At the Intersection of ECE Workforce Transformation & Data-Informed Decisions
In the field of Early Learning, we do not license individuals, as we do in public instruction or many other professions.

Instead, we license programs, facilities or buildings.

*Individual members of the Early Learning Workforce then “register” in Professional Registries.*

*AKA Professional Development Registries or ECE Workforce 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 help meet their needs.

"To reach ALL young children with high quality care and education, we must reach ALL providers with the support, compensation, and recognition that cultivates their sense of belonging."
State Professional Development System Infrastructure

Early Learning Professional Development Systems (PDS) Siloed Support for the Workforce, Lacking Integration or Missing Components
Professional Registries (PR):  

- Around for decades  
- Exist in 45+ states  
- Unique solutions  
- Have common functions  
- Collectively reach nearly 1.8 million members of workforce  
- Act as the Emergency Broadcast System for our industry
What Registries Do:

What the NWRA Does:
What Registries Do:

- Provides Infrastructure for Workforce Engagement & Support to 1.8 million workforce members
- Strengthens the Professional Development System (*approve and verify education/training/trainers*)
- Supports Child Care Licensing (*qualifications/tracking*)
- Contributes to Quality in Child Care, ensuring we recognize and care for/support/prepare the people who care for children
- Collects Workforce Data: recognize, track, report

What the NWRA Does:

- Provides Technical Assistance to 46 registry members and states
- Recognize registries who meet the quality standards and best practices
- Guide Workforce Engagement & Align Professional Development Approval Standards & Pathways
- Operationalize Equity Accountability
- Improve Workforce Data (*access/quality*)
- Informs Research & Policy, contributing to Data-Driven Decisions
Common Registry Functions: (updated 2020)

- Trainer Approval: 30 states
- Training Approval: 30 states
- Training Org. Approval: 23 states
- Attendance Verification: 19 states
- Manage Training Calendar: 24 states
- Training LMS & Online Registration: 26 states
- Provide Training Transcripts
- Workforce Data Tracking & Reporting
- Professional Development Planning Tools: 20 states
- Education & Training History/Verification
- Employment History/Verification
- Resume Builders: 7 states
- Job Boards: 11 states
- Direct Pay to Providers: 29 states
- Scholarship Management: 32 states
- Partners in Employment Reporting - PER (17)
Benefit of Professional Registries

*Registries are making the once invisible ECE workforce visible...*

- Connect Professionals to available workforce support/opportunity
- Guide and Recognize professionals in attaining important qualifications
- Help locate and reach providers with timely information, informing them with critical updates or opportunities
- Strengthen the PDS Bi-Directional Information System (*moving information to and from the field*)
- Establish real time data on workforce informing policy decisions, investments, priorities
- Aggregates BIGGER numbers, more complete picture behind individual stories of economic equity with and for the essential workforce (help surface who is missing).
Benefits of the NWRA

• Unparalleled field reach (over 1.5 million people in 2022).
• Bi-Directional Information System (info to and from the field).
• 2021 Workforce Data Report, 14 of 17 eligible states contributed data on 466,000+ members of the workforce.
• Largest known pool of provider data in the country.
• Longitudinal datasets span over a decade.
• Racial & Economic Data are a priority for us.
• We set quality standards & guide registry growth.
• We facilitate research partnerships, such as the Yale Pandemic/Child Care studies in 20/21/22.
What We Know About the Workforce is informed by data registries collect.

The Way We REACH the Workforce is through infrastructure only registries provide.
States collecting provider data 2021

*self-reported
Phases of Registry Development

Becoming a *Partner in Employment Reporting* (PER) State

- No Registry
- Developing Registry
- PER Eligible
- PER Recognition
- PER Active: Contributes to the National Dataset, collaborates with national partners, creates publications
2020 Status of Developments

