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

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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.)

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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.

SHIFTING THE CHILD CARE PARADIGM

I. SHIFTING THE CHILD CARE PARADIGM

Governments recognize the impact of staffing shortages on child care as a significant detriment to local and state economies. [1] Among the vast array of challenges, two distinctive patterns are evident:

First, given its impact on broader society, child care employment is often viewed as a wraparound service that enables other professionals to work. Child care is not typically viewed as its own industry.

Secondly, child care employers are often siloed and work separately from workforce and training agencies. This means that employers spend a significant amount of time on hiring and training staff. For smaller programs in particular, this role usually falls to directors who struggle to find time to review candidates' resumes, interview, and onboard new staff while also overseeing the day-to-day operations of the center.

These two patterns illustrate the persistence of child care industry challenges. For example, a Massachusetts survey of center-based providers indicated that the early childhood education field needs a stronger pipeline of applicants; specifically, providers expressed a desire for more support with recruitment. [2]



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

With the goal of changing the typical paradigm, The CAYL Institute asked:

- What if we highlight child care professionals' expertise and intrinsic value by shifting the focal point of child care from a wraparound service for other industries to a core focus that centers on child care itself as an industry?
- What if we create a model infrastructure of cross-sectoral partnerships geared towards catalyzing collaborative efforts to recruit, train or upskill, and employ child care staff?

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



to support individual competence?



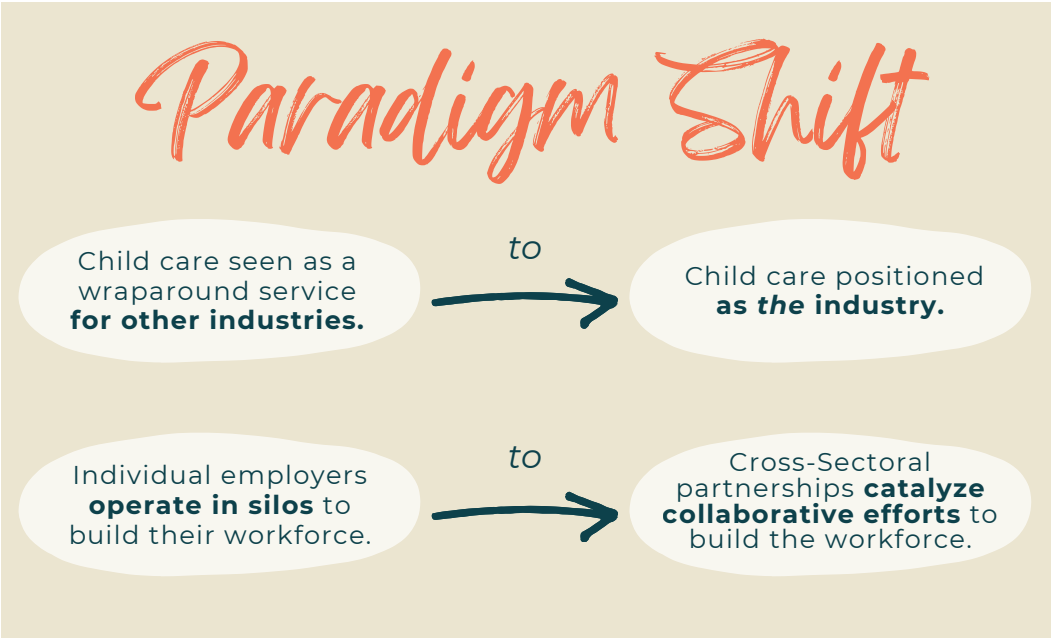
to build intersectional partnerships?



to support industry growth?

OPPORTUNITY FOR A PROOF OF CONCEPT

A unique opportunity to test this potential paradigm shift emerged when Metropolitan Boston received federal funding for a "Good Jobs Challenge" initiative in three industries, including child care. With CAYL as the backbone organization, from 2022 to 2025, the Good Jobs Challenge - Child Care initiative was designed as a proof of concept to explore how cross-sectoral partnerships that center early childhood educators might increase workforce supply, diversity, and competence.



Following a year of strategic planning and two years of implementation, the GJC-CC not only surpassed its employment targets but also proved the strength of its educator-centric approach. This initiative laid the groundwork for a robust sectoral partnership, enabling sectors to collaborate around shared goals, pooled resources, and best practices. Additionally, GJC-CC empowered 1,030 early childhood educators by supporting their personal and professional growth through comprehensive recruitment, training or upskilling, and employment processes.

In recognition of its accomplishments, the Good Jobs Challenge - Child Care offered one key recommendation for supporting educators and building a workforce pipeline for the early childhood education industry:

Key Recommendation:

The early childhood education industry needs a coordinating infrastructure for workforce development.

Companion documents to this report offer examples of the GJC-CC's accomplishments and its recommendations. This recommendation, and the paradigm shift that GJC-CC represents, is relevant and responsive to the voices of early childhood education professionals as expressed in this project and in a Massachusetts survey. [3]

For definitions of key terms, refer to Appendix B.

CALLING FOR A COORDINATED WORKFORCE INFRASTRUCTURE FOR THE EARLY CHILDHOOD EDUCATION INDUSTRY

The call for an early childhood education coordinating workforce infrastructure stems from the enormous value GJC-CC experienced in catalyzing cross-sector collaboration among employers, institutions of higher education (IHE), and community-based organizations. In many employment fields, workforce boards - institutions that recruit and connect job seekers with employment - play this central role. However, for GJC-CC, the strategy had to account for the limited role of traditional workforce intermediaries as "sourcing partners" in child care. Indeed, establishing a cross-sectoral collaborative structure was a unique and defining aspect of this project.

According to the National Association of Workforce Boards (NAWB), the United States has more than 570 Workforce Development Boards. These boards are federally mandated, locally operated entities under the Workforce Innovation and Opportunity Act (WIOA). Workforce boards, composed of representatives from business, education, labor, and government, support economic development within their jurisdictions. Working through strategic partnerships in their locales, workforce boards: analyze local labor markets; connect job seekers to employers; provide resources to job seekers; advocate for workforce policies; collaborate with colleges and training providers to ensure educational programs align with labor market demand; and engage community stakeholders.



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

Indeed, over the past 25 years, attention to strategic collaborations at the municipal and regional levels has increased to address talent needs in high-priority industries. More recently, there has been a focus on sectoral partnerships or sectoral strategies as a critical model for addressing industries' workforce and talent development needs and for advancing career opportunities and economic mobility for workers, job seekers, and learners. [4]

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**

Despite the strong role of child care as an economic engine in local communities, coupled with persistent staffing shortages and talent development needs, the child care industry has been largely absent from workforce development collaborations. As is true in many states, Massachusetts' MassHire boards have a limited history and capacity in supporting the early childhood education industry. These challenges reflect distinct issues not typically encountered in traditional workforce industries and are summarized in the box to the left.

