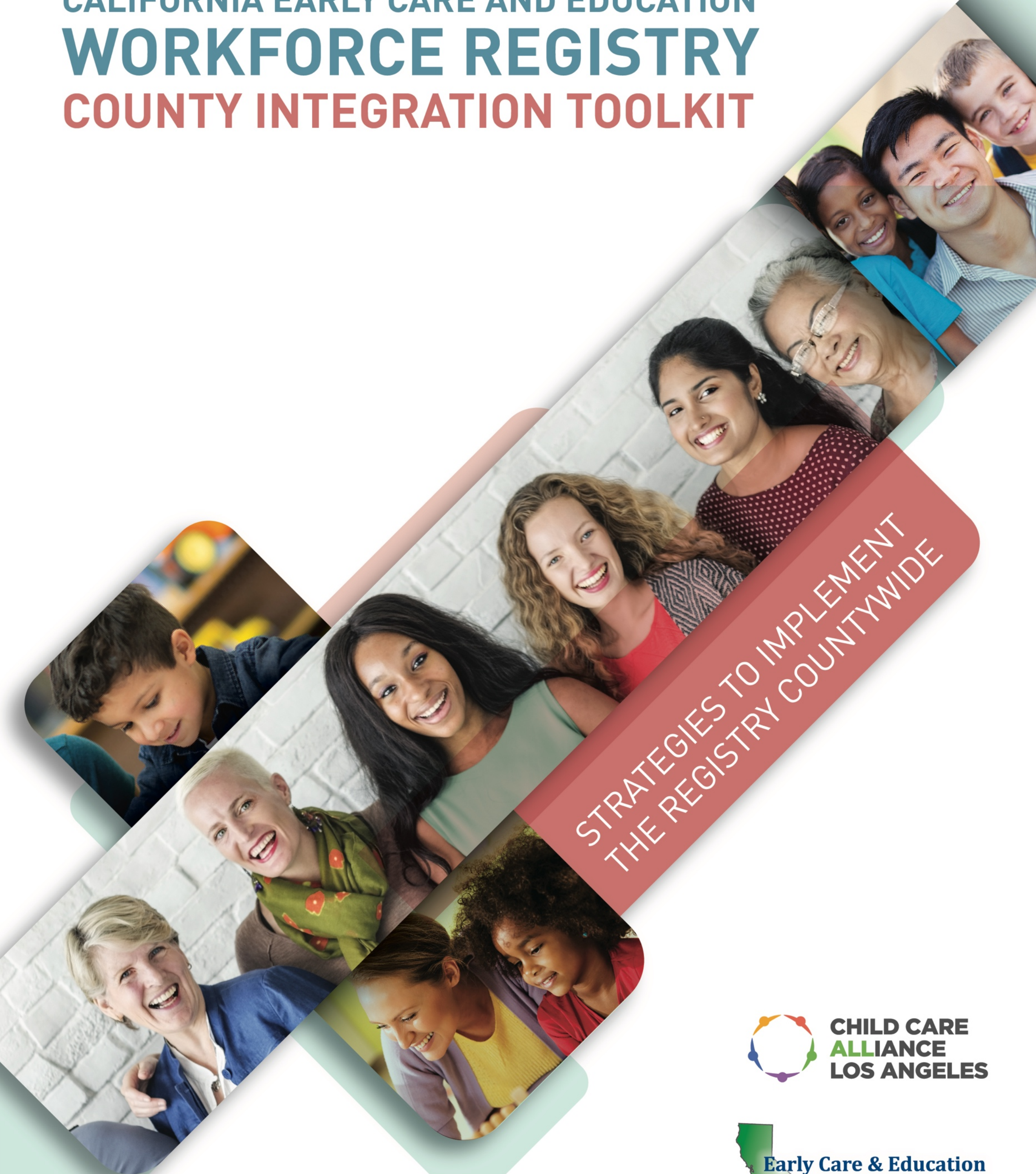
CALIFORNIA EARLY CARE AND EDUCATION WORKFORCE REGISTRY
COUNTY INTEGRATION TOOLKIT



CHILD CARE ALLIANCE LOS ANGELES

Early Care & Education Workforce Registry

CALIFORNIA EARLY CARE AND EDUCATION WORKFORCE REGISTRY
COUNTY INTEGRATION TOOLKIT

CHILD CARE ALLIANCE OF LOS ANGELES

CHILD CARE ALLIANCE LOS ANGELES

MAY 2019

FUNDING PROVIDED BY FIRST 5 CALIFORNIA

FIRST 5 CALIFORNIA

What is the CA ECE Workforce Registry?

The California Early Care & Education Workforce Registry is an integral piece of the California professional development system for the early childhood workforce. It is an important system component and critical support for the state of California's early care and education workforce initiatives.

How does the Registry work?

The Registry gathers, verifies, and tracks the qualifications, demographics, education, and professional development of early childhood professionals working with children across the state. It serves as a primary source of verified data about this workforce and its professional preparation. The Registry provides a single location for the early care and education (ECE) workforce to securely store all their qualifications, educational and professional development achievements, demographics, and employment history, and search and sign up for training workshops.

Highlights of the Registry

The Registry streamlines processes, information, and data collection to reduce reporting and administrative functions and costs at multiple levels; individual, program administrator, training organization, local, regional, state, and federal. The verified data from the Registry provides valuable information to help develop and promote a high quality, coordinated, articulated, and accessible state professional development system to support a well-trained, well-educated, and adequately compensated early childhood workforce. With this information, policymakers and stakeholders can work to ensure highly qualified staff to provide the best possible early childhood programs for California's children and families.

For more information about the CA ECE Workforce Registry, please visit caregistry.org.

Registry System Toolkit Integration Process 5

Strategies to Implement the Registry Countywide 6

Collaborate with Registry Office Staff 6

Identify Strategic Partners 6

Identify Participating Programs and Participants 8

Develop a Registry Integration Action Plan 8

Complete a Data Sharing Agreement 11

Appendices 12

Countywide Registry Toolkit Integration Steps

Congratulations, you are ready to continue advancing the ECE field!

1 STEP Collaborate with Registry office staff

2 STEP Identify Strategic Partners

3 STEP Identify participating programs and participants

4 STEP Develop Registry Integration Action Plan

5 STEP Complete Data Sharing Agreement

Appendices:

Additional available resources for Registry integration

Strategies to Implement the Registry Countywide

1. Collaborate with Registry Office Staff

Registry Office staff are available to meet with your strategic partners to discuss Registry logistics such as planning county processes, identifying business needs, and providing implementation support.

Primary Registry Office Contact:
Elise Crane
Director
Elise.Crane@ccala.net

Please submit requests and or questions in advance for Registry Staff to review and prepare follow up communication.

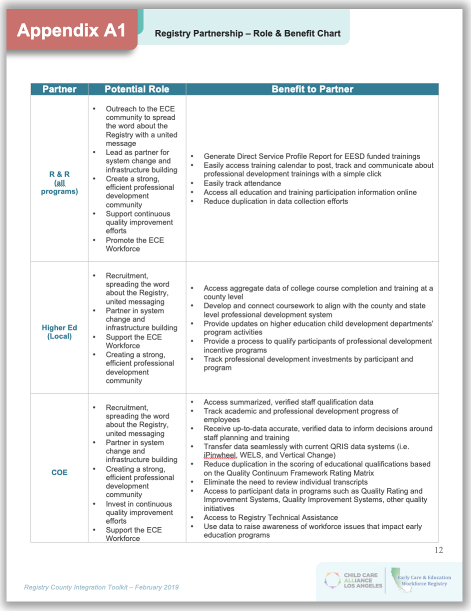
Question and Request Examples

- Request a presentation about the Registry.
- Request a review of important details about the Toolkit.
- We are interested in using the Registry in our county. What are the next steps?
- Who should be at the first Registry Integration Planning Meeting?
- What do we need to prepare in advance of a planning meeting?
- What strategies and resources are available to increase direct service administrator and classroom/FCC staff participation in my county?
- How do we determine our business needs for Registry integration?
- What type of data is available through county participation with the Registry?

2. Identify Strategic Partners

Strategic partners should include organizations/agencies that collect ECE workforce data within your county.
(See Appendix A1: Registry Partnership Role and Benefit Chart)

a. QRIS Program Administrators
b. Resource & Referral Agencies
c. Local Child Care Planning Council
d. Lead Education Agency
e. County Offices of Education
f. County First 5
g. County Early Childhood Departments
h. Other Partnering Organizations


Appendix A1

Registry Partnership – Role & Benefit Chart

Partner	Potential Role	Benefit to Partner
R & R (all programs)	• Outreach to the ECE community to spread the word about the Registry with a united message • Lead as partner for system change and infrastructure building • Create a strong, efficient professional development community • Support continuous quality improvement efforts • Promote the ECE Workforce	• Generate Direct Service Profile Report for EESD funded trainings • Easily access training calendar to post, track and communicate about professional development trainings with a simple click • Easily track attendance • Access all education and training participation information online • Reduce duplication in data collection efforts
Higher Ed (Local)	• Recruitment, spreading the word about the Registry, united messaging • Partner in system change and infrastructure building • Support the ECE Workforce • Creating a strong, efficient professional development community	• Access aggregate data of college course completion and training at a county level • Develop and connect coursework to align with the county and state level professional development system • Provide updates on higher education child development departments' program activities • Provide a process to qualify participants of professional development incentive programs • Track professional development investments by participant and program
COE	• Recruitment, spreading the word about the Registry, united messaging • Partner in system change and infrastructure building • Creating a strong, efficient professional development community • Invest in continuous quality improvement efforts • Support the ECE Workforce	• Access summarized, verified staff qualification data • Track academic and professional development progress of employees • Receive up-to-data accurate, verified data to inform decisions around staff planning and training • Transfer data seamlessly with current QRIS data systems (i.e. iPinwheel, WELS, and Vertical Change) • Reduce duplication in the scoring of educational qualifications based on the Quality Continuum Framework Rating Matrix • Eliminate the need to review individual transcripts • Access to participant data in programs such as Quality Rating and Improvement Systems, Quality Improvement Systems, other quality initiatives • Access to Registry Technical Assistance • Use data to raise awareness of workforce issues that impact early education programs

12

Registry County Integration Toolkit – February 2019

How can Registry staff support your efforts with Step 2?

- Identify partners in your county that are collecting ECE workforce data
- Engage potential partners
- Illustrate benefits of the Registry to partners (See Appendix A2: **Administrator & Center-Based Classroom/FCC Staff Role & Benefit Chart**)
- Facilitate discussion and provide strategies for Registry Integration

Best Practices

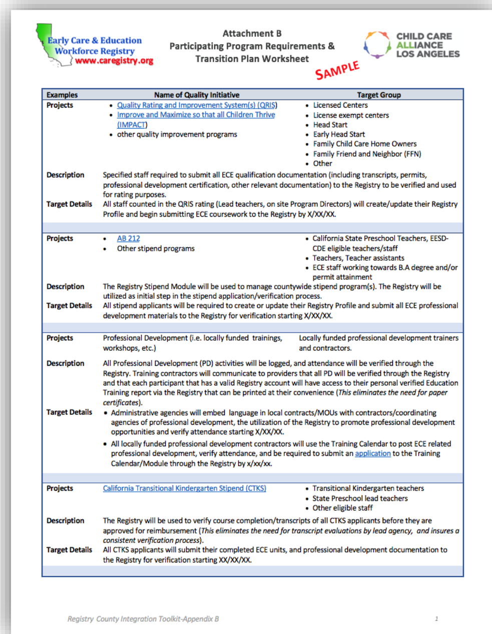
- All identified partners agree to create/update their own Registry account
- All identified partners agree to use consistent and unified messaging about the Registry
- All identified partners agree to work closely with Registry staff

3. Identify Participating Programs and Participants

Identifying participating programs and participants to be included in the Registry expansion will help determine county-level program processes related to the Registry and data needs (see examples below). Once you have determined your participation requirements, add the requirements to your Registry Integration Action Plan, in section 4.

