

2012 The State of
the Nation's
Training and Trainer
Registries and
Approval Systems

May 2013



**The National
Registry
Alliance**

Acknowledgements

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2012 Trainer and Training Registries and Approval Systems

Thank you to the following individuals who shared the state of their state and local training and trainer registries and approval systems.

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Introduction

The “2012 State of the Nation’s Trainer and Training Registries and Approval Systems” survey was initiated by the National Registry Alliance’s (the “Alliance”) Trainer and Training Approval (TTA) Task Force to provide information on the current state of trainer and training registries throughout the United States. 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.”

Registry organizations operate and oversee trainer registries and trainer-approval processes. They manage online training calendars and training approval systems that link to state early childhood core knowledge and competency (CKC) measures. In addition, some states’ registries also track and approve organizations that employ early childhood trainers and provide training.

Over the last decade, early childhood and school-age registry systems emerged as a primary source of data about this workforce and its professional preparation. Robust data about early childhood teachers, administrators, trainers, training programs, and quality initiatives form the foundation for a cross-system and cross-sector early childhood and school-age professional development system.

Our findings indicate that states approach trainer and training data collection in differing ways. Within any given state or region, training and trainer data collection efforts may be organized around one or more of five different models:

- 1) Self-declared trainer registries,
- 2) Approved trainer registries,
- 3) Online training calendars,
- 4) Approved training systems, and
- 5) Training organization registries and approval systems.

The survey is comprehensive in scope. It was designed to support ongoing work related to standards of practice in the operation of trainer and training registries and approval systems, and aid in identifying the core data elements needed to operate one or more of the five models of trainer and training registry services.

This document is intended to support efforts to create and manage training and trainer registries and/or approval systems that meet the needs of states and regions. It breaks apart the functionality of each of the models, providing information about goals, advantages, limitations, and common business practices. No one model is preferable to the others; rather, states take advantage of multiple models to meet their professional development needs.

Background and Methodology

Background

The TTA Task Force, a special project of the Alliance Board of Directors, was given the responsibility of investigating and creating materials related to effective practices around trainer and training registries and approval systems. The Task Force focused on effective practices in the following areas:

1. National Perspective, Framework, and Linkages to Other Systems;
2. Data Elements and Data Definitions; and
3. Registry Operations.

The TTA Task Force developed the “2012 State of the Nation’s Trainer and Training Registries and Approval Systems” survey with several purposes in mind. Broadly, the purpose of the survey was to identify trends in trainer and training registry systems development and to identify standards of practice in the operation of such registries.

The survey was extensive, including 58 questions, many of which were multi-faceted. In addition to the quantitative survey data, narrative comments and further resources were also collected. The survey data will be utilized to further work in defining “standards of practice and core data elements” among trainer and training 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 trainer and training registry systems.

A secondary purpose of this summary is to provide information to policymakers working in early childhood, professional development, data management, or other fields with information about State trainer and training registry systems.

Methodology

The Alliance survey identified 37 potential registries that indicated they were operating either a trainer or training registry.

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 trainer or training registry.

The survey link was initially emailed in December 2012. The majority of responses were received before December 20, 2012. Recipients were given multiple chances to respond between December 4, 2013 and January 11, 2013.

Response Rate

The survey was sent to 37 potential participants. Of these 37 surveys, 32 responses were received, resulting in a response rate of 86%. No response was received from 5 recipients (14%). Of the 32

responses, 30 were designated as “complete” and 2 designated as “partially complete.” The partially completed surveys did not contain enough data to be useable and were therefore omitted from this analysis.

There are a few important notes about the data:

- Due to rounding, totals may not equal 100%.
- While the total number of useable survey respondents is 30, 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.

Overview

Respondents were asked a number of questions regarding what kinds of registries they operate. The table below is an overview of which registries operate which types of models.

Table 1

	Self-Declared	Trainer Approval	Online Calendar	Training Approval	Organization Approval
Alaska	No	No	Yes	No	No
Arkansas	Yes	No	Yes	No	No
Colorado	No	Yes	No	Yes	No
Connecticut	No	Yes	No	Yes	No
Georgia	No	Yes	Yes	Yes	Registration Only
Hawaii	No	Yes	No	No	No
Idaho	Yes	Yes	No	Yes	Yes
Illinois	No	Yes	Yes	Yes	Yes
Iowa	No	Yes	Yes	Yes	Yes
Louisiana	No	Yes	No	No	No
Maine	No	Yes	Yes	No	Registration Only
Massachusetts	No	No	Yes	No	No
Minnesota	No	Yes	Yes	Yes	Registration Only
Missouri	No	No	Yes	Yes	No
Montana	No	Yes	Yes	Yes	Registration Only
Nevada	Yes	No	Yes	Yes	Registration Only
New Jersey	No	Yes	Yes	No	Registration Only
New York	No	Yes	Yes	Yes	No
North Dakota	Yes	Yes	Yes	Yes	No
Oklahoma	Yes	Yes	Yes	Yes	Yes
Oregon	No	Yes	Yes	Yes	Yes
Palm Beach County	No	Yes	No	Yes	No
South Carolina	No	Yes	No	Yes	No
South Dakota	Yes	Yes	No	No	No
Texas	Yes	Yes	Yes	Yes	No
Utah	No	Yes	Yes	Yes	No
Vermont	No	Yes	Yes	No	Yes
West Virginia	No	Yes	Yes	No	No
Wisconsin	No	Yes	Yes	Yes	We Register Organizations
Wyoming	No	Yes	Yes	Yes	No

A presentation of the data from the survey for each model follows.

1. Self-Declared Trainer Registries

Respondents were asked to identify the types of trainer registries they operated and whether or not there was an approval component to their trainer registry. Trainer registries that did not include approval were classified as self-declared.

A self-declared trainer registry was defined as “a registry system that allows trainers to self-declare their area of expertise and their qualifications. The registry may or may not verify the trainers’ education level and experience. Trainers on the self-declared registry are NOT approved.”

The responses from seven registries make up the data that are presented in this section.

Goals

Respondents were asked to identify goals for establishing and managing a self-declared trainer registry. They were given six possible goal options and the ability to define additional goals under a category of “other”. . All indicated that the primary goal for operating this type of registry was to have the ability to determine trainer availability and location. . They also wanted to involve many trainers in the system. .

Table 2

What are the goals of your self-declared trainer registry?		
Answer Options	Response Count	Response Percent
To have the ability to determine the types of trainers available and where they are located.	7	100%
To involve many trainers in the system.	6	86%
To gain awareness of who is providing training.	4	57%
To create a clearinghouse of early childhood trainers that are available to train on a variety of topics.	4	57%
To have the ability to report to licensing or other authority a record of training provided by the trainers in the system.	3	43%
To create consistency in the training approval process on a statewide basis.	1	14%

Advantages

Respondents were asked to identify the advantages of operating self-declared trainer registries. They were given four answer choices and the option of "other." Respondents were able to choose all applicable answers and provide a narrative explanation about the advantages of their self-declared trainer registry.

Seven respondents who operate self-declared trainer registries responded to this question. The primary advantage cited was to provide them with a way to track the majority of training being offered, regardless of who was providing the training. Four respondents utilized their self-declared trainer registry as a way for trainers to market themselves. Three respondents found that this type of system provided an inclusive and non-judgmental atmosphere between trainers and registry officials.

One respondent indicated that this type of trainer registry helped him/her to tailor training specifically to the core knowledge and skills areas needed by practitioners or administrators.

Table 3

What are the advantages of your self-declared trainer registry?		
Answer Options	Response Count	Response Percent
There is the ability to track the majority of training that is offered regardless of who is offering it.	5	71%
Trainers have the ability to market themselves.	4	57%
It creates an inclusive and non-judgmental atmosphere between trainers, registry operators and officials.	3	43%
It is efficient - reduced paperwork and/or staffing.	1	14%
Training can be tailored specifically to the Core Knowledge and Skills Areas for Practitioners or Administrators.	1	14%

Limitations

Respondents were asked to identify the limitations associated with operating self-declared trainer registries. They were given four answer choices as well as the option of "other." Respondents could choose all applicable answers and provide a narrative explanation about the advantages of their self-declared trainer registry.

Six of the seven registries that operate self-declared trainer registries answered this question. The primary limitation cited was that there was no way to assess the quality of the trainers or the training they are providing.

Table 4

What are the limitations of your self-declared trainer registry?		
Answer Options	Response Count	Response Percent
There is no way to assess the quality of training.	5	83%
There is no way to assess the quality of the trainers.	4	67%
Data integrity may be compromised.	3	50%
Other	2	33%

Business Practices

By definition, trainers on a self-declared trainer registry provide information about their expertise and qualifications; however, they are not subject to state approval. Some registries verify certain elements related to a trainer's application and require such trainers to comply with state requirements for registry listing.

All seven respondents that indicated they operated a self-declared trainer registry provided additional information about their application and verification business practices.

Trainer listing practices

Instead of creating a separate self-declared trainer registry, states may utilize their practitioner registry and career pathway to inform decisions about trainer registration. State career pathways include definitions of the experience and education a person must meet to qualify as a trainer at a particular level. If a person meets the "trainer level" requirements on the career pathway and completes any other steps deemed necessary by the state, then they may be listed, or "registered," as a trainer.

