EARLY CHILDHOOD EDUCATORS EMPOWERMENT INTRINSIC VALUE
ADAPTIVE LEADERSHIP PARADIGM SHIFT GOOD JOBS DIVERSITY
WORKFORCE DEVELOPMENT COLLABORATION TRANSFORMATION
EQUITY ECONOMIC OPPORTUNITY RECRUIT TRAIN UPSKILL HOPE

A Way Forward: Strategies to Support and Expand the Child Care Workforce in Metropolitan Boston

Written by:
Valora Washington, Ph.D.
Elizabeth Spisich
Kori Bardige, Ph.D.
Brenda Gadson

January 2026

CAYL.ORG

A Way Forward:
Strategies to Support and Expand the Child Care Workforce in Metropolitan Boston

January 2026



Written by:

Valora Washington, Ph.D.
Elizabeth Spisich
Kori Bardige, Ph.D.
Brenda Gadson

CAYL.ORG

A Way Forward:
Strategies to Support and Expand the Child Care Workforce in Metropolitan Boston

Written by:
Valora Washington, Ph.D.
Elizabeth Spisich
Kori Bardige, Ph.D.
Brenda Gadson

©2026 The CAYL Institute - All Rights Reserved

Acknowledgments

The Good Jobs Challenge - Child Care was funded by a grant from the U.S. Department of Commerce's Economic Development Administration (EDA). The CAYL Institute funded the preparation of the project documents.

The CAYL Institute extends special thanks to the Good Jobs Challenge - Child Care (GJC-CC) partners, whose commitment and service to early childhood educators are at the heart of the project's success. We honor the early educators who participated in GJC-CC, and especially those 1,030 participants whose journeys we document and celebrate.

CAYL also extends gratitude to Opportunity Consulting (IBG Consulting Group), especially Iris Bond Gill and Lyndsay Brown, Ed.L.D., for their valuable support with data analysis and documentation.

We acknowledge the helpful reviews of this paper offered by Beth Bye, former Commissioner of the Connecticut Office of Early Childhood; Jessica Sager, Co-Founder and Chief Executive Officer of All Our Kin; and Sherri Killins Stewart, Director of State Systems Alignment and Integration and Co-Director of State Services at the Build Initiative; as well as by CAYL Board members.

Finally, we would like to express our appreciation to the City of Boston, Mayor Michelle Wu, Trinh Nguyen (Chief of Worker Empowerment), the Office of Workforce Development (OWD) staff, and the Metropolitan Area Planning Council (MAPC) for their support throughout the project.

The views expressed in this paper are those of the authors and may not reflect the views of the City of Boston, the funder, or those who lent their expertise to the project. (See Appendix C for a comprehensive list of CAYL staff, board, partners, and consultants.)

Suggested citation: Washington, V., Spisich, E., Bardige, K., & Gadson, B. (2026). *A way forward: Strategies to support and expand the child care workforce in metropolitan Boston*. The CAYL Institute. https://cayl.org/good-jobs-challenge/A-Way-Forward

For inquiries about this report, contact: ValoraWashington@cayl.org

Table of Contents

Acknowledgements i

List of Videos and List of Commonly Used Acronyms iii

Overview of the Good Jobs Challenge - Child Care iv

Good Jobs Challenge - Child Care (GJC–CC): At-a-Glance v

Part I: Envisioning a Paradigm Shift: What if We Centered the Intrinsic Value of Early Childhood Educators? 1

Part II: Planning to Shift the Paradigm 8

Part III: Achieving Results and Impact 17

Part IV: Recommending a Way Forward and a Few Observations 34

References 43

Appendices 49
Appendix A: About The CAYL Institute 50
Appendix B: Key Terms 51
Appendix C: The People and Partners Behind the Good Jobs Challenge - Child Care 52
Appendix D: The Good Jobs Challenge - Child Care Training Pathways 53
Appendix E: Good Jobs Challenge - Child Care Partnership Configurations 55

Figures

Figure 1: GJC-CC Intended Outcomes 10
Figure 2: GJC-CC's Six Major Findings 18
Figure 3: GJC-CC Actual Outcomes 21
Figure 4: Center-Based Pathway Outcome 1 - New Teachers 22
Figure 5: Center-Based Pathway Outcome 2 - Lead Teachers/Directors 23
Figure 6: Family Child Care Pathway Outcome 3 - New FCC Educators/Owners 24
Figure 7: Family Child Care Pathway Outcome 4 - FCC Educators/Owners Trained 25
Figure 8: Race and Ethnicity of 1,030 Participants in GJC-CC 28
Figure 9: Gender of 1,030 Participants in GJC-CC 29
Figure 10: Range of Birth Years of 1,030 Participants in GJC-CC 30
Figure 11: Range of Birth Years of Participants by Outcome in GJC-CC 31
Figure 12: Education Levels of 1,030 Participants in GJC-CC Prior to Participation 32

List of Videos

Click on each box to view the corresponding webinar.



Watch the webinar recording: *Taking Action to Transform the Workforce: The Good Jobs Challenge for Child Care*



Watch the webinar recording: *Succeeding Together: Voices from the Good Jobs Challenge - Child Care*

List of Commonly Used Acronyms

CAYL	The CAYL Institute (Community Advocates for Young Learners)
CDA	Child Development Associate
CGD	Child Growth and Development Course
CoP	Communities of Practice
CORI	Criminal Offender Record Information
CQI	Continuous Quality Improvement
EDA	U.S. Department of Commerce's Economic Development Administration
EEC	Massachusetts Department of Early Education and Care
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ETA	U.S. Department of Labor's Employment and Training Administration
FCC	Family Child Care
GJC	Good Jobs Challenge
GJC-CC	Good Jobs Challenge - Child Care
GJMBC	Good Jobs Metro Boston Coalition
IHE	Institution of Higher Education
JQBI	Job Quality Benchmarking Index
LoC	Letter of Commitment
MAPC	Metropolitan Area Planning Council
OWD	Office of Workforce Development

Overview of the Good Jobs Challenge - Child Care

With $500 million funded by the American Rescue Plan, the U.S. Department of Commerce's Economic Development Administration (EDA) launched the Good Jobs Challenge (GJC), recognizing the need for existing regional workforce training systems to accelerate workers' access to "good jobs" in vital industries. There were 509 applications and 32 awards for the Good Jobs Challenge in 2022.

As a grantee, $23 million was awarded to the Boston Mayor's Office of Workforce Development to support a broader workforce development strategy, known as the Good Jobs Metro Boston Coalition, serving three industries – healthcare, clean energy, and child care [1]. Of the 32 grants awarded nationwide, the Boston initiative was the only one focused on the child care industry. As a partner with the city, The CAYL Institute served as the backbone organization for the child care initiative with a $7.7 million grant over three years.

Accelerating workers' access to child care jobs is a critical national challenge: persistent child care staff shortages have a deleterious impact on local economies. Consequently, child care, often viewed as "the workforce behind the workforce," is frequently positioned as a wraparound service supporting other employment sectors. With an alternative perspective, the Good Jobs Challenge - Child Care (GJC-CC) asked whether staffing shortages could be better addressed if initiatives centered on child care as a priority industry with its own value. To test this paradigm shift, GJC-CC aimed to catalyze a cross-sectoral educator-centric strategy to recruit, train or upskill, and employ 850 child care staff.

By July 31, 2025, CAYL and the collaborating sectoral partners successfully:

- Exceeded the numerical targets, paving additional career pathways and upskilling opportunities for 1,030 people who:
  - Represented a diversity of backgrounds and communities
  - Impacted the diminishing supply of family child care providers
- Established an effective hub of cross-sectional, educator-centric collaboration focused on early childhood educator recruitment, training or upskilling, and employment.

Three papers describe the Good Jobs Challenge - Child Care paradigm shift:

1. An overview paper that describes the goals, implementation processes, and outcomes of the initiative,
2. A paper focused on the educator-centric success model used in the initiative, and
3. An examination of the initiative as a cross-sectoral workforce development model.

The CAYL Institute also prepared *Taking Action to Transform the Workforce: The Good Jobs Challenge for Child Care*, a cross-reference of the Good Jobs Challenge - Child Care initiative with the *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* report on the occasion of the report's 10-year anniversary, sponsored by the Early Childhood Investment Collaborative.

The papers present a range of ideas and strategies for "a way forward" in early childhood education workforce development efforts. The GJC-CC primary recommendation is the establishment of a permanent coordinating infrastructure for early childhood education workforce development.

Good Jobs Challenge - Child Care (GJC–CC): At-a-Glance

The Vision: Leverage the Good Jobs Challenge - Child Care initiative to explore a proof of concept: Cross-sectoral partnerships that center early childhood educators will generate increased workforce supply, diversity, and expertise.

Funding Context: Good Jobs Challenge grant:

- U.S. Department of Commerce, Economic Development Administration
- $23M awarded to Boston Office of Workforce Development (OWD) to coordinate Good Jobs Metro Boston Coalition across three industries (health care, clean energy, and child care)
- One of 32 awards nationwide, and the only one that focused on the child care industry
- August 2022 – August 2025 (3 years)

Scope for GJC-Child Care (GJC-CC):

- **Goals:**
  - Recruit, train or upskill, and employ 850 individuals in "good jobs" in child care.
  - Model a regional sectoral partnership for early childhood education workforce development.
- **Budget:** $7.7 million for the child care sectoral partnership
- **Region:** Metropolitan Boston, including 102 cities/towns across five counties, plus select high-need cities (Lawrence, Lowell, Lynn, Salem)
- **Industry:** Child care centers and family child care homes serving children from birth to age 8 in non-school settings

Partnership Structure:

- **Managing Grantee:** City of Boston, Office of Workforce Development
- **Backbone Organization:** The CAYL Institute (Community Advocates for Young Learners)
- **Center-Based Sourcing Partners:** Nine community-based workforce organizations coordinating regional recruitment, training or upskilling, and hiring, as well as case management and wraparound resources. Many also provided professional skills training or the core program training.
- **Family Child Care Partners:** Three family child care (FCC) partners providing training, mentoring, and resources.
- **Education/Training Partners:** Six colleges and training organizations delivering credential-bearing coursework, customized cohorts, and academic supports.

Center-Based Employers:

- 84 employers, many with multiple sites, signed Letters of Commitment with a pledge to provide "Good Jobs" - including fair wages, benefits, and supportive working conditions.
- 163 additional employers hired GJC-CC educators or referred employees for upskilling.

Intended Outcomes: 850 educators

- **Center-Based:** newly qualified assistant teachers or teachers
- **Center-Based - Upskilling:** newly upskilled teachers or directors
- **Family Child Care (FCC) - Licensure:** newly licensed FCC educators/owners
- **FCC Educators/Owners - Upskilling:** newly upskilled FCC educators/owners

Impact Snapshot (as of July 31, 2025, in 10 training pathways for 7 different roles)

- Of 1,666 enrollees, 1,030 were recruited, trained or upskilled, and employed, exceeding the 850 goal
- 64 new FCC licenses issued (~10% of regional new licenses during program period)
- 75 participants enrolled in and 47 completed a second pathway

I.
ENVISIONING A PARADIGM SHIFT:

WHAT IF WE CENTERED THE INTRINSIC VALUE OF EARLY CHILDHOOD EDUCATORS?

I. ENVISIONING A PARADIGM SHIFT: WHAT IF WE CENTERED THE INTRINSIC VALUE OF EARLY CHILDHOOD EDUCATORS?

"THE WORKFORCE BEHIND THE WORKFORCE" IS IN CRISIS

The recognition of child care professionals as vital economic engines for other endeavors is widespread: when child care staffing fails, the United States economy feels the impact. The Massachusetts Taxpayers Foundation [2] called the more than 46,000 educators employed across the state "the workforce behind the workforce," a moniker popularized by many national and state reports using this term in recent years. [3]

The Massachusetts Taxpayer Foundation found that Massachusetts loses nearly $3 billion each year due to inadequate child care. These losses are fueled by the chronic inability to recruit or retain staff with the skills and dispositions necessary to work in the child care industry. Indeed, the "workforce behind the workforce" is in crisis.

The persistent shortage of child care services, which impacts employment in other industries, has been firmly established. When the COVID-19 pandemic exacerbated workforce participation, child care staff were often described as essential workers [4], bringing greater public visibility to their work. [5]

The child care staffing shortage is not an intractable problem. Just as knowledge about child care staff shortages is widespread, so is evidence that thoughtful investments can address the workforce challenge. [6] Yet, even as this insight leads to strengthened advocacy for greater public support of the industry, national investments appear to be stalled.

In recent years, individual state initiatives have demonstrated some creativity in addressing the child care crisis. [7] While communities and states vary in their support for child care [8], they share similar experiences with inadequate child care supply. [9] Persistent staff shortages and high staff turnover represent an enduring failure of public systems to invest in the people who are vital contributors to local and state economies.

In addition to government initiatives, many nonprofit organizations, including The CAYL Institute, have called attention to child care workforce issues. Since its inception in 2004, The CAYL Institute has been asking the question, "How do we center early childhood educators?" Through fellowships, research, and advocacy, CAYL has a 21-year track record of supporting early childhood educators to be "architects of change" in public policy and practice. A core principle that drives CAYL's work is that early childhood educators must be at the center of decisions that affect them and shape the direction of their work.



For additional information about The CAYL Institute, refer to Appendix A.

This paper highlights a proof of concept initiative in Metropolitan Boston, Massachusetts, to design and implement an intersectional, cross-sector model aimed at expanding and advancing the child care workforce through a recruitment, training, upskilling, and job placement initiative called the "Good Jobs Challenge." An essential framework for this work is shifting the mindset about child care staff: instead of a primary emphasis on the staff's importance as a wraparound service serving other professions as the “workforce behind the workforce”, this initiative centered child care professionals in a framework of personal and professional empowerment.

SO, WHAT’S THE PROBLEM WITH CHILD CARE RECRUITMENT, EMPLOYMENT, AND RETENTION?

Early childhood educators have made enormous contributions to both their profession and to society. [10] Nevertheless, people who work as early childhood educators often feel insufficiently supported for various reasons. Child care employment is physically demanding, requires high emotional labor, garners relatively low professional respect, and generates lower wages than warranted given the responsibilities of educating and caring for children. Moreover, wages do not typically rise significantly with experience, expertise, or education. [11]

And, despite strong advocacy efforts, the U.S. has historically underinvested in the child care industry, leaving it heavily dependent on tuition from families rather than public funds for education. Operating a child care center or family child care (FCC) home is expensive, with very low profit margins due to the expense of wages, facilities, and regulatory compliance. Tuition prices, already a significant burden on family budgets, are difficult to increase. [12] Economists have concluded that reliance on tuition is a fundamental market failure [13] since the free market can neither provide nor price quality child care for many reasons, particularly the gap between its social and private benefits.



Market failure has dire consequences for early childhood educators. Nationwide, about 43% percent of staff must rely on public programs, like food assistance, in order to support their families [14]. The poverty rate for Massachusetts’ early educators was 15.3%, compared to 2.3% for other teachers and 8.7% for general workers in the state. [15]

The price of inaction is steep—and deeply inequitable. The early childhood workforce is almost universally female, with nearly half comprising women of color and a quarter being immigrants. These educators continue to shoulder the burden of low wages, unstable employment, and limited advancement. These systemic inequities not only devalue the skilled labor of early educators but also reinforce broader racial and gender disparities in the labor market.

High staff turnover is a predictable result of these market and employment conditions. All of these factors create a vicious cycle that can disincentivize people from entering or remaining in the early childhood education industry.

THE METROPOLITAN BOSTON EXAMPLE

The Metropolitan Boston early childhood education landscape during the COVID era was similar to that in many communities across the nation: [17]

- Between December 2017 and March 2021, the City of Boston experienced a 21% decrease in the number of center-based and FCC providers, along with an 11.3% loss of available seats for children aged 0-5 years. [18]
- By 2021, Boston had lost 13% of its licensed child care programs, primarily driven by the closures of family child care programs. [19]
- By 2022, Boston had an average access gap of 39% for children from birth to age 5.
- Staff vacancies were the primary reason programs could not serve their full license capacity. [20]

CAYL ASKED: CAN WE CHANGE THE GAME WITH A PARADIGM SHIFT?

The data from Boston and other cities around the nation suggest fundamental debilities in current systems of child care. Being of service to larger economic goals—being the "workforce behind the workforce"—is clearly essential and valuable. And, when considering that a root cause of the challenge is staff shortages, CAYL asked:

- Could staff better serve others if they have a greater sense of professional identity, competence, and professional recognition?
- Would initiatives that centered on child care staff – that prioritized investment in, and respect for, the people who do the work - enable them to more effectively achieve multiple goals, including advancing their profession, offering stronger services for children, and being a reliable "workforce behind the workforce?" [21]

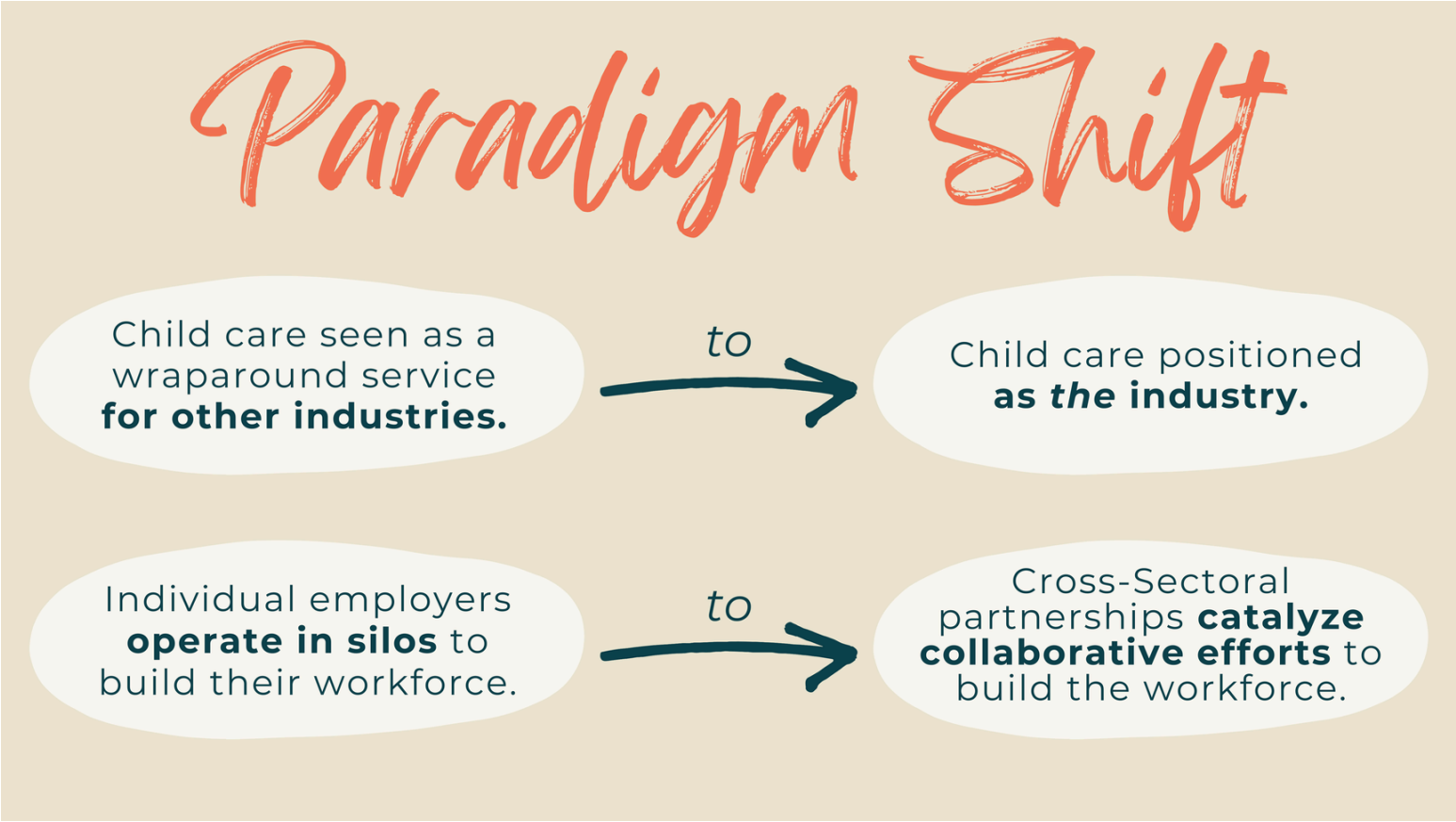
What if we lifted up the intrinsic value of early childhood educators...

to support individual competence?

to build intersectional partnerships?

to support industry growth?

