NWRA 2021 Longitudinal Workforce Report

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The purpose of the NWRA Dataset is to pool and aggregate workforce data from all eligible state professional registries. Bi-annually, the NWRA and eligible state registries collaborate to commission a report reflecting the pooled workforce data from across the country. This process allows registries to contribute their data into a larger dataset to inform policy, investments, and priorities. The goals of the project are to:

1. **Elevate** access to state- and/or regional-level data from registries
2. **Inform** the development of workforce briefs and policy decisions
3. **Identify** where registries need additional resources to increase their data contributions
4. **Demonstrate** the extent and needs of the full workforce, while encouraging inclusive representation of the industry

The NWRA recognizes that data are powerful when used to inform policy or support quality initiatives. Although a single professional registry can make significant contributions at the local and state levels, its impact is limited at the national level. With broad-based membership and foundational standards development, the NWRA is in a unique position to coordinate efforts so registries can collectively provide information for national impact. Our collective dream is to one day produce a near real-time National Workforce Dataset, inclusive of all state registries, reflecting the full workforce, and able to steer accountability, inform equity, and guide workforce support.
EXECUTIVE DIRECTOR’S

Introduction

Today, Early Learning Professional Registries operate in 45 states and DC, another four states are building or preparing to operate in the next year or two (49 by 2025). In 2020, the ECE Professional Registries and NWRA directly reached over 900,000+ members of the workforce distributing critical, timely updates and pandemic preparedness information. As a delivery system for workforce contact and support registries contribute a valuable by-product, reflecting all members of the workforce, illuminating data on their training and education, employment and compensation, languages spoken and preferred for learning, race, and ages of children served. The registries collect and maintain verified data on a spectrum of settings, from center-based to family child care, home visitors to out-of-school-time professionals.

In total, 17 state professional registries have demonstrated they meet the NWRA’s quality standards and criteria for data collection, making them eligible to contribute their early learning workforce data to a pooled, growing national dataset. Those recognized states have undergone a self-study and peer review for evidence of compliance with NWRA best practices, data definitions, and the collection of common elements. Our unified reach is expansive, in 2021, Registry Partners in Employment Reporting (PER states) contributed data from over 466,000 members of the workforce (76% of whom were actively employed) with just 30% of existing registries participating in that data roll up.

Participating in registries is a requirement in most of the country but to varying degrees (60% of states required participation in the professional registry for a portion of the workforce in their state; nearly 40% required registry participation as a component for child care licensing). Today 40% of registries have met the NWRA’s quality standards and processes to become eligible to contribute data to the growing national dataset. As additional registries meet PER quality standards, we expect to double our reporting reach and workforce inclusion in the next five years.

The longitudinal data we have now spans a decade and complements other national survey data (NSECE). Our PER dataset is the largest known pool of provider data in the country. Our goal for 2023 is to have 23 registries contributing data to our dataset (50% of the country’s professional registries). With dedicated investments in registry data quality, saturation, and sufficient resources to support verification, cleaning, analyses, and reporting, in just a few years, we will have more than half the nation’s workforce represented in this growing national workforce dataset. To create the bi-directional information system we dream of having, however, we need to develop the policies, data infrastructure and investments that sustain them as their functions and workforce membership grows. Data design, technology innovations, and cross-community integration and solutions require sustainable funding to create data confidence permitting data-driven decision making to occur and increasing levels of accountability.

Kimberlee Belcher-Badal, PhD
Executive Director
Executive Summary

The 2021 National Workforce Registry Alliance (NWRA) dataset consists of data from 14 of 17 eligible registries: Arizona; Connecticut; Miami-Dade (Florida); Illinois; Maine; Minnesota; Missouri; Montana; Nevada; New Jersey; New York; Ohio; Pennsylvania, and Wisconsin. These PER (Partners in Employment Reporting) approved registries have met quality standards in the data collection and reporting on early childhood and out of school time workforce data. The dataset represents active registry participants as of January 1, 2019 through January 1, 2021, and includes individual records from 466,115 professionals, 76% of whom were employed at the time of the draw (356,206), working across 64,237 programs/facilities. Of the 14 participating states, registry participation was required for most of the workforce in eight states: Arizona, Illinois, Maine, Montana Nevada, Ohio, Pennsylvania, and Wisconsin.

