**Leading Toward Results for a World-Class Early Childhood Education Workforce**

***What is your state’s vision for achieving a world-class early childhood education workforce?***

***What issues or questions face your state about realizing its vision for its early childhood education workforce?***

Recognizing that multiple stages exist simultaneously along the workforce progression (attracting, preparing, supporting, retaining, and promoting qualified professionals), conduct a **results-oriented data audit** for each stage using the following table:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ***What do you currently know?*** | ***What do you want to know?*** | ***Why do you want to know it?*** | ***What data are currently available?*** | ***Where are data located (dept., office, contact)?*** | ***What data are missing?*** |
| **Attract** |  |  |  |  |  |  |
| **Prepare** |  |  |  |  |  |  |
| **Recruit** |  |  |  |  |  |  |
| **Support** |  |  |  |  |  |  |
| **Retain** |  |  |  |  |  |  |
| **Promote** |  |  |  |  |  |  |

**Telling the Story**

Based on the results of available data, what messages can be told about your state’s ECE workforce to different audiences?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Audience/Messenger*** | ***Message*** | ***Evidence*** | ***What’s Needed to Achieve What’s Possible/What Audience Can Do*** |
| **Attract** |  |  |  |  |
| **Prepare** |  |  |  |  |
| **Recruit** |  |  |  |  |
| **Support** |  |  |  |  |
| **Retain** |  |  |  |  |
| **Promote** |  |  |  |  |

**NOTES:**

**Leading for Results: Springboard for Action**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Policies*** *(legislation, regulation, guidance, etc.)* | ***Proven Practices/ Innovations with Potential*** | ***Collective Leadership Partners*** | ***Resources (redirect existing, new funds, human capital)*** |
| **Attract** |  |  |  |  |
| **Prepare** |  |  |  |  |
| **Support** |  |  |  |  |
| **Retain** |  |  |  |  |
| **Promote** |  |  |  |  |

**NOTES**: