

Supporting and Strengthening New York's Early Childhood Workforce

2024 Annual Report



New York Early Childhood
Professional Development Institute



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A message from our executive director

In 2004, a group of New York early childhood advocates and funders came together with a vision: to promote equitable access to excellence for every young child.

The New York Early Childhood Professional Development Institute was born from that vision. Over the past 20 years, we've been proud to develop, strengthen and support the early childhood workforce in our state.

Recognition of the importance of high-quality early care and learning — and our state's investment in it — has grown tremendously since the Institute's founding. As we continue to collaborate with and support the workforce, early childhood programs, public agencies, institutions of higher education, researchers, policymakers, and advocates in early care and learning, we hold the Institute's founding vision at the forefront of our work.

This annual report is a snapshot of the incredible accomplishments of the Institute team in 2024. I hope it will lead you to explore and learn more about our work.



Dona Anderson
Executive Director

**Children thrive
when they spend
their formative
years with
dedicated,
educated, skilled,
and well-
compensated
educators.**

2008

The **Career Development Center** begins supporting early childhood professionals in New York City with one-on-one guidance.

2010

QUALITYstarsNY, New York's Quality Rating and Improvement System, launches as a field test in 13 New York State communities.

Our journey

2004

The Institute is founded as a public-private partnership at the **City University of New York** to address the needs of the early childhood workforce in New York. The Institute incorporates the existing **Informal Family Child Care Project**, which supports legally exempt family child care providers.

2012

As part of its role on the state's Early Childhood Advisory Council, the Institute develops the **New York State Early Learning Guidelines** and a thorough revision of the **Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators**. The Institute also launches the **Aspire Registry**, New York's first early childhood workforce registry.

2015

The **NYC Early Childhood Research Network** develops as a new research-policy-practice partnership to investigate NYC's Pre-K for All expansion.

2017

The Career Development Center's **Leadership Initiative** is founded.

2016

The Institute begins supporting educators and administrators through practice-based **coaching**.

2019

The Career Development Center and the Leadership Initiative begin to expand to additional regions across New York State.

2021

In the wake of the pandemic, New York State makes a \$35 million, three-year investment in QUALITYstarsNY through American Rescue Plan Act funding.

Today

The Institute continues to lead the work to strengthen the early childhood profession across New York State.

QUALITYstarsNY

AT A GLANCE



New York's Quality Rating and Improvement System supports early childhood programs with high-quality professional development and resources and individualized guidance.

85,000

children and their families across New York State are served by a program participating in QUALITYstarsNY

500

recipients of **Child Care Deserts Grant** funding have enrolled in QUALITYstarsNY

80%

of re-rated programs **increase their Star Rating** or sustain a high-quality rating through their participation in QUALITYstarsNY

94%

of participants would **recommend** QUALITYstarsNY to a colleague

42,000

hours of **one-on-one time on-site with programs** have been logged by QUALITYstarsNY Quality Improvement Specialists since 2021

2,983

scholarship awards have been granted to QUALITYstarsNY educators pursuing early childhood education degrees, certifications, credentials or coursework

2024 HIGHLIGHT

Reflecting on QUALITYstarsNY's expansion under the American Rescue Plan Act

New York's unprecedented \$35 million, three-year investment in 2021 allowed **QUALITYstarsNY** to double its number of participating programs and build its capacity and infrastructure to support more educators.

QUALITYstarsNY used ARPA funding to modernize and streamline its **user experience** for applicants and participants, develop and enhance its **data collection and reporting** practices and establish **scholarship funding** for participants in collaboration with the Institute's Early Childhood Career Development Centers across the state.

“My Quality Improvement Specialist led me through the process of self-evaluation and helped me realize the areas we together could improve to best benefit the children in my care...I feel excited about my career again.”

—Patrice Howard

Capital Region family child care provider



New York Works for Children

The Aspire Registry

AT A GLANCE



An integral part of New York Works for Children, New York's workforce registry for early childhood and school-age professionals verifies and organizes employment history, education and ongoing professional development.