As the Massachusetts Department of Early Education and Care noted in 2021, [5]

> *"Employment experts (including MassHire Boards) have expressed concerns about recruiting to the child care industry due to low wages and limited room for advancement."*

POINTING A WAY FORWARD FOR METROPOLITAN BOSTON AND BEYOND

Because GJC-CC was a proof of concept, future movement in cross-sectoral initiatives will require ongoing learning and experimentation. To explore and build on the key recommendation of GJC-CC, this document offers a reflection on GJC-CC's cross-sectoral partnerships to further illuminate a way forward for Boston and other communities.

To accomplish this purpose, CAYL used a model framework developed by the U.S. Department of Labor's Employment and Training Administration (ETA) to ask:

- How were cross-sector collaborations constructed and catalyzed in the GJC-CC?
- What did sectoral partnerships look like in GJC-CC?
- How aligned are GJC-CC sectoral partnerships with key elements of an evidence-based national framework for workforce development?
- What recommendations point to a way forward?

With these questions, The CAYL Institute encourages other communities to think about their child care needs through a paradigm shift and to build on the lessons learned from this initiative.

For more information on GJC-CC training pathways, refer to Appendix D.

GJC-CC Companion Documents

Publications:

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

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

Webinars:

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

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



II.

CONSTRUCTING AND CATALYZING CROSS-SECTORAL COLLABORATIVE PARTNERSHIPS

II. CONSTRUCTING AND CATALYZING CROSS-SECTORAL COLLABORATIVE PARTNERSHIPS

Accomplishing the GJC-CC's vision required a range of specific competencies and capacities that defined the need to construct and catalyze cross-sectoral partnerships. These partnerships, designed in alignment with grant guidance, included four, often overlapping, categories of engagement: the backbone organization, implementation partners (education and sourcing partners), employer partners, and strategic partners.

1. As the backbone organization for the Good Jobs Challenge - Child Care, The CAYL Institute viewed its role as the "architect for change". As architects, CAYL filled the multifaceted role of coordinating the infrastructure needed to set the foundation, framing, and implementation of the entire initiative. From the proposal writing forward, CAYL engaged and contracted with a variety of implementation, strategic, and employer partners with the compatible competencies needed to achieve the goals. CAYL staff also served as key connectors between different partners, liaised with the City of Boston, oversaw the data collection and analysis, addressed program pivots, and offered comprehensive troubleshooting when needed.



2. Implementation partners included:
   - Sourcing partners: Community-based organizations that coordinated recruitment, training, placement, and support for educators entering and advancing in center-based and family child care (FCC) programs.
   - Education partners of two varieties: Institutions of higher education (IHE) offered course-based education and training. Community entities provided professional skills training and business skills training.

3. Employer partners identified candidates for training or upskilling, connected with sourcing partners regarding open job positions and hiring, worked directly with CAYL and IHEs to help staff with upskilling, and collaborated on some of the training content.

4. Strategic partners were organizations and individuals who provided organizational and conceptual guidance to the GJC-CC. These partners included Boston's Office of Workforce Development (OWD), the Metropolitan Area Planning Council (MAPC), the Massachusetts Department of Early Education and Care (EEC), and MassHire workforce boards.

Overall, partners included six higher education institutions, six community-based sourcing and training partners, three family child care (FCC) partners, and 247 employer partners. In some cases, the partners collaborated with additional organizations to achieve their contracted work with The CAYL Institute. Partners played vital roles, individually and in partnership with each other, to recruit, train or upskill and support educators.

For more information on the GJC-CC partnership configurations, refer to Appendix E.

Inside the GJC-CC: Partnership Roles

STRATEGIC PARTNERS

Depending on their role, strategic partners offered varied organizational and conceptual support, including:

- City of Boston contracting
- Training alignment with Massachusetts requirements
- Communication across all three GJC projects in Boston
- Data collection and reporting requirements

SOURCING PARTNERS

Sourcing partners led complex implementation within their geographic regions, including:

- Collaborating with higher education partners
- Recruiting employer partners
- Recruiting, screening, and enrolling candidates
- Delivering workforce skills and pre-employment training
- Providing holistic individualized support and wraparound services,
- Removing administrative barriers to success
- Collecting and reporting participant data

BACKBONE ORGANIZATION

CAYL managed the GJC-CC and oversaw partnership coordination, including:

- Selecting, contracting, and managing all contracts and payments
- Overseeing data collection and analysis
- Supporting partners in recruiting employers and designing educator experiences
- Convening partners to share challenges and best practices
- Leading outreach and building awareness
- Documenting successes and lessons to inform ongoing and future efforts

EDUCATION PARTNERS

Education partners designed course and learning opportunities for GJC-CC participants. There were multiple scenarios involved, including:

- Enrolling participants in existing courses
- Establishing dedicated GJC-CC courses
- Creating specialized cohorts for employees from a single employer

EMPLOYER PARTNERS

Employer partners, engaged as both customers and partners, had roles including:

- Agreeing to the Letter of Commitment outlining expectations on wages, collaboration, and data sharing
- Hiring new-to-the-field participants as assistant teachers while they complete training and work hours
- Referring current employees for advancement
- Supporting participants with mentorship, encouragement, and real-world learning opportunities

III.

