since the beginning of its program, 38 percent of all reported child-care apprentices. Because of its size and the long duration of the program, we analyze the West Virginia data separately in Chapter III.

We sought information on participant characteristics, pre-registration wages, current and post-program wages, and outcomes such as program completions and credentials received. There are several important limitations on the accuracy of the information on characteristics. First, while SPR provided general definitions on what to report, we had no control over how each state defined and collected the original client-level data.<sup>3</sup> Second, since we only received summary data (in deference to state preference), we were unable to resolve some important discrepancies, including some states that reported fewer apprentices than they had on the total number of apprentices in earlier quarterly reports. Finally, states did not collect the same information. There

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<sup>2</sup> In fact, West Virginia is largely the model for the QCCI.

<sup>3</sup> See Appendix A for the data collection instrument.

were two types of problems here. For example, some states did not collect information on age, while others did not collect data on the number of years of previous child-care work experience. In another state, the collection pattern was reversed. The other problem was that states collected information on only some of their apprentices for each characteristic. For example, one state reported 47 apprentices but only had work experience data on 28 of those individuals. Thus, the total number of apprentices for each type of data will differ.

Generally, the best quality information was on apprentice characteristics. Wage and outcome information was sparse. In addition, there are still relatively few apprentices who have completed the QCCI programs. Even among some Round 1 states, some did not begin training until early 2001, because it typically takes the states from six to nine months to plan a program. Then it takes two years to complete the training. Thus, there is little information available yet on the outcomes of the training. We report on this very limited data in Chapters II and III.

To put the information about QCCI participants in better perspective, we have included some tables, where available, about the relevant segments of the national child-care workforce from a Center for the Child Care Workforce publication and from the Bureau of Labor Statistics.<sup>4</sup> Further, we have included some observations, where pertinent, from the western states report.

In Chapter II, we present data on the three types of participants in the QCCI program—apprentices, journey workers, and sponsors—in 18 states. Chapter III provides similar data about West Virginia. In the latter chapter, we also make some comparisons between a mature West Virginia program and the new QCCI programs. This comparison allows for some inferences about the possible path of the QCCI programs as they mature.

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<sup>4</sup> Alice Burton, et.al. *Estimating the Size and Components of the U.S. Child Care Workforce and Caregiving Population*. Washington, Center for the Child Care Workforce, 2002.

## TOTAL NUMBERS OF PARTICIPANTS

Exhibit I-3 shows the participant totals by state, including participants who preceded QCCI. This includes data reported on participants before the QCCI grants. The total number of child-care apprentices, before and since QCCI, from 24 states is 2062. Some state data presented in this chart are based on sources in addition to the specific data request made in November 2002.

**Exhibit I-3**  
**Participant Totals by State**

	<b>Apprentices</b>	<b>Journey workers</b>	<b>Sponsors (centers)</b>	<b>Family Providers</b>
Alaska	33	21	21	
Arkansas	67	33	24	2
Colorado	128	35	25	10
Connecticut	10	10	1	
District of Columbia	22	25	8	
Idaho	1	1	1	
Indiana	38	31	23	
Iowa	40	22	10	9
Kansas	54	48	63	
Maine	48	4	4	40
Massachusetts	6	12	2	
Mississippi	36	9	28	8
Montana	116	105	44	
Nevada	136	91	92	
New Hampshire	90	80	80	
New York	108	108	21	
North Carolina	35	22	9	24
Oklahoma	84	56	19	
South Dakota	80	51	26	
Tennessee	11	9		11
Vermont	47	46	26	
Washington	186	81	51	
West Virginia	641	287	270	56
Wisconsin	45	45	23	
<b>National Total</b>	<b>2062</b>	<b>1232</b>	<b>871</b>	<b>160</b>

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## II. PARTICIPANTS UNDER QCCI

The information in this chapter is based on 18 states (excluding West Virginia) that provided some detailed information about their participants in the apprenticeship program.

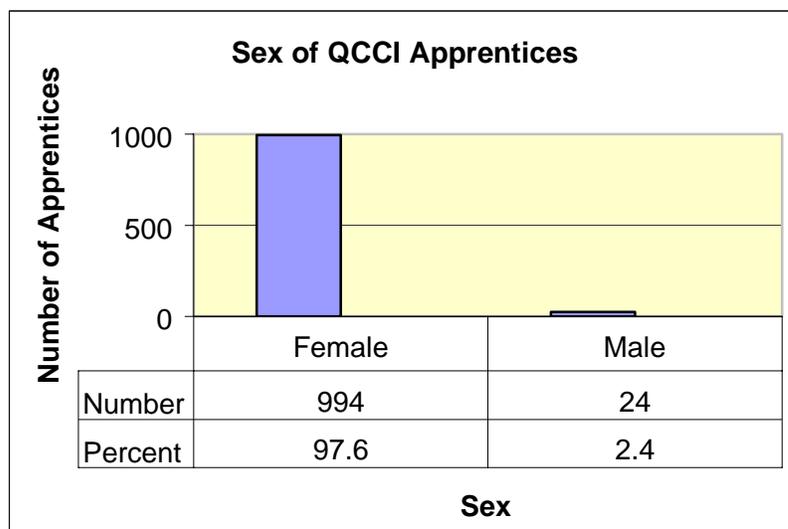
### CHARACTERISTICS OF APPRENTICES

#### Sex of QCCI Apprentices

Not surprisingly, the apprentices are nearly all female. The apprentice data matches the national data on all center-based staff. Among the western states, no respondents indicated that there was any interest in attempting to recruit male apprentices.

#### National Sex Data— Aides and Teachers

Female	97%
Male	3%

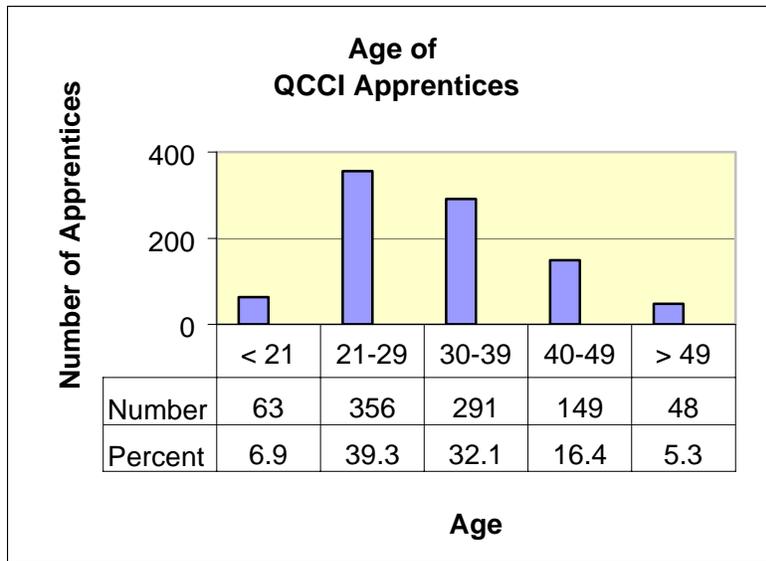


#### Age of QCCI Apprentices

The apprentices are predominantly young, with 46 percent of apprentices age 30 or younger. However, it is important to note that they are considerably older than the 58 percent of the national child-care workforce that is 30 or younger. This departure from the national figure is likely due to rigor and long duration of the training, which it likely appeals to older workers with a greater stake in the child-care profession (see a similar conclusion for work experience below because age typically correlates with work experience).