- No Registry (DE, MD, MS, NC, NM, SD)
- Developing Registry (FL, KS, TN)
- PER Eligible (AL, AK, AR, CA, DC, GA, HI, IA, ID, IN, ND, NE, NH, KY, LA, OR, Palm Beach County, RI, SC, TX, VA, VT, MA, MI, UT, WA, WY)
- PER Recognized (AZ, CO, CT, IL, ME, Miami-Dade County, MN, MO, MT, NJ, NV, NY, OH, OK, PA, WI, WV, WY)
- PER Active: Contributes to the National Dataset, collaborates with national partners, creates publications
Leveraging Workforce Data

No Quality Standards
- No Registry (DE, MD, MS, NC, NM, SD)

Data Quality
- Developing Registry (FL, KS, TN)
  - PER Eligible (AL, AK, AR, CA, DC, GA, HI, IA, ID, IN, ND, NE, NH, KY, LA, OR, Palm Beach County, RI, SC, TX, VA, VT, MA, MI, UT, WA, WY)

High Quality Standards
- PER Recognized (AZ, CO, CT, IL, ME, Miami-Dade County, MN, MO, MT, NJ, NV, NY, OH, OK, PA, WI, WV, WY)
  - PER Active: Contributes to the National Dataset, collaborates with national partners, creates publications

Low Data Impact

Data Contribution

High Data Impact
Registry Data Growth

2012 ➔ 2021 = 704% total increase in PER workforce data reported

- 200% increase in participation, first five years (9 states reporting in 2012)
- 168% increase in participation, last five years (with just 14 of 17 eligible states reporting in 2021)

- In 2021, ⅓ of registries pooled data on 466,000 people caring for children

- By 2025, 50% of registries will be contributing data (over 800,000 people)
Who is included in a Professional Registry?

User self-selects their professional role within the industry:

Profile can indicate more than one role, user selects setting/program, ages of direct care, etc.

a. Practitioner (Direct Care)

b. TTA Specialist/Other
   i. Trainer
   ii. Consultant
   iii. Coach
   iv. Higher Ed Instructor
   v. Mentor
   vi. Peer to Peer
   vii. Facilitator
   viii. TA Specialist
   ix. Advisor

c. Program Type
   i. Group Setting
   ii. Home Visiting
   iii. Higher Education
   iv. Training & Technical Assistance
   v. District or Corporate Office
   vi. Other

d. Setting
   vii. Center-Based
   viii. Family Child Care, Regulated
   ix. Family Child Care, Unregulated
   x. Other: i.e. Out of School Time Program, etc.
● 29 states require some portion of providers to register (QRIS, Subsidy, Scholarship, etc.).

● Shown here, 18 states require participation in a registry for child care licensing.

● 8 of those 18 registries are recognized by the NWRA as having met quality standards and criteria for data collection, policies, and procedures.

*Those 8 can contribute data with high confidence and saturation levels. With help, 10 more could be contributing data already being collected.
Data Found in Registries

- Demographic
- Employment & Wages
- Education & Training
- Credentials
- Competencies
- Career Goals
- Equity Informing Variables
Our Dream:

Establish a National ECE Workforce Dataset & ENABLE WORKFORCE CENSUS REPORTING
The NWRA, much like the registries themselves, are in constant collaboration with researchers, early childhood and workforce advocates, policy makers, and partners seeking to leverage data as changes agents.
National Partners we collaborate with include:

- Yale University
- University of Missouri
- Johns Hopkins University
- Penn State
- Berkeley’s Center for the Study of Child Care Employment
- Child Trends
- Head Start
- National Center for AfterSchool Enrichment (NCASE)
- National Technical Assistance Centers for ACF
- CDA Council for Professional Recognition
- McCormick Center for Leadership
- Commission on Professional Excellence
- Center for American Progress
- W.K. Kellogg Foundation
- Nora Bateson, International Institute (Warm Data Labs)
- LUNA - Latinas Unidas por los Niños y Niñas de América
2022 NWRA Workforce Report: Who does our data represent?

