CORE DATA ELEMENTS FOR EARLY CHILDHOOD AND SCHOOL-AGE REGISTRIES

THE BOARDOF DIRECTORS APPROVED THIS DOCUMENT IN JUNE 2013.

PLEASE DIRECT ANY QUESTIONS OR COMMENTS REGARDING THIS DOCUMENT TO

The National Registry Alliance
P.O. Box 58190
Washington, D.C. 20037-8190

E-mail: contact@registryalliance.org
Website: www.RegistryAlliance.org

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INTRODUCTION AND BACKGROUND

The National Registry Alliance is a private, non-profit, voluntary organization of state early childhood and school-age workforce registry and professional development leaders committed to enhance, strengthen, and support the work of registries.

In 2005, The National Registry Alliance recognized the need to establish a list of "core data elements" and define "best practice standards" for early childhood and school-age workforce data and embarked upon a collaborative process to understand the scope of and standards for data collected by its member registries. The resulting "Core Data Elements" document, released in 2006, provided guidance for registry staff members' consideration when building and/or enhancing registry systems. It also served as the foundation for the Alliance's work in developing the Partnership Eligibility Review process and National Workforce Dataset Project.

The 2013 Core Data Elements for Early Childhood and School-Age Registries builds on and synthesizes the prior work and captures current trends in registry data collection processes and advancements in data systems planning. The following is a list of items to keep in mind as you review the Core Data Elements.

1. The document is now organized into three main sections: Person Information, Organization Information and Event Information.
2. Core data elements may equate to actual data fields in many cases. However, in other instances, a core data element may represent a larger concept that includes multiple data fields and supporting staff processes. This is done by design to allow for a variety of data structures, since registries vary in their architecture.
3. New elements were added in all sections. Highlights of additions include but are not limited to the following:
   a. Trainer and technical assistance provider information was added in the Person Information section.
   b. The Organizational Information section includes more robust element definition related to governance and accreditation.
   c. The Event Information section has been expanded to capture more elements related to categorization, marketing and delivery method of events.
4. Each section includes relevant introductory information to provide a broader understanding of the use elements in that section.
5. Each data element includes a definition and standard practice, when one is recommended.
6. While the core data elements represent data fields that are often included in registry operations, the list is not exhaustive.
7. While some tips may be provided about systems design, in general, this document is not intended to address the complexities of systems design issues as those are developed based on the needs of the registry operation.
8. Where possible, the Alliance has aligned concepts, definitions, and standards with key other data systems planning efforts, including:
   a. The 10 ECE Fundamentals, outlined by the Early Childhood Data Collaborative, which provides the foundation for answering the critical questions that policymakers seek to answer. (See www.ecedata.org for more information.)
   b. Common Education Data Standards (CEDS) - The Common Education Data Standards (CEDS) project is a national collaborative effort to develop voluntary,

common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across P-20W institutions and sectors. (For more information about CEDS, please see www.ceds.ed.gov.)

c. The Alliance used the "Early Childhood Education: Professional Development: Training and Technical Assistance Glossary" developed by NAEYC and NACCRRA to support the development of the TTA elements.

1. PERSON INFORMATION

The elements listed in the "Person Information" section apply to all individuals enrolled in the registry, regardless of role, setting, or education level. Core data elements related to persons are included: identifying information, contact information, demographics, roles, employment, and education, certification and training.

Data elements outlined in the "Person Information" section support the following data fundamentals.

- Unique ECE workforce identifier with ability to link with program sites and children
- Individual ECE workforce demographics, including education, and professional development information

1.1 Primary Identifying Information

Core data elements listed in "primary identifying information" include key pieces of information that are unique to the individual and stable over time. These data elements are critical to processes designed to ensure that records are unique within a data system and increase the possibility of a registry being able to link to other early childhood/school-age data systems, with appropriate releases, agreements, etc. in place.

1.1.1 Workforce Identifier

Definition: The unique (single, non-duplicated) identification number for an individual assigned by the registry data system. This number is used to track all related data for the registry member over time. The registry workforce identifier may/may not be used to link registry data to other state-level early childhood/school-age data systems.

Standard Practice: The workforce identifier is not the SSN or any other number or combination of numbers and letters containing personally identifying information.

1.1.2 First Name

Definition: The full legal first name given to a person at birth, religious naming ceremony, or through legal change.

Standard Practice: Use the participant's legal first name. Alternate names/nicknames should be stored in a separate field(s). Ensure that once entered, a members' name can only be edited by staff per registry policies regarding process and verification.

1.1.3 Middle Name

Definition: A full legal middle name given to a person at birth, baptism, or through legal change.

Standard Practice: Use the participant's legal middle name or initial(s). Ensure that once entered, a members' name can only be edited by staff per registry policies regarding process and verification.

1.1.4 Last Name

Definition: The full legal last name borne in common by members of a family.

Standard Practice: Use the participant's legal last name.   Ensure that once entered, a members' name can only be edited by staff per registry policies regarding process and verification.

