



The National  
Registry  
Alliance

2009

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# State of Early Childhood and School-Age Workforce Registries

Appreciation is expressed to the Data and Standards Committee and the Marketing and Policy Committee for their work in developing the survey and compiling the results

TNRA acknowledges the contributing states: NV MN OR PA HI WY SD LA CT CO OK AR ME NJ  
MT AK UT FL(Miami Dade County) WI WV IL ID MO NE NY NH TX SC VT IA KS

# The National Registry Alliance

## State of Early Childhood and School-Age Workforce Registries

The National Registry Alliance (TNRA) is invested in our mission “to enhance, strengthen, and support the work of state early childhood and school-age registries by providing an interactive forum for networking and information and strategy exchanges”, which will inform national conversations on the early childhood and school-age workforce.

This is a preliminary report of TNRA. Future reports and briefs will be available by visiting [www.registryalliance.org](http://www.registryalliance.org) .

### SECTION I: DATA REPORTS

#### Status of Practitioner Registries Responding to TNRA Survey

**Table 1.1**  
**n=31**

<b>Fully Functioning Practitioner Registries</b>	<b>Practitioner Registries Being Developed</b>	<b>No plans to Develop a Practitioner Registry</b>
<b>24</b>	<b>4</b>	<b>3</b>

The spring 2009 survey yielded a response from thirty one states, twenty four of whom indicated that they had fully functioning registries (see table 1.1). Fully functioning was defined as registries that were collecting enrollment forms. Twenty three registries were statewide while one state indicated that their registry was county-wide.

#### Years of Data Collection for Practitioner Registries

**Table 1.2**

<b>Year Data Collection Began</b>	<b>Prior to 2000</b>	<b>2000 – 2004</b>	<b>2005-2009</b>
	<b>5 Registries</b>	<b>12 Registries</b>	<b>7 Registries</b>

Table 1.2 indicates that seventeen Practitioner Registries have a minimum of four years of data on child care practitioners in their state.

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### Types of Data Collected

- Twenty two Registries report that they verify education regardless of degree type
- Registries collect data on many types of professional development including high school child development classes, non-credit based training, college coursework, and additional early childhood credentials.

**Chart 1.1 Where Registries are Housed**

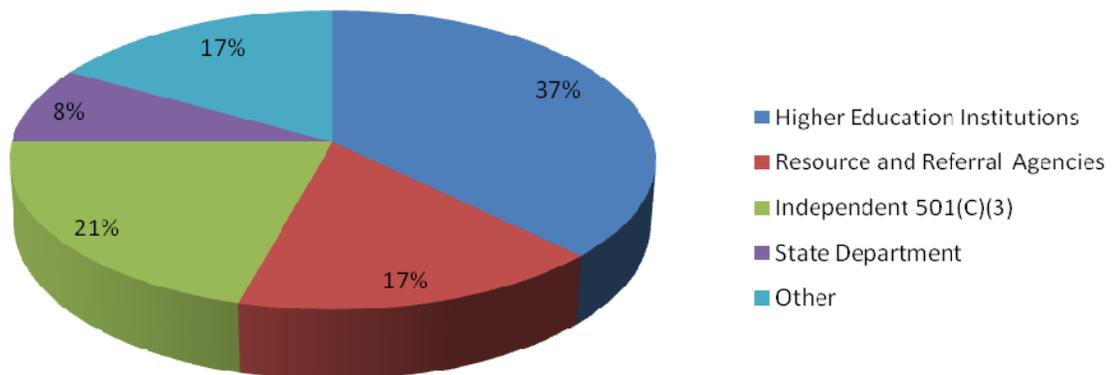


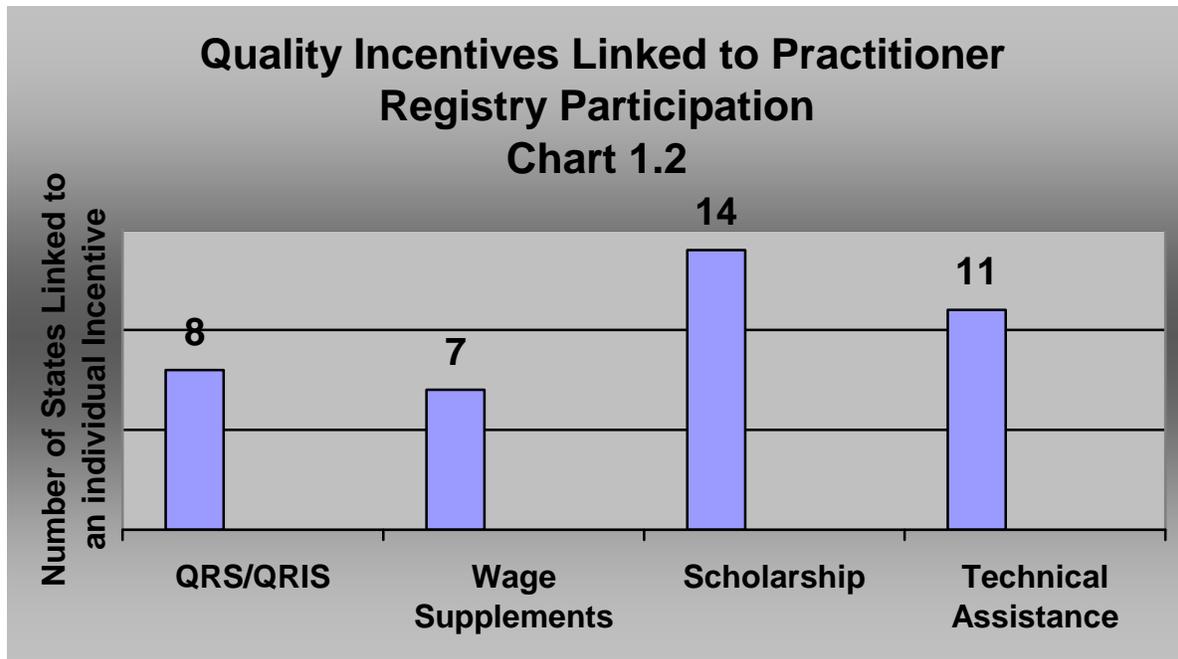
Chart 1.1 illustrates that the majority of Practitioner Registries responding to this survey are housed within institutions of higher education with the second most frequent setting for the Practitioner Registry being an independent “501(C)(3)” organization.