It must be noted that this year’s dataset spans the beginning of the COVID-19 pandemic, which resulted in unprecedented upheaval in the child care sector. However, because the data encompass professional registry participation from January 1, 2019 to January 1, 2021, the results reported here do not reflect the pandemic’s effects on the child care workforce fully. Because this study is a two-year snapshot, it does not provide reliable point-in-time data on the child care workforce supply.

Like all other areas, the child care sector has suffered from historical and current inequities that have hampered outcomes for children—particularly children of color, those with disabilities, and those whose home language is not English—as well as the workforce that serves them. Given NWRA’s commitment to advancing equity within the child care workforce, this report features two sets of analyses that examine racial/ethnic equity in the PER dataset.

- The first examines the extent to which the registries’ workforce mirrors working age (18-64) and young child (birth to five) populations.
- The second presents analyses that examine race/ethnicity differences in workers’ roles, education, wages, and training.
Program Characteristics

- Participants reflected a pretty even distribution of age groups served, across Infant/Toddler, Preschool only, and Mixed age groupings (F1).

- Slightly more than half of the employing programs (56%) were family child care (FCC) homes, and 41% were centers. Other programs constituted 3% of the facilities, and nearly all programs were regulated

- Among registries that collect Quality Rating and Improvement Systems (QRIS) information, the relevant QRIS rates over half (56%) of the programs. Licensed centers were most likely to be rated (60%), followed by other licensed programs (52%), and licensed FCC (44%) programs
Participants’ Characteristics

Demographics
- Approximately two-thirds of center-based administrators (64%) and lead teachers (61%) were White compared to 39% of FCC owners and 34% of FCC assistant teachers.
- The median number of years in the field differed based upon the age group served. Those who serve preschoolers had the highest median (5.3 years), followed by those who serve multiple age groups (3.6), infants/toddlers (3.6), and school-agers (2.8).

Education Level
- Among the center-based participants, educational attainment was linked to role, with center administrators more likely to have a bachelor’s degree (62%) compared to lead (43%) and assistant teachers (17%) (F2).
- Twenty-one percent of FCC owners held a bachelor’s degree.
- Center lead teachers who work with preschoolers were most likely to have a bachelor’s degree (58%), followed by those who work with school-agers (43%), with multiple age groups (38%), and with infants/toddlers (30%).
- Those who work with Infants & Toddlers represent 1/3 of our dataset.

F2. Highest Level of Education Attained (All Categories) by Role

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Other program assistant teacher n = 1,255</th>
<th>Other program lead teacher n = 2,414</th>
<th>Other program admin. n = 1,005</th>
<th>FCC assistant teacher n = 650</th>
<th>FCC owner n = 5,875</th>
<th>Center assistant teacher n = 36,943</th>
<th>Center lead teacher n = 69,339</th>
<th>Center admin. n = 20,229</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma</td>
<td>55.6%</td>
<td>32.5%</td>
<td>42.5%</td>
<td>64.2%</td>
<td>54.0%</td>
<td>69.3%</td>
<td>36.4%</td>
<td>19.3%</td>
</tr>
<tr>
<td>1-year certificate</td>
<td>1.6%</td>
<td>1.2%</td>
<td>0.9%</td>
<td>2.9%</td>
<td>3.8%</td>
<td>0.9%</td>
<td>1.9%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>16.7%</td>
<td>6.1%</td>
<td>9.2%</td>
<td>16.3%</td>
<td>20.7%</td>
<td>13.2%</td>
<td>19.0%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>22.8%</td>
<td>31.7%</td>
<td>23.5%</td>
<td>12.5%</td>
<td>16.0%</td>
<td>14.5%</td>
<td>32.3%</td>
<td>39.9%</td>
</tr>
<tr>
<td>Master’s/doctoral degree</td>
<td>3.3%</td>
<td>28.5%</td>
<td>24.0%</td>
<td>4.2%</td>
<td>5.4%</td>
<td>2.1%</td>
<td>10.4%</td>
<td>22.4%</td>
</tr>
</tbody>
</table>

Note. "High school diploma or less" includes participants who have “Some College.” In addition, one-year certificates have different requirements depending upon awarding institution.
Early Childhood-Specific Education and Credentials

- The majority of professionals do not meet the qualifications for Early Childhood Educators as described by Power to the Profession established by the National Association for the Education of Young Children. Based upon data contributed by states with mandatory PER registries, 51% of center administrators, 56% of center lead teachers, 78% of center assistant teachers, and 64% of FCC owners do not have the early childhood specific degrees or credentials/CDAs to meet the various levels of the Early Childhood Educator’s Unifying Framework (F3).

