THE ECE WORKFORCE SYSTEMS CHANGE FRAMEWORK

Reflection Tool

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Aims | Primary drivers | Secondary drivers

The Change Framework Reflection Tool helps change leaders examine strengths, diagnose gaps, identify leverage points, and set goals and priorities for ECE workforce systems change.

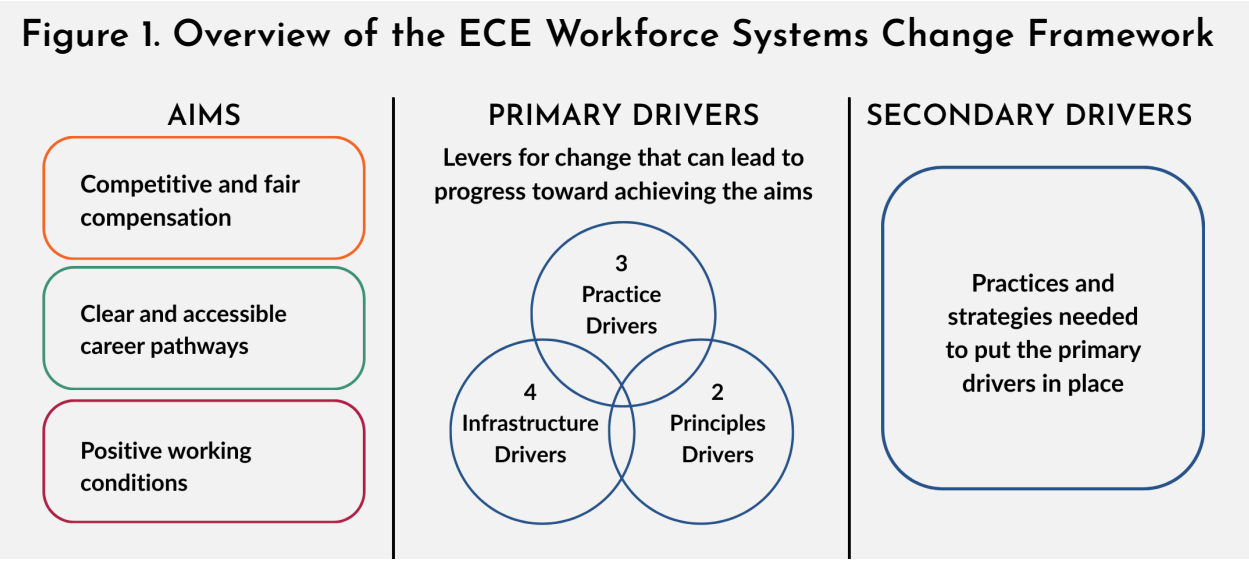
Overview of the Change Framework Reflection Tool

The ECE Workforce Systems Change Framework: Reflection Tool (CF Reflection Tool) is a practical companion tool that helps change leaders put the ECE Workforce Systems Change Framework into action. The CF Reflection Tool process helps users examine their current early care and education (ECE) workforce context by collectively reflecting on system strengths, diagnosing system gaps, and identifying feasible and relevant leverage points that inform their goals and priorities for action. Utilizing the tool helps change leaders take intentional, coordinated actions to make sure systems change is strategic and lasting. Used periodically, the CF Reflection Tool also helps change leaders monitor change over time, reflect on progress, and adjust strategies to support ongoing change efforts. **The CF Reflection Tool is structured around the three key components of the Change Framework** (see **Figure 1**).

What are change leaders?

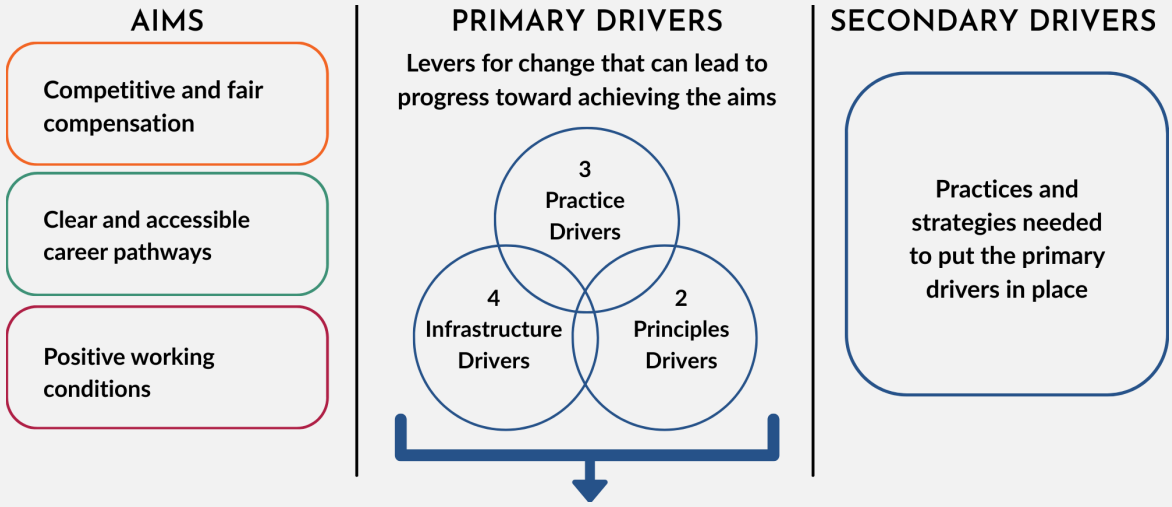
Change leaders are a group of people with diverse perspectives and roles in ECE workforce systems who work together to strengthen ECE workforce systems.