Five respondents use the self-declared registry model in addition to their trainer approval system. Specialty trainers such as health consultants, CPR instructors, nutritionists, and fire safety instructors are examples of the types of trainers that are tracked in a self-declared registry, yet are not subject to the requirements of the state's early childhood and school-age trainer approval system.

State Examples

Nevada does not have a specific application for trainers; rather, trainers progress through a series of steps to become "registered" (not "approved") with the registry to conduct training; registered simply means that an individual has submitted at least one request for training approval and that they have signed the trainer/sponsor agreement. The registry will begin establishing a network of "approved" trainers once criteria for trainers have been established, based on educational and experiential qualifications.

North Dakota uses both a self-declared registry model and an approved trainer registry model. This is because they track two types of trainers—Early Childhood Education (ECE) trainers and Non-ECE, or “Specialty Trainers”. ECE trainers are required to be members of the registry and are placed on the Career Pathway at the credential level or above; verification of their education and experience is required.

Non-ECE trainers do not need to be Registry members; no verification of their qualifications is required other than a resume and two references.

All trainers, both ECE and Non-ECE, must complete a 2-hour online course on the North Dakota child care licensing rules. ECE trainers must also complete three additional online courses on ND Core Competencies, ND Early Learning Guidelines, and DAP.

Application and Verification practices

States or regions operating self-declared trainer registries gather a certain amount of data about trainers. Some also verify the trainers’ education and experience before listing them as trainers on their registries. They do not approve the trainer, nor do they assess the quality of the training that is provided.

States or regions that operate self-declared trainer registries offer both online and paper application processes to trainers who wish to be listed on the registry. Six of the seven registries that reported operating this model, require the trainer to complete a paper application that a registry staff person must enter in to the data system. Three registries offer online applications as an alternative to a paper-based process and one registry manages the application process entirely online.

Respondents were asked if they gathered information related to trainers on their registries; if they verified the information gathered; and the primary type of verification they accepted if they did, indeed, require verification.

Table 5 provides summary information about registries that gather information on trainers applying to be listed on their self-declared registries and whether that information is verified.

Table 5

Trainer Information	% Who Collect the Data	% Who Verify the Data
Completion of an early childhood or school-age degree	100%	100%
Completion of an early childhood or school-age credential	100%	86%
Education level	100%	86%
Place of employment	100%	43%
Expertise by content area	100%	43%
Expertise in adult learning methods	100%	43%
Experience in the early childhood or school-age field	100%	43%
Past training experience	100%	43%
Geographic area in which training may be offered	100%	29%
Expertise within the State's core knowledge and competency areas	86%	50%
Information needed to place a trainer on State's career path/lattice/ladder	71%	100%
Experience as an early childhood or school-age program director.	71%	20%
Online teaching experience	57%	0%
Training rates or fees	43%	0%
Coaching/mentoring experience	29%	50%

States were asked to share information about how they gathered data about trainers and what type of information that they needed before listing a trainer on the self-declared registry. They were given a list of information elements commonly gathered and verified. Choices of verification types included official transcript, copy of a transcript, hard-copy credential certificate, electronic credential, resume, references, hard-copy course completion record, electronic course completion record, teaching certificate, and other.

Table 6 shows the information gathered and the verification methods used.

Table 6

Trainer Information	# Who Verify	Verification Types
Completion of an early childhood or school-age degree	7	3 - Official Transcript 4 - Copy of Transcript
Completion of an early childhood or school-age credential	6	3 - Hard Copy Credential/Certificate 1 - Electronic Credential 1 - Copy of Transcript 1 - Resume
Education level	6	3 - Official Transcript 3 - Copy of Transcript
Place of employment	2	2 - Resume
Expertise by content area	2	1 - Copy of Transcript 1 - Resume
Expertise in adult learning methods	2	1 - Hard Copy Course Completion Report 1 - Resume
Experience in the early childhood or school-age field	2	2 - Resume
Past training experience	1	1 - References
Expertise within the State's core knowledge and competency areas	3	1 - Electronic Course Completion Report 1 - Copy of Transcript 1 - Other
Information needed to place a trainer on State's career path/lattice/ladder	5	2 - Official Transcript 2 - Copy of Transcript 1 - Electronic Credential
Experience as an early childhood or school-age program director.	1	1 - Resume

2. Approved Trainer Registries and Systems

Approved trainer registries include an endorsement component related to trainer qualifications. Trainer approval systems are intended as a measure of quality assurance.

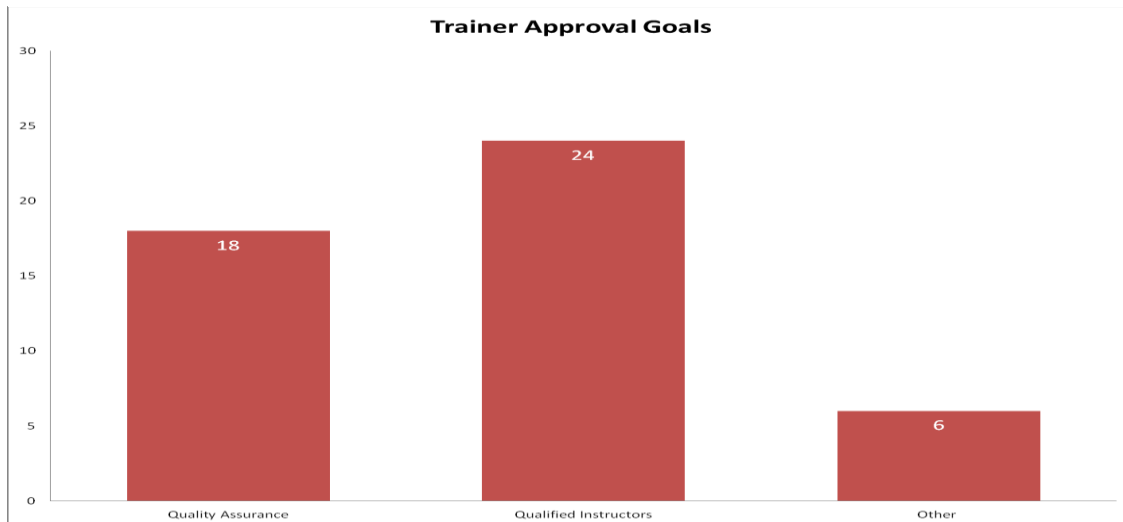
The survey defined trainer approval as a process where individual trainers' qualifications are reviewed and evaluated. Education, experience in field, and experience as an adult educator/trainer are common elements within a trainer approval system. Based upon the results of the evaluation, trainers may be assigned a "level" and/or limits may be placed on the content the trainer may teach.

This section includes data from 25 registries that operate an approved trainer registry.

Goals

Respondents were asked to identify their goals for establishing and managing approved trainer registries. They were given two possible goal options and could define additional goals under the category of "other." They indicated that goals related to quality assurance and qualified instructors were, indeed, the impetus for operating approved trainer registries.

Chart 1



Additional goals cited in the narrative option included:

- To assure that training meets the state's competency goals. (1 response)
- To identify who is providing training. (1 response)
- To help sponsors of professional development find qualified instructors; to meet a state requirement that approved sponsors must use instructors in the registry; and to serve as way to develop instructors. (1 response)

- To assure trainers competence to deliver a specific curriculum within the state's core knowledge training program. (1 response)
- To be able to track trainer related data. (1 response)
- To establish credibility within the early childhood education community. (1 response)

Advantages

Respondents were asked to identify the advantages of operating approved trainer registries; they were given four answer choices and the option of "other." Respondents were able to choose all applicable answers and provide a narrative explanation about the advantages of their approved trainer registry.

The most frequently cited advantage was that the registry provided consistency in meeting an approval threshold. Twenty respondents cited the ability to search for approved trainers online; and fifteen respondents utilized their approved trainer registry as a way for trainers to market themselves.

Table 7

Advantages of a Trainer Approval System		
Answer Options	Response Count	Response Percent
Consistency in meeting an approval threshold.	22	88%
People can search for approved trainers.	20	80%
Trainers have the opportunity to market themselves.	15	60%
Workload management is simplified.	7	28%
There is ample data to evaluate what is effective.	5	20%
Other	4	16%

Additional advantages cited in the narrative option included:

- Public awareness of trainer qualifications is increased. (2 responses)
- The system assists trainers in planning future career options. (1 response)
- Online services offer opportunities for easy application and approval, as well as the ability to enroll in class offerings. (1 response)
- The content of the training being offered is easily controlled. (1 response)

Limitations

Respondents were asked to identify the limitations associated with operating approved trainer registries; they were given four answer choices and the option of "other." Respondents were able to choose all applicable answers and provide a narrative explanation about the advantages of their approved trainer registry.

Seventeen respondents operating approved trainer registries responded to this question. The most frequently cited limitation was obtaining buy-in from cross-sector trainers, followed closely by obtaining buy-in from less qualified trainers.