1.1.5 Previous Last Name

Definition: The previous legal name of a person, such as a maiden name.

Standard Practice: Use the participant's legal previous last name.

1.1.6 Date of Birth

Definition: The year, month, and day on which a person was born.

Standard Practice: Should be able to report date of birth in MM/DD/YYYY format.

1.1.7 Last Five Digits of the Social Security Number (SSN)

Definition: The last five digits of a person's Social Security Number.

Standard Practice: Numeric field. Data are treated as "highly sensitive" data and are not displayed in any reports and only shared after ensuring parameters of any release are fully satisfied.

1.2 Contact Information

Core data elements listed in "contact information" include basic home address, telephone, and email data elements. Data are most often used to support the day-to-day operations of the registry when staff members need to reach participants using their personal contact information. Additionally, the data are helpful in analyses to determine where members of the workforce reside (e.g., rural vs. urban counties).

1.2.1 Home Address – Street Number and Name

Definition: The street number and street name or post office box number of an address.

Standard Practice: Collect at a minimum the participant's physical home address information. Mailing address information may also be collected and stored in separate data fields.

1.2.2 Home Address – Apartment or Suite Number

Definition: The apartment, room, or suite number/portion of an address.

Standard Practice: None

1.2.3 Home Address – City

Definition: The name of the city in which an address is located.

Standard Practice: Data should be standardized, either through measure on the front end (via drop down or search feature) or on the back end (via data quality assurance processes).

1.2.4 Home Address – County

Definition: The name of the county, parish, borough, or comparable unit (within a state) in which an address is located.

Standard Practice: Data entry by staff or members should be limited to selection of the county from a list of official county names or prepopulated from a zip code table.

1.2.5 Home Address – State

Definition: The abbreviation for the state (within the United States) or outlying area in which the address is located.

Standard Practice: Data entry by staff or member should be limited to selection of state name or state 2 character state abbreviation from a list of official state names/abbreviations or prepopulated from a zip code table.

1.2.6 Home Address – Zip or Postal Code

Definition: A number that identifies each postal delivery area in the United States used as a portion of an address.

Standard Practice: Collect the full 9 digit (ZIP+4) postal code. Registries are encouraged to capture the postal code and use it to automatically populate the city, county, state, and Beale code.

1.2.7 Home Address – Beale Code

Definition: Officially known as the ERS Rural-Urban Continuum Code. A number from 1 to 9 is assigned to a county and represents the "urbanicity" of the county.

Standard Practice: The Beale Code is based on the county of the participant's physical residence and is not collected from the participant or entered by the data entry staff members. The Beale Code is calculated based on the county often through use of database reference tables or report formulas.

1.2.8 Telephone Number – Home

Definition: The full home telephone number of a person.

Standard Practice: Include full 10 digit number.

1.2.9 Telephone Number – Cell

Definition: The full cellular telephone number of a person.

Standard Practice: Include full 10 digit number.

1.2.10 Telephone Number – Work

Definition: The full work telephone number of a person.

Standard Practice: Include full 10 digit number.

1.2.11 Email Address

Definition: The numbers, letters, and symbols used to identify an electronic mail (email) user within the network to which the person belongs (e.g., info@registryalliance.org).

Standard Practice: Validate the email address in some way, whether it be basic validation of format (e.g., email address includes the "@" symbol) and/or a method by which the participant is sent a link that he/she must click in order to record that the email is a valid, working email address.

1.3 Demographic Information

Core data elements listed in "demographic information" provide descriptive information about the person and include gender, ethnicity, race and language elements.

1.3.1 Gender

Definition: The concept describing the biological traits that distinguish the males and females of a species.

Standard Practice: Select from a standard list and be able to align with the following options: Male, Female, and Other.

1.3.2 Ethnicity

Definition: According to the Census Bureau, ethnicity is an indication that the person traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

Standard Practice: Select from a standard list and be able to align with following options: Hispanic or Latino and Not Hispanic or Latino. People who identify their origin as Hispanic, Latino, or Spanish may be of any race.

1.3.3 Race

Definition: The race of a person.

Standard Practice: Select from a standard list and be able to align with the following options: Asian, Black, Hispanic, American Indian, Pacific Islander, White and Other. Members may choose to report more than one race to indicate their racial mixture, such as "American Indian" and "White" or include a selection for "Multi-Racial". Note: The options reflect a social definition of race recognized in this country and not an attempt to define race biologically, anthropologically, or genetically. In addition, it is recognized that the categories of the race item include racial and national origin or sociocultural groups.

1.3.4 Primary Language

Definition: The language in which a person speaks most proficiently.

Standard Practice: Select from a standard list and be able to align with the following options: Arabic, Armenian, Chinese, Creole, English, French, Greek, Hindi, Japanese, Korean, Lao, Persian, Polish, Portuguese, Russian, Spanish, Swahili, Tagalog, Thai, Tribal, Urdu, Vietnamese, Yiddish, and Other.

