THE NEVADA REGISTRY

THE PATH TO BRIGHTER FUTURES

THE NEVADA REGISTRY

15

SINCE 2004

FY19 MEMBERSHIP AND TRAINING APPROVAL SYSTEM REPORT

Growing Greater with Each New Chapter

Letter From the Program Director

Welcome to the 15th Anniversary Special Edition of The Nevada Registry's Membership and Training Approval System report. The eighth in a series of reports that have been published since 2010, this issue commemorates an exciting year that is proving to be the most instrumental in our development as a program thus far.

The story of The Nevada Registry continues.
This chapter of our story highlights where we are as a program in our fifteenth year, how the program has continued to grow since our last report published at the end of FY17 and also celebrates the significant milestones we have achieved since our last special edition report in 2014 when we celebrated our 10th Anniversary. We hope that as you read the pages that follow, you see a little bit of yourself reflected and recognize the role that YOU have played in helping to write this story. Whether you are an active member, trainer, Advisory Committee/Workgroup member, community stakeholder, partner or collaborator, **YOU** have helped us get to where we are now - and are critical to helping us get where we are going next. You are the "glue" that binds the pages of our story together.

Growing greater with each new chapter.
Our gradual evolution from a paper and pen application process to an online paperless system is just one of the many ways we have improved over time as new chapters of our book have been written. Though we have come a long way, we recognize that we still have so much further to "grow" before becoming a fully optimized professional development and data collection system. The growth of The Nevada Registry can be equated to that of a child, with each new phase of development being more exciting than the last. Metaphorically, we are beyond the infancy and toddler stages of extremely rapid development, discovery and foundation-building and now more similar to a child entering kindergarten looking ahead to the future with unbridled excitement and potential as we step into a new and unfamiliar world. Just like the kindergarten student, it will take many more years of growth to develop fully into the program we have envisioned and to reach our full potential but we are up for the challenge! We hope you are too!

Turning the pages.
This is an exciting time for The Nevada Registry and the Early Childhood Education (ECE) profession as a whole. As a program, we continually strive to improve upon our services, correct our imperfections, build upon our successes and create new ways to support and recognize the Early Childhood workforce in Nevada. We actively engage with registries across the nation who are doing similar work to improve the status and compensation of Early Childhood educators. We also participate in national data projects that help to inform policy and support quality initiatives. Though as a nation we have made little progress in improving the pay and status of Early Childhood educators, we remain optimistic that the needle will continue to move in the right direction as more and more research emerges validating what we as a profession already know: quality interactions between educators and children **MATTER**, high-quality early learning environments for young children **MATTER**, ensuring equitable compensation for educators of young children **MATTERS** and meaningful financial investments in Early Childhood at the local, state and federal level **MATTER**. With each turn of the page, we inch closer and closer to where we need to be as a profession in order to do what we know is best for young children.

As our fifteenth year comes to a close, we are proud of what we have accomplished and excited for what is coming next. We look forward to bringing our members new and improved ways to engage with the program through their Online Portal, creating new ways to support trainers in the delivery of high-quality professional development and offering new "bells and whistles" to help streamline processes for Center Directors and administrators. Until then, we thank you for 15 amazing years and for being a part of the Registry's story. We are tremendously thankful for your continued membership and involvement with our program and your dedication to the Early Childhood profession.

Shelly Nye, Program Director

The Story Evolves...

With each passing year, The Nevada Registry continues to grow both in membership size and in the services we offer. A few of our most recent and significant additions to the story of The Nevada Registry are highlighted below.

OVER **800** NEW MEMBERS SINCE JUNE 2017

PARTNERSHIP ELIGIBILITY APPROVAL STATUS

ONLINE TRAINER/TRAINING APPROVAL SYSTEM

TRAINING APPROVAL SYSTEM WORK ADVISORY GROUP

NATIONAL WORKFORCE REGISTRY ALLIANCE DATA SET REPORTS

ADULT LEARNING ACADEMIES

1000 CCDBG HEALTH & SAFETY TRAINING SCHOLARSHIPS PROVIDED

ONLINE MEMBERSHIP PORTAL

VIDEO TUTORIALS

ONLINE MEMBERSHIP reNEWal PROCESS

The Nevada Registry Celebrates 15 Years!

The individuals listed below have renewed their membership 15 times. We appreciate you and look forward to sharing many more years together!

