

State of Registries  
Survey 2012

A Survey of the  
Nation's Early  
Childhood and  
School-Age  
Registries

March 2013



**The National  
Registry  
Alliance**

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## Introduction

Over the last decade, early childhood and school-age registry systems have emerged as a primary source of data about this workforce and its professional preparation. Data about early childhood teaching staff, administrators, trainers, training, programs, and quality initiatives provide the foundation for the nation's cross-system and cross-sector early childhood and school-age professional development systems.

The "State of Registries 2012" survey was initiated by the National Registry Alliance (the "Alliance") to provide information on the current state of registries throughout the United States and its Territories. The Alliance is a private, nonprofit, voluntary organization of State early childhood and school-age workforce registry and professional development leaders. The Alliance promotes high-quality, coordinated, documented, and accessible State career development systems to encourage a well-trained and educated, supported, and adequately compensated workforce. The Alliance is invested in the mission, "to enhance, strengthen, and support the work of state and regional early childhood and school-age registries by providing an interactive forum for networking and information and strategy exchanges."

Registries provide a range of services. Practitioner registries collect and verify a person's education, training, and employment history and place these individuals on a State-defined career pathway. Registry organizations also operate and oversee trainer registries and trainer-approval processes. They manage online training registries in the form of training calendars and training approval systems which may be linked to State core knowledge and competency (CKC) measures.

Within any given State or region, data collection efforts may be shared between the registry and other agencies. For example, the management of workforce identification for state data exchanges is, generally, managed by either the registry or the state agency; however, in some States this is the same entity. Data about a State's quality initiatives may be collected in a number of places within the registry or the registry may work in partnership with another agency.

The "State of Registries 2012" survey is comprehensive in scope. It was designed to meet the needs of several user groups within The National Registry Alliance network. This particular summary provides information on optimum use to individuals and agencies currently operating a registry system or in the planning stage of registry development.

## Background and Methodology

### Background

The Data and Standards Committee, a standing committee of the Alliance Board of Directors, oversees the collection of data and manages the development of reports based on that data. This committee, along with Alliance board and staff, developed the "State of Registries 2012" survey with several purposes in mind.

Broadly, the purpose of the "State of Registries 2012" survey was to monitor trends in registry systems development in the United States and Territories. The survey was extensive, including 83 questions. Further, many of the questions were multi-faceted. In addition to the quantitative survey data, narrative comments were collected.

The survey data will be utilized in multiple ways. Certain questions were designed to further work in defining "best practices and core data elements" among registry systems. There were also questions included as part of an ongoing national research project on registry systems.

The purpose of this summary is to provide the most useful and relevant information for States, regions, counties, and Territories as they seek to initiate, enhance, or evaluate their registry systems. As such, this report includes a subset of the total number of questions within the comprehensive survey.

A secondary purpose of this summary is to provide information to policymakers working in early childhood, professional development, data management or other fields related to the information provided by State registry systems.

## Methodology

The Alliance survey identified 58 potential registry service areas. Registries are most commonly defined to include one State. However, there are a limited number of registries defined as serving counties, a district, or a regional portion of a State. In addition, five Territories (American Samoa, Commonwealth of Northern Mariana Islands, Guam, Puerto Rico, U.S. Virgin Islands) were invited to participate in the survey.

As stated above, The Alliance Board of Directors initiated the "State of Registries 2012" survey. Members of the board, committee members, and staff developed the survey questions, which were approved by the board.

The survey was launched using an online survey instrument. A unique link to the survey tool was sent via email to the contact person for each known registry system. If no known registry existed in a State or Territory, the survey was sent via email to the person holding the position of "State Child Care Administrator" or that person's designee.

The list of potential participants included:

- One contact in each of the 50 States (with the exceptions of States with regional registries) and the District of Columbia)
- One contact in each of five Territories (American Samoa, Commonwealth of Northern Mariana Islands, Guam, Puerto Rico, U.S. Virgin Islands)
- One contact in each of the regional registry systems

The survey link was initially emailed in August 2012. The majority of responses were received between August 22, 2012, and October 12, 2012. The following steps were taken to increase the survey response rate:

- The Alliance Project Coordinator sent individual email messages to contacts who had not completed the survey by September 4, 2012.
- A second reminder was sent October 3, 2012.
- The Alliance Board of Directors representative for each of the ten regions encouraged the contacts within their region to respond to the survey.

