



The Aspire Registry is New York State’s early childhood and school-age workforce registry, designed to foster early childhood educators’ professional development and capture verified data about the workforce in early care and learning.

In this edition, we’ll highlight how the Aspire Registry ensures the protection and quality of data it collects, and how our work is recognized as an exemplary model for effective workforce data management.

Early childhood and school-age workforce registries are essential for shaping effective policies, initiatives, and providing decision-makers with real-time assessments of needs. For example, the Aspire Registry’s data was used in the 2024 [\*Parity Compensation for New York’s Early Childhood Educators: Recognition and Respect for a Vital Workforce\*](#) report to help identify and address disparities in pay and benefits for early learning professionals. Certain grants, scholarships, and quality improvement initiatives are also tied to participation in the Aspire Registry.

**Early childhood and school-age registries**

- are a reliable source of up-to-date, representative, and longitudinal data
- support the workforce by presenting career pathways and professional development
- provide crucial information for investments, research, policy, and equity accountability

Participation in registries is essential to obtain an accurate snapshot of the workforce’s characteristics and infrastructure. By analyzing and re-evaluating our processes, the Aspire Registry can ensure we’re providing comprehensive data that is reliable, accurate, and protected to inform policy and targeted support services.

The Aspire Registry represents

**36,080**

early childhood & school-age professionals throughout **seven** regions\* in New York State

\*Office of Children and Family Services (OCFS) districts and counties

**How does Aspire protect data?**

The Aspire Registry has several data protection protocols in place to support data privacy, including:

- physical, electronic, and procedural safeguards to protect personal and account information
- confidentiality and non-disclosure agreements
- processes to anonymize and aggregate data when sharing for reports and research

## Sustaining Reliable and Accurate Data

The Aspire Registry has developed concrete review and quality control processes for profile verification and professional development coursework submissions.

Policies and procedures guide the Aspire Registry team on the identification and legitimacy of documents, how degrees and coursework are categorized, and whether professional development aligns with best practices. These policies and procedures are designed and revised as needed based on communication with other leading institutions.

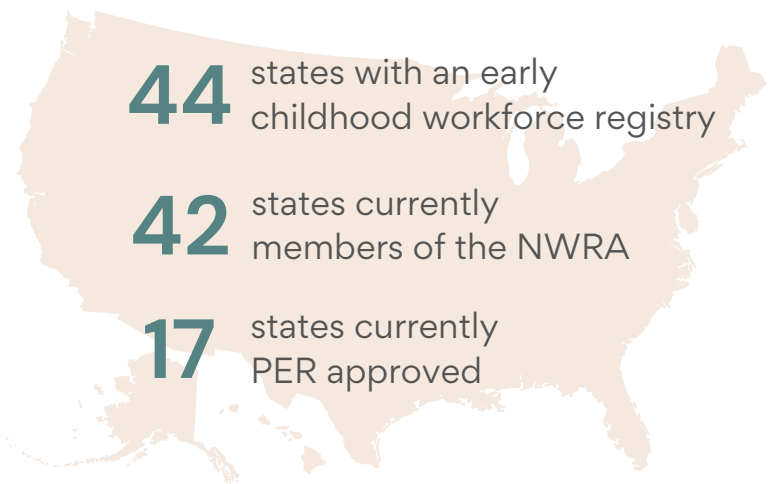
Our quality control process helps ensure that our operations meet our documentation review policies and maintain accountability. Aspire continually evaluates our team's skills in analysis, attention to detail, and data entry and verification. Our quality control also includes an appeal process for both members and staff, allowing us to refine and enhance our policies and procedures.

**Aspire demonstrates its commitment to robust and trustworthy data by:**

- maintaining membership in the National Workforce Registry Alliance (NWRA), a nonprofit organization that supports early childhood and school-age state registries across the country by promoting rigorous workforce registry data standards
- obtaining recognition as a Partners in Employment Reporting (PER) approved system, which signifies Aspire’s adherence to certain quality benchmarks and allows contribution to national datasets

## Partners in Employment Reporting (PER)

The Aspire Registry achieved PER approval in April 2017, and the NWRA featured the Aspire Registry in its state spotlight in January 2023. Some of our staff members also serve on NWRA’s peer review and professional development committees to support national quality standards.



States seeking PER approval must meet the following criteria:

- ✓ Have an early learning & out-of-school time workforce registry
- ✓ Maintain membership with the NWRA
- ✓ Review their registry through the lens of ten standards and complete application (about 4-6 months of self-study)
- ✓ Participate in the NWRA’s peer review process
- ✓ Receive feedback on missing items and make edits as needed
- ✓ Resubmit every two years and submit intent to renew every other year

The NWRA helps unify and guide early learning professional development across the nation. The NWRA also combines data from different state registries to present a national snapshot for researchers and policy leaders.

Gathering consistent data from all states presents some challenges. Participation rates vary: some states require enrollment for all workforce professionals, while others make it partially or completely voluntary, which affects how much data is collected. Additionally, the reliability and accuracy of the data depend on the state’s resource investments in maintaining high-quality information.