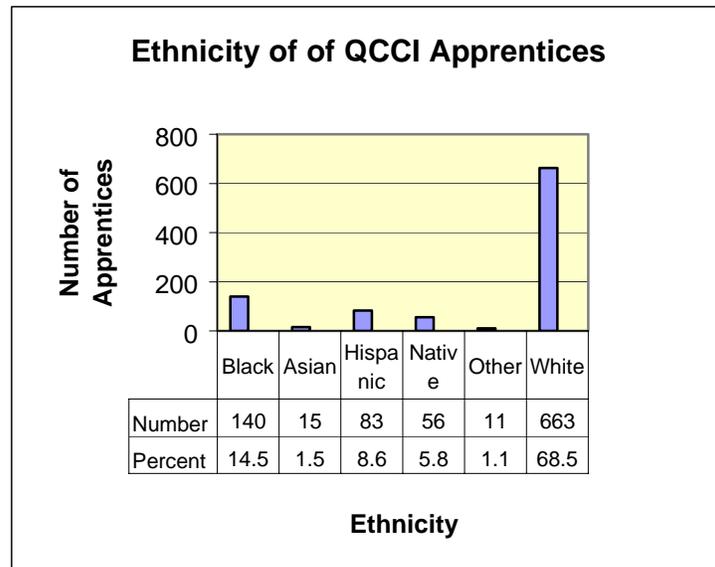
#### National Age Data— Aides and Teachers

LT31	58%
31-50	34%
GT50	7%



**Ethnicity of QCCI Apprentices**

The proportion of minority apprentices, especially Blacks and Hispanics, is quite similar to the proportion of minorities in the national child-care workforce, although there are some small differences between each minority group. This proportion represents a significant achievement in diversity because most of the



participating states are in regions of the nation where the black and Hispanic population is well below the national average. Also, there are few southern and southwestern states, where the black and Hispanic populations are much larger.

**National Ethnicity Data— Aides and Teachers**

Black	16%
Asian	3%
Hispanic	11%
White	70%

## Education of QCCI Apprentices

The level of education of apprentices is dramatically lower than the national data for aides. Ninety-three percent of apprentices had a high school or less education compared to 43 percent for the national sample of aides. This probably suggests that sponsors, who selected the apprentices in most cases, opted to train their least educated workers, under the assumption that this targeting would provide the greatest improvement to center quality. The alternative strategy, evidently pursued by fewer sponsors, was to select more highly qualified workers because these individuals would be better able to share their training and experience with the other workers.<sup>5</sup>

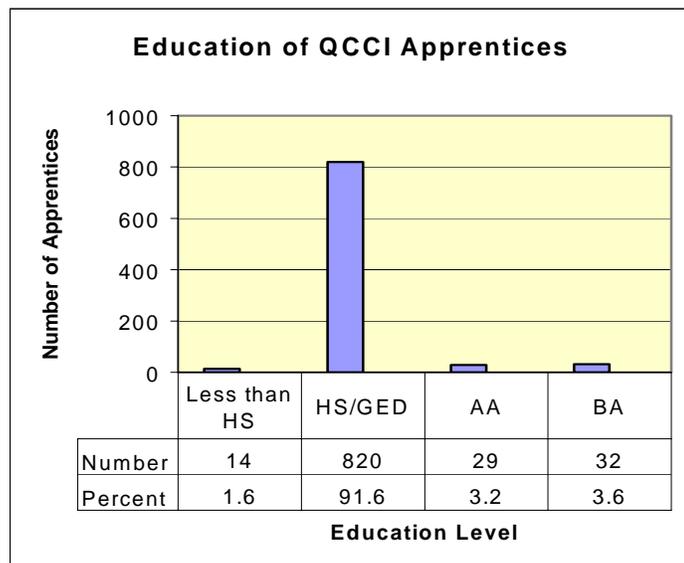
From the apprentices' perspective, the apprenticeship, with its linkage of on-the-job training and related instruction, offer is especially attractive to workers who would otherwise find college-level training forbidding.

## Previous Work Experience of QCCI Apprentices

The level of experience among the apprentices is very high, even taking into account the fact that the child-care apprenticeship is not really entry-level training. Eighty-three percent of apprentices had at least one year of work experience. We believe that the extensive experience of the apprentice group is ultimately attributable to the scarcity of the training. The limited funds available under the QCCI, Child Care and Development Fund, and other financial resources forced sponsors to be highly selective about whom they would pick to enroll in the program. Thus, as with age,

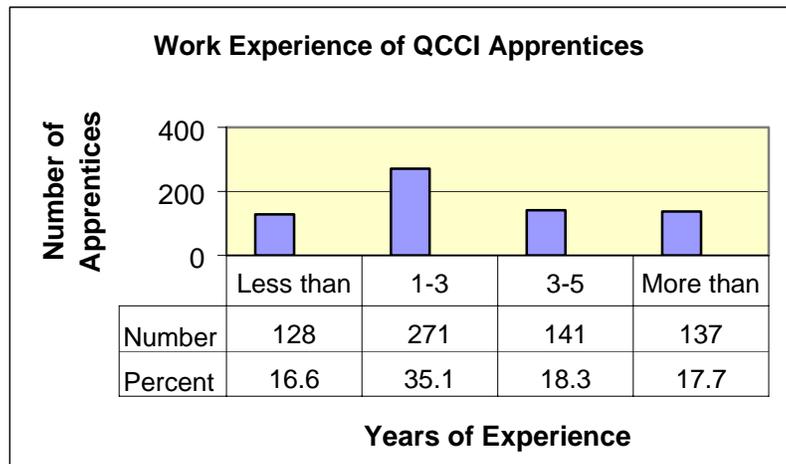
### National Education Data—Aides

High School Graduate or less	43%
Some college	45%
B.A. or better	12%



<sup>5</sup> There was also some self-selection where sponsors announced the program and let workers volunteer for the training or several methods involving the recruitment of some workers before the sponsor was selected.

they are likely to select more experienced workers under the assumption that those workers, who have already evidenced their commitment to the industry by their longer tenure, are more likely to remain as child-care workers so the employer will obtain the benefit of their enhanced skills. The logic is equally compelling from the worker perspective. The long and rigorous training is also likely to appeal to experienced workers who expect to stay and reap the benefits of their own enhanced skills and wages.