(See Appendix B: **Sample Participating Program Requirements/Transition Plan Worksheet**)

a. QRIS Programs
b. CDE-EESD funded programs
c. Head Start and Early Head Start
d. Private centers
e. Family Child Care Home owners
f. AB212 and locally funded stipend programs
g. Locally funded resource and referral activities
h. Higher Education Institutions (e.g. academic counseling/permit advising)
i. Locally funded professional development programs


Early Care & Education Workforce Registry
www.caregistry.org

Attachment B
Participating Program Requirements & Transition Plan Worksheet

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SAMPLE

Examples	Name of Quality Initiative	Target Group
Projects	• Quality Rating and Improvement System(s) (QRIS) • Improve and Maximize so that all Children Thrive (IMPACT) • other quality improvement programs	• Licensed Centers • License exempt centers • Head Start • Early Head Start • Family Child Care Home Owners • Family Friend and Neighbor (FFN) • Other
Description	Specified staff required to submit all ECE qualification documentation (including transcripts, permits, professional development certification, other relevant documentation) to the Registry to be verified and used for rating purposes.	
Target Details	All staff counted in the QRIS rating (Lead teachers, on site Program Directors) will create/update their Registry Profile and begin submitting ECE coursework to the Registry by X/XX/XX.	
Projects	• AB 212 • Other stipend programs	• California State Preschool Teachers, EESD-CDE eligible teachers/staff • Teachers, Teacher assistants • ECE staff working towards B.A degree and/or permit attainment
Description	The Registry Stipend Module will be used to manage countywide stipend program(s). The Registry will be utilized as initial step in the stipend application/verification process.	
Target Details	All stipend applicants will be required to create or update their Registry Profile and submit all ECE professional development materials to the Registry for verification starting X/XX/XX.	
Projects	Professional Development (i.e. locally funded trainings, workshops, etc.)	Locally funded professional development trainers and contractors.
Description	All Professional Development (PD) activities will be logged, and attendance will be verified through the Registry. Training contractors will communicate to providers that all PD will be verified through the Registry and that each participant that has a valid Registry account will have access to their personal verified Education Training report via the Registry that can be printed at their convenience (*This eliminates the need for paper certificates*).	
Target Details	• Administrative agencies will embed language in local contracts/MOUs with contractors/coordinating agencies of professional development, the utilization of the Registry to promote professional development opportunities and verify attendance starting X/XX/XX. • All locally funded professional development contractors will use the Training Calendar to post ECE related professional development, verify attendance, and be required to submit an application to the Training Calendar/Module through the Registry by x/xx/xx.	
Projects	California Transitional Kindergarten Stipend (CTKS)	• Transitional Kindergarten teachers • State Preschool lead teachers • Other eligible staff
Description	The Registry will be used to verify course completion/transcripts of all CTKS applicants before they are approved for reimbursement (*This eliminates the need for transcript evaluations by lead agency, and insures a consistent verification process*).	
Target Details	All CTKS applicants will submit their completed ECE units, and professional development documentation to the Registry for verification starting XX/XX/XX.	

Registry County Integration Toolkit-Appendix B 1

How can Registry staff support your efforts with Step 3?

- Identify participating programs and participants
- Present helpful information regarding the benefits of the Registry
- Brainstorm Registry processes (e.g. outreach, recruitment, enrollment strategies)
- Provide suggestions for participation requirements
- Connect administrators to Registry staff that can provide technical assistance

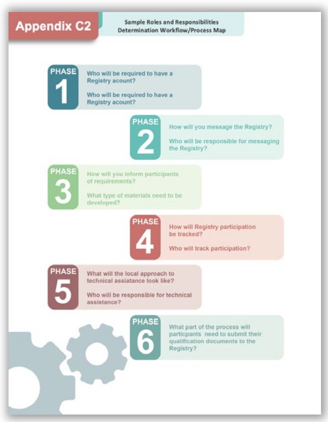
Best practices

- Create a project implementation timeline to onboard participants and stick to it!
- Set target dates around key tasks such as creating or updating Registry Profiles, gaining Administrative Access, and submitting education and training documents.
- Identify Registry Ambassadors for different types of programs (Cheerleaders!)
- Require the Registry as part of ECE workforce project enrollment process.
- Begin to collect Registry IDs and enter them into your current QRIS database (i.e. WELS, iPinwheel, Vertical Change, or other system).
- Start Registry integration with participants and sites that are new or starting a new cycle such as: new or re-rated QRIS sites, individuals participating in professional development program or other workforce initiatives, such as stipend programs.
- Support employers with strategies that will help their staff obtain a Registry account, create a profile, and submit education and training documentation.

4. Develop a Registry Integration Action Plan

I. *Developing a plan of action and mapping out the processes for the implementation of the Registry countywide is necessary to determine and understand administrative roles and responsibilities.*

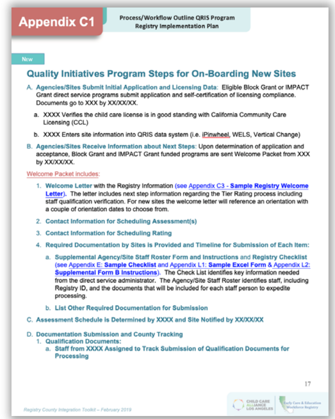
II. Develop a Process Map/Outline with Timeline
   a. Visual Workflow Outline
   b. Appendix C1 - Sample Process/Workflow Outline – QRIS Program – Registry Implementation Plan
   c. Appendix C2 - Sample Roles and Responsibilities Determination Workflow Process Map



a) *Map Out Each Process*

a. Determine which participants will need Registry accounts based on workforce initiatives/components included (e.g. new participants? Re-rated sites? All participants?)
b. Create a timeline that identifies when participants will need to establish or update a Registry account. Target groups can be added at different times.
c. Define when a Registry profile (portfolio) is complete (e.g. a permit used for rating is submitted and verified or transcripts, permits and credentials are on file and verified)
d. Determine communication/messaging timelines and approach
e. Develop communication plans and strategies to communicate directly to the ECE Workforce about countywide Registry integration
   i. Mention the Registry at all ECE Workforce related events/meetings, local QRIS orientations, local QRIS Consortium meetings, Local Child Care Planning Council Meetings
   ii. Incorporate Registry language into all quality initiative enrollment forms and or websites

b) Determine How the County Will Inform Participants


Appendix C1

Process/Workflow Outline QRIS Program Registry Implementation Plan

New

Quality Initiatives Program Steps for On-Boarding New Sites

A. Agencies/Sites Submit Initial Application and Licensing Data: Eligible Block Grant or IMPACT Grant direct service programs submit application and self-certification of licensing compliance. Documents go to XXX by XX/XX/XX.

a. XXXX Verifies the child care license is in good standing with California Community Care Licensing (CCL)

b. XXXX Enters site information into QRIS data system (i.e. iPinwheel, WELS, Vertical Change)

B. Agencies/Sites Receive Information about Next Steps: Upon determination of application and acceptance, Block Grant and IMPACT Grant funded programs are sent Welcome Packet from XXX by XX/XX/XX.

Welcome Packet includes:

1. Welcome Letter with the Registry Information (see Appendix C3 - **Sample Registry Welcome Letter**). The letter includes next step information regarding the Tier Rating process including staff qualification verification. For new sites the welcome letter will reference an orientation with a couple of orientation dates to choose from.

2. Contact Information for Scheduling Assessment(s)

3. Contact Information for Scheduling Rating

4. Required Documentation by Sites is Provided and Timeline for Submission of Each Item:

a. Supplemental Agency/Site Staff Roster Form and Instructions and Registry Checklist (see Appendix E: **Sample Checklist** and Appendix L1: **Sample Excel Form** & Appendix L2: **Supplemental Form B Instructions**). The Check List identifies key information needed from the direct service administrator. The Agency/Site Staff Roster identifies staff, including Registry ID, and the documents that will be included for each staff person to expedite processing.

b. List Other Required Documentation for Submission

C. Assessment Schedule is Determined by XXXX and Site Notified by XX/XX/XX

D. Documentation Submission and County Tracking

1. Qualification Documents:

a. Staff from XXXX Assigned to Track Submission of Qualification Documents for Processing

17

Registry County Integration Toolkit – February 2019

a. Determine which outreach materials will need to be developed to support Registry integration or incorporate Registry language into existing enrollment documents. For example:
   i. Welcome Letter (see Appendix C3: **Sample Welcome Letter**)
   ii. Enrollment Packet
b. Decide who will lead local outreach, recruitment, and enrollment efforts
c. Decide who will be responsible for creating and disseminating outreach materials
d. Identify timelines for disseminating information and implementing communication strategies

c) Determine How the County Will Track Progress of Registry Participation

a. Request that participants report Registry account status and updates to the administrating agency
b. Collect Registry identification numbers and add them onto program enrollment forms
c. Track Registry participation by using the Registry export feature (For more details, see Appendix D – **Registry Report Samples**).

d) Develop Local Approach to Technical Assistance

a. Designate a local Registry liaison and someone that can oversee technical assistance efforts
b. Outline agreed upon technical assistance process
   i. What kind of technical assistance can be provided locally?
   ii. Who will provide technical assistance?
   iii. How will technical assistance staff be trained?

***e) Determine at What Point of the Process Participants Will Submit Education and Training Documents* to the Registry Office**

a. Will forms need to be created? (ex. staff qualifications with attached education and training documents identified; See Appendix E – **QSLA Staff Qualifications Site Checklist**)
b. Determine how information and documents be submitted
   i. Directly to Registry Office by participating individual?
   ii. Directly to Registry Office by participating program?
   iii. To local county administrator for management and upload /submission to Registry Office?

f) Determine if the County has Current QRIS Educational Data and Documents on File or in County QRIS Data System

If so, see Options below:

a. Lead agency staff may submit electronic ECE Workforce files to the Registry (can be scanned and emailed or uploaded via secure box folder)
b. Source documents can be extracted from QRIS database (transcripts, permits, etc.) and electronically submitted and/or transferred to the Registry Office for verification, analysis, and processing (Will require an executed Data Sharing Agreement; see Appendix F – **Data Sharing Agreement Template**)

How Registry staff can support your efforts with Step 4

- Provide guidance with the development of process maps, outlines and timelines
- Brainstorm develop ideas around messaging, and talking points related to countywide integration efforts
- Suggest processes (e.g. Think Tank - which participants will be required to have a Registry account?)
- Identify Registry data and business needs
- Determine Registry cycles, transcript and workforce data submission processes
- Present resources and functions of Registry tools

Best Practices

- Decide if professional development (PD) contractors will issue paper certificates or offer all PD validation through the Registry.
- Identify and contact local higher education institutions and ask them to review and update coursework information in the Registry.
- Collect Registry IDs and enter them into your current QRIS database (e.g. WELS, iPinwheel, Vertical Change, or other system).
- Start Registry integration with participants and sites that are new or starting a new cycle such as: new or re-rated QRIS sites, individuals participating in professional development program or other workforce initiatives, such as stipend programs.
- Support employers with strategies that will help their staff obtain a Registry account, create a profile, and submit education and training documentation.
    - Help staff create, or update Registry Profiles (See Resources for Tools for Individuals).
    - Gain Administrative Access, if applicable (See Resources for Tools for Employers).
- Provide technical assistance (See Appendix G: **Registry Resources for Direct Service Administrators and Center-Based Classroom & FCC Staff**)
    - Route participants to video tutorials.
    - Route participants to Registry help-desk

5. Complete a Data Sharing Agreement

Develop your Data Sharing Agreement with the Registry Office and identified partner agencies/organizations utilizing information from steps 1 through 4. (See Appendix A1 – **Partnership Roles and Benefits Chart**)

a. Work with Registry Systems Project Manager on the execution of the Data Sharing Agreement (See Appendix F - **Data Sharing Agreement Template**)

b. Determine Programmatic/Business Needs
   i. Determine scope of work and local administrative roles and responsibilities
   ii. Determine if there are any current local data system enhancements needed to be added to the Data Sharing Agreement

iii. Identify county business or programmatic needs around data access (See Appendix D – **Registry Report Samples** & Appendix H – **Registry System Tools, Functions, Reports**, & Appendix I – **Data Import/Export Options**)

iv. Once Data Sharing Agreement has been drafted:

Step 1: Email Draft Data Sharing Agreement to:
Elise Crane
Director
Child Care Alliance of Los Angeles
Elise.Crane@ccala.net

Step 2: Once approved, distribute for signatures

Step 3: Send original copies to:
Child Care Alliance of Los Angeles
Attention: **Fiona Stewart**
815 Colorado Blvd, Suite C Second Floor
Los Angeles CA, 90041

The Child Care Alliance of Los Angeles will send out an executed Data Sharing Agreement for your records.

Follow-up and consistency with efforts are essential to the success of your countywide implementation efforts!