- Overall, relatively few professionals, regardless of role, had educational qualifications that were related specifically to early childhood education/development (ECE). Although nearly two-thirds of center-based administrators (62%) had at least a bachelor’s degree, only 17% held an ECE bachelor’s degree or higher. The situation for lead teachers was similar; 43% had at least a bachelor’s degree, but only 10% reported an ECE bachelor’s or higher (F4).

- Center assistant teachers and FCC professionals’ attainment of ECE degrees was even lower. Among center assistant teachers, 17% held a bachelor’s or higher, but only 1% obtained at least an ECE bachelor’s degree. Among FCC providers, the statistics were similar: 21% had at least a bachelor’s degree, but only 2% held an ECE bachelor’s degree or higher (F4).

- Approximately 4% of registry participants across roles have some type of Child Development Associate (CDA) credential. The preschool CDA was held most widely (46%), followed by the infant-toddler (40%), and the FCC home (8%) (F5).

F3. Power to the Professional Education Categories for Mandatory PER Registries
F4. ECE-Specific Degrees by Role

Note. Results are based upon data from the Arizona, Connecticut, Miami-Dade (FL), Illinois, Maine, Minnesota, Montana, New Jersey, Nevada, New York, Ohio, Pennsylvania, Wisconsin registries.

F5. Current CDA Credential by Role
F6. Median Hourly Wage for Center-Based Professionals by Education Attainment

Wages

- For center-based staff, the median hourly wages were $17.85 for administrators, $13.59 for lead teachers, and $12.00 for assistant teachers.
- In general, participants with higher levels of education reported higher wages (F6).
- The median hourly wage was related to the age group served. Center teachers who work with preschoolers exclusively tended to earn more than those who work with infants/toddlers, school-agers, or multiple age groups.

Changes in Employment Status, Education, and Role between the 2019 and 2021 Datasets

- Twelve registries participated in both the 2019 and 2021 dataset draws and provided data that could be matched. Seven of these registries are considered “mandatory”: Arizona; Illinois; Maine; Montana; Nevada; Ohio, and Wisconsin. The other five—Connecticut, Miami-Dade County (Florida), Minnesota, Missouri, and New York—are designated “non-mandatory” (although they may be mandatory for a portion of the workforce).
- The overall retention rate between 2019 and 2021 was 54%, 55% for mandatory registries and 51% for non-mandatory registries.
- Most participants (77%) were employed across both datasets. However, 17% were employed in 2019, but unemployed in 2021, 2% were unemployed in 2019, but employed in 2021, and 3% were unemployed in both datasets.
- Compared to non-mandatory registries, mandatory registries showed a higher percentage of participants with higher educational attainment across all roles.
Center lead teachers show different patterns of higher educational attainment depending upon registry type (T1)

- Center lead teachers in non-mandatory registries were far more likely to move from a bachelor’s degree to a master’s degree than those in mandatory registries (33% vs. 12%)
- On the other hand, center lead teachers in mandatory registries were more likely to move from a high school diploma to an associate degree than those in non-mandatory registries (35% vs. 19%)
- The majority of participants reported the same role between the two datasets. Family child care providers were most likely to remain in the same role (92%), followed by other program administrators (86%), center administrators (85%), and center lead teachers (85%)
- Between the 2019 and 2021 datasets, 5% of center lead teachers across all registries, became center assistant teachers, while 4% became center administrators. For center assistant teachers, the most likely change was to center lead teacher (20%)
- The pandemic likely has had a large effect on child care employment, education, and shifts in roles within registries, but because the data reflect only a two-year span (2019-2021), the effects of COVID cannot be isolated