Figure 1. Overview of the ECE Workforce Systems Change Framework



Note: To learn more about the Change Framework, see the introductory brief available at National ECE Workforce Center website. The CF Reflection Tool supports one of the most critical early steps in systems change: developing a shared and deeper understanding of where an ECE workforce system currently stands in relation to the Change Framework's primary and secondary drivers. It includes three reflection sets, each corresponding to one of the Change Framework's three aims. Within each reflection set, change leaders reflect on the nine primary drivers (see **Figure 2**)—and rate them based on items at the secondary driver level. This structure helps change leaders use the Change Framework as a guide to examine their systems, spark meaningful reflection, and identify goals and priorities for action.

Figure 2. Nine Primary Drivers



Practice Drivers	**Policy-specific promising practices**	Programs and improvement strategies are effective, responsive, well-implemented, and tailored to community needs.
	Targeted and aligned policies	State and local policy changes support target outcomes.
	Data-driven decision making	Data are used to continuously learn, adapt, improve, and inform the broader community.
Infrastructure Drivers	**Leadership & governance**	Leadership, decision makers, and coordinated governance structures are strong and adaptive.
	Multi-sector & multi-partner collaboration	Sectors and partners are aligned to support targeted outcomes and goals.
	Data infrastructure	Data systems and processes are in place to support decision making.
	Sustainability	Sufficient funding and policy structures are in place to sustain initiatives.
Principles Drivers	**Engaging educators in systems change**	Educators have representation in systems change and are meaningfully included.
	Culture and narrative shift	Entrenched mindsets and typical ways of working are challenged.

Key Features of the CF Reflection Tool

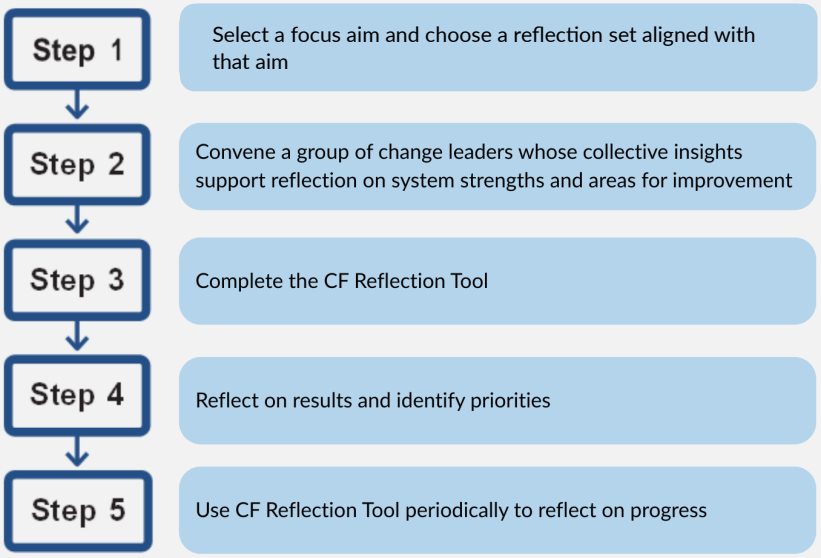
The CF Reflection Tool is designed to support collaborative dialogue, and strategic planning for change leaders working to strengthen ECE workforce systems. The tool is flexible in use and can be applied in ways that align with change leaders' specific goals, capacity, and local context. Below are six key features to keep in mind when using CF Reflection Tool:

1. **The CF Reflection Tool is meant to be completed collaboratively, by a group of change leaders rather than by an individual.** Because the questions cover a broad range of system components, input from multiple people with diverse perspectives, roles, and experiences is essential. No single person holds all the insights needed to assess how their system is functioning. While individuals may use the tool to reflect on their own perspective, gaining a full picture of a system requires input from multiple perspectives. Engaging participants, such as state-level administrators, leaders of state and community ECE agencies, researchers, local program leaders and staff from Head Start, family child care (FCC), community-, center-, and school- based programs, and representatives from institutions of higher education (IHEs) helps ensure that the collective insights reflect the complexity of the system and the workforce it serves. By bringing together varied perspectives, change leaders can develop a more accurate and comprehensive understanding of where their system currently stands in relation to the Change Framework's primary and secondary drivers.
2. **The CF Reflection Tool is a tool for dialogue and reflection–not just for assigning scores.** Its primary purpose is to spark structured dialogue and reflection about system conditions rather than simply rating items. The tool is meant to facilitate meaningful discussion among change leaders. The notes section in the tool is especially important—it helps the group capture key insights, examples, and perspectives shared during the discussion, and supports synthesis of collective thinking.
3. **The CF Reflection Tool helps build deeper, shared understanding across stakeholders.** As change leaders work through each of the nine areas, it creates space for multiple perspectives to emerge. Honest and reflective dialogue is encouraged. The goal is to move beyond surface-level responses and toward a deeper, shared understanding of where change is needed and what parts can be leveraged.
4. **The CF Reflection Tool promotes a systems thinking approach through broad reflection.** Stakeholders are encouraged to reflect on all nine primary drivers and their associated secondary drivers, even if some drivers may not feel relevant or actionable. If certain items do not apply, change leaders can mark them as "Not Applicable." Still, engaging in broad reflection helps change leaders see how different parts of the system are connected and where potential for leveraging change may exist.
5. **The CF Reflection Tool supports action by helping state and local leaders identify strategic priorities.** The tool is designed not just for reflection, but also for planning for action. As change leaders synthesize insights, they can identify 1) drivers that are already strong and could be built upon, 2) drivers that are feasible to strengthen with existing resources and momentum, and 3) drivers that are less relevant or not currently actionable. These insights help change leaders identify strategic priorities and align their efforts with the most impactful levers for change within their specific context.
6. **The CF Reflection Tool is meant to be used over time to monitor change and reflect on progress.** Change leaders are encouraged to use the tool periodically–particularly after completing a cycle of change efforts. Using the tool allows stakeholders to reflect on progress, celebrate success, and assess what strategies or conditions need to be sustained. This ongoing use supports continuous learning and improvement.

Steps for Using the CF Reflection Tool

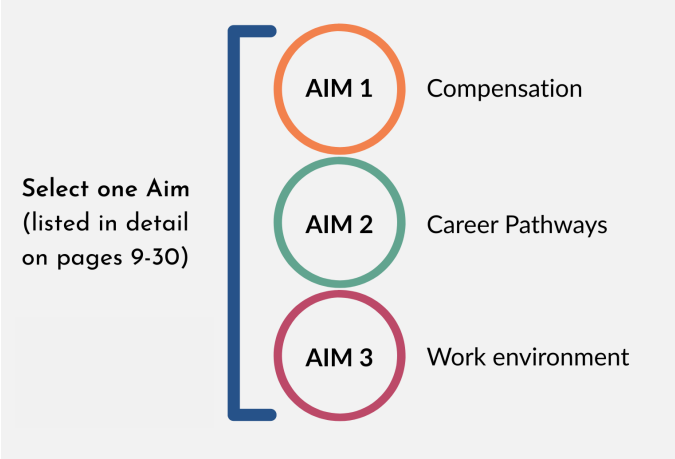
The steps below guide change leaders through the process of selecting a reflection set, convening the right people, facilitating reflective conversations, and translating insights into actionable strategies for systems change (see **Figure 3**).

Figure 3. Steps for Using the CF Reflection Tool



Step 1: Select a focus aim and choose a reflection set aligned with that aim

As a first step, change leaders select one of the three aims to focus on based on their understanding of the priorities of their context (compensation, career pathways, or work environment) and locate the aligned reflection set: **1**) compensation, **2**) career pathways, or **3**) work environment. Each reflection includes a structured set of items designed to help change leaders reflect on where their systems currently stand in relation to the nine primary drivers and associated secondary drivers that move systems toward that specific aim.



Step 2: Convene a group of change leaders whose collective insights support reflection on system strengths and areas for improvement.

The CF Reflection Tool is designed for group-based reflection. As prework, individuals are encouraged to explore the tool independently to build familiarity with its content and prepare for deeper, group-based reflection. However, completing the reflection requires input from a range of perspectives to fully assess the complexity of the ECE workforce system.

> Early educators must be included in group reflection for systems change to be effective and sustainable.

