montgomery moving forward

mobilizing leaders to solve our biggest problems together

nonprofits / business / philanthropy / government / education / community

Call to Action:

Early Care and Education Workforce Recommendations

2025

A Letter From the Montgomery Moving Forward Co-Chairs

Imagine if every family with young children had access to highly qualified, culturally responsive, affordable and economically viable child care — and if every child was socially, emotionally, and developmentally prepared for kindergarten.

That doesn't seem like such a high standard, but it is one we are not meeting now because Maryland lacks the necessary Early Care and Education (ECE) workforce to meet the needs of families, children, and employers. When parents have no choice but to leave the workforce, both families and our economy suffer, and when children start out behind, it is difficult for them to catch up.

As a community, we must do better to support workers, grow the talent of tomorrow, and build a thriving Maryland economy. That's why Montgomery Moving Forward has focused its most recent work on strengthening the Early Care and Education workforce — the workforce behind the workforce.

The recommendations in this Call to Action are the product of hundreds of hours of research, community engagement, discussion, and discernment by dozens of center- and family-based educators, policy experts, and government leaders. Together, we have crafted a bold road map to transformative system change in Maryland's ECE landscape.

We hope you will join us in advocating for these recommendations to create meaningful, positive change for the ECE workforce as an investment in building healthy communities and a vibrant economy for all Marylanders. Together, we can do better.

With appreciation,





Annice Cody
Co-Chair

Susan Madden
Co-Chair

Montgomery Moving Forward An Overview

Montgomery Moving Forward (MMF) was founded to unite county residents and leaders from education, government, business, philanthropy, the nonprofit sector, and the broader community to tackle some of our community's most complex challenges collaboratively, utilizing a unique model: *Collective Impact*.

During the last decade, MMF — through its Leadership Group and hundreds of community stakeholders — has been influential in shaping how Montgomery County addresses Workforce Development and Early Care and Education, two key elements in the economic well-being of our community and its residents.

More recently, MMF brought these two workstreams together, focusing on solutions and strategies to ensure a ready and robust ECE workforce statewide, which is critical to a community's economic infrastructure and economic opportunity for all.

Our economy and our children need a strong ECE workforce

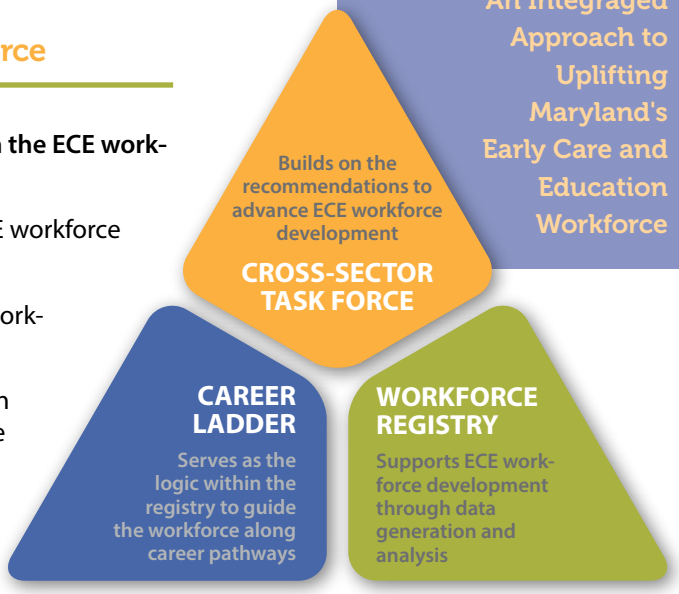
If we want stronger, healthier communities tomorrow, the smartest investment we can make today is in early care and education. Maryland comptroller Brooke Lierman recognized the importance of ECE in her 2024 report, *Children and the Economy*. Nobel Prize–winning economics professor James Heckman of the University of Chicago and his colleagues have found that every dollar spent on high-quality, birth-to-five programs for disadvantaged children can deliver a 13% annual return on investment as a result of better education and health outcomes for children, employment gains for parents, greater economic productivity, and reduced spending on healthcare and crime. The benefits of investment in the ECE workforce are well documented.