Rita Abramson	Cindy Johnson	Theresa Troupe-Jordan
Tamy Gates	Matt Schrade	Geraldine Devereaux
Carol Platt	Gail Brannan	Valerie Miller
Stephanie Aldan	Belinda Kelly	Rebecca Vizina
Kathryn Hageman	Jackie Silveira-Sater	Elizabeth Dyches
La Tanya Polk-Johnson	Maria Brannum	Diane Nicolet
Elizabeth Andersen	Kristen Kennedy	Sherry Waugh
Lisa Hall	Mary Smith	Laura Edmonds
Eileen Quinn	April Cannoy	Shelly Nye
Diana Arevalo	Alice LeDesma	Cheryl Westfall
Diane Hardy	Valerie Stevenson	Joanne Everts
Terry Randolph	Renee Caudill	Margaret Oberg
Robin Armstrong	Karen Mack	Jane Wirth
Michelle Herzbrun	Toni Stricklan	Janis Fikes-Buntjer
Lisa Roberts	Tammie Coleman	Patti Oya
Marianna Ashley	Beatrice Marlisa	Janene Woerner
Kelly Holtam	Dara Stubbs	Victoria Flynn
Julie Roes	Michelle Conrad	Traci Palm
DeErin Begley	Sheryl Martin	Cris Yepez
Marci Hosier-Behmaram	Deborah Thompson	Joetta Forsty
Marie Rowe	June Cooper	Carmelita Pereira
Sheri Blackwell-Ralphe	Deborah McGuire	Liz Foster
Sophia Hwang	Lisa Torgerson	Colleen Petrini
Tina Springmeyer	Cynthia Day	
Lori Bossy	Clara McKinzie	

7,000

Active Registry Members

3%

Increase in Membership

Since June 2017

Demographics of Registry Members

GENDER

Female: **85%**

Male: **2%**

Unspecified: **13%**

ETHNICITY

African American/Black: 10.1%
American Indian: 0.66%
Asian: 5.54%
Caucasian/White: 43.60%
Hispanic/Latino: 18.76%
Multi-Racial: 3.99%
Pacific Islander: 1.29%
Other: 0.77%
Unspecified: 15.30%

8.39 years Average Number of Self-Reported Years of Experience in ECE. This is an overall average that does not take into account whether those years were full or part time years of employment or whether that work was in a direct or indirect service position.

38 Average Age   **61%** of all members are 31 years of age or older.

Average number of years of participation with The Nevada Registry: **4.22**

31% of members have been active for 5 or more years*.
(Number reflects total years, not necessarily consecutive years.)

*All numbers reported in this section are based on active members only.

Registry Membership and Hourly Wage by County

78%

of members working in direct service positions are Directors, Lead/Head Teachers and/or Assistant Teachers/Aides.

	Active Members	Percentage of Total Membership	Direct Service Members*
Carson City	161	2.30%	143
Churchill	42	0.60%	39
Clark	4479	63.99%	4272
Douglas	123	1.76%	114
Elko	135	1.93%	126
Esmeralda	0	0%	N/A
Eureka	0	0%	N/A
Humboldt	36	0.51%	34
Lander	13	0.19%	11
Lincoln	0	0%	N/A
Lyon	106	1.51%	99
Mineral	5	0.07%	5
Nye	77	1.10%	74
Pershing	10	0.14%	10
Storey	1	0.01%	0
Washoe	1699	24.27%	1554
White Pine	45	0.64%	45
Out of State	68	0.97%	57

*Direct service members can be working directly with children in licensed child care settings, license-exempt programs such as Tribal Head Start, State-Funded Pre-K, Department of Defense, Accommodation Facilities or Institutions, School-Age Before/After or Recreation Programs, and/or Family, Friend and Neighbor care. Members working in indirect service positions are not included in these totals.

Wages of Registry Members

Median hourly wages are reported for the positions in which the majority of our members work. For specific wage data for any of the other position titles/categories not reflected below, please contact The Nevada Registry at (800) 259-1906.

75% of **All** Registry Members reported wage information.

$11.50 Median hourly wage of **All** active members (statewide).

Center Directors

$15.00

Median Hourly Wage (Statewide)

Wage reported by 55% of all Directors & Assistant Directors

Lead/Head Teachers

$12 .00

Median Hourly Wage (Statewide)

Wage reported by 81% of all Lead/Head Teachers

Assistant Teachers/Aides (including Floaters/Breakers/Substitutes)

$10.32

Median Hourly Wage (Statewide)

Wage reported by 90% of all Assistant Teachers/Aides

Licensed Family Child Care Providers

$12.47

Median Hourly Wage (Statewide)

Wage reported by 18% of all FCC Providers

2019 State of Nevada Minimum Wage for employees with employer-paid benefits remained at **$7.25** per hour (for all other employees: no less than $8.25 per hour)

Source: State of Nevada Department of Business & Industry, Office of the Labor Commissioner

*Hourly wage data is reported according to the 'median' (middle) rather than the 'mean' (average) in accordance with the best practices outlined by The National Workforce Registry Alliance.

