



The Aspire Registry, New York's early childhood and school-age workforce registry, works to promote professional growth in the early childhood field, and to capture verified data about the early childhood workforce in New York State.

In this edition, we use Aspire data to tell us about the professional development that New York's early childhood educators experienced during the Pandemic. We measure participation and other factors in one year's time, from March 2020 to March 2021. This helps us see what occurred during the height of the Pandemic.

Please see below for a selection of data points that we thought you would find interesting. Would you like to know more? Send your questions about the workforce to info@nyworksforchildren.org. We'll either answer you directly or use your question as inspiration for our next publication!

To learn more about The Aspire Registry and to see additional data points, please go to our website: www.nyworksforchildren.org to see past editions of Data Stories [here](#).

A Statewide Shift in Professional Development Practices

The field of early childhood education pivoted very quickly in the face of the COVID-19 Pandemic, exploring the use of web conferencing and other virtual meeting platforms that allowed professional development providers and participants to engage with each other in real time as though they were in a classroom setting. One advantage of the virtual classroom format was that professional development could remain interactive and relationship-based while accessible. Virtual classroom sessions eliminated the need to travel to attend training while allowing for connection and flexibility. These things proved to be critical to the early childhood workforce already challenged by the Pandemic.

**Aspire
members
attended
over**

900

**synchronous trainings
from March 2020
through March 2021**

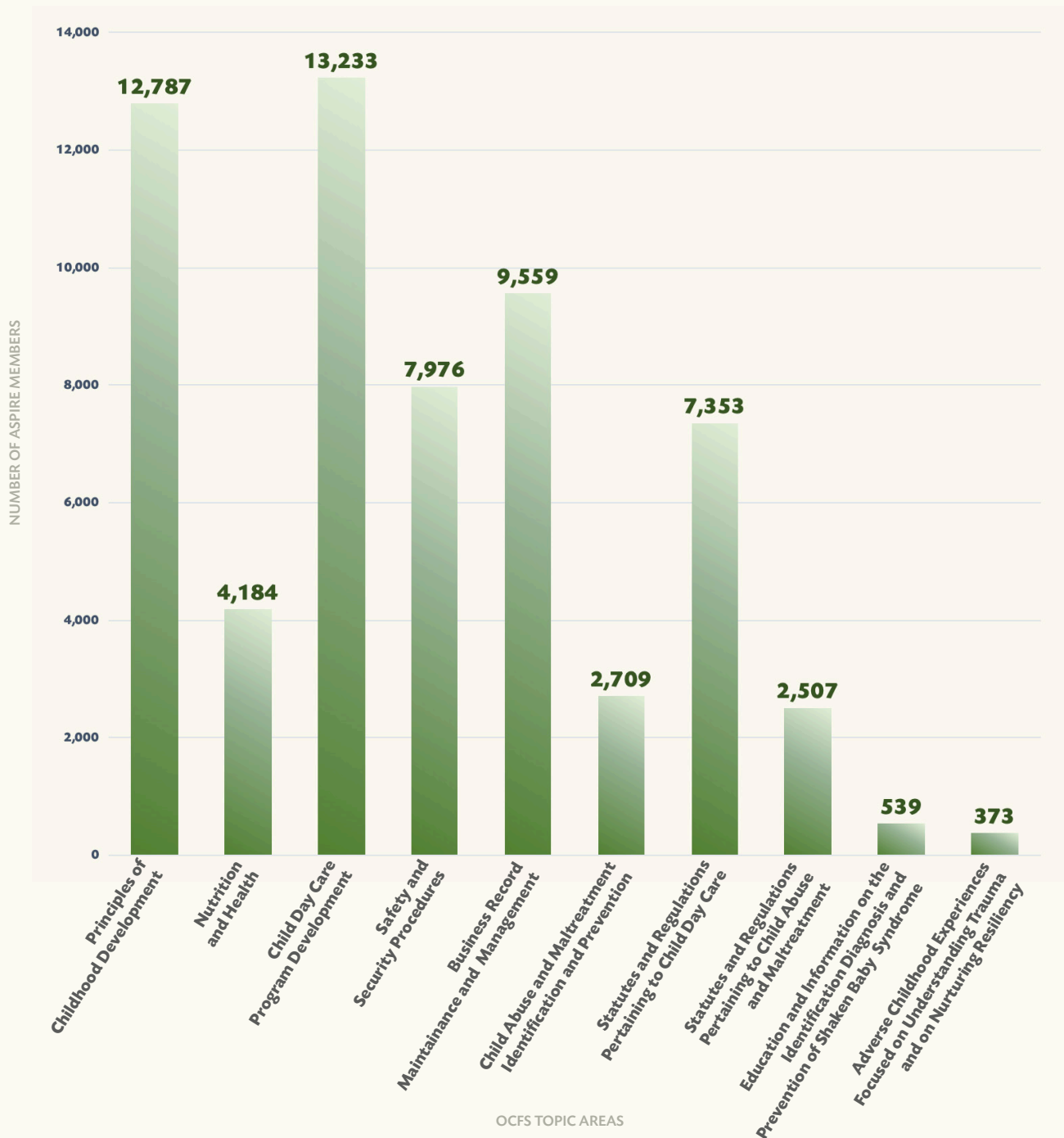


The Office of Children and Family Services (OCFS) adjusted rapidly as well to approve virtual training to accommodate this new need. Organizations like the New York Association for the Education of Young Children (NYAEYC) took traditional series-based high quality professional development and adapted it to a virtual synchronous format immediately. The Early Care and Learning Council (ECLC) collaborated with Aspire as well to ensure that attendance in their newly developed virtual synchronous training could be tracked in real time, yielding valuable data. When trainers verify attendance through Aspire, the training is automatically logged into our members' profiles and contributes to State data sets.