Registry Partnership – Role & Benefit Chart

Partner	Potential Role	Benefit to Partner
R & R (all programs)	• Outreach to the ECE community to spread the word about the Registry with a united message • Lead as partner for system change and infrastructure building • Create a strong, efficient professional development community • Support continuous quality improvement efforts • Promote the ECE Workforce	• Generate Direct Service Profile Report for EESD funded trainings • Easily access training calendar to post, track and communicate about professional development trainings with a simple click • Easily track attendance • Access all education and training participation information online • Reduce duplication in data collection efforts
Higher Ed (Local)	• Recruitment, spreading the word about the Registry, united messaging • Partner in system change and infrastructure building • Support the ECE Workforce • Creating a strong, efficient professional development community	• Access aggregate data of college course completion and training at a county level • Develop and connect coursework to align with the county and state level professional development system • Provide updates on higher education child development departments' program activities • Provide a process to qualify participants of professional development incentive programs • Track professional development investments by participant and program
COE	• Recruitment, spreading the word about the Registry, united messaging • Partner in system change and infrastructure building • Creating a strong, efficient professional development community • Invest in continuous quality improvement efforts • Support the ECE Workforce	• Access summarized, verified staff qualification data • Track academic and professional development progress of employees • Receive up-to-data accurate, verified data to inform decisions around staff planning and training • Transfer data seamlessly with current QRIS data systems (i.e. iPinwheel, WELS, and Vertical Change) • Reduce duplication in the scoring of educational qualifications based on the Quality Continuum Framework Rating Matrix • Eliminate the need to review individual transcripts • Access to participant data in programs such as Quality Rating and Improvement Systems, Quality Improvement Systems, other quality initiatives • Access to Registry Technical Assistance • Use data to raise awareness of workforce issues that impact early education programs

First 5/ Other ECE County Agency	• Recruitment, spreading the word about the Registry, united messaging • Partner in system change and infrastructure building • Maximize and create sustainable programs • Support in continuous quality improvement efforts • Support the ECE Workforce	• Access to summarized, verified staff qualification data • Academic and professional development progress of employee is tracked in the Registry • Registry can help inform decisions around staff planning and training • Registry is aligned with iPinwheel, WELS, and Vertical Change which allows for seamless and easy data transfer • The Registry will reduce duplication in the scoring of educational qualifications based on the Quality Continuum Framework Rating Matrix • Eliminates the need to review individual transcripts • Manage and create stipend programs • Develop Career Ladder support • Access to Registry Technical Assistance
Local PD Providers	• Recruitment, spreading the word about the Registry, united messaging • Partner in system change and infrastructure building • Invest in continuous quality improvement efforts • Invest in the ECE Workforce	• Easy access to the training calendar to post, track and communicate about professional development trainings with a simple click • Easily track attendance • No need for paper certificate, certificates can be accessed electronically and stored online • Links to professional development programs for trainers
Local Child Care Planning Council (LPC), Other System Building Entities	• Recruitment, spreading the word about the Registry, united messaging • Partner in system change and infrastructure building • Invest in continuous quality improvement efforts • Invest in the ECE Workforce	• Help researchers, policy-makers, and funders better understand the educational, professional development and employment needs of early care and education providers and teachers • Advocacy efforts • Registry can help inform decisions around staff planning and training • Access to aggregate data to help identify gaps and patterns of college course completion and training at a county level • Data can be used to raise awareness of workforce issues that impact early education programs • Can help with increased recognition of the field and wages disparities • Track and create stipend programs (AB212, Professional Development Programs)

Benefits to Administrators (Center and FCC Employers)	Benefits to Center-Based Classroom Staff and FCC Staff
❒ Use Registry documentation for reporting to funders, such as California Department of Education, Early Learning and Care Division or California Child Care Licensing ❒ Easily document and track staff qualifications ❒ Create Professional Development Plans with your staff ❒ Request Administrative Access which will allow verification of employment, ongoing educational progress, qualifications and achievements ❒ Access Registry Job Board to place job openings which can be viewed by all ECE workforce members on the Registry In addition to these benefits for Administrators	❒ Access securely stored professional information including employment history, training completion, educational accomplishments, QRIS staff qualification tier rating scores and more at your convenience ❒ Access all Registry training information (available in English, Spanish, and Chinese) ❒ Build a professional profile that can be securely accessed and updated anytime ❒ Securely store education, training, employment and professional growth information ❒ Showcase accomplishments and store important documents such as transcripts and permits ❒ Search for jobs on the job board ❒ Search and sign up for approved trainings through the Training Module ❒ Create a resume and share professional qualifications ❒ Be recognized as an Early Care Education professional ❒ Get information automatically attached to your profile when using your Registry number or account to sign into trainings and submit education and training data ❒ Bring awareness and recognition to the field of early care and education

Sample

Examples	Name of Quality Initiative	Target Group
QUALITY RATING AND IMPROVEMENT SYSTEMS (QRIS)		
Projects	• Quality Counts California • CA Department of Education QRIS Block Grants • Other quality improvement programs	• Licensed Centers • License exempt centers • Head Start • Early Head Start • Family Child Care Home Owners • Family Friend and Neighbor (FFN) • Other
Description	Specified staff required to submit all ECE qualification documentation (including transcripts, permits, professional development certification, and other relevant documentation) to the Registry to be verified and used for rating purposes.	
Target Details	All staff counted in the QRIS rating (Lead teachers, on site Program Directors) will create/update their Registry Profile and begin submitting ECE coursework to the Registry by X/XX/XX.	
STIPEND PROGRAMS		
Projects	• AB 212 • Other stipend programs	• California State Preschool Teachers, EESD-CDE eligible teachers/staff • Teachers, Teacher assistants • ECE staff working towards B.A degree and/or permit attainment
Description	The Registry Stipend Module will be used to manage countywide stipend program(s). The Registry will be utilized as initial step in the stipend application/verification process.	
Target Details	All stipend applicants will be required to create or update their Registry Profile and submit all ECE professional development materials to the Registry for verification starting X/XX/XX.	
PROFESSIONAL DEVELOPMENT PROGRAMS		
Projects	Professional Development (i.e. state or locally funded trainings, workshops, etc.)	Professional development trainers and contractors.
Description	Professional Development (PD) activities will be logged, and attendance will be verified through the Registry. Training contractors will communicate to providers that all PD will be verified through the Registry and that each participant that has a valid Registry account will have access to their personal verified Education Training report via the Registry that can be printed at their convenience (*This eliminates the need for paper certificates*).	
Target Details	• Administrative agencies will embed language in local contracts/MOUs with contractors/coordinating agencies of professional development, the utilization of the Registry to promote professional development opportunities and verify attendance starting X/XX/XX. • Professional development contractors will use the Training Calendar to post ECE related professional development, verify attendance, and be required to submit an application to the Training Calendar/Module through the Registry by X/XX/XX .	

Sample

Examples	Name of Quality Initiative	Target Group
Projects	Higher Education Institution Professional Development Programs	I. Direct service administrators/classroom/FCC staff eligible for - academic counseling, - permit advising II. Higher Education Advisors and Counselors III. Higher Education Administrators
Description	Higher Education counselors and advisors will work with County Level Administrators to use the Registry as an initial step in the enrollment and participation process of all locally funded ECE workforce related programs.	
Target Details	a. Locally funded Institutions of Higher Education - Academic Counselors and Permit Advisors will encourage Registry participation by adding Registry ID to intake documentation and support Registry Profile creation/update starting X/XX/XX. b. Participants requesting academic counseling and permit advising services will supported to add their Registry ID number to intake documentation and submitting transcripts/institution generated course completion summaries to the Registry by X/XX/XX.	
Projects	Resource and Referral funded professional development activities, Child Care Initiative Project (CCIP), etc.	A. Resource and Referral agencies and staff B. Professional development contractors C. ECE workforce
Description	County Registry Lead agency(ies) will work with the R&R's to ensure that the Registry is used as the initial step in the enrollment and participation process of all locally funded professional development activities.	
Target Details	A. All locally funded R&R professional development activities will be posted on the Registry Training Module/Calendar starting X/XX/XX. B. Professional Development attendance will be verified and tracked on the Registry Training Module/Calendar on a monthly basis starting X/XX/XX.	

Quality Initiatives Program Steps for On-Boarding New Sites

A. **Agencies/Sites Submit Initial Application and Licensing Data**: Eligible Block Grant or IMPACT Grant direct service programs submit application and self-certification of licensing compliance. Documents go to XXX by XX/XX/XX.

1. XXXX Verifies the child care license is in good standing with California Community Care Licensing (CCL)
2. XXXX Enters site information into QRIS data system (i.e. iPinwheel, WELS, Vertical Change)

B. **Agencies/Sites Receive Information about Next Steps**: Upon determination of application and acceptance, Block Grant and IMPACT Grant funded programs are sent Welcome Packet from XXX by XX/XX/XX.

Welcome Packet includes:

1. **Welcome Letter** with the Registry Information (see Appendix C3 - **Sample Registry Welcome Letter**). The letter includes next step information regarding the Tier Rating process including staff qualification verification. For new sites the welcome letter will reference an orientation with a couple of orientation dates to choose from.
2. **Contact Information for Scheduling Assessment(s)**
3. **Contact Information for Scheduling Rating**
4. **Required Documentation by Sites is Provided and Timeline for Submission of Each Item:**
   a. **Supplemental Agency/Site Staff Roster Form and Instructions** and **Registry Checklist** (see Appendix E: **Sample Checklist** and Appendix L1: **Sample Excel Form** & Appendix L2: **Supplemental Form B Instructions**). The Check List identifies key information needed from the direct service administrator. The Agency/Site Staff Roster identifies staff, including Registry ID, and the documents that will be included for each staff person to expedite processing.

   b. **List Other Required Documentation for Submission**

C. **Assessment Schedule is Determined by XXXX and Site Notified by XX/XX/XX**

D. **Documentation Submission and County Tracking**

1. **Qualification Documents:**
   a. **Staff from XXXX Assigned to Track Submission of Qualification Documents for Processing**

- Within 1 week of the orientation, XXXX staff will make the first follow-up contact by phone to site to offer assistance. If XXXX staff is unable to make contact by phone, an email will also be sent. Sites will be notified of the 6-week timeline to submit required documents
- A second follow-up by email will take place 3 weeks into the 6-week timeline if documents are still missing.
- If documents are still missing after 6 weeks, the site will be notified that an additional 2 weeks will be given for a total of 8 weeks AND that no additional submissions will be accepted.

D. **Other Defined Documents:**

1. **Staff from XXXX Assigned to Track Submission of XXX Documents for Processing**
   - Within 1 week of the orientation, XXXX staff will make the first follow-up contact by phone to site to offer assistance. If XXXX staff is unable to make contact by phone, an email will also be sent. Sites will be notified of the 6-week timeline to submit required documents
   - A second follow-up by email will take place 3 weeks into the 6-week timeline if documents are still missing.
   - If documents are still missing after 6 weeks, the site will be notified that an additional 2 weeks will be given for a total of 8 weeks AND that no additional submissions will be accepted.

E. **Update Tracking of Participating Site Activities in Google Doc**

Sample disclaimer Note: If sites do not submit all documentation by the end of the 6-week timeline, an additional 2 weeks will be given for a total of 8 weeks. If after 8 weeks the submission is still incomplete, Registry staff will move forward processing what was submitted. No additional submissions will be accepted.

RE-RATED

Quality Initiative(s) Program Steps for Continued Participation and Re-Rated Sites

- **Conduct Orientations**: XXX will provide orientations and send site an invitation to sites to attend via email. Orientations will include: Coaching agency staff, Assessment agency staff, and Registry personnel.

- **Agencies/Sites Receive Information about Next Steps**: Upon determination of application and acceptance, Block Grant and IMPACT Grant funded programs are sent Welcome Packet from XXX by XX/XX/XX.

Welcome Packet includes:

- **Welcome Letter** with the Registry Information (see Appendix C3: **Sample Registry Welcome Letter**). The letter includes next step information regarding the Tier Rating process including staff qualification verification. For new sites the welcome letter will reference an orientation with a couple of orientation dates to choose from.
- **Contact Information for Scheduling Assessment(s)**
- **Contact Information for Scheduling Rating**
- **Required Documentation by Sites is Provided and Timeline for Submission of Each Item:**
  1. **Supplemental Agency/Site Staff Roster Form and Instructions** and **Registry Checklist** (see Appendix E: **Sample Checklist** and Appendix L1: **Sample Excel Sheet** & Appendix L2: **Supplemental Form B Instructions**). The Check List identifies key information needed from the direct service administrator. The Agency/Site Staff Roster identifies staff, including Registry ID, and the documents that will be included for each staff person to expedite processing.
  2. **List Other Required Documentation for Submission**
- **Assessment Schedule is Determined by XXXX and Site Notified by XX/XX/XX**
- **Documentation Submission and County Tracking**
  A. **Qualification Documents:**
    A. **Staff from XXXX Assigned to Track Submission of Qualification Documents for Processing**
      - Within 1 week of the orientation, XXXX staff will make the first follow-up contact by phone to site to offer assistance. If XXXX staff is unable to make contact by phone, an email will also be sent. Sites will be notified of the 6-week timeline to submit required documents

- A second follow-up by email will take place 3 weeks into the 6-week timeline if documents are still missing.
- If documents are still missing after 6 weeks, the site will be notified that an additional 2 weeks will be given for a total of 8 weeks AND that no additional submissions will be accepted.