### Child Development Associate Credentials of QCCI Apprentices

Forty-six apprentices, about 7 percent of the 711 individuals on whom we received work experience information, had already received a Child Development Associate credential at entry. Of the 46 CDAs, 43 are in just 4 states. This low proportion is consistent with the apparent targeting of the program towards workers with relatively low educational qualifications. It also may reflect under-reporting since only nine states reported on this data item. In any event, there is no direct method of comparing this proportion to that of the national child-care workforce.<sup>6</sup>

<u>CDAs before Apprenticeship</u>	
Number CDAs	46
	6.5%

### Wages at Program Entry of QCCI Apprentices

Eleven grantees that reported the average wage for their apprentices at entry to the program was \$7.73 per hour. This is based on a weighted average for total number of apprentices in 11 reporting states.

There are several caveats about the wage data:

- The sample is small, with only 11 states reporting the average apprentice-wage-at-entry.

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<sup>6</sup> The certification agency, the Council on Professional Recognition, is currently issuing about 10,000 credentials per year. The total number of all credentials issued since the inception of the program is 115, 549.

- The states did not report the total number of individuals on which they each reported the wage data. Thus, in order to develop a project average, we must make an assumption about the number of individuals represented in the data. We selected the total number of apprentices for the sake of simplicity because any other method of weighting would require additional assumptions with little promise of greater accuracy.<sup>7</sup>
- We do not know how the states have operationalized the recordkeeping on wage levels (for example, how they record drop-outs, the timing of reporting from the field, etc.).
- Since the data go across several years, but we do not know the specific years for each state, there can be no adjustment for inflation.

Although we do not have a high degree of confidence in the accuracy of these estimates, we present them as the best available information.

#### **OUTCOMES FOR APPRENTICES**

The outcome data was very thin. This paucity of data is hardly surprising. Results would only be available from the few grantees in Round 1 that began actual training before November 2000, two years before the reporting period. Many other Round 1 grantees did not begin actual training until early 2001, and those apprentices complete their apprenticeship after the reporting period. Round 2 states generally began training about a year later, so even fewer of their participants will have completed training. A few states, however, did allow credit for previous work experience or education, thus expediting completion for some apprentices..

#### **Program Completions of QCCI Apprentices**

There are relatively few completers at this point. Only 117 apprentices have completed the program and achieved journey worker status. Of those 117, 81 (almost 70 percent) come from the state of Washington, a Round 1 state that started very quickly and had a shorter 3000-hour program.

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<sup>7</sup> Of the 10 states reporting wage data for more than one individual (Idaho has only one apprentice so the number is known for that state), only Alaska, Connecticut, and Wisconsin reported characteristics data for all apprentices. All the other states had some missing data in each of characteristics requested. Some were missing information on only a few of their apprentices, while others were missing substantial amounts of data.

## **Receipt of a Child Development Associate Credential of QCCI Apprentices**

Nearly all the states use the Child Development Associate credential curriculum for the first year of the apprenticeship program. Thus, there is an expectation that there should be a substantial number of such credentials received by apprentices. However, the states reported that only 39 apprentices have received the credential as a result of program participation. We do not know whether this low figure is attributable to data collection or reporting issues or to a low rate of credential receipt.<sup>8</sup>

### **Wages at Program Exit of QCCI Apprentices**

There is no usable data for the average wages of those who exited the program (including completers and drop-outs). Only four states reported any exit-wage data at all. Of those, only a single Round 1 state reported data where it is plausible that the data reflect primarily trainees who completed the program. That state reported an entry level wage of \$6.00 per hour and an exit wage of \$7.50.

For comparison purposes the average child-care teacher's assistant wage for January 2001 from the Bureau of Labor Statistics is \$7.57 per hour.

### **CHARACTERISTICS OF QCCI JOURNEY WORKERS**

The on-the-job-training component of an apprenticeship program is designed to be self-sustaining. The normal operation of the program produces new journey workers who, in turn, supervise the on-the-job-training of subsequent apprentices. However, a new program such as the child-care apprenticeship must designate provisional journey workers to serve until individuals complete the program. Advisory committees or program managers typically establish specific qualifications for their journey workers, and these may vary considerably. At the high end, some states are using external journey workers (individuals who are not employed by the sponsor) who are very experienced and well-educated child-care professionals. At the low end, there may be journey workers at a center with only a little bit more experience or training than the apprentices. Given the range of qualifications, there is likely to be considerable variation in the characteristics among states based on the qualification level each sets. However, the extent of variation should diminish as the program matures. In a mature

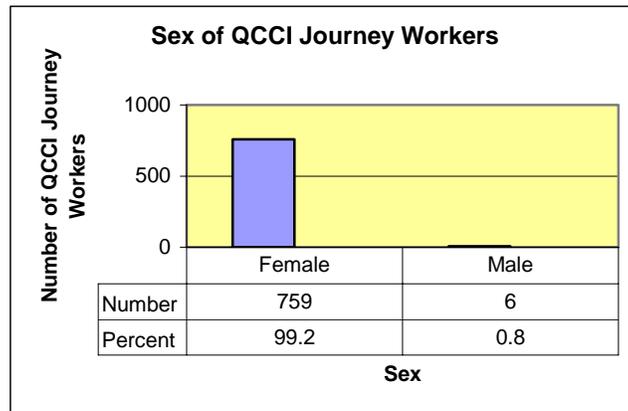
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<sup>8</sup> Several states, while articulating the apprenticeship curriculum with that of the Child Development Associate Credential, do not pay for the cost of obtaining the credential.