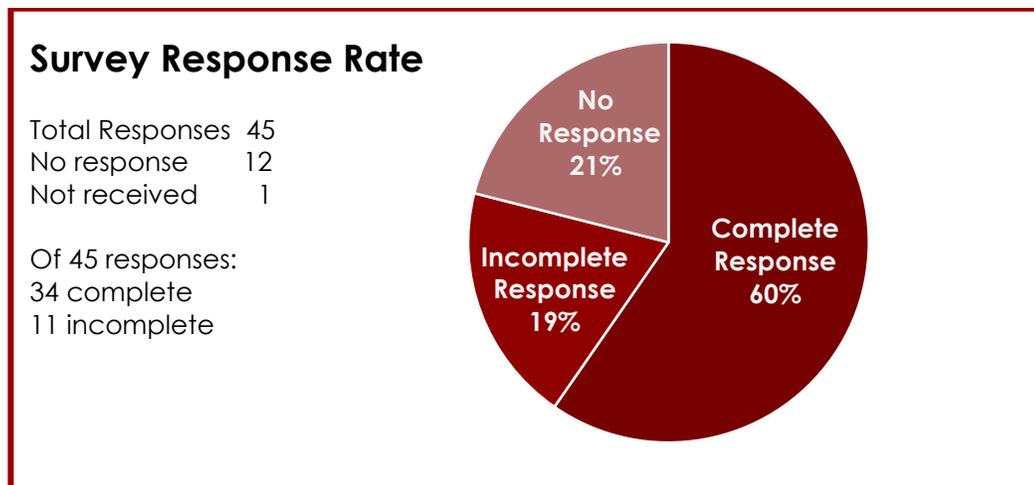
The opportunity to submit data officially ended on October 15, 2012. During the data review process, the Alliance Project Coordinator determined, in two cases, the survey link, intended to be unique for each respondent, was shared between registry entities resulting in an overwriting of the original data. Essentially, two respondents entered their agency data over the original data entered by respondents, thus negating the first set of data. In these two instances, respondents were provided the opportunity to reenter their data, though this occurred after the deadline of October 15, 2012.

There are a few important notes about the data:

- Percentages are rounded and totals may not equal 100%.
- While the total number of survey respondents is 45, the number of responses to each question varied significantly. Each topic described in this summary provides the number of respondents for any particular survey question.
- Certain questions allowed respondents to provide multiple answers. Therefore, the total number of responses is sometimes greater than the total number of respondents.

## Response Rate

The survey was sent to 58 potential participants. Of the 58 survey links sent electronically, one was not received (incorrect email or other technical problem). It is assumed that the remaining 57 surveys were received. Of these 57 surveys, 45 responses were received, resulting in a response rate of 79%. No response was received from 12 recipients (21%). Of the 45 responses, 34 were designated as "complete" and 11 designated as "partially complete."



## Partnership Eligibility Review

The “Partnership Eligibility Review” (PER) is a process developed by the Alliance and managed by the Data and Standards Committee to ensure the integrity of national registry data. The Alliance devised a process that determines the “readiness” of an individual registry for participation in data-related projects at the national level.

Currently, the Alliance’s PER encompasses three data-related projects for which a registry may apply for consideration:

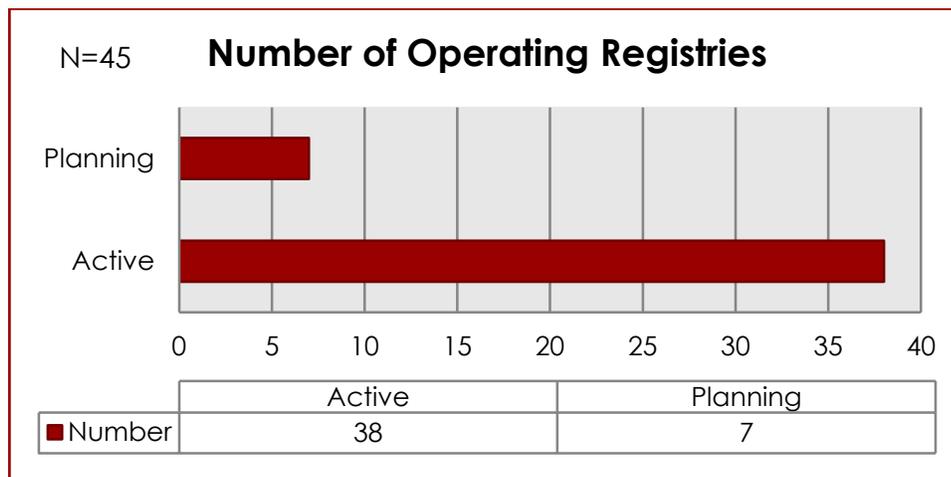
- Alliance Early Childhood and School-Age National Workforce Dataset Project
- Documenting Staff Qualifications for NAEYC Accreditation Project
- Documenting Provider Qualifications for NAFCC Accreditation Project

One survey question asked respondents if their registry was currently approved by the National Registry Alliance as part of the PER process. Of the 30 responses to this question, eight (27%) identified themselves as currently approved as part of the PER process and 22 (73%) identified themselves as not currently approved by the PER process.