Directors and Assistant Directors			Lead Teachers			Assistant Teachers/Aides (Including Floaters/Breakers/Substitutes)		
# of Directors in County	% Reporting Wage	Median Hourly Wage	# of Lead Teachers in County	% Reporting Wage	Median Hourly Wage	# of Asst. Teachers in County	% Reporting Wage	Median Hourly Wage
20	50%	$15.00	45	80%	$10.00	67	90%	$9.00
6	67%	$10.25	13	69%	$10.00	9	100%	$9.00
476	55%	$15.00	1685	79%	$12.00	1371	89%	$10.50
15	73%	$15.00	43	93%	$12.00	42	85%	$10.00
10	60%	$21.50	43	79%	$10.75	56	88%	$10.00
0	N/A	N/A	0	N/A	N/A	0	N/A	N/A
0	N/A	N/A	0	N/A	N/A	0	N/A	N/A
4	50%	*	9	100%	$11.94	19	85%	$8.75
2	50%	*	2	100%	*	3	100%	*
0	N/A	N/A	0	N/A	N/A	0	N/A	N/A
10	50%	$17.50	37	92%	$10.63	38	95%	$9.00
1	100%	*	2	100%	*	0	N/A	N/A
5	20%	*	19	79%	$17.00	33	79%	$17.50
1	0%	N/A	2	100%	*	6	100%	$8.25
1	0%	N/A	0	N/A	N/A	0	N/A	N/A
180	55%	$16.00	600	83%	$13.00	525	94%	$10.50
5	100%	*	15	93%	$13.84	17	94%	$10.18
8	63%	$20.00	20	85%	$15.50	22	100%	$9.38

*To maintain confidentiality, wage data is not published when number of respondents is five or less.

Career Ladder Level Placement

The Career Ladder is the cornerstone of the Registry's recognition system and is based on what research has shown about the importance of specialized training in Early Childhood Education (ECE) and the correlation between formal education and quality environments for children. The ladder views ECE as a distinct and separate body of knowledge and area of specialization and is specific to the field of ECE. Consisting of multiple levels representing various combinations of formal education, training and direct experience (up to 4000 hours), the Career Ladder levels are a measure of formal education in ECE gained by successfully completing courses at the community college and/or university level and are awarded by The Nevada Registry based on either accumulated credits or degrees earned.

21% OF ALL ACTIVE MEMBERS HAVE EARNED AN ASSOCIATE'S DEGREE OR HIGHER (in any field of study)

Of this 21%:

42% have earned a degree in ECE • 58% have earned a Non-ECE degree

Of the 58% with a Non-ECE degree: 71% place at Levels 1-3 (including Pre-Level) 29% place at Levels 4-7

Levels 1-3 (including the Pre-Level) are the non-degreed levels of the ladder. However, some members placing at these levels possess an AA degree or higher in another field but have fewer than 30 ECE credits (or other qualifying criteria*) needed to place at a degreed level of the ladder (Levels 4-7). The number of members at each level of the ladder with a Non-ECE degree is shown below.

*Other qualifying criteria is defined as 30 or more ECE credits, an ECE credential issued by the Department of Education or a Montessori diploma earned through an accredited program combined with a formal AA degree or higher.

Registry Membership by Career Ladder Level, Degree Type and Hourly Wage

	Total Number of Members	Percentage of Total Membership	Members with a Non-ECE Degree	Members with an ECE Degree	% of Members Reporting Wage	Median Hourly Wage
Pre-Level*	1069	15.27%	42	N/A	83%	$10.00
Level 1:	3421	48.87%	220	N/A	80%	$11.00
Level 2:	1308	18.69%	316	N/A	71%	$13.00
Level 3:	330	4.71%	37	N/A	65%	$13.44
Level 4:	278	3.97%	33	245	70%	$14.60
Level 5:	422	6.03%	113	309	55%	$17.72
Level 6:	153	2.19%	91	62	50%	$20.00
Level 7:	19	0.27%	14	5	31%	$36.00

*Members at this level currently have less than 1000 hours of direct experience and will be placed at a level once the minimum number of direct service hours have been accumulated.