### T1. Participant Retention Rate from 2019 to 2021 Dataset by Registry

<table>
<thead>
<tr>
<th>Registry</th>
<th>AZ</th>
<th>CT</th>
<th>FL</th>
<th>IL</th>
<th>ME</th>
<th>MN</th>
<th>MO</th>
<th>MT</th>
<th>NV</th>
<th>NY</th>
<th>OH</th>
<th>WI</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of 2019 participants that were also in 2021 dataset</td>
<td>20,478</td>
<td>16,180</td>
<td>2,857</td>
<td>52,449</td>
<td>677</td>
<td>9,650</td>
<td>6,520</td>
<td>2,940</td>
<td>5,368</td>
<td>13,367</td>
<td>54,239</td>
<td>14,444</td>
<td>199,169</td>
</tr>
<tr>
<td>Number in 2019 dataset</td>
<td>34,827</td>
<td>21,064</td>
<td>4,784</td>
<td>107,583</td>
<td>4,929</td>
<td>34,531</td>
<td>11,860</td>
<td>3,996</td>
<td>9,092</td>
<td>23,876</td>
<td>87,675</td>
<td>24,091</td>
<td>368,308</td>
</tr>
<tr>
<td>Retention rate from 2019 to 2021 dataset</td>
<td>58.8%</td>
<td>76.8%</td>
<td>59.7%</td>
<td>48.8%</td>
<td>13.7%</td>
<td>27.9%</td>
<td>55.0%</td>
<td>73.6%</td>
<td>59.0%</td>
<td>56.0%</td>
<td>61.9%</td>
<td>60.0%</td>
<td>54.1%</td>
</tr>
</tbody>
</table>

Note. Shaded columns indicate “mandatory” registries.
In PER states, Black professionals and professionals in other race/ethnicity categories were more likely to be part of the early childhood and school-age workforce compared to their White and Asian/Pacific Islander peers (who were more likely to work in other fields).

Comparing racial/ethnic percentages of children 0-5 from the Census Bureau with the PER registry racial/ethnic percentages, Black workers were over-represented in the PER data, while Hispanics and Asians/Pacific Islanders were under-represented (F7).

Increasing the representation of Hispanic and Asian/Pacific Islander professionals in PER registries will make the workforce more representative of the children and families they serve.

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### Distribution of Workers by Race/Ethnicity

- **In PER states, Black professionals and professionals in other race/ethnicity categories were more likely to be part of the early childhood and school-age workforce compared to their White and Asian/Pacific Islander peers (who were more likely to work in other fields).**

- **Comparing racial/ethnic percentages of children 0-5 from the Census Bureau with the PER registry racial/ethnic percentages, Black workers were over-represented in the PER data, while Hispanics and Asians/Pacific Islanders were under-represented (F7).**

- **Increasing the representation of Hispanic and Asian/Pacific Islander professionals in PER registries will make the workforce more representative of the children and families they serve.**

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### F7. Race/Ethnicity for All Roles by Data Source

**2021 PER dataset (n = 290,965)**

- Black: 56%
- Hispanic: 19%
- Asian/Pacific Islander: 17%
- White: 3%
- Additional Categories: 5%

**PER geographies adults 18–64 (2019 Census)**

- Black: 64%
- Hispanic: 12%
- Asian/Pacific Islander: 16%
- White: 6%
- Additional Categories: 2%

**PER geographies children 0–5 (2019 Census)**

- Black: 55%
- Hispanic: 13%
- Asian/Pacific Islander: 22%
- White: 5%
- Additional Categories: 5%
Workforce Characteristics by Race/Ethnicity

- In center programs, White participants constituted a larger percentage of administrators than lead or assistant teachers compared to professionals of color.
- In family child care, professionals of color constituted a larger percentage of the workforce than they did in centers.
- Among center professionals, Asian/Pacific Islanders and Whites were mostly likely to have a bachelor’s degree, while Hispanics and Blacks were least likely.
- Among center professionals, Asian/Pacific Islanders reported earning the most, followed by Blacks and Hispanics. Other categories and White professionals earned the least. However, compensation patterns differed by registry; in many states with smaller registries, Whites earn more than Blacks (F8).
- With respect to professional development, Hispanic and Black professionals reported the greatest number of training hours in 2019, and Whites and Asians/Pacific Islanders the fewest.

F8. Median Wage for Center Administrators by Race/Ethnicity and Bachelor’s Degree Attainment

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Center Administrator (All) n = 12,488</th>
<th>Center Administrator (Bachelor’s or higher) n = 4,314</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>$18.07</td>
<td>$20.19</td>
</tr>
<tr>
<td>Black</td>
<td>$16.99</td>
<td>$20.65</td>
</tr>
<tr>
<td>Hispanic</td>
<td>$16.75</td>
<td>$20.00</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>$19.05</td>
<td>$21.26</td>
</tr>
<tr>
<td>Additional Categories</td>
<td>$17.16</td>
<td>$20.00</td>
</tr>
</tbody>
</table>

NATIONAL WORKFORCE REGISTRY ALLIANCE: 2021 WORKFORCE DATASET

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Because of the dataset’s nature, it is not a representative sample of the early childhood and school-age workforce in the U.S. However, we can compare findings from this year’s dataset, as well as the 2019 and 2017 datasets, to the most recent national survey of the early childhood workforce, the National Survey of Early Care and Education (NSECE) (T2). The registry dataset reflects more Brown and Black providers and higher levels of formal education than the nationally representative dataset did.