A strong indicator of ECE quality is an ample and well-prepared ECE workforce. Yet Maryland's ECE workforce is in crisis, a situation exacerbated by the COVID-19 pandemic and ongoing economic challenges.

- **In most households, all parents work**
  About 430,000 children age 5 and under live in Maryland; 71% of those live in households where all parents work outside the house.
- **Insufficient child care capacity**
  There are only enough licensed child care seats in Montgomery County to serve 59% of the children that live in the county. That leaves 23,700 children without a place in a child care program, should their families want to enroll. With more limited seats for infants and toddlers, the majority of children without access are under age two.
- **Educator and slot reductions**
  Between January 2020 and January 2024, Maryland lost 15% of its ECE educators and nearly 7% — over 15,000 — of its child care slots.
- **County-level impact**
  St. Mary's County experienced a 27% drop in ECE educators and a 15% reduction in slots. Similarly, Calvert County saw an 18% decline in ECE educators and a 12% decrease in slots.
- **Workforce challenges**
  Approximately 75% of ECE educators reported workforce shortages, with many struggling to compete with higher-paying sectors like public schools and retail.
- **Program closures**
  Since 2020, over 1,000 child care programs have closed in Maryland, leaving many families without access to care.

MMF has focused on the ECE workforce because it:

- supports the ECE workforce of today
- creates an ECE workforce pipeline
- prepares children for the workforce of tomorrow



After engagement with experts — parents, ECE educators, and other stakeholders — along with a cross-sector convening of 200 attendees, MMF has focused on three priorities:

I. **Workforce Registry: An Integrated Approach to Supporting Maryland's Early Care and Education Professionals**
Establish a registry to address the lack of comprehensive ECE workforce data, which impairs the ability to build a strong, affordable ECE Workforce System. A registry will identify current ECE educator capacity, allowing data-driven decisions and better understanding of the pipeline of ECE educators. For educators, it can serve as a resource for professional development, regulatory requirements, and information sharing. Additionally, it can elevate the profession by tracking individual career progress, credentials, and competencies and supporting pathways to advancement and retention.

II. **Simple and Clear: An ECE Career Ladder That Promotes Accessibility, Consistency, and Clear Compensation Strategies**
Align the legal and regulatory requirements for birth-to-5 ECE educators and standardize an ECE professional career ladder based on a widely adopted unifying framework.

III. **A Statewide Cross-Sector Task Force on the ECE Workforce**
Create a cross-sector task force that recognizes a strong ECE workforce as an economic imperative. The task force will elevate conversations and advance policies to grow the ECE workforce.

I. Workforce Registry: An Integrated Approach to Supporting Maryland's Early Care and Education Professionals

Rationale

Maryland needs an early care and education registry for the professional growth, well-being, and capabilities of its workforce, while also ensuring a competitive and sustainable early-childhood system that drives us into the future.

An ECE registry is a database that tracks the education, training, experience, and employment of early childhood educators and other professionals in the field. Registries are central repositories for professional records and tools for verifying credentials by employers. They also provide access to professional development opportunities for the workforce and ultimately improve the quality and professionalism of the workforce. They provide insights to leaders about who is employed and where, and training needs in the field. Registries are designed to work in conjunction with other components of a comprehensive systems approach to ECE.

ECE workforce registries serve as a critical part of a strong professional development system. Yet Maryland is one of only four states that do not have such a registry.

Recommendations

The following key recommendations derive from contributions of a workgroup of ECE leaders, experts, practitioners and other stakeholders, with insights from peer states.