Table 8

What are the limitations of your trainer approval system?		
Answer Options	Response Count	Response Percent
Obtaining buy-in from cross-sector trainers.	12	71%
Obtaining buy-in from less qualified trainers.	10	59%
There are additional resource requirements including IT that are difficult to obtain.	6	35%
The system is complex and labor intensive to manage.	4	24%
Other	17	100%

Respondents described the complexities surrounding the question of "buy-in." Rural areas may lack a pool of qualified trainers; entities, such as local child care associations, that have historically provided training may find it difficult to meet increased trainer competency requirements; existing trainers may resist the imposition of additional continuing education requirements; and trainers who train infrequently may be less apt to engage in a system of trainer approval.

Three respondents cited the ability to implement a meaningful evaluation process for approved trainers as problematic. If a system is not competency based, and does not include an observation process to verify the trainer's ability to conduct quality training, there is no way to tell if the system is affecting the quality of the adult learning experience.

Four respondents identified challenges with creating a system for trainer development, and inadequate funds to support these efforts.

Three respondents talked about barriers that arise because the state's early childhood policies are not aligned, thereby duplicating efforts and compromising quality control. Because registry services have been traditionally tied to child care, it is challenging to educate other related professionals on the benefits of registry service.

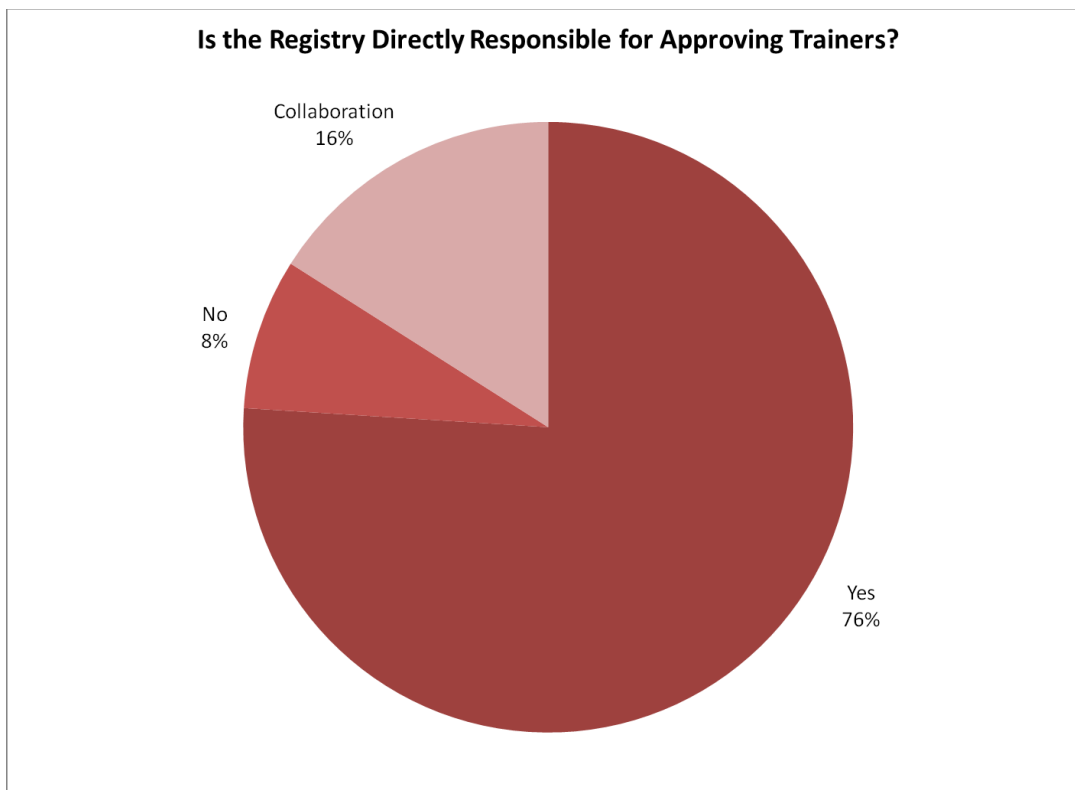
Finally, three respondents cited challenges with the registry database and the user-friendliness of the online system.

Business Practices

Trainer Approval Entities

Registry agencies are responsible for trainer approval in the majority of the registries participating in the survey. Twenty-five registries responded to the question: "Is your registry directly responsible for approving trainers?" Nineteen respondents indicated that the registry was responsible for this function. 2 respondents indicated that this was not a function of the registry; and 4 respondents said that the registry was part of a multi-agency process for approving trainers.

Chart 2



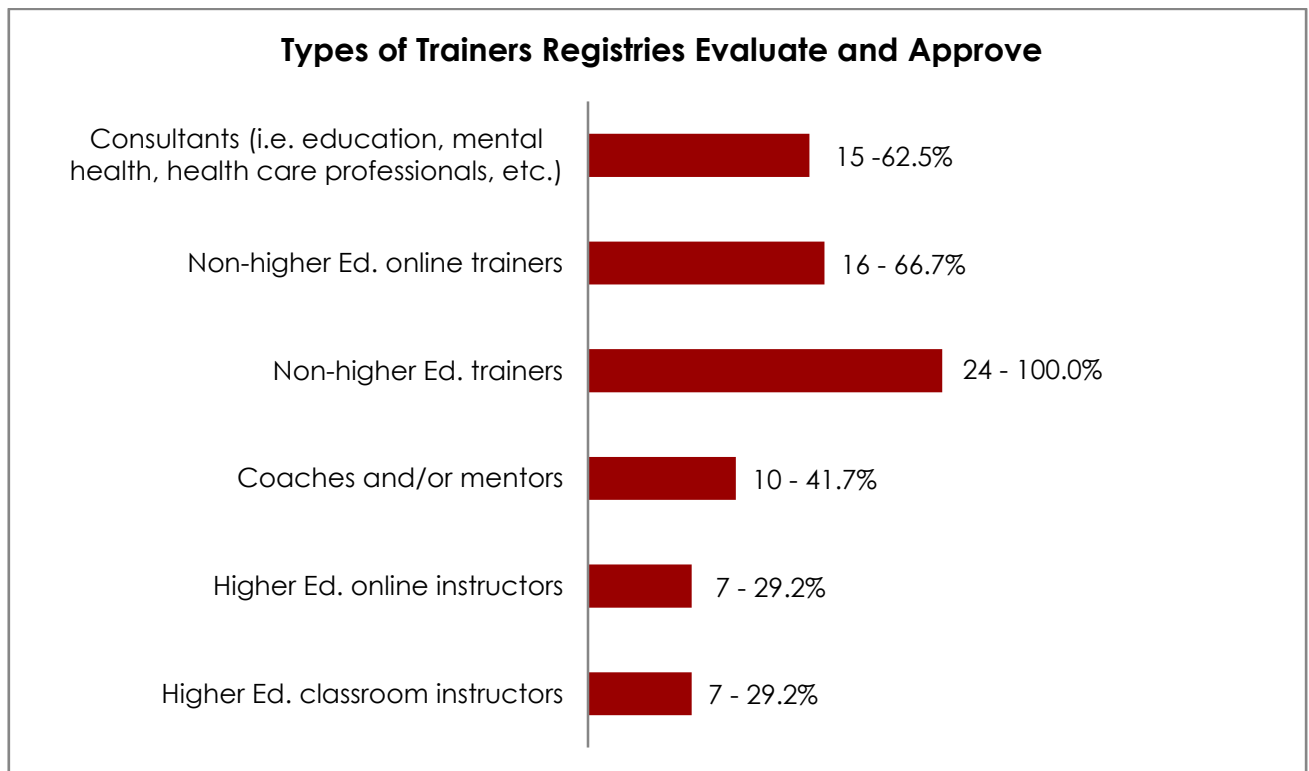
Types of Trainers Approved

Registries vary in their requirements related to the types of trainers that they approve. For example, a registry may require a trainer to be approved so that the trainings they offer can count for licensing purposes, Quality Rating and Improvement Systems (QRIS), or other state initiatives. When this circumstance exists, specific categories of trainers may be approved in accordance with state policy.

Other registries opt for a voluntary trainer approval process. When this circumstance exists, trainers from a variety of backgrounds, from child care to higher education, choose to apply for approval and be included in the approved trainer registry.

Chart 3 shows the types of trainers registries evaluate and approve. All respondents indicated that they approve non-higher education trainers in their systems.

Chart 3



Of the registries evaluating online instructors,

- MN requires completion of an "online teaching methods" course and experience teaching online; and
- ID and CT collect information on online teaching experience.

Application and Verification for Trainer Approval

Trainers generally have the option of applying for approval either online or by submitting a paper application to the entity that is responsible for trainer approval. Twenty-four respondents provided information about their trainer approval application process. Of those responding, 16 used a paper application process and 11 used an online application process. Three respondents indicated that they provide both options. Corroborating verification is generally required in conjunction with the application for trainer approval.

Table 9 provides a listing of the type of information that is gathered and the percentage of those who verify the data gathered.