## Registry Status and Data Collection by Geographic Area and Initiation Date

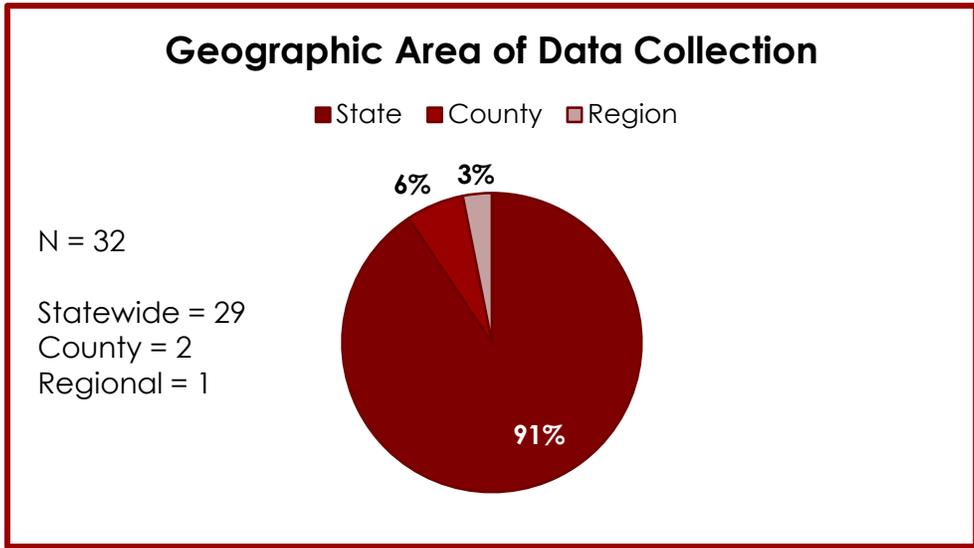
### Registry Status

Of the 45 survey responses received, 38 stated they currently operate a registry (84%). Seven responded that they do not yet have a registry but are in the process of planning one (16%).



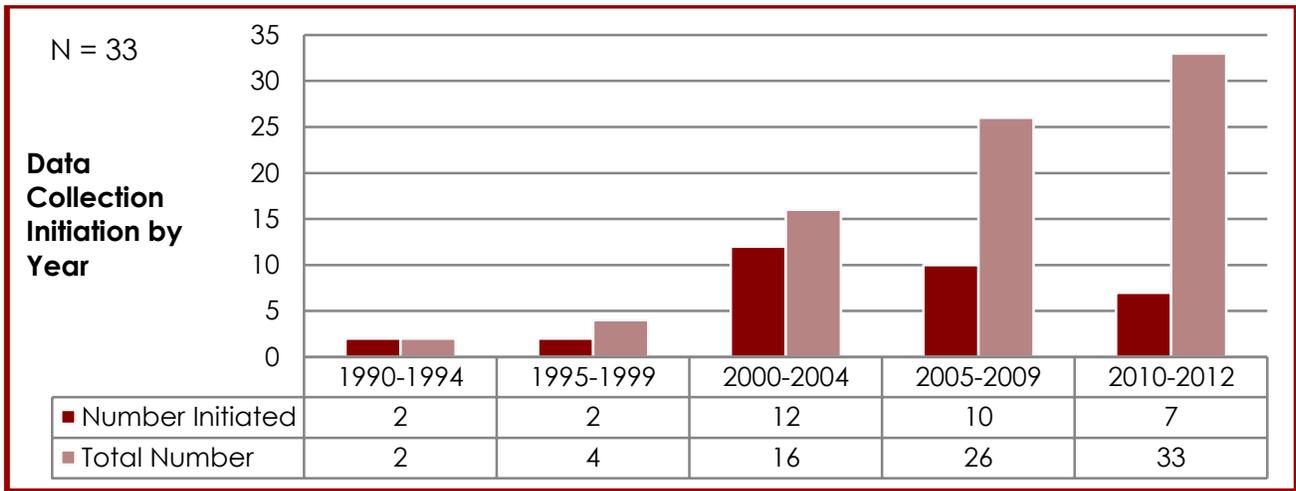
### Geographic Area of Data Collection

The survey asked participants to identify the type of geographic area in which they collect data and provided three possible responses: statewide, county level, and regional level. Of the 32 responses to this question, 29 collect data statewide (91%), two collect data on the county level (6%), and one collects data on a regional level (3%).



### Data Collection Initiation

The survey asked respondents to identify the year in which they began to collect data on direct service providers/practitioners. The 33 responses included 1991 as the earliest year and 2012 as the latest year in which data collection on direct service providers/practitioners was initiated.