B. **Other Defined Documents:**

a. **Staff from XXXX Assigned to Track Submission of XXX Documents for Processing**

- Within 1 week of the orientation, XXXX staff will make the first follow-up contact by phone to site to offer assistance. If XXXX staff is unable to make contact by phone, an email will also be sent. Sites will be notified of the 6-week timeline to submit required documents
- A second follow-up by email will take place 3 weeks into the 6-week timeline if documents are still missing.
- If documents are still missing after 6 weeks, the site will be notified that an additional 2 weeks will be given for a total of 8 weeks AND that no additional submissions will be accepted.

- **Update Tracking of Participating Site Activities in Google Doc**

Sample disclaimer Note: If sites do not submit all documentation by the end of the 6-week timeline, an additional 2 weeks will be given for a total of 8 weeks. If after 8 weeks the submission is still incomplete, Registry staff will move forward processing what was submitted. No additional submissions will be accepted.

REGISTRY

The Registry Office

1. Upon receipt of the complete **Supplemental Agency/Site Staff Roster Form** with all staff documents, Registry staff will:

a. Reconcile the **Supplemental Agency/Site Staff Roster Form** with documents received and note any discrepancies
b. Update the Google at 8-week timeline date (if all documents have been submitted or not); or sooner (if all documents were submitted)
c. Conduct Data Entry
   i. Check if data entry has already been completed for any staff listed on the **Supplemental Agency/Site Staff Roster Form**. If so, reconcile data entry already completed with documents received and enter any new information.
   ii. Complete data entry and document uploads to all site staff profiles for each site within predetermined timeline *(For example, 6 weeks from receipt of a complete **Supplemental Agency/Site Staff Roster Form** and all staff documents.*
   iii. Update Google doc log with data entry completion date of all submitted documents for Quality Initiatives participant sites.
   iv. Automated Transmission of Data to QRIS Data System. Automated download will occur a predetermined time period *(For example, Weekly [Every Saturday Night] or Nightly)* to a secure FTP site. Data system will retrieve and upload the data from the FTP site.

Appendix C2

Sample Roles and Responsibilities Determination Workflow/Process Map

PHASE 1

Who will be required to have a Registry acount?

Who will be required to have a Registry acount?

PHASE 2

How will you message the Registry?

Who will be responsible for messaging the Registry?

PHASE 3

How will you inform participants of requirements?

What type of materials need to be developed?

PHASE 4

How will Registry participation be tracked?

Who will track participation?

PHASE 5

What will the local approach to technical assiatance look like?

Who will be responsible for technical assistance?

PHASE 6

What part of the process will particpants need to submit their qualification documents to the Registry?

Sample only, do not copy

Welcome to the **California Early Care and Education Workforce Registry!**

Quality Start LA (QSLA) is excited to partner with the ***California Early Care and Education Workforce Registry*** to process and verify Lead Teacher and Director qualifications required for Elements 3 & 7 of the Quality Continuum Framework - Rating Matrix.

QSLA partners with **the Registry** for many reasons that positively impact **YOU**:

a. **Your Registry profile is for you**. Once complete, you can login and use it *anytime* through the years and see your own profile and data and use the other Registry features.

b. **Your educational accomplishments** are collected **one time**, verified, and then stored for you so you don't have to fill out the forms over and over again.

c. **You're part of LA leading the way**. Over 40 states have an ECE Workforce Registry. Most are connected to their QRIS systems. LA along with Santa Clara County, and San Francisco are the first in California to use it to improve the staff qualifications process.

The Registry is a web-based data system for you to use to **securely** store and track your education, training and employment. Similar to LinkedIn or Facebook, your Registry profile only takes about 15 minutes to set up and then will be there whenever you want to login.

What are the benefits to being a member of the Registry?

As a participant in the Registry, you will be able to:

1. **Search** and sign up for professional development opportunities, which are automatically stored on your Registry profile and tracked towards the required 21 hours per year.
2. **Build** a professional profile that can be securely accessed and updated anytime.
3. **Maintain** all your education, training, employment and professional growth accomplishments in one safe, secure, electronic portfolio.
4. **Create** a resume and education and training report.

The Registry is ***free*** and has many benefits available to you and your colleagues.

Here are the simple steps to get you started:

- **Set up a Registry Profile** –
  - Go to www.careregistry.org, click on the "Register Now" tab and follow the steps to set up your Registry profile. Contact the LA Registry office for any assistance at 888-922-4453 or 323-274-1380. Group outreach and sign-up sessions can also be arranged by calling Anthony Gomez at 323-274-1393.
  - When complete, an activation email will be sent to you. Follow the steps to activate and begin to enjoy the Registry.

- Add **Registry ID #'s** and other requested information - for each required staff member at your QSLA participating site to ***Supplemental Form B*.**

- **Submit Education & Professional Development Documents** – mail or email transcripts and other educational documents to the Registry office ***with Supplemental Form B***.

We need these documents to verify all your coursework, degrees, permits, and training. We want to be sure that your profile has all your important information.

Here are the documents we'll need:

- **All transcripts** – official or unofficial *(must be unmarked, legible, and include your name and the name of the institution)*
- **Permits** *(must include issue date, expiration date and document number)*
- **Credentials** *(must include issue date, expiration date if any, and document number)*
- **Professional Development Training** documents *(must include the completion date and the total number of training hours – such as certificates, sign-in sheets, or other form that verifies participation (with a supervisor or professional growth advisor signature) for a training in the 12 months prior to the date of submission)*

Please mail or deliver all documents to:

Child Care Alliance of Los Angeles
Attn: CA ECE Workforce Registry
815 Colorado Blvd., Suite C
Los Angeles, CA 90041

Or scan and email documents to the Registry at caregistry@ccala.net.

That's it! And if you have any questions or need any information, please feel free to call 888-922-4453 or 323-274-1380 or email caregistry@ccala.net.

You can also learn more about the **Registry** at www.caregistry.org or at www.ccala.net. For more information about **QSLA** go to http://www.QualityStartLA.org

Current Reports (Microsoft Excel format)	Description	General Data	Identifiable*/ Aggregate**	Examples - Business Need
QRIS Export ❒iPinwheel ❒WELS ❒Vertical Change (in progress)	Lists the data elements that will be sent QRIS database [See Data Sharing Agreement Template-Attachments B&C].	No	Identifiable	Verified staff qualification data, scores, and demographics
Program Report	Lists of all facilities by county.	Yes	N/A	Utilized to determine gaps in facilities and/or identifying QRIS sites.
Participant Demographics	Lists of participant demographic data for each job, if individuals have more than one employment record.	No	Aggregate	Utilized to determine how many workforce participants there are in a county and characteristics about individual and employment.
Participant Demographics De-duplicated	Lists of participant demographic data filtered to show only the most recent employment record.	No	Aggregate	Same as above. But filters so that only one record per each person is displayed.
Compensation Monitoring Report	Lists participating agencies, sites, and staff, including length of employment, wages, etc.	No	Identifiable	Utilized to monitor whether employment data is confirmed, including wage data for counties administering a compensation program (Currently SF Only).
Participant Verified Data Report	Lists of individuals, the document types and time of verification.	No	Identifiable	To track progress of document submission by county and individual.

*Identifiable Data - Personally identifiable information (PII) is any data that could potentially identify a specific individual.

**Aggregate Data - refers to numerical or non-numerical information that is collected from multiple sources and/or on multiple measures, variables, or individuals and compiled into data summaries or summary reports, typically for the purposes of public reporting or statistical analysis.

QSLA STAFF QUALIFICATIONS SITE CHECKLIST

NOTE: This checklist is a tool to assist with completing the Supplemental B and gathering required documents. It is not required for submission

<table>
<tr><th>SUPPLEMENTAL B</th><th>TRANSCRIPTS</th></tr>
<tr><td>❒ Agency Name
❒ Site Name
❒ Total # of classrooms</td><td rowspan="3">For <u>each</u> staff listed on the Supplemental Form B who are submitting transcripts, please ensure the following:

<u>ALL</u> transcripts are submitted (including community college, undergraduate, and graduate transcripts)

Transcripts <u>MUST</u> include the following information:
❒ Name of participant/staff
❒ Name of college institution
❒ Semester/quarter and year of course work
❒ Grades
❒ Degree information, if any (degree information is entered from transcripts only – not diplomas)

Foreign transcripts <u>MUST</u> be submitted with a complete Equivalency or Evaluation report.

Transcripts are clear, legible, free of marks, highlights, or writing</td></tr>
<tr><td>Director/FCCH Owner
• Director/FCCH Owner Name
• Registry ID #
• Position Title
• Transcripts (# of college transcripts submitted, not pages)
• Permit (Title of permit. If none, indicate “NO”)
• Credential (Title of credential. If none, indicate “NO”)
• Training documents (# of documents submitted. If none, indicate “NO”)
• Training hours (add all the hours on the certificates submitted and indicate the total # of hours)</td></tr>
<tr><td>Lead Teachers
❒ Classroom Name/Number
❒ Session Type (Full day, AM, or PM)
❒ Teacher Name
❒ Position
❒ Registry ID Number
❒ Transcripts (# of college transcripts submitted, not pages)
❒ Permit (Title of permit. If none, indicate “NO”)
❒ Training documents (# of documents submitted. If none, indicate “NO”)
❒ Training hours (add all the hours on the certificates submitted and indicate the total # of hours)</td></tr>
</table>

Permits/Credentials

For <u>each</u> staff listed on the Supplemental Form B who are submitting permits and/or credentials, please ensure the following:

- Permits/credentials <u>MUST</u> be valid and include the following information:
  - Name of participant/staff
  - Document number
  - Title of permit/credential
  - Issue date
  - Expiration date (unless the permit/credential is for life)

Please note: For rating purposes, the following permits and credentials are listed on the matrix:

- Associate Teacher Permit
- Teacher Permit
- Site Supervisor Permit
- Program Director Permit
- Administrative Services Credential

Training Documents

For <u>each</u> staff listed on the Supplemental Form B who are submitting professional development training documents, please ensure the following:

All training documents <u>ARE</u> within the past <u>12</u> months of the date of submission of the Supplemental Form B and qualification documents.

- All professional development training documents <u>MUST</u> include the following information:
- Name of participant/staff
- Title of training
- Date training was completed
- Number of training hours or duration of time
- (12pm – 3pm)

Acceptable professional development training documents include:

- Training Certificates
- CTC Professional Growth Activity Verification Form
  ✓CTC Professional Growth Plan signed by advisor or another authorized person
- Training/meeting agendas with sign-in sheets
- Gateways Passports
- Workforce Registry Education and Training Report

Sample only, do not copy

Data Sharing Agreement Between California Early Care and Education Workforce Registry/Child Care Alliance of Los Angeles and [AGENCY(IES] [Attachments A and B] for the [TERM of XX/XX/XX to XX/XX/XXX].

[AGENCY(IES)] ("[COUNTY]"), the Child Care Alliance of Los Angeles ("CCALA"), the administrator of the California Early Care and Education Workforce Registry ("the Registry") enter into this Agreement to support [PROJECT(S)] effective [DATES].

Overarching Goal

The goal is for the California Early Care and Education (ECE) Workforce Registry (hereafter the Registry) to serve as a mechanism for generating, maintaining and disseminating staff data and information about the professional development, educational accomplishments, and employment of the ECE workforce. As a centralized data system, the Registry will increase the accessibility and uniformity of data; reduce the burden related to data collection, entry and processing; minimize administrative duplication; and facilitate analysis and reporting. The goal of the collaboration between the Registry and [COUNTY] will be to address the **varied workforce related information needs and reporting requirements** of the [PROJECT(S)] program.