10% of members placing at Levels 1-3 (including Pre-Level) possess a Non-ECE degree but less than 30 ECE credits (or other qualifying criteria) needed to place at the degreed levels of the ladder (Levels 4-7).

71% of all members placing at Levels 4-7 possess a degree in ECE. 29% possess a Non-ECE degree but place at the degreed levels of the ladder as a result of other qualifying criteria.

15% of all members without a documented degree on file have earned 1 or more ECE college credits. Of the 15%, 33% have completed 20 or more ECE college credits.

NOTE:

Members are placed at levels based on the documentation provided to the Registry. Though difficult to determine the actual percentage, it is known that a number of members have submitted only what is necessary to become compliant with Child Care Licensing (in conjunction with mandatory participation), not what is needed to place at the level commensurate with their completed college courses/degrees in ECE.

As a result, **it should not be assumed that members at Level 1 do not possess formal education and training beyond a High School diploma or that members at Levels 1– 3 (including the Pre-Level) do not possess higher education degrees.**

Career Ladder Level by Position Title

	# of Registry members by title	% of total membership	Pre Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
DIRECT SERVICE POSITIONS										
Center/Preschool Director/Administrator	490	7%	8	80	187	56	36	84	32	7
Assistant Director/Program Director	211	3.01%	3	96	70	15	10	12	5	0
Infant/Toddler Director	28	0.4%	2	11	6	3	2	4	0	0
Infant/Toddler Asst. Director	15	0.21%	0	9	1	1	1	3	0	0
Lead/Head Teacher	2535	36.21%	211	1310	566	122	138	157	31	0
Assistant Teacher/Aide	1691	24.16%	458	940	185	45	36	21	6	0
Floater/Breaker/Substitute	517	7.39%	122	279	72	22	7	10	5	0
Dept. of Education Licensed ECE Teacher	26	0.37%	1	5	3	0	0	9	8	0
Dept. of Education Licensed ECE Special Ed. Teacher	10	0.14%	0	1	1	1	0	4	3	0
Before/After School Teacher	46	0.66%	13	30	2	0	1	0	0	0
Licensed Family Home Care Provider	197	2.81%	5	116	45	17	7	7	0	0
Licensed Group Home Care Provider	43	0.61%	3	26	10	2	1	0	1	0
Family, Friend & Neighbor Care (Unlicensed)	9	0.13%	0	4	3	0	2	0	0	0
Other Direct	765	10.93%	187	385	95	23	17	42	16	0
INDIRECT SERVICE POSITIONS										
Early Childhood Trainer/Coordinator	44	0.63%	0	4	4	3	1	16	12	4
Early Intervention Provider	9	0.13%	0	0	0	0	0	3	5	1
CCR&R or other child/family agency	14	0.2%	0	1	1	1	0	6	5	0
Higher Education Faculty	10	0.14%	0	0	0	0	0	1	4	5
Program Administrator (indirect)	14	0.2%	2	0	1	1	0	5	5	0
TA Provider (Coach, Mentor, Consultant)	20	0.29%	0	1	2	0	1	7	8	1
Other Indirect	25	0.36%	1	1	7	2	1	12	1	0
OTHER										
Unemployed	69	0.99%	19	16	16	8	5	5	0	0
Not Currently Working in ECE	53	0.76%	6	12	13	3	6	7	5	1
Current Employment Unknown	159	2.27%	28	94	18	5	6	7	1	0

89% of members working in direct service positions place at Levels 1-3 (including Pre-Level).

20% of members working in direct service positions (excluding Family/Group Home Providers) possess an Associate's Degree or higher.

42% of all Directors possess an Associate's Degree or higher. Of those, 44% possess a degree in ECE and 56% possess a Non-ECE degree.

16% of Family and Group Home Providers possess an Associate's Degree or higher.

15% of all members working in direct service positions have less than 1000 hours of experience working with young children.

2,161 Total number of Registry members who have experienced a Career Ladder level increase since June 2017.

Of this total, 8% moved to a Level 4 (Associate's Degree) or higher due to the completion of an ECE degree (82%) or other qualifying criteria (18%).

Training Approval System

The Nevada Registry's statewide system of training approval promotes quality training opportunities for Early Childhood educators and creates consistency within the training approval process. All approved training is linked to Nevada's Core Knowledge Areas and is based on developmentally appropriate practices and theories of child development. Serving as the central clearinghouse for receiving and approving training approval requests, tracking approved training and maintaining an online calendar of approved events, The Nevada Registry is able to help early childhood educators find training to meet their professional development needs and goals.