Sample Data

- 14/17 eligible states pooled workforce data from 466,000+ early learning professionals
- 76% (356,000+) were employed at the time of the pull (1/19-1/21)
  - 56% were in FCC, 41% in centers (nearly all regulated FCC)
  - 56% rated by QRIS
  - 64-61% white
  - Median Experience:
    - PreK (5.3 years)
    - Multi-age (3.6 years)
    - I/T (3.6 years)
    - School Age (2.8 years)
- Available Demographic Characteristics: Employment, Wage, Credential, Education, Racial/Ethnic

*Full Report & Exec Summary accessible on our website, along with all past reports*
2021 NWRA & State Data Saturation

Note. Circled states have high saturation due to licensing requirements for participation.

The Ohio registry has significant numbers of participants whose direct service cannot be determined, which explains the larger drop-off from all participants employed to direct service participants employed.
### 2021 NWRA Dataset Disaggregation

#### Characteristics of Employed Registry Participants by Major Role

<table>
<thead>
<tr>
<th></th>
<th>Center administrator</th>
<th>Center lead teacher</th>
<th>Center assistant teacher</th>
<th>Center other role***</th>
<th>Family child care owner</th>
<th>Family child care lead teacher</th>
<th>Family child care assistant teacher</th>
<th>Family child care other role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total N across registries</strong></td>
<td>30,442</td>
<td>101,140</td>
<td>89,276</td>
<td>39,674</td>
<td>14,006</td>
<td>3,190</td>
<td>5,328</td>
<td>6,327</td>
</tr>
<tr>
<td>% female</td>
<td>93.7%</td>
<td>96.9%</td>
<td>96.1%</td>
<td>92.9%</td>
<td>96.3%</td>
<td>97.9%</td>
<td>79.5%</td>
<td>80.9%</td>
</tr>
<tr>
<td>Race/ ethnicity*</td>
<td>64% White</td>
<td>18% Black</td>
<td>16% Black</td>
<td>54% White</td>
<td>17% Hispanic</td>
<td>56% White</td>
<td>19% Black</td>
<td>70% White</td>
</tr>
<tr>
<td></td>
<td>11% Hispanic</td>
<td></td>
<td></td>
<td>20% Black</td>
<td>17% Hispanic</td>
<td>39% White</td>
<td>13% Black</td>
<td>29% Hispanic</td>
</tr>
<tr>
<td>Median age</td>
<td>44.0</td>
<td>(n = 33,118)</td>
<td>36.0</td>
<td>(n = 113,624)</td>
<td>29.0</td>
<td>(n = 43,667)</td>
<td>36.0</td>
<td>(n = 15,440)</td>
</tr>
<tr>
<td>Median years in field</td>
<td>9.4</td>
<td>(n = 24,771)</td>
<td>4.9</td>
<td>(n = 85,782)</td>
<td>2.6</td>
<td>(n = 75,980)</td>
<td>2.3</td>
<td>(n = 40,507)</td>
</tr>
<tr>
<td>Median hourly wage</td>
<td>$17.85</td>
<td>(n = 13,827)</td>
<td>$13.59</td>
<td>(n = 58,342)</td>
<td>$12.00</td>
<td>(n = 55,022)</td>
<td>$13.25</td>
<td>**</td>
</tr>
<tr>
<td>Highest level of education*</td>
<td>40% Bachelor’s</td>
<td>36% HS diploma</td>
<td>68% HS diploma</td>
<td>48% HS diploma</td>
<td>53% HS diploma</td>
<td>55% HS diploma</td>
<td>55% HS diploma</td>
<td>52% HS diploma</td>
</tr>
<tr>
<td></td>
<td>22% Master’s</td>
<td>32% Bachelor’s</td>
<td>15% Bachelor’s</td>
<td>23% Bachelor’s</td>
<td>21% Associate’s</td>
<td>20% Bachelor’s</td>
<td>16% Associate’s</td>
<td>18% Associate’s</td>
</tr>
</tbody>
</table>

*Only top categories provided. ** Median hourly wages for FCC roles are not included in this report due to concerns about reporting accuracy. ***“Other roles” include such titles as bookkeeper, receptionist, custodian, and bus driver. Note. N’s differ across variables due to missing data (not all registries gather data on all variables).
## Is It Representative Data: Comparing NWRA data to NSECE

<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>
Comparing a representative sample to our dataset

