



In this edition, we examine how Aspire course data reveals patterns in training content and instructional emphasis.

The Core Body of Knowledge (CBK) aligns professional development, including training, coaching, consulting, and mentorship, across the state and with national standards. Professional development offerings listed in the Aspire Registry are categorized by CBK core competency areas during the course approval process, contributing to a coordinated framework for professional learning.

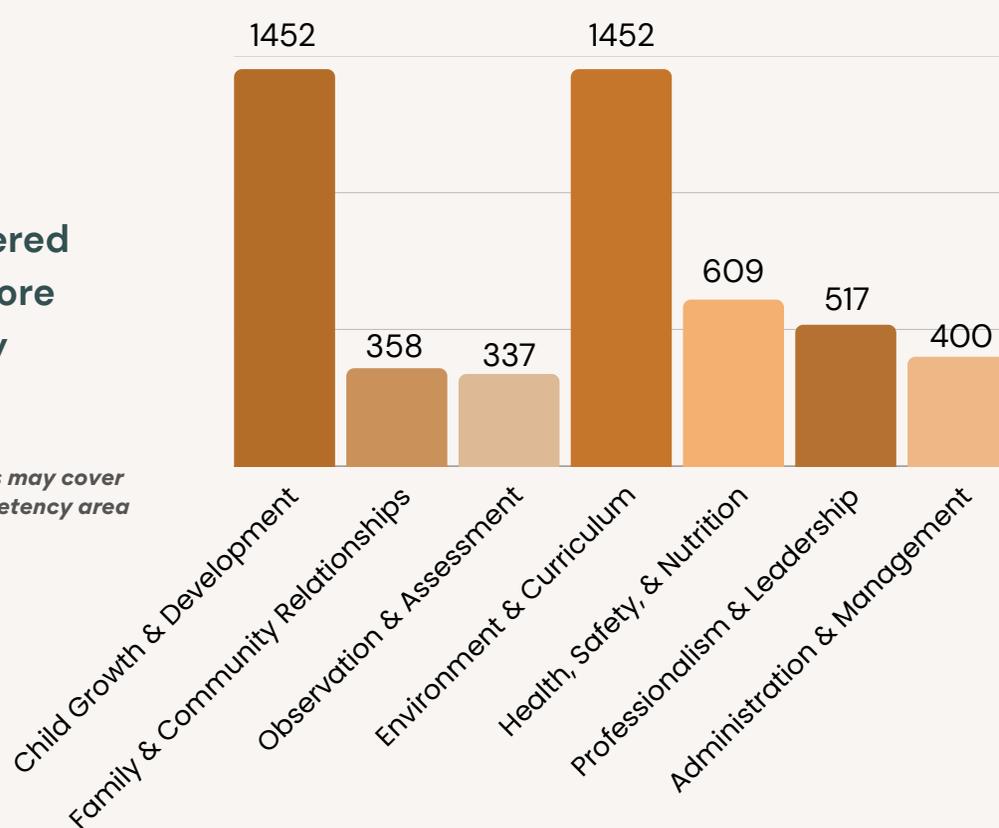
## How does course alignment inform our data?

When professional development providers align their course offerings with the core competency areas, it provides the state with important information about the distribution of training courses that focus on each of the CBK competency areas. It also allows users of Aspire's Professional Development Finder (PD Finder) to locate training in the competency areas needed to meet their professional development goals.

In 2025, **Child Growth & Development** and **Environment & Curriculum** were most prevalent. Other core competency areas — **Family & Community Relationships**, **Observation & Assessment**, and **Administration & Management** — had comparatively fewer offerings. Because each competency is essential to comprehensive professional development, this distribution highlights opportunities to assess subject-area balance and expand offerings where needed.