Who you bring together can depend on the focus and local context. For example, you may want to include leaders from state and local agencies, ECE programs, professional associations, workforce councils and labor groups, community organizations, and government bodies. If your aim is career pathways, you may also want to include leaders from higher education and high school or district administrators (such as those whose schools offer Child Development Associate credentials). Regardless of your aim, we believe that early educators must be included in group reflection for systems change to be effective and sustainable.

The process does not require a large group to begin. A small group of 4-6 change leaders can start the conversation. For example, two representatives from the state agency, one from an advocacy organization, and two local program leaders and educators could come together to reflect on the system using the CF reflection tool. The goal is to include a mix of voices who represent different parts of the ECE workforce ecosystem.

As you move through the reflection, you may find there are questions you are unable to answer or areas where perspectives are missing. When this happens, it's a valuable signal that additional voices may be needed. Change leaders are encouraged to invite new voices, consult external partners, or gather data and stories that can inform their responses. This flexible approach is intended to make the tool accessible to a wide range of users from smaller community teams to larger state-level coalitions.

Step 3: Complete the CF Reflection Tool.

Once you've determined who is in your group of change leaders, begin the group-based reflection process to decide as a whole how to rate each item of the CF Reflection Tool. The group should start by engaging in a dialogue, sharing their perspectives, learning from the perspectives of one another, and then selecting the rating. This reflection process ensures change leaders, to the greatest extent possible, have a complete view of the current conditions of the system.

The most valuable output of this step is the documentation of change leaders' collaborative dialogue in the notes section of the reflection. **Use the notes section to record:**

- Key insights and themes that emerged
- Different perspectives and the reasons behind the different perspectives
- Data, examples, or experiences that inform change leaders' understanding
- Unanswered questions or areas where information is lacking

Then, for each item, change leaders should assign a rating and make notes about why they selected that rating. **Use the following scale when assigning ratings:**

Not at all	Some	A lot	Not applicable
This driver is not present or is very weak in the current system.	This driver is somewhat present but not yet functioning well in the current system.	The driver is strong and functioning well in the current system.	Select this if the item does not apply to your context or if you do not have enough information to assess it.

Change leaders are encouraged to assess all nine primary drivers, even if some feel less directly relevant. Given the depth of conversation involved, it may not be feasible to complete the reflection in a single meeting. We recommend planning for multiple sessions to:

- Share diverse perspectives and expertise
- Gather supporting data or examples to inform responses
- Engage additional voices as needed
- Reflect thoughtfully and without rushing the process

This approach builds trust, collective insights, and shared ownership of the challenges and opportunities.

The "Not Applicable" option is included primarily for individuals who use the tool on their own–for example, to build familiarity or prepare for a group discussion. Since no one person is likely to have a complete view of the system, this option gives them a way to acknowledge those gaps or areas they are not familiar with and this also reinforces the importance of completing the tool collaboratively across roles and perspectives.

Step 4: Reflect on results and identify priorities.

Once the reflection process is complete, change leaders should use those results to identify goals and priorities for change. Discussion questions may include:

- Which drivers are already strong and can be leveraged?
- Which drivers are feasible to strengthen given our current capacity and momentum?
- Which drivers are not yet feasible or relevant to address?

Based on this analysis, change leaders select a set of priority drivers to guide action planning. These become the focus of their next steps–whether that's designing new change activities, realigning existing strategies, or mobilizing new resources and partnerships.

Step 5: Use the CF Reflection Tool periodically to reflect on progress.

The CF Reflection Tool is not a one-time tool, or baseline tool—it is designed for ongoing use. Change leaders can revisit the tool regularly—especially after completing a round of change activities—to re-assess, reflect on progress, celebrate accomplishments, and identify areas that need continued focus. At this stage, the tool can guide discussion about:

- What progress has been made since the last reflection?
- Which systems conditions have improved, and which still need attention?
- What should the next round of change efforts focus on?

This cyclical use of the tool supports continuous improvement and helps change leaders ground their change efforts in the Change Framework.

CF Reflection Tool for Aim 1: Competitive and Fair Compensation

AIM 1
PART I

Part I. Practice Drivers: The *programmatic and policy actions* taken to achieve the aims.