1.3.5 Secondary Languages

Definition: Other language(s) in which a person speaks proficiently.

Standard Practice: Select from a standard list and be able to align with the following options: Arabic, Armenian, Chinese, Creole, English, French, Greek, Hindi, Japanese, Korean, Lao, Persian, Polish, Portuguese, Russian, Spanish, Swahili, Tagalog, Thai, Tribal, Urdu, Vietnamese, Yiddish, and Other.

1.3.6 Learning Language

Definition: The language in which a person prefers to learn.

Standard Practice: Select from a standard list and be able to align with the following options: Arabic, Armenian, Chinese, Creole, English, French, Greek, Hindi, Japanese, Korean, Lao, Persian, Polish, Portuguese, Russian, Spanish, Swahili, Tagalog, Thai, Tribal, Urdu, Vietnamese, Yiddish, and Other.

1.4 Role Information

Capturing elements related to the role of the member is essential to registry operations as these systems continue to expand their respective member pools. It is common for members to have more than one role within a registry (i.e., roles are one to many). While it is true that not all elements will apply to all roles, allowing multiple roles within the registry systems means that basic elements captured across roles are only captured and stored once.

1.4.1 Role(s) Type

Definition: The professional role or roles of a person within an industry.

Standard Practice: Registries should allow for a one-to-many relationship to accommodate individuals who may have more than one role within a registry. At minimum, be able to align to the following standard list (if applicable): Practitioner, TTA Specialist, and Other.   Roles can be assigned within the data system or can be derived from other data (for example, employment at program serving children in a group setting as a teacher to code as a practitioner, approval to provide training to code as TTA Specialist, etc.).

1.5 Training and Technical Assistance (TTA) Information

Core data elements listed in this section are associated with role type of TTA. They include information that is specific to this role including type and level of TTA, sponsoring organization, profile information, training expertise, and contact and availability information.   While this section provides the necessary foundational elements to collect information about the people providing TTA services, additional elements specific to state approval systems and processes may be necessary.

1.5.1 TTA Type

Definition: A categorical grouping based on the types of activities performed by a person who is a TTA Specialist.

Standard Practice: Select from a standard list: Trainer, Consultant, Coach, Higher Education Instructor, Mentor, Peer-to-Peer (P2P) Facilitator, TA Specialist, and Advisor. A professional may deliver more than one type of TTA activity.

Definitions for each TTA type are listed below.

- Trainer- An individual who meets established criteria to deliver training sessions.
- Consultant- An individual that is a relationship-based process expert with specific expertise and adult learning knowledge and skills that facilitates the assessment and resolution of an issue-specific concern or addresses a specific topic with an individual or group from one program or organization.
- Coach- An individual that is a relationship-based process expert with specialized and adult learning knowledge and skills, who builds capacity for specific professional

dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.
- Higher Education Instructor- A professional retained by an accredited institution of higher education to instruct students in a course of study.
- Mentor- A more-experienced individual with adult learning knowledge and skills that provides relationship-based guidance and example to a less-experience colleague in a similar professional role.
- Peer-to-Peer (P2P) Facilitator- An individual that facilitates the development of relationship-based learning and support communities among colleagues, often in like roles.
- TA Specialist- An individual with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients.
- Advisor- A professional who offers one-on-one information, guidance, and advice to an individual about professional growth, career options, and pathways to obtain or meet required qualifications.

1.5.2 TTA Level

Definition: The level of expertise an individual TTA Specialist has based on a set of established criteria.

Standard Practice: Select from a defined list (for example: basic, intermediate, master, etc.). Have defined policies in place to determine what each level means in terms of the delivery of training and/or technical assistance.

1.5.3 TTA Sponsoring Organization

Definition: The organization with which an individual TTA Specialist is associated.

Standard Practice: Allow the selection of the organization name from a defined list, with additional details populating from the organization's profile information. Allow for a one-to-many relationship to accommodate individuals who provide TTA services for multiple organizations.

1.5.4 Profile Summary

Definition: A summary of an individual TTA Specialist's qualifications and/or services used for marketing purposes.

Standard Practice: If this information is entered into the system directly by the individual TTA Specialist, it should be reviewed by the appropriate party before publishing to a public forum, such as a website or training calendar.

1.5.5 CKC Expertise

Definition: The Core Knowledge/Core Content areas in which an individual TTA Specialist has expertise.

Standard Practice: Select from a standard list of CKCs and be able to align with the Alliance Core Knowledge Areas (Child Growth and Development; Health, Safety and Nutrition; Teaching and Learning; Observing, Documenting, and Assessing; Family and Community Relationships; Administration and Management; and Early Childhood Education Profession and Policy.)

1.5.6 Age Group Expertise

Definition: Indication of the age group(s) in which an individual TTA Specialist has expertise.

Standard Practice: Select from a standard list and be able to align with the following Alliance options: Infants, Toddlers, Preschoolers, School-Agers, and Adults.