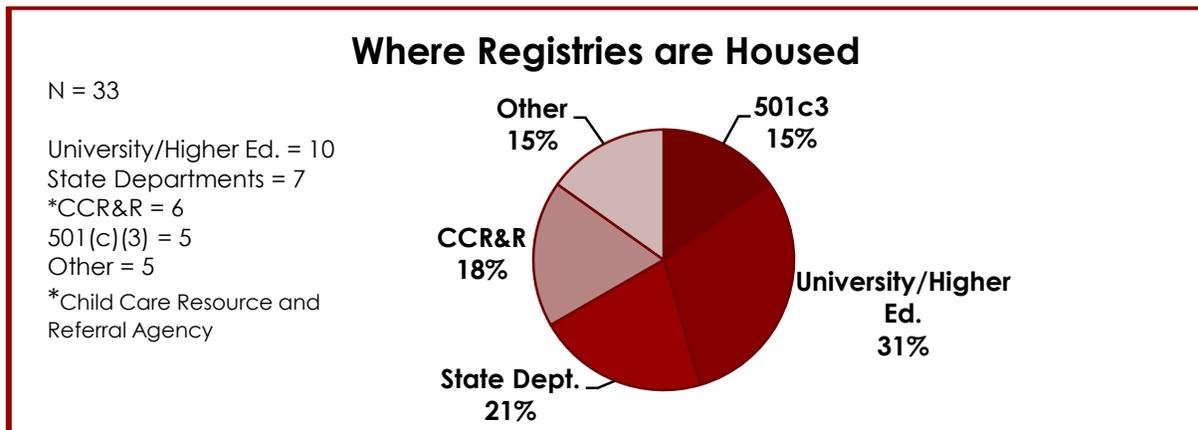
The chart above shows the number of registries initiating data collection by five-year periods with the exception of the most recent period, 2010–2012, which includes only three years. During the first two periods, 1990–1999, only four registries initiated data collection. The period of 2000–2004 experienced the largest number of initiations with 12 followed by the period of 2005–2009 in which 10 registries initiated data collection. While the period of 2010–2012 has fewer total initiations with seven, only three years are included in this period.

## Registry Organization

Questions often arise regarding the organizational structure of registries, including how and where they are managed, how they are funded, the types of registries available, and the variety of services they provide.

### Organizational Home

Respondents were asked to identify from a list of six options (including "other") where their registry is housed. The option "for-profit agency" received no responses and, therefore, is not included in the graph below. The total number of responses to this item was 33.

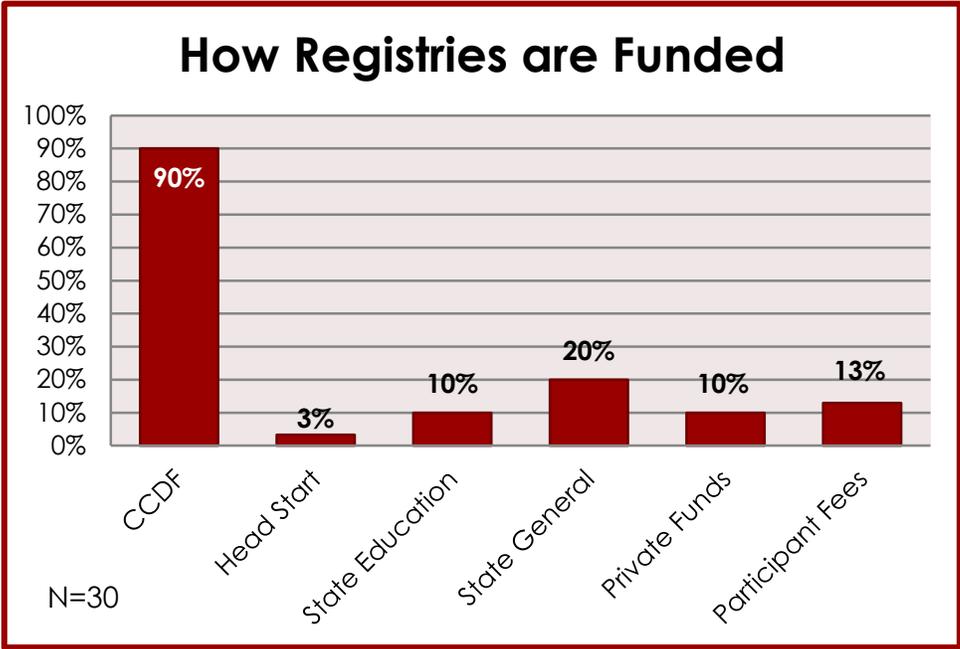


Among the 33 respondents, universities and higher-education institutions are the most common location for registries (31%). State departments, child care resource and referral agencies, and 501(c)(3) agencies are fairly similar to each other with 21%, 18%, and 15% of responses, respectively. Respondents selecting "other" specified nonprofit within higher education, school district, nonprofit education institution, county office of social services and split between higher education and 501(c)(3).