SECONDARY DRIVERS	RATING				NOTES
Policy-Specific Promising Practices: Programs and improvement strategies are effective, responsive, well-implemented, and tailored to community needs.					
A wage scale is designed to ensure competitive compensation with K-3 based on factors such as roles, qualifications, and experiences.	Not at all	Some	A lot	Not Applicable	
A benefit model is designed to ensure parity with K-3, such as health insurance, retirement plans, loan forgiveness, and tax credits.	Not at all	Some	A lot	Not Applicable	
Early educators have access to financial relief such as child care assistance, hiring and retention bonuses, and tax credits. (an interim strategy)	Not at all	Some	A lot	Not Applicable	
Targeted and Aligned Policies: State and local policy changes support target outcomes.					
The wage scale is linked to educational attainment, such as qualifications, degrees, certifications, and years of experience.	Not at all	Some	A lot	Not Applicable	
Policies are designed to prevent benefit cliffs caused by wage increases.	Not at all	Some	A lot	Not Applicable	

SECONDARY DRIVERS	RATING				NOTES
Data-focused policies support effective data collection, data sharing and use, and individual privacy.	Not at all	Some	A lot	Not Applicable	
Data-Driven Decision Making: Data are used to continuously learn, adapt, improve, and inform the broader community.					
Programs and initiatives related to competitive and fair compensation are monitored, and their progress and impact data are used to inform and refine systems change efforts.	Not at all	Some	A lot	Not Applicable	
Compensation data are shared and reviewed to assess the current state of compensation.	Not at all	Some	A lot	Not Applicable	
Data regarding financial investments specific to supporting increased compensation are collected and analyzed at all phases of implementation to ensure sustained funding.	Not at all	Some	A lot	Not Applicable	

CF Reflection Tool for Aim 1: Competitive and Fair Compensation

AIM 1
PART II

Part II. Infrastructure Drivers: The *structural aspects* necessary for achieving and sustaining the aims.

SECONDARY DRIVERS	RATING				NOTES
Leadership & Governance: Leadership, decision makers, and coordinated governance structures are strong and adaptive.					
Leaders from state and local agencies, ECE programs, professional associations, workforce councils, labor groups, community organizations, and government bodies are actively engaged and supportive of fair compensation initiatives.	Not at all	Some	A lot	Not Applicable	
Governance structures ensure that decision makers collaborate and align actions for cross-sector compensation initiatives in the ECE sector (i.e., home-based and center- based child care, Early Head Start, Head Start).	Not at all	Some	A lot	Not Applicable	
ECE program leaders apply leadership and business management best practices to achieve competitive compensation.	Not at all	Some	A lot	Not Applicable	
Multi-Sector & Multi-Partner Collaboration: Sectors and partners are aligned to support targeted outcomes and goals.					
Cross-sector state or community coalitions/ partnerships are convened to jointly plan, make decisions, implement, and evaluate compensation initiatives.	Not at all	Some	A lot	Not Applicable	
Diverse cross-sector coalitions/ partnerships are in place and work together to establish and operate with shared understanding, goals, and vision to guide their efforts.	Not at all	Some	A lot	Not Applicable	
Regular meetings and financial incentives are in place to promote active engagement and collaboration among cross-sector partners for compensation initiatives.	Not at all	Some	A lot	Not Applicable	

SECONDARY DRIVERS	RATING				NOTES
Data Infrastructure: Data systems and processes are in place to support decision making.					
Compensation-related data exist in formats that allow researchers and stakeholders to extract meaningful insights and are accessible to key stakeholders.	Not at all	Some	A lot	Not Applicable	
Compensation-related data are collected from center-based programs, FCC, and out-of- school settings.	Not at all	Some	A lot	Not Applicable	
Sustainability: Sufficient funding and policy structures are in place to sustain initiatives.					
Dedicated and sustainable source(s) of funding are identified and designated for compensation initiatives	Not at all	Some	A lot	Not Applicable	
A system is in place for financing compensation initiatives that is coordinated, efficient, easy to navigate, feasible to administer, and transparent.	Not at all	Some	A lot	Not Applicable	
Formal policies, regulations, or written documents protect and sustain standards for compensation.	Not at all	Some	A lot	Not Applicable	
Formal policies, regulations, or written documents increase the flexibility of funding and enable the use of multiple funding streams for compensation initiatives.	Not at all	Some	A lot	Not Applicable	
Dedicated and sustainable source(s) of funding are designated for the purpose of building and maintaining a comprehensive, integrated data system that can inform compensation initiatives.	Not at all	Some	A lot	Not Applicable	

CF Reflection Tool for Aim 1: Competitive and Fair Compensation

AIM 1
PART III

Part III. Principles Drivers: The *underlying beliefs and mindsets* necessary for achieving the aims.