Center Participants with Bachelor’s Degrees or Higher by Race/Ethnicity (2013 NSECE and 2021 PER Dataset)

Representative Workforce Sample

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2013 NSECE</th>
<th>2021 PER Dataset</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>40%</td>
<td>43%</td>
</tr>
<tr>
<td>Black</td>
<td>21%</td>
<td>34%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30%</td>
<td>36%</td>
</tr>
<tr>
<td>Asian/Pac. Islander, American Indian, Other...</td>
<td>43%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Our Workforce Dataset
**Education Data:**

*Lead Teachers: Highest Level of Education by Age Group Served*

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Less than Associate’s degree</th>
<th>Associate’s degree</th>
<th>Bachelor’s degree or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant/toddlers only</td>
<td>48%</td>
<td>23%</td>
<td>30%</td>
</tr>
<tr>
<td>Preschoolers only</td>
<td>24%</td>
<td>18%</td>
<td>58%</td>
</tr>
<tr>
<td>School-age only</td>
<td>43%</td>
<td>15%</td>
<td>43%</td>
</tr>
<tr>
<td>Multiple ages</td>
<td>43%</td>
<td>19%</td>
<td>38%</td>
</tr>
</tbody>
</table>

- Blue: Less than Associate’s degree
- Red: Associate’s degree
- Green: Bachelor’s degree or more
Bachelor Degree Attainment, by role, vs Industry Specific Bachelor Degree, '21

Bachelor Degree Holders

Bachelor Degree vs Bachelor in ECE
FCC Participants with Bachelor’s Degree or Higher by Race/Ethnicity & Role

<table>
<thead>
<tr>
<th>Role</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian/Pacific Islander</th>
<th>Additional Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCC owner</td>
<td>24%</td>
<td>25%</td>
<td>16%</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>FCC lead teacher</td>
<td>15%</td>
<td>15%</td>
<td>24%</td>
<td>26%</td>
<td>30%</td>
</tr>
<tr>
<td>FCC assistant teacher</td>
<td>0%</td>
<td>17%</td>
<td>18%</td>
<td>21%</td>
<td>20%</td>
</tr>
</tbody>
</table>
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.
How collective workforce data can inform policy implementation
2021 Landscape & Policy Analysis: Who’s missing from P2P?

The diagram shows the percentage of different roles within the P2P (Power to the Profession) framework.

- Center administrator: 6.1% (ECE I), 14.7% (ECE II), 28.4% (ECE III), 50.8% (All other categories)
- Center lead teacher: 9.6% (ECE I), 14.9% (ECE II), 19.5% (ECE III), 49.6% (All other categories)
- Center assistant teacher: 11.2% (ECE I), 6.6% (ECE II), 39.5% (ECE III), 50.1% (All other categories)
- FCC owner: 13.5% (ECE I), 14.8% (ECE II), 8.0% (ECE III), 63.7% (All other categories)
A 2019 Sample of Two States*
Professionals: Who’s Missing from P2P?

Oklahoma (n=12,410)

- Less than CDA (Not included in P2P): 11%
- CDA (ECE I): 13%
- ECE Associate’s Degree (ECE II): 9%
- ECE Bachelor’s Degree or Higher (ECE III): 59%

New York (n=22,966)

- Less than CDA (Not included in P2P): 4%
- CDA (ECE I): 6%
- ECE Associate’s Degree (ECE II): 11%
- ECE Bachelor’s Degree or Higher (ECE III): 78%

*Data calculated (with approval) from 2019 National Workforce Registry Alliance Dataset. Data reflect status within states during 2017-2018.
2021 Percentages of field with a CDA credential, reported by role

- Center administrator: 3.0% (n = 33,880)
- Center lead teacher: 4.8% (n = 115,593)
- Center assistant teacher: 3.4% (n = 103,750)
- FCC owner: 5.1% (n = 15,574)
- FCC lead teacher: 3.4% (n = 3,490)
- FCC assistant teacher: 1.6% (n = 5,637)
- Total (includes all roles): 3.5% (n = 342,387)
The goal of the National Workforce Registry Alliance is to be the central hub of data collection and dissemination used to inform and strengthen the Early Care and Education Early Childhood and Afterschool Workforce through collaboration with state workforce registry systems and national partners.
High Impact

The NWRA activating an emergency broadcast system, making large-scale, just-in-time research possible

- Collaboratively, registries mobilized a national effort (28 states)
- Reached out to over 700,000 workforce members in under two weeks. Over 57,000 responded.
- Contributing to numerous publications in journals by the team at Yale.
National Organizations focused on advocacy, accountability, and action can access data that represents the true workforce and not just cohorts of the population that belong to specialized sub-sectors.

