



The Aspire Registry is New York State’s online platform designed to support the professional growth of early childhood educators and capture verified data about the early care and learning workforce.

Educators deserve top-tier professional development that is clearly aligned to relevant topic areas and led by qualified instructors. Part of Aspire's mission is to elevate training standards statewide and make training easily accessible for early childhood educators. The Aspire Registry team of professionals who review trainer designations and course materials have firsthand experience in the field and qualifications such as the Training and Technical Assistance Professional (T-TAP) credential. Aspire verifies training based on extensive knowledge of best practices and foundational documents. Our commitment is rooted in enhancing outcomes for young children, making quality provider training a cornerstone of their developmental journey.

In this edition, we’ll explore an essential part of our workforce – professional development providers. The Aspire Registry collects data on their qualifications, educational backgrounds, location, and specialized areas of expertise. This data not only provides an overview of the professional development provider workforce in New York but also highlights the incredible diversity and areas of opportunity for those funding, providing, and seeking professional learning opportunities across the state.

Aspire Trainer Levels

When trainers join Aspire, they can be assigned one of four levels based on their verified qualifications: Aspire Registered, Verified Trainer, PD Specialist, and Content Specialist.

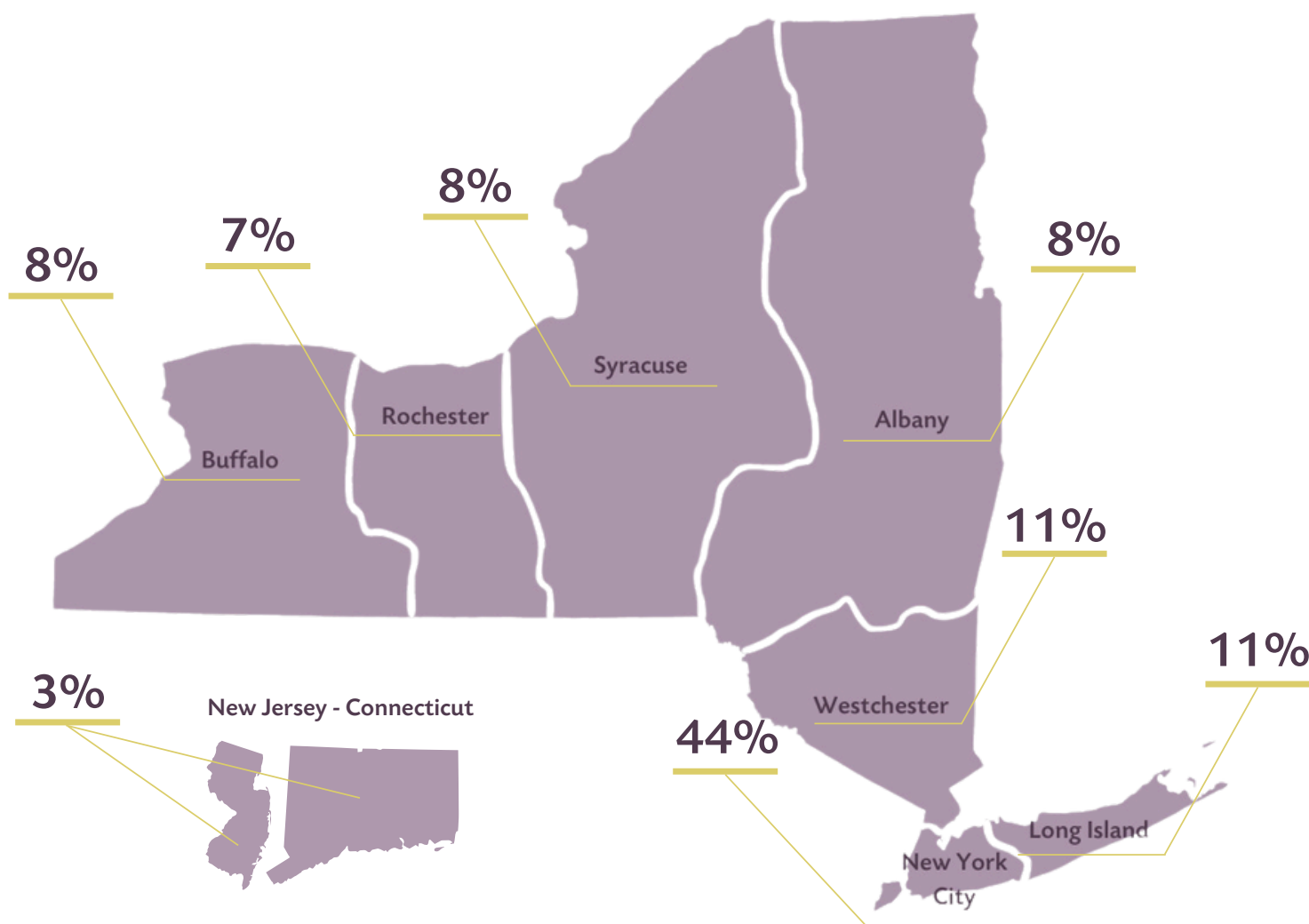
Currently, more than 2,200 professional development providers (or trainers) throughout New York State have active profiles in the Aspire Registry.

<p>ASPIRE REGISTERED</p> <ul style="list-style-type: none"> Active Aspire profile Minimum Career Ladder Level 2 	<p>VERIFIED TRAINER</p> <ul style="list-style-type: none"> Active Aspire profile Complete training of trainer (TOT) Endorsement from curricula developer
<p>PD SPECIALIST</p> <ul style="list-style-type: none"> Active Aspire profile Approved to train on general Early Childhood Education content Obtained T-TAP credential 	<p>CONTENT SPECIALIST</p> <ul style="list-style-type: none"> Active Aspire profile Approved to teach non-credit bearing training within area of expertise Hold professional license and/or degree related to speciality area

WHERE ARE TRAINERS LOCATED?

Trainer Distribution Across NY, CT, NJ*

Total Number of Trainers by Trainer Level
 TOTAL TRAINERS - 2240
 Aspire Registered - 1624
 Verified Trainer - 314
 Content Specialist - 42
 Professional Development Specialist - 260



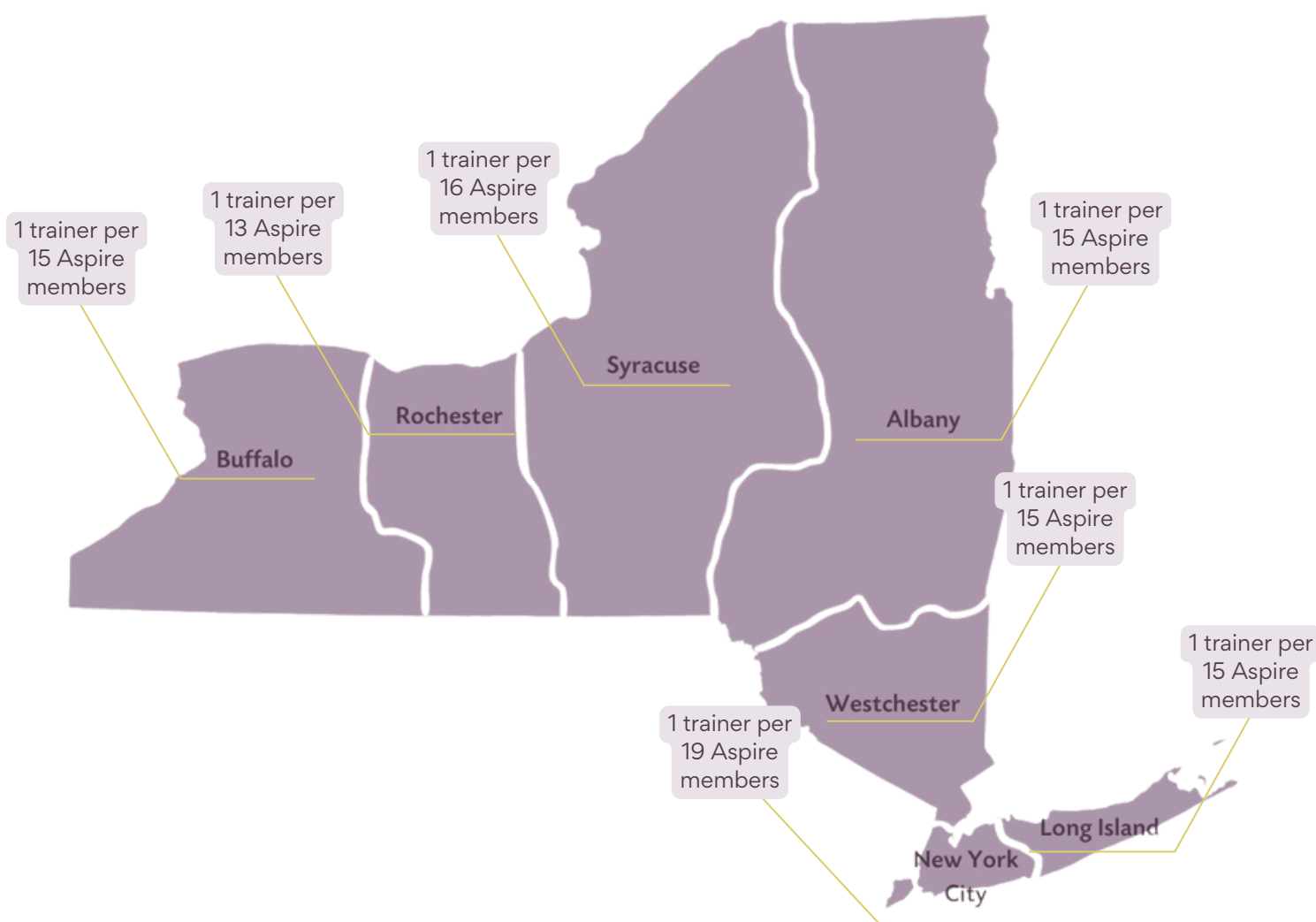
*Regions as defined by Office of Children and Family Services

This map illustrates the distribution of all trainers in the Aspire Registry across New York State, including those from Connecticut and New Jersey who provide professional development in New York.

New York City has the largest percentage of trainers. While other regions have fewer trainers overall, they tend to have a higher proportion of PD Specialists than New York City. The proportion of Content Specialists is the lowest in every region.

A breakdown in trainer levels shows that Aspire Registered is the most common form of trainer designation in Aspire. Many program directors receive this trainer level so that the in-service training they provide will help their staff meet annual training requirements.

Trainer to Aspire Member Ratios in New York State*



*Regions as defined by Office of Children and Family Services

The ratio of trainers to members is similar across the state, suggesting a relatively balanced supply of trainers available to support professional development needs. It is important to note that while this data highlights the trainer-to-member ratio, it is not necessarily indicative of trainer availability, which is affected by workload and other job obligations. This data further underscores the importance of a large comprehensive registry to better assess on-the-ground accessibility for quality professional development.

WHAT ARE TRAINERS TEACHING?

"Approved to Teach" signifies authorization for trainers to lead professional development sessions in specific subjects, requiring a verified endorsement or credential from an accredited training institution. Each subject aligns with the Core Body of Knowledge (CBK) and Office of Children and Family Services (OCFS) topic areas. From our data, it's clear that due to the vital nature of the subject, most trainers hold verified endorsements to teach within the 'Health, Nutrition, and Safety' category, as these topics are usually mandated by licensing requirements (e.g., CPR, First Aid, Mandated Reporter).

Number of Trainers per Training Topic Area

Topics related to:	Number of trainers with verified endorsement within the last 2 years
Health, Nutrition, Safety	384
Business, Leadership, Administration	176
Social-Emotional Development	99
Curriculum and Program Development	75
Observation and Assessment	22

Topics that are:	Number of trainers with verified endorsement within the last 2 years
General Education**	494
Infant-Toddler specific	154
Pre-school specific	127
Family Child Care specific	80

*Asynchronous (self-paced) courses are not usually assigned a trainer; therefore, they are not included in this dataset.

** General Education category includes general early childhood education and school-age topics.

Conversely, the data also reveals a notable disparity in trainers specializing in topics related to Family Child Care. This highlights a pressing need for more trainers with the experience and knowledge to provide high-quality learning for home-based early childhood educators. With the latest introduction of the New York Association for the Education of Young Children's (NYAEYC) T-TAP Professional Development Specialist—Family Child Care credential, there's a greater opportunity for more trainers to attain endorsements in this particular area.

WHAT ARE TRAINERS' EDUCATION AND EMPLOYMENT STATUS?

Aside from the necessary credentials, an active Aspire profile and assigned Career Ladder Level serve as foundational prerequisites for the four trainer types. Career Ladder Levels are based on a trainer's educational background and years of experience in early childhood care and education. This section highlights the education and wealth of experience that many trainers in the Aspire Registry have in New York.



Most Aspire Registered trainers are program directors/administrators or teaching staff. Offering PD to colleagues can be a great way for teaching staff to grow within their roles and advance in their careers. PD providers with the title of trainer or consultant/coach most often hold the Verified Trainer, Content Specialist, and Professional Development Specialist designations. Faculty members at colleges also play an important part in providing professional development in our state.

Trainer Level Distribution by Position Title

Position Title	Aspire Registered	Verified Trainer	Content Specialist	Professional Development Specialist
Director/Administrator	34%	15%	14%	18%
Teaching Staff	39%	1%	3%	2%
Trainer	4%	25%	25%	41%
Consultant or Coach	3%	10%	19%	10%
College Faculty	1%	2%	6%	3%
Family Child Care Provider	3%	4%	0%	1%

Another notable finding is the prevalence of trainers holding bachelor's degrees or higher, demonstrating trainers' commitment to ongoing professional learning and expertise development.

Trainer Level Distribution by Highest Level of Education

Trainer Level	High School Diploma	CDA or Some College	Associate	Bachelor's or Some Graduate Coursework	Master's or Higher
Aspire Registered	15%	9%	6%	26%	44%
Verified Trainer	9%	7%	8%	32%	44%
Content Specialist	0%	0%	7%	17%	76%
PD Specialist	0%	1%	1%	15%	37%

HOW CAN TRAINERS GROW?

Having an active Aspire profile and Career Ladder Level of 4 or 5A is the baseline for all trainer designations (aside from Aspire Registered). Using Aspire effectively helps individuals monitor their professional growth and strive for higher trainer classifications, positioning themselves as qualified training specialists in the field.

890+ Aspire Registered trainers have a Career Ladder Level 5 or higher and an ECE or Related degree. Depending on their years of experience and New York State credentials, these trainers are eligible to apply for more advanced trainer designations and recognition, including the Training and Technical Assistance Professional (T-TAP) credential. Achieving these distinctions would position them as experts in specific areas, allowing them to share their expertise beyond.

890+

ASPIRE REGISTERED TRAINERS HAVE A CAREER LADDER LEVEL OF 5 OR HIGHER.

There are also alternative options* for those aspiring to achieve higher trainer designations. For example, to obtain the Family Child Care T-TAP or School Age T-TAP, one can supplement their education (CDA or non-related degree) with additional training and/or credentials. This is just one option of many open avenues for professional growth and specialization within early childhood education.



*To view all the different pathways to T-TAP, [click here](#).