



Workforce Registries: Supplying Data to Build Integrated Professional Development Systems

What IS an Early Childhood-School Age Registry?

A registry is a comprehensive workforce information system originally designed to recognize the professionals who work with young children, youth, and their families. Collecting essential data on early childhood and school age professionals, registries have evolved to become an integral part of the infrastructure for state professional development systems, serving as a hub for data collection, reporting, and analyses.

What Type of Data Do Registries Collect?

Registries typically collect data on individual professionals (including practitioners, trainers, and technical assistance providers), early childhood and/or school age programs, and professional development events.

Professionals: Registries collect a variety of data on persons including identifying information, contact information, demographics, employment, education, certification and training. Additionally, registries capture the role(s) of professional within the systems. It is common for members to have more than one role within a registry (e.g., practitioner and trainer). While it is true that not all elements will apply to all roles, allowing multiple roles within registry systems means that basic elements captured across roles are only captured and stored once.

Organizations: Registries collect data about organizations that employ practitioners and sponsor training and technical assistance events, including identifying information, contact information, governance, and quality indicators.

Professional Development Events: Registries collect data about education, training and technical assistance events, including identifying information, content, audience, approval information, and contacts.

How Do Registries Work?

While registry operations are specific to the state or regional professional development system, across the nation, there are many commonalities.

- Registries collect data about professionals, the programs/organizations that employ them, their education attainment, professional credentialing and licensure, and professional development. Much of the data collected are verified.
- Participation in registries is often voluntary; however, there is a growing trend for states to mandate registry participation.
- Most registries offer certificates, some offer customized learning records, and a few even offer incentives or rewards to practitioners who advance along a career pathway.
- Early childhood and school-age professionals typically *join* a registry, through either a paper or online application process; however most registries are web-based.
- Many registries are linked to or administer trainer and training search tools.
- Many registries support or manage a system of quality assurance for reviewing courses or training events.

The Role of Registries in Integrated Professional Development Systems

Integrated state professional development systems are the key to building an early childhood and school age workforce that is competent, committed, and adequately compensated. Registry data can inform systems development by providing critical information needed to administer quality initiatives (e.g., QRIS), track regulatory requirements (e.g. compliance with licensing), and monitor key policy issues. Examples of the types of questions that registries can answer for various audiences are below.

Which of my staff members have met the mandated training requirements this licensing period?—Director of Child Care Center

What percentage of early childhood professionals who work directly with children are at each level of the state Career Ladder?—State Policymaker

What percentage of teachers have completed their training requirement for the prior licensing period for this child care facility?—Licensing Representative

What percentage of infant-toddler teachers have coursework or training specific to working with infants and toddlers?—State PD Systems Planner

How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year?— State Child Care Administrator (in response to the ACF Quality Performance Report)

What is the relationship of age and education level of the workforce?—National Registry Alliance Standards & Data Committee

To Learn More

Visit the National Registry Alliance website at www.registryalliance.org for more information about state and regional early childhood and school-age workforce registries. The National Registry Alliance is a private, non-profit, voluntary organization of state early childhood and school-age workforce registry and professional development leaders. Its mission is 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.

Professional development systems are the interrelated efforts, services and supports that address the continuum of workforce needs with a common goal of building and sustaining an effective workforce. --- *The National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center)*