Purpose of this Agreement

The purpose of this Data Sharing Agreement (hereinafter, "Agreement") is to clearly articulate and have a shared understanding of:

A. The data that will be shared between parties;
B. How the data will be used by each party;
C. How and when the data will be shared

Areas of Agreement

The parties above have a shared agreement regarding the following areas:

- Use the Registry for assessment, documentation, and tracking of the qualifications of staff at [PROJECT(S)] sites.
- Use the Registry to track participation through the QRIS Registry export, would like to receive this update weekly.
- Extract source documents from current QRIS data base to add to the Registry (transcripts, permits, professional development certificates of completion).
- Transmit qualification documents via cloud service, such as Box, to be processed by Registry Office staff if collecting hard copies [If county partners are supporting document collection for document processing] *
- Registry documentation and tracking of participation in training.
- [PROJECT(S)] use of staff qualification and professional development data provided by the Registry to determine points awarded for staff qualifications (Core II and III) when calculating overall tiers.

    - Use the Registry to access aggregate compensation data through the Participant Demographics Report.
    - Use the Registry to access identifiable compensation data through the Compensation Monitoring Report [If county partner administers a compensation program in which wages are monitored for program compliance (currently only in San Francisco)]
- Anticipated number of participants that will have qualification documents processed by all participating workforce initiatives and/or are employed in participating in local Quality Counts California program:

Anticipated Participants by Auspice and Fiscal Year:

Fiscal Year	FCC	Center	Total
18-19			
19-20			
Total			

Roles and Responsibilities

The roles and responsibilities regarding the Areas of Agreement stated above are outlined in **Attachment A** which details the responsibilities of the parties to this agreement regarding participating [PROJECT(s)] site staff qualifications and professional development data collection processes, data verification and entry, and data tracking, exporting, and transfer.

TERM

This Agreement shall be in effect for Fiscal Year [TERM]). The term of this agreement will be modified or extended if necessary.

DATA QUALITY

The Registry agrees to ensure the quality of any data transferred from the Registry per Registry policies and procedures.

DATA CONFIDENTIALITY

The parties of this agreement will maintain the confidentiality of any and all data exchanged by each as a part of this Agreement. The confidentiality requirements under this paragraph shall survive the termination or expiration of this Agreement or any subsequent Agreement intended to supersede this Agreement. To ensure the continued confidentiality and security of the data processed, stored, or transmitted under this agreement, the parties' institutions shall establish a system of safeguards that will at minimum include the following:

1. Procedures and systems that ensure all records are kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data under this section of the Agreement. All data transfers are done in a secure, encrypted manner between the Registry and [COUNTY].

2. [COUNTY] agrees to ensure that all data transferred from the Registry will remain confidential.

3. All designated staff at the institutions involved in the handling, transmittal, and/or processing of data as part of this Agreement, as well as all subcontractors and partners responsible for coaching,

professional development, rating/assessment and research, are bound under this Agreement to maintain the confidentiality of all related personally identifiable information.

4. Procedures and systems shall require the use of secured passwords to access computer databases used to process, store, or transmit data provided under this Agreement.

5. Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit data provided under this Agreement.

6. Procedures and systems that ensure that all confidential staff data processed, stored, and/or transmitted under the provisions of this Agreement shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data.

7. Agree to adhere to the Registry Privacy Policy.

8. The procedures and systems developed and implemented to process, store, or transmit data provided under this Agreement shall ensure that any and all disclosures of confidential participant data comply with all provisions and any California law relating to the privacy rights of participants, such as but not limited to, the Information Practices Act and the California Public Records Act insofar as such laws are applicable to the parties to this Agreement.

9. Any agency that owns or licenses computerized data that includes personal information shall disclose any breach of the security of the system following discovery or notification of the breach in the security of the data to any resident of California whose unencrypted personal information was, or is reasonably believed to have been, acquired by an unauthorized person. The disclosure shall be made in the most expedient time possible and without unreasonable delay, consistent with the legitimate needs of law enforcement, as provided in subdivision (c), or any measures necessary to determine the scope of the breach and restore the reasonable integrity of the data system. (California Civil Code s. 1798.29(a).

PERMISSIBLE DATA USE, LINKING AND SHARING UNDER THIS AGREEMENT
This Agreement represents and warrants further that data covered under this Agreement shall not be disclosed, released, revealed, showed, sold, rented, leased, or loaned to any person or organization except as approved in an executed Data Use Agreement, or otherwise authorized in writing by the Registry. Access to the data covered by this Agreement shall be limited to the minimum number of individuals necessary to achieve the purpose stated in this Agreement and to those individuals only. [COUNTY] understands and agrees that it will not, under any circumstances, disclose personally identifiable information from the Registry to any other party not subject to this Agreement without the prior written consent, and the Registry understands and agrees that it will not use the information for any purpose other than the purposes for which the disclosure was made.

A. Data to Be Shared
The data to be shared by the Registry with [COUNTY] includes the data fields/sets contained in the [PROJECT(S)/PROGRAM(S)] template (**Attachment B**)

B. Permissible Data Use

Data will be used by [COUNTY] in the calculation of Tier Ratings for sites participating in [PROJECT(S)]. Additional permissible uses include using course, degree, Child Development Permit and/or PD data for [PROJECT(S)] quality improvement technical assistance activities such as:

1. To inform Workforce coaches when working with individual staff members at a particular site.
2. To inform [PROJECT(S)] professional development needs of participants.
3. To increase site administrators' awareness of the qualifications of their staff and how it affects their overall rating.
4. To increase [PROJECT(S)] administrators understanding and/or ability to report on characteristics of the workforce in participating sites.
5. To inform in [PROJECT(S)] evaluation effects.

Data will be used by the Registry for overall Registry reporting to CDE [OTHER FUNDERS as needed] and others per agreement including:

1. Aggregate early childhood education workforce education levels and employment (positions, retention, compensation)
2. Aggregate early childhood education workforce training participation

C. When and How Data Will Be Shared

[PROJECT(S)] participants will be required to establish a Registry profile and will submit transcripts, permits, and credentials, as applicable, to the Registry as verifiable evidence of their qualifications. Documents submitted will be processed by Registry staff per Registry data entry protocols and per an agreed upon process and timeline.

Data will be shared with [COUNTY] via an automated upload from an export file, formatted and aligned with [QRIS SYSTEM] fields, (see Attachment B) through a secure intermediary server, to populate staff qualification fields in [QRIS SYSTEM]. The automated process will occur at regularly agreed upon intervals using secure data sharing protocols and processes.

D. Termination

In the event of the termination of the Agreement between the Registry and [COUNTY] or otherwise specified in the Agreement, automated transfers of data to [COUNTY] will cease at a mutually agreed upon date and no later than 30 days from the termination.

INDEMNIFICATION

Each party to this Agreement agrees to defend, indemnify, save, and hold harmless the other parties to this contract from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, reasonable attorney's fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, asserted by a non-party to this Agreement (i.e., a non-signatory), for or in connection with injury, damage, or loss (including, but not limited to death) to any person or property to the extent that such injury, damage or loss results from or is connected with negligent, reckless and/or intentional acts and omissions of one or more parties to this Agreement. This provision shall only apply to disputes between parties to this Agreement and third parties. This provision shall not be limited to the availability or collectability of insurance coverage.

INSURANCE

- Each party to this Agreement shall procure and maintain at its sole expense and shall require and cause all of its subcontractors and independent contractors to procure and maintain without expense to the other parties, insurance as required below for the duration of this Agreement and any extended period specified. All insurance policies shall be placed with insurers admitted in the State of California and having an A.M. Best rating of not less than A:IX.

- Minimum Scope and Limits of Insurance

  - Commercial General Liability Coverage, “occurrence” form only, to include bodily injury and property damage for premises and operations, contractual liability, independent contractors, personal and advertising injury, and wrongful termination with a combined single limit not less than $1,000,000 per occurrence and an annual general aggregate limit not less than $2,000,000. The policy shall be endorsed to name the other parties, its governing boards and commissions and the individuals thereof, and all its officers, agents, employees, representatives and volunteers, as additional insureds.
  - Workers’ Compensation insurance with limits as required by the Labor Code of the State of California and Employers Liability insurance limits of $500,000 per accident.

- Endorsements
  Each party shall furnish the other parties with certificates of insurance evidencing insurance coverage for commercial general and workers’ compensation, with an additional insured endorsement showing that the other parties are named as additional insureds as to commercial general liability. The certificates and endorsements are to be signed by a person employed and authorized by the insurer to bind coverage on its behalf and shall specifically reference this Agreement. The certificates of insurance and endorsements are to be received by the other parties within thirty (30) calendar days of full execution of this Agreement. Each party reserves the right to require complete, certified copies of all required insurance policies at any time.

  Certificates of insurance for [COUNTY] shall be, e-mailed to Rica.Yan@ccala.net, or mailed to:

  Child Care Alliance of Los Angeles
  Attn: Rica Yan
  815 Colorado Boulevard
  Second Floor, Suite C
  Los Angeles, CA 90041

- Other Insurance Provisions

Each party shall cause its insurance policies to be amended to state the following:

- Each party’s insurance coverage shall be primary insurance with respects to the other parties. Any insurance or self-insurance maintained by each party shall be in excess of the other party’s insurance and shall not contribute to it.
- All rights of subrogation against the other parties for injury (including death), damage or loss arising from performance or nonperformance of the parties pertaining to this Agreement are waived.

- Coverage shall not be suspended, voided, canceled or reduced in coverage or in limits except after thirty (30) calendar days prior written notice by certified mail, return receipt requested, has been given to the parties.
- Contractor shall be obligated to renew its insurance policies as necessary and to provide new certificates of insurance from time to time, so that [COUNTY] is continuously in possession of evidence of the Contractor's insurance in accordance with the foregoing provisions

CONTACTS

The following person(s) will serve as primary contact(s) at the [COUNTY] and the Registry for matters relating to the management of Registry data:

County Agency(ies)	Child Care Alliance of Los Angeles
[CONTACT]	**Elise Crane** Registry Director CA ECE Workforce Registry Elise.Crane@ccala.net

The following person(s) will serve as primary contact(s) at the [COUNTY] and CCALA for matters relating to the administration of this Agreement:

[COUNTY]	CCALA
[CONTACT]	**Fiona Stewart** Program Director CA ECE Workforce Registry Fiona.Stewart@ccala.net **Elise Crane** Registry Director CA ECE Workforce Registry Elise.Crane@ccala.net

EXECUTION

Each of the persons signing this Agreement on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party.

SEVERABILITY
If any provision of this Agreement is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this Agreement such provision shall be fully severable. This Agreement shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this Agreement.

WAIVER
Waiver by any signatory to this Agreement of any breach of any provision of this Agreement or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this Agreement shall not operate as a waiver of such right. All rights and remedies provided for in this Agreement are cumulative.

DISPUTE RESOLUTION
Any dispute between the Parties regarding the interpretation or performance of this Agreement will be addressed by CCALA and [COUNTY].

TERMINATION AND MODIFICATION OF THIS AGREEMENT
[COUNTY] and the Registry may amend this Agreement by mutual consent, in writing, at any time. This Agreement may be terminated at any time by either party with thirty (30) days' written notice.
SIGNATURES

By the signatures of their duly authorized representatives below, [COUNTY], CCALA and the Registry agree to all of the provisions of this Agreement and execute this Agreement effective with this signing.