39,000

educators across New York State are in the Aspire Registry

72%

of licensed NYS **child care centers** participate in the Aspire Registry



Robust and reliable statewide **data** on New York's early childhood workforce



Rigorous procedures for **verifying** education and training credentials

“All professional development opportunities are vetted through the Aspire Registry's quality assurance process for high quality and to accurately track completed training for the staff members.”

New York Child Care and Development Fund plan for FFY2025–2027

2024 HIGHLIGHT

An improved Aspire Registry

The **Aspire Registry** revealed its new look and functionality in May.

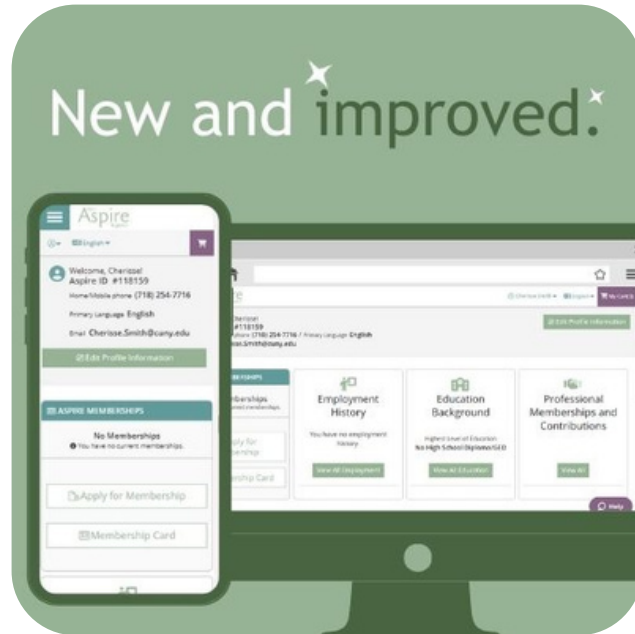
My Aspire Registry, a mobile app, allows educators to access their Aspire Registry profiles while on the go.

Early childhood professionals can now **scan and upload documents**, right from their mobile devices.

Professionals can easily access their **Aspire Registry digital membership cards** to verify their attendance at training sessions.

Simplified employer and training searches have made the Registry easier and more efficient to use than ever.

Explore the Registry ➔



“We recommend encouraging educators in all licensed programs and settings to enroll in the Aspire Registry...Aspire data compiles workforce data across licensing agencies and funding sources, so thereby has the potential to offer the most complete and comprehensive data set about the workforce in New York.”

Child Care Availability Task Force Report,
April 2024

2024 HIGHLIGHT

Parity Compensation for New York's Early Childhood Educators: Recognition and Respect for a Vital Profession

A new report from the Institute and **New York Works for Children**, released in October, explores efforts to improve compensation and benefits for early childhood educators and outlines considerations for the state of New York to sustainably increase compensation for early care and learning professionals.

“Providing high-quality, responsive care and education requires a skilled workforce of qualified educators. Sustained efforts to increase compensation and benefits are needed to attract and retain diverse, prepared ECE professionals.”

—Parity Compensation for New York's Early Childhood Educators

The poverty rate for early educators in New York is **more than twice as high** as for New York workers in general (8.6%)



19.3%

Early Educator Poverty Rate in New York State

We hosted a panel discussion with experts and advocates about the report and its implications for the workforce.

[Read the report >](#)[View the webinar >](#)

Career Development Center

AT A GLANCE



The Career Development Center serves prospective and experienced educators across the state through career and academic advising and professional services.

20,000

educators across the state have used Career Development Center services



67% of scholarship recipients supported by the Career Development Center are women of color

1,000

early childhood employers participate in the Career Development Center's Early Childhood Education **Employment Network**



Through our partnership with the CUNY School of Professional Studies, nearly **500 early childhood educators** have earned a credit-bearing Child Development Associate (CDA) certificate

"When I was first introduced to the Career Development Center, I was unfamiliar with the paths available to me as a new early childhood professional...My career advisor took time to understand my unique needs and desires for the future to plan my continued growth."