Table 9

Trainer Information	% Who Collect the Data	% Who Verify the Data
Completion of an early childhood or school-age degree	100%	96%
Education level	100%	88%
Expertise by content area	100%	63%
Experience in the early childhood or school-age field	100%	54%
Past training experience	92%	50%
Place of employment	92%	36%
Geographic area in which training may be offered	88%	19%
Completion of an early childhood or school-age credential	83%	85%
Expertise in adult learning methods	83%	75%
Expertise within the State's core knowledge and competency areas	83%	65%
Information needed to place a trainer on State's career path/lattice/ladder	71%	100%
Experience as an early childhood or school-age program director.	71%	53%
Coaching/mentoring experience	54%	38%
Online teaching experience	38%	22%
Training rates or fees	38%	22%

Participants were asked to share the primary type of corroborating information that they accepted as verification for a particular informational need. They were given a list of potential application questions. Choices of verification types included official transcript, copy of a transcript, hard-copy credential certificate, electronic credential, resume, references, hard-copy course completion record, electronic course completion record, teaching certificate, and other. State policies generally allow for multiple types of verification for any given informational need.

Table 10 provides information on the most common type of verification that is accepted as proof that information provided by an applicant is true.

Table 10

Trainer Information	# Who Verify	Verification Types
Completion of an early childhood or school-age degree	23	16 - Copy of Transcript 5 - Official Transcript 1 - Hard Copy Credential/Certificate 1 - Other
Education level	21	15 - Copy of Transcript 6 - Official Transcript
Expertise by content area	15	7 - Copy of Transcript 3 - Resume 2 - Hard Copy Credential/Certificate 3 - Other
Experience in the early childhood or school-age field	13	8 - Resume 2 - Reference 3 - Other
Past training experience	11	6 - References 2 - Resume 3 - Other
Place of employment	8	4 - Resume 1 - Reference 3 - Other
Geographic area in which training may be offered	4	4 - Other
Completion of an early childhood or school-age credential	17	9 - Hard Copy Credential/Certificate 3 - Copy of Transcript 1 - Electronic Credential 1 - Official Transcript 1 - Resume 2 - Other
Expertise in adult learning methods	15	5 - Hard Copy Course Completion Report 4 - Copy of Transcript 2 - Electronic Course Completion Report 2 - Resume 1 - Reference 1 - Other
Expertise within the State's core knowledge and competency areas	13	6 - Copy of Transcript 2 - Electronic Course Completion Report 2 - Resume 1 - Hard Copy Course Completion Report 2 - Other
Information needed to place a trainer on State's career path/lattice/ladder	17	8 - Copy of Transcript 6 - Official Transcript 2 - Resume 1 - Electronic Credential
Experience as an early childhood or school-age program director.	9	5 - Resume 2 - Reference 2 - Other
Coaching/mentoring experience	5	4 - Resume 1 - Other
Online teaching experience	2	2 - Resume
Training rates or fees	2	2 - Other

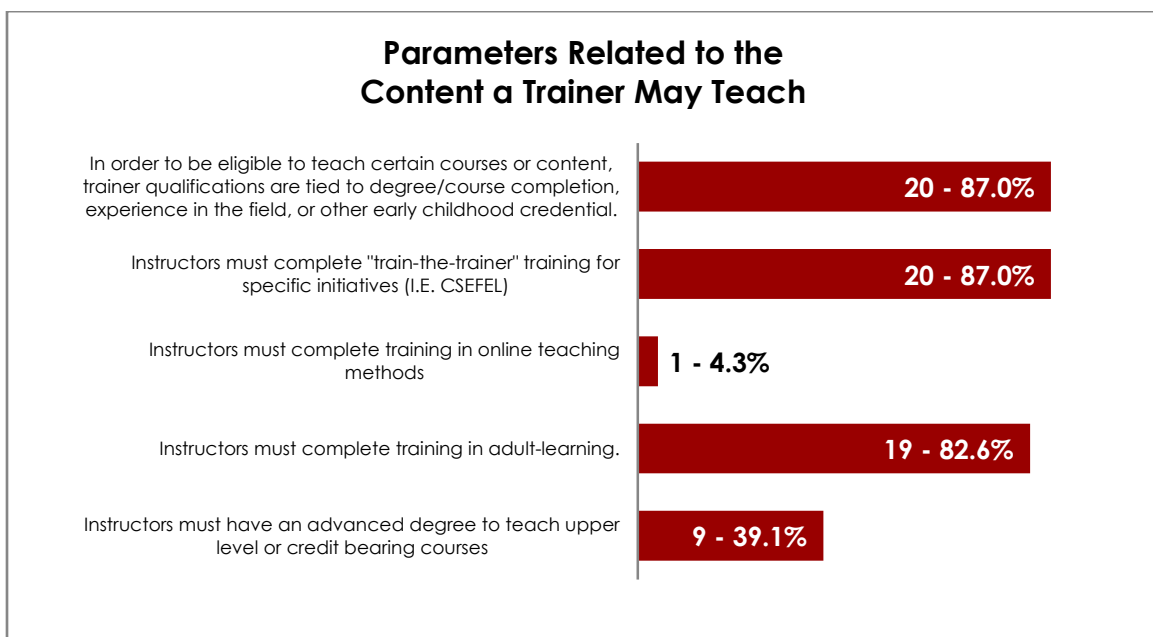
Approved Trainer Classification

Once approved, trainers may be classified according to their education, experience, expertise, and/or level attained on a state's career pathway. Twenty-one respondents indicated that they assign some type of trainer level (basic, intermediate, advanced, master) based upon state assessment criteria.

Content Parameters

Trainers may be approved to teach specific content based upon state policy. Holding a degree and completing train-the-trainer events are the two most common requirements identified by the 23 respondents to this question, followed closely by a requirement for instructors to complete training in adult learning.

Chart 4



Mandatory Participation

Eighteen respondents indicated that participation in a trainer registry was required or mandated for at least a portion of the trainer population.

- In 11 registries, child care licensing requires "approved trainers" to deliver training acknowledged for licensing purposes.
- In 3 registries, trainers must be approved to deliver training to state Pre-K teachers/practitioners.
- In 8 registries, the QRIS requires early childhood practitioners to complete training from approved trainers only.

- In 9 registries, practitioners who wish to advance on a state career pathway/lattice/ladder must take training from approved trainers.
- In 14 registries, trainers must be approved to deliver state specific coursework.
- No respondents required trainers to be approved to deliver training to Head Start teachers/practitioners.

Other mandatory circumstances cited by respondents included a requirement for a practitioner to take courses from credentialed trainers in order to receive state scholarship money for professional development; a requirement that approved sponsors must use instructors who are in the registry; and a requirement that trainers used by organizations that receive state funding be approved by the registry.

3. Online Training Calendars

Online training calendars provide a site where practitioners can learn about the availability of early childhood training opportunities in their states or regions.

Such calendars may include the following:

- A search feature for scheduled trainings;
- The ability to register for training;
- The ability to pay for training;
- An indicator of approval (if the state or region operates a training or trainer approval system);
- Information about who will accept the training to meet state continuing education or licensing requirements; and
- The level of training (i.e., basic, intermediate, or advanced).

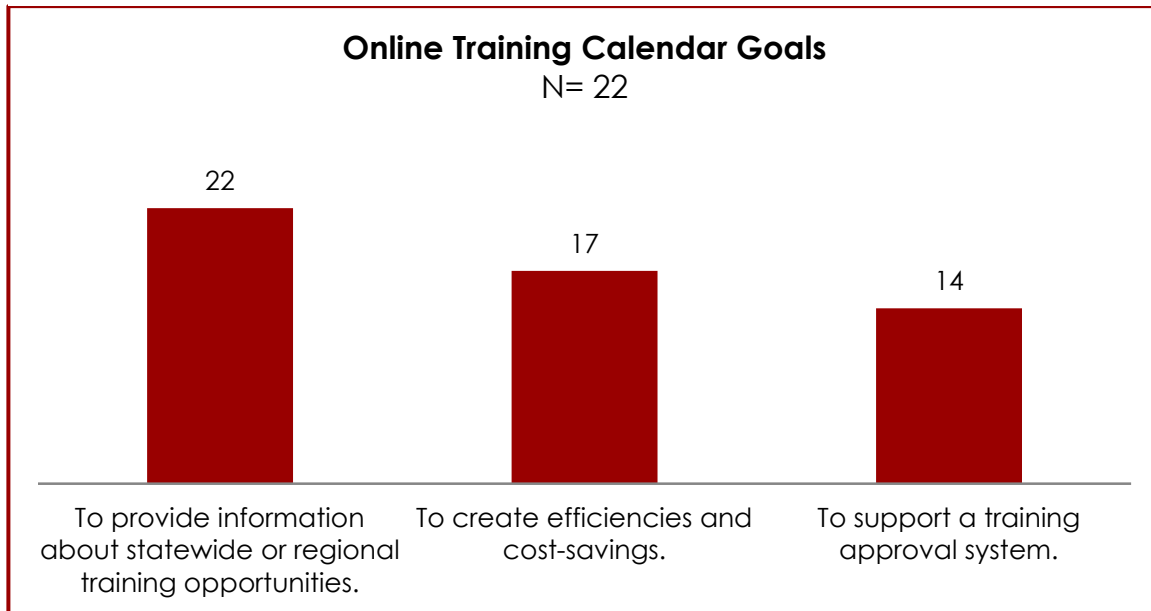
Registry organizations are generally able to produce a variety of training reports based on the data in their registries.

The responses from 22 state or regional registries make up the data that are presented in this section.

Goals

Respondents were asked to identify their goals for establishing online training calendars. They were given three possible goal options and the ability to define additional goals under a category of "other." All respondents indicated that the ability to provide information about statewide or regional training opportunities was a common goal.