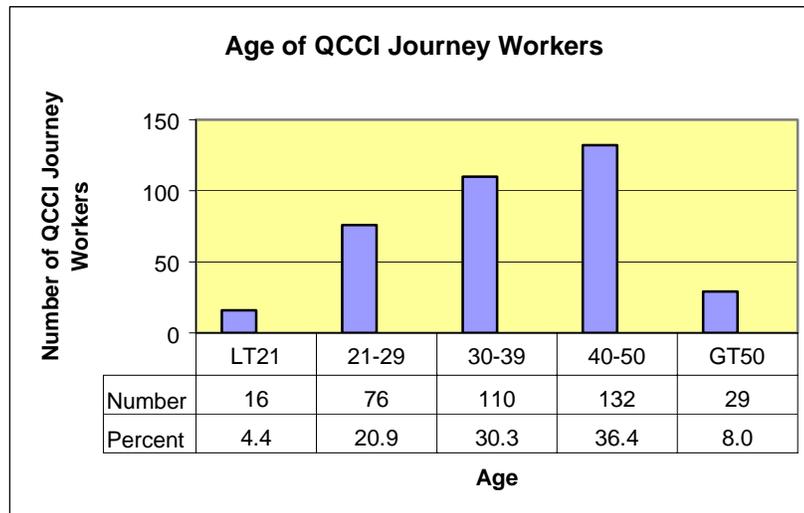
program, it is reasonable to expect that the characteristics of journey workers will be closer to the characteristics of those apprentices who complete the program.

### Sex of QCCI Journey Workers

The proportion of female journey workers is slightly higher than the proportion of apprentices.



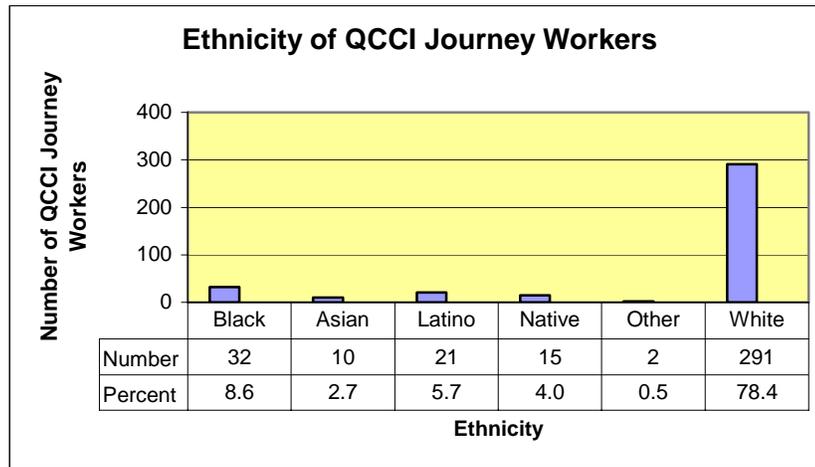
### Age of QCCI Journey Workers



The journey workers are naturally significantly older than the apprentices. Where the almost half the apprentices are age 30 or less, only 22 percent of journey workers are that age. Instead, nearly half the journey workers are over 40.

### Ethnicity of QCCI Journey Workers

The overall minority proportion of journey workers is significantly smaller than minority proportion of all apprentices. This disparity illustrates the problem that many observers have identified: while the child-care workforce is increasingly composed of minority-group members, the leadership in the profession remains largely white women. Since professional qualifications are undoubtedly one of the major attributes of leadership, the data suggest that the apprenticeship program should contribute to remedying the skill deficit among minority child-care workers as the apprentices become journey workers.

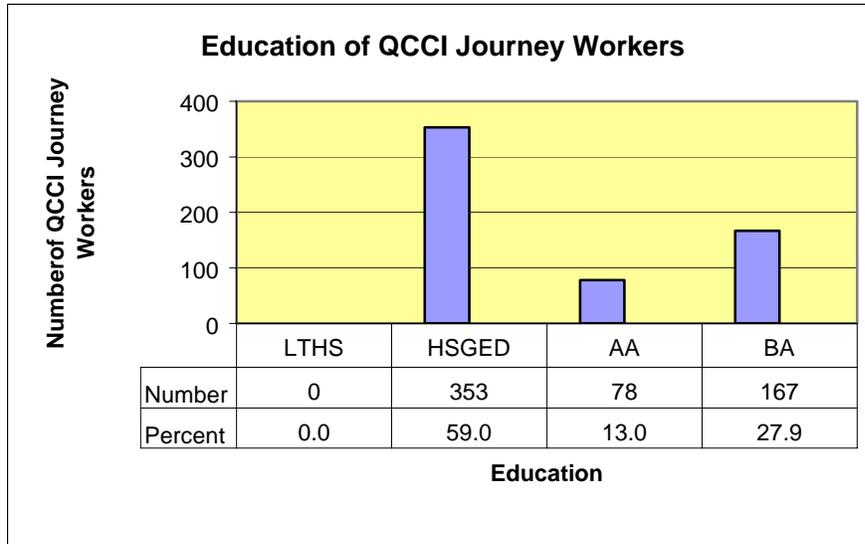


### Education of QCCI Journey Workers

The journey workers are a very well educated group, compared to both the apprentices (expected) but compared to the national sample of teachers (not necessarily expected). While the overall proportion of journey workers and

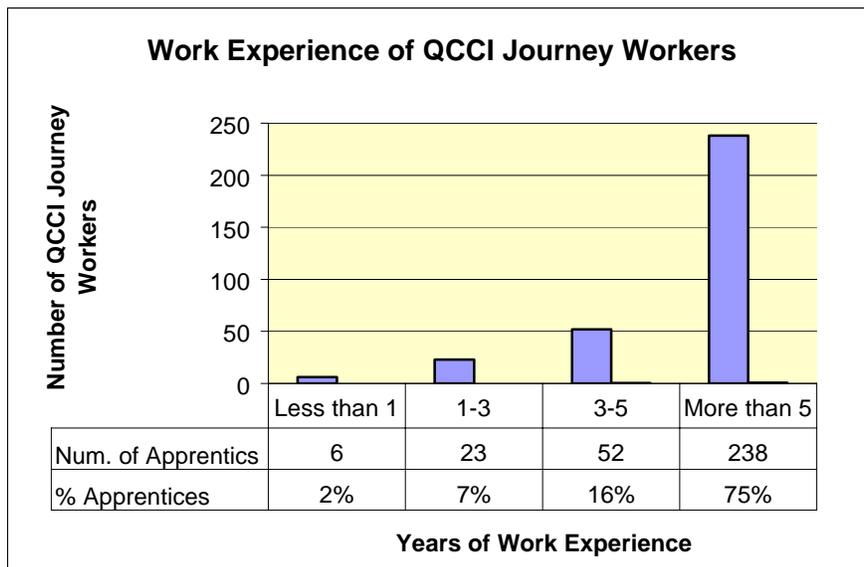
National Education Data (education of teachers)	
High School Graduate or less	20%
Some college	47%
B.A. or better	33%

teachers with some college or a B.A. or higher degree is quite similar, the proportion of journey workers with B.A. degree is dramatically higher. Some of the degree attainment is attributable to the use of external journey workers in several states. As noted in the introduction to this chapter, most of these individuals are well-trained professionals in the child-care field. But even after adjusting for external journey workers, the degree attainment is very high. This emphasis on high standards



and quality is consistent with our findings from the process evaluation in the western states, where we found that high educational qualifications of journey workers is testimony to the general high level of qualifications established by most of the programs. These high qualifications are likely to auger well for the quality of the apprenticeship program and the quality of education delivered by the apprentices as they move through the program.