SECONDARY DRIVERS	RATING				NOTES
Engaging Educators in Systems Change: Educators have representation in systems change & are meaningfully included.					
Educators who represent a range of backgrounds and experiences are active leaders in designing and implementing the vision and plan for change related to compensation initiatives.	Not at all	Some	A lot	Not Applicable	
Outreach strategies, capacity-building efforts, and information related to compensation initiatives are appropriate, available, and accessible to enable educator engagement.	Not at all	Some	A lot	Not Applicable	
Educators have substantial influence and decision-making power in shaping and guiding compensation initiatives.	Not at all	Some	A lot	Not Applicable	
Culture & Narrative Shift: Entrenched mindsets & typical ways of working are challenged.					
Policy and decision makers, the public at large, and the ECE sector are aware of the importance of securing funding to enable competitive compensation and ensure a skilled stable, and valued ECE workforce.	Not at all	Some	A lot	Not Applicable	
Policy and decision makers are aware that financial relief initiatives (such as tax credits, bonuses) are an interim strategy, not a long-term solution to achieve competitive compensation.	Not at all	Some	A lot	Not Applicable	

CF Reflection Tool for Aim 2: Clear and Accessible Career Pathways

AIM 2
PART I

Part I. Practice Drivers: The *programmatic and policy actions* taken to achieve the aims.

SECONDARY DRIVERS	RATING				NOTES
Policy-Specific Promising Practices: Programs and improvement strategies are effective, responsive, well-implemented, and tailored to community needs.					
Educator preparation and career development programs are financially accessible to ensure that early educators can graduate debt free.	Not at all	Some	A lot	Not Applicable	
Educator preparation and career development programs are tailored to address the unique needs of early educators, ensuring they create the conditions for success in higher education.	Not at all	Some	A lot	Not Applicable	
Career pathways are clearly articulated to provide comprehensive scope and sequence in education and training that facilitate credential/degree attainment.	Not at all	Some	A lot	Not Applicable	
Educator preparation and career development programs prioritize cultivating a workforce with a range of backgrounds and experiences.	Not at all	Some	A lot	Not Applicable	
Educator preparation and career development programs are grounded in high-quality, evidence-based practices, and aligned with professional standards to ensure educators acquire the knowledge, skills, and tools to support their effectiveness as educators.	Not at all	Some	A lot	Not Applicable	
Targeted and Aligned Policies: State and local policy changes support target outcomes.					
Policies are designed to ensure that educators who attain/hold higher credentials earn higher wages.	Not at all	Some	A lot	Not Applicable	

SECONDARY DRIVERS	RATING				NOTES
Baseline education and training requires all early childhood teaching staff have foundational knowledge (i.e., a Child Development Associate Credential or equivalent) and lead teachers and program leaders have a bachelor's degree with ECE specialization and individual licensure or certification, in line with what is required for teachers of older children.	Not at all	Some	A lot	Not Applicable	
When new qualifications policies are put into place, they also specify how the existing ECE workforce maintains their employment through flexible options such as credit for work experience and realistic timelines to meet new requirements.	Not at all	Some	A lot	Not Applicable	
Data-focused policies support effective data collection, data sharing and use, and individual privacy.	Not at all	Some	A lot	Not Applicable	
Data-Driven Decision Making: Data are used to continuously learn, adapt, improve, and inform the broader community.					
Programs and initiatives related to qualifications and educational supports are monitored, and their progress and impact data are used to inform and refine systems change efforts.	Not at all	Some	A lot	Not Applicable	
Qualifications and educational supports data are shared and reviewed to assess the current state.	Not at all	Some	A lot	Not Applicable	
Data regarding financial investments specific to supporting qualifications and educational supports are collected and analyzed at all phases of implementation to ensure sustained funding.	Not at all	Some	A lot	Not Applicable	

CF Reflection Tool for Aim 2: Clear and Accessible Career Pathways

AIM 2
PART II

Part II. Infrastructure Drivers: The *structural aspects* necessary for achieving and sustaining the aims.

SECONDARY DRIVERS	RATING				NOTES
Leadership & Governance: Leadership, decision makers, and coordinated governance structures are strong and adaptive.					
Leaders from state or local agencies, ECE educators, professional associations, workforce councils and labor groups, community groups, government bodies, higher education, and high school/ district administrators are actively engaged and supportive of qualifications and educational support initiatives.	Not at all	Some	A lot	Not Applicable	
Governance structures ensure that decision makers collaborate and align actions for cross-sector qualifications and educational support initiatives in the ECE sector (i.e., home-based and center- based child care, Early Head Start, Head Start).	Not at all	Some	A lot	Not Applicable	
ECE program leaders apply leadership and business management best practices to support early educators' attainment of qualifications and career development through financial and structural supports (e.g., time off, flexible schedules).	Not at all	Some	A lot	Not Applicable	
Multi-Sector & Multi-Partner Collaboration: Sectors and partners are aligned to support targeted outcomes and goals.					
Cross-sector state or community coalitions/ partnerships are convened to jointly plan, make decisions, and implement and evaluate qualifications and educational support initiatives.	Not at all	Some	A lot	Not Applicable	
Diverse cross-sector coalitions/ partnerships are in place and work together to establish and operate with shared understanding, goals, and vision to guide their efforts.	Not at all	Some	A lot	Not Applicable	