The Training Approval System (TAS) launched in 2004. In January 2017, the TAS underwent a major transformation with two goals in mind: 1) Increase the standards for training approval ultimately leading to a better prepared and knowledgeable ECE workforce in Nevada and 2) Create better outcomes for children through the delivery of high-quality training, by highly qualified trainers. Through this improvement process, trainer qualification and approval criteria was implemented for the first time in Nevada Registry history. Trainer approval is based on content expertise, formal education, specialized certification and licensure, experience delivering training to adults, ongoing professional development and direct experience in ECE. Two separate trainer types exist within the training approval system: Early Childhood Trainer and Topic Trainer. Beginning in 2018, each trainer is also assigned one of seven trainer categories: Generalist, Out of State, Corporate, Conference, Sponsored, Organizational Representative and Compliance. Category assignment is based on an individual's training delivery intent, the frequency that training will be delivered, whether he/she is being sponsored by a center/organization and whether he/she represents a national organization recognized by The National Workforce Registry Alliance or other Nevada Registry recognized organization.

TOTAL NUMBER OF TRAINERS > 230

56% OF ALL TRAINERS ARE EARLY CHILDHOOD TRAINERS

Early Childhood Trainers typically possess formal education and direct experience in Early Care and Education (ECE), and may or may not work in a child care program in a direct service position (as defined on The Nevada Registry Membership Application). Qualification to become an Early Childhood Trainer is based on formal education in ECE, experience as a trainer and direct experience in the field.

44% OF ALL TRAINERS ARE TOPIC TRAINERS

Topic Trainers are professionals in their fields of expertise whose knowledge can be beneficial to the Early Care and Education (ECE) workforce. Topic Trainers frequently provide training related to health and safety topics necessary to meet the initial training requirements of Child Care Licensing (e.g., Signs and Symptoms of Illness, SIDS). Others may provide early childhood-related training in specific topics for which they hold a professional certification, license and documented/applicable expertise (e.g., Child Care Licensing Surveyors, Early Intervention Specialists). Qualification to become a Topic Trainer is based on experience as a trainer and specialization in specific topic areas.

78% of approved trainers are Early Childhood Trainers

The total number of trainers includes **approved** and **registered** trainers. **Approved** trainers fall into the Generalist, Out of State and Corporate trainer categories and are subject to all initial trainer qualification and annual renewal criteria requirements. **Registered** trainers fall into the Conference, Sponsored, Organizational Representative and Compliance trainer categories and are NOT subject to the initial trainer or renewal requirements.

156 **Approved Trainers**
(Generalist, Out of State, Corporate)

74 **Registered Trainers**
(Conference, Sponsored, Organizational Representative and Compliance)

Early Childhood Trainers by Career Ladder Level

As of January 2019, individuals must have achieved a Career Ladder Level of 3.2 or higher to be eligible to apply for trainer approval. An Associate's degree will be the minimum educational standard beginning in 2020.

Level 3: **3**

Level 4: **12**

Level 5: **53**

Level 6: **46**

Level 7: **8**

Approved Training
July 1, 2017 – June 30, 2019

6,191

(An average of 257 per month)

The Nevada Registry is responsible for the approval of all informal, not-for-college credit, training for the state. This total does not reflect formal education/college courses.

Approved Training by Core Knowledge Area

Core Knowledge Areas (CKA) are a set of content areas that help define the knowledge expectations for everyone providing early childhood education to young children. All training approved by The Nevada Registry is assigned one of eight CKAs. The following numbers represent the total Registry-approved training sessions by CKA between July 1, 2017 – June 30, 2019.