Jeremy Fontaine, new early childhood teacher, Long Island

Career Development Center

Leadership Initiative

AT A GLANCE



The Leadership Initiative fosters the development of early childhood leaders throughout New York State through professional learning and collaborative support.

8,388

participants across all 10 economic regions of New York State



Monthly networking meetings for early childhood administrators, directors, family child care providers, and others facilitate connections with fellow leaders in each region

2024 HIGHLIGHT

Our 2024 professional learning topics included:

- Effective Business Practices for Profitable Child Care
- Leading for Change in Early Care and Education: Cultivating Leadership from Within
- Cultivating Emotional Resilience in Educators
- Powerful Interactions: How to Connect with Children to Extend Their Learning
- Bravery in Leadership
- Supporting Culturally Responsive Learning Environments
- Leave a Legacy: Cultivating a New Generation of Early Childhood Leaders
- Intentional Leadership with Heart
- We Are the Change We Seek: Advancing Racial Justice in Early Care and Education

NYC Early Childhood Research Network

AT A GLANCE



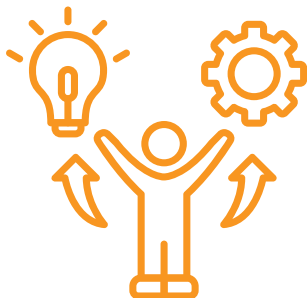
The network's research-to-practice partnership brings together researchers, policymakers, and funders to promote actionable research to inform public policy.



The Research Network facilitates collaboration among partnering public and private research institutions and city agency officials, including the **Administration for Children's Services**, the **Department of Health and Mental Hygiene**, the **NYC Mayor's Office** and **NYC Public Schools**.



Since 2015, the Research Network has supported the completion of **19 research studies** aiming to advance early childhood policies and practices in New York City



The Research Network's interactive research-to-practice sessions encourage dialogue and engagement among early childhood care and education practitioners and researchers. 2024 session topics included **early language and preliteracy**, **translanguaging** with young children, and promoting **teacher-child relationships**.

2024 HIGHLIGHT

Addressing New York’s Early Intervention provider shortage

The **NYC Early Childhood Research Network** released a new study in June with recommendations for recruiting and retaining an effective, competent, and diverse Early Intervention (EI) workforce to provide EI services to infants and toddlers with developmental delays and disabilities.

Researchers from Brooklyn College collaborated with the New York City Department of Health and Mental Hygiene’s Bureau of Early Intervention on the study, which was funded by the Heising-Simons Foundation.

“Facilitating partnerships between researchers and city agencies is exactly the kind of collaboration that makes the Research Network so valuable,” says Lindsey Bravo, our director of research and evaluation. “By bringing together researchers, practitioners and policymakers, we’re able to promote actionable research that can have a direct impact on early childhood policy and practice in New York City.”



Coaching

AT A GLANCE



Institute coaches partner with early childhood educators to achieve goals aligned with leadership and teaching practices. Lessons learned from our coaching practices inform professional development system-building efforts statewide.

315

early childhood educators in 132 sites across New York participate in Institute coaching work that is:



Reflective



Strengths-based

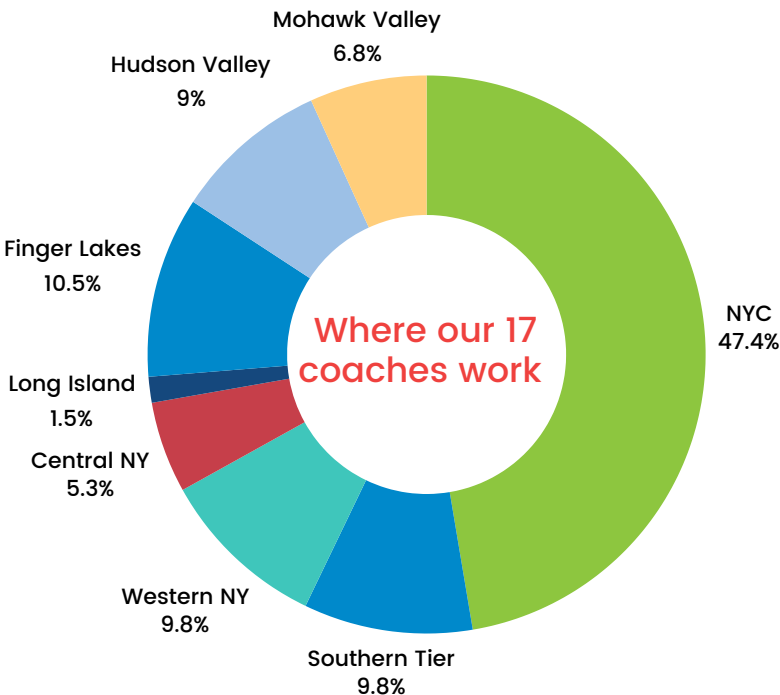


Results-oriented



Grounded in collaborative relationships

Institute coaches provide competency-based training and technical assistance, including induction coaching for new teachers, practice-based coaching for classroom staff and family child care providers, consulting, coaching, and peer-learning experiences for program leaders, and training and coaching on classroom practices that promote a positive mental health climate using the Climate of Healthy Interactions for Learning and Development (CHILD) Scale.



2024 HIGHLIGHT

Measuring mental health in early childhood classrooms

Grant-funded initiatives help our professional development team innovate. With the generous support of the Robin Hood Foundation, our NYC-based coaching team used the **Climate of Healthy Interactions for Learning and Development (CHILD) Toolkit** to help teachers implement practices that promote social-emotional learning.

Coaches used the CHILD Observation Tool to assess the quality of the social-emotional climate in early childhood classrooms across nine dimensions, including a focus on interactions, adult collaboration, and social and emotional learning. Using the data, they tailored training sessions and provided individualized coaching to build teachers' knowledge and practice.



After one year of training and coaching, the team noted a positive change in educators' approaches to social problem-solving and emotion-oriented interactions with children, as measured by the CHILD tool and post-coaching reflections. Post-coaching, teachers reported more intentional use of proactive practices that support emotion-oriented interactions.

Similarly, teachers' self-reported a change in their use of social problem-solving practices, sharing that they were more inclined to use cognitive problem-solving strategies to help children navigate social conflicts independently over time, rather than rely on teacher-directed solutions.

“My coach always has something relevant to say and positive feedback to share. She is able to convey an observational perspective on my teaching and my interactions with the staff in my classroom. She helps to build my confidence as a teacher.”

—Teacher, Southern Tier Region

“I appreciate my coach’s way of keeping me on track and helping me focus on my priorities and set attainable deadlines for my goals. She met me at my current level and helped me find ways to help myself.”

—Teacher, New York City

2024 HIGHLIGHT

New professional learning options for informal family child care providers



“Family child care providers can sometimes feel invisible and isolated, but this is their place to build relationships and give each other advice.”

—Zoraima Rosario-Rolon

Informal Family Child Care Project Director



The Institute’s **Informal Family Child Care Project** launched the **GROW Program** to bring new professional learning sessions to informal providers.

Sessions meet remotely in both English and Spanish at no cost to providers. Training topics include learning through play, creating a welcoming environment for children, partnering with families, guiding children through challenging behavior and more.

“I learned the importance of knowing when and how to engage with children — when is the right time to approach them and knowing what questions to ask to engage in conversation,” said one provider who participated.

The Informal Family Child Care Project supports home-based, legally exempt providers in New York City who receive payment through the Administration for Children’s Services (ACS) and those who care for children with special needs. Training hours can be used toward the city’s enhanced market rate.

Support for NYC providers and programs

The Institute's **CAPS Online Support** team provides live training and technical assistance (via webinar, phone, email and chat) in both English and Spanish for child care providers who use the web-based Child Care Attendance Processing System (CAPS) to record attendance for thousands of children who receive ACS subsidies for child care in New York City. Using the CAPS Online system allows providers to receive timely and efficient payments. In 2024, we served:

6,551

home-based providers, including both informal/legally exempt and licensed providers

971

child care centers

57

New York City public school programs

In 2024, we marked two decades of elevating the early childhood profession in New York State.