Chart 5



Two additional goals cited were:

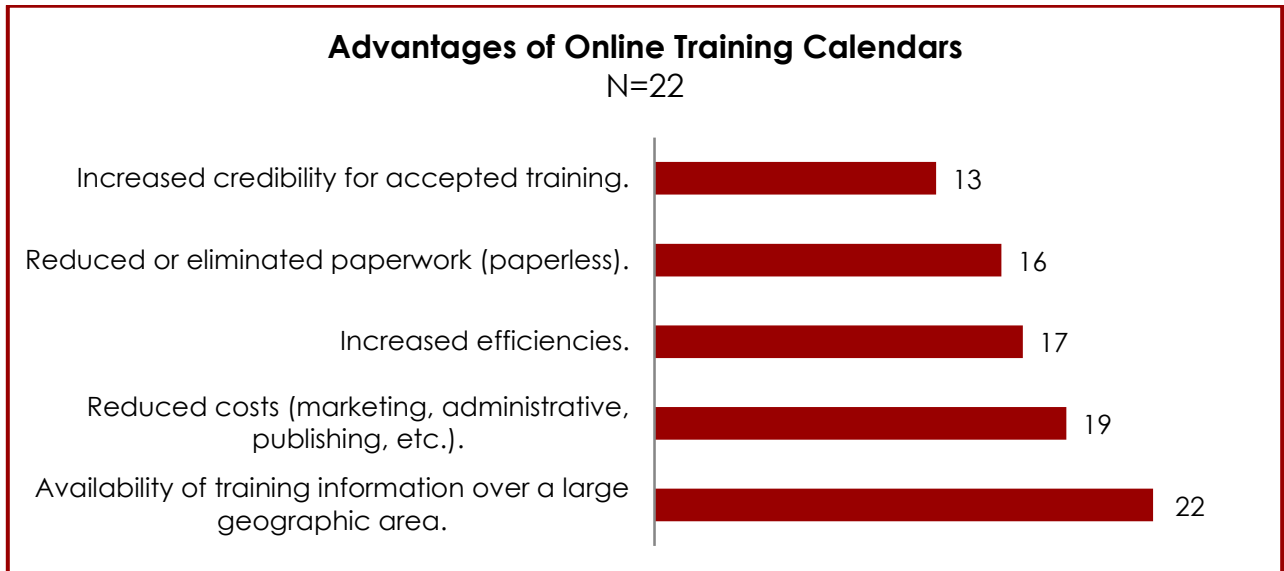
- To facilitate the review of compliance with state regulations, and
- To encourage cross-sector collaboration and training opportunities.

Advantages

Respondents were asked to identify the advantages of operating training calendars; they were given five answer choices and the option of "other." Respondents were able to choose all applicable answers and provide a narrative explanation about the advantages of their online training calendars.

All of the respondents cited the availability of training information over a large geographic area as a common advantage. Nineteen respondents cited the ability to reduce costs and increase efficiencies as additional advantages.

Chart 6



Additional advantages cited were:

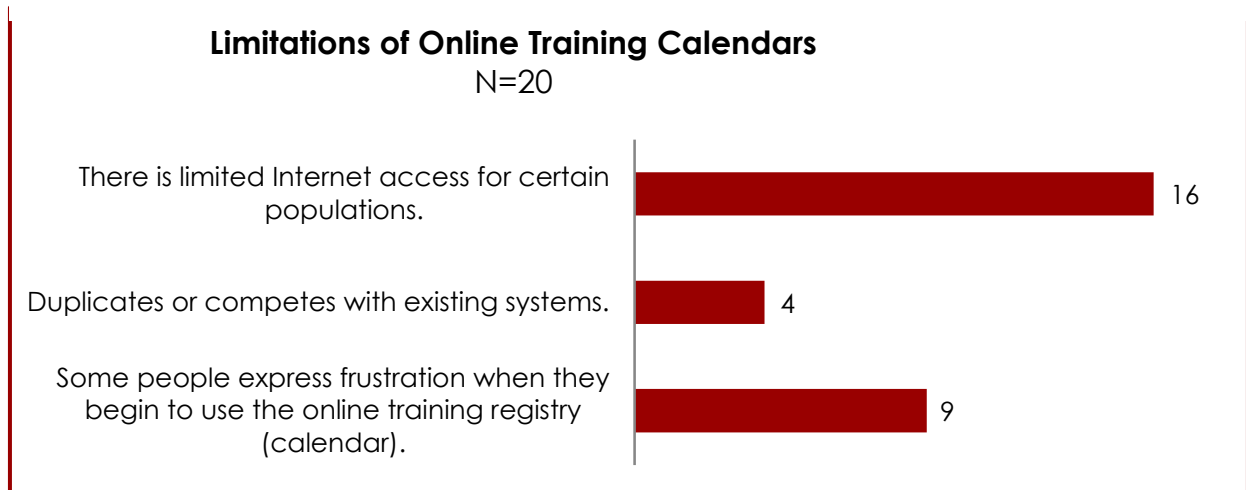
- The ability to tie training to an individual's professional development record;
- The ability to search the system by location, time, date, sponsor, content, format, and age-group focus;
- Increased child care provider awareness of the availability of training opportunities; and
- The availability of expanded demographics on events for data analysis and reporting purposes (core knowledge area, approved trainer, tagged for training initiatives).

Limitations

Respondents were asked to identify the limitations associated with operating an online training calendar; they were given three answer choices and the option of "other." Respondents were able to choose all applicable answers and provide a narrative explanation about the limitations of their training registry.

Twenty respondents that operated training calendars responded to this question. The most frequently cited limitation was limited Internet access for certain populations.

Chart 7



Respondents went on to describe the nature of the Internet access problem citing situations in some very rural areas, where Internet access is limited to either dial-up or nothing, and reporting that many of the individuals they serve do not have enough computer literacy skills to use a computer or find the information online.

Issues with the user-friendliness of the training calendar were cited by four respondents. Frustrations arose because of inadequate search parameters, limitations on trainers being able to post training events to the system, and duplication of effort.

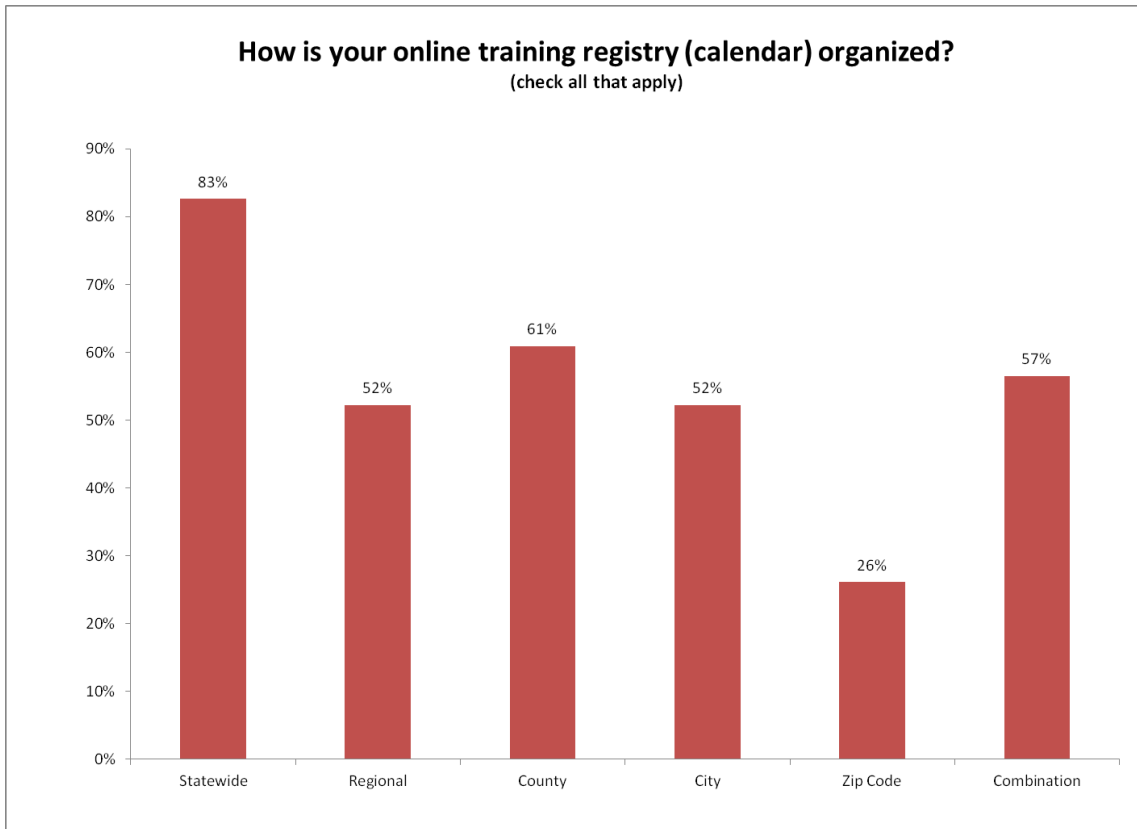
One respondent noted the lack of quality control on the posted trainings because the state did not have a trainer approval system and did not have the ability to audit training events.