Human Growth & Development
515

Positive Interactions & Guidance
910

Observation & Assessment
342

Environment & Curriculum
1267

Health, Nutrition & Safety
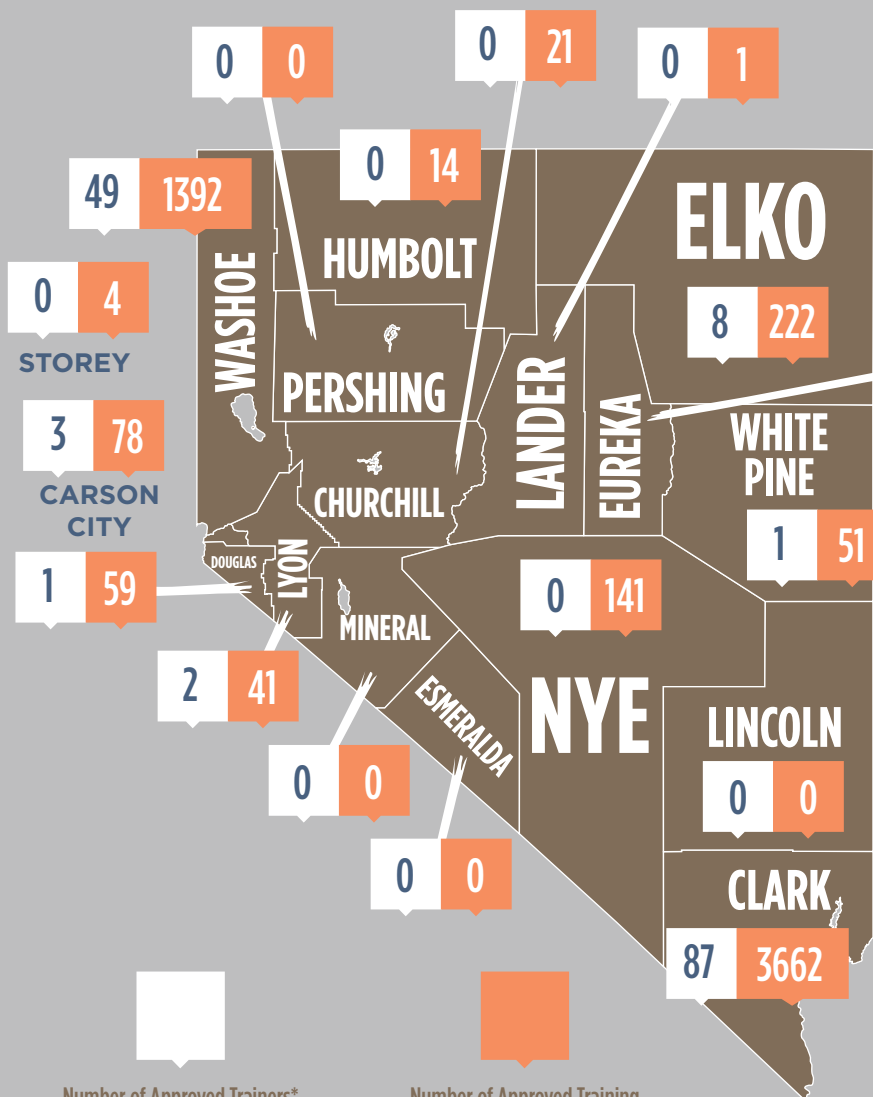2315

Leadership & Professional Development
314

Family & Community Relationships
222

Management & Administration
306

Trainers and Training by County

County	Approved Trainers	Approved Training Sessions
(Humboldt area top)	0	0
(top center)	0	21
(Elko pointer)	0	1
HUMBOLT	0	14
WASHOE	49	1392
STOREY	0	4
CARSON CITY	3	78
ELKO	8	222
(White Pine pointer)	0	0
WHITE PINE	1	51
LYON / DOUGLAS	1	59
(Nye center)	0	141
MINERAL	2	41
(Esmeralda pointer)	0	0
(lower pointer)	0	0
LINCOLN	0	0
CLARK	87	3662

□ Number of Approved Trainers*
(Total reflects the number of approved Early Childhood and Topic Trainers in the Generalist, Out of State and Corporate trainer categories as of June 30, 2019.)

■ Number of Approved Training Sessions in that County**

County of residence is not applicable for five approved trainers that reside outside the state of Nevada.

*** 505 out of state, online and distance learning training sessions were also approved.*

Training Approval System (TAS) Advisory Workgroup

The Nevada Registry's Training Approval System (TAS) Advisory Workgroup was created in 2017 in conjunction with the rollout of the new and improved training approval system (described on Page 8) to help guide the ongoing development of The Nevada Registry's trainer criteria, approval and qualification processes. Serving as ambassadors of The Nevada Registry, workgroup members help to communicate the policies and framework of the training approval system within the Early Childhood community while at the same time advocating for high quality within the delivery of Registry-approved training.

Workgroup Composition

The TAS Advisory Workgroup is comprised of members representing The Nevada Registry (staff), The Nevada Registry Advisory Committee, the former Registry Advisory Committee Trainer Criteria Workgroup and specific sectors of the trainer community and Early Childhood workforce in Nevada. To ensure broad representation, members of the workgroup were originally selected through an open application process and chosen based on their prior experience delivering training to adult learners and the sector of the Early Childhood workforce they represent. Please visit the 'For Trainers' page of The Nevada Registry website for a list of workgroup members.