1.5.7 Miles Willing to Travel

Definition: The total number of round trip miles an individual TTA Specialist is willing to travel based from their place of origin.

Standard Practice: Collect this information from TTA Specialists and make available to those seeking a TTA Specialist.

1.5.8 Service Area

Definition: The geographical area(s) in which an individual TTA Specialist is willing to provide services.

Standard Practice: Collect this information from TTA Specialists and make available to those seeking a TTA Specialist.

1.5.9 Schedule of Availability

Definition: The days of the week and times of the day that an individual TTA Specialist is available to provide services.

Standard Practice: Collect the days of the week (Monday through Sunday) and time periods (for example, daytime, evening, etc.)

1.5.10 Languages Spoken for Service Provision

Definition: A list of languages in which an individual TTA Specialist provides services.

Standard Practice: Select from a standard list and be able to align with the following options: Arabic, Armenian, Chinese, Creole, English, French, Greek, Hindi, Japanese, Korean, Lao, Persian, Polish, Portuguese, Russian, Spanish, Swahili, Tagalog, Thai, Tribal, Urdu, Vietnamese, Yiddish, and Other.

1.5.11 TTA Contact Information

Definition: The contact information associated with the services offered by an individual TTA Specialist.

Standard Practice: Gather at least one phone number and email address for contact options.

1.5.12 TTA Website

Definition: The website where information is available about the specific TTA services offered.

Standard Practice: None

1.6 Employment Information

Core data elements listed in "Employment" include basic employment information for professionals, regardless of their role within the registry. These elements include place of employment (that is then linked to organizational data), position, employment period, wage, etc.

1.6.1 Place of Employment

Definition: The site of an individual's employment.

Standard Practice: Allow the selection of the organization name from a defined list, with additional organizational details populating from the organization's profile information.

1.6.2 Position Title

Definition: The descriptive name of a person's position.

Standard Practice: Allow the selection from a standard list of titles that encompasses all roles within the registry. For the Practitioner Role, registries should be able to roll titles up into the following Alliance categories: Owner/Operator, Administrator, Teacher, Assistant Teacher, and Other.

1.6.3 Age Group Worked With

Definition: The age group(s) of children directly served by an individual in the position.

Standard Practice: Select from a standard list and be able to align with the following Alliance options: Infants, Toddlers, Preschoolers, School-Agers, and Adults.

1.6.4 Position Start Date

Definition: The date on which an individual started in the position.

Standard Practice: Be able to report data in MM/DD/YYYY format.

1.6.5 Position End Date

Definition: The date on which an individual ended in the position.

Standard Practice: Be able to report data in MM/DD/YYYY format. Leave blank if the participant is currently employed in the position.

1.6.6 Wage

Definition: The gross compensation (i.e., before taxes or other deductions) paid by an employer to an individual.

Standard Practice: Collect the data in a way that can be accurately compared. If possible, have a means to verify the information.

1.6.7 Wage Type

Definition: An indicator of whether the wage reported is an hourly wage or an annual salary.

Standard Practice: If an annual salary is selected, be able to calculate an hourly wage using information about the hours worked per week and months worked per year.

1.6.8 Hours Worked Per Week

Definition: The number of hours, on average, an individual is paid to work in one week.

Standard Practice: If data are collected about volunteer hours, these fields should be typed as such and/or stored separately.

1.6.9 Months Worked Per Year

Definition: The number of months, on average, an individual is paid to work in one year.

Standard Practice: Provide a means to validate that the data entered into this field is not greater than 12. If data are collected about volunteer service months, these fields should be typed as such and/or stored separately.

1.6.10 Reason for Departure

Definition: An indication of the reason for which an individual left a position.

Standard Practice: Select from a standard list.

1.7 Formal Education Information

The Alliance promotes collection of full education histories to provide the most flexibility in analyzing data. Core data elements listed in "Education" include information related to highest level attained, degree information, and credit information (either as part of or separate from degree completion). As a general standard of practice, registries are strongly encouraged to verify all education data.

1.7.1 Highest Level of Education

Definition: The highest level of education achieved by an individual.

Standard Practice: Summarize from data collected or select from a standard list and be able to align with the following options: No High School Diploma, High School Diploma/GED, 1-Year Certificate, Associate's, Bachelor's, Master's, and Doctorate.

1.7.2 Education Verification Method

Definition: The method by which the formal education is verified.

Standard Practice: Select from a standard list (for example: official transcript, transcript copy, degree copy, grade report, etc.).

1.8 Degree Information

The section below contains data elements related to degrees.

1.8.1 Degree Level

Definition: The level of a degree earned by an individual.

Standard Practice: Select from a standard list and be able to align with the following options: None, Associate's, Bachelor's, Master's, and Doctorate.

1.8.2 Degree Name

Definition: The name of the degree major or concentration.

Standard Practice: Degree name/major should be entered as it appears on official documentation, such as a transcript or diploma. When possible, allowing selection from a list before entering a new degree name, keeps data cleaner.

