Early Learning Professional Development Registries

The NWRA supports the ECE Workforce by strengthening registries, aggregating data about the workforce, and steering that information to encourage data informed decisions and equity accountability.

To learn more visit www.registryalliance.org or email director@registryalliance.org.
“To reach ALL children with high quality care and education, we must reach ALL providers with support, compensation, and recognition that cultivates belonging.”
What are professional development registries & why do they matter?

The Early Childhood and Out-of-School-Time workforce registry and data collection system streamline professional development support and data collection, serving as a comprehensive repository for data on compensation, qualifications, demographic, industry training and education. In 2020, this Bi-Directional Information Network lifted the voices of an estimated 800,000 members of the Early Childhood Workforce across 28 states.

What is the purpose of a workforce registry?

Workforce registries provide crucial infrastructure to the workforce, professional development systems, and quality improvement initiatives across the country. Performing more than two dozen functions, which vary by state, Workforce Registries:

1. **Provides** Infrastructure for Workforce Engagement & Support
2. **Strengthens** Professional Development Systems
3. **Supports** Child Care Licensing Regulations
4. **Contributes** to Quality in Child Care and Education
5. **Connects** & Recognize the Early Childhood Field
6. **Contributes** to Workforce Development, Tracking, & Reporting

What kind of data do registries hold?

- **Demographic**: age/race/gender/languages/etc.
- **Employment**: status, history, hours, wages, role
- **Education & Training**: ECE related, specializations, highest level completed, etc.
- **Credentials**: with expiration dates, etc.
- **Competencies**: self assessments, goals, mentors
- **Career Goals**: activities, status, resources, etc.

Where are they found?

In 2022, ECE & Out-of School Time Workforce Registries are in 45 states/DC. 4 additional states are actively building registries. Registry participation is required to varying degrees in 28 states and 17 for regulated care.

Distributed evenly across Institutions of Higher Ed, Non-Profit Organizations, and State Departments

17 states have earned NWRA Quality Recognition and are Partners in Employment Reporting (PER). These registries meet data collection standards and contribute to a growing national workforce dataset (23 states by 2023).

What does the National Workforce Registry Alliance do?

1. **Member Support & Technical Assistance**
   - Convene & Facilitate
   - Consult & Guide
   - Connect Networks
   - Promote Quality Standards
   - Set Accountability Measures
   - Drive Continuous Improvement
   - Manage & Maintain Partnerships
   - Maintain Information Hub
   - Provide Leadership Development

2. **Workforce Data Access & Quality**
   - Improve Data Quality
   - Publish Workforce Data Reports
   - Connect data to data consumers/research
   - Strengthen Public Access to workforce data
   - Quality Data Recognition (PER)
   - Provide Supporting Infrastructure/Design

3. **Guide Workforce Engagement & PD**
   - Training Organization Recognition (TOR)
   - Support Alignment, Reciprocity, Portability

4. **Strengthen Equity Accountability**
   - Guide Personal, Operational, and Data Equity
   - Advocate for Racial & Income Equity
   - Serve as a unifying voice
   - Act as an external lever to states for stakeholder populations

5. **Inform Research & Policy**
   - Inform decision and policy with field data
   - Access Point for National Partnerships
   - Pool qualifying workforce data from all states
It’s difficult for the workforce to
Representative voice/platform
These are the large containers
Consumers
Public can access Standardized
Standards for Diversity,
Limited
All members
Limited
Community Partners
Registries are in
Unified, elevated
Disaggregated data
Connect Data
Inadequate workforce
Data Accountability
What We’re Doing & What It Will Achieve: Answering The “Why”
National Center for PDS
Participation
Comprehensive Data
This is what Listening Sessions
EBS, Bi-Directional
Support system/data
Member
Network
Well developed Data
State ECE & OST Professional
OST: Out of School Time
Registries serve as the
Integrated data aggregation
ECE Allies
Increased Recognition,
Limited
Drive National Policy
Annual Conference
We have Siloed Professional
Workforce Census
Sufficiently staffed/resourced
Greater workforce inclusion,
Fully functioning
Data supports disaggregated
Theory of Change
• It’s difficult for the workforce to navigate and access recognized, high quality preparation
• Inadequate workforce compensation/benefits and data on them
• Insufficiently resourced registries
• Registry participation is voluntary in 1/2 the states
• We have Sloid Professional Development System
• Limited accessibility points to the ECE workforce and data about them
• Missing Standards for Diversity, Equity and Inclusion
• Limited saturation in workforce reporting
• Lagging aggregate, high-quality timely data on the ECE workforce
• Limited accountability through data collection/reporting
• Underdeveloped data collection design/methods

