THEORY OF CHANGE

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.

The National Workforce Registry Alliance

Supporting the Nation's Early Childhood & Out-of-School-Time Workforce!

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?

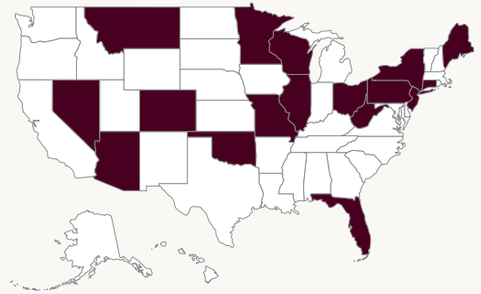
In 2022, ECE & Out-of School Time Workforce Registries are in 45 states/DC.

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

Theory of Change

What We're Doing & What It Will Achieve: Answering The "Why"

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What is the problem you are trying to solve?

- 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 Siloed Professional Development System
- Limited access/entry 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

- 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 Registries
- Consumers of ECE Workforce Data: Office of Early Learning, IHEs, 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 hotbed of information, innovation, and influence, benefiting 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 embrace 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.

- These are the large containers that represent varied and detailed efforts across 20 committees and 10 regions.

What is the strategy to bring about change?

- Registries are in **Statute and sufficiently funded/ resourced**
- **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 system/data **Integration**
- Annual Workforce **Census/Public** Reporting

Indicators of Progress

Workforce

- Increased Recognition, Reciprocity and Portability of ECE Professional Preparation
- Comparable Compensation and benefits
- Data supports disaggregated reporting

Registries

- Integrated PDS Partners
- Data Sharing/Access across the system
- Participation/Saturation
- Sufficiently staffed/ resourced
- Representative voice/platform for workforce

Communities

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

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**

Communities

- **Data Informed Decision Making**
- **Public information** hub
- Fully functioning **Emergency Broadcast System** reaches all providers with critical updates and information
- **Comprehensive Data**/Reporting

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.