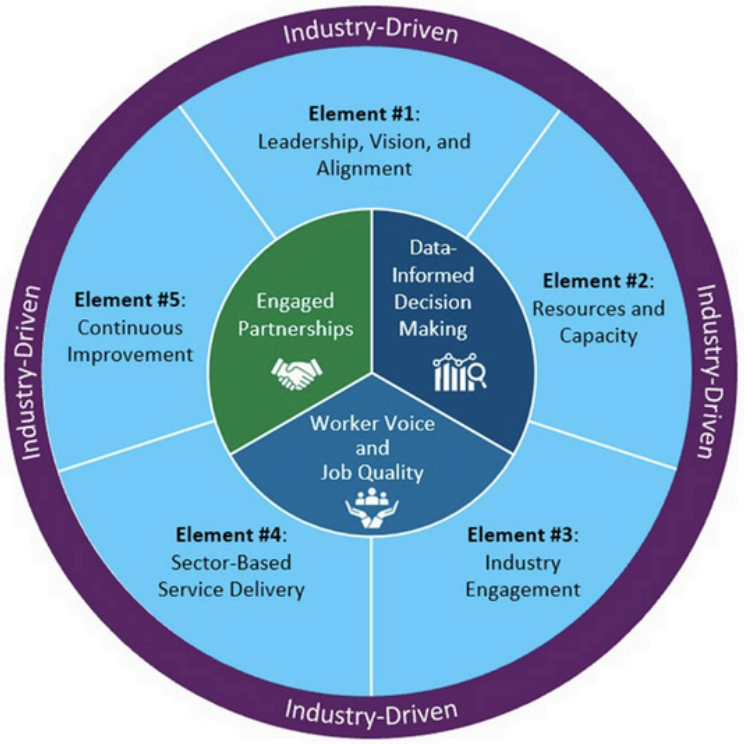
EXPLORING ALIGNMENT BETWEEN GJC-CC AND A NATIONAL WORKFORCE FRAMEWORK

III. EXPLORING ALIGNMENT BETWEEN GJC-CC AND A NATIONAL WORKFORCE FRAMEWORK

The cross-sectoral collaboration in Metropolitan Boston effectively achieved its goal and supported the proof of concept on which it was based. With this consideration, The CAYL Institute believed it would be useful to reflect upon the efficacy of the cross-sector model it initiated.

To support this reflection, CAYL referred to a holistic national evidence-based framework on best practices of workforce development agencies. Indeed, a relevant schema appeared in a 2024 framework developed by the U.S. Department of Labor's Employment and Training Administration (ETA) (see Figure 1: Sector Strategies Framework). [6] This framework was designed to support sector strategies' reflections on the structures and practices that effectively address workforce needs, credential attainment, and long-term outcomes for individuals, particularly historically marginalized and underserved workers. The ETA Framework is a useful tool to explain how and why The CAYL Institute was successful in demonstrating its proof of concept and meeting the goals of the GJC-CC grant.

FIGURE 1:
SECTOR STRATEGIES FRAMEWORK



As the early childhood education industry is relatively novice in developing and implementing cross-sector strategies, the GJC-CC key recommendation is targeted specifically to ETA's goals "to advance knowledge and support the development, scaling, and sustainability of sector strategies". [7] It provides workforce system practitioners with a clear picture of the concepts and elements essential to successful implementation. It also stresses the importance of sector strategies being industry-driven while simultaneously prioritizing the well-being of workers and the broader community.

The ETA Framework is built on three cross-cutting core components - engaged partnerships, data-informed decision making, and worker voice/job quality - woven through five key elements: leadership and vision; resources and capacity; industry engagement; sector-based service delivery; and continuous improvement. These integrated core components are intended to drive all of the overarching strategies of sector partnerships. The ETA framework emphasizes several GJC-CC intentions: continuous learning and improvement; focus on the needs and dynamics of the targeted workforce; sustainable growth; and community (and educator) prosperity.

Given CAYL's primary recommendation to build and strengthen sector strategies for the child care workforce, this paper uses the ETA Framework's core components as a lens to reflect on both:

- The GJC-CC's success in modeling a sector partnership, and
- A way forward with sector partnerships for child care workforce development.

This reflection examines:

1. How ETA describes each core component,
2. How the core component was expressed in the GJC-CC,
3. GJC–CC reflections on each core component, and
4. Ideas for a way forward for future child care sectoral partnerships.

BEST PRACTICE: ENGAGED PARTNERSHIPS

ETA Description of Engaged Partnerships

Excerpted from the Framework:

Engaged partnerships bring new perspectives, resources, and expertise to the work on sector strategies. Truly engaged partners build trusting relationships, collaborate toward shared goals, and co-create solutions that will reach those goals.

Examples of organizations to include in a sector partnership are:

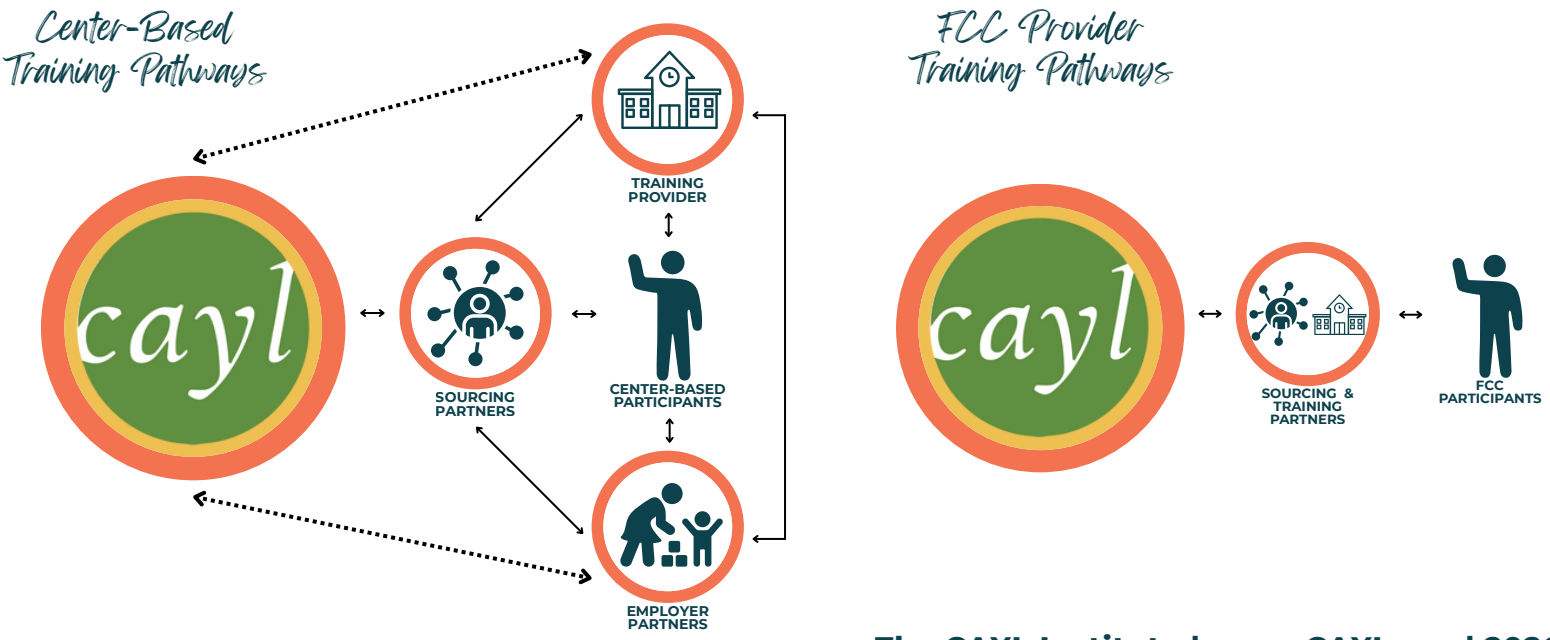
- *Public workforce system partners, who provide leadership, employer engagement, workforce development expertise and resources, worker and learner outreach and advocacy, and structural capacity,*
- *Key employers and industry-affiliated organizations, which provide leadership and guidance on talent needs, industry trends, and labor market information validation,*
- *Education and training partners, who provide expertise on curriculum development, delivery of training programs, and student advocacy and support, and*
- *Community-based organizations that provide worker advocacy, worker and learner supports, outreach and recruitment assistance, and community engagement.*

(U.S. Department of Labor, 2024, p. 8)

WHAT DID ENGAGED PARTNERSHIPS LOOK LIKE IN THE GJC-CC?