WHAT IF WE LIFTED UP THE INTRINSIC VALUE OF EARLY CHILDHOOD EDUCATORS? TO DO THIS WOULD REQUIRE A PARADIGM SHIFT:



For recruitment and retention purposes, a paradigm shift would focus the primary attention from what child care staff do for others (framing: the "workforce behind the workforce") to the needs of these educators within their own rights, identities, and needs (framing: the educator-centered design).

A NATIONAL OPPORTUNITY, A LOCAL TESTING GROUND

In July 2021, a federally funded COVID-era grant provided an opportunity for CAYL, working with many partners, to explore this framework, creating a proving ground for the paradigm shift. With $500 million funded by the American Rescue Plan, the U.S. Department of Commerce's Economic Development Administration (EDA) launched the Good Jobs Challenge (GJC), recognizing the need for existing regional workforce training systems to accelerate workers' access to "good jobs" in vital industries. There were 509 applications and 32 grant awards for the Good Jobs Challenge.

As a grantee, $23 million was awarded to the Boston Mayor's Office of Workforce Development (OWD) to support a broader workforce development strategy, known as the Good Jobs Metro Boston Coalition, serving three industries – healthcare, clean energy, and child care.

The Boston initiative was the **only** one focused on the child care industry. The Good Jobs Challenge - Child Care (GJC-CC) launched in August 2022. The CAYL Institute served as the backbone organization and received a three-year, $7.7 million grant to recruit, train or upskill, and employ child care staff. This generated an opportunity for priority populations at the individual level while also catalyzing regional sector-wide change in the early childhood education workforce.

The time was ripe to pursue this innovation in the Metropolitan Boston region of Massachusetts

- **The Metro Boston region was home to approximately 33 percent of the state's 2.3 million residents, with 44 percent of the regional population identifying in communities of color.**
- **There was a significant and well-documented regional need for child care that the pandemic had exacerbated.**
- **The local business community was actively acknowledging that child care should be an economic priority.**
- **Massachusetts government leadership had been a consistent leader in early childhood education.**
- **There were many well-established and values-aligned local organizations well-poised to partner.**
- **The Boston Mayor's Office of Workforce Development (OWD) was already working on a grant proposal. OWD was convinced that adding child care to their proposal would be a valuable, perhaps unprecedented, innovation that could support Boston's economic recovery and long-term workforce strategy.**

[22]

PARADIGM SHIFTING REQUIRES COMPREHENSIVE COLLABORATION

For more than a decade, The CAYL Institute has used the principles of adaptive leadership as a way to frame and reconceptualize child care challenges. [23] CAYL did not imagine this grant as a technical problem—simply a matter of filling jobs—but rather as an adaptive challenge: a space for industry innovation through cross-sector partnerships and educator-centric design.

A unique aspect of this Good Jobs Challenge grant was the opportunity to test a comprehensive and unique collaboration model. By piloting an educator-centric community-based collaboration in Metropolitan Boston, the Good Jobs Challenge grant provided an opportunity to explore Recommendation 12 from the influential 2015 report, entitled *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation.* [24]

Recommendation 12 from Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

"Support comprehensive state- and local-level efforts to transform the professional workforce for children from birth through age 8."

(Institute of Medicine and National Research Council, 2015, pp. 12, 550-552)

The connection between the Good Jobs Challenge - Child Care initiative and Transforming the Workforce is detailed in a companion document titled Taking Action to Transform the Workforce: The Good Jobs Challenge for Child Care. [25]

Watch the webinar recording: *Taking Action to Transform the Workforce: The Good Jobs Challenge for Child Care*

CAYL perceived that the need for collaboration and recognition was gaining momentum in Boston. However, significant silos, similar to those across the United States, continue to exist. For example, even in the face of its widespread child care challenge, and while Boston does have a highly regarded mixed-delivery universal prekindergarten (UPK) program led by the public schools, data show that "FCC and center-based programs made up 62% of all formal child care slots for children 0-5 in Boston". [26]

CAYL'S VISION FOR GJC-CC AND QUESTIONS

Given the idea of child care staffing as an adaptive leadership challenge requiring a paradigm shift, coupled with the recommendation from *Transforming the Workforce*, The CAYL Institute, under the Good Jobs Challenge - Child Care (GJC-CC) grant, established its clear vision and implementation questions.

The Vision:

Leverage the Good Jobs Challenge - Child Care initiative to explore a proof of concept:

Cross-sectoral partnerships that center early childhood educators will generate increased workforce supply, diversity, and expertise.

In exploring this vision, The CAYL Institute and its partners asked:

Using adaptive leadership principles to center early childhood educators, could the Good Jobs Challenge - Child Care initiative address the child care staffing issues by:

1. Establishing cross-sectoral collaborations with contributions from multiple strategic and implementation partners using best practices in workforce development?
2. Establishing educator-centric, targeted training, and education pathways that empower and support a proficient early childhood educator sector?

II.
PLANNING TO SHIFT THE PARADIGM

II. PLANNING TO SHIFT THE PARADIGM

AMBITIOUS, INTERSECTING GOALS, INTENTIONS, STRATEGIES, AND PIVOTS

The Goals:

1. Establish a cross-sectoral collaborative structure, with multiple strategic and implementation partners contributing in alignment with best practices in workforce development.
2. Collectively recruit, train or upskill, and employ individuals in 850 good jobs in early childhood centers and family child care homes in the Metropolitan Boston area.

GOAL 1: ESTABLISH A COLLABORATIVE STRUCTURE

To achieve the vision of the initiative, and answer its questions, the implementation approach intended to catalyze collaboration that was both:

1. Intersectional (related to interconnected categories like workforce, child care, and economic development), and
2. Cross-sectoral (related to distinct sectors such as employers/businesses, nonprofit organizations, and government).

CAYL aimed to leverage the Good Jobs Challenge opportunity by establishing a collaborative structure. As a unique and defining aspect of the Good Jobs Challenge - Child Care initiative, collaborative efforts aimed to address the broader sectoral and systemic barriers that aspiring and current child care professionals face. Seeking solutions, this initiative sought to integrate community-based organizational support with professional learning, higher education, child care employers, and workforce development agencies.

FRAMING A COLLABORATIVE STRUCTURE: THREE FUNDAMENTAL BELIEFS

CAYL grounded the collaborative structure in three beliefs:

1. Traditional workforce and economic development efforts typically overlook child care employment.
2. Sectoral integration and collaboration would provide deeper support for educator success, laying the groundwork for transformative change.
3. Community-based organizations would fill gaps and add distinctive value to outreach efforts.



For additional insights, refer to our companion document: *A Way Forward: The Good Jobs Challenge - Child Care Reflects on Best Practices in Cross-Sector Workforce Development.*

During the course of the initiative, The CAYL Institute collaborated with six education and training partners, nine sourcing partners, three family child care (FCC) partners, and 247 employer partners (private, nonprofit, and government-sponsored center-based child care) to achieve key outcomes related to recruitment, training, upskilling, and job placement.

For definitions of key terms, refer to Appendix B.

GOAL 2: COLLECTIVELY RECRUIT, TRAIN OR UPSKILL, AND EMPLOY 850 CHILD CARE EDUCATORS IN THE METROPOLITAN BOSTON AREA

Based on knowledge of both the Boston early childhood education landscape and Massachusetts Career Pathways, CAYL and the GJC-CC set four key outcomes focused on both ***expanding*** the workforce (by recruiting and building proficiency for individuals who are new to the field) and ***advancing*** the workforce (by upskilling and strengthening the expertise of current child care professionals).

Upskilling
A key concept in workforce development, referring to helping current employees expand or deepen their skills to enhance performance in their current role and advance their careers, thereby supporting both performance and retention in the field.

Setting a target of 850 educators was an ambitious stretch goal, a deliberately challenging and aspirational aim. Again, GJC-CC believed that collaboration would support achievement of the stretch goal and serve as a multiplier that would push the partners beyond their typical individual capabilities. Moreover, with a comprehensive respect for child care choices, the GJC-CC included training pathways for both center-based educators and family child care educators/owners.

The Project's Intended Outcomes

Project goals would be achieved in four targeted outcome areas designed to both **expand** and **advance** the workforce for family child care educators/owners and center-based educators.

FIGURE 1:
GJC-CC INTENDED OUTCOMES

Intended Outcomes: Recruit, train or upskill, and employ individuals in 850 "good jobs"

	CENTER-BASED	FAMILY CHILD CARE
Expand the Workforce	**Outcome 1: 500 New Teachers** **New individuals** who obtained the training, coursework, and work hours to be eligible to be hired as teachers following program completion.	**Outcome 3: 100 New FCC Educators/Owners** **Newly licensed FCC educators**.
Advance the Workforce	**Outcome 2: 200 Lead Teachers/ Directors** **Current educators** who met the requirements to become **Lead Teachers** or **Directors**.	**Outcome 4: 50 FCC Educators/ Owners Trained** **Current FCC educators** who have completed **business training** or **CDA**.

The GJC-CC was open to all individuals interested in pursuing careers in early childhood education. Workforce diversity is a significant issue in the early childhood education community. [27] However, in alignment with both CAYL's past achievements and the EDA's GJC requirements, there was an emphasis on recruiting individuals from historically underserved and underrepresented populations: women of color, immigrants, individuals with disabilities, those with criminal records eligible to work in early childhood education, and individuals who identify as LGBTQ+. CAYL later operationalized these commitments in its contracts with recruiting partners and monitored them through ongoing data collection.

The Two Strategies:

Leverage a decentralized structure of community partners and institutions of higher education to recruit high-priority populations for training programs in early childhood roles and engage employers in recruitment and retention efforts.

The GJC-CC designed its grant proposal and strategies in the summer and fall of 2021, based on four assumptions about child care in pandemic-era Metropolitan Boston.

Key Strategy Assumptions

1. **Employers' urgent need for Massachusetts-qualified staff members would drive interest in hiring individuals sourced through the GJC-CC.**
2. **Based on existing employer commitments, limited additional employer outreach would be needed.**
3. **Traditional workforce intermediaries would play a limited role as sourcing partners.**
4. **GJC-CC could leverage existing state-funded training pathways.**

1. Employers' urgent need for Massachusetts-qualified staff members would drive interest in hiring individuals sourced through the GJC-CC.

Various reports from this time period, including Massachusetts' own data, reinforced the toll COVID-19 had taken on the early childhood education capacity. In January 2022, the Massachusetts Department of Early Education and Care (EEC) reported on data from a survey of center-based directors, who expressed a need for support with recruitment, recruitment tools, and a pipeline of people interested in working in the industry. [28] Given the desperate need for trained staff, the GJC-CC partners assumed employers would welcome being matched with candidates identified and trained through the GJC-CC, reducing the time and effort associated with recruitment, screening, and hiring. During the planning stage, CAYL secured non-binding Letters of Commitment (LoCs) from 35 employers projecting a need for 618 total jobs over the next three years, including 468 teacher and lead teacher roles and 150 licensed FCC educators. These

early indicators of support from potential employer partners reinforced this assumption and signaled support for the project.

2. Based on existing employer commitments, limited additional employer outreach would be needed.

CAYL expected to collaborate with 50 employers to meet the GJC targets. Based on commitments in the LoCs, the GJC-CC projected that 95% of participants would complete training programs, and 95% of completers would be placed in appropriate roles.

3. Traditional workforce intermediaries would play a limited role as sourcing partners.

The unusual positioning of an early childhood education initiative within a traditional workforce development project, funded by the U.S. Department of Commerce, would require adapting traditional workforce strategies to the realities of the child care industry in Metropolitan Boston during the pandemic era. As the Massachusetts Department of Early Education and Care (EEC) noted in 2021, "Employment experts (including MassHire Boards) have expressed concerns about recruiting to the child care industry due to low wages and limited room for advancement" (p. 21), [29] reflecting distinct recruiting challenges not typically encountered in traditional workforce sectors and summarized in the box to the right.

Child Care Recruitment Challenges

- **Poor compensation relative to skill and responsibility**
- **Complex licensing and credentialing requirements**
- **Fragmented network of public and private providers**
- **Unique and broad set of required competencies**
- **Low social status of the profession**

4. GJC-CC could leverage existing state-funded training pathways.

2020, Massachusetts established the Career Pathways Program, funding each of the state's 15 community colleges to offer a subsidized program in early childhood education that leads to professional certification or degree attainment. [30] In 2021, EEC reported that COVID-19 impacted enrollment. [31] During the planning phase of the GJC-CC, the State expressed interest in the GJC-CC funneling recruits to these training seats. With this in mind, GJC-CC did not plan to directly build or fund academic courses.

Given these assumptions and CAYL's eye on the changing local landscape, the Good Jobs Challenge - Child Care system design included five key components:

System Design Components

1. **Leverage local early childhood organizations as regional sourcing agencies.**
2. **Partner with institutions of higher education to tailor education experiences for participants.**
3. **Provide comprehensive wraparound supports to ensure participant success.**
4. **Build Communities of Practice to strengthen the regional collaboration.**
5. **Focus attention on retention by catalyzing employer-led improvements to working conditions and compensation.**

Component 1. Leverage local early childhood organizations as regional sourcing agencies:

With no formal regional infrastructure dedicated to early childhood education workforce development, the GJC-CC initiative planned to partner with a network of community-based organizations experienced in either early childhood or workforce development to serve as sourcing partners. Ultimately, the GJC-CC contracted with nine sourcing partners – most of whom have deep, rich histories serving the early childhood industry in a multitude of ways. Sourcing partners would provide regional leadership for recruitment, navigation, and participant support for dedicated catchment areas. These organizations and their committed staff would leverage and adapt their unique expertise, experience, and existing structures, networks, and staffing models to develop and implement a variety of partnerships, training pathways, and wraparound supports to meet a diverse set of needs in the field.

Component 2. Partner with institutions of higher education to tailor education experiences for participants:

The GJC-CC planned for sourcing partners to collaborate with institutions of higher education (IHE) to match participants with opportunities to enroll in Career Pathways Program courses and refer students for IHE-provided academic services. Their roles would become more complicated based on several pivots discussed later in this paper.

Component 3. Provide comprehensive wraparound supports to ensure participant success:

Based on lessons learned from previous child care initiatives in the United States, [32] CAYL planned to incentivize participation and support success through a holistic approach to wraparound supports, including:

- Cash stipends for participation,
- Skills training, to complement the formal early childhood education training, on topics such as resume writing and communication,
- Dedicated case managers, providing support from enrollment until completion,
- Dedicated coaches for FCC participants, offering peer support from current professionals,
- Wraparound services to mitigate the poverty-adjacent barriers to participation (up to $500/participant), including: transportation (Massachusetts Bay Transportation Authority (MBTA) monthly LinkPass, gas vouchers, etc.), child care, food, clothing, supplies, and equipment, and
- Start-up resources for new FCC licensees (e.g., $500 for materials and licensing support).

The GJC-CC's budget included funding for these supports that would be managed centrally. Later, this strategy would pivot due to grant limitations and EDA's and OWD's policy decisions.

Component 4. Build Communities of Practice to strengthen the regional collaboration:

The GJC-CC would facilitate three Communities of Practice (CoP) to build relationships among key network stakeholders and, through topic-centric discussion, co-create shared solutions to hiring, training, and retention challenges. The CoPs would serve three stakeholder groups:

1. Sourcing partners
2. Employer partners (e.g., center directors)
3. Lead teachers

The CoP for lead teachers would serve an additional function of supporting lead teachers in their roles as mentors to new teacher candidates in the GJC-CC pipeline.

Component 5. Focus attention on retention by catalyzing employer-led improvements to working conditions and compensation:

The GJC grant did not allocate time or resources to assess employee retention. However, with an eye on retention, the GJC-CC initiative aimed to model scalable improvements in job quality by supporting participating employers to improve working conditions through a three-part approach.

First, the GJC-CC worked to secure employers' commitments to hiring and upskilling. Employers were invited to submit non-binding Letters of Commitment (LoCs), which included: a) an estimate of the number of staff they would hire or refer for upskilling, and b) a pledge to provide "Good Jobs" - including fair wages, benefits, and supportive working conditions.



For a list of all GJC-CC partners, see Appendix C.

Second, the GJC-CC also aimed to support employers to improve job quality and retention through contracting with JVS, a sourcing partner, to provide their Job Quality Benchmarking Index (JQBI). Employers who hired GJC-CC participants were eligible for free job quality coaching (typically valued at $1,000). This opt-in support included:

- An assessment of their organization using the Job Quality Benchmarking Index, a tool developed by JVS in 2017 to provide employers with data against established pillars of quality jobs - wages, benefits, scheduling, access to career ladders, and a supportive environment;
- Two individualized coaching sessions with JVS to identify actionable improvements based on the JQBI; and
- Participation in a peer-learning series with fellow employers focused on continuous improvement.

Third, two of the Communities of Practice (CoPs) mentioned above were initially designed to support employers and their teams.

The Pivots:

By the time the grant began in August 2022, significant changes in the political, policy, landscape, and industry led to four explicit challenges that required CAYL to pivot.

Unexpected Challenges Leading to Strategic Pivots

Challenge: Inability to use state-funded courses.
Pivot: Budget adjusted and new education partnerships developed.

Challenge: Employers requested new upskilling pathways.
Pivot: Additional upskilling pathways added.

Challenge: Grant implementation delays shortened timeline and impacted potential partner implementation.
Pivot: Sought out additional partners with alternative models.

Challenge: Funding mechanism and delivery of wraparound funds shifted.
Pivot: Wraparound service model evolved.