Because the NSECE survey sampled early education workers across the U.S. randomly, its findings can be considered representative of the U.S. workforce. The NSECE survey’s major weakness is its emphasis on self-reported data. On the other hand, the NWRA datasets consist largely of verified data on all registry participants who meet certain criteria, but the data are not representative of the U.S. in general and may not capture all education and qualifications attained.

<table>
<thead>
<tr>
<th>Degree type</th>
<th>2012 NSECE Study (n = 4,800)</th>
<th>2021 NWRA Dataset (n = 63,339)</th>
<th>2019 NWRA Dataset (n = 68,510)</th>
<th>2017 NWRA Dataset (n = 62,359)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any degree</td>
<td>53%</td>
<td>61%</td>
<td>59%</td>
<td>47%</td>
</tr>
<tr>
<td>2-year degree</td>
<td>18%</td>
<td>19%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>4-year degree</td>
<td>26%</td>
<td>32%</td>
<td>31%</td>
<td>24%</td>
</tr>
<tr>
<td>Graduate/professional degree</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
<td>7%</td>
</tr>
</tbody>
</table>

F9. Center Participants with Bachelor’s Degrees or Higher by Race/Ethnicity

2013 NSECE

- White: 40%
- Black: 21%
- Hispanic: 30%
- Asian/Pacific Islander, American Indian, Other: 43%

2021 PER Dataset

- White: 43%
- Black: 34%
- Hispanic: 36%
- Asian/Pacific Islander, American Indian, Other: 55%
- Additional Categories: 38%
The first set of featured analyses examined the racial/ethnic distribution of the PER registries and whether these percentages mirror the racial/ethnic composition of the workforce ages 18-64 in the PER states. In PER states, Blacks and Additional Categories participants were more likely to be part of the early childhood and school-age workforce compared to their White and Asian/Pacific Islander peers (who were more likely to work in other fields). This may be attributable in part to the fact that Whites and Asians/Pacific Islanders are less likely to choose to work in the child care field because of their greater likelihood of having higher educational qualifications and thus, opportunities to work in higher paying, more stable fields.

Comparing the percentages of children 0-5 with the adult registry figures, Blacks were over-represented in the PER data, while Hispanics and Asians/Pacific Islanders were under-represented, and White and Additional Categories were represented approximately equally across both distributions. Increasing the representation of Hispanic and Asian/Pacific Islander workers in PER registries will make the workforce more representative of the children and families they serve, which has the potential to enhance the quality of the early childhood and school age care they receive.

The second set of analyses focused on racial/ethnic differences in workforce characteristics, including education, wages, and training hours. White participants in center programs constituted a larger percentage of the workforce than they did in centers. Among center professionals, Asians/Pacific Islanders and Whites were mostly likely to hold a bachelor’s degree, while Hispanics and Blacks were least likely. However, compensation patterns differed by registry; in many states with smaller registries, Whites earned more than Blacks.

Among center professionals, Asians/Pacific Islanders reported earning the most, followed by Blacks and Hispanics, while Additional Categories and White professionals earned the least. However, compensation patterns differed by registry. In the Miami-Dade, Illinois, New York, Ohio, and Pennsylvania registries, Black professionals earned more than Whites; however, Whites reported higher wages than Blacks in Arizona, Connecticut, Minnesota, Missouri, Montana, New Jersey, Nevada, and Wisconsin. This result supports the idea that national trends in compensation may not be applicable to local and regional levels.

Among center administrators and lead teachers with at least a bachelor’s degree, the difference between wages for racial/ethnic groups was relatively small. However, the systemic and historical racial injustices in the U.S. have affected BIPOC’s access to education, which in turn affects their likelihood to be administrators and their overall earnings potential in all roles.

With respect to professional development, Hispanic and Black professionals reported the greatest number of training hours in 2019, and Whites and Asians/Pacific Islanders the fewest.
Recommendations

Registries
Based upon the findings from this report, the following recommendations are suggested for early childhood and school-age workforce registries.

1. Become a PER registry so you can share registry data to help inform policy at state and national levels

Thanks to the PER guidelines the NWRA established, workforce registries now have solid, proven methods to aggregate data. Increasing registries’ capacities to share data will enhance further their ability to serve as important contributors to other data-driven policy initiatives. During times of great workforce upheaval, such as that the child care sector is experiencing currently, registries can play a critical role in informing workforce policy discussions now and in the future.

