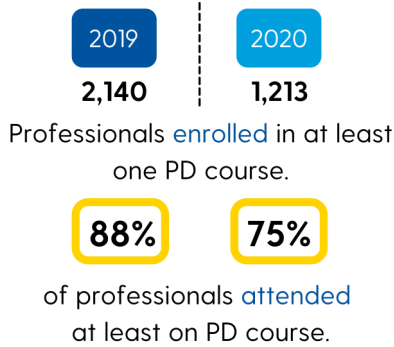


Research Snapshots: Demographic Trends on Access to Professional Development During the COVID-19 Pandemic

The COVID-19 pandemic has affected many aspects of the early childhood field, including access to and engagement with professional development. Drawing on data from before and during the pandemic, this brief explores changes in PD attendance for groups of early childhood professionals.

ATTENDANCE

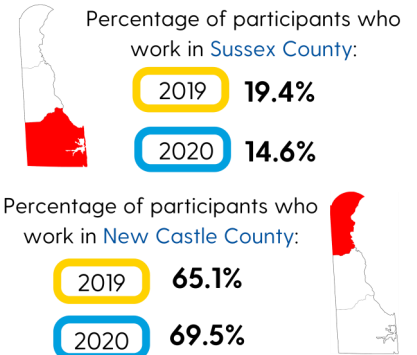


AGE

The average age of professionals who attended PD:



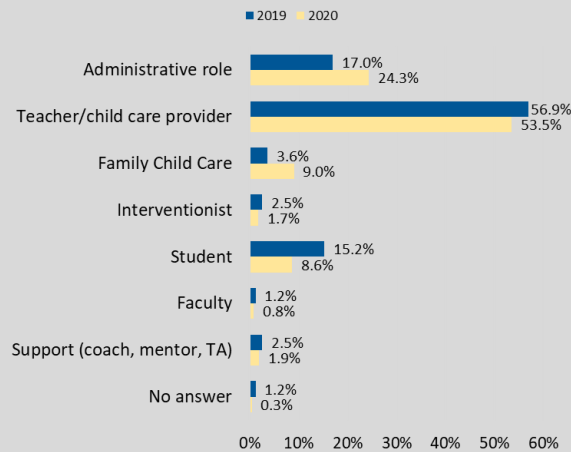
COUNTY



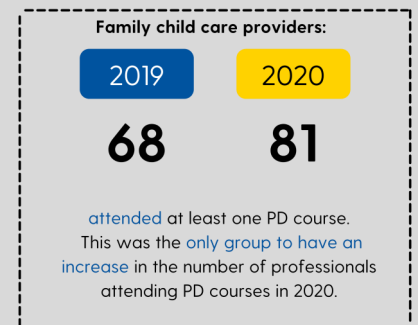
Types of Roles

- Administrator
- Teacher/Child Care Professional
- Family Child Care Professional
- Interventionist (Therapists)
- Student (e.g. interns)
- Faculty (e.g. higher ed)
- Support (e.g. coach)

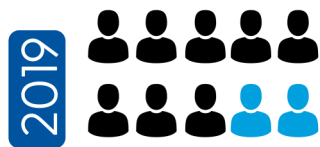
Professional Role of PD Participants



ROLE

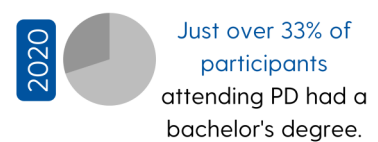


ETHNICITY



Approximately 8 out of 10 professionals attending PD identified as non-Hispanic or non-Latino.

Approximately 9 out of 10 professionals attending PD identified as non-Hispanic or non-Latino.



The differences between engagement with professional development before and during the pandemic may be due to a variety of reasons. First, there was typically a fee associated with PD before the pandemic, but PD was offered for free during the pandemic. Second, professionals with higher levels of education may have had different experiences than other professionals, such as access to greater resources. Third, changes in scheduling due to the pandemic may have made it either easier or more difficult to access PD for different groups of early childhood professionals.