The following information explains how CAYL addressed the challenges by pivoting:

Pivot 1: Change: Education Partnerships

Soon after the grant was awarded, the Massachusetts Department of Early Education and Care informed CAYL that GJC-CC participants could no longer be enrolled in state-funded Career Pathways program courses. This forced a major strategy shift: instead of relying on centralized state-supported offerings, CAYL needed to identify and fund training opportunities. CAYL decentralized this responsibility to sourcing partners, who were now also tasked with partnering with institutions of higher education to provide course opportunities for participants. This came with a significant cost: over the two years, approximately $620,000 was reallocated from a variety of GJC-CC grant sources to cover the cost of coursework and administrative fees.

Pivot 2: Expand: Educator Pathways

In response to the dynamic and changing landscape in the child care industry, and in response to recommendations from partners, GJC-CC added additional pathways to accommodate a range of existing education levels, credentialing needs, and career aspirations. This expansion was intended as a means to offer opportunities for basic staff proficiency, as well as to deepen levels of expertise.

Pathways added over the course of the grant included:

- Current center-based teachers pursuing the national Child Development Associate (CDA) credential
- FCC educators pursuing the national Child Development Associate (CDA) credential
- Lead Teachers seeking a Director I credential
- Center Directors with a Level I credential seeking a Level II credential
- Support for employers who requested additional training for their existing staff to become teacher-qualified
- Support for current center-based staff impacted by COVID-era policy accommodations

During the grant period, state requirements for new teachers changed, as EEC offered and then rescinded temporary COVID-19 accommodations. Their intention was to expand staffing flexibility during the pandemic while maintaining pathways to full compliance. The most significant change was the June 2020 decision to temporarily waive the Child Growth and Development (CGD) course requirement for new educator certification. Individuals could begin working in educator roles if they had not yet completed the three-credit CGD course, provided they were enrolled in or committed to achieving it within six months. The accommodation was later waived, but it remained unclear how many educators still needed to complete this requirement or what enforcement mechanisms were underway.

As a result of employer requests, the GJC-CC offered an opportunity for existing educators who needed to pass the CGD course to meet minimum hiring requirements and keep their jobs. OWD wanted to ensure that sourcing partners charged with recruiting new educators to the field were not solely focused on these existing educators with COVID-era accommodations. In response, the GJC-CC recruited additional sourcing partners with targeted contracts focused solely on those existing educators needing the CGD course.

Pivot 3: Alter: FCC Engagement

During the proposal phase, CAYL had queued up a partnership with SEIU 509, the union representing FCC educators, to lead recruitment and training for the FCC pathways. SEIU 509's affiliated nonprofit, the SEIU Education and Support Fund (ESF), was identified as the lead training provider, given its existing model for and strong track record of providing early childhood workforce training in Massachusetts.

The overall Metropolitan Boston grant, including health care and clean energy, was organized such that all grantees were to move through three common phases:

1. System Development
2. Program Design
3. Program Implementation

When the grant was awarded in the Fall of 2022, the GJC-CC and ESF were prepared to move quickly to the Program Implementation phase. However, contracting and funding directives from the City prevented GJC-CC from launching the implementation phase until October 2023. These delays raised serious concerns about the feasibility of implementing ESF's planned FCC model within the shortened timeline. As a result—and due to additional contributing factors—it was mutually agreed to seek an alternative partners for the FCC pathway.

GJC-CC issued a formal request for quotes and hosted information sessions to identify new FCC partners. Ultimately, Community Teamwork, Inc. and United Way of Massachusetts Bay (UWMB) were awarded the contracts. Community Teamwork, Inc. brought deep experience as an FCC system support agency and sought to expand its services to recruitment and training for new FCCs. UWMB, a long-standing CAYL partner, contributed relevant expertise through its pre-existing Shared Services MA initiative, which provided Boston-based FCC educators with training, resources, and operational support. This partnership allowed UWMB to expand its services to FCCs in the broader GJC-CC region.

While these partnerships ultimately proved fruitful, the shifts delayed the FCC pathway work beginning until the middle of the second year of the grant in winter 2024. In fall 2024, CAYL formalized the contract with UWMB to provide their business training for current FCCs.

Pivot 4: Revise: Wraparound Strategy

After the grant was awarded, CAYL learned about limitations to the plan to offer participants a comprehensive package of incentives, resources, and support. These limitations included the following:

- The EDA did not permit the provision of cash, including gift cards and stipends, to participants.
- OWD shifted to a centralized distribution model for wraparound resources. This meant that funds initially included in the GJC-CC's budget were reallocated by OWD to a centralized contract for a third-party (Unite Us) to administer across sectoral partnerships. Some wraparound services – such as grocery cards, holiday-related meal giveaways, and groceries – would not be available.
- Sourcing partners were initially expected to pay for wraparound resources up-front and be reimbursed by the vendor afterwards. This procedure to access these funds was a very challenging process for resource-constrained nonprofits delivering these services to GJC-CC participants. Eventually, this procedure was shifted again to allow sourcing partners to be paid for resources up-front.

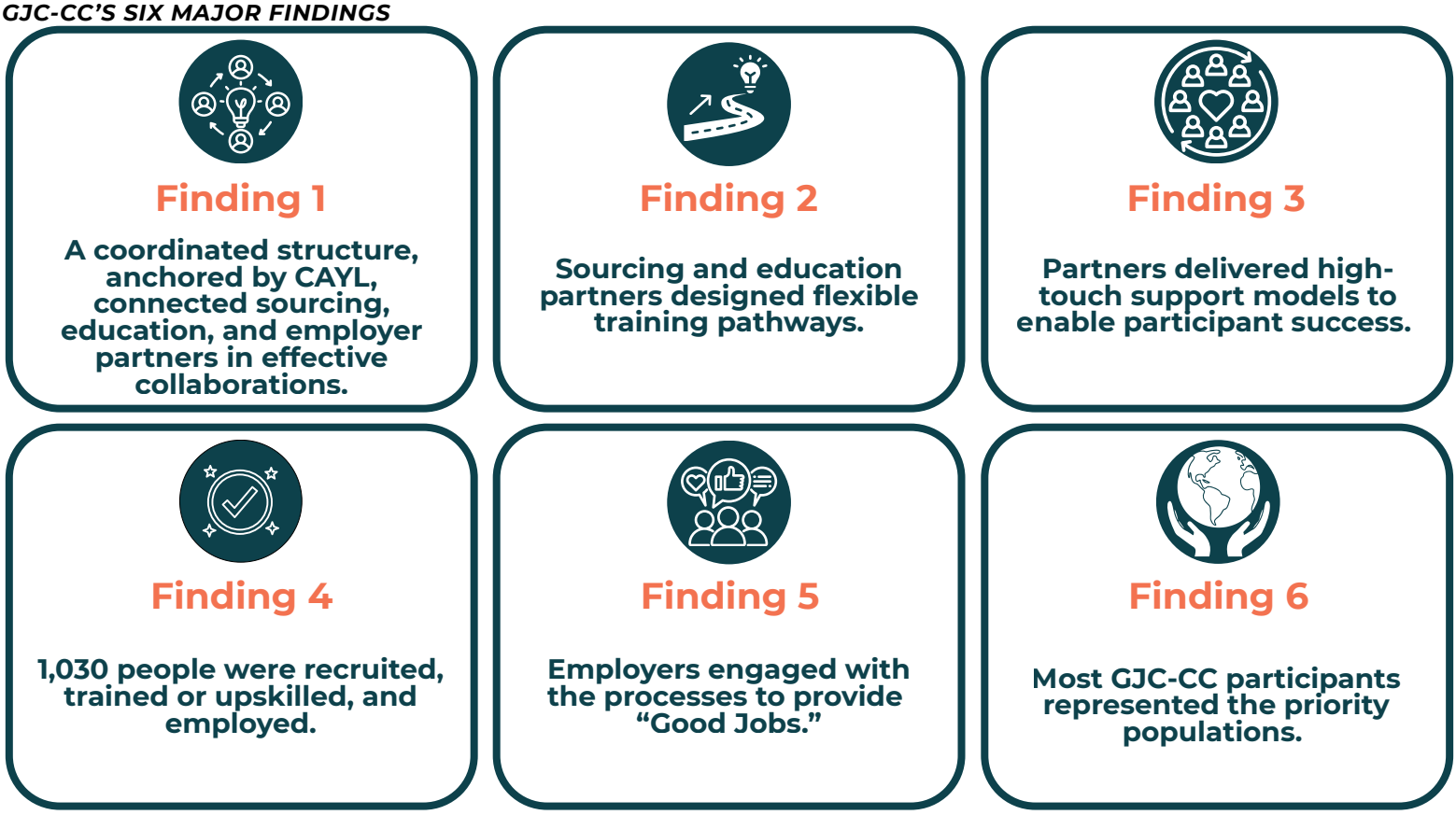
With two goals, four specific outcomes, and four pivots based on the changing landscape, the implementation phase of the project began one year following the grant award. This left two years to achieve the ambitious goals of the sector collaboration infrastructure to recruit, train or upskill, and employ 850 educators.

III.
ACHIEVING RESULTS AND IMPACT

III. ACHIEVING RESULTS AND IMPACT

SIX MAJOR FINDINGS

FIGURE 2:
GJC-CC'S SIX MAJOR FINDINGS



The implementation of the GJC-CC reflects these strategic pivots and partners' ongoing collaboration to respond to changing conditions and participants' needs. This section summarizes six major findings of the GJC-CC.

Findings 1, 2, and 3 relate to the effectiveness of the partnerships and are evidence for Goal 1 of the GJC-CC: Establish a cross-sectoral collaboration with contributions from multiple strategic and implementation partners using best practices in workforce development:

- Finding 1: A coordinated structure, anchored by CAYL, connected sourcing, education, and employer partners in effective collaborations.
- Finding 2: Sourcing and education partners designed flexible training pathways.
- Finding 3: Partners delivered a high-touch support model to enable participant success.

Findings 4, 5, and 6 provide evidence that Goal 2: the intention to recruit, train or upskill, and employ 850 people, was achieved and exceeded, with emphasis on priority populations.

- Finding 4: 1,030 people were recruited, trained or upskilled, and employed by July 2025.
- Finding 5: Employers engaged with the processes to provide "Good Jobs."
- Finding 6: Most GJC-CC participants represented the priority populations.

Each of these six findings is discussed below.

***FINDING 1:* A COORDINATED STRUCTURE, ANCHORED BY CAYL, CONNECTED SOURCING, EDUCATION, AND EMPLOYER PARTNERS IN EFFECTIVE COLLABORATIONS.**

In practice, the GJC-CC depended on a collaborative structure involving multiple partners playing distinct but interconnected roles in supporting participants. At the center of the collaborative structure was CAYL, serving as the backbone organization, with sourcing partners anchoring regional implementation; IHE and training partners providing postsecondary education and credentialing; and employers hiring and referring employees for training.

***FINDING 2:* SOURCING AND EDUCATION PARTNERS DESIGNED FLEXIBLE TRAINING PATHWAYS.**

CAYL collaborated with sourcing partners to identify IHEs. CAYL then contracted with IHEs to provide cohort courses and seats for participants in center-based pathways. The sourcing partners worked directly with IHEs to design training opportunities for participants, determine the timing of courses, request courses in Spanish or English, and ensure course enrollment.

Later partnerships were developed to support participants in successfully completing courses. Ultimately, the GJC-CC resulted in numerous partnerships among the nine community-based workforce organizations, the six IHE and training organizations, and the three FCC partners. Their collaborations produced 10 different training pathways for seven different roles in the early childhood education sector. [33] Appendix D lists the training pathways and roles.

For additional insights, refer to our companion document: *A Way Forward: The Good Jobs Challenge - Child Care Reflects on Best Practices in Cross-Sector Workforce Development.*

Partners leveraged resources in a variety of ways, including:

- Establishing new dedicated course sections for GJC-CC participants,
- Securing seats in existing courses already planned in the IHEs' course schedule,
- Partnering with employers to form specialized cohorts for their employees, and
- Using GJC-CC funds to subsidize the costs of existing credentialing pathways.

Flexibility became a core design principle, with adaptations made to meet participants' needs, such as:

- Evening and weekend options,
- Online, asynchronous options,
- Expedited pathways to complete up to three 3-credit courses in 8 weeks each, and
- Offering coursework in Spanish.

***FINDING 3:* PARTNERS DELIVERED HIGH-TOUCH SUPPORT MODELS TO ENABLE PARTICIPANT SUCCESS.**

The GJC-CC participant journey included several phases of recruitment, screening, enrollment, education, licensing or credentialing, and completion. The details differ for each pathway and participant, based on the participant's:

- incoming education and credentials,
- completion of mandatory pre-employment background checks and required training,
- status with respect to the sourcing partner's screening practices,
- record of completing and passing courses, and
- status of new credential paperwork, and license applications

While individual circumstances varied, participants encountered a range of challenges while pursuing training pathways. The partners' case management strategies were especially critical for participants who were balancing caregiving responsibilities, economic insecurity, and first-time engagement with higher education. These challenges often intersected, compounding the difficulties for those already balancing work, caregiving, and economic insecurity.

Sourcing partners were well-positioned to anticipate, monitor, and coordinate responses to some, but not all, participant challenges. The partners' high-touch support also reflected an intentional focus on equity - ensuring that assistance was culturally responsive, linguistically accessible, and flexible to meet diverse needs.

Participant Challenges

1. Family

Including caregiving responsibilities, family emergencies, and juggling multiple obligations

2. Technology

Including digital literacy, technology use, and technology access

3. Social Welfare

Including physical and mental health, and unstable or unsafe living situations

3. Academic

Including language barriers, difficulty understanding course material, keeping up with assignments, and skill limitations

The Good Jobs Challenge – Child Care gained valuable insights into educator successes. To learn more, see our companion document: *10 Essential Elements of Educator-Centric Design in the Good Jobs Challenge - Child Care*.

FINDING 4: THE GJC-CC EXCEEDED ITS GOAL TO RECRUIT, TRAIN OR UPSKILL, AND EMPLOY 850 INDIVIDUALS FOR GOOD JOBS; 1,030 PEOPLE ACHIEVED GJC-CC GOALS.

In this section, we will subcategorize the **actual outcomes** of the GJC-CC in comparison with the intended outcomes shared in Figure 1.

FIGURE 1:
GJC-CC INTENDED OUTCOMES

Intended Outcomes: Recruit, train or upskill, and employ individuals in 850 "good jobs"

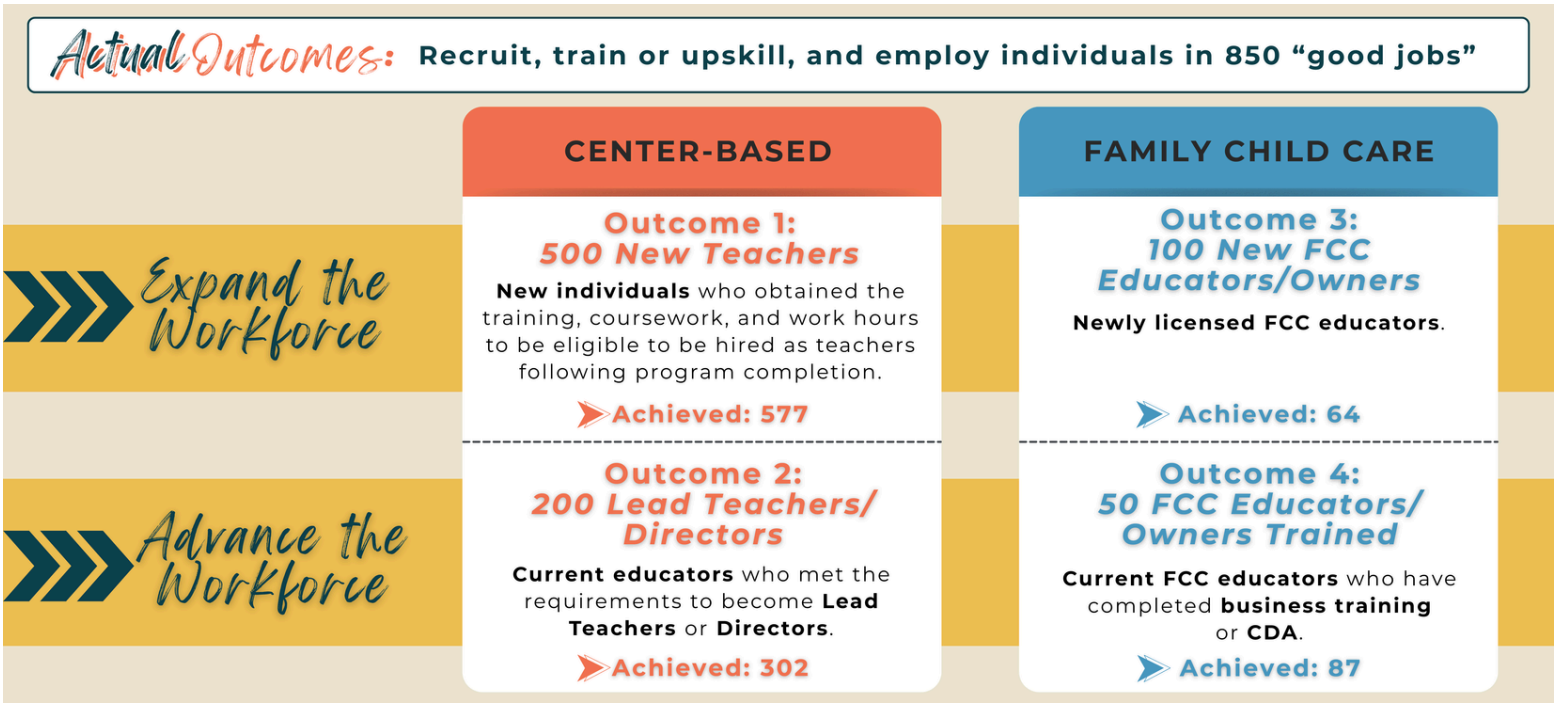
	CENTER-BASED	FAMILY CHILD CARE
Expand the Workforce	**Outcome 1: 500 New Teachers** **New individuals** who obtained the training, coursework, and work hours to be eligible to be hired as teachers following program completion.	**Outcome 3: 100 New FCC Educators/Owners** **Newly licensed FCC educators**.
Advance the Workforce	**Outcome 2: 200 Lead Teachers/ Directors** **Current educators** who met the requirements to become **Lead Teachers** or **Directors**.	**Outcome 4: 50 FCC Educators/ Owners Trained** **Current FCC educators** who have completed **business training** or **CDA**.

Figures 3-7 review the **actual outcomes** that can be compared to the intended outcomes. The actual outcomes reflect the fact that over 1,666 participants enrolled in GJC programming. Of those enrolled, 1,030 completed at least one pathway, and 47 completed two pathways.

This included:

- **577** newly qualified assistant teachers or teachers,
- **302** newly upskilled teachers or directors,
- **64** newly licensed FCC educators/owners, and
- **87** newly upskilled FCC educators/owners.