1.8.3 Degree Category

Definition: A categorization of degree names/majors used to group like majors.

Standard Practice: Select from a standard list (for example, Early Childhood, ECE-Related, School-Age, Other, etc.).

1.8.4 Institution of Higher Education

Definition: The legal name of the institution of higher education that awarded the degree or credit.

Standard Practice: Allow the selection of the institution's name from a defined list, with additional details populating from the organization's profile information.

1.8.5 Degree Conferral Date

Definition: The date on which a degree was awarded to an individual.

Standard Practice: Be able to report data in MM/DD/YYYY format. Registries should have a standardized format for entering conferral dates where the full date is not available. For example, if the conferral date is simply May 1990, the registry should have a procedure to standardize the "day" part of the date, such as the first of the month (e.g., 05/01/1990).

1.9 College Credit Information

The information in the section contains data relating to a person's cumulative transcripted record of higher education.

1.9.1 Credit Type

Definition: An indicator of the type of credits.

Standard Practice: Select from a standard list and be able to align with the following options: Semester Hours and Quarter Hours.

1.9.2 Total Credits

Definition: The total number of credits.

Standard Practice: None

1.9.3 Number of ECE Credits

Definition: The total number of ECE credits.

Standard Practice: Registries should adopt procedures for categorizing credits as ECE. Ideally, this process should include review of content/alignment with the Core Competencies.

1.9.4 Number of School-Age Credits

Definition: The total number of School-Age credits.

Standard Practice: Registries should adopt procedures for categorizing credits as School-Age.

1.9.5 Number of Business/Administration Credits

Definition: The total number of Business/Administration credits

Standard Practice: Registries should adopt procedures for categorizing credits as Business/Administration.

1.10 Professional Credential/License Information

Given the array of professionals working in early childhood and afterschool, the Alliance promotes collection of all professional licenses and credentials for registry members, regardless of role. Core data elements listed in "professional credential/license information" include name, awarding entity and state, and award date and expiration date). As a general standard of practice, registries are strongly encouraged to verify all credential/license data.

1.10.1 Name of Credential/License

Definition: The name of the license/credential awarded by a given profession.

Standard Practice: Select from a standard list.

1.10.2 Credential Type

Definition: The type of the license/credential awarded by a given profession.

Standard Practice: Select from a standard list (for example: Infant/Toddler, Preschool, Family Child Care, Home Visitor, Other for CDA types.)

1.10.3 Awarding Entity

Definition: The name of the organization awarding the credential or license.

Standard Practice: Allow the selection of the awarding entity's name from a defined list, with additional details populating from the organization's profile information.

1.10.4 Awarding State

Definition: State where the professional license/credential was issued, if applicable.

Standard Practice: Select from a standard list of official state names or 2 character state abbreviations.

1.10.5 Issuance date

Definition: The year, month and day on which an active credential was issued to an individual.

Standard Practice: Should be able to report in MM/DD/YYYY format.

1.10.6 Expiration Date

Definition: The year, month and day on which an active credential held by an individual will expire.

Standard Practice: Should be able to report in MM/DD/YYYY format.

2. ORGANIZATION INFORMATION

The elements listed in the "Organization Information" section apply to all organizations that employ practitioners and sponsor TTA events. Core data elements in this section include: identifying information, contact information, governance, and quality.

Data elements outlined in the "Organization Information" section support the following data fundamentals.

- Unique program site identifier with the ability to link with children and the ECE workforce
- Program site data on the structure, quality and work environment

2.1 Primary Identifying Information

Core data elements listed in "primary identifying information" include key pieces information that are unique to organizations and stable over time. These data elements are critical to processes designed to ensure that records are unique within a data system and increase the possibility of a registry being able to link to other early childhood/school-age data systems, with appropriate releases, agreements, etc., in place.

2.1.1 Organization Identifier

Definition: The unique (single, non-duplicated) identification number for an organization assigned by the registry data system. This number is used to track all related data for the organization over time. The registry organization identifier may/may not be used to link registry data to other state-level early childhood/school-age data systems.

Standard Practice: This is not the EIN, SSN, or any other number or combination numbers and letters containing personal or organizational identifying information.

2.1.2 Organization Name

Definition: The legal name of a non-person entity such as an organization, institution, agency, or business.

Standard Practice: Registries are encouraged to use verification methods to reduce the number of potentially duplicated organization names.

2.1.3 EIN or Tax ID

Definition: An identifying number used for tax purposes in the United States.

Standard Practice: Registries should adopt a method for verifying the Tax ID.

2.1.4 Organization Acronym or AKA

Definition: A common acronym or nickname for an organization.

Standard Practice: Allow search features to access this element so that when searched, the organization can more easily be found. Allow for multiple entries.

2.1.5 Organization Type

Definition: An indicator of the type of organization.

Standard Practice: Registries should be able to categorize organizations as the following: Program Serving Children in a Group Setting, Home Visiting, Higher Education, Training and Technical Assistance, District or Corporate Office, and Other. If the organization type is TTA, consider incorporating data elements for the organization that mirror the Person Training and Technical Assistance (TTA) section.