Adult Learning Academy

One of the outcomes of the TAS Advisory Workgroup was the creation of the Adult Learning Academy (ALA). The ALA is an intensive in-person classroom-style training session focused on adult learning that provides prospective trainers with fundamental principles and foundational information to help support the delivery of high-quality training sessions. The ALA helps to build training capacity by creating a pathway for individuals without previous experience as a trainer of adult learners to become approved trainers with The Nevada Registry, while at the same time increasing the number of publicly offered training sessions available to Early Childhood educators in Nevada. Aligning with the trainer approval criteria for all trainers, participants must possess a minimum of an Associate's Degree to be eligible to participate. To date, four Academies have been offered (two in Reno and two in Las Vegas).

Number of ALA Graduates
26

58% of all training sessions delivered by ALA graduates through June 30, 2019 have been open to the public.

Number of Registry-Approved Training Sessions Delivered by ALA Graduates (as of June 30, 2019)
181

The Nevada Registry

As one of 37 fully functioning registries currently operating across the nation working to streamline workforce data collection, The Nevada Registry serves as a comprehensive data repository for the Early Childhood workforce in Nevada.

What is a Registry?

A registry is an information system for the Early Childhood and School Age workforce that promotes professional growth and development, captures critical information about the workforce, recognizes professional achievement and milestones, provides data for compliance and quality initiatives, and informs administrators, innovators, and policy makers. Registries were originally designed to collect data in order to recognize professional achievements and disseminate basic data for state and federal reporting needs, but as registries have evolved, they have become an essential source for the data necessary to inform discussions and decisions around state and federal initiatives and policies. Registries often also support the key elements of state career development systems (access and outreach, quality assurance, qualifications, credentials, pathways, core professional knowledge, financing and compensation).

National Workforce Registry Alliance

The Nevada Registry has been an active member of the Alliance since 2009!

State workforce registries are encouraged to join the National Workforce Registry Alliance (NWRA); an organization of Early Childhood and School Age workforce registry and professional development leaders that promotes high-quality, coordinated, documented and accessible state career development systems. The mission of the Alliance is to provide registries across the country with resources regarding standards of quality for workforce data systems and creating a strong national voice driving relevant policies and initiatives. Joining the National Workforce Registry Alliance provides a registry with a support system and the ability to interact with other registry professionals across the country.

Partnership Eligibility Review

Registries play a critical role in contributing to the Early Childhood and School Age workforce national data set, which can have a major impact on the profession. In order to contribute to the national data set, a state registry must verify that their data collection and maintenance methods meet rigorous standards that ensure consistency and quality.

The Nevada Registry achieved PER status in 2015 and is one of only 16 registry systems currently PER approved!

The National Workforce Registry Alliance has created Partnership Eligibility Review (PER) to verify whether a state is ready to contribute data to the national data set. Registries that successfully maintain Partnership Eligibility Review meet the Alliance's required operating standards, collect the necessary data elements, and evidence the ability to produce the data reports and/or transfer files for the national data projects and partnerships using solid, proven methods for aggregating data.

National Data Set Reports

Aggregated data from The Nevada Registry is included in the 2017 and 2019 NWRA Dataset Reports.

Data informed decisions are critical for the success of the workforce in any profession, and registries provide that data. To date, the National Workforce Registry Alliance has published two workforce dataset reports that provide a descriptive analysis on the Early Childhood workforce using data from registries that have achieved Partnership Eligibility Review (PER) status. Increasing registries' capacities to share data will continue to enhance their ability to act as important contributors to other data-driven policy initiatives. Future Nevada Registry reports like this one will include comparisons between Nevada specific state-level workforce data and data contained in the data set reports published by The National Workforce Registry Alliance.

The level to which participation in a state's registry is required varies across the nation. Some require membership for all professionals in the workforce while others remain partially or completely voluntary. As participation in the national data set by state registries increases, there will be a critical need for each state to view participation by all members of the workforce as important and necessary to the success of the early childhood and out of school time field.

The Nevada Early Care and Education Professional Career Ladder

The Career Ladder is tailored specifically to the field of Early Childhood Education (ECE) with multiple levels representing various combinations of formal education, training and direct experience (up to 4000 hours). Follow this path to achieve your educational and professional goals!