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### States that Link Participation in a Practitioner Registry with Access to Quality Initiatives

In response to The National Registry Alliance survey conducted in the spring of 2009, seventeen states with fully functioning Practitioner Registries indicated that one or more quality initiatives in their state were linked to mandatory participation in their Practitioner Registry (see chart 1.2). The most common quality initiative linked to Registry participation was scholarship.



Types of quality incentives linked to Registry participation include individual incentives such as a wage enhancement or scholarship as well as program incentives such as supports toward achieving national accreditation or technical assistance delivered to an early childhood and school-age program. By linking the use of such quality initiatives to participation in a statewide Practitioner Registry, public administrators and funders can begin to track the impact of public and private investments in quality supports to child care programs. Tracking the progress of a practitioner's movement along a career ladder after receiving scholarship support for instance, is a compelling argument for linking participating in a Registry to quality supports. Registries can provide critical data to support the impact of public and private investment in quality supports to the field of early childhood and school-age care and education in a time when accountability for such investment is vital to securing and maintaining funding. Seventeen states reported making this critical link to one or more incentives a reality and in doing so provide a model for linking data to quality investments.

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### Status of Trainer Registries Responding to TNRA Survey

**Table 1.3**  
n=30

<b>Fully Functioning Trainer Registries</b>	<b>Trainer Registries Being Developed</b>	<b>No Trainer Registry</b>
<b>23</b>	<b>3</b>	<b>4</b>

Twenty-three states responding to the spring 2009 survey indicated that they have a fully functioning Trainer Registry, with three states indicating that they were in some stage of developing/implementing a Trainer Registry (see table 1.3). Of the twenty-three states with fully functioning Trainer Registries, twenty-one states indicated that their Registry also performed the function of trainer approval, and eighteen State Registries are linked to the implementation of a Statewide Training Calendar. Clearly Trainer Registries are conducting additional activities beyond the provision of data in support of their states' professional development delivery system.

**Years of Data Collection for Trainer Registries**  
**Table 1.4**

<b>Year Data Collection Began</b>	<b>Prior to 2000</b>	<b>2000 - 2004</b>	<b>2005-2009</b>
	<b>4 Registries</b>	<b>9 Registries</b>	<b>10 Registries</b>

Thirteen Trainer Registries have a minimum of four years of data on trainers in their state.

## SECTION II: ADDITIONAL INFORMATION COLLECTED

### Mandatory Participation in Trainer Registries

Sixteen states indicate that they have some mandatory participation requirements for their trainers. Responses from The National Registry Alliance spring survey indicated that mandatory participation in Trainer Registries is most often linked to delivery of state approved and funded training, such as core knowledge training or training tied to a state quality rating and improvement system.

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## **State of Early Childhood and School-Age Workforce Registries**

### **Registry Data Used to Inform State or Federal Policy**

Seventeen states offered insight into the ways in which their Practitioner and Trainer Registries informed policy in the field of early care and education. Some of these promising practices include the use of Registry data to:

- Identify gaps in programs and services
- Identify training needs across the state
- Support regulatory changes
- Validate or disprove common beliefs about the child care industry as it relates to caregiver/trainer qualifications and training availability
- Build specific criteria into regulatory or quality standards
- Provide data to Department of Human Services for decision making for licensing requirements and QRIS
- Identify the number and types of training delivered
- Develop policy briefs regarding the characteristics of the workforce
- Inform funding decisions related to the state's Child Care Development Fund

It is clear from The National Registry Alliance's spring 2009 survey that state Practitioner and Trainer Registries are playing a critical role in the provision of verified, reliable data about the workforce characteristics of the early care and education field. In seventeen of these states surveyed, registry data informs policy decisions that shape the supports and incentives used to enhance professionalism in our field, guide the framing of regulatory and other standards of quality, and describe the characteristics of this unique workforce.

### **SECTION III: NEXT STEPS**

#### **Next Steps for State Registries**

State Registries are providing valuable data to their individual states and have data on a significant portion of the early childhood and school-age workforce - 32,052 practitioners in just eleven states and one regional registry responding to this survey.

The National Registry Alliance will:

- Utilize the common core data elements and best practice guide for collecting data to support new registries or registries in the process of system improvement
- Implement the Partnership Eligibility Review System which will identify state registry systems that meet qualifications to participate in partnership agreements with other national agencies
- Analyze data from participating states to inform policy
- Finalize the partnerships with the National Association for the Education of Young Children and the National Association for Family Child Care
- Create new partnerships with national agencies to further The National Registry Alliance vision for *“high quality, coordinated, documented, and accessible state career development systems to promote a well trained and educated, supported, and adequately compensated early childhood and school-age workforce”*