Business Practices

Organization of Online Training Calendars

Online training calendars allow users to search for training within specified geographic areas. Training calendars may be available statewide or may include training events occurring within more limited areas such as multi-county regions, a single county, a city, or a specified zip code.

Chart 8



More sophisticated training calendars include multiple training events located across large geographic areas. They are searchable by region, county, cities, or zip code; thereby enabling the user to hone in on trainings occurring within their desired areas.

User friendliness

Training calendars are a key tool in connecting early childhood professionals to the training they want and need. Features that make training calendars user-friendly include easy access, the ability to register and pay for training online, and the ability to search for training events that meet their needs.

Participants were asked to respond “yes” or “no” to a series of questions related to the user-friendliness of their training calendars. The question, “How can your online training calendar be searched?” included six answer choices and the option of “other.” Respondents were able to choose all applicable answers and provide a narrative explanation about additional search parameters.

Table 11

Attributes of Training Registry User Friendliness	Response Count
Online training calendar is publicly available online.	22
Online training event registration is available through the training calendar.	8
Online payment for training events is available through the training calendar.	5
How the online training calendar can be searched:	
• By Topic	19
• By Date	21
• By Core Knowledge Area	21
• By Training Initiative	9
• By location	21
• By level of training	14

Additional search elements that respondents noted in their narrative responses included the age group the training is geared toward; specified trainer information (name, qualifications); the language the training is presented in; the type of training (single session, course, face-to-face, distance, conference); the credit type (credit, CEUs, training hours); the "approved for" status (licensing, QRIS, Career Pathway, etc.); and the training sponsor.

Data Collection

Many training events are listed in state or regional training registry databases. Data entry management is a challenge that states and regions are addressing by providing system access to trainers and other users for the purpose of entering training events into the system, recording attendance, and issuing certificates. Thirteen of 22 respondents indicated that they allowed individuals other than registry personnel to enter information into the training registry.

Respondents indicated that they grant limited system access to a number of individuals to perform certain tasks within a registry database. These tasks include:

- Viewing training events,
- Entering training events,
- Entering attendance, and
- Issuing certificates of completion.

Chart 6 shows the cumulative number of responses for each category of early childhood professionals that may have access to the training registry database, the number of registries that provide expanded access, and for what purpose. For example: staff from the state education

agency can view training events in 12 registries, they may also enter training events in 6 registries, enter attendance in three 3 registries, and issue certificates of completion in 3 registries.

Chart 9



Training Calendar Alignment with State Professional Development Initiatives

Alignment can be defined as 1) a desirable coordination or relation of components; or 2) a state of agreement or cooperation among persons, groups, nations, etc. Training alignment means that offerings listed on a training calendar agree with and support state policies and practices related to a greater early childhood professional development system.

Twenty-two respondents answered the question: "Are the training events offered on your online training calendar aligned with State policies and processes related to your early childhood professional development system?" Ten common elements of state professional development

systems were identified. Respondents could choose yes, no, or N/A (not applicable). Most respondents indicated that their training events aligned with the majority of state professional development system components.

Table 12

Training Calendar Alignment	Yes	No	NA	Response Count
Access to professional development	21	1	0	22
Career pathways	17	3	1	21
Compensation, benefits and workforce conditions	6	8	6	20
Core knowledge and competencies	22	0	0	22
Professional development capacity	17	2	1	20
Trainer approval process	14	4	3	21
State Early Childhood credentialing policy	11	2	6	19
National Early Childhood credentialing policy	10	5	5	20
State QRIS Standards	14	1	5	20
State Early Learning Guidelines	13	6	1	20

4. Approved Training Registries

Training approval systems are being used in some states to address issues of quality and consistency in non-credit bearing early childhood courses. A training approval system is characterized by state criteria set by states to approve training content in addition to criteria for listing training events on a training calendar. Twenty respondents indicated they have training approval systems. They make up the data for this section.

Goals

Respondents were asked to identify their goals for establishing and managing a training approval system. They were given five possible goal options and the ability to define additional goals under a category of "other." Respondents could choose all applicable answers. The primary goal cited was to ensure the consistency of training.

Table 13

Goals of a Training Approval System.	Response Count
To ensure consistency of training	18
To ensure quality	17
To maintain standards	16
To ensure proper training credit is awarded	16
To ensure consistency within the early care and education system	15

Advantages

Respondents were asked to identify the advantages of operating a training approval system; they were given five answer choices and the option of "other." Respondents were able to choose all applicable answers and provide a narrative explanation about the advantages of their training approval system.

The most frequently cited advantage was that training could be used to fulfill state and national training requirements. The second most common advantage cited was that the system provided consistency in training across a state and within regions, implying that the training approval system advantages related to consistency are aligning with state goals of attaining consistency in training.

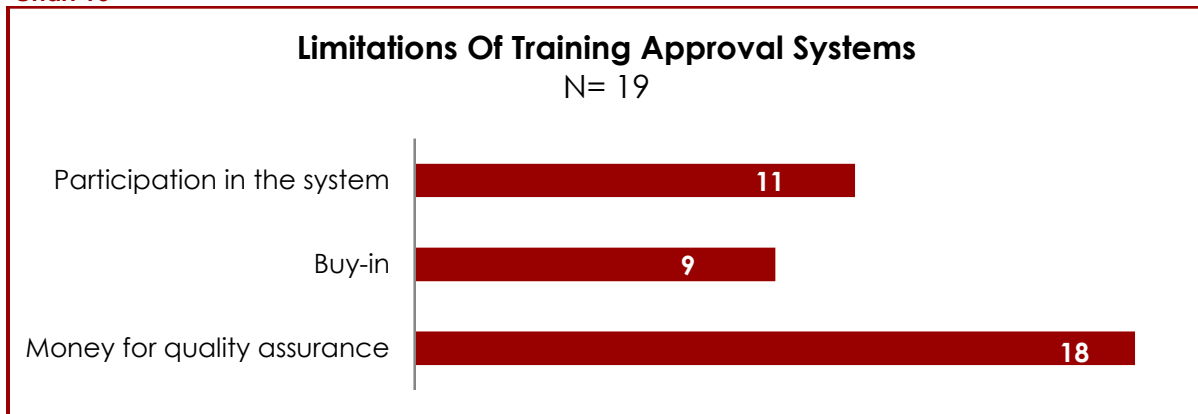
Table 14

Advantages of Training Approval Systems	Response Count
Training can be used to fulfill state and national training requirements	18
There is consistency in training across the state or region	16
The system provides accountability	15
Providers receive quality information	15
Curriculum is continually updated	13

Limitations

Respondents were asked to identify the limitations associated with operating a training approval system. They were given three answer choices and the option of "other." Respondents were able to choose all applicable answers and provide a narrative explanation about the limitations of their training registries.

Nineteen registries that operated training approval systems responded to this question. The most frequently cited limitation was inadequate funding for quality assurance.

Chart 10

Business Practices

Criteria Used to Approve Training

Respondents use a variety of criteria to approve training. Trainers or sponsoring organizations must submit a request for training approval and provide the registry or approving entity with information about the training. The following chart indicates the types of information that respondents are collecting in order to complete the training approval process.

Table 15

Criteria Used for Approving Training	Use this Criteria
Relate to our state's core knowledge and competencies	17
Meet state or national standards (I.E NAEYC)	12
Meet a designated number of clock hours	17
Include adult education methods	16
Identify a targeted audience	20
Specify content, levels, and learning objectives	20
Be based on developmentally appropriate practice	16
Be applicable to practice	19
Include policies related to attendance and course completion	18
Demonstrate regard for diversity and culture	12
Conform to licensing requirements	16
Conform to career pathway requirements	9
Match methodology to learning objectives.	15
Include an assessment of participant acquisition of content knowledge and meaningful connections to daily work.	15

Sixteen respondents added additional criteria if a training event is intended to be offered via distance learning.

5. Training Organizations: Registries and Approval Processes

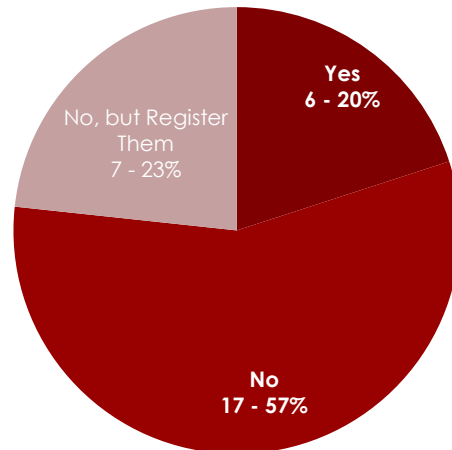
In some registries, organizations specializing in early childhood education are subject to approval. These organizations may sponsor or deliver training, or they may employ trainers that meet specified job qualifications and can "vouch" for the quality of the trainers they employ.

In other registries, training organizations are included in the registry through a registration account that allows them to submit their trainers or trainings for approval.

Chart 11

States Approving Training Organizations

N= 30



“Agreement for statewide system requirements and policies/processes related to hiring and approving adult educators is complex and time consuming. When more organizations and levels of adult education participate in process, it allows for great collaboration.”