Certificate of Participation (Pre-Level) — P

Individuals placed at this level have applied for Career Ladder placement and are active members of the Registry, but have not yet accumulated the 1000 hours of direct experience in the field of ECE necessary to place at a level

LEVEL 1

1.1 Initial Child Care Licensing requirements and a minimum of 1000 hrs. of direct experience

1.2 All of 1.1 plus a high school diploma/GED

1.3 All of 1.1, 1.2 and 1 ECE college credit or 15 hrs. approved training

LEVEL 2

2.1 Current CDA or 8 ECE college credits and 2000 hrs. direct experience, or high school diploma/GED, 120 hrs. of approved CKA training, and 2000 hrs. direct experience

2.2 12 ECE college credits and 3000 hrs. direct experience

LEVEL 3

3.1 Apprenticeship Certificate or 20 ECE college credits and 4000 hrs. direct experience

3.2 1-year ECE certificate or 30 college credits with 24 in ECE and 4000 hrs. direct experience

LEVEL 4

4.1 Associate's degree in ECE or Associate's degree in another field with 30 or more ECE college credits

4.2 All of 4.1 and 4000 hrs. direct experience

LEVEL 5

5.1 Bachelor's degree in ECE or Bachelor's degree in another field with a state teaching license containing an ECE endorsement or a Bachelor's degree in another field with 30 or more ECE college credits

5.2 All of 5.1 and 4000 hrs. direct experience

LEVEL 6

6.1 Master's degree in ECE or Master's degree in another field with a state teaching license containing an ECE endorsement or a Master's degree in another field with 30 or more ECE college credits
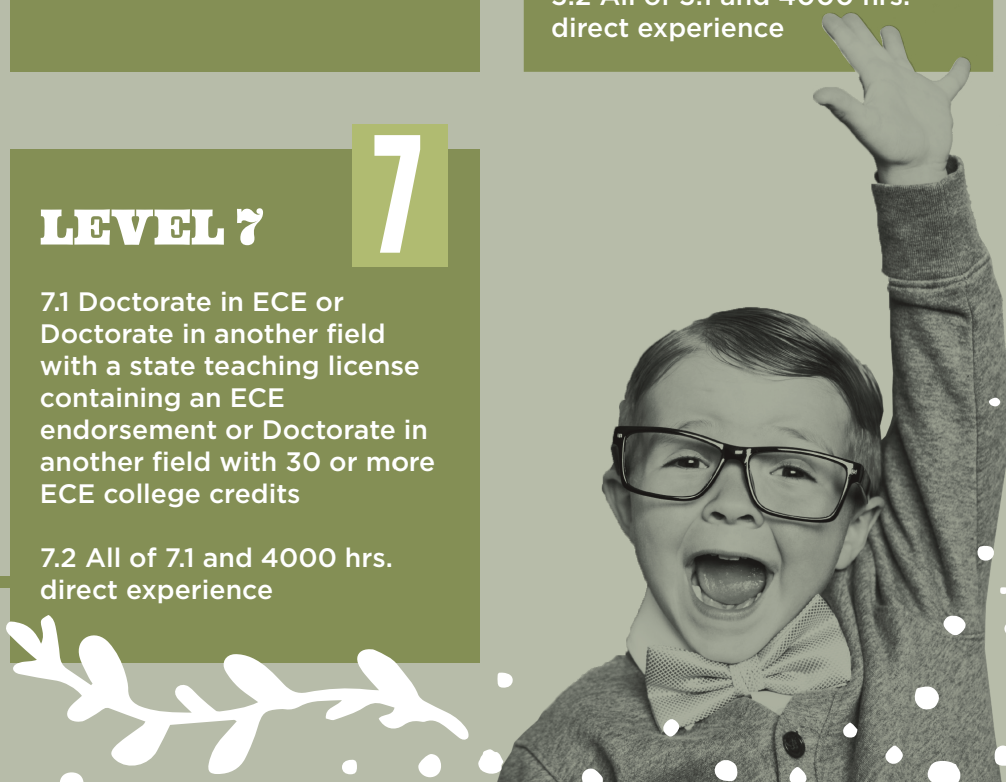
6.2 All of 6.1 and 4000 hrs. direct experience

LEVEL 7

7.1 Doctorate in ECE or Doctorate in another field with a state teaching license containing an ECE endorsement or Doctorate in another field with 30 or more ECE college credits

7.2 All of 7.1 and 4000 hrs. direct experience

Looking ahead...

★ **Online Membership Application Process for NEW Members**

★ **Public Access Data Reports via the Website**

★ **Staff Membership Lists for Center Directors/Administrators Access within Online Portal**

★ **Live Data Tracking of Completed Registry-Approved Training**

★ **Job Board Access within Online Portal**

★ **New and Improved Website**