For [COUNTY]:

____
[NAME]
[EXECUTIVE DIRECTOR/EQUIVALENT]
[AGENCY NAME]
[AGENCY MAILING ADDRESS]
[AGENCY MAILING ADDRESS]
[AGENCY CITY, STATE ZIP CODE]

____
[NAME]
[EXECUTIVE DIRECTOR/EQUIVALENT]
[AGENCY NAME]
[AGENCY MAILING ADDRESS]
[AGENCY MAILING ADDRESS]
[AGENCY CITY, STATE ZIP CODE]

For CCALA:

____
Cristina Alvarado
Executive Director
Child Care Alliance of Los Angeles
815 Colorado Boulevard
Second Floor, Suite C
Los Angeles, CA 90041

____

[NAME]
[EXECUTIVE

DIRECTOR/EQUIVALENT]
[AGENCY NAME]
[AGENCY MAILING ADDRESS]
[AGENCY MAILING ADDRESS]
[AGENCY CITY, STATE ZIP CODE]

____

[NAME]
[EXECUTIVE DIRECTOR/EQUIVALENT]
[AGENCY NAME]
[AGENCY MAILING ADDRESS]
[AGENCY MAILING ADDRESS]
[AGENCY CITY, STATE ZIP CODE]

ATTACHMENT A - Child Care Alliance of Los Angeles-CA ECE Workforce Registry and [COUNTY]

ROLES AND RESPONSIBILITIES

AREA OF AGREEMENT	REGISTRY (CCALA)	[COUNTY]	ADDITIONAL PARTIES	ADDITIONAL PARTY RESPONSIBILITIES	CURRENT STATUS
Assess, document, and track, participating [PROJECT(S)] staff qualifications	Work with [COUNTY] and program partners to determine staff qualification documentation and transfer processes including what data shall be shared, how and when it will be shared, and how data will be used	Work with CCALA-Registry and [PROJECT(S)] partners to determine staff qualification tracking processes including what data shall be shared, how and when it will be shared, and how data will be used			
	Identify requirements to modify the Registry in order to facilitate [PROJECT(S)] use and generate QRIS data export; work with the developer to modify the Registry as needed	Serving as the liaison between the Registry and [OTHER DATA SYSTEM(S]. Provide data fields needed for Tier rating; Identify other fields or functions needed for other purposes such as professional development (PD) tracking.		Participate as needed in planning process to determine fields necessary for assessment	
	Help develop process maps and Standard Operating Procedures for assessing [PROJECT(S)] site staff qualifications.	Contribute to the development, review and approval of process maps and Standard Operating Procedures (SOP) documents			
	Provide technical assistance to county level staff/lead(s) supporting participating sites/programs to promote/assist with Registry profile creation and ongoing participation.	As [PROJECT(S)] lead agency, require Registry use and support inclusion of the Registry in outreach efforts. Send out Registry information with introductory welcome letter. Refer to Registry staff for technical assistance as needed.			
	Collect and process educational data per agreed upon procedures noted in the Data Sharing Agreement	Outreach to participating sites with reminders to develop and activate a			

		Registry profile and submit educational documents per agreed upon process			
[PROJECT(S)] use of staff qualification and professional development data provided by the Registry to determine points awarded for staff qualifications (Core II & III) to calculate overall tiers	Provide data on staff qualifications to county [PROJECT(S)] administrators per agreed upon process	Receive staff qualifications, via automated import into [DATA SYSTEM], following data security protocols ○ Require participants to submit documentation of education, certification and training participation			
Registry documentation and tracking of participation in [PROJECT(S)]-approved training	Collect and enter cumulative training hours into the Registry.	Receive staff qualifications, via automated import into [DATA SYSTEM], following data security protocols ○ Identify [PROJECT(S)] approved trainings or provide criteria for acceptable trainings ○ Require that documentation of training participant be submitted		Provide professional development participation documentation	
	Continue to encourage Registry participation of [PROJECT(S)] training partners towards goal of automated and verified training participation data collection in the Registry	Encourage Registry participation; Develop timelines and processes for integrating [PROJECT(S)] professional development system into the Registry		Encourage Registry participation; Assist with development of timelines and processes to integrate [PROJECT(S)] professional development system into the Registry	

ATTACHMENT B - The California Early Care and Education Workforce Registry
[COUNTY]-QRIS Data Fields/Sets

General				
Agency Name	Phone Number	Fluent Languages	Facility address	Employment start date
Staff ID /Registry Participant ID	Email Address	Job Title	Facility address (2)	
First Name	Gender	Employer Name (Agency Name)	Facility City	
Middle Name	Ethnicity/Race	Employer AKA (or abbreviation)	Facility State	
Last Name	Language (1) / Primary Language	Facility/Program Registry ID #	Facility Zip	

Gender	Race	Languages	Occupations
Gender ID pk (Numeric 1-5)	Race ID pk (Numeric 1-11)	Language ID pk (Numeric 1-38)	Occupation ID (Numeric 1-50)
Gender Name	Race Name	Language Name	Occupation Name

Degrees	Permits and Credentials	Training	Credit Courses
User ID	User ID	User ID	User ID
Degree Category	Education Name	Event Type	Course Number
Degree Level	Document #	Training Code	Course Designated Name
Degree Name	Issue Date	Training Name	Completion Quarter
Degree Award Date	Expiration Date	Training Hours	Completion Year
Total Degree Credits		Completion Date	Course Units
ECE Degree Credits		Primary CKAID	Content Type
BA Degree Credits			
SA Degree Credits			

Completion Quarter	Content Type	Event Type	Primary Core Knowledge Area (CKA)
Season ID	Content Type ID	Training Events Type ID	CKA ID
Season Name	Content Type Name	Event Type	CKA Name

ATTACHMENT C - The California Early Care and Education Workforce Registry Direct Service Profile Report Fields

1. Stipend Module Data – Reports to be defined
2. **Direct Service Profile Form Fields Coded in CDTC Format** for stipends funded by the California Department of Education – Early Education Support Division.
   (Contact Janell Doornenbal, CDTC for additional information: doornenbalj@yosemite.edu)

Column	Field Name/Description	Report Field Name
A	Organization Code	ORGCODE
B	Training Name	TRAINNAME
C	Training Date	TRAINDATE
D	Date of Birth	DOB
E	Birth City	BIRTHCITY
F	Last 5 Digits of Social Security Numbers	SSN5
G	Derived 13-digit ID [CDE]	ID
H	Self-Reported Highest Level of Education	EDUCATION
I	Foreign Degree held by user	FOREIGN
J	Self-Reported Degree: ECE Associates	AAECE
K	Self-Reported Degree: Education Associates	AAED
L	Self-Reported Degree: Business Associates	AABUS
M	Self-Reported Degree: Other Associates	AAOTHER
N	Self-Reported Degree: ECE Bachelors	BAECE
O	Self-Reported Degree: Education Bachelors	BAED
P	Self-Reported Degree: Business Bachelors	BABUS
Q	Self-Reported Degree: Other Bachelors	BAOTHER
R	Self-Reported Degree: ECE Masters	MAECE
S	Self-Reported Degree: Education Masters	MAED
T	Self-Reported Degree: Business Masters	MABUS
U	Self-Reported Degree: Other Masters	MAOTHER
V	Self-Reported Degree: ECE Doctorate	DOCECE
W	Self-Reported Degree: Education Doctorate	DOCED
X	Self-Reported Degree: Business Doctorate	DOCBUS
Y	Self-Reported Degree: Other Doctorate	DOCOTHER
Z	Self-Reported Permit	PERMIT
AA	Self-Reported Credential: None	CREDNONE
AB	Self-Reported Credential: Administrative Services	CREDADMIN
AC	Self-Reported Credential: Bilingual Specialist	CREDBILIGUAL
AD	Self-Reported Credential: Clinical/Rehab Services	CREDCLINICAL
AE	Self-Reported Credential: Early Education Special Ed	CREDED
AF	Self-Reported Credential: Multiple Subject	CREDMULTIPLE
AG	Self-Reported Credential: Pupil Personnel Services	CREDPUPIL
AH	Self-Reported Credential: Reading/Language Arts	CREDREADING
AI	Self-Reported Credential: School Nurse Services	CREDSCHOOL
AJ	Self-Reported Credential: Single Subject	CREDSINGLE
AK	Self-Reported Credential: Special Needs	CREDSPEC
AL	Self-Reported Credential: Speech-Language Pathology	CREDSPEECH
AM	Self-Reported Credential: Other	CREDOTHER
AN	Facility Setting Type	SETTING

AO	Facility Setting Type: Other	SETTING SPECIFY
AP	Center Job Title	POSITION
AQ	Center Job Title: OTHER	POSITIONSPECIFY
AR	FCC Job Title	FCCPOSITION
AS	FCC Job Title: Other	FCCSPECIFY
AT	Employment City	WORKCITY
AU	Employment County	WORKCOUNTY
AV	Employment Zip Code	WORKZIP
AW	Tenure in ECE	TENUREECE
AX	Tenure with Employer	TENUREEMPLOY
AY	Tenure Position	TENUREPOSITION
AZ	Hours Worked per Week	HOURSWEEK
BA	Months Worked per Year	MONTHSYEAR
BB	Total Kids Served	TOTALKIDS
BC	Children Served: Less than One Year Old	LESSTHANONE
BD	Children Served: One Year Old	ONE YEAR
BE	Children Served: Two Years Old	TWO YEARS
BF	Children Served: Three Years Old	THREE YEARS
BG	Children Served: Four Years Old	FOURYEARS
BH	Children Served: School Age	SCHOOLAGE
BI	Children Served: Dual Language Learner	DLL
BJ	Children Served: Special Needs with IEP	IFSPIEP
BK	Hourly Wage	SALARYHOUR
BL	Monthly Wage	SALARYMONTH
BM	Annual Wages	SALARYYEAR
BN	Gender	GENDER
BO	Race/Ethnicity	RACE
BP	Race/Ethnicity: Specify	RACESPECIFY
BQ	Primary Language: English	PLENGLISH
BR	Primary Language: Mandarin	PLMANDARIN
BS	Primary Language: Russian	PLRUSSIAN
BT	Primary Language: Spanish	PLSPANISH
BU	Primary Language: Tagalog	PLTAGALOG
BV	Primary Language: Vietnamese	PLVIET
BW	Primary Language: Hmong	PLHMONG
BX	Primary Language: Other	PLOTHER
BY	Primary Language: Specify	PLSPECIFY
BZ	Language Fluent: English	LFENGLISH
CA	Language Fluent: Mandarin	LFMANDARIN
CB	Language Fluent: Russian	LFRUSSIAN
CC	Language Fluent: Spanish	LFSPANISH
CD	Language Fluent: Tagalog	LFTAGALOG
CE	Language Fluent: Vietnamese	LFVIET
CF	Language Fluent: Hmong	LFHMONG
CG	Language Fluent: Other	LFOTHER
CH	Language Fluent: Specify	LFSPECIFY
CI	Registry Participation	REGISTRY
CJ	Registry Identification Number	USER REGISTRY ID

Tool If interested, check box	Function/Description	Generated Reports
QRIS Tool ☐	• Tool for QRIS assessors to view participating QRIS staff qualifications processed in the Registry with assigned identified staff access level. • Ability to look up sites and review QRIS Staff Roster and sources documents for Rater staff when there are questions about QRIS scores.	Auto export of site and teacher qualification and demographic data to QRIS data system (ex. iPinwheel, WELS, or Vertical Change) Facility Staff QRIS Roster
Training Module/Calendar ☐	○ Tool to organizes training data and enables public search of trainings, as well as electronic verification of attendance. ○ Verify professional development attendance to streamline data collection of the workforce, reduce issuance of paper certificates, and increase system efficiencies.	Training Inventory (aka List of Training) Events Offered (aggregate PD attendance) Training Sponsor Data Export (individual PD attendance) Direct Service Profile Report (EESD) (aggregate PD attendance)
Stipend Module ☐	• Tool for administering stipend program(s) such as AB212 in the Registry. Includes online application and data collection. Enables automatic access to verify, analyzed, and entered education and training completion. • To streamline data collection from workforce members participating in stipend programs and other county initiatives.	Applicant Report Participant Demographics & College Credits Report Access to verified education and training documents on file Direct Service Profile Report (EESD)
Initiative Management Utility *(Under Construction)* ☐	Tool to track individuals into cohorts: Set up fields to identify local cohorts or groups involved in professional development activities – such as AB212, Enables assigned staff to create initiative cohorts with Registry IDs to pull data for reports.	Direct Service Profile Report -EESD Reporting
Job Board *Need approved Program Administrative Access* ☐	Tool to post job openings at organizations for public search. To enable marketing of jobs specifically to the ECE workforce.	Jobs Posted Excel

Direct Service Administrators (Center and FCCH)

Available resources:

- Administrator Planning Guide
- Benefits of the Registry brochure
- Administrative User Guide
- Administrative Access Request Submission
- Tip Sheets – Participant Document Upload & Employer Document Upload
- Frequently Asked Questions
- Job Board description
- Videos:
  - Registry Overview
  - How to Create a Registry Profile

Classroom Staff/FCC Staff

Available resources:

- Registry brochure
- Benefits of the Registry brochure
- Job Board
- Resume Builder
- Training Calendar
- Videos:
  - Overview of the Registry
  - How to Create a Registry Profile
- Security measures in place to protect information
- Tip Sheets:
  - Participant Document Upload
  - Education/Certification/Training Submission
  - Frequently Asked Questions

To access these and other resources, please click here.

Next steps to connect the Registry Export/Import to your current rating database (i.e. iPinwheel, WELS, Vertical Change).