Iowa

The approval of training organizations is emerging as an approach to managing trainer and training approval. Six registries approve training organizations. The agencies responsible for approving training organizations include the registry (2 responses), the agency that houses the registry but another unit (1 response), a college or university (1 response), a state agency (1 response), and the organization that manages the trainer registry (1 response).

Goals

The six registries that indicated they approve training organizations all responded that their goals were:

- To create workload efficiencies when approving trainers and training (6 responses); and
- To acknowledge an organization's early childhood training expertise (6 responses).

Advantages

Respondents were asked to identify the advantages of approving training organizations. They were given two answer choices and the option of “other.” Respondents were able to choose all applicable answers and provide a narrative explanation about the advantages of their training organization approval process.

Six registries that approve training organizations responded to this question. All of the respondents cited enhanced collaboration as an advantage and five of the six registries cited workload efficiencies as an advantage.

One respondent explained that in a state with a large volume of regularly changing training offerings, the process of approving individual training events becomes cumbersome. Delegating the trainer approval process to the experts in the field of adult education helps with the workload at the registry, as well as helping to educate practitioners.

Chart 12



Benefits Approved Training Organizations Receive

In addition to the advantages of increased collaboration and efficiencies, respondents replied to questions about the benefits a training organization might receive as a result of completing the approval process. Participants were given a list of six potential benefits. Respondents were able to choose all applicable answers and provide a narrative explanation about the benefits of approving training organizations.

Table 16

Which of the following benefits does an approved training organization receive?	Response Count
Their training events are included on the training calendar without being subject to additional approval.	5
Trainers employed by such organizations are listed on the trainer registry without	4

being subject to additional approval.	
They are able to enter training data directly into the registry database (i.e., course descriptions, attendance, completion, etc.)	3
They are recognized as being able to insure trainers affiliated with their organization comply with policy regarding trainer qualifications.	5
They are able to issue certificates of training completion.	5
They are able to access reports regarding their organization's training activity.	2

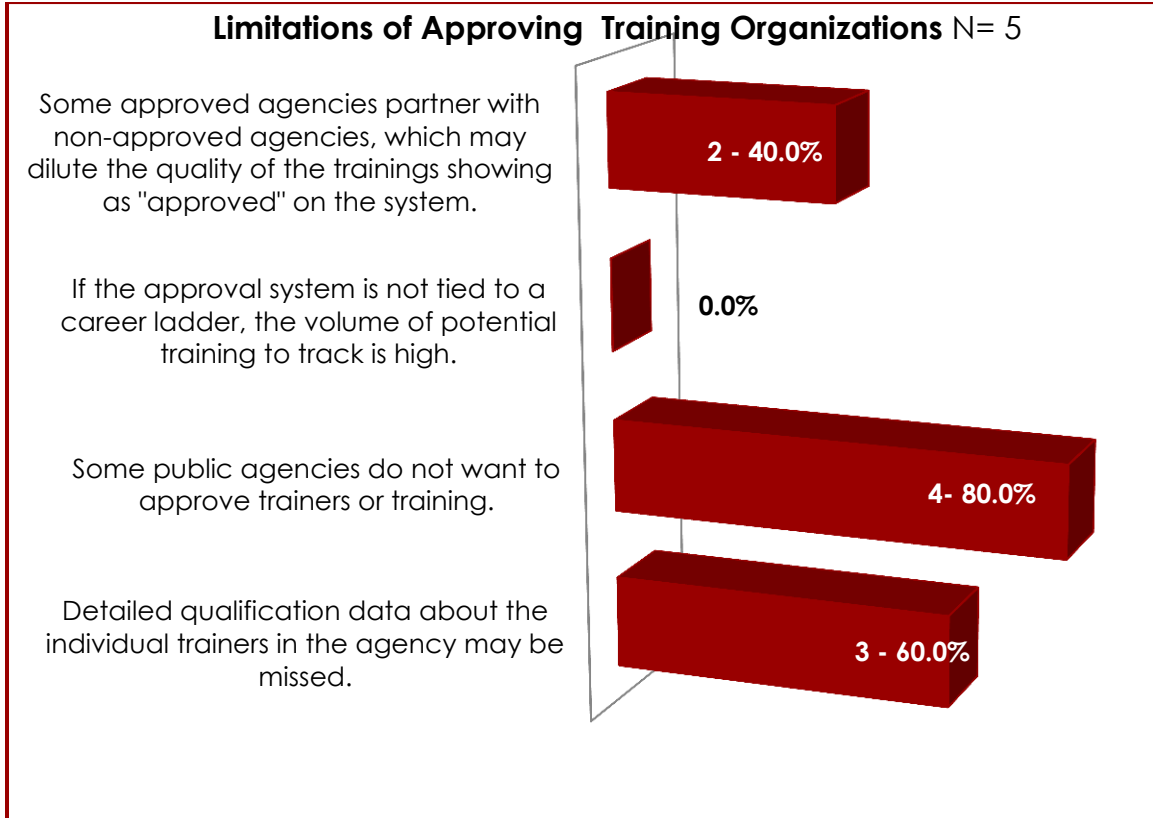
Additional benefits described by two respondents in the narrative response were 1) approved training organizations are able to receive reports from the registry; and 2) approved training organizations are able to use their own certificates, which includes a training event ID assigned by the registry.

Limitations

Respondents were asked to identify the limitations associated with approving training organizations. They were given four answer choices and the option of "other." Respondents were able to choose all applicable answers and provide a narrative explanation about the limitations of their training registry.

The most frequently cited limitation was that some public agencies do not want to approve trainers or training. Although initially identified as a possible limitation, tying the approval of training organizations to a career ladder was not considered a limitation by the respondents. One respondent pointed out that there are times when the sponsor is the instructor. It is important to identify the individual training sponsors so that there is no duplication.

Chart 13



Business Practices

Aligning Training and Trainer Approval with Training Organization Approval

Respondents were asked if individual trainers and training events needed to be approved in addition to approving the training organization. Three of the four respondents indicated that additional approval of trainers and training was also required.

Three respondents provided additional information about how this process works. In Vermont, sponsors of training choose their own instructors from the instructor registry or develop their own; the trainer approval process can then align with the training organization approval process and make the system more consistent. Illinois requires approved training organizations to use the same quality assurance criteria for approving training as the registry. As such, all of the trainings are automatically approved. Lastly, Oregon requires that all training conducted at the higher level of knowledge be reviewed by a team of Master Trainers regardless of who delivers it (sponsoring organization, trainer program staff, CCR&Rs, etc.) to ensure that the standards are met.

Requirements for Approval

Respondents that approve training organizations were asked about their approval policies and procedures. Respondents were given four answer choices and the option of "other." Respondents were able to choose all applicable answers and provide a narrative explanation about their training organization approval process.

Table 17

Requirements for Approval of a Training Organization	Response Count
Organizations must submit either an online or paper application	4
Organizations must demonstrate compliance with state or national standards	3
Organizations must demonstrate their expertise in early childhood, school-age or related topics	3
Organizations must demonstrate the competence of their instructors	4

Three respondents provided additional information about their processes for approving a training organization.

- Vermont requires a training organization to provide information about core knowledge content areas, use instructors in the registry, attend an orientation, use forms provided by the registry, and sign an agreement with the registry.
- Illinois asks organizations to submit their policies and procedures about the selection/approval process for trainers and trainings. Those policies and procedures must align with the quality assurance criteria established by the registry.
- Organizations that are identified in the Iowa Administrative Code are approved training organizations because of: their expertise in adult learning, early childhood education, or health and safety; their alignment with national standards; their higher education status; and/or a contract to provide trainings to providers on behalf of the Iowa Department of Human Services.

Organizations Approved

Certain organizations characteristically employ early childhood trainers and offer relevant training. The chart below provides a listing of typical training organizations that might be approved as training organizations and the number of respondents that approve each given organization.