1. **A Maryland registry should perform at minimum the "12 core functions" defined by The National Workforce Registry Alliance**, and then lead the way in showing how data systems improve workforce well-being, address staffing shortages, and strengthen the overall quality of our ECE system.
2. **Maryland should create a cohesive workforce model with the introduction of a workforce registry** by integrating all ECE professional categories across service settings into one system, and designing the registry to engage pre-service, in-service, substitute, and informal/unlicensed workers.
3. **Maryland should develop its own system,** enabling greater control and flexibility for integrating into existing systems, and management of ongoing costs.
4. **A Maryland registry should be housed in a public college/university,** consistent with prevailing national operational models of housing within nonprofits or government agencies. A university can facilitate connection of transcripts, credit review, and articulation between entities. Public institutions that serve the ECE workforce are well-positioned to manage other aspects of registry implementation, such as marketing, communications, and customer service to support a state initiative. Related, most states co-locate their program quality rating systems with their registries — so Maryland should consider adopting a similar model for EXCELS to achieve greater alignment and economic efficiencies.

Registries have the potential to help the workforce command higher earnings, to lift individuals out of generational poverty, and to connect individuals with key supports and services.

Messaging

To advance these recommendations, a broad base of educators, families, and community leaders should work together to create strong advocacy and messaging strategies to build and strengthen alliances with legislators and policymakers.

- **Mandatory participation makes a difference**. In states where participation is required, staffing turnover is statistically lower than in states where it is not.
- **Maryland should not be rushing to catch up but racing to lead.** The state should go beyond what others are doing with registries and be bold and innovative in our approach.
- An ECE registry builds upon the Data Quality Campaign's (DQC) top recommendation to **"leverage existing infrastructure and policy" by building upon the established framework for Maryland EXCELS and licensing.** The DQC was intimately involved in this project and will continue to support the process moving forward.

- **Confirmed funding is critical**. Maryland should make a fiscal commitment to this effort. It can be multifaceted, inclusive of braiding funding across sources, public-private partnerships, grants, and other revenues available when housing the registry in a public university.
- **The focus is on people, not data**. Registries have the potential to help the workforce command higher earnings, to lift individuals out of generational poverty, and to connect individuals with key supports and services. The workforce will need to see how such a system reduces burdens for them and improves their lives, so it is not perceived as another mandate without benefit.
- **The registry is just one part of a larger system.** While it can be effective, addressing it in isolation, without considering how it interacts with and is affected by other elements of the system, will limit its effectiveness. Maryland needs a comprehensive approach to its ECE, akin to how the Kirwan Commission gave rise to the Blueprint, knowing that registry is a key component within that system.
- **The time is now**. The ECE community has sought a registry for years; this is an initiative driven by educators themselves. Its implementation must prioritize workforce needs: It must be accessible to the diverse array of professionals, and it must improve their experiences as members of Maryland's ECE workforce.

Click here to read the ECE Registry Report

II. Simple and Clear: An ECE Career Ladder That Promotes Accessibility, Consistency, and Clear Compensation Strategies

Rationale

A review of the staff qualification requirements across the Maryland Child Care Credential program (MCCC); Maryland EXCELS; Maryland Child Care Accreditation; Universal PreK; K–12 Teacher Certification; and state child care licensing regulations for preschool centers, school-age centers, and family child care found that requirements to serve as assistant and lead educators are inconsistent, complex and unaligned.

This is a reality across most states that, coupled with inadequate compensation, contributes to the challenges of recruiting and retaining a well-prepared, diverse, and effective ECE workforce that meets the child care and early learning needs of families and children.

The recommendations that follow advance a vision of a unified, aligned ECE career path and credentialing system that supports and respects early childhood educators' expertise, competence, and time, no matter whether they work in a home, center, or school. This vision is aligned with the consensus Unifying Framework for the Early Childhood Education Profession, supportive investments, qualifications, and compensation for early childhood educators that does not differ by setting or funding stream. Instead, regulations and quality-assurance programs point to a common, consistent, and inclusive ECE career ladder that operates across all ECE settings. A simple, clear, and meaningful ECE career ladder not only strengthens the workforce; it also elevates early childhood education as a respected profession and recognizes all ECE educators as part of one unified field.