Partners like these help to build a highly effective workforce system!

Number of Aspire Members Who Attended a Training Event Between March 2020 and March 2021

By OCFS Topic Areas



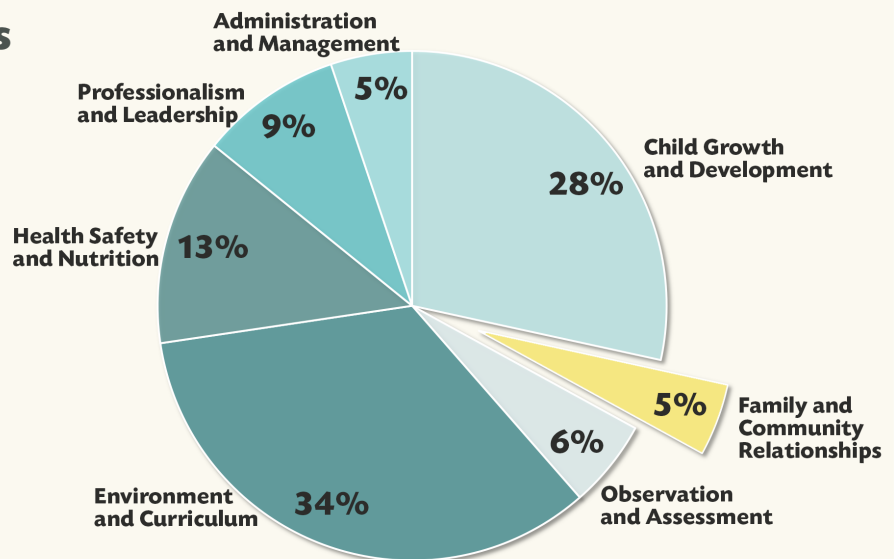
The early childhood workforce was busy during the pandemic. While some programs were closed and others had low enrollments, the workforce took advantage of their altered schedules and participated in professional development.

In January 2021, a new topic area was added to the professional development requirements that OCFS regulates. Learning about Adverse Childhood Experiences (ACES) helps educators and leaders understand how young children and their families are affected when they are exposed to traumatic circumstances. High quality professional development also provides the workforce with strategies to build protective factors into their work that can help to mitigate the effects ACES.

The number of individuals trained in the newly required topic will continue to climb as the year progresses. As of August 2021, 558 Aspire members have already taken the initial ACES training.

Proportion of Hours Spent on Each CBK Core Competency Area

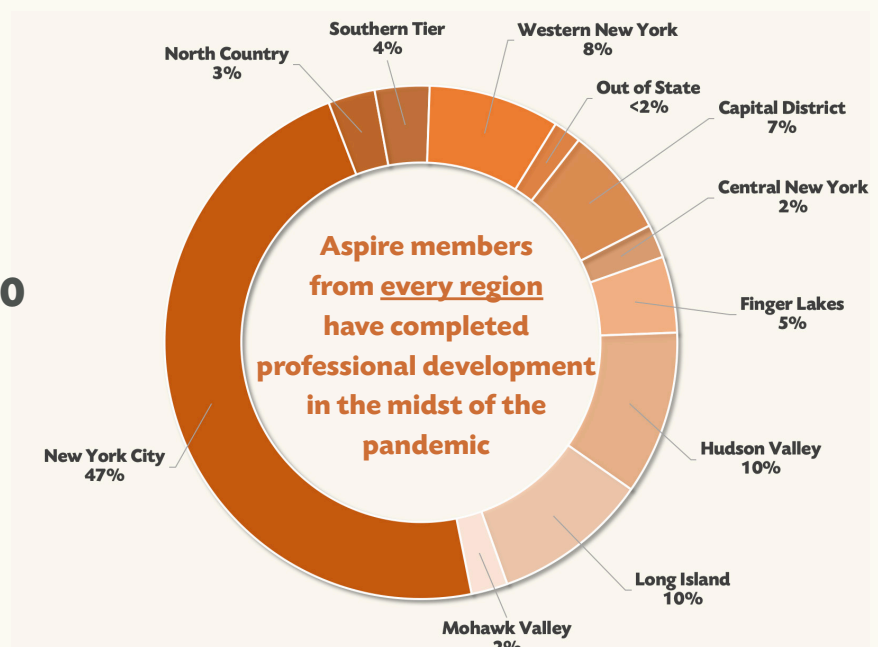
For training events held between March 2020 and March 2021



Much like a comprehensive needs assessment, we can study the available data to make decisions about what needs to be provided, especially when we understand gaps or trends that indicate need. In this graph, we see that during the 12-month snapshot, the number of hours spent on Family and Community Relationships was disproportionately low. This is particularly noteworthy because families needed their early childhood professionals more than ever during the pandemic. Managing loss of loved ones, homes, and/or jobs, and dealing with illness, fear, and dramatically changing schedules and routines made the year hard on everyone, not least of which were young families. The data suggests an opportunity to increase the availability of professional development that focuses on respecting and meeting the needs of individual families.

Percentage of Aspire Members Who Attended a Training Event Between March 2020 and March 2021

By economic regions



Aspire is honored to have members from every part of the state. While participation in New York City is required, it is still voluntary in the rest of the state. Some of the engagement with Aspire in the rest of the state is due to participation in QUALITYstarsNY. QUALITYstarsNY depends on the data that Aspire collects to complete the standards assessment regarding workforce qualifications and experience. But the 51% of rest-of-state participation represents more than QUALITYstarsNY participants and indicates a value for those who seek Aspire membership voluntarily as a part of their own professional growth and development.

We plan to continue exploring the fascinating data we have on professional development in our next edition, where we will take a closer look at the stories of those providing PD in The Aspire Registry.