The GJC-CC intended to leverage the broader sector partnership structure described in the grant. In practice, due to financial and time limitations, it mainly operated through the close collaboration of implementation partners (sourcing and IHE partners) and employers. The focus was on designing and delivering the training pathways to achieve the goal of recruiting, training or upskilling, and employing 850 educators.

FIGURE 2:
GJC-CC TRAINING PATHWAYS



REFLECTIONS: ENGAGED PARTNERSHIPS OF THE GJC-CC

Here are six ways that the GJC-CC reflected engaged partnerships:

1. CAYL engaged sourcing partners in contracting processes that built upon their strong backgrounds in early childhood workforce development while constructing opportunities for adaptation that strengthened alignment with the GJC-CC vision.

2. Sourcing partners and IHE partners collaborated on an evolving and flexible program design that met employer and educator needs. The collaboration between sourcing and IHE partners built buy-in and strengthened the individual programs for their employer cohorts.

3. Sourcing partners and IHE partners collaborated to create educator-centric program design and personalized support and accountability for participants – a departure from the typical experience for many non-degree-seeking adult learners. As one IHE partner noted, "Without question, the outcomes of GJC-CC-funded cohorts are stronger than other cohorts we've been running for years."





4. The GJC-CC invited employers to submit a non-binding Letter of Commitment (LoC), 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. At least 84 employers, many with multiple sites, signed LoCs.

5. Sourcing and IHE partners collaborated with employers to design specialized cohorts for their employees, aligning coursework directly with job needs. One partner explained: "*We will deliver the course as outlined in the syllabus, but we can be flexible. For example, if the employer wants more depth in one area or wants assignments tied to on-site work, we can customize the focus of the learning.*"

6. The GJC-CC offered employers an opportunity to improve job quality and retention through its Job Quality Benchmarking Index collaboration with JVS, a sourcing partner. Engaged employers reported [8] tangible changes to improve retention. Improvements included coaching, peer dialogue, better wages and benefits packages, enhanced staff supervision protocols, staff recognition strategies, and professional learning opportunities.

A WAY FORWARD: ENGAGED PARTNERSHIPS FOR THE CHILD CARE INDUSTRY

The CAYL Institute offers the following recommendations to deepen support for engaged partnerships.

Next-level strategic planning and funding for future initiatives - a way forward - might consider strategies that:

1. Organize a formal governance or leadership structure with representative leadership from various organization types, strategic partners, and educators to provide legitimacy, guidance, ambassadorship, and co-ownership for the initiative's broad success.

2. Attract employers to validate and support labor market data and talent needs.

3. Establish employer councils or advisory boards to ensure sustained input, accountability, and ambassadorship to the broader field and advise on ongoing efforts to engage employers.

4. Seek meaningful buy-in from workforce boards. Meaningful buy-in stems from deep levels of understanding and conceptualizing their role with a specialized focus on the child care industry.

5. From the start, emphasize shared goals, focus on adaptive leadership, and consider the change management strategies needed in sourcing and higher education partnerships. Effective collaboration requires all parties to reconsider their ways of approaching program participants as well as to create thoughtful ways of interacting with partner entities.

6. Develop a centralized communications strategy to draw attention to early childhood education career pathways, highlight respect for child care staff, and spread the word about training or upskilling opportunities.

7. Focus on sustainability. While the GJC-CC was intended to be a proof of concept, not an ongoing program, the demand and desire for a permanent infrastructure emerged as a primary recommendation of this initiative. A sustainability focus would include emphasis on wage scale models, compensation improvements, workforce stability, and professional advancement.

8. Incorporate FCC systems as part of sectoral partnerships to offer opportunities for recruited educators to open their own businesses and share strategies for supporting business advancement.

As 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." [9]



BEST PRACTICE: DATA-INFORMED DECISION-MAKING

ETA Description of Data-Informed Decision-Making

Excerpted from the Framework:

Data provides insight into trends, challenges, and opportunities, enabling informed choices and targeted solutions. Data is drawn from varied sources throughout the lifecycle of the sector partnership.

Data includes, but is not limited to, the following:

- *Labor market information, including employment trends, occupational data, job vacancy information, wage and earnings data, education and training requirements, and geographic analysis,*
- *The skills gap analysis provides information on the skills and competencies required for occupations within the targeted sector compared to those possessed by the currently available Workforce.*
- *Worker and learner demographics to inform the skill development needs of the worker pipeline, and*
- *Employer and worker feedback to measure satisfaction with strategies and outcomes and find areas for improvement.*

(U.S. Department of Labor, 2024, p. 8)

WHAT DID DATA-INFORMED DECISION-MAKING LOOK LIKE IN THE GJC-CC?

The GJC–CC tracked participant enrollment, completion, licensing, credential attainment, and employment. Trends in recruitment timing, participant progress, partner progress, and employer needs were closely monitored and led to decisions and pivots regarding training pathways, partner contract revisions, and course planning. The three-year timeframe of GJC-CC resulted in limited outcome data beyond program completion (e.g., wage growth, long-term retention).

REFLECTIONS: DATA-INFORMED DECISION-MAKING OF THE GJC-CC

1. At the sector partnership level, Boston's Office of Workforce Development (OWD) provided data collection expectations to meet grant requirements from the EDA. OWD and CAYL collaborated to refine definitions as training pathways evolved to accommodate increasingly complex participant scenarios, which were at times challenging to document. The timing of data-informed decision-making was impacted as the city made multiple changes in its data definitions and collection requirements.

2. The need for more and more timely data insights led CAYL to collect supplemental grant-related data to help predict progress toward participation targets and outcomes. Data collection shifted from quarterly (as required by OWD and EDA) to monthly. This allowed CAYL to work more closely with sourcing partners; to use data as part of informal and formal continuous improvement conversations; to ensure that grant objectives were being met; and to examine the extent to which participants were receiving services that supported their growth.