FIGURE 3:
GJC-CC ACTUAL OUTCOMES



DETAILED REFLECTIONS ON ACTUAL OUTCOMES

The following charts examine the actual outcomes by subcategories. The subcategories are:

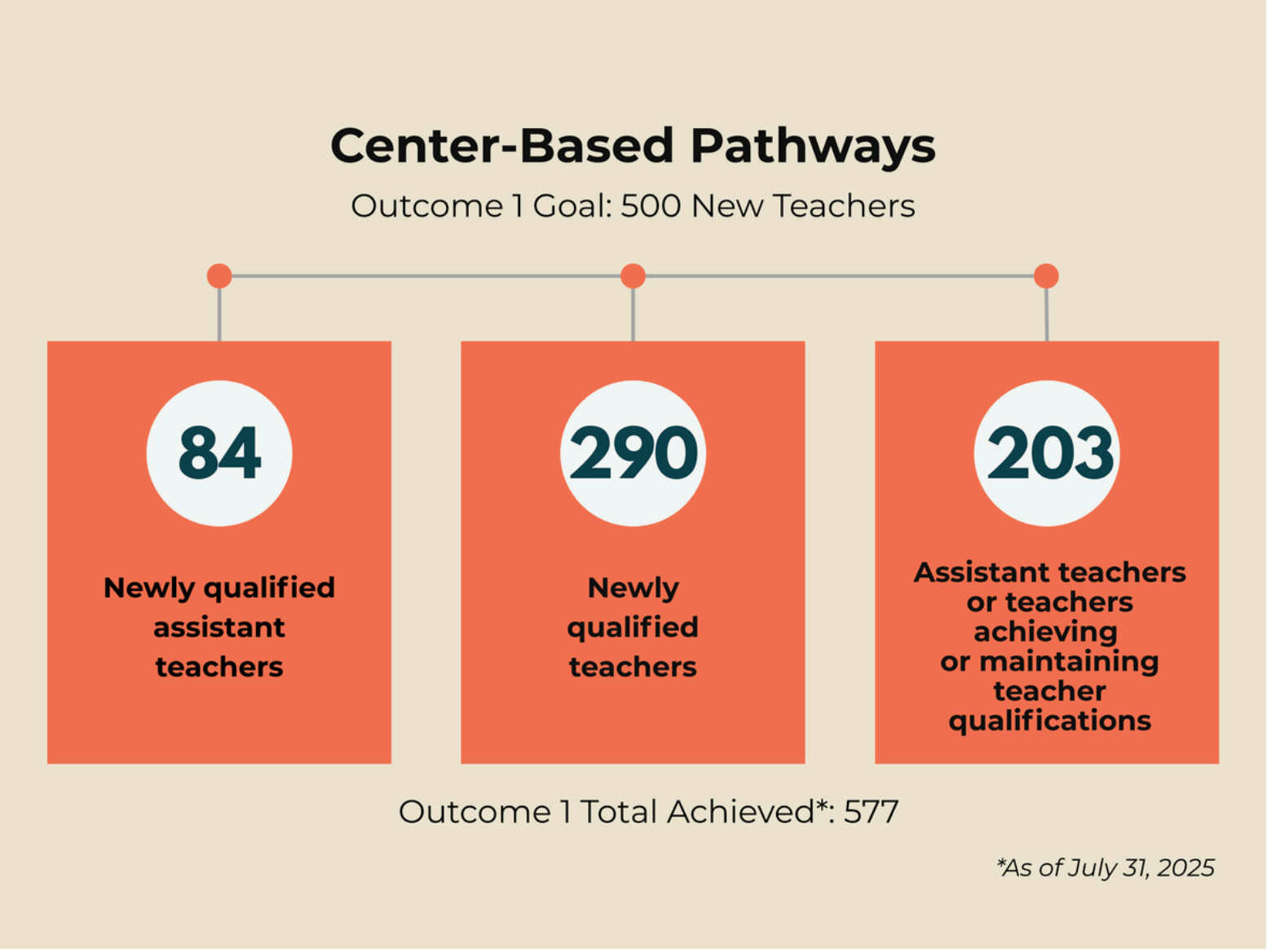
- **Figure 4: Center-Based Pathway Outcome 1 - New Teachers**
- **Figure 5: Center-Based Pathway Outcome 2 - Lead Teachers/Directors**
- **Figure 6: Family Child Care Pathway Outcome 3 - New FCC Educators/Owners**
- **Figure 7: Family Child Care Pathway Outcome 4 - FCC Educators/Owners Trained**

DATA ON OUTCOME 1 GOAL: NEW TEACHERS

OUTCOME 1 GOAL: 500 NEW TEACHERS
OUTCOME 1 TOTAL ACHIEVED: 577

- **84** newly qualified assistant teachers
- **290** newly qualified teachers
- **203** assistant teachers or teachers achieving or maintaining teacher qualifications

FIGURE 4:
CENTER-BASED PATHWAY OUTCOME 1 - NEW TEACHERS



DATA ON OUTCOME 2 GOAL: LEAD TEACHERS/DIRECTORS

OUTCOME 2 GOAL: 200 LEAD TEACHERS/DIRECTORS
OUTCOME 2 TOTAL ACHIEVED: 302

- **211** newly upskilled teachers to lead teachers
- **46** newly upskilled teachers to CDA
- **32** newly upskilled lead teachers to Director I
- **13** newly upskilled Director I to Director II

FIGURE 5:
CENTER-BASED PATHWAY OUTCOME 2 - LEAD TEACHERS/DIRECTORS

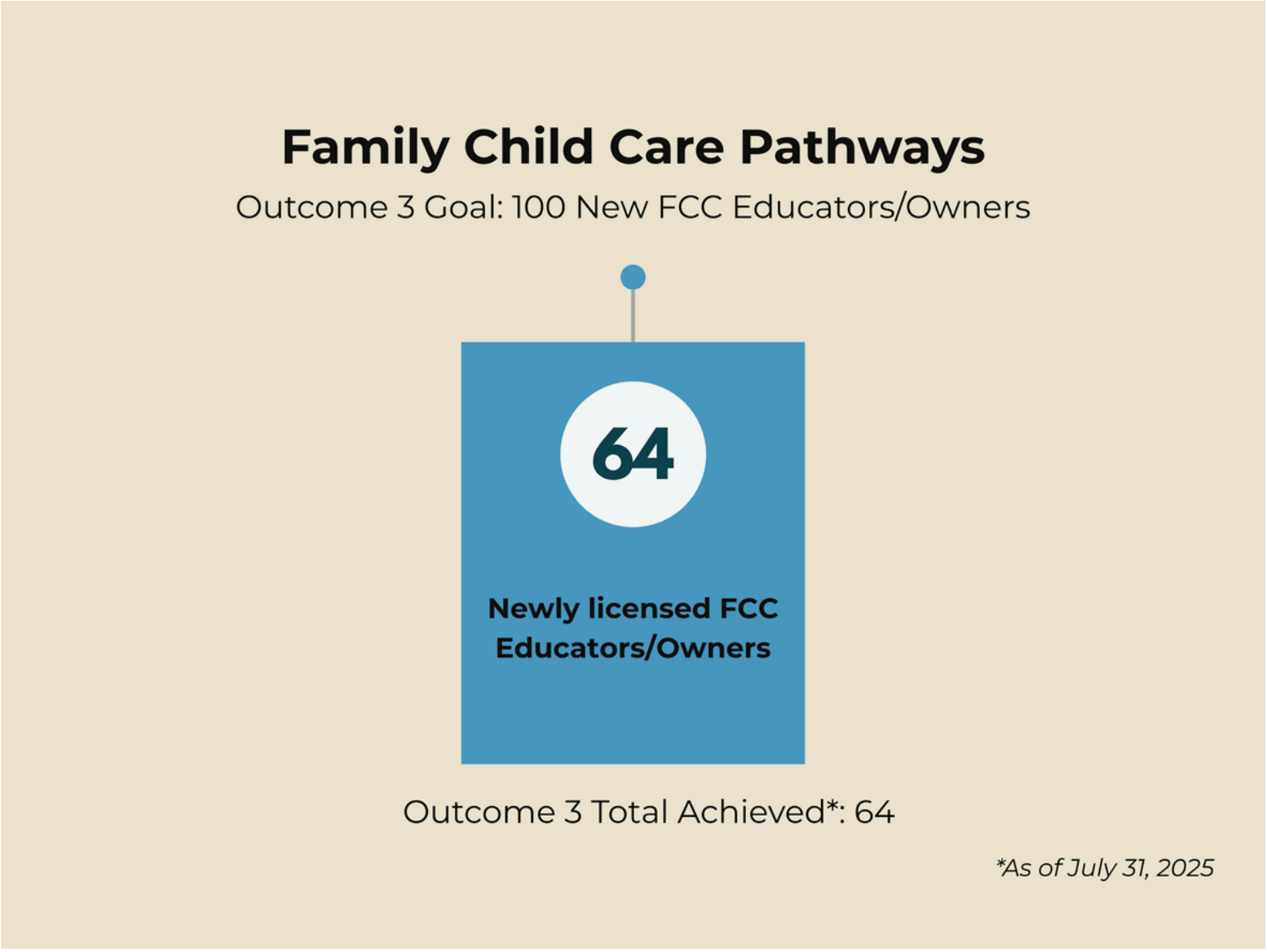


DATA ON OUTCOME 3 GOAL: NEW FCC EDUCATORS/OWNERS

OUTCOME 3 GOAL: 100 NEWLY LICENSED FCC EDUCATORS/OWNERS
OUTCOME 3 TOTAL ACHIEVED: 64

- **64** newly licensed FCC Educators/Owners

FIGURE 6:
FAMILY CHILD CARE PATHWAY OUTCOME 3 - NEW FCC EDUCATORS/OWNERS

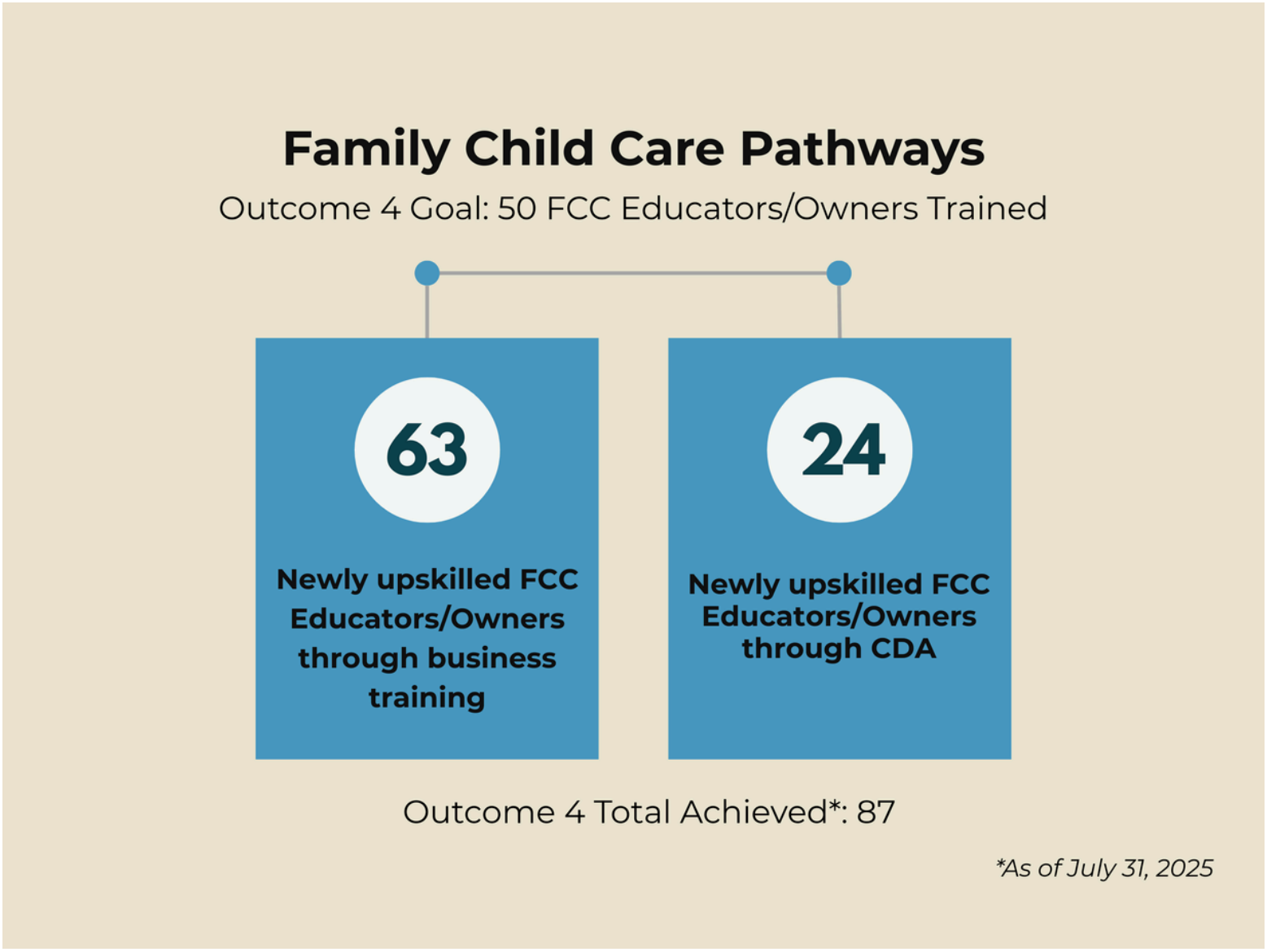


DATA ON OUTCOME 4 GOAL: FCC EDUCATORS/OWNERS TRAINED

OUTCOME 4 GOAL: 50 FCC EDUCATORS/OWNERS TRAINED
OUTCOME 4 TOTAL ACHIEVED: 87

- **63** newly upskilled FCC Educators/Owners through business training
- **24** newly upskilled FCC Educators/Owners through CDA

FIGURE 7:
FAMILY CHILD CARE PATHWAY OUTCOME 4 - FCC EDUCATORS/OWNERS TRAINED



ADDITIONAL NOTES ON ACTUAL OUTCOMES

Within Figures 4-7, there are several noteworthy achievements:

- The GJC-CC strengthened regional growth for FCCs: The 64 new FCC licenses granted to GJC-CC participants represented almost 10% of the 663 new FCC licenses granted in the Greater Boston and Northeast licensing regions from January 2024 to July 2025, based on EEC's publicly available data. [34]
- An additional 32 GJC-CC FCC educators are in the process of obtaining their licenses. As of July 31, 2025, 24 of them had submitted paperwork, scheduled potential educator meetings, or taken other next steps, and were awaiting further information from EEC.
- At least 75 educators took the initiative to engage in career advancement upon completion of an initial pathway. While 47 of the 75 educators successfully completed a secondary pathway, it is clear from their enrollment that they had a desire to continue to advance their skills. Navigators (FCC and center-based), as well as employers, were often responsible for sharing information that led to the educators' decision to advance their careers.



FINDING 5: GJC-CC EMPLOYERS ENGAGED TO PROVIDE "GOOD JOBS".

For purposes of the GJC, the EDA defined a good job as "a job that exceeds the local prevailing wage for an industry in the region, includes basic benefits (e.g., paid leave, health insurance, retirement/savings plan), and/or is unionized, and helps the employee develop the skills and experiences necessary to advance along a career path." [35] "Prevailing wage" is defined by the Department of Labor as "the average wage paid to similarly employed workers in a specific occupation in the area of intended employment." For the child care industry, this meant a minimum of $19.44/hour for credentialed lead teachers and $15.49/hour for teacher assistants. [37]

A diverse set of employers participated in the GJC-CC, although in the post-COVID era, many employers cited time and resource constraints for their participation in Communities of Practice.

Employers' participation included:

- 84 employers, many with multiple sites, signed Letters of Commitment (LoCs) indicating their agreement to meet the grant's "Good Jobs" requirements (see criteria in the box to the right). [38]
- 163 additional center-based sites hired GJC-CC educators or referred employees for upskilling.
- Employers were encouraged, but not required, to go beyond the minimum standards—offering higher salaries and more substantial benefits—to boost competitiveness, improve retention, and support employee well-being.
- Some sourcing partners developed their own partnership agreements with additional requirements. For example, The Community Group required its employers to agree to an hourly wage of $17.00 for newly hired assistant teachers because TCG recognized that their community's average was less than $17.00 per hour.



More information needed on wages:

The GJC-CC was unable to collect complete data from participants regarding wage changes after completion of their training programs. Wage data was collected from individuals who were new hires into center-based programs. Participants who upskilled often did not report their wages at the time of intake or upon program completion because program completion did not necessarily mean that they changed jobs or moved up immediately. FCCs collect income in different ways based on their business model. This is a suggested area of further study to understand the long-term impact of the GJC-CC.

Significant reform in how child care is financed is long past due. [39] The foundational question of what constitutes a "good job" is, of course, central to child care dilemmas. CAYL approached this question in two different ways: by expanding the definition beyond the EDA's definition, and also by reiterating the need for increased compensation. CAYL highlights this tension explicitly - the imperative for equitable wages for child care staff cannot be overstated.



Employers participated in the Jobs Quality Index Benchmarking (JQBI):

The GJC-CC aimed to support employers to improve job quality and retention through its employer Job Quality Benchmarking Index Collaboration with JVS. The JQBI was offered to all GJC-CC employer partners who signed an LOC. At the time this was offered in spring 2024, with training in fall 2024, there were about 79 unique employer partners who had signed LOCs. If employers had multiple sites, the JQBI covered all sites. This means about 40% of employers took advantage of this opportunity. [40]

Early in the initiative, some employers began making improvements to working conditions to improve job quality and retention:

Five participating employers reported [41] tangible changes they made to improve retention based on the JQBI report, coaching, and peer dialogue, including:

- Increased wages,
- Improved benefits packages,
- Adjustment of staff supervision protocols for clarity and intentional feedback,
- Establishment of staff-centered recognition strategies, and
- Provision of new professional learning opportunities and free college courses.

FINDING 6: MOST GJC-CC PARTICIPANTS REPRESENTED THE PRIORITY POPULATIONS

The GJC-CC was open to all individuals and identified the following priority populations: women of color, individuals who are immigrants, individuals with disabilities, individuals with criminal records eligible to work in early childhood education, and individuals who identify as LGBTQ+.

The CAYL Institute and the GJC-CC partners did not collect data from individuals on all of these characteristics because of privacy and political climate concerns. Gender, race, and ethnicity information was collected as required by EDA. GJC-CC partners also collected additional demographic data from participants, including gender, age, and education level.