SECONDARY DRIVERS	RATING				NOTES
Regular meetings and financial incentives are in place to promote active engagement and collaboration among cross-sector partners for qualifications and educational support initiatives.	Not at all	Some	A lot	Not Applicable	
Data Infrastructure: Data systems and processes are in place to support decision making.					
Qualifications and educational support-related data exist in formats that allow researchers and stakeholders to extract meaningful insights and are accessible to key stakeholders.	Not at all	Some	A lot	Not Applicable	
Qualifications and educational support-related data are collected from center-based programs, FCC, and out-of- school settings.	Not at all	Some	A lot	Not Applicable	
Sustainability: Sufficient funding and policy structures are in place to sustain initiatives.					
Dedicated and sustainable source(s) of funding are identified and designated for qualifications and educational supports initiatives.	Not at all	Some	A lot	Not Applicable	
A system is in place for financing qualifications and educational support initiatives that is coordinated, efficient, easy to navigate, feasible to administer, and transparent.	Not at all	Some	A lot	Not Applicable	
Formal policies, regulations, or written documents protect and sustain standards for qualifications and educational support initiatives.	Not at all	Some	A lot	Not Applicable	
Dedicated and sustainable source(s) of funding are designated for the purpose of building and maintaining a comprehensive, integrated data system that can inform qualifications and educational support initiatives.	Not at all	Some	A lot	Not Applicable	

CF Reflection Tool for Aim 2: Clear and Accessible Career Pathways

AIM 1
PART III

Part III. Principles Drivers: The *underlying beliefs and mindsets* necessary for achieving the aims.

SECONDARY DRIVERS	RATING				NOTES
Engaging Educators in Systems Change: Educators have representation in systems change & are meaningfully included.					
Educators who represent a range of backgrounds and experiences are active leaders in designing and implementing the vision and plan for change related to qualifications and educational support initiatives.	Not at all	Some	A lot	Not Applicable	
Outreach strategies, capacity-building efforts, and information related to qualifications and educational support initiatives are appropriate, available, and accessible to enable educator engagement.	Not at all	Some	A lot	Not Applicable	
Educators have substantial influence and decision-making power in shaping and guiding qualifications and educational support initiatives.	Not at all	Some	A lot	Not Applicable	
Culture & Narrative Shift: Entrenched mindsets & typical ways of working are challenged.					
Policymakers and decision makers, the public at large, and the ECE sector are aware of the importance of securing funding to support qualifications requirements and educational support to ensure a skilled, stable, and valued ECE workforce.	Not at all	Some	A lot	Not Applicable	
Policymakers and decision makers are aware that high-quality ECE educator preparation and career development programs provide preparation around practices that support child development, unique from traditional K-12 preparation/ training.	Not at all	Some	A lot	Not Applicable	

CF Reflection Tool for Aim 3: Positive Working Conditions

AIM 3
PART I

Part I. Practice Drivers: The *programmatic and policy actions* taken to achieve the aims.

SECONDARY DRIVERS	RATING				NOTES
Policy-Specific Promising Practices: Programs and improvement strategies are effective, responsive, well-implemented, and tailored to community needs.					
Educators have adequate breaks and time off, adequate coverage, and adequate professional support.	Not at all	Some	A lot	Not Applicable	
Educators work in positive work climates that promote their teaching practices and well-being.	Not at all	Some	A lot	Not Applicable	
Educators work in physical work environments/facilities which are safe, updated, healthy, and meet the needs of both adults and children.	Not at all	Some	A lot	Not Applicable	
Targeted and Aligned Policies: State and local policy changes support target outcomes.					
All ECE staff are aware of their rights in the workplace.	Not at all	Some	A lot	Not Applicable	
Protections are in place for workers who report workplace or regulatory violations (e.g., state whistleblowing laws).	Not at all	Some	A lot	Not Applicable	
A wage scale is designed to ensure competitive compensation with K-3 based on factors such as roles, qualifications, and experiences.	Not at all	Some	A lot	Not Applicable	

SECONDARY DRIVERS	RATING				NOTES
A benefit model is designed to ensure parity with K-3, such as health insurance, retirement plans, loan forgiveness, and tax credits.	Not at all	Some	A lot	Not Applicable	
ECE work environment standards are addressed in other systems (e.g., QRIS, OSHA standards, licensing, housing policies).	Not at all	Some	A lot	Not Applicable	
Data-focused policies support effective data collection, data sharing and use, and individual privacy.	Not at all	Some	A lot	Not Applicable	
Data-Driven Decision Making: Data are used to continuously learn, adapt, improve, and inform the broader community.					
Programs and initiatives related to work environments are monitored, and their progress and impact data are used to inform and refine systems change efforts.	Not at all	Some	A lot	Not Applicable	
Work environment data are shared and reviewed to assess the current state of work environments.	Not at all	Some	A lot	Not Applicable	
Data regarding financial investments specific to supporting work environments are collected and analyzed at all phases of implementation to ensure sustained funding.	Not at all	Some	A lot	Not Applicable	

CF Reflection Tool for Aim 3: Positive Working Conditions

AIM 3
PART II

Part II. Infrastructure Drivers: The *structural aspects* necessary for achieving and sustaining the aims.