### Previous Work Experience of QCCI Journey Workers



The QCCI journey workers are a very experienced group. Seventy-five percent have over five years of experience. The high experience level is consistent with the

strong record of educational attainment among journey workers. This compares to only about 20 percent for the QCCI apprentices.

### **Child Development Associate Credentials of QCCI Journey Workers**

Eighty journey workers, or 20 percent of the 319 journey workers for whom we have work experience information, hold the Child Development Associate credential. This is a relatively low figure is probably attributable to the high educational qualifications of the journey workers, over half of whom already have B.A. degrees.

### **Wages of QCCI Journey Workers**

Five states reported wage levels for their journey workers. Using the same weighting method used for apprentice wages, the journey workers' average wage is \$10.14 per hour.

In addition to the general problems that we identified regarding the apprentice wages, this set of data is distorted by outliers at both the high and low ends. At the high end, Oklahoma uses external journey workers who earn an average of \$15.26 per hour. These journey workers are consultants rather classroom teachers. Alaska's journey workers are also highly paid, reflecting the high cost of living in that state. At the other end of the scale, the 91 journey workers in Nevada earn \$7.50.

The average wage for all child-care workers in January 2001 from the Bureau of Labor Statistics is \$8.91 per hour.

## **SPONSORS AND FAMILY PROVIDERS**

We have divided the sponsors into two groups, centers (including small group care homes) that have a conventional employer-employee relationship and family providers.

Overall, the response rate from the states to this portion of the data request was poor. We received usable information that tells us anything about the size of centers (number of children served) and the number of apprentices at any center from 10 states. The two states that emphasized family providers also submitted data.

### **QCCI Sponsors**

There are at least 560 sponsoring centers involved in the project.

### Size of QCCI Centers

The centers involved in the project are generally large. Eighty-seven percent have 11 or more children.

<u>Size of Centers</u>		
Less than 11 Children	45	13%
11-30 Children	106	30%
More than 30 Children	204	57%
<b>Total</b>	<b>355</b>	<b>100%</b>

### Number of Apprentices at QCCI Centers

States are serving a small number of apprentices at each center. Seventy-one percent of the centers had only one or two apprentices at each center. We attribute this distribution to scarcity of the apprenticeship as a training resource

<u>Number of Apprentices per Center</u>		
1 per Center	112	41%
2 per Center	82	30%
More than 2 per Center	80	29%
<b>Total</b>	<b>274</b>	<b>100%</b>

that had to be rationed among interested centers. The scarcity was abetted at least somewhat by the fact that the program was paying for the related instruction. The average for all sponsors (based on the total participant data for 18 states—these states are slightly different than the group of 18 reported on in this chapter) that submitted the apprentices of center sponsors is 2.1.

### QCCI Family Providers

Seven states reported that they had a total of 109 family providers participating in the apprenticeship. Of these 40 are participating in Maine, which emphasized this type of program. The other state emphasizing family providers, Tennessee, only has 111 apprentices.

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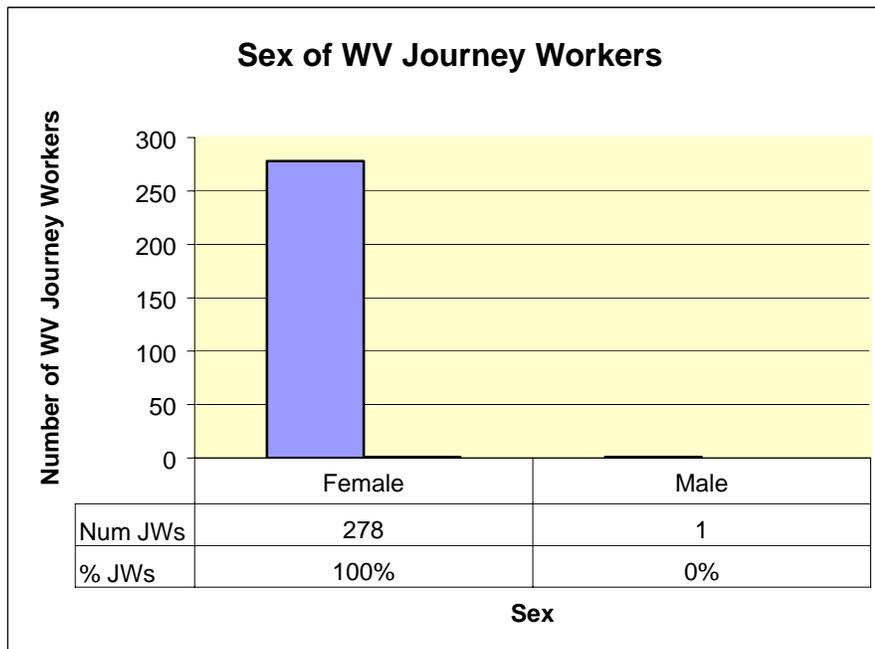
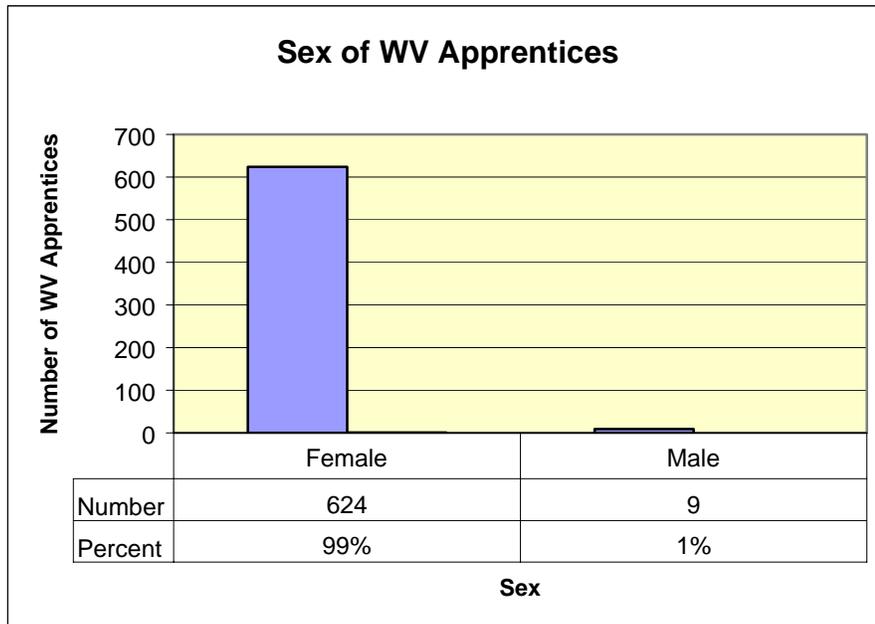
### III. WEST VIRGINIA