What is the problem you are trying to solve?
• Why do you believe this will bear out?
• This is what Listening Sessions with the field have surfaced.
• PER data from 2012-2021 demonstrated this.

Who is your benefiting population?
• The Early Learning/Out of School Time Workforce who are served by registries, represented in data, and for whom policy/data can impact targeted support and aid in removing barriers on their professional journey.
• State ECE & OST Professional Development Registrars
• Consumers of ECE Workforce Data: Office of Early Learning, HEIs, Research & Advocacy, etc.
• Stakeholder participants such as Training Organizations or Software Vendors and those who manage critical components in the PDS (licensing, CCRRs, QRIS, etc.)
• ECE Allies vested in a well prepared, well compensated ECE & Out of school time workforce.
• National Partners who get a central access point to a hubbed of information, innovation, and influence, benefitting all people and systems.
• OST - Out of School Time
• Stakeholder Groups vary and are complex, we serve registries, those who navigate and utilize them, and provide access to them by vested partners.

Entry points to audience
• State registries serve as the access point to the workforce providing a platform to organize, lift their voices/stories/experiences, and articulating/documenting their needs/priorities.
• NWRA Membership: Registry Leadership & Staff.
• Annual Conference is a public access point to information and the network.
• Network: Website, Listserv(s), Committees, Convening
• Data Connections: Research/Publications
• Community Partners who utilize or help shape, share or leverage workforce data.
• Vested Sponsors who help inform and embank quality improvement efforts.
• Philanthropic Agents for change who seek to shape or embed structural change, as well as empower and strengthen the voices of those adversely impacted or under-served.

What is the strategy to bring about change?
• Registries are in Statute and sufficiently funded/resources
• Participation = Belonging, Inclusion, Saturation
• Provide Leadership
• Member Services
• National Center for PDS: Technical Assistance
• Unified, elevated national voice and strategy
• EBS, Bi-Directional Information Network
• Set Registry Standards & Accountability Measures for Data Quality
• Connect Data to National Partners
• Drive National Policy
• Guide standards for Diversity, Equity, Inclusion
• Guide Alignment efforts
• Support systems/data integration

Indicators of Progress
• Workforce
• Increased Recognition, Reciprocity and Portability of ECE Professional Preparation
• Comparable Compensation and benefits
• Data supports disaggregated reporting

What are the larger outcomes/benefits of your work?
• Workforce
• Greater workforce inclusion, greater sense of belonging, resulting in stronger representation, policy influence, and customized priorities and better support

Registries
• Registries serve as the neural center for ECE/OST workforce support and strengthen access to quality for all children with sufficient support, standards, and guidance
• Integrated data aggregation allows public access to relevant, timely, reliable, representative workforce data using a Census Model, with interval reporting.

Communities
• Standards for Diversity, Equity, & Inclusion
• Well developed Data System Design
• Data Accountability
• Public can access Standardized Workforce data reports
• Workforce Census

What is the long-term social impact or change you will achieve?
• All children have access to a well prepared, adequately compensated ECE/OST Professionals who are the delivery system for high quality care and education.
• Disaggregated data demonstrates equitable access to quality, support, and just compensation.
• All members of the Early Learning workforce can be reached with critical updates, timely information, and access to support that ensures their inclusion, recognition and representation in workforce data.
• Integrated data aggregation allows public access to relevant, timely, reliable, representative workforce data using a Census Model, with interval reporting.