### Funding

Respondents were asked to identify how their registry system is funded and were provided a list of six funding options, in addition to "other." Respondents could check more than one method. There were 30 responses to this question with 44 funding options selected, indicating that some registries have multiple funding sources. In addition, five respondents checked "other."

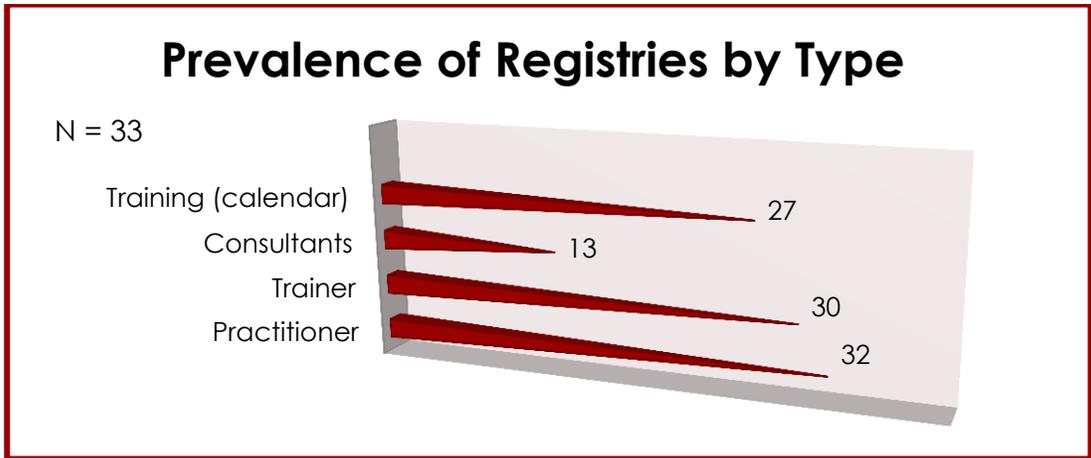
Total Responses = 49	
*CCDF	27
State General	6
Participant Fees	4
Private Funds	3
State Education	3
Head Start Funds	1
Other	5
*Child Care Development Fund	



Of 30 responses to the question regarding funding, 27 (90%) receive funds from the Child Care Development Fund (CCDF). Among the other options for funding sources, State General Funds received six responses (20%), participant fees four responses (13%), State education and private funds each received three responses (10%) and Head Start funds only one response (3%). Other sources of funding identified were county funds, quasi-governmental, foundations, local taxing authority, software development and consulting, and state IT bond funds.

### Types of Registries

Respondents were asked to identify, from a list of four primary "types" of registries, which are managed by their agency. There were 33 respondents, with multiples responses permitted per respondent.



Of the 33 responses to this question, 32 (97%) manage a practitioner registry. Thirty (91%) manage a trainer registry. Somewhat fewer (27 or 82%) manage a training registry (defined as providing a training calendar). A consultant registry is managed by 13 (40%) of the 33 respondents.

### Range and Prevalence of Services

Respondents were asked to identify which services, from a list of 20 services, are provided within their core registry contract. Multiple responses were permitted and 33 survey participants responded to this question. The most frequently (offered by over 50% of respondents) provided services are:

#### Range and Prevalence of Registry Services

Service Provided	Percentage and Number of Respondents	
	Percentage	Number
Practitioner Contact Information	97%	32
Practitioner Current Employment	97%	32
Practitioner Education History	88%	29
Practitioner Training History	88%	29
Basic Program Data Collection	85%	28
Career Ladder/Lattice/Pathway Placement	82%	27
Trainer Approval	79%	26
Training Calendar	73%	24
Practitioner Employment History	73%	24
Training Approval	61%	20
Core Knowledge/Competencies Management/Coordination	58%	19

Less frequently provided services include (percentage of respondents/number of respondents):

- Career development advising (42%/14)
- Listing of trainers (self-declared or non-approved) (42%/14)
- Scholarship administration (39%/13)
- Detailed program services and classroom data collection (30%/10)
- Job Board (21%/7)
- Head teacher approval (18%/6)
- Director approval for licensing (18%/6)
- Resume maker (12%/4)
- Maintain a substitute care or approved caregiver registry (6%/2)

When asked if their registry performed any of five other related functions or tracking, 19 entities responded with the following information (% of 19 respondents/# of respondents):

- Track services related to health and safety (68%/13)
- Provide remote or online access to training and/or other services (53%/10)
- Provide direct training (42%/8)
- Conduct background checks (5%/1)

No respondent indicated that they track child development or child outcomes.

