



ECE Workforce Pipeline Development Strategies Framework and Potential Strategies

| Develop a robust educator pipeline that accelerates early learning outcomes and closes opportunity gaps | | | |
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| Attract more candidates to ECE credential /degree programs | Support persistence and completion | Match to quality ECE jobs and retain | |
| Double down on: 1. High School CCTE - ECE (Dual enrollment, WBL, CDA) 2. Community College - ECE (CDA, WBL, Technical certificate, Associate degree) 3. GYO – ECE for Pre-K-3rd Grade (Bachelor's, WBL, Licensure) 4. TECTA (30 Hour Orientation, pathway to Community College) With: A. Targeted recruitment/marketing to attract candidates to above ECE programs B. Joint marketing campaign/collateral promoting ECE careers, elevating the profession C. Incorporating cohort models, with wrap around resources to support completion D. One-stop shop online resource for information on ECE career pathways E. Compensation incentives for credential, degree completion (e.g., WAGE\$) | | 1. Establish state/local wage targets and standards for positive working conditions—reward employers achieving them 2. Support school districts as employers with resources to implement CTE and GYO 3. Cultivate ECE employer networks/councils to: A. Formalize partnerships with high school and community college programs for recruitment, WBL and apprenticeships, hiring, mentoring B. Strive for target compensation and working condition standards | |
| POLICY | FUNDING | DATA AND REPORTING | |

| Strategy | Description |
|-------------------------------------|--|
| High school CCTE-ECE programs | Establish/expand CCTE with WBL-on-site preschool "Lab", CDA prep, dual enrollment; partnership with TECTA to complete "orientation" and apply for CDA; Emphasize associate or bachelor's degree as "next step" |
| | Targeted recruitment / marketing to recruit students and engage parent support |
| | Cohort supports, with wrap around resources to support completion |
| | Employer partnership, guest speakers, mentors, hiring, apprenticeship |
| Community college ECE programs | Grow participation in technical certificate and associate degree programs; partner with high schools for dual enrollment |
| | Targeted recruitment / marketing to recruit students |
| | Cohort models, with wrap around resources to support completion |
| | Employer partnership, guest speakers, mentors, WBL, hiring, apprenticeship |
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| Strategy | Description |
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| Grow Your Own programs for Pre-K through 3 rd grade | Establish/expand GYO programs with emphasis on Pre-K to 3 rd grade teachers. GYO are educator apprenticeship programs offering accelerated no-cost pathways to teacher licensure. |
| | Targeted recruitment / marketing to recruit students |
| | Cohort models, with wrap around resources to support completion |
| TECTA | Build pipeline of candidates accessing TECTA orientation and support; |
| | Targeted recruitment / marketing to recruit students (Who?) |
| | Cohort models, with wrap around resources to support completion |
| Marketing Campaign | Establish broad campaign to support enrollment in ECE credential / degree programs, promote ECE careers and elevate the profession |
| Online ECE career resource hub | Establish a one-stop-shop resource hub for information on career pathways, education programs, financial aid, inspiration / motivation |
| Compensation incentives | Establish/grow funding resource to reward credential, degree completion (e.g. WAGE\$) |
| Wage Targets and Working Conditions Standards | Establish state/local wage targets and standards for positive working conditions—reward employers achieving them |
| Support school districts | Support and encourage school districts as employers with resources to implement CTE (e.g. Program leader/teacher compensation) and GYO (e.g. textbooks and compensation for apprentices; program leader/teacher compensation) |
| Employer Networks | Cultivate ECE employer networks or councils |
| | Formalize employer partnerships with high school and community college programs for recruitment, WBL and apprenticeships, hiring, mentoring |
| | Encourage / celebrate employers to strive for and meet target compensation and working condition standards while working |
| Data and Reporting | Develop community systems for tracking and measuring enrollment, persistence, credential and degree completion, vacancies and retention rates, among other metrics to better guide strategies and inform policy |







| Policy | Advocate for supportive state and local policy |
|---------|---|
| Funding | Build community awareness of and tap all existing funding opportunities; supplement with new local/state government and philanthropic funds |

Early Educator Entrepreneurs

When early educators double as owner and director in the case of Family Child Care providers, there are additional supports and development needed beyond the early educator credentials and degrees. As indicated in "Stephen's" career pathway plans, there are resources available to support business skill development and securing a child care license. But other supports and strategies may be needed.

Family Child Care Networks FCC networks support small businesses with various services such as back office support, child care management software, quality supports, networking and industry news and information