Core Data Elements for Early Childhood and School-Age Professional Registries

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**A revised version of the document/definitions/elements was adopted by the board in July of 2022.

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# Contents

Introduction and Background

1. Person Information
   1.1 Primary Identifying Information
   1.2 Contact Information
   1.3 Demographic Information
   1.4 Role Information
   1.5 Training and Technical Assistance (TTA) Information
   1.6 Employment Information
   1.7 Formal Education Information
   1.8 Degree Information
   1.9 College Credit Information
   1.10 Professional Credential/License Information

2. Organization Information
   2.1 Primary Identifying Information
   2.2 Contact Information
   2.3 Program Accreditation Information
   2.4 Organization Governance Information
   2.5 Other Organization Information

3. Event Information
   3.1 Primary Event Information
   3.2 Event Content Information
   3.3 Event Credit Information
   3.4 Marketing Information
   3.5 Session Information
**Introduction and Background**

The National Workforce Registry Alliance (NWRA) is a private, non-profit, membership organization composed of volunteers from state early childhood and school-age and out of school-time (OST) professional registry and professional development leaders committed to enhancing, strengthening, and supporting 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 and 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 NWRA’s work in developing the Partnership Eligibility Review (PER) 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:
   a. Person Information
   b. Organizational Information
   c. 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 Personal 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.

In 2019 the data elements were reviewed by our Standards & Data Committee with modifications submitted to the Justice, Equality, Diversity and Inclusion Committee in 2021 for further analyses. With the assistance of a grant from the W.K. Kellogg Foundation, the JEDI committee conducted a cursory review of the elements for immediate modifications that could be made to help us take steps toward aligning data elements with current standards associated with data collection from an equity perspective. The elements were presented to the NWRA Board for adoption in July 2022.
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, education, certification and training.

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

- Unique ECE workforce identifier with ability the to link to 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

June 2013
**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 member’s 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.

**Best Practices Recommendation:** A validation rule should be used to stop users from entering a D.O.B. below the specific age determined by the state (i.e. age required for child care licensing or other rule).

### 1.1.7 Last Five Digits of the Social Security Number (SSN) or Unique Workforce ID Number

**Definition:** The last five digits of a person's Social Security Number or a **unique ID generated by member for use in place of SSN.**

**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. Used as a point of identity validation to reduce duplication of accounts.

**Best Practice Recommendation:** While the data validation use of last 5 of SSN is recognized, it is the formal recommendation from the NWRA for Registries to move away from using SSN. Collection of SSN digits is not recommended for any purpose other than the administration of Social Security. Additionally, the collection of SSN can be alienating and a deterrent for individuals joining Registries. Continued consideration will be given on strategies for registries to replace the use of SSN without losing data validation integrity.

### 1.2 Contact Information

Core data elements listed in “contact information” include basic mailing 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).

**Best Practice Recommendation:** All users should be encouraged to update or revalidate this information annually. If registries have an Active status an annual update of Contact Information should be a requirement.

June 2013
1.2.1 **Mailing 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 **Mailing Address** – Apartment or Suite Number

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

**Standard Practice:** None

1.2.3 **Mailing 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 **Mailing 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 **Mailing 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 **Mailing 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 **Mailing 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.

June 2013
**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 – **Primary**

**Definition:** The full primary telephone number of a person.

**Standard Practice:** Include full 10 digit number.

1.2.9 Telephone Number – **Secondary**

**Definition:** The full secondary 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 **Primary** 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 Identity

**Definition:** The term gender identity is used to describe a person’s self-identification of their gender. Gender identity may or may not correspond with a person's sex as assigned at birth. Additionally, each person’s expression of gender identity is unique and may or may not conform to traditional notions of masculinity and femininity.
Standard Practice: Select from a standard list and be able to align with the following options: Man, Non-binary, Transgender, Woman, Prefer Not to Answer. Users should be able to access and change this information at their own discretion.

1.3.2 Hispanic or Latinx Ethnicity

**Definition:** Hispanic refers to people from Spanish-speaking countries. Latino, Latina, or Latinx (La-Teen-ex) is a person of Latin American descent who can be of any background or language. If the individual or group does not identify as either Latino or Latina, the gender-neutral term Latinx can be used. When referring to a group, generally use Latinx as it is gender inclusive.

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

**Best Practice Recommendation:** Registries are encouraged to include additional data elements to represent and name the ethnicities represented in their demographic data. A Prefer Not to Answer option should also be added to the standard list of options.

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: American Indian or Alaska Native, Asian, Black/African American, Hawaiian Native or Pacific Islander, White, Not Currently Listed, Prefer Not to Answer. 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 Native Language

**Definition:** The language specified by the user as the person’s first or native language.

**Standard Practice:** Select from a standard list and be able to align with the following options: American Sign Language, Arabic, Armenian, Chinese, Creole, English, French, German, Greek, Hebrew, Hindi, Japanese, Korean, Lao, Persian, Polish, Portuguese, Russian, Spanish, Swahili, Tagalog, Thai, Tribal, Urdu, Vietnamese, Yiddish, and Not Currently Listed.