2. Become familiar with your registry data so you can inform state and local discussions about workforce initiatives, allocation of resources, and equity

As the report found, professionals who work with preschoolers had more education and experience and earned more than those who work with other age groups. In addition, this report highlighted that Asians/Pacific Islanders and Whites had more education than Blacks, Hispanics, and Additional category participants. Registries that have such knowledge about workforce trends in their state/region will ensure that they are

Because registries are an important source of workforce data, particularly for early childhood professionals, it is critical that they are represented in initiatives designed to increase the quality and quantity of data available to early childhood data systems.
invaluable collaborators in data-driven policy initiatives that address equity in the child care workforce as well as resource allocation for workforce development.

3

Track participants’ education, qualifications, and wages over time

The ability to show verified longitudinal changes in professionals’ education, training hours, ECE-specific credentials, and wages strengthens registries’ relevance to stakeholders and funders. Gathering information about CDAs and other ECE-specific degrees will ensure that registries can participate in the early educator qualifications discussions that NAEYC’s Power to the Profession has foregrounded. Given the finding that participants from mandatory PER registries reported higher levels of education than those from non-mandatory PER registries, registries should work to require that all professionals report their educational attainment and update it when it changes.

To address the lack of compensation information, it is recommended that registries make wage/salary data required elements that are updated at regular intervals, such as annually. Encouraging participants to renew their CDA credentials—and remain current with new developments in the field thereby—would benefit participants as well as the children and families they serve.

4

Support efforts in your region to require participation in registry systems for licensed settings, those receiving subsidy, and those involved in QRIS

Registry data become most powerful when the case can be made that the entire population of early childhood and afterschool educators is represented. Thus, registries should support efforts to move toward mandated participation.

5

Ensure that registries are part of the early childhood governance structures in your region

Because registries are an important source of workforce data, particularly for early childhood professionals, it is critical that they are represented in initiatives designed to increase the quality and quantity of data available to early childhood data systems.
National Workforce Registry Alliance

Based upon the findings from this report, the following recommendations are suggested for the NWRA.

1. **Continue to support registries’ ability to gather high quality workforce data and use such data for policy purposes**

   The NWRA has long been the national organization that provides an interactive forum for registries to exchange ideas, strategies, and best practices. Through the PER process, registries enhance their capabilities to participate in data-related projects to influence national policy and initiatives.

2. **Modify PER protocols as necessary to enhance the quality of data for aggregation and policy purposes**

   Key considerations for future NWRA datasets include the following recommendations for PER registries:

   1. **reduce** the number of “missing data” for education and training hours;
   2. **add** information about the date when degrees and credentials are earned to enhance analyses related to workforce qualifications;
   3. **implement** “transaction flags” within registries so that changes in participants’ and programs’ status can be captured over time;
   4. **modify** the process used to obtain training hour data to maximize the number of valid records;
   5. **modify** the data transfer protocol to enhance registries’ ability to determine definitively whether participants have ECE-related degrees, CPR, First Aid, and CDA credentials, and
   6. **examine** potential changes in the gender and race/ethnicity fields to capture the workforce’s demographics more accurately.

3. **Strengthen collaborations with national partners so that registries continue to be an important part of national discussions about early childhood and school-age workforce development**

   The NWRA collaborates already with a broad array of national groups, including the National Association for the Education of Young Children (NAEYC), the National Center on Afterschool and Summer Enrichment (NCASE), Child Care Aware of America, and Child Trends. Increasing its scope of partnerships will ensure that NWRA remains a leader in the workforce field.

4. **Prioritize efforts to examine and advocate for equity in the child care workforce**

   NWRA can strengthen its ability to address equity in the workforce by developing additional PER standards that focus on racial/ethnic equity as well as equity based upon other characteristics (e.g., gender identity, sexual orientation, ability status). In addition, NWRA can help registry staff examine their data through an equity lens by providing more professional development opportunities for member registries.

   By advocating for alternative pathways to professional development, NWRA can help address the systematic and historical inequities in access to educational and training opportunities that many BIPIC professionals have faced and continue to face, as well as other professionals who experience disenfranchisement based upon physical and demographic characteristics.
Learn more about the NWRA Workforce Dataset
Access our archive of NWRA Workforce Dataset reports