



BUILDING A PIPELINE OF QUALIFIED EARLY CHILDHOOD EDUCATORS THROUGH INNOVATIVE CAREER PATHWAY EFFORTS



OCTOBER 26, 2022



WELCOME & OPENING COMMENTS

Katie Hamm, Deputy Assistant
Secretary for Early Childhood
Development & Acting Director,
Office of Head Start,
Administration for Children and
Families, U.S. Department of
Health and Human Services



ACF'S EARLY CHILDHOOD MISSION & VISION

Mission: Advancing an early childhood sector that meets the developmental needs of children and their families in communities across the country.

Vision: It is our responsibility to **create opportunities** for **children and their families** and the **early childhood workforce**, so they have:

Children & Families

- Safe and supportive environments that promote child development across multiple domains - physical, cognitive, social-emotional.
- Access to high-quality programs that meet families' unique needs: logistically, linguistically, culturally, and financially.

Early Childhood Workforce

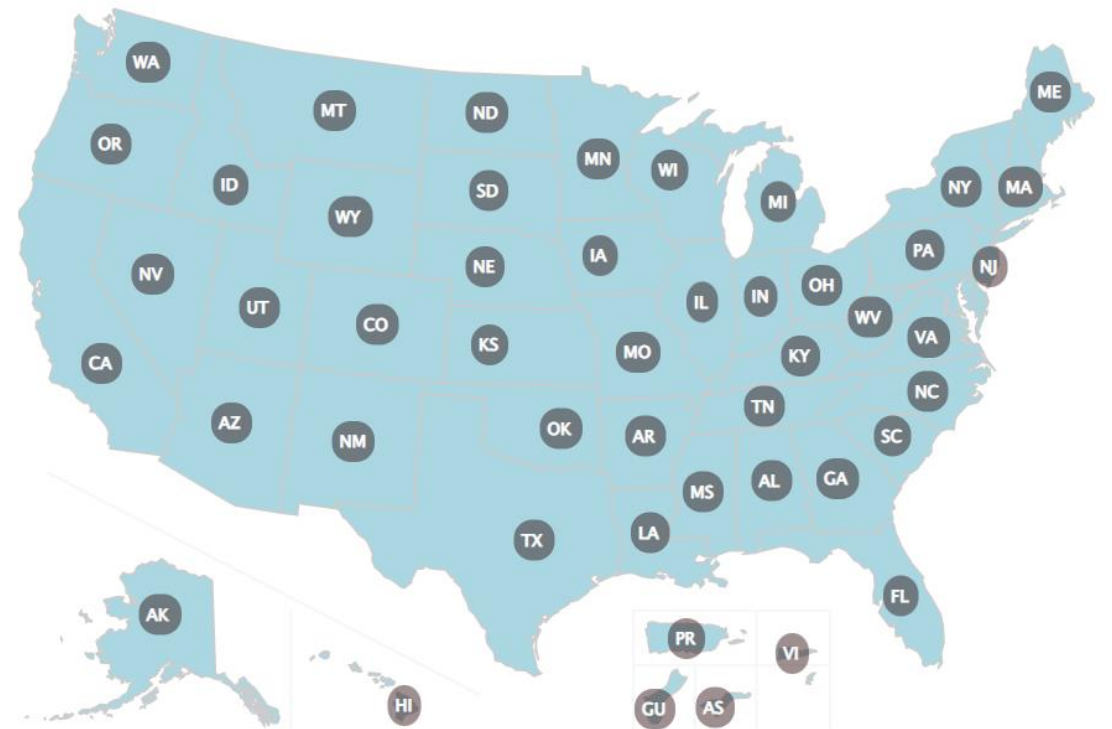
- System that attracts, prepares, supports, and retains a qualified, diverse workforce across settings and programs.
- Compensation, including benefits, that demonstrate the value of the workforce to our communities.



RECENT WORKFORCE EFFORTS

The Office of Child Care released new state-by-state profiles:

- More than 200,000 child care programs in the U.S. have received ARP Stabilization support,
- Impacting as many as 9.5 million children, keeping programs open, and families working.



[ARP Child Care Stabilization Funding State Fact Sheets](#)
[The Administration for Children and Families \(hhs.gov\)](https://www.hhs.gov)



RECENT WORKFORCE EFFORTS

NEARLY \$300 MILLION IN NEW FUNDING OPPORTUNITIES

- Preschool Development Grant Birth-Five
- New National ECE Workforce Center

WORKFORCE POLICY GUIDANCE ACROSS THREE PROGRAMS

- Using CCDF to Improve Compensation for the Child Care Workforce: [CCDF-ACF-IM-2022-02](#)
- Strategies to Stabilize the Head Start Workforce [ACF-IM-HS-22-06](#)
- Increasing Support for the Early Childhood Workforce [PDGB-5-ACF-IM-2022-01](#)