## Reporting Capacity

The survey included several questions on reporting capabilities of registries. Reporting information includes reports available to registry participants, reports available to programs, and reports to State agencies.

### Reports for Registry Participants

Twenty-seven (respondents answered the question about the type of information their registry can provide for active members. The most common types of information were (%/#):

- Comprehensive overview of a person's information in the registry (85%/23)
- Overview report of all verified education and training (85%/23)

Annual training reports delineated by core knowledge area are available from 19 (70%) of the 27 respondents and annual training reports *not* delineated by core knowledge area are available from 15 (56%) of total respondents. This implies that at least some registries offer this service with or without delineation by core knowledge area.

Of the 27 respondents, the majority (59%) of registries able to provide reports to participants have them available on their website for members to download.

### Reports for Programs

Fewer responses (22) were recorded regarding the types of reports registries can provide to programs. Of the 22 responses, the most available types of reports were (%/#):

- Comprehensive overview of staff member information for a facility (59%/13)
- Annual training report for all staff members delineated by core knowledge area (59%/13)
- General information about workforce characteristics in their area (50%/11)
- Annual training report for all staff members not delineated by core knowledge area (41%/9)

Of registries able to provide reports to programs, 13 (54%) have them available on their website for duly authorized members to download as compared to 11 (46%) who do not.

## Reports for State Agencies

State agencies request or require information that is collected by many registry systems. Specific questions were asked to determine the extent to which registry data are reported to State agencies.

The majority of registry systems receive funding from the Child Care Development Fund administered through State Child Care Offices. One survey question asked specifically about the information provided to State Child Care Administrators. The number of responses for each item ranged from 22 to 27 responses as identified in the last column of the table below.

### Reports to State Agencies

Type of Information Collected and Reported	Collect / Report to State Child Care Administrator		Collect / Report to Other Agency		Collect / Do Not Report		Do Not Collect		Number of Responses
	%	#	%	#	%	#	%	#	
Ongoing professional development	59	16	15	4	33	9	7	2	27
Demographics	44	12	11	3	48	14	7	2	27
Qualifications	41	11	11	3	37	10	22	6	27
# Credentials/degrees conferred annually	39	9	13	3	29	9	17	4	23
Scholarships awarded	33	8	13	3	13	3	46	11	24
Qualifications of caregivers within specific programs	32	8	12	3	36	9	28	7	25
Bonus or other financial incentives received	30	7	0	0	22	5	52	12	23
Degree completion or attrition rates	26	6	9	2	39	9	30	7	23
Compensation	19	5	11	3	48	13	30	8	27
Training/technical assistance completion or attrition rates	18	4	0	0	46	10	41	9	22
Retention rates	17	4	8	2	29	7	50	12	24

Other State agencies that receive registry data, either on a scheduled basis or upon request, include:

- State Department of Education
- State Race to the Top Lead Agency
- State Head Start Collaboration Office

Thirty percent of 30 respondents are able to produce a report on the overall size of their State's child care workforce. Thirty-eight percent of 29 respondents can report the percentage of the workforce represented in their registries.

Finally, survey participants were asked about their registry's formal data partnerships. The survey provided a list of ten possible partners and respondents were asked to check all that apply.

### Formal Data Partnerships

Data Partner	Percentage with Formal Data Partnership	Number of Responses
Licensing	86%	24
QRIS	75%	21
Child Care Resource and Referral	50%	14
State Child Care Subsidy Program	29%	8
Other	21%	6
State Longitudinal Data Systems	18%	5
State Dept. of Education	14%	4
*T.E.A.C.H.	11%	3
WAGE\$	11%	3
Other statewide compensation program	11%	3

\*Teacher Education and Compensation Helps

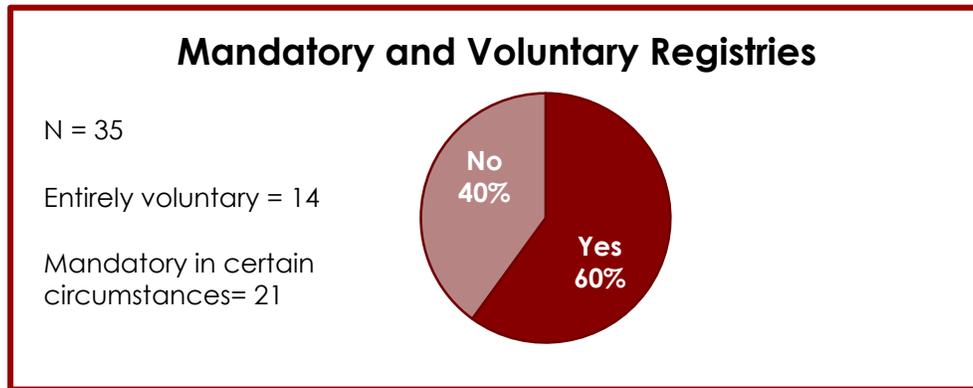
## Registry Participation Policies

Registry systems vary in their policies regarding many issues. Two of these issues addressed in the survey were:

- Whether registry participation is voluntary or mandatory
- Whether application fees are required

### Mandatory and Voluntary Practitioner Registry Participation

Based on 35 survey responses, participation in the practitioner registry is entirely voluntary in 40% (14) of registry systems. For 60% (21) of registry systems, participation in the practitioner registry is mandated under certain circumstances.

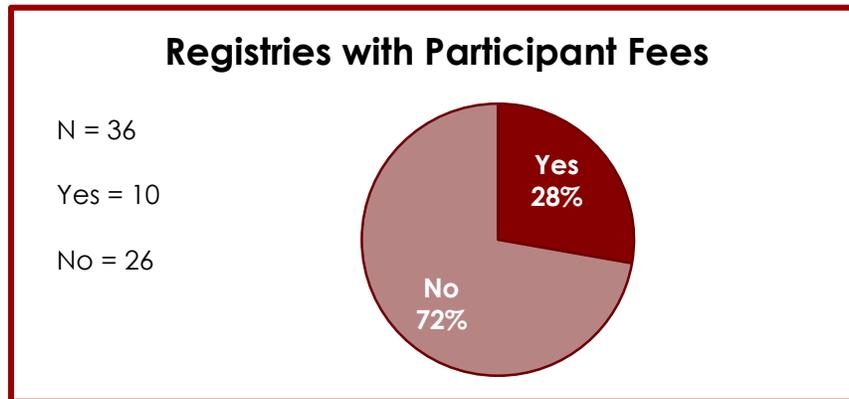


The most common circumstance for which participation in the practitioner registry is required is when an individual receives early childhood scholarships, financial supports, or participates in other State and professional development initiatives (80%). The second most common circumstance is when the State's Quality Rating and Improvement System (QRIS) requires one or more staff members to participate in the registry (68%).

When is Registry Participation Required?	Percent /Number Requiring Participation		Total Number of Responses
	Percent	Number	
When an individual receives early childhood scholarships, financial supports, or participates in other State professional development initiatives	80%	16	20
When the State's QRIS requires one or more staff members to participate in the Registry	68%	13	19
When a practitioner is a director in a regulated early childhood facility	55%	11	20
When a practitioner works in a regulated early childhood facility	52%	11	21
When a practitioner is a teacher or teacher's assistant who works in a Head Start program	45%	9	20
When a practitioner is a director in a Head Start program	37%	7	19
When a program at which a practitioner works receives child care assistance funds (CCDF subsidy)	25%	5	20
When a practitioner works in a State pre-kindergarten program	25%	5	20

### Participant Fees

Some registry systems have an initial application or enrollment fee. Of the 36 responses, 28% (10) stated they do have an initial application or enrollment fee and 72% (26) stated they do not. Just seven registries charge a renewal or update fee, while 29 registries do not charge a renewal or update fee.



## Data Management

Data management is a central issue for registry systems. This summary includes information about several data management issues, including where and how data are stored and how data are collected and updated.

## Data Collection Methods

The survey asked how registry systems gather data and provided 12 possible collection methods, including "other." Participants could select multiple data collection methods. Thirty-two respondents answered this question. The percentage is calculated from the 32 total respondents.

Data Collection Method	Percent and Number Using Identified Data Collection Method	
	Percent	Number
Participant completes web-based enrollment	69%	22
Staff enter information from paper enrollment	69%	22
Participant completes web-based changes of information	69%	22
Staff enter changes of information	88%	28
Directors of programs enter employment-related updates on staff members	50%	16
Licensing agency provides data about child care staff via data transfer	19%	6
Licensors enter information about child care staff	19%	6
Trainers enter session attendance	56%	18
Trainers enter information about course completion	47%	15
Staff enter training data from transcripts	78%	25
Other approved sources provide training data via data transfer	34%	11
Other approved sources enter training or other data	31%	10

## Updating Participant Data

The survey asked at what frequency members could update their information. Of the 33 responses, 30 (91%) indicated that data could be updated on an ongoing basis. Two (6%) responded that data are updated at renewal only and one (3%) responded that data are not updated. The responses were limited to these three choices and did not include systems data transfer.