Recommendations

The overarching recommendation is to create a broad-based engagement process (with focus groups, surveys, webinars, public comment periods, etc.), including educators working in different types of homes, centers, and schools. This recommendation should be implemented before moving forward on any of the more specific recommendations below. Each recommendation identifies key areas where stakeholder engagement is needed.

1. **Adopt and align with the *Professional Standards and Competencies for Early Childhood Educators***

The *Professional Standards and Competencies* designated by the *Unifying Framework* is a set of essential knowledge and skills required of early childhood educators working with children birth through age 8 across all ECE settings. Adopting and aligning systems to the *Professional Standards and Competencies* will support more consistent expectations for practice across all Maryland ECE settings, facilitate the portability of educators' credentials and degrees across settings and states, and ensure that expectations for professional practice are drawn from research-informed standards created by the profession that are used in states and higher education institutions across the country.

Stakeholder engagement in this recommendation is necessary to ensure that educators can review the *Professional Standards and Competencies* and the *Core of Knowledge* domains to identify if and where to create additional standard(s) to address competency priorities specific to the state.

To implement this recommendation, Maryland should:

- ensure funding and other supports are provided to ECE higher education programs, professional development specialists and entities, and early learning programs to support implementation of the *Maryland Professional Standards and Competencies*
- ensure continuing education requirements are focused on training, degrees, college credit hours, and credentials that are aligned to the *Professional Standards and Competencies*, and portable across settings/states
- establish ECE teacher licenses that align with the *Professional Standards and Competencies*
- require that curriculum in the professional development offerings and degree programs that are recognized in the proposed registry are aligned to the *Professional Standards and Competencies*

2. Revise the ECE career ladder in the Maryland Child Care Credential (MCCC) program to align with the ECE I, II, and III designations in the *Unifying Framework*. Use the revised MCCC as the anchor set of staff qualifications across Maryland's child care regulations and quality assurance programs.

Currently, staff qualifications across MCCC, Maryland EXCELS, Maryland Child Care Accreditation, MD Universal PreK, K–12 Teacher Certification, and state child care licensing regulations are not aligned to each other or to the ECE designations. Regulatory and/or legislative change is necessary to bring these disparate programs into alignment. While MCCC faces challenges (suspended funding, voluntary participation, burdensome paperwork), the program offers infrastructure, connected compensation, and opportunities for educators to demonstrate their knowledge and skills. Maryland should build on MCCC's foundation, rather than starting from scratch, as a strategic path forward.

Stakeholder engagement in this recommendation is necessary to ensure educators can consider and recommend realistic timelines and specific supports that recognize the challenges faced by the existing workforce, with particular attention to educators working in family child care and small centers, and those who speak a language other than English.

To implement this recommendation, Maryland should:

- ensure that members of the existing ECE workforce have access to inclusive pathways that allow them to be fully and equitably recognized in a professional structure such as the simplified ECE career ladder. This will include: a) developing equivalencies for each designation that focus primarily on portable credentials, degrees, and credit hours that represent individuals' proficiency in ECE competencies, not solely on a measure of time spent in the field; b) developing "exemption" policies for members of the existing ECE workforce, particularly those with many years of experience; c) creating implementation phases, including generous phase-in timelines for educators to meet the professional preparation and scope of practice components of the ECE designations

Maryland should highlight the characteristics of ECE preparation programs in the state that make them accessible to early childhood educators.

3. Create clear, accessible preparation pathways to the ECE I, II and III designations, with initial priority on supporting educators in meeting the ECE I designation.

A streamlined ECE career ladder will require strengthening and reorienting professional preparation and development pathways to support current and prospective early childhood educators across all settings, to access credentials and degrees aligned with the ECE designations and compensation levels. Prioritizing achievement of the ECE I designation meets educators where they are, and requires directing funding and capacity supports towards ECE higher education programs and professional development specialists to help them implement the recommendations.

