



Bipartisan Policy Center

Registered Apprenticeships and Advancing the Early Childhood Workforce

A Community Discussion Guide

The early childhood workforce plays a critical role for children and families, yet is poorly compensated and under resourced. Policymakers want to improve both the quality and wages of the early childhood sector, with some states incorporating registered apprenticeships into their overall professional development systems. This earn-while-you-learn approach offers a pathway for both incumbent and emerging members of the early childhood workforce.

The Bipartisan Policy Center encourages early childhood providers, policymakers, higher education, and workforce experts to discuss how regions and states can advance the early childhood workforce through targeted strategies. Community conversations are the first step to forging the necessary partnerships needed to support early childhood registered apprenticeships. The following resources and discussion guide are resources that can assist conversations and next steps.

Resources

[Registered Apprenticeships: A Viable Career Path for the Early Childhood Workforce A Policy Brief](#)

This policy brief provides an overview on the advantages registered apprenticeships bring to the early childhood professional development system and recommendations to support regions and states in implementing registered apprenticeships.

[Early Childhood Registered Apprenticeships Overview](#)

A concise one-pager to use with policymakers and community leaders to increase support for early childhood registered apprenticeships.

[A Way Forward: Registered Apprenticeships and Advancing the Early Childhood Workforce](#)

On February 20, 2020, BPC hosted national and state experts to explore opportunities to further early childhood apprenticeships. Panel videos are available here.

Discussion Questions

1. How does your region or state support professional development for the early childhood workforce? List the various partners in that system.
2. What state agencies are responsible for implementing workforce, higher education, and early childhood professional development systems? How can we build relationships with these agencies?
3. What are the professional development benchmarks, levels, or tiers for the early learning workforce in your region? Consider a quality rating and improvement system or a workforce development plan.
4. How are the training and educational needs of your early childhood workforce identified and tracked?
5. Does your region or state have a career pathway for early childhood education? List the partners necessary to develop and implement a career pathway in your community.
6. As demonstrated by West Virginia and Pennsylvania in the BPC Webcast, [A Way Forward: Registered Apprenticeships and Advancing the Early Childhood Workforce](#), registered apprenticeships require multiple partners working together. In consideration of these two examples, consider the following questions for your community.
 - What data would be helpful to support a registered apprenticeship in your community?
 - List the partners necessary to bring a registered apprenticeship to scale. Note where relationships exist and where new connections would need to be made.
 - List the resources needed to bring a registered apprenticeship to implementation.
 - What information, resources, or partners are missing or hard to obtain?
7. Policies that grow wages are possible, as demonstrated by the Pennsylvania and West Virginia's registered apprenticeship programs. How are wages determined in your community?
8. Are there untapped policies in your region or state that could be used to advance wages for early childhood educators? Consider options at the local and state level. What are your community's next steps?