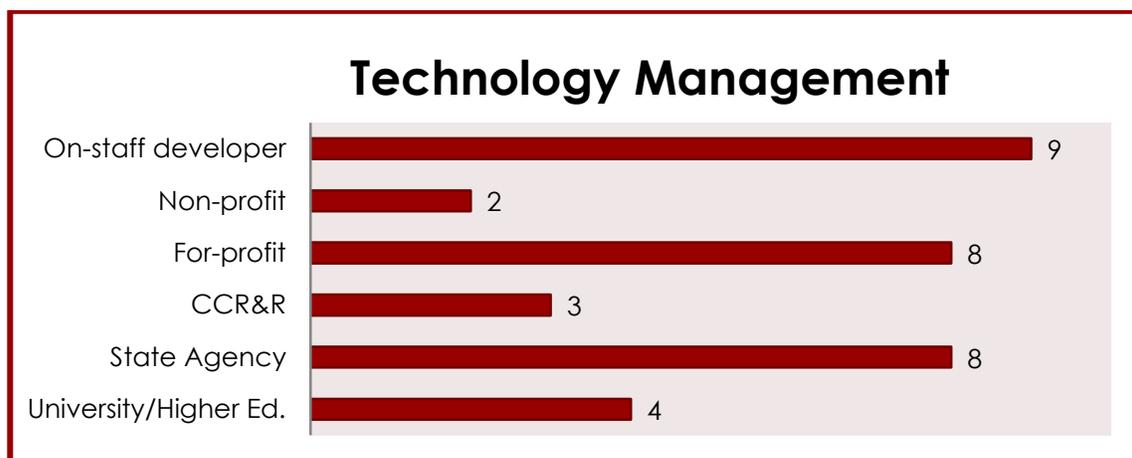
## Data Storage

Respondents were asked to select from four choices which best described how their data are stored. Of the 32 participants who responded to this question, 29 selected SQL database, four participants selected Access database, and one selected Excel database. Twelve respondents indicated that data is stored in paper files.

The number of responses indicates that respondents selected more than one option. While a total of 32 participants responded to this question, a total of 52 total responses were recorded (including 6 "other").

## Management of Technology

Six possible options were provided for the question regarding the type of organization that manages the technology of registry data systems. On-staff developer, State agency, and for-profit company were the options selected most frequently, with 9, 8, and 8 responses, respectively. University (4), Child Care Resource and Referral (3), and nonprofit company (2) were selected less frequently. While 32 survey participants responded to this question, 34 options were selected indicating that one or more respondents selected multiple options.



## Conclusion

The results of the “State of Registries 2012” survey will meet the informational needs of several user groups within The National Registry Alliance network. This particular summary provides information of special interest to individuals and agencies that currently operate a registry system or are in the planning stage of registry development. Information gained through this survey will guide best practices, provide a valuable tool for technical assistance efforts, and inform program development.

What did we learn about registry systems? Of the 45 completed surveys, 84% of respondents currently operate a registry and 16% are in the planning stage of registry development. Almost all registries collect data on a statewide basis, with a very few geographically defined by a region or county.

The number of registries engaged in data collection is increasing. Based on the survey data, the earliest data collection effort began in 1990, and by 1999 only four registries had initiated data collection. However, since 2000, an average of more than two registries per year have initiated data collection, for a total of 33 by the year 2012.

How are registries managed and funded? Registry systems are primarily located within four types of agencies — higher education, departments within state government, child care resource and referral agencies, and other nonprofit agencies.

Among possible funding sources, however, a single source stands out as providing resources to the vast majority of registry systems. Federal dollars from the Child Care and Development Fund provide funding for 90% of those responding to this question. Slightly less than one third of respondents charge an application or enrollment fee.

Regarding the question of mandatory or voluntary registries, 40% responded that their registry system is entirely voluntary. Sixty percent responded that their registry is mandatory, at least in certain circumstances. The most common circumstance under which participation in a practitioner registry is required is when an individual receives a benefit such as a scholarship, financial support, or participates in a professional development initiative.

The most common type of registry managed by survey respondents is a registry for early childhood practitioners. The information collected by the practitioner registry most often includes employment information and history about the practitioner’s education and training. Most practitioner registries also provide placement on a career ladder. At present, based on survey responses, no registry systems track child development or child outcomes data.

How do registries use their data? The majority can provide individual reports that contain education and training records to their members. Of these, slightly more than one half can offer downloadable reports to registry participants. Registries also provide reports to State agencies, particularly State child care offices. Formal data partnerships are most common with State child care licensing offices, quality rating and improvement systems, and child care resource and referral agencies.

The “State of Registries 2012” Survey provides insight into the current status of registry systems throughout the United States and Territories. Registry systems are actively involved in data collection, data management, and data reporting regarding the early childhood and school-age workforce

populations and related services. Data gathered through registry systems provide important information for decision makers. Data also provide the basis for continual improvement, answering questions about what works, what doesn't, what is missing, and where we go from here.



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