3. Partners used target employee demographics, along with qualitative data gathered from employers and potential participants, to inform the design of training pathways, including schedules, timing, modality, and language.

4. Partners engaged in continuous quality improvement (CQI). Formal CQI meetings were organized between CAYL and partners, and informal CQI meetings took place among sourcing partners and IHEs. In reflection about the importance of CQI, one sourcing partner explained that these decentralized feedback loops drove the continuous improvement. For example, one partnership added a Saturday live session with faculty members in response to participants' requests to supplement the asynchronous courses (which worked with their job schedules) with learning support.

5. At the participant level, GJC-CC partners used real-time progress monitoring of attendance, assignments, and grades to inform individualized support and accountability efforts, which were more successful when they had access to this data. Some higher education partners established weekly meetings to discuss attendance and assignment data, enabling early interventions. Some IHE partners developed appropriate data-sharing solutions that provided sourcing partners with timely information about their GJC-CC participants. Most sourcing partners established weekly check-in strategies with participants to capture direct information about engagement and challenges. As one sourcing partner described: *"You can't support someone if you don't know what's going wrong."*



A WAY FORWARD: DATA-INFORMED DECISION MAKING FOR THE CHILD CARE INDUSTRY

Considerations for future early childhood education sector partnerships are as follows:

1. Use data to recognize where potential pivots might be needed and to support decision-making regarding strategies and implementation.

2. Establish a standardized plan for collecting participant data at entry, exit, and key milestones across all partners to capture important information. Be deliberate about the data collection flow to ensure that information can be aggregated or flow to the appropriate levels within the sector partnership structure, allowing it to be used for regular decision-making and continuous improvement.

3. Leverage updated labor market information, including employment trends, occupational data, job vacancy information, wage and earnings data, and geographic analysis to define initial pathways or set targets for recruitment, enrollment, and completion. In the child care industry, other data sources may be useful, such as CDA certificates/renewals, higher education degree attainment, and FCC licensure rates.

4. Create a unified strategy to leverage public and administrative data to identify and recruit individuals based on workforce needs or participant readiness. While some data may be publicly available, specific data sets may require data-sharing agreements with departments of education or partnerships to access targeted lists and disseminate outreach materials.

5. Build a data collection and use strategy that supports: sector partnerships and programmatic design; progress monitoring for the whole participant matriculation pathway; strategic continuous quality improvement; and short- and long-term evaluation. Anticipate that there is likely to be a range of partners' skills and capacities to meet data collection requirements; to address data reporting timelines; to develop data sharing solutions; and to inform CQI.

BEST PRACTICE: WORKER VOICE AND JOB QUALITY

ETA Description of Worker Voice and Job Quality

Excerpted from the Framework:

Incorporating worker representation and job quality into sector strategies ensures that solutions meet both worker and employer needs, successfully providing workers with career pathways and employers with skilled workers.

Understanding and meeting worker needs can be accomplished in the following ways:

- *Worker representation in governance structures, including committees or advisory boards*
- *Direct feedback on challenges and supports needed for access and successful completion from individuals working in the targeted industry, learners, and job seekers.*
- *Including trusted community-based partners in the sector partnership, including committees and work groups to provide input and assistance with necessary wraparound supports for worker success*
- *Development of job quality guidelines for targeted industries and occupations*

(U.S. Department of Labor, 2024, p. 8)

WHAT DID WORKER VOICE AND JOB QUALITY LOOK LIKE IN THE GJC-CC?

The GJC-CC's most substantial alignment with the ETA Framework was its educator-centric design. A companion paper entitled *A Way Forward: 10 Essential Elements of Educator-Centric Design in the Good Jobs Challenge - Child Care* describes this educator-centric design more fully. However, some highlights include:

REFLECTIONS: WORKER VOICE AND JOB QUALITY OF THE GJC-CC

1. Workers' voices were important sources of recruitment and credibility for the field. While sourcing partners utilized many recruitment strategies, a remarkable strategy was the effectiveness of word-of-mouth referrals from friends, coworkers, and peers in their linguistic and cultural communities. These trusted relationships boosted interest and follow-through compared to generic outreach, reinforcing that educators themselves are highly credible messengers for adult learners navigating barriers of time, language, and confidence in pursuing career advancement.

2. The educator's voice was at the heart of the personalized support and accountability model.
   a. Wraparound resources addressed educators' personal challenges and signaled that educators' realities were being taken seriously.
   b. For FCC providers, one-on-one coaching and business support were integral to effective licensing preparation and the development of entrepreneurial skills.
   c. Participants received case management that not only emphasized compliance readiness but also practical, personal, and business readiness.

3. Educators' voices and needs were embedded in the training and education services.
   a. Sourcing partners, deeply committed to meeting educators' needs and maintaining existing community trust, functioned as intermediaries, providing all participants with dignified on-ramps and consistent, personalized navigation from recruitment to completion.
   b. Orientation and academic support prepared educators for day-one classroom demands and the ongoing realities of early childhood work while cultivating persistence, help-seeking, and confidence. FCC tracks intentionally built entrepreneurial and financial skills alongside pedagogy.

4. Participants repeatedly cited the value of peer learning and peer support. These factors reduced isolation, built confidence, and made content more meaningful through real-world examples and networks that they could lean on beyond the classroom. Peer support – which was typically accompanied by cohorting, small-group engagement, and culturally or linguistically familiar spaces – also reinforced persistence and belonging.

5. The needs of educators focused attention on job quality and working conditions. For those who engaged, the JQBI and coaching provided employers with concrete, data-driven improvement recommendations (compensation, scheduling, supervision, professional learning) that some adopted to stabilize teams, reduce turnover, and improve job quality.

A WAY FORWARD: WORKER VOICE AND JOB QUALITY PARTNERSHIPS IN THE CHILD CARE INDUSTRY

Because of the educator-centric focus, worker voice and job quality were significant aspects of the GJC-CC. As a consequence of that experience, CAYL offers many recommendations for future workforce development in this component.



1. Co-design with educators:
   a. Use liberatory design principles [10] to create formal mechanisms for educator representation in the sector partnership's governance.
   b. Make educators' voices structural, not just programmatic. Formal roles would make feedback consequential for decisions about pathway design and both in-program and post-program supports.
   c. Create educator advisory councils with paid representatives from center-based and FCC settings (and languages reflective of the workforce). Provide the council with formal review/approval checkpoints.