“

Everything we created, year in and year out, was based on an articulated, demonstrated gap or need in the early childhood workforce, and we felt strongly about being actively engaged in solutions.

Early childhood education prepares children for the rest of their lives. We've never lost our perspective that our work is completely and totally about children.

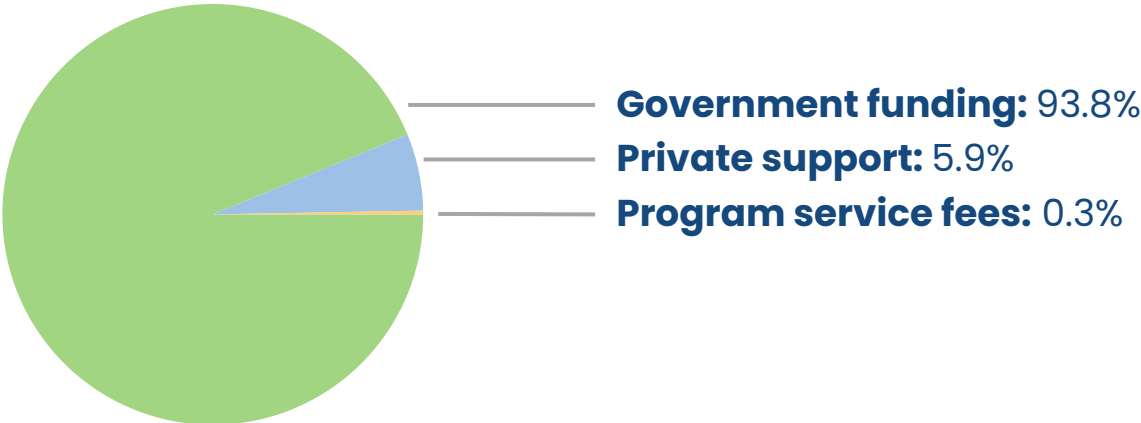
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Sherry Cleary
Executive Director Emeritus

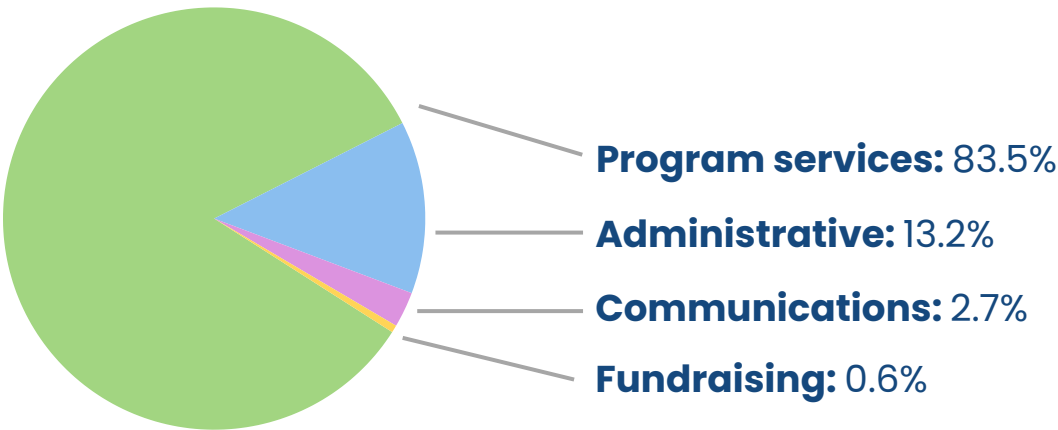
Our finances

Revenue



Total Revenue
\$32,214,799

Expenses



Total Expenses
\$32,214,799

Note: These figures represent the fiscal year from July 1, 2023, to June 30, 2024.



The Institute is grateful to all of our partners, supporters, and funders, who make it possible to support, expand, and strengthen New York's early childhood workforce.

From all of us here at the Institute, and on behalf of New York's youngest children and their families and communities:

Thank you!



**New York
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Professional
Development
Institute**

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