SECONDARY DRIVERS	RATING				NOTES
Leadership & Governance: Leadership, decision makers, and coordinated governance structures are strong and adaptive.					
Leaders from state and local agencies, ECE programs, professional associations, workforce councils, labor groups, community organizations, and government bodies are actively engaged and supportive of work environment initiatives.	Not at all	Some	A lot	Not Applicable	
Governance structures ensure that decision makers collaborate and align actions for cross-sector work environment initiatives in the ECE sector (i.e., home-based and center-based child care, Early Head Start, Head Start).	Not at all	Some	A lot	Not Applicable	
ECE program leaders foster a positive, supportive workplace culture, address work environment issues, and promote educator agency.	Not at all	Some	A lot	Not Applicable	
Multi-Sector & Multi-Partner Collaboration: Sectors and partners are aligned to support targeted outcomes and goals.					
Cross-sector state or community coalitions/partnerships are convened to jointly plan, make decisions, implement, and evaluate work environment initiatives.	Not at all	Some	A lot	Not Applicable	
Diverse cross-sector coalitions/ partnerships are in place and work together to establish and operate with shared understanding, goals, and vision to guide their efforts.	Not at all	Some	A lot	Not Applicable	

SECONDARY DRIVERS	RATING				NOTES
Regular meetings and financial incentives are in place to promote active engagement and collaboration among cross-sector partners for work environment initiatives.	Not at all	Some	A lot	Not Applicable	
Data Infrastructure: Data systems and processes are in place to support decision making.					
Work environment-related data exist in formats that allow researchers and stakeholders to extract meaningful insights and are accessible to key stakeholders.	Not at all	Some	A lot	Not Applicable	
Work environment-related data are collected from center-based programs, FCC, and out-of- school settings.	Not at all	Some	A lot	Not Applicable	
Sustainability: Sufficient funding and policy structures are in place to sustain initiatives.					
Dedicated and sustainable source(s) of funding are identified and designated for work environment initiatives.	Not at all	Some	A lot	Not Applicable	
A system is in place for financing work environment initiatives that is coordinated, efficient, easy to navigate, feasible to administer, and transparent.	Not at all	Some	A lot	Not Applicable	
Formal policies, regulations, or written documents protect and sustain standards for work environment initiatives.	Not at all	Some	A lot	Not Applicable	
Formal policies, regulations, or written documents increase the flexibility of funding and enable the use of multiple funding streams for work environment initiatives.	Not at all	Some	A lot	Not Applicable	

SECONDARY DRIVERS	RATING				NOTES
Dedicated and sustainable source(s) of funding are designated for the purpose of building and maintaining a comprehensive, integrated data system that can inform work environment initiatives.	Not at all	Some	A lot	Not Applicable	

CF Reflection Tool for Aim 3: Positive Working Conditions

AIM 3
PART III

Part III. Principles Drivers: The *underlying beliefs and mindsets* necessary for achieving the aims.

SECONDARY DRIVERS	RATING				NOTES
Engaging Educators in Systems Change: Educators have representation in systems change & are meaningfully included.					
Educators who represent a range of backgrounds and experiences are active leaders in designing and implementing the vision and plan for change related to work environment initiatives.	Not at all	Some	A lot	Not Applicable	
Outreach strategies, capacity- building efforts, and information related to work environment initiatives are appropriate, available, and accessible to enable educator engagement.	Not at all	Some	A lot	Not Applicable	
Educators have substantial influence and decision-making power in shaping and guiding work environments initiatives.	Not at all	Some	A lot	Not Applicable	
Culture & Narrative Shift: Entrenched mindsets & typical ways of working are challenged.					
Policymakers and decision makers, the public at large, and the ECE sector are aware of the importance of securing funding to enable competitive compensation to ensure a skilled, stable, and valued ECE workforce.	Not at all	Some	A lot	Not Applicable	
The ECE sector (e.g., licensors, state agencies regulating child care, directors, administrators) thinks in new ways about work standards and positive work environments, challenging typical ways of working to make systems educator-centered and supportive.	Not at all	Some	A lot	Not Applicable	

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