2. Include educators as recruiters:
    a. Amplify effective word-of-mouth strategies. Formalize an "educators as recruiters" strategy, such as peer-recruiter roles, referral tracking, or compensation (e.g., stipends/bonuses, transit cards, child care credits). Build an equitable incentive structure that recognizes the labor of outreach and the value of culturally specific trust.
    b. Establish paid Peer Ambassador programs. Recruit recent alumni and respected educators as community ambassadors. Track referrals to attribute impact and iterate the model.

3. Collect job quality improvement information: Create incentives for more employers to engage in job quality technical assistance, such as the JQBI coaching model.

4. Address participants' needs in educational settings:
    a. Institutionalize and scale multilingual access and support. Pool resources across partners for translated curricula, bilingual tutors, interpretation during office hours, and ESOL-plus-content co-requisite models.
    b. Incorporate peer networks such as Community of Practice sessions.





5. Build post-program voice and visibility:
    a. Offer public recognition for educators who complete training programs to elevate educator voice and sustain momentum.
    b. Keep educator input central to continuous improvement and policy advocacy.
    c. Explore portable, educator-owned records of participation in the sector partnership. For example, use a digital learner wallet.
    d. Offer transition coaching for alumni (e.g., stacking following credentials, pursuing new employment, FCC business milestones), plus targeted support post-program to troubleshoot job fit, schedules, retention, and upskilling.

6. Include educators' voices in evaluation:
    a. Collect input and feedback from educators at entry, exit, and key milestones at the sector partnership level that can be used to inform decision-making.
    b. Measure what matters for educators in the long term. For example, stand-up a shared outcomes dashboard.

BEST PRACTICE: RESOURCES AND CAPACITY

ETA Description of Element 2: Resources & Capacity

Adapted from the Framework:

Sector partnerships should marshal sustainable financial, human, and technical resources, with each partner contributing to collective capacity. The Framework emphasizes:

- *Planning, maintaining, and expanding financial, human, and technical resources.*
- *Requiring all partners to commit resources aligned with shared goals.*
- *Removal of financial barriers for participants who have been excluded from traditional pipelines.*
- *Building organizational infrastructure (staff capacity, technical systems) to sustain implementation.*
- *Codifying vision and roles in durable agreements beyond a single intermediary to support sustainability.*
- *Developing sustainable funding strategies blending public, private, and philanthropic sources.*

In addition to reflections on the three core components of the ETA framework, CAYL offers a reflection on Element 2: Resources & Capacity, given the critical role of federal government resources in the GJC-CC.

In its comprehensive analysis of early childhood education, the *Transforming the Workforce* report predicted that many of the issues addressed by the Good Jobs Challenge - Child Care, while complex, are neither new nor easy to fix or inexpensive to resolve. The cost of the Boston initiative, as well as its unmet needs, reinforced concerns about the actual costs of transforming the workforce.

“Significant mobilization of resources will be required, and therefore assessments of resource needs, investments from government at all levels and from nongovernmental sources, and financing innovations will all be important.” [11]



For additional insights, refer to our companion document: *Taking Action to Transform the Workforce: The Good Jobs Challenge for Child Care.*

WHAT DID RESOURCES & CAPACITY LOOK LIKE IN THE GJC-CC?

The Good Jobs Challenge - Child Care's intersectional, cross-sector approach successfully leveraged resources and skills for the benefit of participants, improved the effectiveness of the services delivered, produced the promised 850 workforce additions, and tackled the complex challenge of expanding the early childhood education workforce in a significant urban community.

The $7.7 million provided by the grant served as the primary funding source for most of GJC-CC's staffing, activities, and participant support. Implementation partners - sourcing partners and higher education institutions - were not required to contribute funding or provide explicit in-kind resources. Employers were not required to make financial investments in the program. However, they were invited to sign Letters of Commitment, ensuring they would provide participating employees with wages and benefits that met the GJC-CC minimum thresholds for a "good job."

REFLECTIONS: RESOURCES AND CAPACITY OF THE GJC-CHILD CARE

1. Financial focus on the educator. The program was successfully designed to remove economic barriers for participants who have been excluded from traditional employment pipelines. GJC–CC ensured that every pathway was free to participants, covering tuition, course fees, wraparound resources, and materials helpful for FCC licensing preparation. Participants affirmed with sourcing partners and in a GJC-CC survey that they would not have pursued training at all if they had not had this opportunity through the GJC-CC grant.

2. Sourcing partners stretched their GJC-CC resources by leveraging internal expertise, partnerships, and existing wraparound resources.

3. Some IHE partners leveraged internal capacity and resources in various ways, such as having key staff regularly monitor the progress of GJC-CC participants' coursework and connect learners to tutoring.

4. GJC-CC resources leveraged community training efforts. For example, an existing CDA training program used GJC-CC funding to cover CDA fees. This opened a new training pathway for both center-based teachers and FCC providers.