A VISION FOR EARLY EDUCATOR WORKFORCE

COMPENSATION: Increase to reach living wages and pay parity

 **BUILD A PIPELINE:** Ensure path for effective early educators

MAINTAIN DIVERSITY: Continued diversity of the ECE workforce

EQUITABLE ACCESS: Ensure all children have great educators

HIGH QUALITY PRACTICES: Ensure workforce has skills to implement



EXAMPLES & APPROACHES TO BUILDING A PIPELINE

Increase visibility and awareness of the ECE field

High School Career Technical Education (CTE) Programs

Recruitment Campaigns

Create more viable entry points into the profession

Grow Your Own Models

Registered Apprenticeships

Design affordable and accessible opportunities for meaningful career advancement

Community College & Four-Year ECE Programming

Credit for Prior Learning

Stackable Credentials

Articulation Agreements



STUDENT LOAN FORGIVENESS

A limited **Public Service Loan Forgiveness** waiver is available for those working in government and nonprofit settings.

- ACF and U.S. Department of Education hosted a [Joint Webinar](#) to raise awareness – [share with your networks](#) or apply yourself by **October 31, 2022!**
- ACF [PSLF landing page](#) includes a [Family Room Blog](#) and [Public Service Loan Forgiveness Messaging Toolkit](#) – **please use it and share** with your communities!



LATEST FROM THE FAMILY ROOM BLOG

Promoting Public Student Loan Forgiveness for Critical Human Services Workforce

Human services staff may be eligible to reduce student loan debt.





OPENING COMMENTS

Molly Bashay, Policy Advisor,
Employment and Training
Administration, U.S. Department of
Labor





LESSONS FROM INNOVATIVE CAREER PATHWAYS MODELS

Colleen Bowman, Provost, Navajo Technical University, Tribal College and University Partnership Program

Karen Yarbrough, Senior Policy Advisor, Division of Early Childhood, Illinois Department of Human Services

Jody Carson, Dean of Business & Professional Studies, Northern Essex Community College, Massachusetts

Winnie Hagan, Senior Associate Commissioner for Strategic Planning & Public Program Approval, Massachusetts Department of Higher Education

Jennifer Schein, Education Specialist, Massachusetts Department of Early Education and Care

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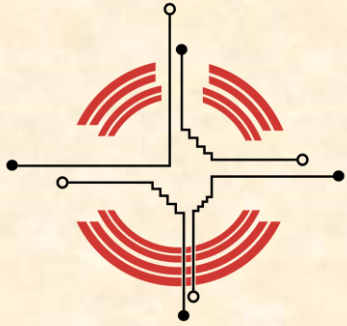
Maria Layne-Stevens, President & CEO, Children and Families First, North Carolina

Elizabeth Groginsky, Secretary, New Mexico Early Childhood Education and Care Department



LESSONS FROM INNOVATIVE CAREER PATHWAYS MODELS

Colleen Bowman, Provost,
Navajo Technical University,
Tribal College and University
Partnership Program



“Building a Pipeline of Qualified Early Childhood Educators through Innovative Career Pathways Efforts”



Presented by

Dr. Colleen W. Bowman, Ed.D.
Principal Investigator / University Provost
Navajo Technical University

October 26, 2022 ~ National Webinar

TCU-HS Partnership Programs 2020-2025

“Building Early Childhood Career Pathways in Tribal Communities”



TCU-HS Partnership Prime	States	Sub Awardees/Partners (TCUs -11 & HS Programs- 18)	Degrees	Candidates 517 proposed
Navajo Technical University	New Mexico	AIAN Programs: Navajo Head Start & Zuni Head Start	CDA-equivalent, A.S, B.S, Masters	✓ 212
Salish Kootenai Community College	Montana	AIAN Programs: Confederated Salish Kootenai Tribes Early Childhood, Northern Cheyenne HS, Tulalip Betty J. Taylor Early Learning Academy, Lummi Head Start TCU Sub awardees/Partners: Chief Dull Knife Community College, Northwest Indian College, Confederated Salish Kootenai, MT	CDA, A.A, B.S	✓ 79
Stone Child Community College	Montana	AIAN Programs: TCU Sub awardees/partner: Fort Belknap HS, Rocky Boy HS, Winnebago HS, Blackfeet Early Childhood Center, Fort Peck HS TCU Sub awardees/Partners: Aaniiih Nakoda College, Blackfeet Community College, Fort Peck Community College Little Big Horn Community College, Little Priest CC, and University of Montana-Western	CDA, A.A, B.S, Masters	✓ 150
White Earth Community College	Minnesota	AIAN Programs: White Earth HS, Mahube HS, White Early CC, Interagency Council CC TCU Sub awardees/partner: University of Minnesota Crookstone	CDA, A.A, B.S	✓ 40
Fond Du Lac Community College	Minnesota	AIAN Programs: Fond Du Lac Tribal Head Start, Mile Lacs HS TCU Sub awardees/partner: Early Edu. University of Washington	A.A, CDA, A.A.S,	✓ 11
Cankdeska Cikana Community College	North Dakota	AIAN Program: CCCC HS TCU Sub awardee/partner: Mayville State University	CDA, A.A, B.S	✓ 25