Chapters of national initiatives/orgs loop or link data to the hub and can access reports or figures that help inform their own initiatives, reports, and planning.

The NWRA acts as a container and dissemination system, pooling and moving generalized data from across the country to report on, inform, and reflect the workforce landscape.

1.8 million members of the Workforce belong to the state network as Registered Professionals. The Network serves as an information hub, feedback loop, and data collection and repository center.

Complexity of our Community & Partners, our Impact & Reach with System Layers identified, and potential for integration across the field illustrated.
What’s Next

We dream of a national workforce data set and census that informs us about what is working well, what we need more of, and where to prioritize our investments.
What’s Next? (2025)

- Professional Registries operating in all 50 states and DC
- Up to 27 recognized registries contributing data in 2025
- Dataset representing est. 1 million workforce members
- Workforce direct payments and support expected to surge to support compensation parities and in response to qualification policies and investments
Consider This:
What is possible together, that we can’t do alone…

- Direct workforce support, tailored to identified community needs
- Integrated data systems, where data touches/informs other data (child and provider data/equity indicators/labor data, child care supply/demand, etc.)
- APIs with states making national data pooling easier, faster, cleaner
- More robust research collaborations
- Equitable access to a near real-time National Workforce Dataset
- Robust Bi-Directional Workforce Information Exchange (moving learning to and from the field)
What’s getting in the way?

- Registries are not in statute
- Registries are insufficiently funded/inadequate staffing
- No state cost estimator tool
- Disjointed/Siloed/Territorial System
- System reach limited to pockets of system privileged
- Many sectors missing from “workforce reporting” (HS, PPK, CCRRs)
- Workforce data reporting isn’t required, recognized, or leveraged
- Lack required participation for Impact & Accountability Data
- Technology: Data collected is reported using simple, cumbersome, ad-hoc methods
- Limited Data Integration/Access
- Data reporting lags by 1-2 years
- Emergency Broadcast System is not funded
- No National Blueprint
- No Federally Funded TA
Immediate Opportunities for Impact

1. **Data Quality & Registry Recognition**
   - i. Recognize 12 states, adds another 450,000 people to the data; doubles the dataset pool
   - ii. 3 FTE to TA for state support (18 mo)

2. **Registry Data Cost Model Tool**
   - i. Inform cost to scale up, add functions, become sustainable, adequate staffing/expertise
   - ii. 2 FTE with expertise to make tool free for all states (18 mo)

3. **Nationwide Training & Trainer Approval Alignment**
   - i. Team of 3 FTE to expand TOR & create universal standards for approval/recognition
   - ii. Team of 3 to convene national and state partners/agreements (18 mo)

4. **Data Quality & Exploration**
   - i. Innovation, Infrastructure, DataDive, Complex Analyses & Reporting

5. **System Integrations**
   - i. CDA Council, Head Start, FFC, FFN, etc.
   - ii. 3 FTE explore/initiate integration, prototyping system partnerships (24 mo)
Innovation Possible with More Support:

- An ECE Workforce Census
- System w/Human Centered Design *(like mobile apps)*
- Direct Support/Payments to the Workforce
- Improved Data Quality and Enhanced Infrastructure
- Authentic Workforce Engagement, Story-telling, Inquiry
- Nationwide Training & Trainer Alignment/Standards
- Leveraged Data for Social Impact, Research & Policy
- State Leadership Development & Improved Capacity
- Access to a National Workforce Dataset
Reach out, we’re here to help!

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Learn more by visiting or following us!