To tackle these issues, the NWRA has worked to create a set of best practices and standards with guidelines from organizations like the Early Childhood Data Collaborative (ECDC) and the National Association for the Education of Young Children (NAEYC), giving registries a framework to assess their systems and show that their data meets established standards.

There are ten PER standards, all of which contribute to the overall quality of early childhood policy and administrative data.



**Enrollment**

Types of professionals accepted & enrollment methodology



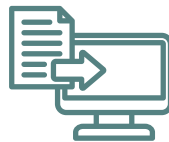
**Review Process**

Policies & procedures on how information submitted by professionals is reviewed



**Verification**

Policies & procedures on the verification process of information submitted



**Data Entry & Continuity**

Policies and procedures on how data is entered into the system & quality control



**Processing Time**

Formal & specified processing timeframes for submissions



**Data Maintenance, Storage, & Sharing**

Policies & procedures related to data updates, transfers, and protection



**Confidentiality**

Policies & procedures related to confidentiality of members’ information



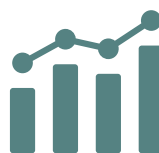
**Due Process**

Policies & procedures on how & when members can appeal registry submission decisions



**Communication**

Policies & procedures for communicating to members, staff, & partners



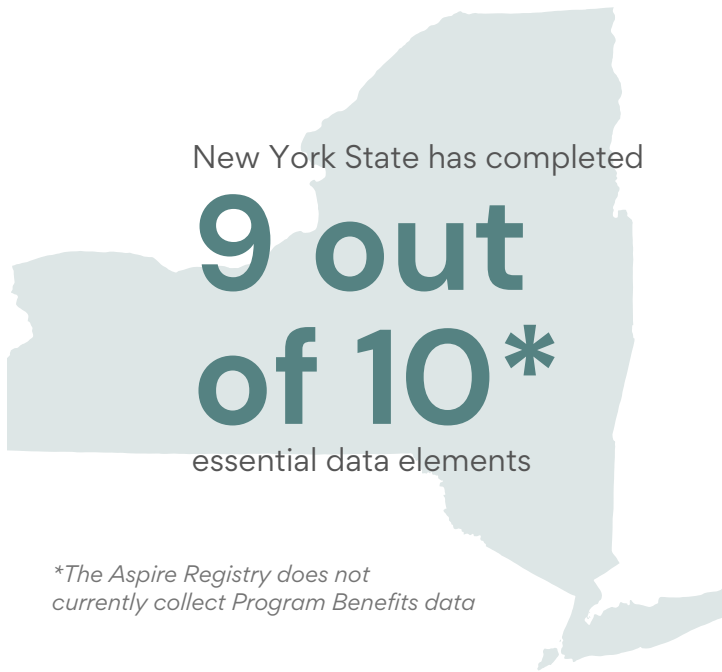
**Core Data Elements**

Collecting & formatting specified data in a specified manner

The Aspire Registry continues to meet these standards and has contributed to several nationwide workforce data reports from 2017 through 2024.

One notable example is [\*The National Workforce Registry Alliance 2021 Workforce Dataset: Early Childhood and School-Age Workforce Trends with a Focus on Racial/Ethnic Equity\*](#). This report looks closely at trends and demographics in the early childhood and school-age workforce and uses information from 466,115 professionals across 64,237 programs collected between January 1, 2019, and January 1, 2021. It emphasizes the significance of tracking data related to wages, education, and credentials to enhance policy discussions targeting equity, professional development, and wage improvement.

Another example is the Bipartisan Policy Center’s April 2024 report, *In the Shadows: What We Know, Don’t Know and Should Know About the Child Care Workforce*. This report analyzed 10 essential aspects of registry data from 34 states, providing further insight into any gaps or variations states may have in their data collection. These findings help inform the process of collecting robust data to develop effective policies and offer adequate workforce support.