Creating a Highly-Qualified Workforce with a “Growing Our Own” Approach

- Empowering tribal nations to create a highly-qualified workforce that honors indigenous ways of knowing and being without having to authenticate who the employees are as members of their respective tribal nations

Target: Over 500 AIAN proposed candidates will graduate with an ECD degree by 2025

- Curriculum & early childhood programs are grounded in culturally-relevant knowledge and delivered in culturally-respectful ways

The NTU Early Childhood Multicultural Education (ECME) program incorporates traditional ways of being and knowing so educators are equipped to deliver curriculum through a unique lens of the Diné & Zuni perspectives.

Creating & valuing an Early Childhood professional who is socially & emotionally well prepared to serve as the “knowledge giver” of the youngest scholars. The employee is not only well-prepared academically but also equipped with indigenous knowledge to enhance the learning experience of young minds and family interactions.

Special focus on the teacher includes offering programs in financial literacy, mental wellness & physical health, peer support, academic coaching, hands-on application of theory into practice, and expectation of job placement in a Navajo or Zuni Head Start Center to serve children, families and community.

Content: Blending the unique perspectives of Diné (Navajo) Philosophy of Education

RESILIENCE

THROUGH CULTURE & IDENTITY

NAVAJO TECHNICAL UNIVERSITY
Diné Philosophy of Education

Nitsáhákees
Snsaajini
Yoolgas
Níłch'i
Think to use your intellect
Believing in yourself
Imagination
Critical Thinking
Challenge

Nahat'á
Tsoodzil
Dooł'ozhni
Tó
Self reliance
Strategize
Preparation
Motivation

Sih Hasin
Dibé Nitsaa
Bááshahumu
Nahaadzaán
Wisdom
Reflection
Accomplishments
Self Actualization
Hopeful

Iná
Dook' o'ooltiid
Dochili
Ké'
Bring into life
Taking responsibility
Navajo History and Language
Respect
Humor
Values
Nurture
Collaboration
Cooperative Learning



LOGIC MODEL
A:shwi College and Career Readiness Center
Pueblo of Zuni

WHAT IT TAKES

Commitment & Persistence

A:shwi Values

Empowering Individuals & Families

Expanding Higher Education Options & Choices

Dare to Succeed

Leadership

Collaboration & Partnership

Holistic Learning Opportunities

Support for Tribal Economy

Culturally Resourced Teaching

Navajo Technical University & Navajo/Zuni Head Start

Challenges and Lessons Learned

- ❖ Engaging the Navajo/Zuni Head Start employee to see the importance of formal education and that all Head Start employees are part of the child's learning experience
- ❖ Timing to provide quality instruction for Navajo/Zuni Head Start employees as they are full-time employees. Many with families & homesteads to attend to after the day's workday ends
- ❖ ECME students are hungry to learn about their own traditional knowledge so they can develop ways to incorporate the knowledge into the classroom
- ❖ A holistic approach creates the workforce that is valued: teacher → student → family → community.
- ❖ The effort is not only about educating the future Head Start educator but also is critical to building and sustaining tribal nations' values, philosophy, history and future

Take Home Messages:

- ❖ A child's first teachers are the parents, grandparents, and communities.
- ❖ AIANs have unique lived experiences and indigenous ways of knowing & being and it is those tools that are being utilized to create a holistic educational experience for our youngest scholars.
- ❖ Honor & respect for indigenous knowledge as part of the educational experience enhances the quality of learning for not only the teacher and the students but also validates the community.
- ❖ The highly-qualified teacher is valued and elevated to a position of honor in the Head Start system.



LESSONS FROM INNOVATIVE CAREER PATHWAYS MODELS

*Karen Yarbrough, Senior Policy
Advisor, Division of Early
Childhood, Illinois Department of
Human Services*



We Can Do More Together: Illinois Legislative Mandate

#1 Guiding Principle: Center Student Success



Workforce Supports

Scholarships
& COA 

Navigators,
Mentors

Relief for
Financial Holds

Financial and Relational Supports for Students, Systemic Change at IHEs

Student Supports

Navigators based in regional child care resource and referral agencies (CCR&Rs) provide personalized recruitment and assistance to students in the application and financial aid processes. Navigators provide a “warm hand-off” to program coaches to make sure students have a personal connection.

Program Coaches and Mentors at institutions will provide support to students to persist and complete their studies.



Scholarship Program

Tuition & Fees, plus funding for up to the total cost of attendance (after federal grants and MAP) at a Consortium institution

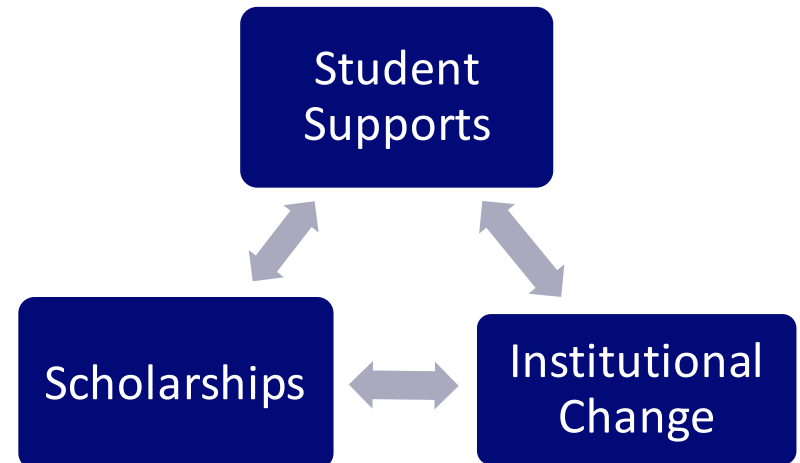
Who is eligible?

- Incumbent Early Childhood Workforce: Work or have worked in an early care and education childhood setting (e.g., childcare, preschool)
- Undergraduates seeking Gateways Credentials and/or an Associate or Bachelor’s degree in early childhood education

Institutional Requirements

P.A. 102-0174 Established ECACE to support the needs of the incumbent EC workforce.

- “By January 31, 2022, the Consortium shall decide how to assign college credit for the incumbent workers who have a Child Development Associate (CDA) credential and for future workers obtaining a CDA”
- Streamline and improve accessibility of degree and credential pathways including AAS.



Early Success

Scholarships

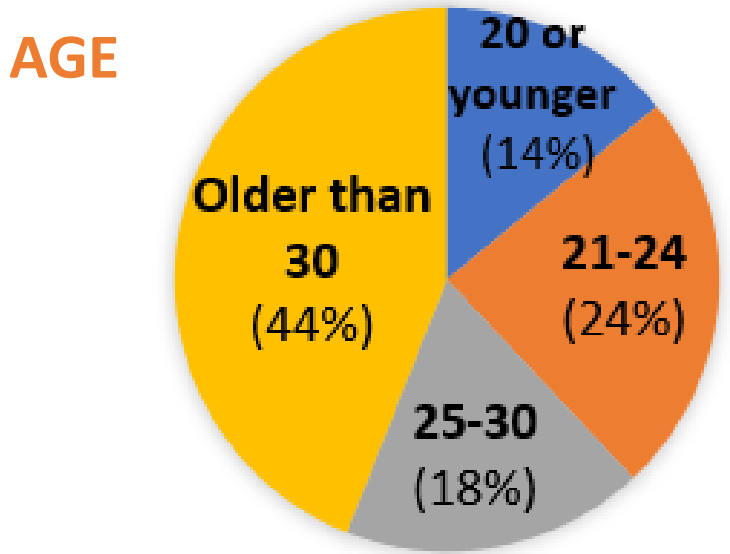
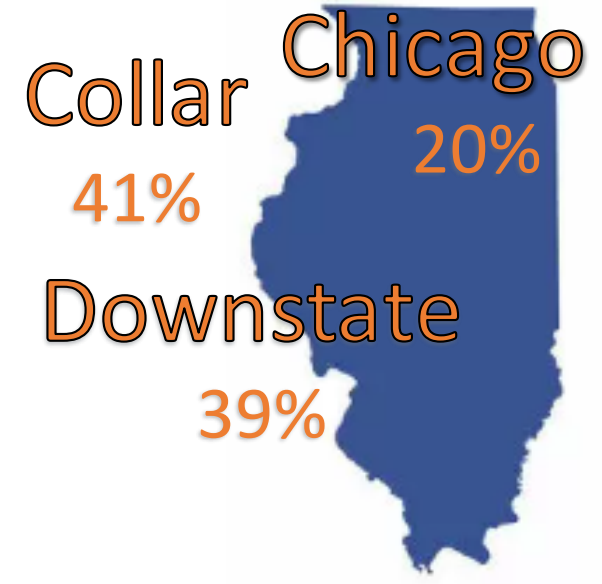
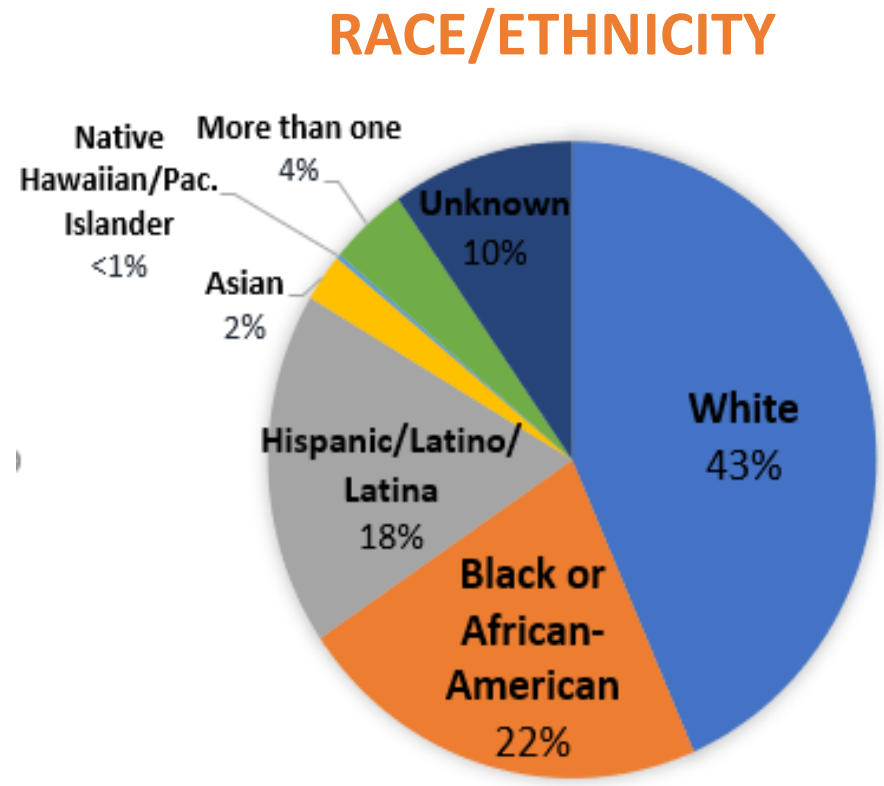
- 412 students claimed about \$5.7 million in scholarship assistance for AY 21-22
- About 1900 applications so far this year
- Stood up the 62-institution **consortium** and cross-sector **advisory committee**
- Consortium approved 6 hours of college **credit for the CDA** – a credential based upon experience and training
- Colleges and universities are implementing **programs designed to support working adults**, with courses when and where they need them
- Universities are designing and implementing pathways to support the seamless **transfer of early childhood associate degree (AAS)** holders
- We are **coordinating and connecting** across agencies, institutions, and with employers and other partners to ensure student success



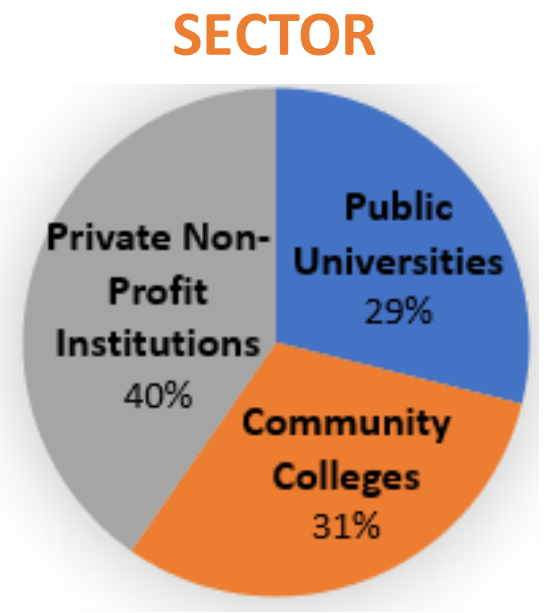
DIVISION OF
EARLY CHILDHOOD

Characteristics of SY 2021-22 Scholarship Recipients

INCOME
75% of recipients had an Expected Family Contribution (EFC) of less than \$10,000



GENDER
About 92% of recipients identified as female



Resources: Building on Solid Foundation

ECACE

- [P.A. 102-0174](#)
- [ECACE Illinois](#)

Compensation and Quality Initiatives

- [Workforce Bonus](#)
- [Child Care Restoration Grants](#)
- [Strengthen and Grow Child Care](#)
- [ExceleRate Pilots](#) –
Connecting funding to staff with increased qualifications

Gateways to Opportunity Professional Development System

- [Credentials](#)
- [Registry](#)

Scholarship Programs

- [Gateways Scholarship Program](#)
- [Chicago Early Learning Scholarship](#)
- [ECACE Scholarship](#)



Help
is here



DIVISION OF
EARLY CHILDHOOD



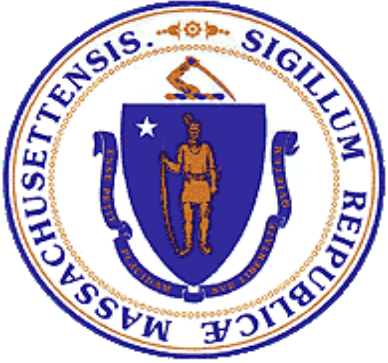
LESSONS FROM INNOVATIVE CAREER PATHWAYS MODELS

Jody Carson, Dean of Business & Professional Studies, Northern Essex Community College, Massachusetts

Winnie Hagan, Senior Associate Commissioner for Strategic Planning & Public Program Approval, Massachusetts Department of Higher Education

Jennifer Schein, Education Specialist, Massachusetts Department of Early Education and Care

Sarah Volkenant, Sarah Volkenant, Director of Innovation and Support, Massachusetts Department of Early Education and Care



Commonwealth of Massachusetts

Early Childhood Career Pathways

Sarah Volkenant

Director of Program Innovation and Support
Department of Early Education and Care

Winnie Hagan

Senior Associate Commissioner for Strategic Planning and Public Program Approval
Department of Higher Education

Jody Carson

Dean of Business and Professional Studies
Northern Essex Community College



MASSACHUSETTS
Department of
Higher Education



MASSACHUSETTS
Department of
Early Education and Care



CAREER PATHWAYS GRANT: GOALS AND OBJECTIVES

- Promote entry of new educators into the profession and support those currently working in the field with entering and continuing along the higher education pathway
- Work to reduce barriers to entry, completion, and access to coursework
- Offer coursework for CDA Plus pathway
- Implement proactive recruiting practices
- Provide courses in languages other than English
- Work to refine existing models, ex. credit for prior learning, competency-based programs, approach to foundational certification

FY23 funding ~\$8M

IMPACT (FY2019 – FY022)

- 7,429 educators received support from the Career Pathways grant
- Certificate completion –
 - CDA, 425 educators
 - 2,266 educators completed EEC Credential programs
 - Preschool Teacher (678), Director I or II (507), and Infant-Toddler (389)
- 42 courses taught in 4 different languages (FY2019 – FY2021)
 - Spanish, Haitian Creole, Portuguese, and Mandarin

PARTNERSHIPS

- Data collection, analysis and management (Anlar)
- Educator navigation support (Neighborhood Villages)
- Coursework in languages other than English (Urban College of Boston)
- Massachusetts Association of Community Colleges
- ECE Scholarship (MA Department of Higher Education)



MA Department of Higher Education *Supports: Building a pipeline of qualified Early Educators*

Structural Supports

- Early Childhood Educators Scholarships Program
- Mass Transfer Pathways in Early Childhood Education: stackable certificates and degree programs 2-year to 4-year public IHE's since 2015
- Higher Education Innovation Fund for Competency Based Education in Early Childhood Education since 2016

CBE Innovation

- NECC launches CBE ECE Associate Degree and Director's Certificate
- CBE offers a more flexible, personalized learning experience with embedded assessment of prior knowledge
- Aligns with DHE's Equity Agenda by removing barriers and increasing support for all learners



LESSONS FROM INNOVATIVE CAREER PATHWAYS MODELS

***Maria Layne-Stevens, President &
CEO, Children and Families First,
North Carolina***



Building a Workforce Pipeline

Presented by **Maria Layne-Stevens**

Following the COVID-19 pandemic, a drastically growing shortage of qualified early childhood teachers forced providers across the county to close their classrooms, and even their doors. In 2021, desperately in need of a solution, Children & Families First launched the Child Development Associate (CDA®) Apprenticeship Program with 14 participants.



The only of its kind in North Carolina, the CDA® Apprenticeship Program opens the door for low-income, underemployed adults to earn a livable wage, and to receive the training and education needed to become fully proficient early child care providers, and increase the number of highly qualified child care educators in the workforce.

BEFORE THE CDA® PROGRAM



MARY IS A LOW-INCOME PARENT...

She has a GED, but needs a job with sustainable wages to support her family.

WHAT ARE HER OPTIONS?

Mary has considered becoming an early childhood teacher, but without the proper credentials, her options are limited.

MARY DISCOVERS THE CDA PROGRAM

After a background check Mary is cleared to work as a substitute. She enrolls in the CDA® Program in hopes of advancing her career.



MARY & HER COACH-MENTOR



Mary is paired with a Coach-Mentor who will guide her through this new learning experience -- a combination of in-person and virtual training to be completed following her work day.

DURING THE CDA® PROGRAM

THE KEYS TO HER SUCCESS

A professional support system is critical to Mary's success. These educators teach, mentor and encourage her through 146 hours of training.



HANDS ON EXPERIENCE

Mary also receives 123 hours of mentoring, plus 646 hours of in-classroom experience, on-the-job training in early childhood centers.

PROGRAM BENCHMARKS



Mary receives wage increases as she progresses through the CDA® program and demonstrates proficiency in each subject area.

READY FOR THE CREDENTIALING PROCESS



in 12 months, Mary completes the required training and classroom instruction, and is ready for the credentialing process, which includes completion of a Professional Portfolio and passing the CDA® exam.

NEXT STEPS

A BRIGHTER FUTURE

After earning her CDA® credential, Mary is promoted to a full-time Early Head Start teacher starting salary of plus full benefits, bringing her total compensation to about \$42,224.

WITH HER NEWLY OBTAINED CDA CREDENTIAL + 16 HOURS OF TRANSFER CREDITS...



Mary can choose her next steps:

- Earn an Associate's or Bachelor's degree with the aid of T.E.A.C.H.
- Work in a licensed child care center, or
- Open a family child care home



WHAT CDA® APPRENTICES ARE SAYING



"I couldn't have done this without the support of the CDA® team. They believe in me. When I didn't think I could go on, they were there telling me I could do it."

Milka V., CDA® Program graduate



Why Apprenticeship Works

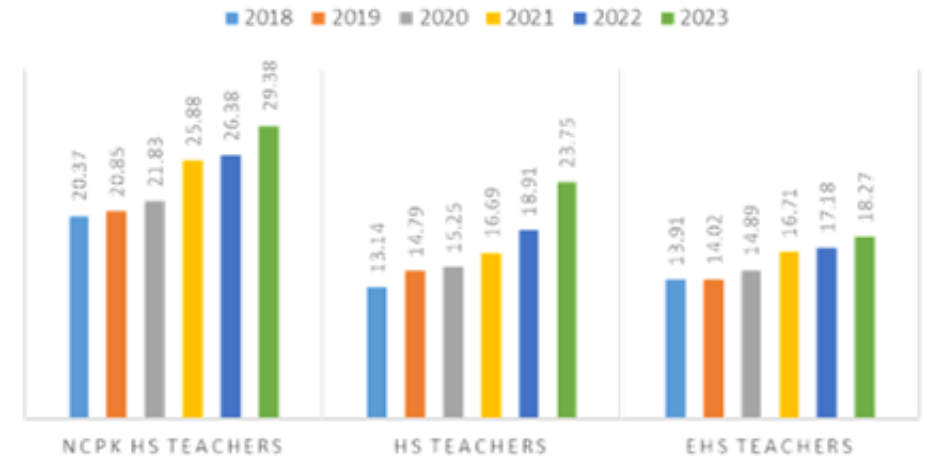


The CDA® Apprenticeship Program is a practical solution to the early childhood crisis in that it addresses the key challenges facing our industry: low compensation, inadequate training, and the absence of a support system to encourage each educator's growth.

Compensation

Through strategic initiatives, including the launch of the CDA® Apprenticeship program, we have raised teaching wages significantly over time.

AVERAGE TEACHING STAFF WAGES



Training

- Participants receive hands-on experience from professionals and experts in early childhood education
- Classroom based technical instruction
- Create a professional portfolio
- CDA Apprenticeship Program exam

Support

A strong support system of accessible coaches and trainers gave participants the confidence to continue their education. Eight out of 14 are pursuing higher education.



LESSONS FROM INNOVATIVE CAREER PATHWAYS MODELS

Elizabeth Groginsky, Secretary,
New Mexico Early Childhood
Education and Care Department



Workforce Development Initiatives

From day one, ECECD has made advancing a diverse, credentialed, well-compensated early childhood workforce a top priority:

- Expanded access to scholarships, stipends, and incentives
 - ◆ New Competitive Pay for Professionals Grant launching Nov. 1
- Launched the Developing Futures campaign
- Updated and published the Early Childhood Career Pathways Guide



Career Lattice

The **career lattice** is designed so that each level fully articulates with the next level. For example, the New Mexico Child Development Certificate counts toward work for the Professional Certificate, a Professional Certificate constitutes the equivalent of the first year of work toward an associate degree, and an associate degree transfers to any early childhood program at four-year institutions as the first two years of work toward a bachelor's degree.

- Programs for Teachers Pg. 1
- Career Lattice Pg. 2
- 45 Hour Entry Level Course Pg. 3
- Child Development Certificate Pg. 3
- Professional Certificate Pg. 4
- Associate's Degree Pg. 5
- Bachelor's Degree Pg. 6
- Master's Degree Pg. 6
- New Mexico Educator Preparation Programs Pg. 7



level	Possible Careers
45 Hour Entry Level Course	Home care provider, Child Care Center Assistant Teacher, Preschool Teacher, Child Care Worker, Home Visitor.
New Mexico Child Development Certificate	Preschool Teacher Community Based, Child Care Center Associate Teacher, Elementary School Classroom Assistant, Preschool Teacher.
Professional Certificate (formerly 1 Year Vocational Certificate)	Child Care Center Assistant Teacher, Child Care Center Associate Teacher, Elementary School Classroom Assistant, Community-based Preschool Teacher.
Associate's Degree	Preschool Teacher Community Based, Elementary School Classroom Assistant, Child Care Center Associate Teacher, Program Director Community Based, Home Visitor.
Bachelor's Degree	Public School Preschool Teacher, Educational Consultant, Home Visitor, Developmental Specialist.
Master's Degree	Early Childhood Instructional Coach, Public School Early Childhood Teacher, Administrator for Public Education Department (PED), Higher Education Faculty, Program Director.

2022-2023

Developing Futures

“Build your future. Build the future.”

- Tells the stories of a diverse set of early childhood professionals
- Fully bilingual (English/Spanish)
- Website, TV, billboards, and online advertising
- Messaging emphasizes impact on future, joyful and meaningful nature of EC work, support available from the State



**Care for
New Mexico's future.**

FuturesNM.org

NEW MEXICO
Early Childhood
Education & Care Department





LESSONS FROM
INNOVATIVE CAREER
PATHWAYS MODELS
Q & A



Early Childhood Technical Assistance

Early Care and Education (ECE) Workforce Resources

EC Technical Assistance - Covid-19

EC Technical Assistance Center Systems

Strategy Resources to Address the Early Care and Education (ECE) Workforce Shortage



Note: These resources are designed to be used to support the immediate needs of the workforce. This website will be updated periodically.

The American Rescue Plan (ARP) Act includes funding for states, Head Start programs, and other ECE programs to invest in recruiting, supporting and retaining staff. The Administration for Children and Families (ACF) published guidance for Child Care and Development Fund (CCDF) administrators and Head Start programs that strongly encourages these entities to use ARP funds to increase payments and compensation and benefits for the ECE workforce.



Wages, Benefits, and Incentives

Explore tools and publications on



Professional Development, Higher Education,



Expanded Services

Learn about networks and other support systems for ECE providers.

ACF ECD
WORKFORCE
STRATEGY
RESOURCES

<https://www.acf.hhs.gov/ece>

MONTHLY E-BLAST & WEBINARS

This Month's Topic: Innovative Educational and Career Pathways

This eblast shares resources to support the early education workforce in attaining education outside of traditional pathways. Early childhood teachers can advance their careers by seeking out apprenticeships, credentials, and competency-based approaches.




What We're Reading Now

[Successful Inclusion of Family Child Care Providers in Higher Education Degree Programs and Courses: A Research-to-Practice Guide](#) contains strategies, tips, and resources on how to successfully include family child care providers in higher education degree programs and early childhood education courses.


[Creating Equity for and within the Early Childhood Workforce](#), a brief from T.E.A.C.H., provides a summary of background information and data as well as policy recommendations to support equity in early childhood.

- Monthly e-blast & webinar series with resources from TA centers on specific topics
- Includes relevant resources from non-government orgs



WORKFORCE WEDNESDAY

A monthly webinar focused on the early care and education workforce



Building a Pipeline of Qualified Early Childhood Educators Through Innovative Career Pathway Efforts

Wednesday, October 26, 2022, 2:30–4:00 p.m. (Eastern Daylight Time)

[Register online now!](#)

Please join us to explore a range of innovative strategies to build and support career pathways for the early childhood education (ECE) workforce. This webinar is part of the Workforce Wednesday series.



ADMINISTRATION FOR
CHILDREN & FAMILIES
Early Childhood Development

HEALTH COVERAGE FOR THE ECE WORKFORCE

Health Insurance Marketplace



What Do Early Childhood Educators Need to Know About the Marketplace?

It's important to be healthy so you can take good care of yourself and the children who are counting on you. COVID-19 has shown the importance of health coverage and the new law has made **coverage more affordable and accessible than ever** through the Health Insurance Marketplace®.

If you choose to buy a health plan through the Marketplace, you may qualify for help paying for health coverage, **even if you weren't eligible for help in the past.**

#getcovered

HealthCare.gov

ACF is partnering with CMS to **improve health coverage for the ECE workforce.**

- Health coverage is more affordable and accessible than ever through the Health Insurance Marketplace.
- Help connect the ECE workforce with health navigators and assisters:
[early-childhood-educators.pdf \(cms.gov\)](https://www.cms.gov/early-childhood-educators.pdf)



ADMINISTRATION FOR
CHILDREN & FAMILIES
Early Childhood Development

STUDENT LOAN FORGIVENESS

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- ACF and U.S. Department of Education hosted a [Joint Webinar](#) to raise awareness – [share with your networks](#) or apply yourself by **October 31, 2022!**
- ACF [PSLF landing page](#) includes a [Family Room Blog](#) and [Public Service Loan Forgiveness Messaging Toolkit](#) – **please use it and share** with your communities!



LATEST FROM THE FAMILY ROOM BLOG

Promoting Public Student Loan Forgiveness for Critical Human Services Workforce

Human services staff may be eligible to reduce student loan debt.



THANK YOU

Find ECE recruitment and retention strategy resources at:
<https://www.acf.hhs.gov/ece>



Email: EarlyChildhoodDevelopment@acf.hhs.gov



BUILDING A PIPELINE OF QUALIFIED EARLY CHILDHOOD EDUCATORS THROUGH INNOVATIVE CAREER PATHWAY EFFORTS



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