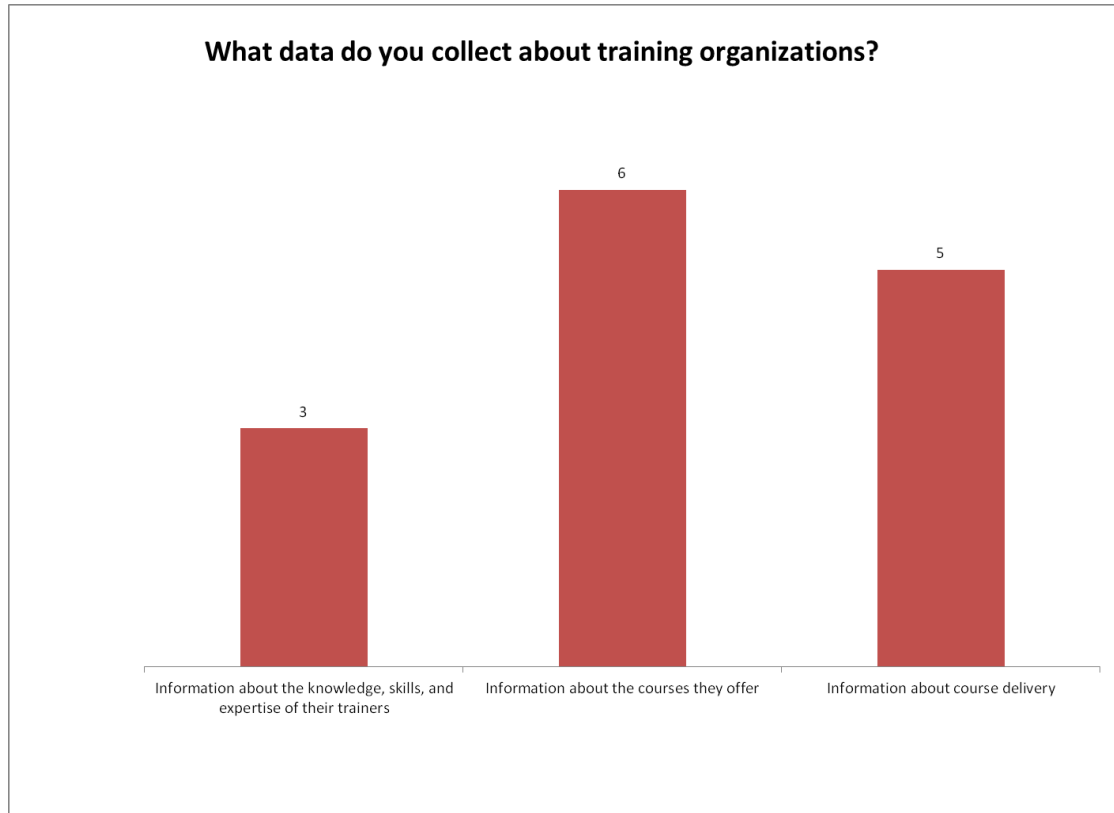
Table 18

What Training Organizations Do You Approve?	Response Count
Local NAEYC Chapters	6
Local NAFCC Chapters	6
Head Start	6
Child Care Resource and Referral (CCR&R) Agencies	5
The Child and Adult Care Food Program (CACFP)	4
The Center for Social and Emotional Foundations for Early Learning (CSEFEL)	3
Licensing	3
University Outreach Programs	3
Extension Agencies	2
The National Association for the Education of Young Children (NAEYC)	2
The National Association of Family Child Care (NAFCC)	2
National Technical Assistance Centers	2
Home visiting agencies	1
The National Association for Regulatory Administration (NARA)	1

Data Collection

Registries that approve training organizations collect data about the organization's trainers and training events. The six respondents provided information about their data collection practices. Respondents were given three answer choices and the option of "other." They were able to choose all applicable answers and provide a narrative explanation about their training organization approval process. All respondents collected information about trainings offered, half of the respondents collected information about the trainers, five of the six respondents collected information about course delivery, and one respondent reported collecting contact information for the organization.

Chart 14



Registering Training Organizations

Seven additional respondents indicated that they registered training organizations but did not approve them. Reasons cited for this practice included: quality control for organizations outside of the CCR&R system; allowing organizations to receive a system ID and password; and setting training standards for the field.

Additionally, some respondents register training organizations to meet state specific policy criteria. New Jersey requires at least 50% of an organization's trainers to be registry-approved in order for the agency to be approved.

Nevada requires organizations (referred to as sponsors) to register for training approval in the same manner as trainers; they must first submit a signed Ethical Obligations and Professional Responsibilities for Registered Sponsors form (signed by all of the trainers who will be conducting

“State and government institutions and agencies, colleges, and universities that offer training approved for child care licensing to early care and education professionals in Georgia may apply to become an ‘Approved Entity.’ Approval is granted to the entity’s department/program responsible for providing training, not individuals. Individual trainer credentials will be the responsibility of the entity.”

Georgia

training under the sponsor account). Trainers who are employed by the agency are required to apply to the registry for career ladder placement, whereas trainers being brought in from an outside agency (and are not ECE professionals, i.e., CPR providers) are not. In these instances, the sponsor is vouching for the expertise of the trainer.

Learn more

Self-declared trainer registries

Oklahoma "Center for Early Childhood Professional Development" www.cecpd.org

South Dakota's self-declared trainer registry provides trainers with a one-to-one train-the-trainer session on the state's *Core Knowledge and Competencies and Pathways Trainer Expectations*. <http://dss.sd.gov/childcare/pathwaystopd/>

Texas "How to Become Listed on the Texas Trainer Registry" http://www.uth.tmc.edu/tececds/Flyers/TTR_Application_Flyer.pdf

Approved trainer registries and trainer approval systems

Colorado Department of Education, Early Childhood Professional Development www.coloradoopd.org

Georgia Training Approval www.training.decal.ga.gov

Hawaii, Career Access and Navigation of Early Childhood Systems (CANOES) <http://canoes-hawaii.com>

Illinois Gateways to Opportunity, Professional Development System, Trainer Approval <http://registry.ilgateways.com/trainer-approval>

Professional Impact New Jersey, Instructor Approval System <http://www.pinj.org/index.php?cat=njregistry&page=IAS>

Oklahoma Center for Early Childhood Professional Development www.cecpd.org

South Carolina, Center for Child Care Career Development www.sc-ccccd.net

Vermont, Northern Lights Career Development Center <http://northernlightscdc.org/your-role/adult-instructors/>

Wyoming State Training and Resources System (STARS), Training registry policy http://www.wykids.org/pdfs/STARS_Policy.pdf

Training calendars and training approval systems.

Alaska Thread—Training Calendar

<https://threadalaska.org/index.cfm?fuseaction=calendar.listevent>

Arkansas, TAPP

http://professionalregistry.astate.edu/train_register/train0a.asp

Georgia Training Approval

www.training.decal.ga.gov

Illinois Gateways to Opportunities—Training Calendar Search

<http://registry.ilgateways.com/find-trainings>

Iowa Child Care Provider Training Registry

<https://ccmis.dhs.state.ia.us/trainingregistry/>

Maine Roads to Quality—Training Calendar

<http://ecetrainingcalendar.muskie.usm.maine.edu/public/main.aspx>

Massachusetts Department of Early Education and Care—Training Search

<http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx>

Minnesota Center for Professional Development—Search Training Events

<http://mncpd.mncpd.org/registryapp/EventSearch.aspx>

Missouri Workshop Calendar

<http://www.moworkshopcalendar.org/>

Montana Early Childhood Project—Find Training

www.mtecp.org

Nevada Registry Training Calendar

<http://ww2.nevadaregistry.org/calendar/>

New York Works for Children—Aspire Training Calendar

www.nyworksforchildren.org/aspire/go

North Dakota, Growing Futures

www.ndgrowingfutures.org

Oklahoma Professional Development Registry—Statewide Training Calendar

www.okregistry.org

Oregon Registry Online—Training Calendar

<http://oregonregistry.org/calendar/>

Palm Beach County—Search for Registry Approved Training Events

<http://www.pbcregistry.org/index.php/pbpc/calendar>

Professional Impact New Jersey

www.pinjregistry.org

Texas Early Childhood Professional Development System— Calendar of Events

http://www.uth.tmc.edu/tececds/calendar_events.html

Utah, Care About Child Care

<http://careaboutchildcare.utah.gov/provider/calendar.aspx>

Vermont, Bright Futures—Search Course Calendar

<http://www.brightfutures.dcf.state.vt.us>

West Virginia Early Childhood Professional Development Calendar

http://www.wvearlychildhood.org/Training_Calendar.html7

Wisconsin Registry –Training Network Statewide Training Calendar

<https://www.the-registry.org/myregistry/default.aspx>

Wyoming Children's Action Alliance—training calendar

<http://www.wykids.org/training-calendar/>

Conclusion

When this survey was developed, the T&TA Task Force knew that registry organizations were operating and overseeing trainer registries and trainer-approval processes; they knew registry organizations were managing online training calendars and training approval systems which may or may not have been linked to state core knowledge and competency (CKC) measures. In addition, they knew that some registries were also tracking and approving organizations that employ early childhood trainers and provide training. However, more information was needed about how these processes worked in order to inform ongoing work related to the development of core data elements and standards of practice for trainer and training registries and approval systems.

Our findings indicate that states approach trainer and training data collection in differing ways. Within any given state or region, these efforts may be organized around one or more of five different models:

- 1) Self-declared trainer registries,
- 2) Approved trainer registries,
- 3) Online training calendars
- 4) Approved training systems, and
- 5) Training organization registries and approval systems.

Each model meets a specific set of defined goals. Each has advantages and limitations that should be taken into account when planning or revising a trainer or training registry or approval system. Self-declared trainer registries and online training calendars help states or regions know who is providing early childhood and school-age training and what content areas are being taught. However, such registries do not address questions about the quality of a particular trainer or training event. Data elements related to approval must be added to a state or region's system in order to begin to track quality.

Registering and approving training organizations is an emerging practice that is being used in some registries to manage workload. However registries face new challenges when multiple agencies engage in the process of approving trainers and/or training. It will be important for registries utilizing this model to identify and rely on a common set of business processes, policies, and data management practices so that approval processes are not diluted or negated through the use of approved training organizations.

High quality, verified data forms are the foundation for decision-making in state and regional early childhood and school-age professional development systems. The alignment of training and trainer registry data with national and state professional development system policies and practices, allows states to better serve the early childhood workforce. The survey results provide a current snapshot of the state of the nation's training and trainer registries and approval systems. It is intended to meet the informational needs of several user groups within The National Registry Alliance network, guiding the development of best practices, providing a valuable tool for technical assistance, and informing future program development.



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