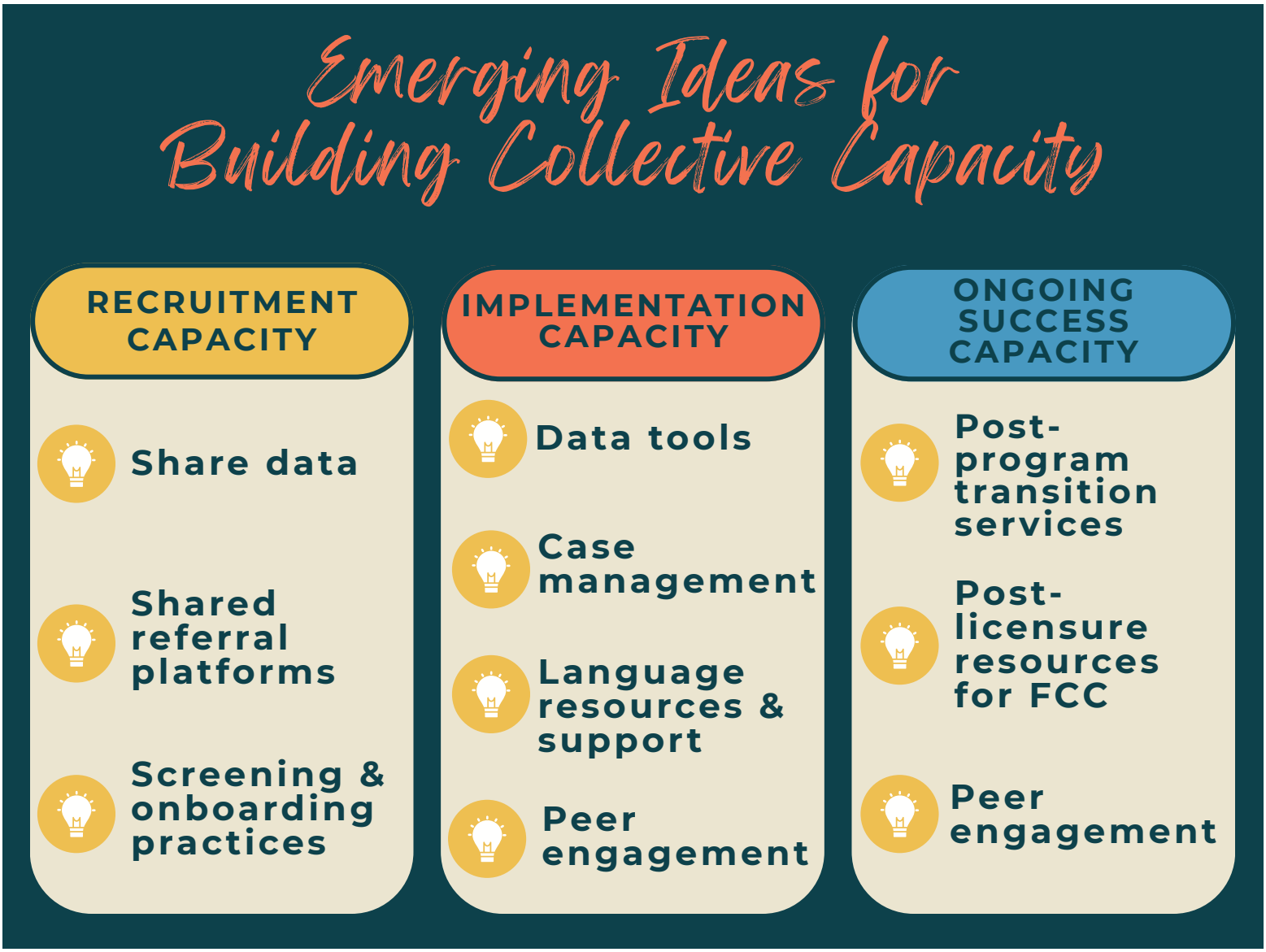
5. Required resources included more than paying for training alone. Financial support included critical navigational guidance and physical resources or wraparound services.



A WAY FORWARD: RESOURCES AND CAPACITY IN THE CHILD CARE INDUSTRY

The GJC-CC was intended to serve as a proof of concept, not as an ongoing program. A sustainable cross-sector initiative for the early child care workforce might consider these ideas:

1. States and communities will require a sustainable infrastructure and appropriate funding to support the collaborative partnership and infrastructure needs.
2. Invest in capacity building. For example, support IHE partners to plan and be accountable for best practices, such as dedicated onboarding sessions, technology access, and skills training.
3. Define the areas of needed "collective capacity," and identify ways that all partners could contribute to those collective needs. Several such collective capacity issues that emerged from partners' reflections are captured in the text box below.
4. Offer material and navigational support for educators. While many initiatives pay the cost of coursework, GJC-CC demonstrates that tuition support alone is important but insufficient for many participants.



IV.

ADVANCING THE PROFESSION, SUPPORTING COMMUNITIES:

A WAY FORWARD

IV. ADVANCING THE PROFESSION, SUPPORTING COMMUNITIES: A WAY FORWARD

Aligned with the ETA Sector Strategies Framework, the GJC-CC suggests pathways for communities and states to address their child care challenges. The Good Jobs Challenge - Child Care demonstrated a proof of concept: cross-sector partnerships, designed with child care educators at the center, can increase child care supply, diversity, and competence.

To extend the potential of this initiative to support the early childhood education industry, The CAYL Institute, reflecting on the core components of model workforce partnerships, offers evidence that early childhood education cross-sector partnerships:

- Augment the separate and isolated efforts of employers to build talent pipelines,
- Succeed by centering the needs and perspectives of adult learners,
- Collaborate effectively with employers to enhance job quality,
- Incorporate family child care partners, and
- Become amplified when supported by a strong backbone organization that intentionally strives for effective governance, shared goals, and worker voice.

This evidence, coupled with analysis of ETA and the Good Jobs Challenge - Child Care, adds significance and weight to the primary recommendation of the Good Jobs Challenge - Child Care:

> The early childhood education industry needs a coordinating infrastructure for workforce development.

Looking ahead, next-generation sector partnerships for the child care workforce can build on GJC-CC's strengths and institutionalize the enabling conditions for effectiveness. The CAYL Institute and its many partners encourage communities throughout our nation to consider child care workforce needs through this paradigm shift. Catalyzing collaborative efforts to recruit, train or upskill, and employ child care staff supports the professionalization of the industry while simultaneously boosting local economies, offering family support, educating young children, building employer capacity, and contributing to community well-being.

“This [Good Jobs Challenge] grant has brought the field TOGETHER. In my 20+ years in ECE, I have never felt more connected, supported, and valued in the ECE space since becoming a part of this. The grant is great, but for me, I want this to be just the beginning of what our field needed.”

-Employer Partner

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REFERENCES

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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