2.1.6 Organizational Affiliation

Definition: The parent group with which an organization is affiliated.

Standard Practice: Allow the selection of the organization's name from a defined list, with additional details populating from the organization's profile information.

2.1.7 Location Code

Definition: An indicator of the type of environment in which an organization is located.

Standard Practice: Select from a standard list (for example: home, public school, center, church, etc.).

2.1.8 NAEYC ID

Definition: The ID provided by NAEYC to an organization through the accreditation process.

Standard Practice: Use a method to verify this ID, such as the NAEYC website.

2.2 Contact Information

Core data elements listed in "contact information" include basic address, telephone, and email data elements. Data are most often used to support the day-to-day operations of the registry when staff members need to reach members using their work information. Additionally, the geographic data are helpful in analyses related to service distribution, etc. (e.g., rural vs. urban counties).

2.2.1 Street Number and Name

Definition: The street number and street name or post office box number of an address.

Standard Practice: Collect at a minimum the organization's physical address information. Mailing address information may also be collected and stored in separate data fields.

2.2.2 Suite Number

Definition: The apartment, room, or suite number/portion of an address.

Standard Practice: None.

2.2.3 City

Definition: The name of the city in which an address is located.

Standard Practice: Data should be standardized, either through measure on the front end (via drop down or search feature) or on the back end (via data quality assurance processes).

2.2.4 County

Definition: The name of the county, parish, borough, or comparable unit (within a state) in which an address is located.

Standard Practice: Data entry by staff or members should be limited to selection of the county from a list of official county names or prepopulated from a zip code table.

2.2.5 State

Definition: The abbreviation for the state (within the United States) or outlying area in which the address is located.

Standard Practice: Data entry by staff or member should be limited to selection of state name or state 2 character state abbreviation from a list of official state names/abbreviations or prepopulated from a zip code table.

2.2.6 Zip or Postal Code

Definition: A number that identifies each postal delivery area in the United States used as a portion of an address.

Standard Practice: Collect the full 9 digit (ZIP+4) postal code. Registries are encouraged to capture the postal code and use it to automatically populate the city, county, state, and Beale code.

2.2.7 Beale Code

Definition: Officially known as the ERS Rural-Urban Continuum Code. A number from 1 to 9 is assigned to a county and represents the "urbanicity" of the county.

Standard Practice: The Beale Code is based on the county of the organization's physical residence and is not collected from the participant or entered by the data entry staff members, The Beale Code is calculated based on the county often through use of database reference tables or report formulas.

2.2.8 Site Telephone Number

Definition: The full telephone number of an organization.

Standard Practice: Include full 10 digit number.

2.2.9 Site Email Address

Definition: The numbers, letters, and symbols used to identify an electronic mail (email) user within the network to which the person belongs (e.g., info@registryalliance.org).

Standard Practice: Validate the email address in some way, whether it be basic validation of format (e.g., email address includes the "@" symbol) and/or a method by which the organization is sent a link that they must click in order to record that the email is a valid, working email address.

2.2.10 Website

Definition: The Internet URL of an organization's website.

Standard Practice: None

2.2.11 Authorized Representative Name

Definition: The name of an authorized representative for the organization.

Standard Practice: Registry should have policies and procedures in place for determining "authorized representative" for the different types of organizations.

2.2.12 Authorized Representative Telephone Number

Definition: A telephone number for an organization's authorized representative.

Standard Practice: Include full 10 digit number.

2.2.13 Authorized Representative Email

Definition: The numbers, letters, and symbols used to identify an electronic mail (email) user within the network to which the person belongs (e.g., info@registryalliance.org).

Standard Practice: Validate the email address in some way, whether it be basic validation of format (e.g., email address includes the "@" symbol) and/or a method by which the organization is sent a link that they must click in order to record that the email is a valid, working email address.

2.3 Program Accreditation Information

Program accreditation applies to many types of organizations within the early childhood and school-age fields. Core data elements listed in "program accreditation" include basic information about the accrediting entity and timeframe of accreditation. Depending on the scope of organizations included in the registry data system, additional data elements related to accreditation may be necessary.

2.3.1 Accreditation Agency

Definition: The agency that accredited a program.

Standard Practice: Allow for a one-to-many relationship to accommodate an organization having multiple accreditations.

2.3.2 Accreditation Award Date

Definition: The year, month, and day when an accreditation was awarded.

Standard Practice: Verify this information and be able to report in MM/DD/YYYY format.

2.3.3 Accreditation Expiration Date

Definition: The year, month, and day when an accreditation expires.

Standard Practice: Verify this information and be able to report in MM/DD/YYYY format.

2.4 Organization Governance Information

Organizations represented in registry data systems are subject to multiple levels of governmental oversight. Core data elements listed in "organization governance information" include legal status and regulation information. Depending on the scope of organizations included in the registry data system, additional data elements related to governance may be necessary.