Click here to read the ECE Career Ladder Report

Stakeholder engagement in this recommendation is necessary for educators, ECE faculty, and professional development specialists to ensure they can provide local perspectives on the supports they need and barriers they face in accessing higher education programs and credentials, and in providing pathways that are responsive to their students.

To implement this recommendation, Maryland should:

- expand supports and address barriers to professional preparation, focused on student and program needs
- create and disseminate an online resource, building on the registry recommendation, that identifies ECE preparation programs in the state leading to ECE credentials and degrees, and highlights the characteristics that make them accessible to early childhood educators
- expand credit for prior learning in ECE higher education pathways to recognize the competencies that early childhood educators have gained through experience and professional development. This approach, common in many other fields, values practical experience and accelerates educators' progress toward advanced credentials and degrees.
- support continued funding for educators to access higher education through the Child Care Career and Professional Development Fund

Messaging

To move this vision forward, advocates can adopt several key messages and driving actions:

- articulate the goals and outcomes in the context of current needs, resources, and political context (i.e., how a simplified career ladder will make it easier to recruit and retain educators and build the supply of child care)
- advocate for sustained investments in educator supports and compensation that are aligned with a revised career ladder and professional development system (i.e., the importance of assuring increased compensation is the result of increased educational attainment)
- gather and analyze data to understand the current level of degrees, credentials, and other supports among the early childhood workforce (i.e., what investments are needed to meet people where they are and support what they want to achieve, with a timeline that is feasible and realistic)
- partner with institutions of higher education to build their infrastructure and support their efforts to build and expand programs that promote access to and completion of recognized credentials and degrees (e.g., supports for educators working in family child care, and expansion of credit for prior learning)
- engage the business and philanthropy communities as allies in maximizing workforce participation and supporting the workforce of both today and tomorrow
- support continued funding for educators to access higher education through the Child Care Career and Professional Development Fund

Maryland loses $2.2 billion annually — including lost earnings, productivity, and revenue — to child care challenges.

III. A Statewide Cross-Sector Task Force on the ECE Workforce

Rationale

Early care and education is everybody's business. Report after report, including Child Care and the Economy (2024), issued by Maryland's Comptroller, finds that affordable and accessible child care, and more broadly ECE, is a critical piece of a community's infrastructure to ensure a robust economy and thriving community. Organizations like the US Chamber of Commerce agree. Yet in Maryland, the ECE sector is in crisis — due in part to workforce development challenges. As the Comptroller noted, the ECE crisis is hindering the pace of Maryland's economic growth.

Specifically, the Comptroller's report noted Maryland's economy loses approximately $2.2 billion annually — including lost earnings, productivity, and revenue — to child care challenges. The shortage of child care options has led to increased absenteeism, recruitment and retention difficulties, and lost productivity for businesses.

The time is now to engage people at the highest levels of public and private leadership in the effort to tackle the ECE crisis in Maryland, with a particular focus on the ECE workforce — "the workforce behind the workforce."

Simply put, this heightened awareness and engagement will:

- support the ECE workforce of today
- recognize the ECE workforce as skilled professionals necessary to build a stronger Maryland

- create a stronger ECE workforce pipeline
- enable parents of young children to enter or remain in the workforce
- help employers succeed with a productive workforce who know their children are well cared for and learning

Recommendations

1. Engage the Governor's Workforce Development Board

The Governor's Workforce Development Board (GWDB), situated within the Maryland Department of Labor, can help with this crucial task. In fact, it is imperative that workforce development boards across the state aid in this effort to foster the growth of a ready ECE workforce by adding this issue to their agendas.

Just as these boards support the workforce needs of other important industry sectors, they must bring stakeholders to the table to tackle barriers that impede the readiness and growth of the ECE workforce. The GWDB and local workforce development boards can elevate ECE workforce needs — broaden the conversation — and devise strategies to grow this critical workforce. In doing so, these boards will open doors for job seekers across sectors and strengthen the ECE sector that is vital to the future of the State.