Registry QRIS Data Export/QRIS System Import

Contact your current rating database representative

1 STEP Let them know that your agency has adopted the CA ECE Workforce Registry in a Data Sharing Agreement and would like the QRIS data system to receive the Registry QRIS Export File

2 STEP Set up a meeting with County QRIS Administrator, QRIS database contractor and CCALA staff, see info below.
Elise Crane
Program Manager
Elise.Crane@ccala.net

QRIS System Facility Export/Registry QRIS Facility Import

Contact your current rating database representative

1 STEP Let them know that you would like the Registry to receive updated QRIS site participation data to ensure up to date data qualifications from QRIS sites

2 STEP Set up a meeting with County QRIS Administrator, QRIS database contractor and CCALA staff, see info below.
Elise Crane
Program Manager
Elise.Crane@ccala.net

QRIS System Document Export/Registry Document Import

Contact your current rating database representative

1 STEP Let them know if you have “source documents” (I.e. transcripts, credentials, permits, PD certificates) that are uploaded into your rating database and would like those documents extracted and sent to the Registry Office for processing

2 STEP Set up a meeting with County QRIS Administrator, QRIS database contractor and CCALA staff, see info below.
Elise Crane
Program Manager
Elise.Crane@ccala.net

What does CDE-EESD Require?

Currently CDE-EESD requires Quality Improvement Contractors to utilize the California Early Care and Education Workforce – Training Module/Calendar to track trainings and attendance and support trainees in creating a Registry Profile.

a. All Quality Improvement Contractors to use the Training Calendar and Confirm attendance
   a 80 organizations and/or projects funded by CDE-EESD are on the Registry Training Calendar (List or link to list of PD providers)
   b Locally funded professional development providers are eligible to also utilize the Registry and confirm attendance
   b. AB 212 and CTKS Program administrators are required to collect the Registry ID of clients for the Direct Service Profile Form
   c. Title 5 administrators have received messages about getting staff on the Registry to streamline the Personnel Roster Report that will be available in FY 18-19 on the Registry for Administrators and CDE-EESD Field Services Officers for Title 5 compliance visits.

What does First 5 CA Require?

Currently, First 5 CA strongly recommends the utilization of the Registry for First 5 CA and county funded workforce development activities such as, Quality Counts California (CA-QRIS) and Improve and Maximize Programs so All Children Thrive (IMPACT).

The California Department of Education recommends to programs administering Quality Rating and Improvement Systems the utilization of the Registry to verify ECE workforce education and training information by 2020.

Option 1: Submit directly to Registry Office by participating program administrator

- Require site-based directors and FCC Owner/Operators to request “Administrative Access”
  - With approved Administrative Access they can upload staff documents to their educational profile and their employees.
- Utilize a form such as Staff Roster to identify the site, director and lead teachers and submit source documents (transcripts, permits, credentials, etc.) to the Registry Office
  - Mail hard copy or scan source documents and send to the Registry via email or cloud folder

Option 2: Submit to local county administrator for management and upload /submission to Registry Office

- Lead agency staff may submit electronic ECE Workforce documents to the Registry (can be scanned and emailed or uploaded via secure Box folder.
- Source documents can be extracted from QRIS database (transcripts, permits, etc.) and electronically submitted and/or transferred to the Registry Office for verification, analysis, and processing.

Option 3: Directly to Registry Office by participating individual

- See Brochures and Tip Sheets with specific instructions

SUPPLEMENTAL FORM B - QUALITY START LOS ANGELES STAFF QUALIFICATIONS

AGENCY NAME: ______________________ SITE NAME: ______________ SITE LICENSE #: ______________

TOTAL # OF CLASSROOMS: ______________________

NOTE:

- For rating purposes, the **Lead Teacher** position title will be used for staff whose qualifications are being assessed. If your site's job titles include Master Teacher, Head Teacher, Co-Teacher, etc., please list them as Lead Teachers in the Teachers Information section below. In the event that your site has co-teachers, it is in your best interest to submit documents for the teacher with the highest qualifications. The Lead Teacher is the teacher that spends the majority of his/her time in one classroom rather than divide time between classrooms.

DIRECTOR or FAMILY CHILD CARE OWNER INFORMATION (Required)

				EDUCATIONAL AND TRAINING DOCUMENTS SUBMITTED TO REGISTRY (TRAINING DOCUMENTS MUST BE FROM THE PAST 12 MONTHS)				
	DIRECTOR (FCC OWNER) NAME	POSITION TITLE	REGISTRY ID #	TRANSCRIPTS (If yes, # of institutions)	VALID CHILD DEVELOPMENT PERMIT (Indicate the title of permit. If none submitted, indicate "NO")	ADMINISTRATIVE SERVICES CREDENTIAL (Indicate YES or NO)	# OF TRAINING DOCUMENTS (CERTIFICATES, SIGN-IN SHEETS, ETC.) If none submitted, indicate "NO"	# OF TRAINING HOURS
	EXAMPLE: LAURA SMITH	Director	100-000-015	3	Program Director	No	10	21
1								
2								

TEACHERS INFORMATION (Lead Teachers Required)

						EDUCATIONAL AND TRAINING DOCUMENTS SUBMITTED TO REGISTRY (TRAINING DOCUMENTS MUST BE FROM THE PAST 12 MONTHS)			
	CLASSROOM NAME/NUMBER	SESSION TYPE (FULLDAY, AM, PM)	TEACHER NAME	POSITION TITLE	REGISTRY ID #	TRANSCRIPTS (If yes, indicate # of institutions)	VALID CHILD DEVELOPMENT PERMIT (Indicate the title of the permit. If none submitted, indicate "NO")	TRAINING DOCUMENTS (CERTIFICATES, SIGN-IN SHEETS, ETC.) If none submitted, indicate "NO"	# OF TRAINING HOURS
	EXAMPLE: ROOM 1- GUPPIES	AM	EMILY HARDING	Lead Teacher	100-000-111	3	Teacher	10	21
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Supplemental Form B is designed to serve as a summary of the supporting documentation you submit for your staff qualifications score for Quality Start Los Angeles (QSLA). In order to ensure timely processing and an accurate staff qualifications score, the completed Supplemental Form B, along with all education and training documents for all staff listed, must be submitted directly to the Registry Office. Please refer to the sample form and instructions below to complete your Supplemental Form B.

AGENCY NAME: ______________________ SITE NAME: ______________ SITE LICENSE #: ______________

TOTAL # OF CLASSROOMS: ______________________

SUPPLEMENTAL FORM B - QUALITY START LOS ANGELES STAFF QUALIFICATIONS

AGENCY NAME: ______________________ SITE NAME: ______________ SITE LICENSE #: ______________

TOTAL # OF CLASSROOMS: ______________________

QUALITY START LOS ANGELES

Supporting Providers, Empowering Parents

NOTE:

- For rating purposes, the Lead Teacher position title will be used for staff whose qualifications are being assessed. If your site's job titles include Master Teacher, Head Teacher, Co-Teacher, etc., please list them as Lead Teachers in the Teachers Information section below. In the event that your site has co-teachers, it is in your best interest to submit documents for the teacher with the highest qualifications. The Lead Teacher is the teacher that spends the majority of his/her time in one classroom rather than divide time between classrooms.
- Professional Development Training documents must include the participant's name, training title, date completed and the total number of training hours – such as certificates, sign-in sheets with an agenda, or other form that verifies participation (with a supervisor or professional growth advisor signature). For rating purposes, staff needs to complete 21 hours of professional development training in the past 12 months.

DIRECTOR or FAMILY CHILD CARE OWNER INFORMATION (Required)

	DIRECTOR (FCC OWNER) NAME	POSITION TITLE	REGISTRY ID #	EDUCATIONAL AND TRAINING DOCUMENTS SUBMITTED TO REGISTRY (TRAINING DOCUMENTS MUST BE FROM THE PAST 12 MONTHS)				
				TRANSCRIPTS (If yes, # of institutions)	VALID CHILD DEVELOPMENT PERMIT (Indicate the title of permit. If none submitted, indicate "NO")	ADMINISTRATIVE SERVICES CREDENTIAL (Indicate YES or NO)	# OF TRAINING DOCUMENTS (CERTIFICATES, SIGN-IN SHEETS, ETC.) If none submitted, indicate "NO"	# OF TRAINING HOURS
	EXAMPLE: LAURA SMITH	Director	100-000-015	3	Program Director	No	10	21
1								
2								

TEACHERS INFORMATION (Lead Teachers Required)

	CLASSROOM NAME/NUMBER	SESSION TYPE (FULLDAY, AM, PM)	TEACHER NAME	POSITION TITLE	REGISTRY ID #	EDUCATIONAL AND TRAINING DOCUMENTS SUBMITTED TO REGISTRY (TRAINING DOCUMENTS MUST BE FROM THE PAST 12 MONTHS)			
						TRANSCRIPTS (If yes, indicate # of institutions)	VALID CHILD DEVELOPMENT PERMIT (Indicate the title of the permit. If none submitted, indicate "NO")	TRAINING DOCUMENTS (CERTIFICATES, SIGN-IN SHEETS, ETC.) If none submitted, indicate "NO"	# OF TRAINING HOURS
	EXAMPLE: ROOM 1- GUPPIES	AM	EMILY HARDING	Lead Teacher	100-000-111	3	Teacher	10	21
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

EXAMPLE

You will receive your Supplemental Form B during your orientation. If you need another copy of this form, please contact Karla Perez, Registry Operations Manager at karla.perez@ccala.net or 323-274-1383.

Supplemental Form B Instructions

Step 1: Site Information

At the top of the form, you will complete the following fields: agency name (if your site is affiliated with an agency), site name (name that is listed on the license), your site's license number (the number listed on your facility's license issued by Community Care Licensing), and the total number of classrooms at your site.

Sample only, do not copy

DIRECTOR or FAMILY CHILD CARE OWNER INFORMATION (Required)

	DIRECTOR (FCC OWNER) NAME	POSITION TITLE	REGISTRY ID #	EDUCATIONAL AND TRAINING DOCUMENTS SUBMITTED TO REGISTRY (TRAINING DOCUM… UST BE FROM THE PAST 12 MONTHS)				
				TRANSCRIPTS (If yes, # of institutions)	VALID CHILD DEVELOPMENT PERMIT (Indicate the title of permit. If none submitted, indicate "NO")	ADMINISTRATIVE SERVICES CREDENTIAL (Indicate YES or NO)	# OF TRAINING DOCUMENTS (CERTIFICATES, SIGN-IN SHEETS, ETC.) If none submitted, indicate "NO"	# OF TRAINING HOURS
	EXAMPLE: LAURA SMITH	Director	100-000-015	3	Program Director	No	10	21
1								
2								

Step 2: Director Qualifications

Next, you will complete the blue section on Director Qualifications. You will list your qualifications here if you are a Center Director, Site Supervisor, or Family Child Care Home (FCCH) Owner. First, you will list your name, position title, and Registry ID number. Please see Appendix A for instructions detailing how to access your Registry ID number. Next, you will report if you are submitting the following documents: transcripts, permits, an administrative service credential, and training documents.

- If you are submitting transcripts, please indicate the number of transcripts from different institutions you are submitting. If you are not submitting transcripts, please write 0.
- If you are submitting a permit, please write in the title of your current permit. If you have multiple valid permits, please write in the highest permit you carry. If you are not submitting a permit, please write "No."
- In the next column, please indicate whether or not you are submitting an Administrative Services Credential.
- If you are submitting training documents, please indicate the number of documents under "# of Training Documents." If you are not submitting training documents, please write "No."
- If you submit training documents, please report the total number of training hours you are submitting under the "# of Training Hours" column.

Sample only, do not copy

TEACHERS INFORMATION (Lead Teachers Required)

	CLASSROOM NAME/NUMBER	SESSION TYPE (FULLDAY, AM, PM)	TEACHER NAME	POSITION TITLE	REGISTRY ID #	EDUCATIONAL AND TRAINING DOCUMENTS SUBMITTED TO REGISTRY (TRAINING DOCUMENTS MUST BE FROM THE PAST 12 MONTHS)			
						TRANSCRIPTS (If yes, indicate # of institutions)	VALID CHILD DEVELOPMENT PERMIT (Indicate the title of the permit. If none submitted, indicate "NO")	TRAINING DOCUMENTS (CERTIFICATES, SIGN-IN SHEETS, ETC.) If none submitted, indicate "NO"	# OF TRAINING HOURS
	EXAMPLE: ROOM 1- GUPPIES	AM	EMILY HARDING	Lead Teacher	100-000-111	3	Teacher	10	21
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Step 3: Lead Teacher Qualification

Definition of Lead Teacher: Note that for the purpose of a Rating, the Lead Teacher position title will be used for staff whose qualifications are being assessed. If your site uses a title other than Lead Teacher (such as Head Teacher or Master Teacher), please list this person and write “Lead Teacher” in the “Position Title” column above. If you have multiple lead teachers in the classroom, it is in your best interest to submit documents for the staff with the highest qualifications.