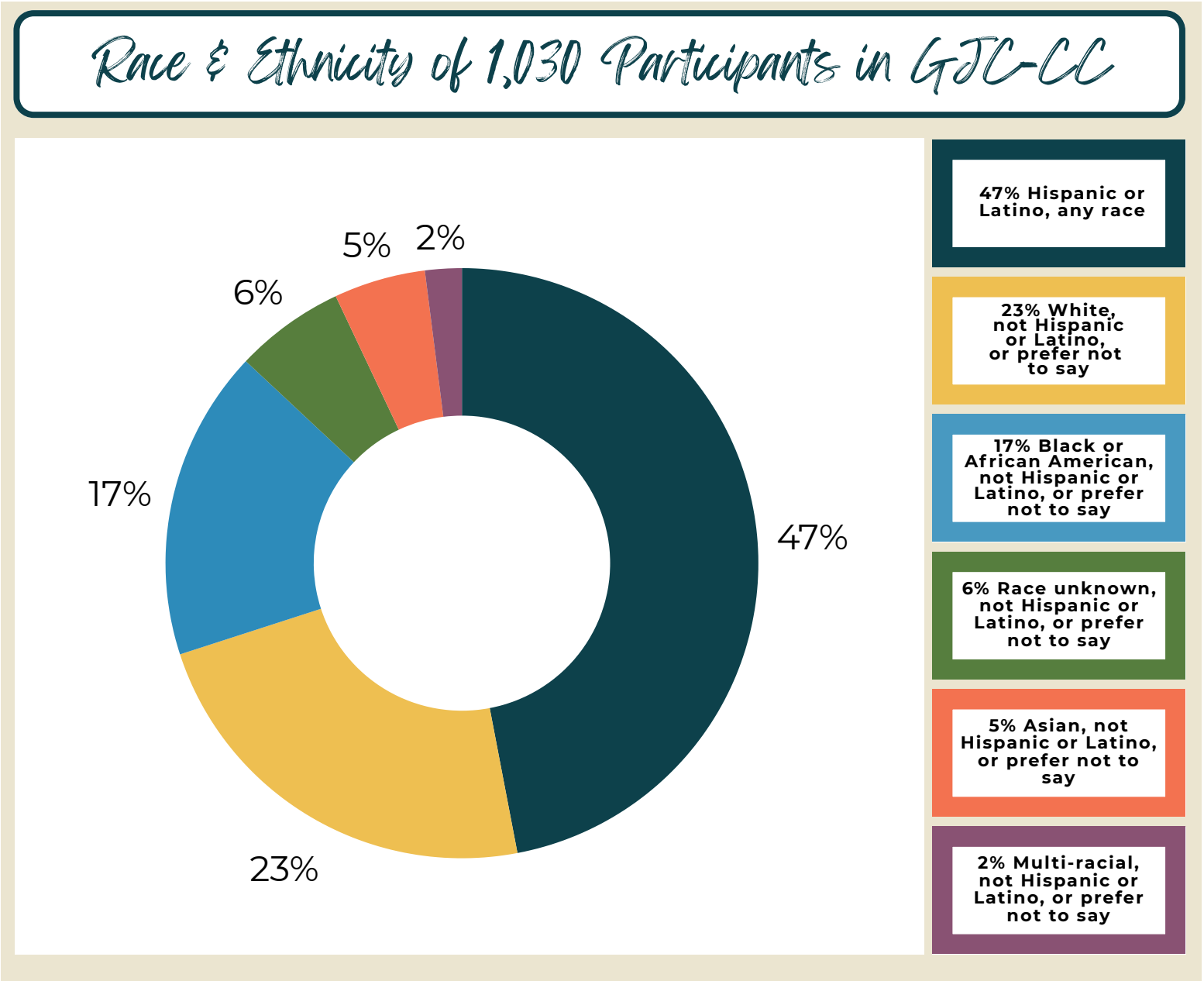
DATA ON RACE AND ETHNICITY IN THE GJC-CC

In alignment with U.S. Census updates, individuals were asked to identify their race and ethnicity separately, could select multiple categories, "other," or "prefer not to say."

Data collection throughout the grant demonstrated that the GJC-CC goal of recruiting diverse individuals was achieved. Based on 2020 census data from Boston, approximately 44.62% of individuals identified as white, and approximately 18.67% identified as Hispanic or Latino (of any race). [42] In contrast, almost half of the GJC-CC participants, who completed at least one pathway, identified as being of Hispanic or Latino ethnicity (see Figure 8). Many also identified as being one or more races.

GJC-CC participants lived within the city limits of Boston and surrounding cities. The data was not analyzed by each location.

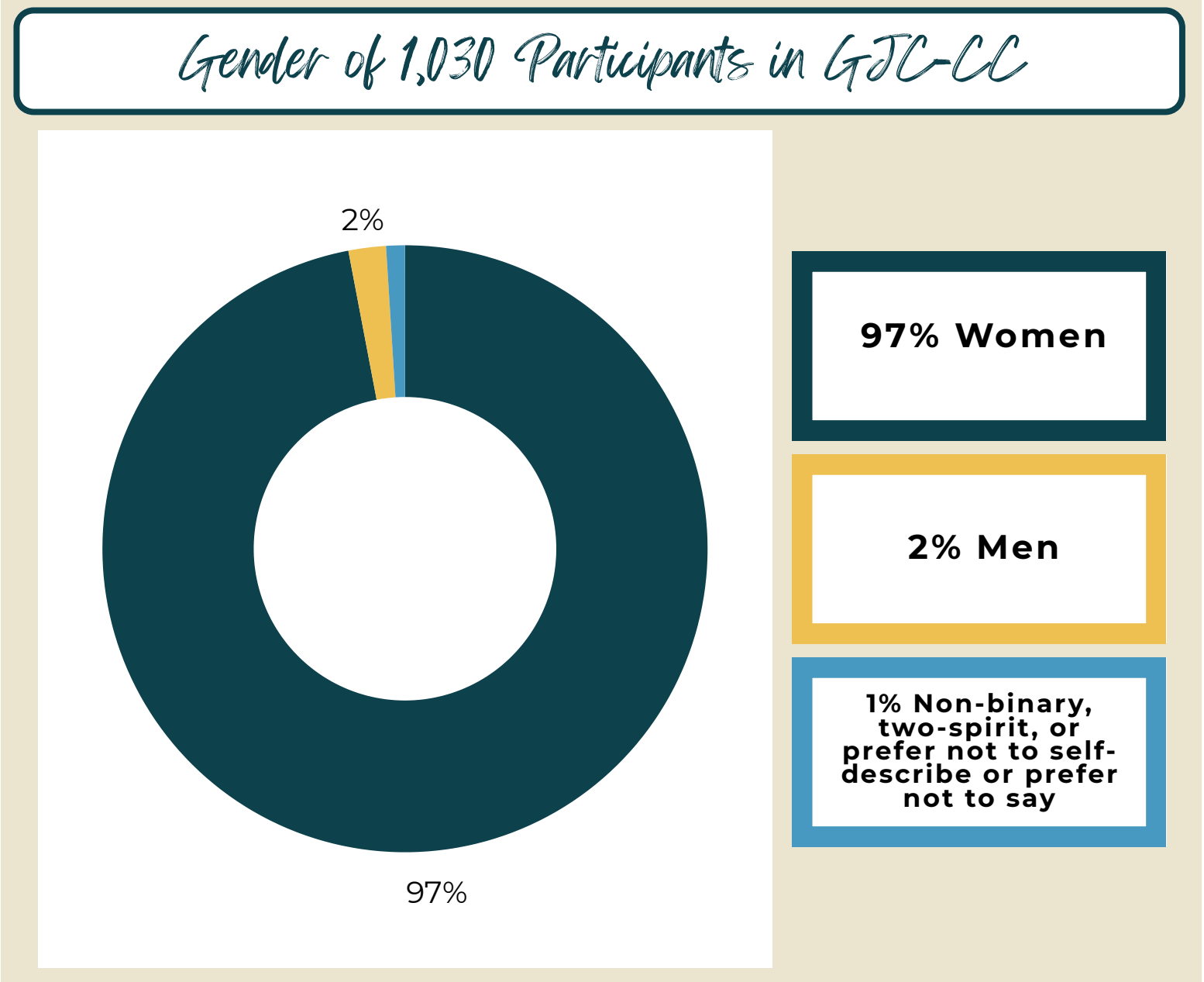
FIGURE 8:
RACE AND ETHNICITY OF 1,030 PARTICIPANTS IN GJC-CC



DATA ON GENDER IN THE GJC-CC

For the gender category, participants were given the following options: woman, man, transgender woman/trans feminine, transgender man/trans masculine, non-binary/genderqueer/gender fluid, two spirit, prefer to self-describe, and prefer not to say. As is typical for the early childhood education industry, 97% of participants who completed at least one pathway in the GJC-CC identified as women (see Figure 9). Men are historically a small percentage of the workforce. [43]

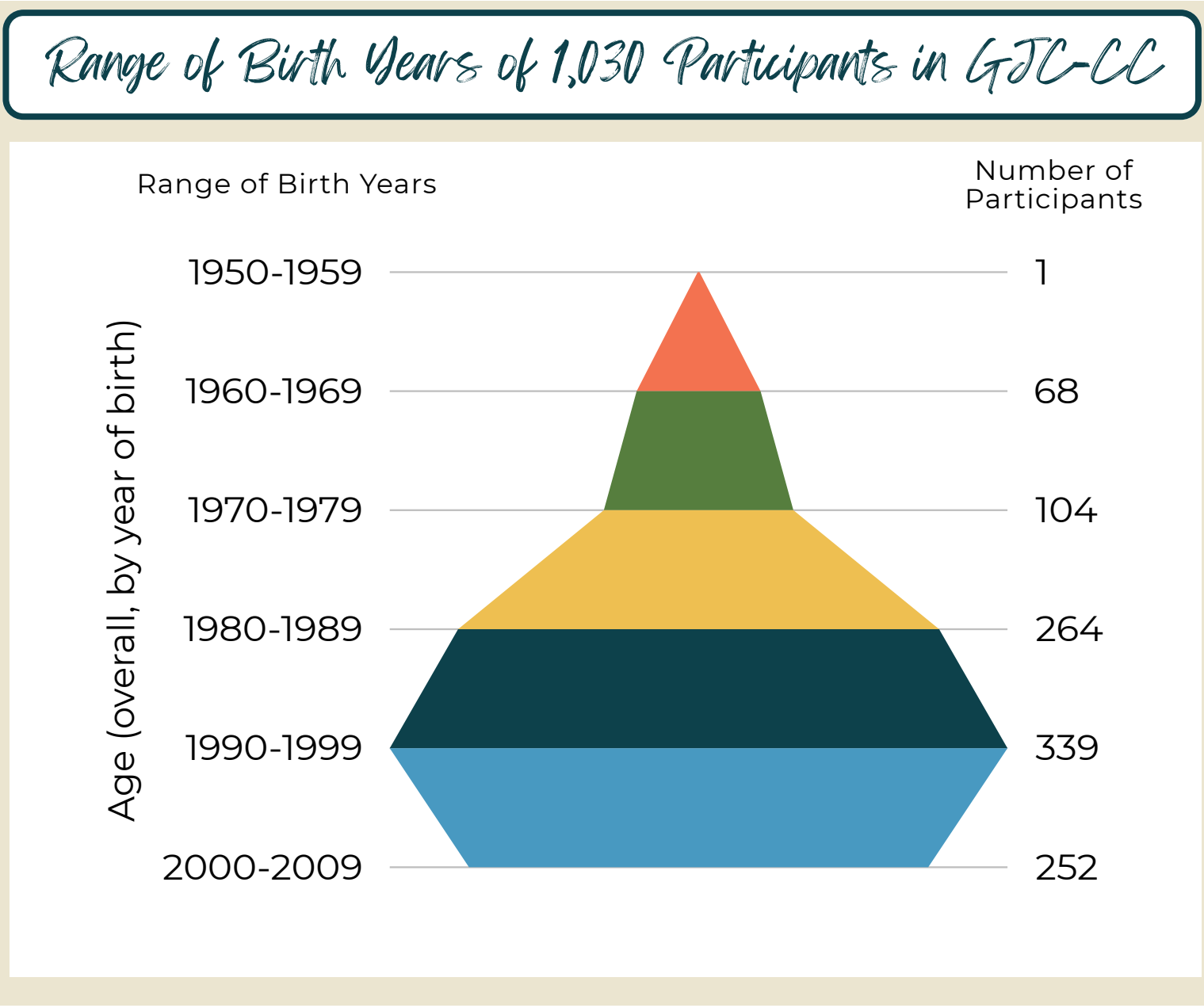
FIGURE 9:
GENDER OF 1,030 PARTICIPANTS IN GJC-CC



DATA ON THE RANGE OF BIRTH YEARS IN THE GJC-CC

As part of recruitment, sourcing partners reached a wide range of individuals who were interested in potentially becoming early childhood educators. One of the surprising findings from the data of participants who completed at least one pathway was how wide the range of birth years was. While participants ranged in age from 18 to 71 years old, of the 1,030 participants, 83% were under the age of 45. (See Figure 10).

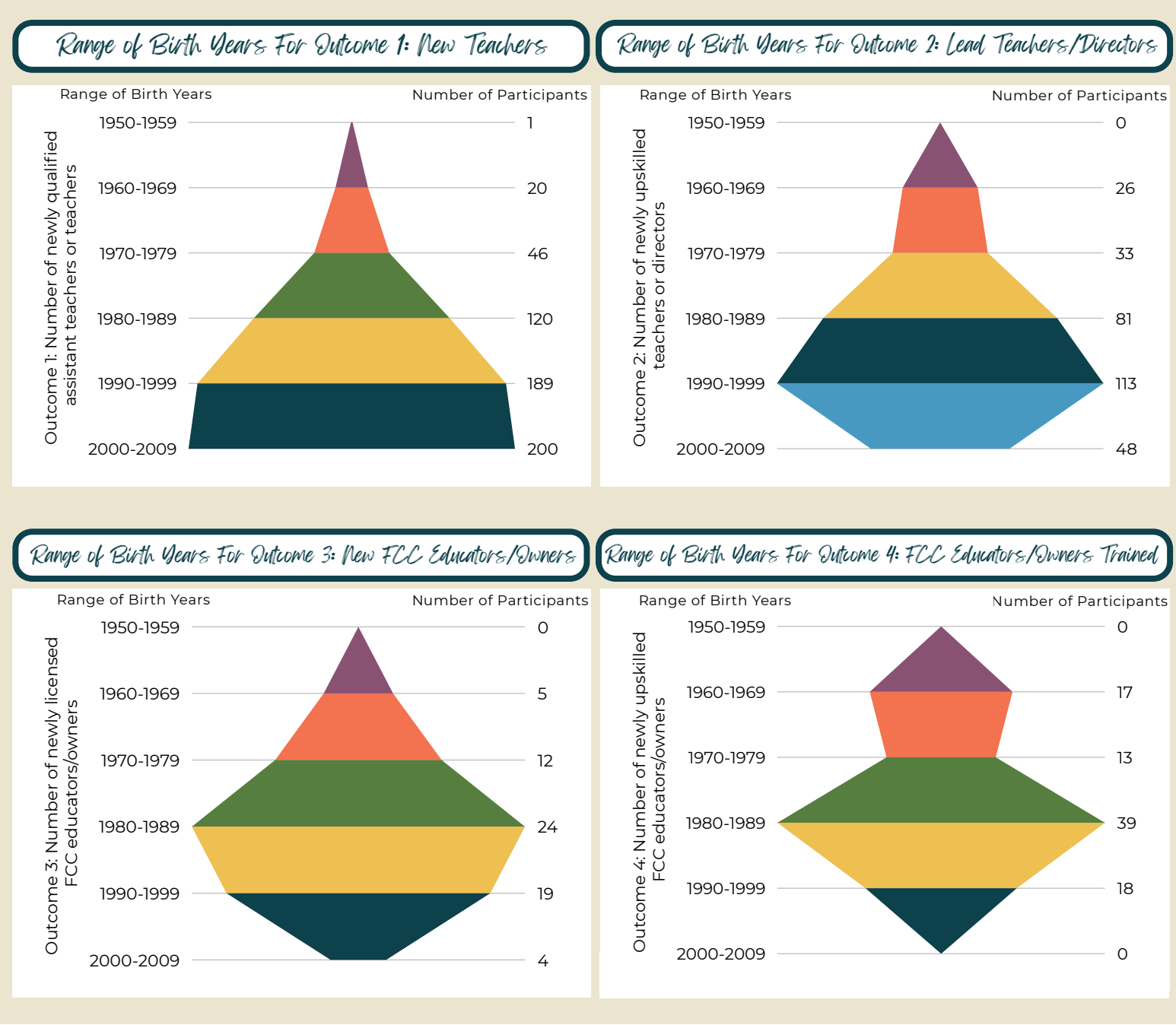
FIGURE 10:
RANGE OF BIRTH YEARS OF 1,030 PARTICIPANTS IN GJC-CC



Total GJC-CC Participants: 1,028
The age of one participant in Outcome 1 was unknown.
The age of one participant in Outcome 2 was unknown.

When looking at GJC-CC participants' range of birth years by outcome (see Figure 11), data showed the breadth and depth of individuals based on entry into the field and career advancement for center-based and FCC participants. Surprisingly, the oldest center-based participant was a new educator working with infants and toddlers. 252 center-based and FCC participants under the age of 25 successfully completed a pathway. FCC participants who were advancing their skillsets ranged in age from 26 to 65 years old.