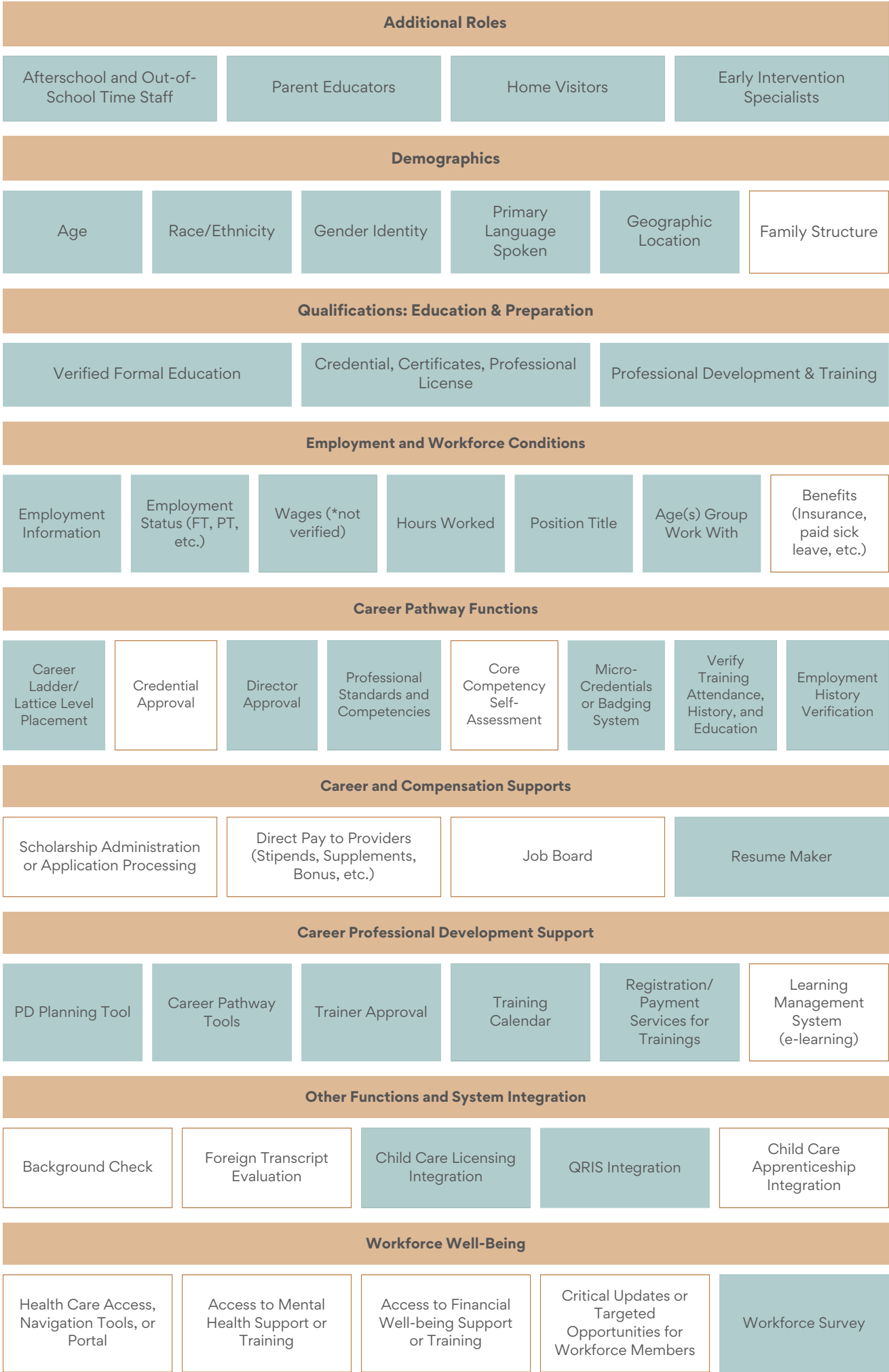
**Ten essential registry data elements:**

- Workforce Age
- Gender
- Race & Ethnicity
- Employment Status
- Years of Experience
- Average Compensation
- Highest Level of Education
- CDA & Other ECE Credentials
- Ages of Children Served
- Program Benefits

The Aspire Registry’s contribution to the *2023 Workforce Registry Landscape Report: State & Territory Comparison of ECE & OST Workforce Longitudinal Data Systems* draws important attention to what information registries already collect to drive support for the early learning and school-age workforce, as well as the potential for how much more we could do. The report summarizes the scope of each state’s registry functions and outlines areas of improvement. By analyzing differences in registry functions, participation, and data integration, the Aspire Registry can showcase New York’s successful practices and adopt proven strategies from other states, fostering mutual learning and improvement.

*The following table is based on the 2023 Workforce Registry Landscape Report, which outlines all potential registry functions, data collection, and integrations. It is updated to reflect items fulfilled by the Aspire Registry (highlighted in blue) as of 2024. Please note that some non-highlighted functions and supports are fulfilled by other initiatives at the NY Early Childhood Professional Development Institute and/or NY State licensing bodies.*

| Participation Requirement                           |   |  |  |                    |                        |                     |
|---|---|--|--|--------------------|------------------------|---------------------|
| Staff in QRIS/QIS                                   | Staff in Head Start Programs                                  | Staff in VPK/UPK                           | Trainers                                     | TA Staff/Coaches   | Scholarship Recipients | License-Exempt, FFN |
| Center Based Settings (B-5)                         |   |  |  |                    |                        |                     |
| Director  | Lead Teacher  | Assistant Teacher                          | Teacher Aide                                 | Substitute Teacher |                        |                     |
| Home-Based Setting                                  |   |  |  |                    |                        |                     |
| (G)FCC Licensed/Registered Home-Based Care Provider | (G)FCC Licensed/Registered Home-Based Care Assistant Provider | License-Exempt Family Child Care Providers | Family, Friend and Neighbor (FFN) Caregivers |                    |                        |                     |
| PD Providers  |   |  |  |                    |                        |                     |
| Trainers  | Coaches   | Mentors                                    | TA Specialists                               | Consultants        |                        |                     |



The Aspire Registry exemplifies how workforce registries can drive meaningful change by providing reliable and actionable data. By adhering to rigorous standards and continuously improving its processes, the Aspire Registry supports individual professionals and demonstrates the value of robust data collection and collaboration for shaping policies, fostering equity, and promoting quality improvements across New York State and the nation.

## Sources

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