First you will list the classroom name/number corresponding to the Lead Teacher and the session type (full day, AM, or PM). Next, you will list the teacher’s name, position title (Lead Teacher), and the Lead Teacher’s Registry ID number. If you do not have your Lead Teachers’ Registry ID numbers, please ask them to follow the instructions in Appendix A to find it on their Registry profiles. As you did with the Director Qualifications, you will complete the remaining fields by reporting whether you are submitting transcripts, permits, training documents, and total training hours for that Lead Teacher.

Last, you will complete the green section on Lead Teacher Qualifications. You will need to list qualifications for all Lead Teachers. If you are the owner of a Family Child Care Home, you may leave this section blank.

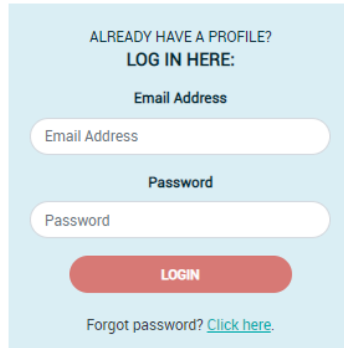
Please note that if there is a change in staffing after you submit your documentation (e.g. a new Lead Teacher is hired, a new Director is hired), please submit the new personnel’s documentation <u>as soon as possible</u>. Additionally, you should request and submit a new Supplemental Form B to ensure priority processing.

Accessing your Registry Identification (ID) Number

Please follow the instructions below to access your Registry Identification (ID) number. Please note that the Registry ID is automatically generated upon enrollment in the ECE Workforce Registry. If you are not enrolled in the Registry you will not have a Registry ID number. If you have trouble accessing your ID number, please contact the Registry Office at (888) 9224453 or caregistry@ccala.net.

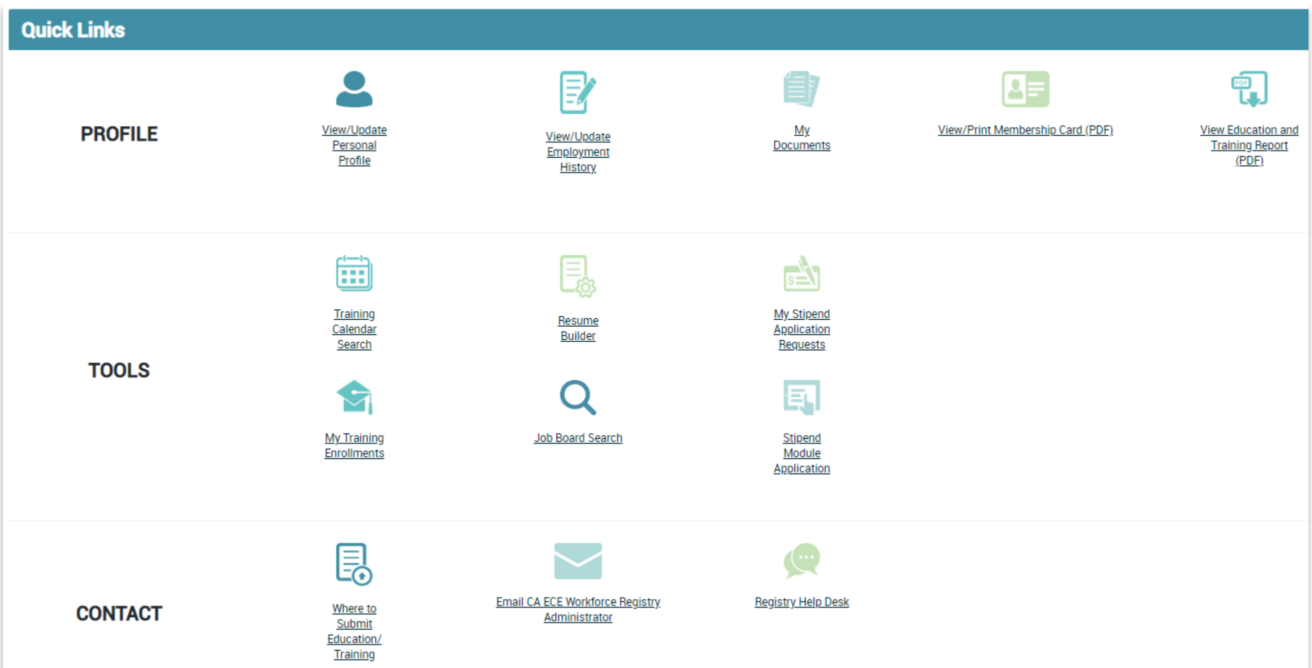
Step 1: Login to your Registry Profile

First, please visit www.caregistry.org and login to your Registry profile. Enter your login credentials into the green "Login Now" box. Note your Username is your complete email address, and your password is the password
you created upon Registry enrollment. Once you have entered your credentials,
click on "Login."



Step 2: Click on Membership ID Quick Link

Next, click on the light blue Quick Link labeled "View/Print Membership Card."



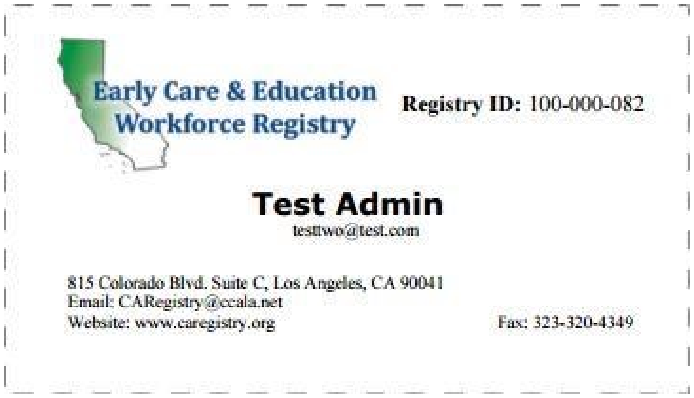
Step 3: Generate Membership ID Card

You will be brought to a page where you can generate your ID card. Click on "Click Here," hyperlinked in green.

California Early Care and Education Workforce Registry Membership Card Creation

To create your membership card:

1. Click Here
2. Print your personalized membership card
3. Cut along the dashed line



Step 4: Print Membership ID Card

You will now see your Membership ID card. Your Registry ID number is in the top right corner of the Card. Please print out your card for future reference.

Additional Information

Where to Submit Documents

You can submit your documents to the Registry Office via post or email.

Mailing Address:
California Early Care & Education Workforce Registry
815 Colorado Blvd, Second Floor, Suite C
Los Angeles, CA 90041

Email Address:
caregistry@ccala.net

Special Note on Training Documents

If you are submitting training documents (proof of training hours), the documents must satisfy the following requirements to be considered for credit. Omission of any element may result in you not receiving credit for the hours.

1. The training must have been completed in previous 12 months 2. The documents must have:
   - The name of the individual that attended the training
   - The name of the training
   - The date the training was completed
   - The number of hours the training awarded

   i. You may submit several documents to verify the completion of a training opportunity. For example, if you received a training certificate but the certificate does not have the number of hours awarded, you may also submit a copy of a time-stamped training agenda.

- Please submit documentation from the training entity itself. Documents created by participants will not be accepted unless they are signed by the trainer or professional growth advisor.
- If a training opportunity does not provide sufficient proof of training hours, you may submit page 28 of the CTC Child Development Permit Professional Growth Manual. This form must be completed and signed by the appropriate individuals to be considered valid.

Registry Site Profiles

All providers participating in QSLA will need to report working at the site undergoing assessment. If you cannot find your site on the Registry or need assistance, please contact the Registry Office.

The California Early Care and Education ("ECE") Workforce Registry (the "Registry") takes the protection of personal information seriously and we are committed to maintaining the security and integrity of your personal information. This notice tells you why and how we collect, share, and protect your personal information. Please read this notice carefully.

- **How you can use information in the Registry**
  Your membership in the Registry is a benefit to you because it maintains an easily accessible record of your education, training, and employment. This record can be used for career advancement, program reporting, accreditation, and for applying for stipends and scholarships. You also have access to professional development opportunities, a job board, and a resume builder. Your membership is also a benefit to the ECE field as a whole, as we help programs, researchers, and policy makers improve the quality of care and education for young children.

- **How we use information in the Registry**
  The Registry is a data system that maintains information about individuals working in the ECE field. The Registry can be used in different ways by ECE professionals, programs, public officials, and advocates. Information in the Registry will be used to:
  - Bring professional recognition to the ECE Workforce
  - Assist members of the ECE workforce and their supervisors with professional development planning and accessing professional development opportunities
  - Assist members of the ECE workforce and their supervisors with documenting the education, training and/or professional certifications required by accrediting organizations like the National Association for the Education of Young Children (NAEYC), California Department of Education – Early Education Support Division and Quality Rating and Improvement Systems (QRIS)
  - Inform policymakers and state planners about the ECE workforce in order to track progress toward state workforce goals
  - Demonstrate the importance of increasing compensation to a level reflective of education, training, and experience

- **What type of personal information we collect**
  The type of personal information we collect and share depends on what you, your employer and administrators of the ECE workforce activities[1] in which you participate share with us. This information can include, but not be limited to:
  - Contact and demographic information
  - Current employment and work history
  - Degrees, college coursework and training
  - Professional certifications

- **How we protect your personal information**
  To protect your personal information from unauthorized access and use, the Registry employs a variety of security measures. These measures include digital safeguards, such as secure servers and encrypted data, as well as physical safeguards, such as secure files and buildings.

[1] ECE workforce activities can include professional development training, academic advisement and stipend and compensation programs.

- **How we collect your personal information**
  We collect your personal information, when you:
  - Create or update your Registry profile
  - Submit education, professional certification and/or training documents
  - Participate in training provided by an approved Training Sponsor

- **How you can access and update your personal information**
  Registry members[2] can access and update their personal data (e.g., contact and employment information) by logging into their account.

- **Who else can update my personal information**
  Registry Administrators can add or update members' contact information, education, professional certifications, and training records because they are responsible for verifying this information. In addition, training sponsors can update members' training record by confirming participation in professional development and employers can update members and employment information.

- **How we share information**
  In most cases, members' personal information is not disclosed in a way that reveals their identity. Instead, information about all or a subset of Registry members is summarized and shared for specific purposes. These purposes include: ECE workforce planning, research and evaluation, program reporting, and public education. Personal information is not shared with other Registry members or the public.

  The Registry provides access to or shares limited personal information to authorized officials that have a legitimate need to access the personal information for pre-determined purposes. Authorized officials include members' current employers and our affiliates[3]. Members' personal information will only be shared after a member applies for or participates in services provided by an affiliate. The types of personal information authorized officials may have access to are outlined in the table below.

[2] Registry members include all individuals who create and maintain a Registry profile.
[3] Affiliates are entities that have a formal relationship with the Registry, established by a written agreement that specifies what data will be shared, under what conditions and permissible uses of the data.

Personal Information Accessible by Authorized Officials

Type of Information[4]	Registry Administrators	Employers	Training Sponsors	QRIS Administrators	Professional Development Initiative Administrators (Stipends)	Compensation Initiative Administrators	CDE-EESD Field Services
Contact Information	✓	✓	✓	✓	✓	✓	✓
Demographic Information	✓	✓	✓	✓	✓	✓	
College Coursework and Degrees	✓	✓		✓	✓	✓	
Professional Certifications	✓	✓		✓	✓	✓	✓
Training and Professional Development	✓	✓	✓	✓	✓	✓	
Current Employment	✓	✓	✓	✓	✓	✓	✓
Employment History	✓						
Staff QRIS Level	✓	✓		✓	✓	✓	
Career Ladder Level	✓	✓		✓	✓	✓	
Income	✓	✓			✓[5]	✓	
Social Security Number[6]	✓				✓		

- **What if you have questions about privacy?**
  If you have concerns about the Registry Privacy Policy please contact the ECE Workforce Registry at:

CARegistry@ccala.net
Toll free: 888-922-4453
Local: 323-274-1380

[4] The Registry will limit the data elements shared with Authorized Officials for each "Type of Information" indicated in the table above based on business need.
[5]Income is only shared with Authorized Officials when the stipend program has income thresholds for eligibility.
[6] Social Security Number is only required for Registry members participating in stipend programs.



REGISTRY COUNTY INTEGRATION TOOLKIT

STRATEGIES TO IMPLEMENT THE REGISTRY COUNTYWIDE

CHILD CARE ALLIANCE LOS ANGELES

Early Care & Education Workforce Registry