FIGURE 11:
RANGE OF BIRTH YEARS OF 1,030 PARTICIPANTS BY OUTCOME IN GJC-CC

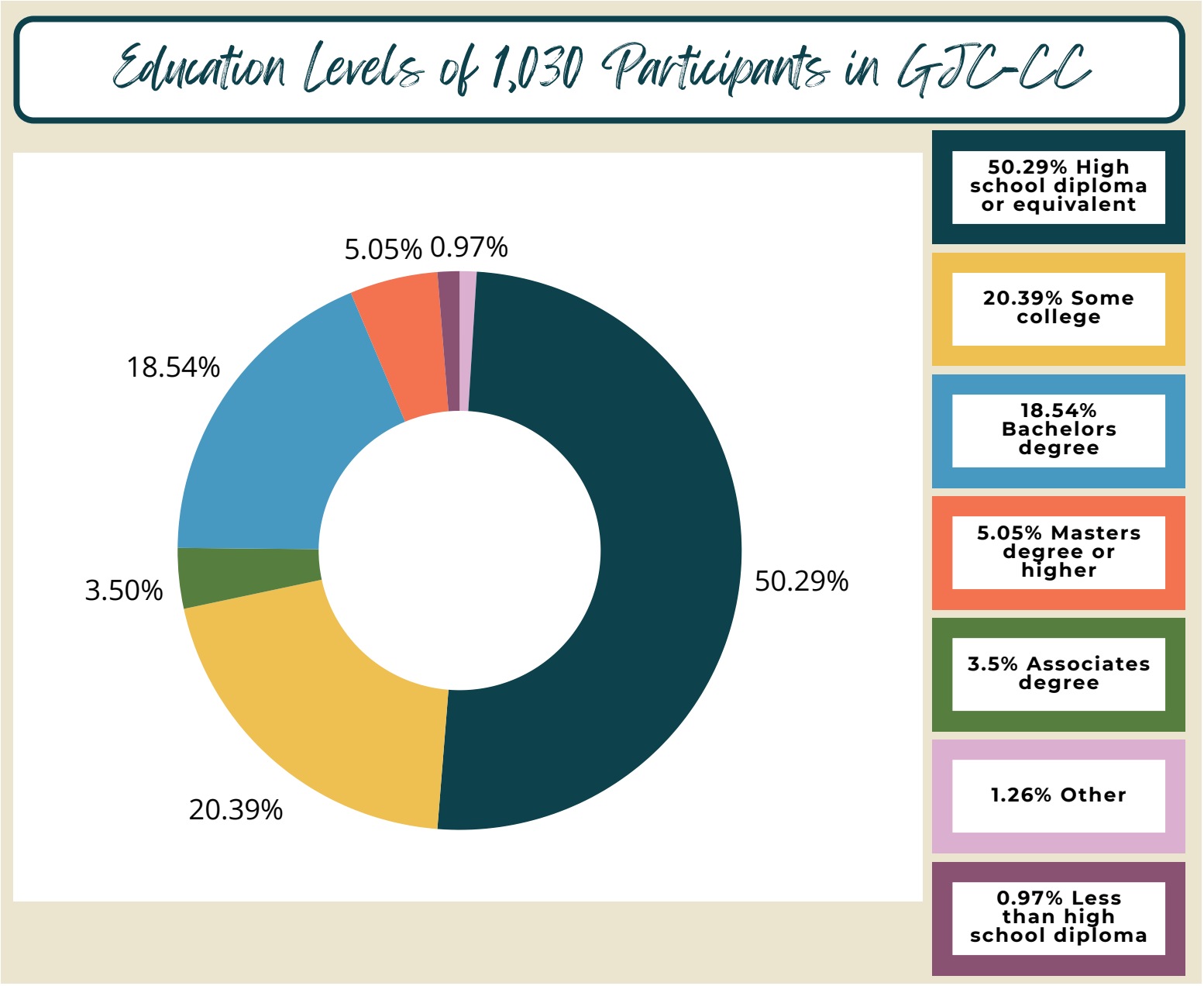


Total GJC-CC Participants: 1,028
The age of one participant in Outcome 1 was unknown.
The age of one participant in Outcome 2 was unknown.

DATA ON EDUCATIONAL BACKGROUNDS IN THE GJC-CC

As with other demographic data, GJC-CC participants who completed at least one pathway had diverse educational backgrounds (see Figure 12). 73% of GJC-CC participants entered their training pathway with less than an associate's degree. 6.5% had no formal training or less than a high school diploma or equivalent. 5% had a Master's degree or higher, which could have been acquired in a different professional field or from another country. GJC-CC participants who participated in surveys and focus groups indicated that they were interested in continuing their education.

FIGURE 12:
EDUCATION LEVELS OF 1,030 PARTICIPANTS IN GJC-CC PRIOR TO PARTICIPATION



The six findings clearly point to the success of the Good Jobs Challenge - Child Care proof of concept and vision. Based on this work, The CAYL Institute offers a few observations and one key recommendation.

Watch the webinar recording: *Succeeding Together: Voices from the Good Jobs Challenge - Child Care*

IV. RECOMMENDING A WAY FORWARD AND A FEW OBSERVATIONS

IV. RECOMMENDING A WAY FORWARD AND A FEW OBSERVATIONS

THE VISION ACCOMPLISHED FOR THE GOOD JOBS CHALLENGE - CHILD CARE

The Vision:

Leverage the Good Jobs Challenge - Child Care initiative to explore a proof of concept:

Cross-sectoral partnerships that center early childhood educators will generate increased workforce supply, diversity, and expertise.

The CAYL Institute conceived The Good Jobs Challenge - Child Care as a proof of concept—not an ongoing program—and it succeeded by pivoting in ways which affirmatively answered its three implementation questions: using adaptive leadership principles, GJC-CC addressed child care industry issues by establishing cross-sectoral collaboration, implementing educator-centric achievement pathways for both novice and experienced participants, and centering the intrinsic value of early childhood educators.

Indeed, by the project's end, the educator-centric efforts among collaborating sectors were successfully able to:

- Establish and model a cross-sector and intersectional approach to educator recruitment, training or upskilling, and employment.
- Implement educator-centric targeted training and education pathways that enhanced participants' expertise and offered appreciable personal value.
- Exceed numerical targets of 850 employed; 1,030* educators achieved their pathway goals.
- Contribute to sustaining the diversity of the workforce, a frequently mentioned concern for the field.
- Address issues of compensation for participants and job quality for employers.
- Increase the number of newly licensed FCC educators/owners and support multiple pathways for enhancing their knowledge and business skills.

**Data as of July 31, 2025*

All of these accomplishments reflect the multiplier effect of cross-sectoral collaboration among aligned partners and strategic investments. The achievements also reflect measurable results and lasting growth for early childhood educators, their employers, and their communities, achieved within a relatively short period of time. Significantly, the project demonstrated that centering on the intrinsic value of early childhood educators supported the achievement of a stretch goal for the Metropolitan Boston community.

Three intersectional factors supported these achievements:

- ***Backbone infrastructure:*** The CAYL Institute guided, aligned, and supported collaborations, mobilized resources, provided core management functions, and focused on strategy, data, finances, and communication for multiple partners. GJC-CC demonstrated that having an entity in place to coordinate recruitment, liaise with employers, and design and manage training pipelines created significant efficiencies and better outcomes.

- ***Strong local intermediaries:*** Sourcing partners served as critical connectors between community members, participants, training providers, and employers - building trust and creating on-the-ground recruitment and support systems.
- ***Cross-sector partnership innovation:*** IHE, employer, and sourcing partners collaborated to adapt course, training, and support mechanisms to meet participants' needs and levels of proficiency.

A major advantage of the Good Jobs Challenge federal initiative was its opportunity to stimulate the economy in a post-COVID era. The Good Jobs Challenge - Child Care helped to rebuild the Metropolitan Boston child care workforce in the short term and demonstrated the conditions for longer-term growth.

The World Economic Forum describes the immediate post-COVID era as an opportunity for a "Great Reset" - an opportunity to take the time to assess where our communities stand and decide where we envision them to become. [44] This idea is similar to the United States' effort to "build back better." [45] As local and state economies continue to stabilize, they have opportunities to move beyond proof of concepts that mitigate the impact of an immediate crisis and to move toward longer-term growth and improvements.

EXPANDING DEFINITIONS OF A "GOOD JOB" WITHIN IMPERFECT POLICY AND ECONOMIC SYSTEMS

A way forward beyond proof of concept will require child care advocates to enhance the early childhood industry's capacity to promote "Good Jobs" - better jobs - while simultaneously working to disrupt its structural market failures.

Consistent with traditional thinking by workforce boards, the EDA defined a quality job as "a job that exceeds the local prevailing wage for an industry in the region, includes basic benefits, and/or is unionized, and helps the employee develop the skills and experiences necessary to advance along a career path." [46] However, expanding upon the traditional definition, the GJC-CC recognized that market failure suppresses the salaries of child care educators and operates in ways that make the industry less attractive in the traditional workforce marketplace.

Consequently, in the context of the child care profession, the initiative's success in redefining and expanding upon what it means to have a good job is based on several variables, such as:

- Providing career and economic opportunities for people who wanted them;
- Centering the intrinsic value of participants through educator-centric design;
- Paving additional career pathways and upskilling opportunities for people who have a heart for working with children;
- Engaging employers and governments in elevating salaries and employment conditions
- Including family child care providers, who often feel excluded, in the GJC-CC initiative as a community of equal colleagues; and
- Celebrating the field's foundational values of diversity and inclusion. [47]

In other words, the GJC-CC succeeded because it offered the organizational structure, opportunity, resources, and relationships participants needed to meet their goals. The industry of early childhood education can disrupt prevailing notions that the work is inherently unworthy of a workforce development initiative for whatever reasons block its inclusion.

Further, in the process of centering educators, the initiative also addressed community concerns that matter because these educators are "the workforce behind the workforce." The initiative effectively tackled the child care staffing crisis in Metropolitan Boston; strengthened the capacity of local nonprofit organizations through effective sectoral partnerships; and leveraged the capacity of institutions of higher education by teaming them with community-based organizations.

The Good Jobs Challenge - Child Care simultaneously expanded economic opportunities for those often excluded from stable, well-paying careers while demonstrating a bold, scalable model for

systemic reform in the child care industry essential to families, communities, and the broader economy.

The success of the initiative, as well as the ideas encapsulated by the paradigm shift, and the data that demonstrate proof of concept, extends beyond people, their employers, and the Metropolitan Boston community. The staffing increases created hundreds of new child care openings, gave countless families access to child care that was previously unavailable, licensed dozens of family child care homes, and provided 247 child care employers with new or upskilled staff.

The stories of transformation for people and for employers are endless; sample them in several companion documents to this report.

GJC-CC Companion Documents

Publications:

A Way Forward: 10 Essential Elements of Educator-Centric Design in The Good Jobs Challenge - Child Care

A Way Forward: The Good Jobs Challenge -Child Care Reflects on Best Practices in Cross-Sector Workforce Development

Taking Action to Transform the Workforce: The Good Jobs Challenge for Child Care

Webinars:

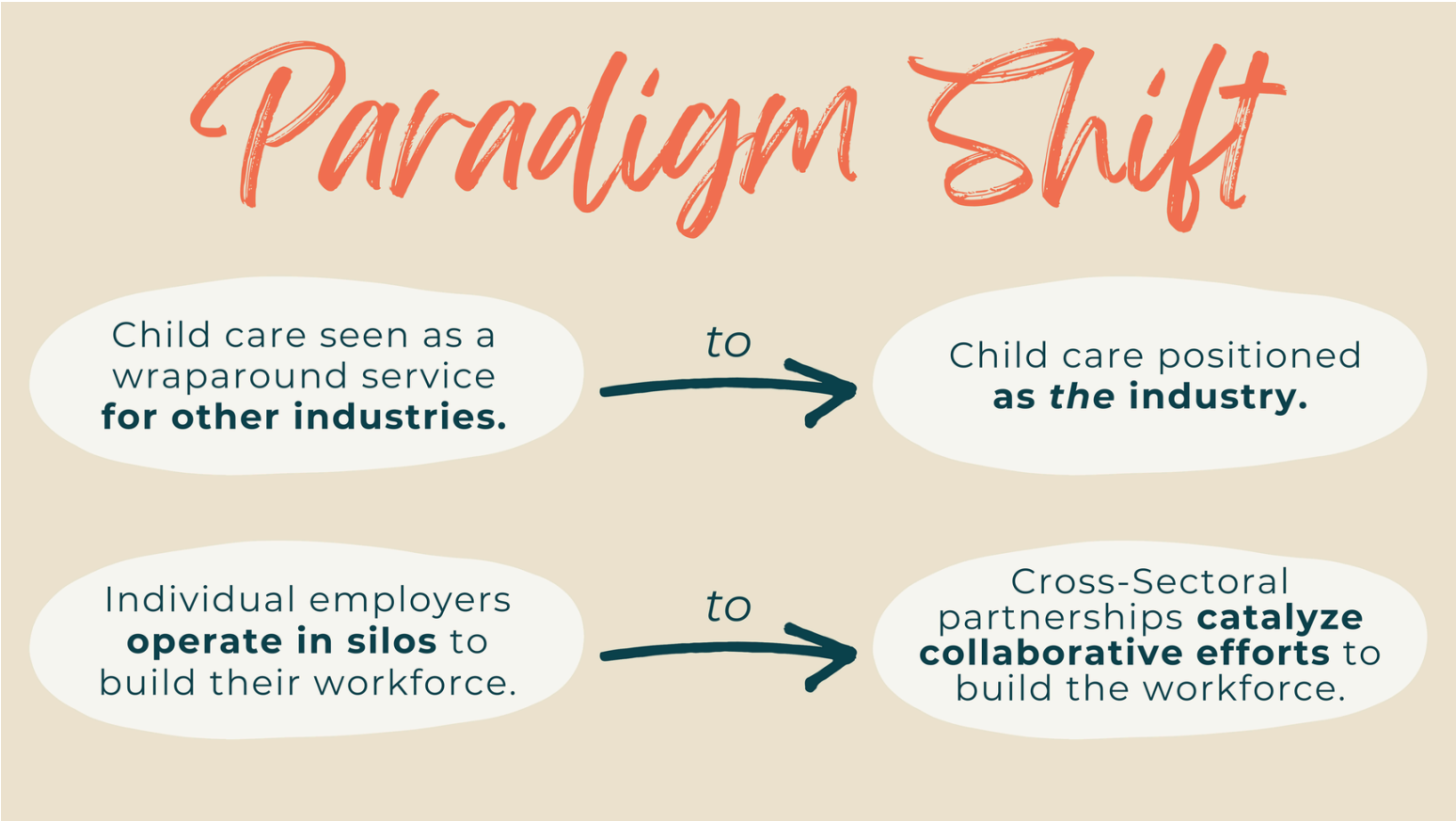
Taking Action to Transform the Workforce: The Good Jobs Challenge for Child Care

Succeeding Together: Voices From The Good Jobs Challenge - Child Care

OBSERVATIONS ABOUT THE PARADIGM SHIFT THAT CHANGED THE CONVERSATION AND PRODUCED RESULTS

The CAYL Institute and its partners seized the Good Jobs Challenge - Child Care as an exciting opportunity to think differently—to shift the paradigm—about the possibilities for early childhood workforce development.

The way forward beyond proof of concept could build on the following seven observations that highlight essential lessons learned from the initiative. Together, these seven observations offer insight for future investments aimed at building a stronger, more sustainable early childhood workforce.



1. Continued advocacy and mindfulness must be omnipresent to address the tension between advancing educator competence disproportionate to low compensation.

CAYL and its partners celebrate the commitment, persistence, and achievements of the educators in this and many other initiatives. While celebrating, mindfulness of the need for increased compensation must stay at the center of transformative change. This need speaks to the question of what constitutes a good job, and the reluctance of workforce boards to engage with early childhood education as an industry. While the GJC-CC initiative expands the perspective of what a good job could be, it also highlights the persistent tension surrounding compensation.

2. Early childhood education can be an attractive "good job" when educators are provided with structured support for staff entry and growth.

The GJC-CC reaffirmed that accessible, high-quality training with robust support is essential for both entry and career advancement. This support requires expanded foundational skill-building, seamless credential pathways, and cross-sectoral alignment between training opportunities, workforce realities, and employers' needs. Unfortunately, many of these requirements are not typically available.

The GJC-CC demonstrated that supporting early childhood educators requires more than access to courses or credentials—it requires a comprehensive system of personalized support, flexibility, and accountability. What the GJC-CC said to participants in many ways was: **"We value you. We value your labor."**

Despite the long-standing narrative of early childhood education as a low-paid, low-status industry, participants enrolled in significant numbers—and persisted—because this initiative paired access to meaningful opportunities with personalized support. The efficacy of individual initiative is stronger in this context of systems change.

3. Higher education must continue to adapt for part-time, working adult students.

Consistent with the recommendations of *Transforming the Workforce*, there are many bright spots in the reimagining of higher education for early childhood educators. [48] Nevertheless, GJC-CC partners noticed the extent to which some higher education systems or processes are still designed around full-time, degree-seeking students.

To unlock the child care talent pipeline, institutions must continue their efforts to intentionally redesign access points, supports, and recognition of prior learning. Doing so will better enable part-time, internationally trained, English language learners, and working adults to succeed in non-degree pathways that are closely aligned with workforce needs. Doing so will also enable non-degree pathways to open the door to degree attainment.

4. Sector partners are a key ingredient to scaling training pathways for the early childhood education field.

Sector partners' trusted community relationships, cultural and linguistic alignment, and high-touch navigational support infrastructures were central to participant success. The paradigm shift changes the conversation from whether these partnerships work to how to resource and scale them while retaining their community-rooted strengths.

5. Money matters to sustain the sector partnerships and invisible human infrastructure supporting career pathways.

Being a college student is evidence of a "visible infrastructure" at work. For GJC-CC participants, an "invisible infrastructure" of people who recruited and supported them leveraged their success.

The GJC-CC's educator-centric support model required resources for navigators, wraparound supports, and inter-organizational coordination with a range of job titles. Scaling will require funders and policymakers to value, and fund, these behind-the-scenes functions and the time and expert staffing needed to fulfill them.

6. Peer learning is powerful.

Cohort models, peer engagement, and access to professionals helped reduce isolation, strengthen persistence, and build professional identity. Networking and mutual encouragement were as essential as academic content and creating sustainable professional communities. Peer learning was also significant to participants as they integrated classroom theory with practice.

7. Conceptualizing and coordinating sectoral partnerships was essential at every level of efforts to center the intrinsic efforts of early childhood educators.

The process of executing the Good Jobs Challenge - Child Care strengthened partnerships among community organizations, institutions of higher education, and employers, indicating what is possible when the early childhood industry is centered in economic and workforce development planning. Both partner organizations and participants alike described the collaborations as unusually cooperative. This culture of collaboration was not incidental—it was cultivated and should be considered a necessary ingredient for future sectoral partnerships. Most importantly, the cultivation of partnerships is enhanced by the existence of a strong backbone organization, such as The CAYL Institute's role in the GJC-CC.

PARTNERS ARE PROUD OF THE COLLECTIVE PROGRESS, AND CLEAR-EYED ABOUT THE WORK AHEAD

The proven paradigm shift creates pathways—not just jobs—and compels systems change. The GJC-CC demonstrated that supporting early childhood educators requires more than access to courses or credentials—it requires a comprehensive system of personalized support, flexibility, and accountability, centered on the intrinsic value of educators.

Partners acknowledge the fragility of the GJC-CC's recruitment and employment gains without sustained, expanded investments. While the GJC-CC was a proof of concept, partners clearly recognized that, once again, system and policy failures remain at the heart of the child care challenge. As an example, here's a context about the cost of living in Metropolitan Boston:

> *Median hourly wages in the Metropolitan Boston licensing region rose from $18.56 to $20.58 for Assistant Teachers, $23.80 to $26.46 for Teachers, and $25.26 to $38.83 for Center Directors. Even with these increases, most early childhood educators still earn less than the MIT-calculated living wage of $55.15/hour. [49]*

Without focused investments in compensation, benefits, and working conditions—and without addressing the industry's reliance on what families can afford to pay—recruitment and retention gains will remain fragile.

To facilitate and implement systems change solutions, a way forward for community or state-based strategies might focus on:

- Codifying and sharing best practices across governments as well as with workforce boards, state agencies, resource and referral agencies, higher education partners, and employers.
- Creating a sustainable navigator and coaching model with an educator-centric focus to connect partners and provide services that feel like a "one-stop shop" that other institutions can adopt.
- Supporting employer mindset shifts and leadership flexibility across the sector.
- Building sustainable supports for adult learners in IHE systems.
- Assessing how participants – and employers - can continue to grow beyond the grant period.
- Implementing dissemination strategies and communication tools that support the above efforts by sharing lessons learned.
- Promoting the implementation of the educator-centric approach across sectors.
- Engaging stable cross-sectoral technical assistance to build the capacity of intermediaries, governments, and employers to implement these pipeline strategies.
- Seeking alternative public methods for equitable funding of the industry, consistent with the way public education for older children is funded.