West Virginia is a Round 3 QCCI grantee state, and thus it is among the most recent of grantees. However, it is also the most experienced child-care apprenticeship state because it first established the child-care apprenticeship program in 1989. In fact, many consider that the West Virginia program was actually the model for the QCCI as a whole. The state sought the grant in order to expand the scope of the program to add a more advanced training program.

Given this experience, and the large numbers of participants that it has served, we felt that including the state with the national total of QCCI states would have heavily colored the information from the states that have been operating under the initiative. Further, since West Virginia is a relatively mature program, it is instructive to separate its data and then compare that state's pre-QCCI experience to operations of essentially new programs under QCCI, which we do in this chapter. Any such comparisons to a single state program, however, should be made with caution because the differences may occur as a result of specific program designs in that state rather than the maturity of the program. No evaluation of West Virginia's program has yet occurred.

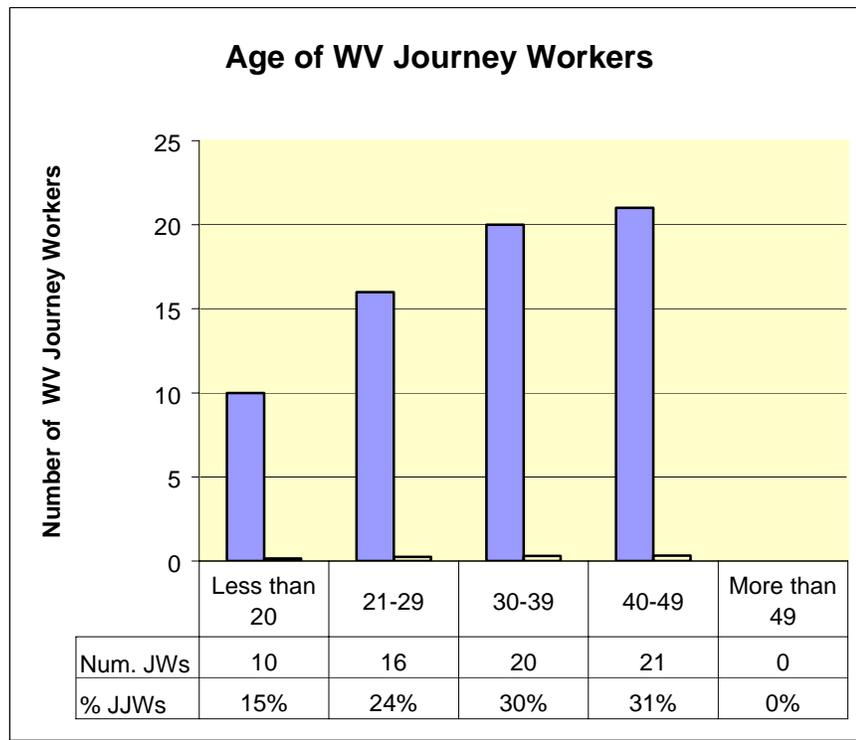
**CHARACTERISTICS OF WEST VIRGINIA APPRENTICES AND JOURNEY WORKERS**

**Sex of West Virginia Apprentices and Journey Workers**



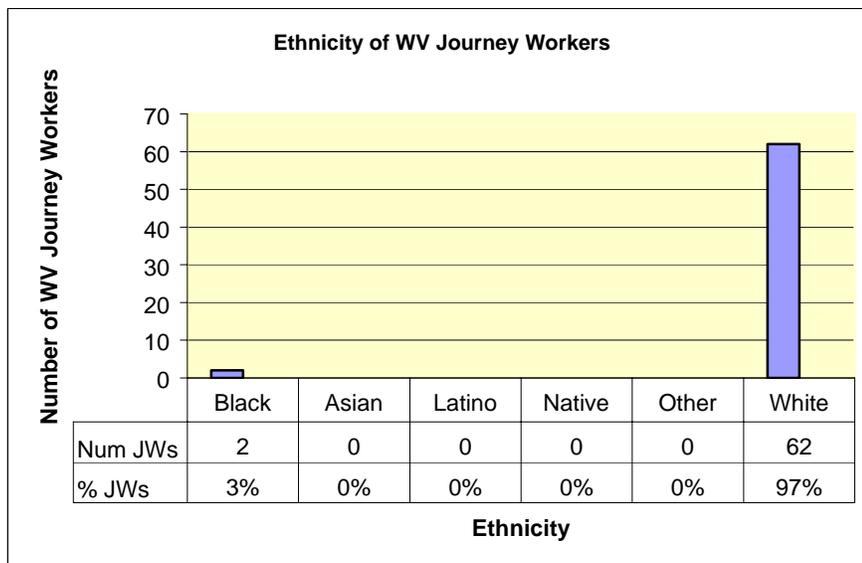
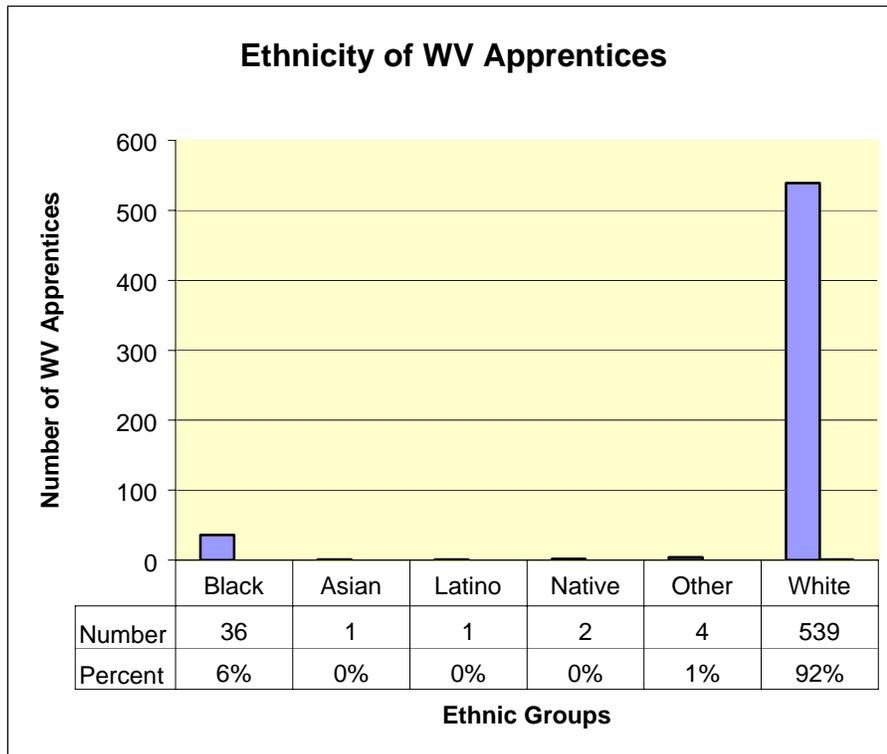
There are only a small number of male apprentices. There is only a single male journey worker. The journey workers, by contrast, are slightly younger than their QCCI counterparts.

