2012 National Registry Alliance
“State of Registries” Survey

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Survey

• Survey will by open until the end of September
• Publish results by January 2013
• Snapshot of interests
Survey

• Who is participating?
• Why?
Status of Registry

Currently Operating: 84%
Planning Process: 16%

The National Registry Alliance
Registries Locations

- University/Institution of High Education
- State Department
- Child Care Resource and Referral Agency
- Independent 501c3
- For Profit
- Other
The National Registry Alliance
Registry Fees

Charging a Fee for Registry Membership
- 76% No Fees
- 24% Fees

Initial fee amounts for those who charge:
- $10
- $15
- $25
- $60

Renewal Period for Those who charge:
- 1 year
- 3 years
Verification of Education

• GED Completion ??
• High School Completion?
• Post-Secondary Completion?
• Credential Completion?
Post-Secondary Education

Post-Secondary

- Only ECE equivalent (5%)
- Related Degrees (15%)
- All Degrees (80%)

The National Registry Alliance
Accreditation Standards

High Ed Accreditation Standards

- Regionally accredited: 57%
- Accredited not recognized by CHEA: 32%
- CHEA: 4%
- Non-accredited institutions: 7%
Transcript Review

• All coursework credits are counted and a sum total for each institution or degree is entered

• Every course listed on the transcript is entered into the database

• Only courses that relate to the field (ECE, Business or School-Age) entered individually and general education is counted and entered as a sum total

• Related coursework is entered for in-progress degrees or non-early childhood degrees. General coursework sum total not entered.
5 – Key Elements

State and Territories are encouraged to build a well-qualified workforce and describe it in their CCDF Plans according to five key elements for workforce systems.

PD Systems and Registries

Core Knowledge and Competencies
- Practitioner Registries
- Training/Trainer approval systems

Access to Professional Development
- Training Registries and Calendars

Career Pathways
- Practitioner Registries

Professional Development Capacity
- Trainer Registries
- Training Calendars

Compensation, Wages, Benefits
- Core data elements
- Workforce reports
State Data Collection
About Individuals

Registries
- Practitioner registry operations and oversight
- Trainer registry operations and oversight
- Trainer approval
- Scholarship Administration
- Workforce ID Management
- Job Board
- Resume Maker

Other Agencies
- Director Approval
- Head Teacher Approval
- Background checks/screenings
- Scholarship Administration
- Workforce ID management
- Substitute care or approved caregiver registry
State Data Collection
About Programs

Program information

- Basic program data collection (I.E. name, address, license number)
- Detailed program services and classroom data collection (classroom and staff assignment, program funding types, etc.)
- Program/classroom assessment
- QRIS ratings

Who is collecting the data

- Registries and other agencies are both basic and detailed information about programs.
- Registries in our survey are not solely collecting program/classroom assessment data or QRIS ratings
- Registries are sharing data through data exchanges.
State Data Collection About Quality Initiatives

Program or Initiative

- Training program completion
- Training program participation
- Scholarship Participation
- Scholarship Expenditures
- CDA participation
- CDA completion
- Workforce demographics

Who is collecting the data

- Registries or registries and other agencies are the primary data collection agents for training and CDA participation and completion.
- Other agencies collect data on scholarship programs with registries playing a significant role.
- Registries significantly contribute to the data collected in each area.
State Data Collection About Training and Trainers

Training Initiative

- Training approval processes linked to state core knowledge and competencies
- Statewide online public training calendar
- Statewide paper training calendars
- County or regional online public training calendars
- County or regional paper training calendars

Who is collecting the data

- Registries are the primary data collection agent for training approval initiatives regardless of whether or not they are linked to a State’s CKCs.
- Paper calendars may be available but in most cases, not produced by registries.
How are services such as:
• Training approval
• Training calendars
• Core Knowledge and Competencies
linked within your Registry?
What has been the rationale behind these decisions?
Scope of Data Collection
When States Require Registry Participation

- An individual is receiving early childhood scholarships, financial supports, or participating in other state professional development initiatives.

- (QRIS) requires one or more staff members to participate in the Registry

- Is a director in a regulated (licensed, registered, certified) early childhood facility.

- Working in a regulated (licensed, registered, certified) early childhood facility.
When States Require Registry Participation

- When a practitioner is a teacher or teacher's assistant working in a Head Start program.
- When a practitioner is a director in a Head Start Program.
- When a program at which a practitioner works is receiving child care assistance funds.
- When a practitioner is working in a State pre-kindergarten program.
The Data Story:
Reports for Registry Members

What type of information can you provide for active members?

- Comprehensive overview of a person's information in the registry:
  - Orange bar (25)
- Annual training report delineated by core knowledge area:
  - Light blue bar (15)
- Overview report of all verified education and training entered into the registry:
  - Red bar (20)
- Records that link a practitioner to a group of children in a classroom:
  - Brown bar
The Data Story
Reports for Programs

What type of reports or electronic files can you provide to programs?

The National Registry Alliance
State Child Care Administrators are required to provide annual reports to the Federal Office of Child Care. Lead agencies may ask registries to provide information on the following topics as indicated in their State plan. Do you gather and provide information to your State Child Care Administrator about:

- Demographics
- Credentials
- Qualifications
- Graduate or professional degree
- Education level
- Experience
- Qualifications of center staff
- Training within the center
- Qualifications of early childhood teachers
- Preadmission
- Post admission
- School
- Parents
- Children
- All Other Responses

Legend:
- Orange: Do not collect
- Blue: Collect BUT do not report
- Purple: Collect and report
- State CCDF lead agency
- Red: Collect and report to other agency
Questions:

- What do you find to most intriguing about this information?
- What else do you want to know?
- How will you use this information?
Data Partnerships

- Licensing
- QRIS
- State Department of Education
- State Network of Child Care Resource and Referral Agencies
- T.E.A.C.H.®
- W.A.G.E.S.
- Other Statewide Compensation Program
- State Longitudinal Data Systems
- Other
Speaking of Data Partnerships

• Who is talking about child development or child outcomes?
• Are you at the table?
• Do you think your Registry would be involved?
Impact

• How would you want this information shared once fully analyzed?
• What surprised you?
• What did you expect?
• How to best use this to make the biggest impact?
Questions