2.4.1 Legal Filing Status

Definition: The legal filing status of an organization.

Standard Practice: Select from a standard list: For Profit, Non-Profit, and Public.

2.4.2 Regulation Type

Definition: The type of regulation for an organization.

Standard Practice: Select from a standard list (for example: Regulated, Unregulated, Exempt, etc.). The Alliance promotes receipt of regulatory data from the authoritative source; however, at minimum suggest that registries use a method to verify this information.

2.4.3 License Type

Definition: An indicator of the specific type of license given to an organization.

Standard Practice: Select from a standard list. Use a method to verify this information.

2.4.4 License Number

Definition: The license number given to an organization by the licensing entity.

Standard Practice: Use a method to verify this information. Registries should review local and state licensing regulations to determine whether a one-to-many relationship is needed.

2.4.5 License Effective Date

Definition: The year, month, and day on which a license begins.

Standard Practice: Use a method to verify this information and be able to report in MM/DD/YYYY format.

2.4.6 License Termination Date

Definition: The year, month, and day on which a license ends.

Standard Practice: Use a method to verify this information and be able to report in MM/DD/YYYY format.

2.4.7 License Status

Definition: An indication of the current status of a license.

Standard Practice: Select from a standard list (for example: current, revoked, suspended, etc.).

2.4.8 Licensed Capacity

Definition: The maximum number of children covered under the license.

Standard Practice: Be able to report a numeric value.

2.5 Other Organization Information

Core data elements listed in "other organization information" include elements related to populations and ages served and workplace benefits and conditions.

2.5.1 Age Groups Served

Definition: The age group(s) of children served by an organization.

Standard Practice: Select from a standard list and be able to align with the following options: Infants, Toddlers, Preschoolers, School-Agers, and Adults.

2.5.2 Benefits Offered

Definition: The benefits offered by an organization to its staff.

Standard Practice: Select from a standard list.

2.5.3 Funding Sources

Definition: An indication of the source(s) of funding that an organization receives.

Standard Practice: Select from a standard list (for example: Head Start, Early Head Start, Public Preschool/Pre-K, Child Care Assistance, etc.).

3. EVENT INFORMATION

The elements listed in the "Event Information" section apply to all education, training and technical assistance events. Core data elements related to the following are included: identifying information, content, audience, approval information, and contacts.

3.1 Primary Event Information

Core data elements listed in "primary event information" include key pieces information that are unique to events and stable over time. Event data that changes with each occurrence of the event is included in the session data section.

3.1.1 Event Identifier

Definition: The unique (single, non-duplicated) identification number for an event assigned by the registry data system. This number is used to track all related data for the event over time. The registry event identifier may/may not be used to link registry data to other state-level early childhood/school-age data systems.

Standard Practice: Generate a unique ID each time an event is created.

3.1.2 Event Code

Definition: A code assigned to an event by the organization offering the event that is unique to the non-variable event details.

Standard Practice: None

3.1.3 Event Title

Definition: The official title of an event.

Standard Practice: None

3.2 Event Content Information

This section contains information about the content of the event including description, objectives, core knowledge areas and other elements related to content.

3.2.1 Event Description

Definition: A brief description of the content and/or benefits of an event.

Standard Practice: None

3.2.2 Event Objectives

Definition: The expected outcomes of participation in an event.

Standard Practice: Expected outcomes should be listed with events.

3.2.3 Event Type

Definition: An indication of the type of event.

Standard Practice: Select from a standard list: college course, training, coaching, mentoring, consultation, P2P, technical assistance, and advisement. The type of event should be determined based on the content of the event, not the delivery method.

3.2.4 Event Level

Definition: An indicator of the level of an event.

Standard Practice: Levels are based on where the content of the event falls within an established continuum (for example: beginner, intermediate, advanced, etc.).

3.2.5 Event Primary CKC

Definition: The primary Core Knowledge/Core Content area covered in an event.

Standard Practice: Select from a standard list of CKCs and be able to align with the Alliance Core Knowledge Areas (Child Growth and Development; Health, Safety and Nutrition; Teaching and Learning; Observing, Documenting, and Assessing; Family and Community Relationships; Administration and Management; and Early Childhood Education Profession and Policy.)

3.2.6 Event Other CKCs

Definition: The other Core Knowledge/Core Content area(s) covered in an event.

Standard Practice: Select from a standard list of CKCs and be able to align with the Alliance Core Knowledge Areas (Child Growth and Development; Health, Safety and Nutrition; Teaching and Learning; Observing, Documenting, and Assessing; Family and Community Relationships; Administration and Management; and Early Childhood Education Profession and Policy.)

3.3 Event Credit Information

This section contains information relating to the credit received for an event.

3.3.1 Event Credits

Definition: The number of credits an event provides.

Standard Practice: Registries should be able to report data as a numeric value to the 0.1 decimal.

3.3.2 Event Credit Type

Definition: The type of credit awarded by an event.