**Age of West Virginia Apprentices and Journey Workers**



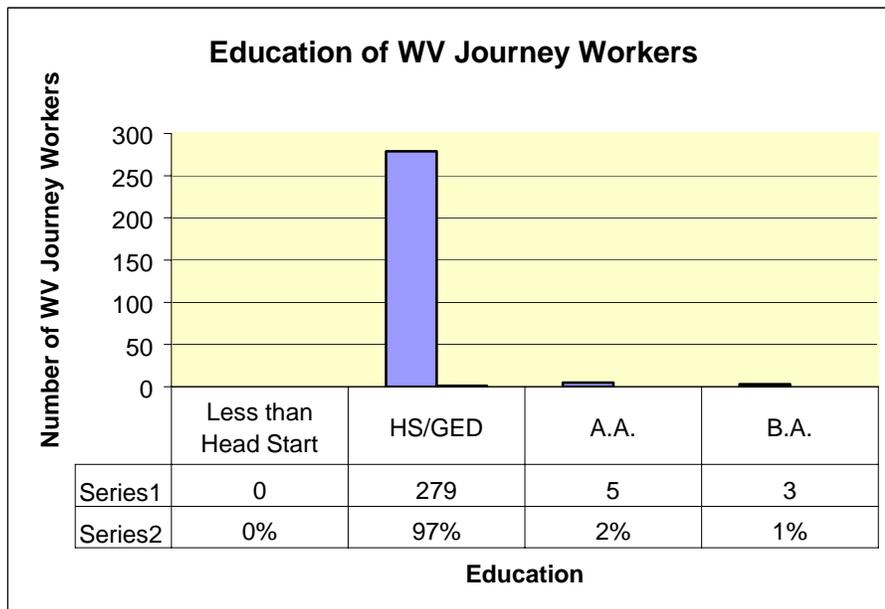
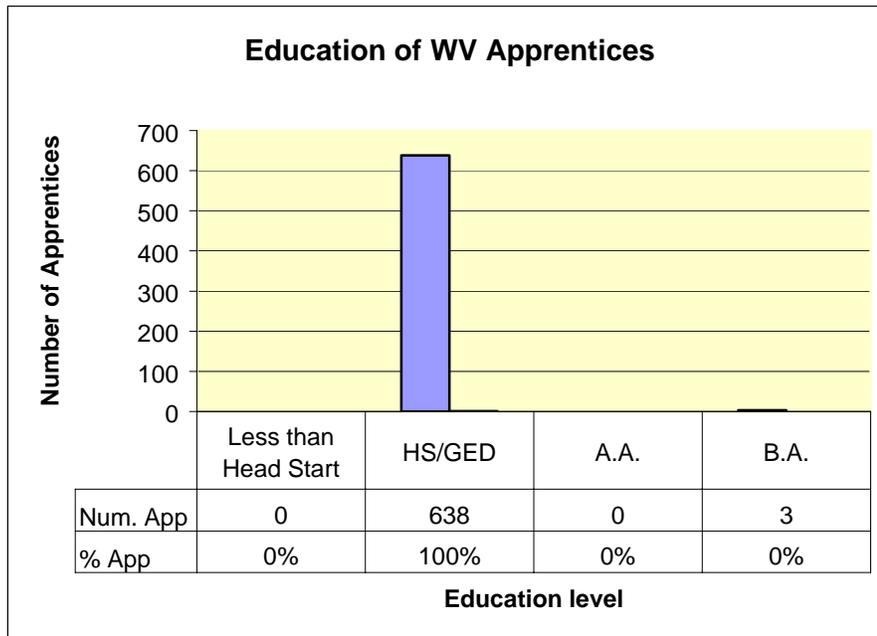
The age distribution of the West Virginia apprentices is fairly similar to that of the QCCI group. The journey workers, by contrast, are slightly younger than their QCCI counterparts.