GJC–CC demonstrated the transformative potential of coordinated, equity-centered, cross-sector investment. But it also surfaced persistent structural challenges—fragmented systems, underdeveloped infrastructure, insufficient public funding, limited employer engagement, and the absence of coordinated messaging—that constrain progress at scale. To truly effect sustainable change for the child care workforce, CAYL offers one overarching recommendation.

KEY RECOMMENDATION: A WAY FORWARD FROM PROOF OF CONCEPT TO SUSTAINABLE CHANGE

The primary overarching recommendation from the GJC-CC proof of concept is clear:

> *Key Recommendation:*
>
> The early childhood education industry needs a coordinating infrastructure for workforce development.

A thriving early childhood industry requires more than isolated programs—it needs a shared system for recruitment, training, employer engagement, and ongoing support. As a time-limited initiative, the GJC-CC infrastructure was not perfect. Still, it provided a proof point that established the foundation for a sectoral partnership to sustain collaboration around shared goals, resources, and best practices. Moreover, GJC-CC empowered early childhood educators personally and professionally through the processes used to recruit, train or upskill, and employ them.

Infrastructure development is a way forward for the early childhood education industry beyond this proof of concept. A coordinating infrastructure would serve as a central hub, with the purpose of supporting the recruitment, training or upskilling, and employment of child care staff or family child care educators/owners. In these ways, a coordinating infrastructure for child care would serve as an innovative economic engine for local communities, directly improving the quality of life for educators and as well as for the general community. The outcomes of the Good Jobs Challenge - Child Care suggest that infrastructure development could be an economic multiplier for educators and communities.

> *Next Step Opportunity:*
>
> States and communities are urged to serve as cross-sector convenors and systems change leaders to embed these proven strategies into the early educator workforce pipeline and industry infrastructure.

The success of the Good Jobs Challenge - Child Care initiative speaks clearly to the need for cross-sectoral partnerships that center educators. The coordination of workforce development in the child care industry requires specialized knowledge, targeted networks, and deep commitment to work with both new and accomplished educators.

The GJC-CC's successes also hinge on a critical consideration for workforce development. Both infrastructure development and workforce development strategies must be implemented in ways consistent with the field's relationship-focused occupational culture. The educator-centric approach succeeded, in large part, because the nature of relationships is central to the foundation of the early childhood education field—adults to children, child to child, and adults to adults. Personalization is a core feature of the field's occupational culture. In this respect, navigators

supported professional development by helping participants maneuver through a series of gateways and obstacles.

Clearly, the status quo - individual employers operating in silos to build their workforce - has not proven to be effective or reliable in addressing persistent challenges in child care workforce recruitment, training, upskilling, or employment.

Therefore, states and communities are urged to serve as cross-sector conveners and systems-change leaders to embed these proven strategies into the early educator workforce pipeline and industry infrastructure. This might occur in several ways, including:

1. A community organization contracting with the government to play the coordinating role that CAYL served in the GJC-CC.
2. Specialized expansion of existing workforce boards to create a targeted strand of skilled professionals who can lead this work in their communities.

Whatever strategies are chosen, this initiative proves the concept that a coordinating cross-sectoral infrastructure can play a crucial role in closing the gap in child care workforce development. The infrastructure would serve to:

- Strategically connect community-based organizations, employers, job seekers, training organizations, and workforce boards;
- Foster cross-sectoral collaboration and alignment;
- Drive and coordinate data and new research about the workforce;
- Lead project management and administrative support to keep the work moving smoothly;
- Provide strategic and operational oversight of workforce needs;
- Integrate services and attention to the quality of those services for educators;
- Develop and review local and state child care workforce plans and career pathways;
- Support employers with their hiring needs and advancing workplace quality;
- Build public awareness about the child care industry and its value;
- Stimulate action on the policies and investments needed for the child care workforce;
- Identify and support professional development by reducing or lowering the series of gateways that educators confront as they advance in the field;
- Offer an ongoing cycle of supports and celebrations that elevate the public perception of the field of early childhood education; and
- Acknowledge the occupational culture in which these professionals operate.

NEXT PHASE INVESTMENT OPPORTUNITIES: A WAY FORWARD IS CHANGING THE GAME

Longer-term funding will secure the actual implementation of the systems change work needed to accomplish this vision. A key observation is that the sectoral partners strongly desired opportunities to build upon and expand the collaborative work that they had been doing with each other, and noted a high demand for that work. Participants valued collaborative opportunities that supported their ability to enter and upskill in the workforce. Beyond the grant's conclusion, partners emphasized the number of possible participants who could have continued to be served through an opportunity like this initiative.

The stakes remain high. Without a stable, respected, well-compensated, and well-supported industry, communities cannot meet families' needs for child care—or realize the full potential of early learning for children, families, and communities. The GJC–CC proves that shifting what's possible is within reach.

The next step is to build on that foundation—with stronger partnerships, shared infrastructure, and sustained investment in early childhood educators—so early childhood education becomes a stronger industry.

The CAYL Institute welcomes ongoing dialogue with any community about our vision and strategies, and invites conversations about how you might engage others as we work to advance these critical efforts. We also invite you to learn more about The CAYL Institute and our past success in facilitating systems change in Massachusetts. CAYL has routinely done this hard work of systems change and welcomes the opportunity to continue our efforts, with others as "architects of change."

REFERENCES

REFERENCES

[1] City of Boston. (2022, August 17). City awarded $23 million EDA Good Jobs Challenge grant. https://www.boston.gov/news/city-awarded-23-million-eda-good-jobs-challenge-grant

[2] Massachusetts Taxpayers Foundation. (2025, September 16). The workforce behind the workforce. Massachusetts Taxpayers Foundation - Publications. https://masstaxpayers.org/sites/default/files/publications/2025-09/The%20Workforce%20Behind%20the%20Workforce%20-%20Examining%20The%20Early%20Childhood%20Education%20Labor%20Force%20in%20Massachusetts.pdf

[3] Brundin, J. (2021, January 5). 'The workforce behind the workforce': Confronting Colorado's critical child care staffing shortage. CPR News. https://www.cpr.org/2021/01/05/the-workforce-behind-the-workforce-confronting-colorados-critical-child-care-shortage/

Center for American Progress. (2020 May 28). The workforce behind the workforce. CAP. https://www.americanprogress.org/events/workforce-behind-workforce/

Coffey, L. (2025, September 23). Education workforce. EdSurge. https://www.edsurge.com/news/2025-09-23-the-silver-bullet-to-fix-child-care-s-staffing-problem

Groundwork Ohio. (2020, October 19). Groundwork Ohio. https://www.groundworkohio.org/post/groundwork-ohio-releases-report-on-advancing-the-early-childhood-education-profession-in-ohio

[4] Uhing, C. (2021, March 11). Timeline of COVID-19 relief for the child care industry and working families. First Five Years Fund. (para 4.) https://www.ffyf.org/resources/2021/03/timeline-of-covid-19-relief-for-the-child-care-industry-and-working-families

[5] Washington, V., & Spisich, E. (2023). Persist, reform, transform, reframe: Four next-level advocacy strategies for early childhood education. Exchange Magazine. https://hub.exchangepress.com/articles-on-demand/10541

[6] National Academies of Sciences, Engineering, and Medicine. (2018). Transforming the Financing of Early Care and Education. Washington, DC: The National Academies Press. https://doi.org/10.17226/24984

[7] Office of Child Care. (n.d.). Early childhood systems building resource guide: Financing strategically. Child Care Technical Assistance Network. https://info.childcareaware.org/hubfs/Advocacy%20Day%20Files%202025/An%20Uneven%20Start%202025%20State%20Funding%20for%20Child%20Care%20Early%20Learning%20Report.pdf

[8] First Five Years Fund. (n.d.). 2025 child care and early learning state fact sheets. https://www.ffyf.org/2025-state-fact-sheets/

[9] Center for the Study of Child Care Employment. (n.d.). Five years after COVID-19 began, a struggling child care workforce faces new threats. https://cscce.berkeley.edu/publications/press-release/five-years-after-covid-19-a-struggling-child-care-workforce-faces-new-threats/

REFERENCES

NAEYC. (2020, May 20). A state-by-state look at the ongoing effects of the pandemic on child care. NAEYC. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/ongoing_effect_of_pandemic.naeyc_state_by_state.pdf

Cooksey, K., & Thomas, E. (2024, January). Childcare employment—before, during, and after the COVID-19 pandemic. Monthly Labor Review. U.S. Bureau of Labor Statistics. https://www.bls.gov/opub/mlr/2024/article/childcare-employment-before-during-and-after-the-covid-19-pandemic.htm

Lee, E. K., & Parolin, Z. (2021). The Care Burden during COVID-19: A National Database of Child Care Closures in the United States. Socius: Sociological Research for a Dynamic World, 7. https://doi.org/10.1177/23780231211032028

[10] Washington, V. & Gadson, B. (2017). Guiding principles for the new early childhood professional. Teachers College Press.

[11] McLean, C., Austin, L.J.E., Powell, A., Jaggi, S., Kim, Y., Knight, J., Muñoz, S., & Schlieber, M. (2024). Early Childhood Workforce Index – 2024. Center for the Study of Child Care Employment, University of California, Berkeley. https://cscce.berkeley.edu/workforce-index-2024

[12] Child Care Aware of America. (n.d). Why does child care cost so much yet providers make so little? [Video]. YouTube. https://www.youtube.com/watch?v=krejcn2ivYU&t=168s

[13] U.S. Department of the Treasury. (2021, September). The economics of child care supply in the United States. U.S. Department of the Treasury. https://home.treasury.gov/system/files/136/The-Economics-of-Childcare-Supply-09-14-final.pdf

[14] McLean, C., Austin, L.J.E., Powell, A., Jaggi, S., Kim, Y., Knight, J., Muñoz, S., & Schlieber, M. (2024). Early Childhood Workforce Index – 2024. Center for the Study of Child Care Employment, University of California, Berkeley. https://cscce.berkeley.edu/workforce-index-2024

[15] Gould, E., Whitebook, M., Mokhiber, Z., & Austin, L. J. E. (2020, January). A values-based early care and education system would benefit children, parents, and teachers in Massachusetts. Economic Policy Institute.

[16] McLean, C., Austin, L.J.E., Powell, A., Jaggi, S., Kim, Y., Knight, J., Muñoz, S., & Schlieber, M. (2024). Early Childhood Workforce Index – 2024. Center for the Study of Child Care Employment, University of California, Berkeley. https://cscce.berkeley.edu/workforce-index-2024.

Muñoz, S., & McLean, C. (2025). Immigration Policies Harm the Early Childhood Workforce and the Communities They Serve. Center for the Study of Child Care Employment, University of California, Berkeley. https://cscce.berkeley.edu/publications/brief/immigration-policies-harm-ece

[17] Boston Opportunity Agenda and Birth to Eight Collaborative. (2023, May 3). (Re)building Boston's Early Education and Care Sector: Supply, Affordability and Quality Needed. The Boston Foundation. https://www.tbf.org/news-and-insights/reports/2023/may/rebuilding-bostons-early-education-and-care-sector-2023

REFERENCES

[18] Boston Opportunity Agenda (BOA). (2021, July). Boston's Child-Care Supply Crisis: The Continued Impact of a Pandemic. https://www.bostonopportunityagenda.org/-/media/boa/boa-early-ed-202107/boa_early-ed-crisis-202107_final.pdf

[19] Campbell, F. Q., Gaviria Villarreal, P., & Patil, P. A. (2023, May). [Re]Building Boston's early education and care sector: Supply, affordability and quality needed – 2023 state of early education and care report. The Boston Foundation / Boston Opportunity Agenda. https://www.boston.gov/sites/default/files/file/2024/07/BOA_Supply%26Demand_vMay2_0.pdf

[20] Massachusetts Department of Early Education and Care. (2022, January 11). Board of Early Education & Care meeting materials. https://www.mass.gov/doc/january-11-2022-eec-board-meeting-materials/download

[21] Washington, V. & Gadson, B. (2017). Guiding principles for the new early childhood professional. Teachers College Press.

[22] Eastern Bank. (2021, February 9). Massachusetts business coalition launches to improve outcomes in early child care and education. https://www.maroundtable.com/wp-content/uploads/2021/10/PressRelease_BusinessCoalitionforECE.pdf

[23] Goffin, S. G., & Washington, V. (2019). Ready or not: Early care and education's leadership choices—12 years later. Teachers College Press.

Washington, V., Spisich, E., & Lytle, A. (2024). A look from the balcony: The way forward for early childhood educators. Exchange Press. https://hub.exchangepress.com/articles-on-demand/59116/

[24] National Academies of Sciences, Engineering, and Medicine. (2015). Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation. Washington, DC: The National Academies Press. https://doi.org/10.17226/19401

[25] The CAYL Institute. (n.d.). Taking action to transform the workforce: The good jobs challenge for child care. Early Educator Investment Collaborative. https://earlyedcollaborative.org/assets/2025/10/CAYL-Report.pdf

[26] Boston Opportunity Agenda and Birth to Eight Collaborative. (2023, May 3). (Re)building Boston's Early Education and Care Sector: Supply, Affordability and Quality Needed. The Boston Foundation. https://www.tbf.org/news-and-insights/reports/2023/may/rebuilding-bostons-early-education-and-care-sector-2023

[27] Washington, V. (2019, January 8). Elephants in the room: Workforce respect and equity. New America. https://www.newamerica.org/education-policy/edcentral/elephants-room-workforce-respect-and-equity

[28] Massachusetts Department of Early Education and Care. (2022, January 11). Early Education and Care Workforce Council Meeting: Slide deck. https://www.mass.gov/doc/january-11-2022-eec-board-meeting-materials/download

[29] Massachusetts Department of Early Education and Care. (2022, January 11). Early Education and Care Workforce Council Meeting: Slide deck.

REFERENCES

[30] Massachusetts Department of Early Education and Care. (2024, November 26). Career Pathways and Early Childhood Educator Scholarship information. https://www.mass.gov/doc/career-pathways-info-sessions-slides/download

[31] Massachusetts Department of Early Education and Care. (2022). Department of Early Education and Care 2021 annual report to the legislature. Commonwealth of Massachusetts. https://www.mass.gov/doc/department-of-early-education-and-care-2021-annual-report/download

[32] Austin, L. J., E., Petig, A. C., Jones, E. P., & Knight, J. (2025, October 2). The ECEPTS journey: Building a national infrastructure for early educator apprenticeship. Center for the Study of Child Care Employment.

[33] Massachusetts Department of Early Education and Care. (2021, December 6). Minimum Hiring Requirement Policies for Educators in Group and School-Age Programs. https://www.mass.gov/doc/minimum-hiring-requirement-policies-for-educators-updated/download

[34] Massachusetts Education-to-Career Research & Data Hub [Data portal]. https://educationtocareer.data.mass.gov/

[35] Economic Development Administration. (n.d.). Notice of funding opportunity executive summary. GJC FY 24. https://www.eda.gov/sites/default/files/2024-07/GJC%20FY%2024%20NOFO%20FINAL%207.26.24.pdf

[36] U.S. Department of Labor. (n.d.). Prevailing wage information and resources. https://www.google.com/url?q=https://www.dol.gov/agencies/eta/foreign-labor/wages

[37] Connecticut Office of Early Childhood. (2021, December). Build back better (BBB) planning for a universal early care and education system. https://www.google.com/url?q=https://www.ctoec.org/wp-content/uploads/2021/12/OEC-Build-Back-Better-Presentation-December-2021.pdf

[38] Economic Development Administration. (n.d.). Notice of funding opportunity executive summary. GJC FY 24. https://www.eda.gov/sites/default/files/2024-07/GJC%20FY%2024%20NOFO%20FINAL%207.26.24.pdf

[39] National Academies. (n.d.). Financing early care and education with a highly qualified workforce. https://www.nationalacademies.org/projects/DBASSE-BCYF-16-01

[40] Jewish Vocational Services (JVS). (2024). CAYL Job Quality Benchmarking Index Collaboration: Final report [Unpublished internal report]. Submitted to CAYL.

[41] Jewish Vocational Services (JVS). (2024). CAYL Job Quality Benchmarking Index Collaboration: Final report [Unpublished internal report]. Submitted to CAYL.

[42] United States Census Bureau. (n.d.) Boston, city, Massachusetts. https://data.census.gov/profile/Boston_city,_Massachusetts?g=160XX00US2507000#race-and-ethnicity

[43] Cole, K., Plaisir, J-Y., Reich-Shapiro, M., & Freitas, A. (2019). Building a gender-balanced workforce: Supporting male teachers, 74(4). NAEYC. https://www.naeyc.org/resources/pubs/yc/sept2019/building-gender-balanced-workforce-supporting-male-teachers

REFERENCES

[44] World Economic Forum. (2020, June 3). Now is the time for a 'great reset'. https://www.weforum.org/stories/2020/06/now-is-the-time-for-a-great-reset/

[45] Executive Office of the President. (2021, November 3). Statement of administration policy H.R. 5376 - Build back better act. https://whitehouse.gov/wp-content/uploads/2021/11/SAP-H.R.-5376-Build-Back-Better-Act.pdf

[46] Economic Development Administration. (n.d.). Notice of funding opportunity executive summary. GJC FY 24. https://www.eda.gov/sites/default/files/2024-07/GJC%20FY%2024%20NOFO%20FINAL%207.26.24.pdf

[47] NAEYC. (2019, April). Advancing equity in early childhood education. NAEYC Position Statement. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/advancingequity positionstatement.pdf

[48] University of Hawai'i at Manoa College of Education. (n.d.). The transformative role of higher education in building the workforce for children, birth through age 8. Early Educator Investment Collaborative. https://earlyedcollaborative.org/assets/2025/10/U-of-Hawaii-Report.pdf

[49] Living Wage Institute. (2025). Living wage calculation for Massachusetts. Massachusetts Institute of Technology. https://livingwage.mit.edu/states/25

APPENDICES

APPENDIX A: ABOUT THE CAYL INSTITUTE

Organizing, equipping, and empowering people to create change on behalf of children.

The CAYL Institute (Community Advocates for Young Learners) is a leadership engine for early childhood equity. We organize, equip, and empower people - especially leaders of color - to create change that ensures every child has access to high-quality early care and education.

Founded in 2004 as The Schott Fellowship for Early Care and Education and incorporated as The CAYL Institute in 2008, our work began with a series of "diversity dialogues" that revealed who was missing from the decision-making table. These conversations became a movement to prepare and support Black, Latinx, Asian, and Indigenous leaders to drive equitable policy, transform practice, and mobilize collective action.

For more than two decades, CAYL has been guided by a simple idea: research and policy should be informed by the people who will be impacted by them. Our early policy leadership program helped spark legislative and administrative gains, improving opportunities for more than 50,000 children. Today, our work spans grassroots organizing, policy roundtables, technical assistance, national conferences, and a publication and webinar portfolio.