Standard Practice: Select from a standard list (for example: Hours, CEUs, Quarter Credits, Semester Credits, etc.).

3.4 Marketing Information

This section contains elements related to the marketing of an event including: target audience, age groups and approvals.

3.4.1 Target Audience

Definition: A categorization of the audience(s) for which an event is intended.

Standard Practice: Select from a standard list (for example: Director, Teacher, Assistant, etc.).

3.4.2 Age Group Content Pertains To

Definition: The age group(s) to which an event's content pertains.

Standard Practice: Select from a standard list and be able to align with the following Alliance options: Infants, Toddlers, Preschoolers, School-Agers, and Adults.

3.4.3 Event Approved For

Definition: The categories an event is approved to apply toward.

Standard Practice: Select from a standard list (for example: Licensing Pre-Service, Licensing In-Service, Registry Career Lattice, QRIS, etc.).

3.4.4 Approval Code

Definition: A code given to an event by an approval organization to designate it as an approved event.

Standard Practice: None

3.5 Session Information

 The elements listed in this section are related to the changeable data associated with the occurrence of events including scheduling information, location, instructor, and other variable details.

3.5.1 Session ID

Definition: The unique (single, non-duplicated) identification number assigned by the registry data system for a session of a particular event.

Standard Practice: A unique ID is generated each time a session is offered for an event.

3.5.2 Instructor

Definition: The name of the primary instructor of a session.

Standard Practice: Allow the selection of the instructor's name from a defined list, with additional details populating from the person's profile information.

3.5.3 Sponsoring Agency

Definition: The name of an agency that sponsors a session.

Standard Practice: Allow the selection of the agency's name from a defined list, with additional details populating from the organization's profile information.

3.5.4 Funded By

Definition: An indication of the primary source of funding for a session.

Standard Practice: Select from a standard list.

3.5.5 Cost

Definition: The cost to an attendee of a session.

Standard Practice: None

3.5.6 Delivery Method

Definition: The method by which a session is delivered.

Standard Practice: Select from a standard list (for example: Classroom, Online, Blended, etc.).

3.5.7 Language of Session

Definition: The language in which the content of a session will be delivered.

Standard Practice: Select from a standard list and be able to align with the following options: Arabic, Armenian, Chinese, Creole, English, French, Greek, Hindi, Japanese, Korean, Lao, Persian, Polish, Portuguese, Russian, Spanish, Swahili, Tagalog, Thai, Tribal, Urdu, Vietnamese, Yiddish, and Other.

3.5.8 Start Date

Definition: The year, month, and day on which a session begins.

Standard Practice: Be able to report in MM/DD/YYYY format.

3.5.9 Start Time

Definition: The time at which a session begins.

Standard Practice: Be able to report in HH:MM am/pm format.

3.5.10 End Date

Definition: The year, month, and day on which a session ends.

Standard Practice: Be able to report in MM/DD/YYYY format.

3.5.11 End Time

Definition: The time at which a session concludes.

Standard Practice: Be able to report in HH:MM am/pm format.

3.5.12 Expiration Date

Definition: The year, month, and day on which any certificate awarded as part of the session expires.

Standard Practice: Be able to report in MM/DD/YYYY format.

3.5.13 Location Name

Definition: The name of the location where a session will be held.

Standard Practice: Allow the selection of the location's name from a defined list, with additional details populating from the organization's profile information.

3.5.14 Location Address

Definition: The physical address of the location at which a session will be held.

Standard Practice: Include street number and name, city, state, county, and zip/postal code. Populate from the organization's profile information.

3.5.15 Location Phone

Definition: The phone number of the location at which a session will be held.

Standard Practice: Include the full 10 digit number.

3.5.16 Capacity

Definition: The total number of participants that can be accommodated at a session.

Standard Practice: Be able to report a numeric value.

3.5.17 Registration Information

Definition: The details specific to how participants register for a session.

Standard Practice: Allow for a field or multiple fields for the session manager to input information about registration, including whether it is required, deadline date, if walk-ins are welcome, how/where to register, etc.

3.5.18 Contact Person

Definition: The name of an individual to contact for information about a session.

Standard Practice: Allow the selection of the person's name from a defined list, with additional details populating from the person's profile information.

3.5.19 Contact Information

Definition: The contact information for an individual to contact for information about a session.

Standard Practice: None

3.5.20 Notes

Definition: Additional information about a session.

Standard Practice: Allow for a large text field for the session manager to input additional information about the session, such as directions, parking information, etc.

3.5.21 Publish Event

Definition: An indication of whether a session should be published.

Standard Practice: This field should be used to determine whether the session should be posted to the training calendar.

3.5.22 Session Status

Definition: The current status of a session.

Standard Practice: Select from a standard list (for example: Registering, Completed, Cancelled, etc.)

3.5.23 Evaluation Method

Definition: The method used to evaluate a session.

Standard Practice: None

3.5.24 Evaluation Score

Definition: The score or rating used to determine if the session was successful.

Standard Practice: None