### Ethnicity of West Virginia Apprentices and Journey Workers



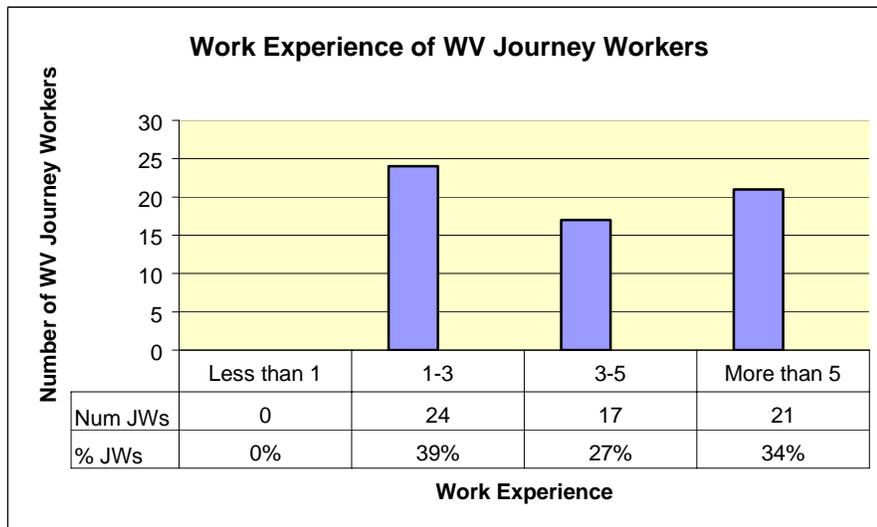
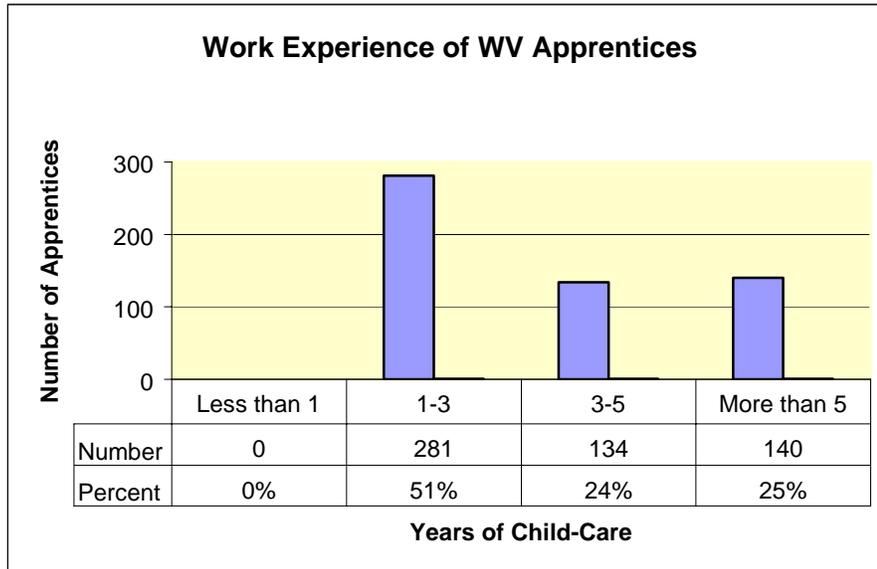
The ethnicity of both the apprentice and journey worker groups is strikingly uniform, with over 90 percent of both groups white. This stands in contrast to the greater diversity of the QCCI groups. This difference, at least in part, is likely to be attributable to the more homogeneous population of West Virginia, which is 95 per cent white.

**Education of West Virginia Apprentices and Journey Workers**



The education levels of apprentices and journey workers are very consistent, reflecting the operation of a mature program. The convergence between these groups stands in stark contrast to the divergence between the QCCI apprentice and journey worker groups. In West Virginia, the journey workers are apprentices who completed the program, and thus it is not surprising that they have similar educational qualifications. The QCCI journey workers, by contrast, were virtually all provisional journey workers who had been selected for their high qualifications.

**Previous Work Experience of West Virginia Apprentices and Journey Workers**



The operation of a mature program is also noticeable in contrasting the work experience of West Virginia and QCCI journey workers: that is that the characteristics of apprentices and journey workers tend to converge in a mature program. Where 91 percent of the QCCI journey workers have 3 years or more of experience, only 61 percent of the West Virginia journey workers have 3 years or more. For the same reason, there is a closer correspondence between the work experience distribution of West Virginia journey workers and apprentices than there is between the QCCI journey workers and apprentices.

**Child Development Associate Credentials of West Virginia  
Apprentices and Journey Workers**

	WV Apprentices		WV Journey Workers
	Before Entry	During Program	
Number on which information is available for work experience	555		62
CDA s Received	11	14	37 <sup>9</sup>

There are very few recipients of the CDA credential in the West Virginia program. We are unable to determine at this time whether this reflects a data reporting or collecting problem or a lack of articulation with, and emphasis on, the CDA.

**Wages at Program Entry of Apprentices and Journey Workers**

The state indicates that the average wage at entry for apprentices is \$5.50.

The wage information for journey workers is not usable.

**OUTCOMES FOR WEST VIRGINIA APPRENTICES AND JOURNEY WORKERS**

**Program Completions for West Virginia Apprentices**

The state reported that 557 of its 641 apprentices completed the program, an 87 percent completion rate. This is a very high completion rate for any training program.

**Wages at Program Exit for West Virginia Apprentices**

The state reports that the average wage at exit for the apprentices was \$6.50. This would indicate that there is an average wage gain of \$1.00. But we have no information on how this number was calculated.

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<sup>9</sup> This number is estimated. The data submitted by the state is probably not correct because the number of CDAs among journey workers should be at least as large as the sum of CDAs at entry and received during the program, assuming that there is in fact an 87 percent completion rate, as the state reports.

*III. West Virginia*

**WEST VIRGINIA SPONSORS AND FAMILY PROVIDERS**

West Virginia has served 270 centers and 56 family providers. There is no usable information on the size of centers or the number of apprentices at the centers that are served.

## IV. DATA REPORT FOR THE COMPREHENSIVE ASSESSMENT

### APPRENTICES AND JOURNEY WORKERS

Data Components	Apprentices	Journey Workers
<i>A. Age at time they began the program</i>		
20 or less		
21 – 30		
30 – 39		
40 – 49		
Over 49		
<i>B. Sex</i>		
Female		
Male		
<i>C. Ethnicity</i>		
African-American		
Asian-American		
Hispanic/Latino		
Native-American		
Other Minority		
Caucasian		
<i>D. Highest Level of Education Achieved at time they began the program</i>		
Less than High School		
High School graduate or GED		
Associates degree		
Bachelor’s degree or higher		
<i>E. Work Experience and Early Childhood Education Training at time they began the program</i>		
Less than 1 year		
1 – 3 years		
3 – 5 years		
More than 5 years		
CDA or other certificate		
<i>F. Outcomes</i>		
Number completed		
CDA received during the program (including non-completers)		
Average wage at entry		
Average wage at exit for completers		

IV. Data Report for the Comprehensive Assessment

**SPONSORS**

Data Components	Sponsors
<i>A. Number of Sponsors</i>	
Centers (including multiple sites for the same organization)	
Family providers (Including groups)	
<i>B. Average Number of Apprentices per Sponsor</i>	
1 apprentice	
2 apprentices	
More than 2 apprentices	
<i>C. Size of the Center (Do not include family providers) Average number of children served by the sponsoring center.</i>	
Less than 10	
11 - 30	
More than 30	