Through our CAYL Catalyst series - featuring diverse local and national voices - we have reached audiences in every U.S. state and 71 countries and territories. We continue to build sustained connections among practitioners, policymakers, parents, advocates, and researchers to create solutions that keep children and families at the center.

As the field evolves, so does our commitment: dismantling racism in early childhood education, amplifying diverse leadership, and building community-rooted, adaptive systems that make lasting change possible.

At CAYL, we listen deeply, act collectively, and believe in the power of people to transform the future for children.

For more information about The CAYL Institute, visit www.cayl.org

APPENDIX B: KEY TERMS

Adaptive Leadership: an approach to social change focused on how people can tackle complex, long-term challenges through experimentation, collaboration, and mobilizing people. **Technical challenges** have clear known solutions. **Adaptive challenges** are more complex and require learning and experimentation.

Backbone organization: an entity that coordinates an initiative to facilitate shared goals, provide effective project management, and assess collective impact.

Boston region, Greater Boston, or Metropolitan Boston: Terms used informally and interchangeably to refer to the geographic area of the City of Boston, Massachusetts, that comprises the eligible service area for the Good Jobs Challenge.

Child care and early childhood education: both terms are used in this report to describe the system of services that support the learning, development, and care of young children—particularly those from birth through age five. When referring to the professionals who deliver these services, we use the terms "early childhood workforce" and "early childhood educators" to reflect their critical role in supporting children's development and to align with the language recommended by the Power to the Profession initiative. However, the term "child care" is used in cases where it reflects the name of an existing program, funding stream, or policy initiative (e.g., "The Good Jobs Challenge - Child Care," "child care subsidies," or "child care stabilization grants"). This distinction is important in both honoring the expertise of educators and maintaining clarity when referencing named initiatives or systems.

Child Development Associate (CDA)*: Nationally recognized credential awarded by Council for Professional Recognition to an educator who has demonstrated specific competency goals through work in a center-based, home visitor, Family Child Care, bilingual, or special education setting.

CORI (Criminal Offender Record Information): a name-based criminal record check

EEC Essentials Trainings*: Required trainings designed to provide child care staff with the federally required foundational knowledge pertaining to health, safety, and child development topics to ensure a common health and safety standard of knowledge among early education and care providers in EEC child.

ESOL/ESL: English for Speakers of Other Languages; English as a Second Language

FERPA (Family Educational Rights and Privacy Act): a U.S. federal law that protects the privacy of students' educational records.

Good Jobs Challenge (GJC): Federal grant program administered by the federal Department of Commerce, Economic Development Administration.

Good Jobs Metro Boston Coalition (GJMBC): Funded partnership of the Boston Mayor's Office of Workforce Development (OWD) and three backbone organizations, with the goal of training and placing residents in 4,618 quality jobs over three years in the child care, healthcare, and clean energy industries.

Good Jobs Challenge - Child Care (GJC-CC): The initiative for which CAYL served as the backbone organization.

Industry: A group of organizations involved in producing similar services and representing a specific part of the economy (i.e., child care).

Licensed: An educator who has met the requirements of the Massachusetts Department of Early Education and Care corresponding with MGL Part I, Title II, Chapter 15D, Section 1A to operate a family child care program.

Navigator: GJC-CC Navigators were professionals who provided personalized, expert, and holistic support to participants working to become Massachusetts-qualified early childhood educators.

Priority Populations: Women of color, individuals who are immigrants, individuals with disabilities, individuals with criminal records eligible to work in ECE, and individuals who identify as LGBTQ+.

Supervised Work Experience*: Experience in providing direct care and/or teaching to a group of children on a regular basis in an active licensed group child care center, family child care home, Out-of-School time program, or equivalent program affiliated with or approved by the Department with regular staff supervision and evaluation by an educator qualified as a Lead Teacher, Director, Site Coordinator, or other qualified Program Administrator.

Upskilling: A key concept in workforce development, referring to helping current employees expand or deepen their skills to enhance performance in their current role and advance their careers, thereby supporting both performance and retention in the field.

Wraparound services: Services or supports offered to participants to reduce socioeconomic barriers to participating in the program's work, education, and training requirements.

Sector: A broad segment of the economy where organizations, employers, and workers share similar activities, products, or services.

Sectoral Partnerships: There are of two types - *intersectional* (related to interconnected categories like workforce, child care, and economic development), and *cross-sectoral* (related to distinct sectors such as employers/businesses, nonprofit organizations, and government).

**Some definitions extracted from EEC's Minimum Hiring Requirement Policies for Educators, December 2021.*

APPENDIX C: THE PEOPLE AND PARTNERS BEHIND THE GOOD JOBS CHALLENGE - CHILD CARE

The Good Jobs Challenge was built on a foundation of cross-sectoral partnerships. The individual strengths and collective capacity of the people and partners were key to the success of the GJC-CC. Here we would like to acknowledge and thank the CAYL staff, the CAYL Board of Directors, and the organizational partners of this initiative.

The CAYL Institute's GJC-CC Staff

- Alessandra Lopez
- Adelle Lytle
- Brenda Gadson
- Eileen Conroy
- Elizabeth Spisich
- Jynai McDonald
- Kelly Randlett
- Kori Bardige, Ph.D.
- Valora Washington, Ph.D.
- Wayne Ysaguirre
- Yoni Gordon

The CAYL Institute Board of Directors

- Corrine Corso, Board President
- Carol Nolan, Board Secretary/Treasurer
- Hanna Gebretensae, Director
- Marta T. Rosa, Director
- Clarence Little, Director

GJC-CC Sourcing Partners

- Action for Boston Community Development (ABCD)
- The Community Group (TCG)
- Community Teamwork Inc. (CTI)
- G3/Imaginal Group
- Greater Boston Early Educators Network (GBEEN)
- Jewish Vocational Service (JVS)
- MassHire Lowell
- Neighborhood Villages
- United Way of Massachusetts Bay (UWMB)
    - United Way subcontractors included Clarendon, Nurtury, and The Community Group

GJC-CC Training and Higher Education Partners

- Bunker Hill Community College
- Fisher College
- Middlesex Community College
- North Shore Community College
- Roxbury Community College
- Urban College of Boston
- Greater Boston Early Educators Network (GBEEN)
- United Way of Massachusetts Bay (UWMB)
- Community Teamwork Inc. (CTI)

GJC-CC Employer Partners

- 84 employees who signed Letters of Commitment (LOCs)
- An additional 163 employers with staff who participated in GJC-CC
- Little Sprouts cohorts
- Everbrook Academy cohorts

GJC-CC Consultants

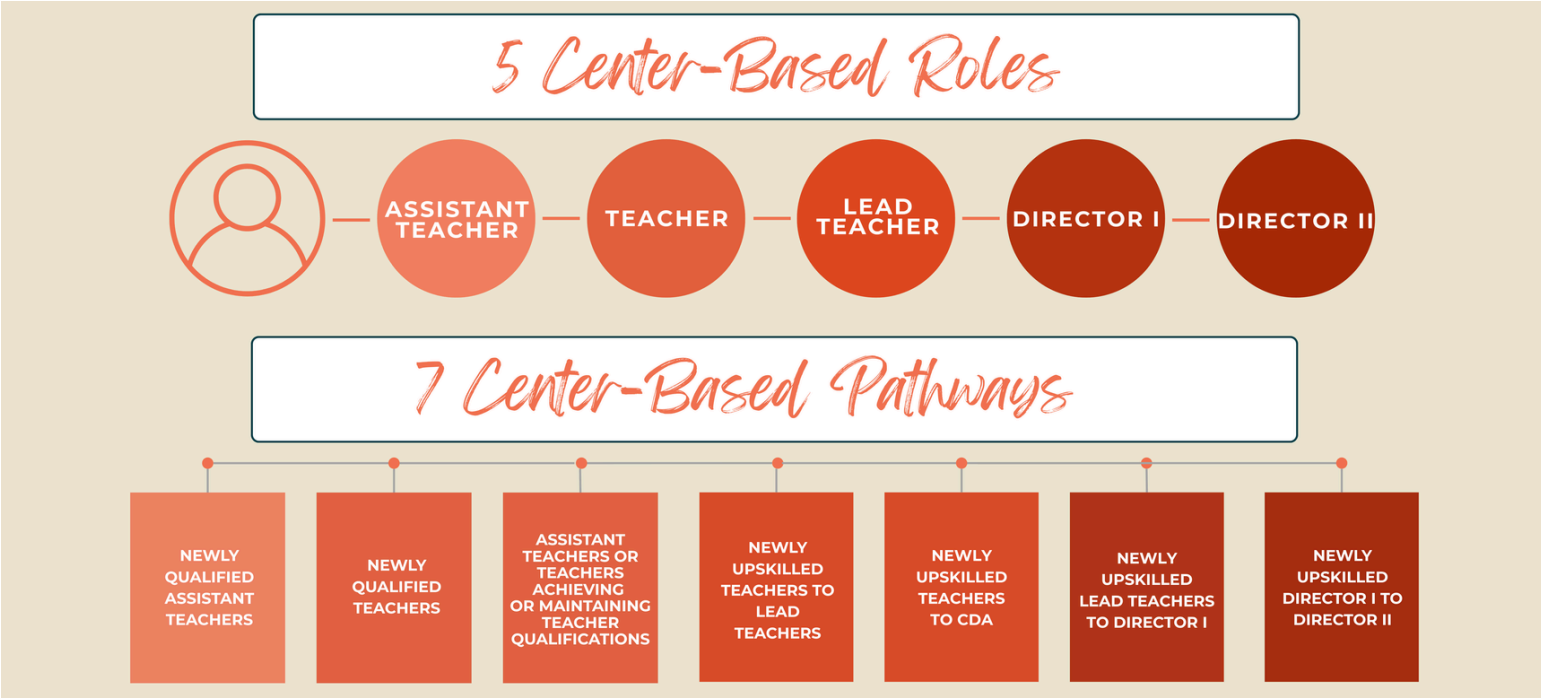
- EarlyEd Consulting & Strategy Group, LLC
- Opportunity Consulting (IBG Consulting Group)
- Third Sector Capital Partners, Inc.
- Growing Our Voice, LLC.
- Yvette Rodriguez

APPENDIX D: THE GOOD JOBS CHALLENGE - CHILD CARE TRAINING PATHWAYS

The CAYL Institute (Community Advocates for Younger Learners) is a leadership engine for early childhood equity. We organize, equip, and empower people - especially leaders of color - to create change that ensures every child has access to high-quality early care and education.

Center-Based Pathways

There were seven training pathways for five center-based roles.



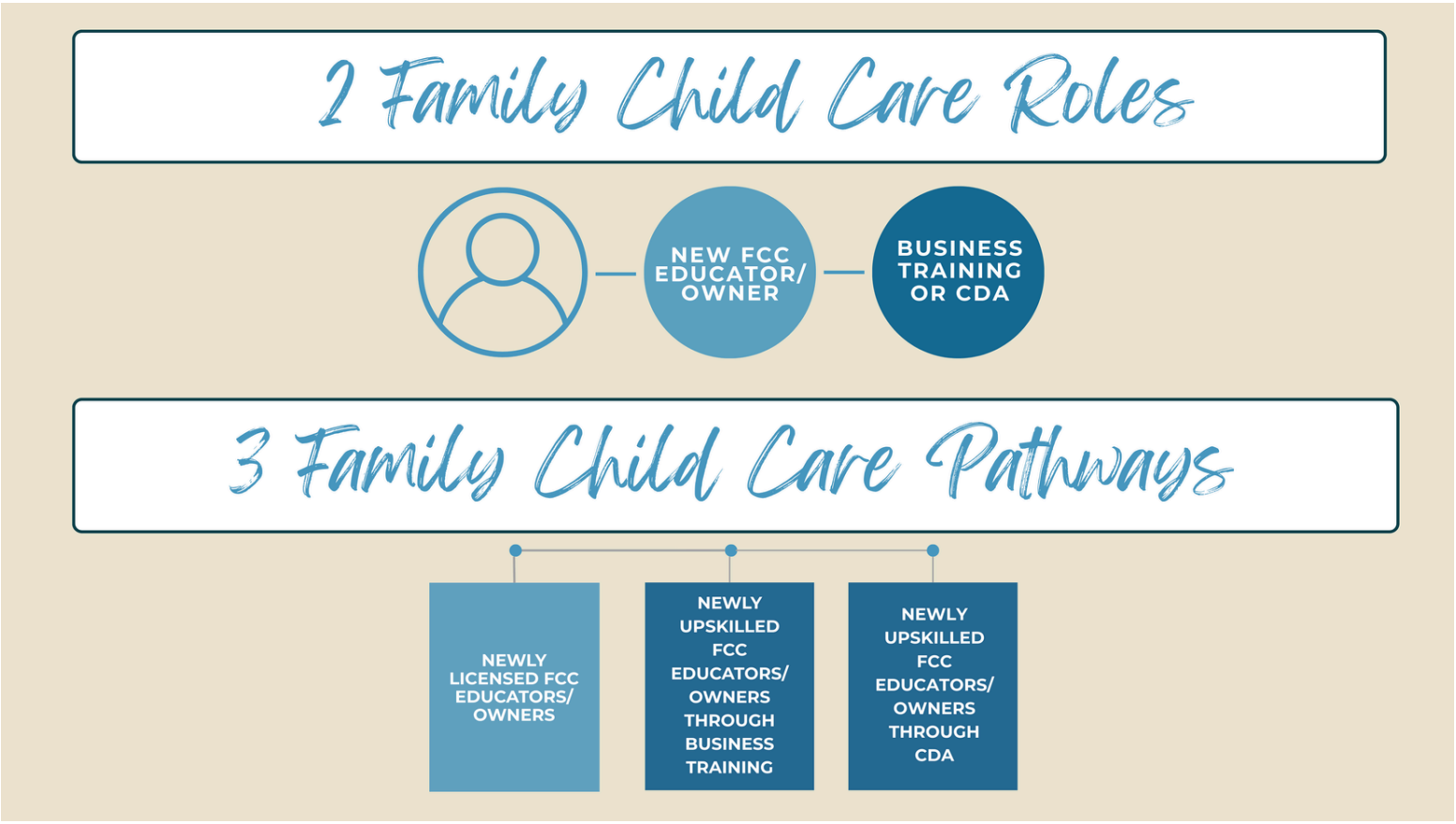
	ENTER AS	SCREENING & BACKGROUND CHECK	PRE-EMPLOYMENT TRAINING	SOFT SKILLS TRAINING	COLLEGE ENROLLMENT	EDUCATION & CREDENTIALING	OUTCOME (ELIGIBILE TO BE HIRED AS)
1	New-to-the-field	Program Fit Background Check	EEC Essentials CPR & First Aid	Yes	No		Assistant Teacher
2	New-to-the-field	Program Fit Background Check	EEC Essentials CPR & First Aid	Yes	Yes	Pass CGD course Complete 450 work hours	Teacher
3	Assistant Teacher	Program Fit	n/a	Yes	Yes	Pass CGD course	Teacher
	Teacher without CGD	Program Fit	n/a	Yes	Yes	Pass CGD course	Teacher
4	Certified Teacher	Program Fit	n/a	No	Yes	Pass up to 3 needed courses	Lead Teacher
5	Certified Teacher	Program Fit	n/a	No	Yes	Pass up to 2 needed courses Pass CDA course + CDA test Earn CDA credential	Lead Teacher
6	Lead Teacher with B.A.		n/a	No	Yes	Pass up to 1 needed course	Director I
	Lead Teacher without B.A.		n/a	No	Yes	Pass up to 2 needed courses	Director I
7	Director I		n/a	No	No	Complete 40 hours approved CEU	Director II

CGD = Child Growth & Development Course | CDA = Child Development Associate | CEU = Continuing Education Unit

FCC Pathways

The following training pathways supported individuals seeking first-time licensure to own and operate a family child care (FCC) center, as well as training opportunities for FCC educators/owners to gain skills and credentials to improve their businesses.

There were three training pathways for two FCC roles.



	ENTER AS	SCREENING & BACKGROUND CHECK	PRE-EMPLOYMENT TRAINING	SOFT SKILLS TRAINING	COLLEGE ENROLLMENT	EDUCATION & CREDENTIALING	OUTCOME
8	New-to-the-field/ educator	Program Fit Background Check	EEC Essentials CPR & First Aid EEC FCC Courses	No	No	Complete 10-week coursework Submit Licensure application Pass Licensure visit Earn License	Licensed FCC
9	FCC Educator/ Owner			No	No	Complete training program	Business Skills
10	FCC Educator/ Owner			No	No	Pass CDA Course + CDA Test Earn CDA credential	CDA Credential

APPENDIX E: GOOD JOBS CHALLENGE - CHILD CARE PARTNERSHIP CONFIGURATIONS

The GJC-CC included many institutional partners who played direct roles in recruiting, training, and supporting participants.

- Sourcing partners included: Action for Boston Community Development (ABCD), The Community Group, Community Teamwork Inc. (CTI), G3/Imaginal Group, Greater Boston Early Educator Network (GBEEN), Jewish Vocational Service (JVS) , MassHire Lowell, Neighborhood Villages, United Way (United Way subcontractors Clarendon, Nurtury, The Community Group)
- Employer Partners with Training Cohorts included: Everbrook, Little Sprouts
- Training and Higher Education Partners included: Bunker Hill Community College, Fisher College, Middlesex Community College, North Shore Community College Roxbury Community College, Urban College of Boston

This table summarizes the many partnership configurations that were formed to meet employer and participant needs.

Outcome 1: *500 New Teachers*

SOURCING PARTNER	INSTITUTION OF HIGHER EDUCATION/ TRAINING PARTNER	LANGUAGE
ABCD	Urban College of Boston	English
JVS	Urban College of Boston	English
MassHire Greater Lowell Workforce Board	Middlesex Community College	English
The Community Group	Urban College of Boston Bunker Hill Community College North Shore Community College	Spanish Spanish English
Little Sprouts	Roxbury Community College Fisher College	English English
Everbrook Academy	Fisher College	English
G3	Middlesex Community College	English

Outcome 2: 200 Lead Teachers

SOURCING PARTNER	INSTITUTION OF HIGHER EDUCATION/ TRAINING PARTNER	LANGUAGE
Neighborhood Villages	Urban College of Boston	English
The Community Group	Urban College of Boston	Spanish
G3	Middlesex Community College	English
GBEEN	GBEEN	English

Outcome 3: 100 New FCC Educators/Owners

SOURCING PARTNER	INSTITUTION OF HIGHER EDUCATION/ TRAINING PARTNER	LANGUAGE
United Way of Massachusetts Bay	United Way of Massachusetts Bay* Clarendon Early Education Services, Inc.* The Community Group* Nurture Early Education* **UWMB subcontracted and managed these partnerships*	English & Spanish English & Spanish English & Spanish English & Spanish
Community Teamwork	Community Teamwork	English & Spanish

Outcome 4: 50 FCC Educators/ Owners Trained

SOURCING PARTNER	INSTITUTION OF HIGHER EDUCATION/ TRAINING PARTNER	LANGUAGE
The Community Group	The Community Group	Spanish
United Way of Massachusetts Bay	United Way of Massachusetts Bay	English & Spanish