1.3.5 Additional Languages

**Definition:** Language(s) in which a person speaks proficiently beyond their native language.

**Standard Practice:** Select from a standard list and be able to align with the following options: American Sign Language, Arabic, Armenian, Chinese, Creole, English, French, Greek, Hebrew, Hindi,
Japanese, Korean, Lao, Persian, Polish, Portuguese, Russian, Spanish, Swahili, Tagalog, Thai, Tribal, Urdu, Vietnamese, Yiddish, and Not Currently Listed.

1.3.6 Preferred 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: American Sign Language, Arabic, Armenian, Chinese, Creole, English, French, Greek, Hebrew, Hindi, Japanese, Korean, Lao, Persian, Polish, Portuguese, Russian, Spanish, Swahili, Tagalog, Thai, Tribal, Urdu, Vietnamese, Yiddish, and Not Currently Listed.

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 a 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 (as an 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.

### 1.5.6 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.

1.5.7 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.)

1.5.8 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.

1.5.9 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.

1.5.10 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.

1.5.11 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.)

1.5.12 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: American Sign Language, Arabic, Armenian, Chinese, Creole, English, French, Greek, Hebrew, Hindi, Japanese, Korean, Lao, Persian, Polish, Portuguese, Russian, Spanish, Swahili, Tagalog, Thai, Tribal, Urdu, Vietnamese, Yiddish, and Not Currently Listed.

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1.5.13 TTA Public 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.

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1.5.14 TTA Website

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

**Standard Practice:** None

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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.

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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.

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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.

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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.

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1.6.4 Position Start Date

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

June 2013
Standard Practice: Be able to report data in MM/DD/YYYY format.

**Best Practice Recommendation:** States are encouraged to embed validation measures to prevent user error in allowing start dates with dates within a certain number of years after the date of birth. Using state regulations for care, we recommend states set limits that prevent or require pop-up confirmation to enter a start date when it is within or below a specific age determined by the state.

### 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. Annually recertify employment.

### 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. This data element should be a required field but provide an opt out option for individuals to decline to report.

### 1.6.7 Wage Type

**Definition:** An indicator of whether the wage reported is an hourly wage, annual salary, or an estimated 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 which can include:

New Job in the ECE Field, New Job Outside Field, Program Closed, for Mental Health, Moved, Personal, Retirement, Stress, Wages, Disagreement with Management, Deceased, Not Listed

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 Completed

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, CDA, Associate’s, Bachelor’s, Master’s, and Doctorate.

1.7.8 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, US Equivalency Evaluation, 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

June 2013
**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.).

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### 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.

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### 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).

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### 1.9 College Credit Information

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

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#### 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.

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#### 1.9.2 Total Credits

**Definition:** The total number of credits.

**Standard Practice:** None

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#### 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.

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#### 1.9.4 Number of School-Age and OST Credits

**Definition:** The total number of school-age and OST 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 and OST 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 and OST 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, inclusive of the use of Child Care License Number or SSN for FCC or FFN.

2.1.4 Organization Acronym, AKA, or DBA

**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 (TTA), 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 organization 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 Setting Type

**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.).

2.1.8.1 NAEYC ID

**Definition:** The ID provided by NAEYC (National association for the Education of Young Children) to an organization through the accreditation process.

**Standard Practice:** Use a method to verify this ID, such as the NAEYC website. (Add that it is an optional field as it might not apply to all setting types)

2.1.8.2 NAC ID

**Definition:** The ID provided by National Accreditation Council to an organization through the accreditation process.
Standard Practice: Use a method to verify this ID, such as the NAC website. (Add that it is an optional field as it might not apply to all setting types)

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 Location Telephone Number**

**Definition:** The full telephone number of an organization.

**Standard Practice:** Include full 10 digit number.

**2.2.9 Location 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:** Accept websites formatted as www. Or http://, or inform user of correct formatting to use

**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 and OST 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. May be selected from a standardized drop-down.

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 Expiration 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 multi-select 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 multi-select list. Could include but not be limited to:

- Access to Health Insurance
- Dental/Vision Insurance
- Family Leave
- Access to Pension/Retirement/401k
- Paid Professional Development
- Paid Time Off (Sick/Vacation)
- Paid Release Time for Training
- Reduced/Free Child Care
- College Tuition

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, TANF, Subsidy, Grant, 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 of 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 and OST 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 multi-select 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.

Suggestion: changing credit as units, or swap 3.3.1 and 3.3.2 to provide more clarification and change to event credit amount

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 multi-select list of roles (for example: Director, Teacher, Assistant, etc.) or priority groups served (New American, Spanish Speaking, 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. Multi-select may be standard, however many credential applications may require events to have a single age focus.

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 Primary 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.

3.5.2.5 Additional Instructors

**Definition:** The name(s) of the additional instructor(s) 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.

Multi-select, indication of percentage

3.5.5 Cost

Definition: The cost to an attendee of a session.

Standard Practice: None

Suggestion: Ability to format zero cost to display as free, standard format for entering amount

Consideration for flexible cost breakdown, multiple costs by types, or coupon codes

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.). Varies by state depending on state's needs.

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: American Sign Language, Arabic, Armenian, Chinese, Creole, English, French, Greek, Hebrew, Hindi, Japanese, Korean, Lao, Persian, Polish, Portuguese, Russian, Spanish, Swahili, Tagalog, Thai, Tribal, Urdu, Vietnamese, Yiddish, and Not Currently Listed.

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, including time zone.

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.

Non-required field for Self-study, correspondence, online.

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, Canceled, 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