### Number of Courses Offered in 2025 by Core Competency Area\*

\*2012 CBK - Courses may cover more than one competency area

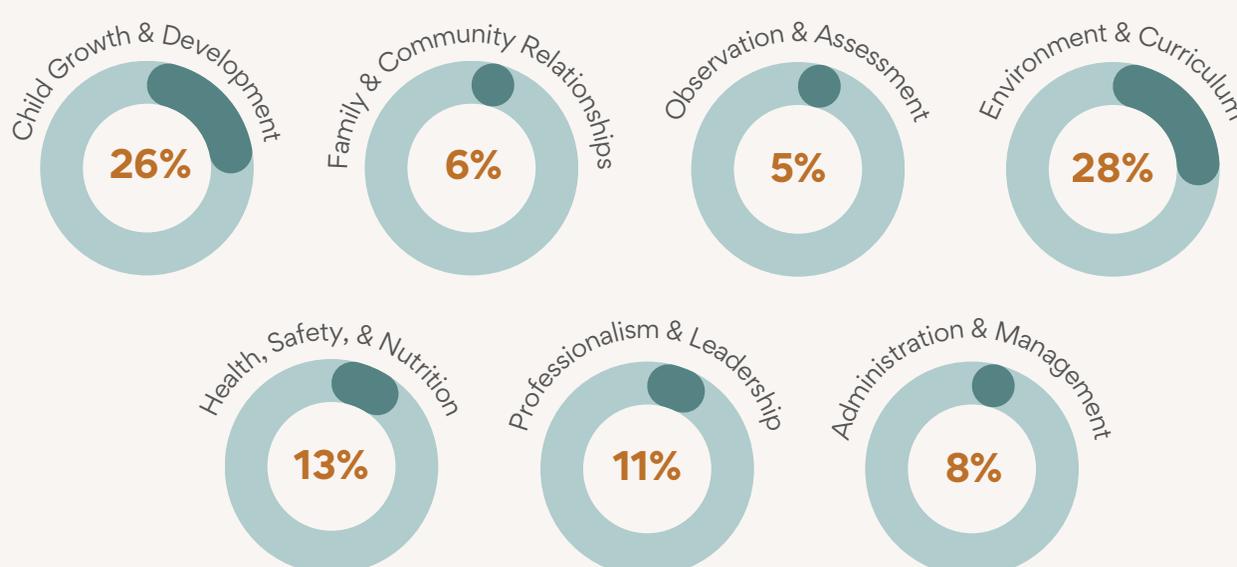


## How much time do courses dedicate to subject matter?

Beyond course counts, the share of total instructional hours when more than one area is covered in a single session provides insight into the depth of coverage. Courses including **Child Growth & Development** devoted roughly one quarter of instructional time to this area, while **Environment & Curriculum** accounted for 28%.

**Family & Community Relationships** and **Observation & Assessment** represented smaller shares of total course hours, suggesting they were more often incorporated within broader sessions rather than offered as primary focuses. Similar patterns were observed in the [2021 Data Story - Edition III](#), indicating possible gaps and opportunities to expand offerings.

### Proportion of Hours Spent on Each Competency Area in 2025\*



\*Data based on the 2012 CBK

Examining both the frequency and percentage of allotted time reveals not only what content is offered, but also how much exposure participants receive in each competency area. The 2025 data offers valuable insight for decision makers and workforce leaders, encouraging further inquiry into why certain competency areas receive more focus than others and how course design influences the professional development landscape.

## What trainings are Aspire members attending?

Average verified attendance ranged from 11 to 16 participants per course across competency areas. Courses addressing **Professionalism & Leadership** and **Observation & Assessment** showed slightly higher average participation. Viewed alongside course distribution and instructional time, this sustained attendance suggests continued demand in areas that may benefit from expanded representation.

### CBK Attendance Fast Facts

In 2025, approximately  
**4,113 people**  
 attended Aspire registered training events

**13**  
 is the average number of verified attendees  
 for all attended events in 2025

Event attendance, course distribution, and instructional time together provide a comprehensive view of how professional development is delivered statewide. Aspire data enables analysis beyond individual offerings, informing decisions about training availability, instructional depth, and workforce development priorities.