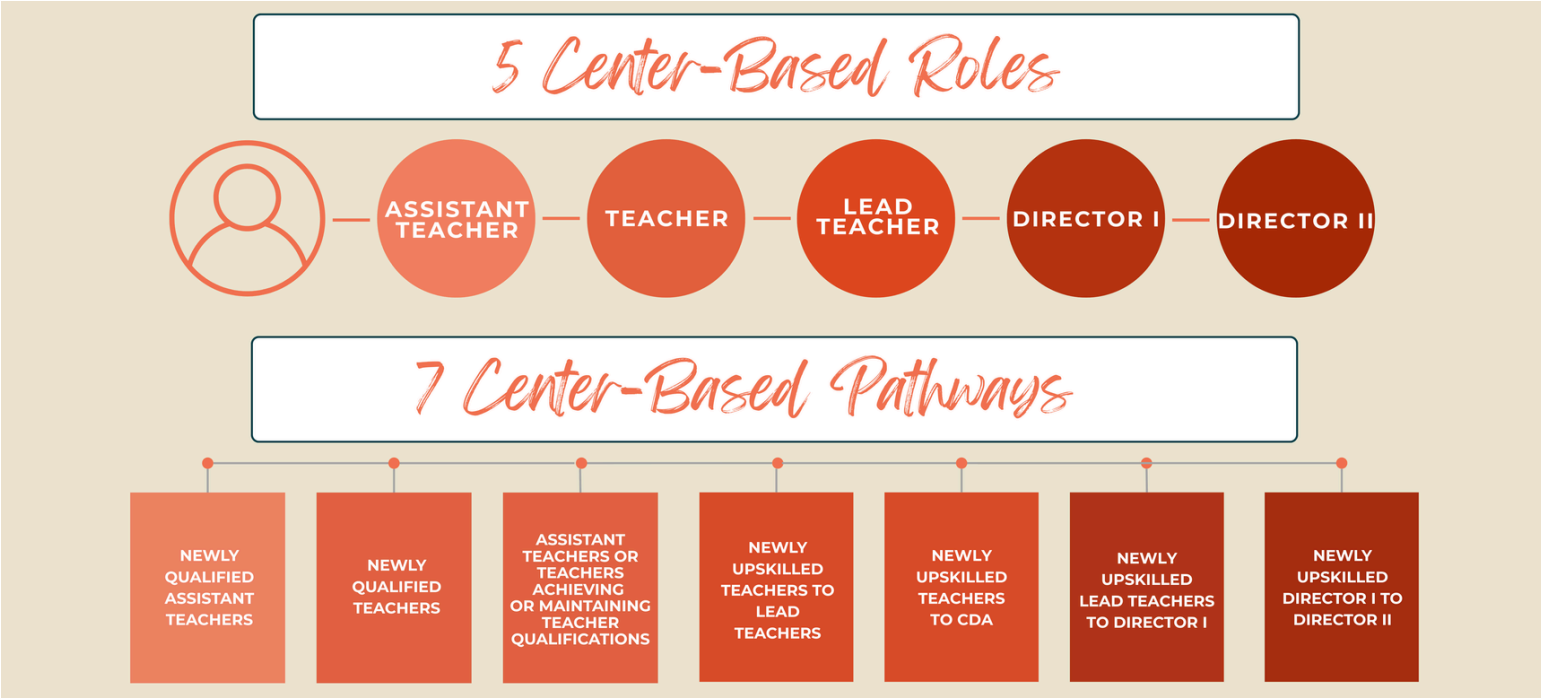
- EarlyEd Consulting & Strategy Group, LLC
- Opportunity Consulting (IBG Consulting Group)
- Third Sector Capital Partners, Inc.
- Growing Our Voice, LLC.
- Yvette Rodriguez

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.



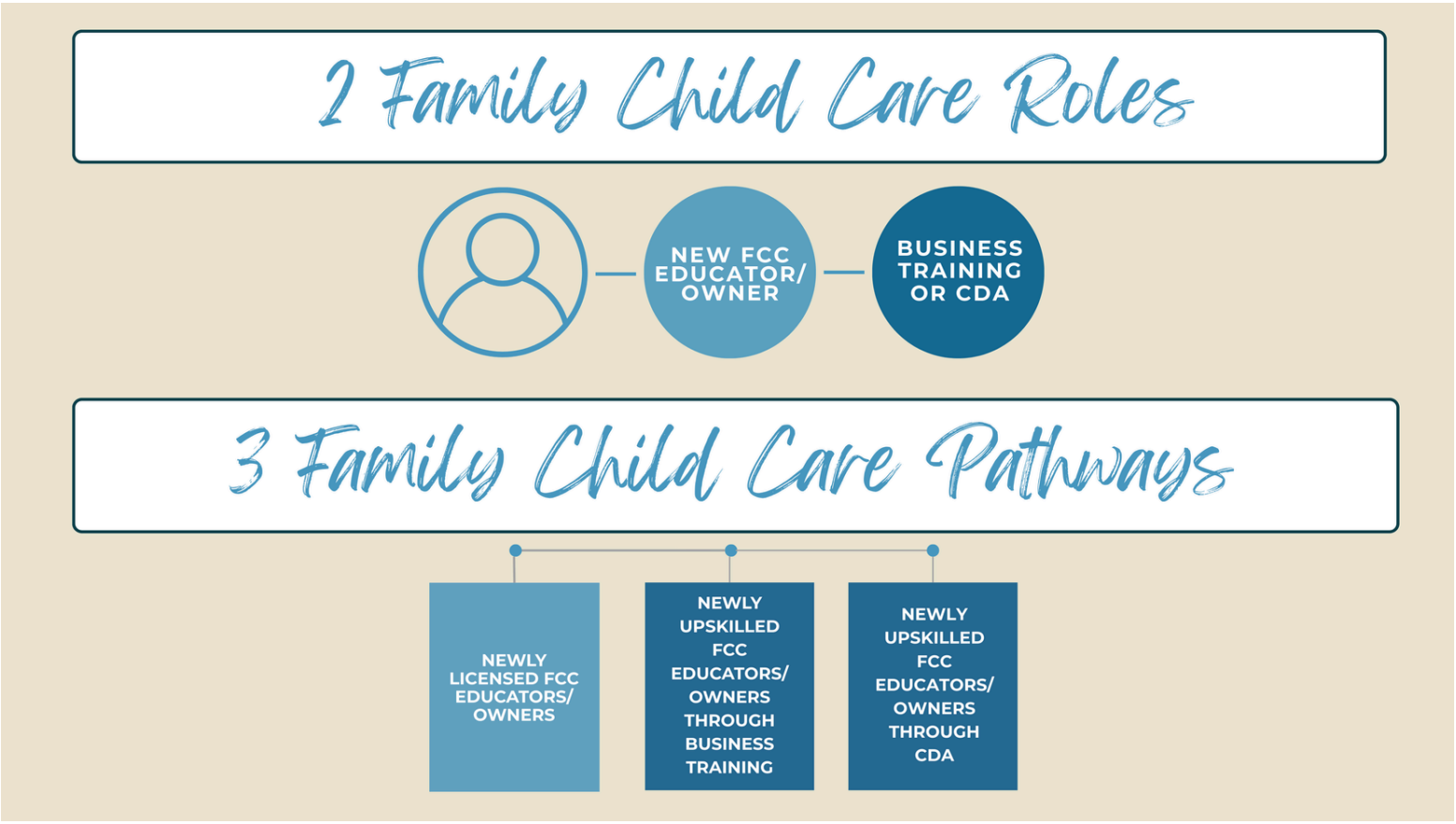
	ENTER AS	SCREENING & BACKGROUND CHECK	PRE-EMPLOYMENT TRAINING	SOFT SKILLS TRAINING	COLLEGE ENROLLMENT	EDUCATION & CREDENTIALING	OUTCOME (ELIGIBILE TO BE HIRED AS)
1	New-to-the-field	Program Fit Background Check	EEC Essentials CPR & First Aid	Yes	No		Assistant Teacher
2	New-to-the-field	Program Fit Background 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