Certainly, workforce boards have long sought to connect job seekers to child care employers. Now it is time for the boards to recognize ECE as an economic driver in Maryland, and to engage in finding solutions to the ECE crisis. The GWDB can tackle statewide challenges while the Local Workforce Development Boards work with Local Management Boards to identify solutions in their jurisdictions.

2. Form a cross-sector statewide ECE workforce task force

Just as other states have taken up this challenge, it is time for a cross-sector statewide task force on the ECE workforce in Maryland — ideally initiated by the GWDB. The primary focus of the task force should be to elevate the importance of the early care and education workforce to the state's economic development, study the challenges facing Maryland's ECE workforce, and identify both private and public sector solutions. The task force should take into account initiatives underway within the state and identify best practices in other states that can inform Maryland's strategies. This effort should engage public and private sector ECE educators and focus on recommendations to grow, professionalize, and better support the ECE workforce.

3. Include key stakeholders

In addition to the GWDB, the task force should include representatives of the Governor's Office of Children; Maryland Economic Council; Maryland Higher Education Commission; Office of the Comptroller; the Departments of Education, Labor, Commerce, and Health and Human Services; Local Workforce Development Boards; Local Management Boards; ECE educators, policy experts and advocates; legislative representatives appointed by the Maryland General Assembly; and the Maryland Chamber of Commerce and other regional and county business and economic development organizations. Consideration should be given to including leadership from a variety of industry sectors, most particularly those faced with workforce shortages themselves as well as working parents.

The task force should be led by the Maryland Secretary of Labor in partnership with the Maryland Superintendent of Schools. The task force should issue its final report and recommendations by the close of FY27, so recommendations can be prioritized in the 2028–2032 Maryland Statewide Workforce Development Plan.

With a strong and collaborative statewide, cross-sector effort, Maryland can transform its ECE workforce, and the ECE sector as a whole, to maximize its potential as a critical input for economic growth in Maryland.

Click here to read the ECE Task Force Groundwork

What Does Success Look Like?

- ***ECE workforce benefits*** Increased efficiencies, growth in participation, and enhanced stability in the ECE sector. An improved system eases entry into the profession and career growth, laying the foundation for appropriate compensation and benefits.
- ***Employer benefits*** Reduced absenteeism and increased labor participation rates. With more children ready to learn, employers will have access to a larger, stronger talent pool in the future.
- ***Family benefits*** Access to high-quality, affordable early care and education.
- ***Economic benefits*** Economic growth with more parents in the workforce, a strong talent pipeline for the future, and robust growth in the ECE sector.

Participants

Alicia Alexion, Montgomery Moving Forward **P**

Lynn Arndt, Montgomery Moving Forward **PTRA**

Nelida Andres, Montgomery College **A**

Jennifer Arnaiz, Montgomery County Department of Health and Human Services **PMA**

Janine Bacquie, Montgomery County Public Schools **PT**

Kevin Beverly, Economic Development Advocate **M**

Holly Bozeman, Westat **PM**

Pamela Brown, Anne Arundel County Partnership for Children, Youth and Families **P**

Bob Buchanan, Buchanan Partners **PM**

Jené Chapman, Nebraska Department of Education **R**

Annice Cody, Primary Care Coalition **PMTA**

Marica Cox Mitchell, Bainum Family Foundation **P**

Alicia Cross, Maryland Association for the Education of Young Children **TRA**

Ruby Daniels, Maryland State Family Child Care Association **PTA**

Kristen Darling, Child Trends **A**

Shuana Davis, Governor's Workforce Development Board **T**

Miciel DeMarco, Wonders Early Learning + Extended Day **A**

Libby Diamond, Accountability and Implementation Board, Blueprint for Maryland's Future **P**

Eden Durbin, Office of Maryland General Assembly **PA**

Stew Edelstein, Community Advocate **PMTRA**

Rossana Espinoza-Thorndahl, Latino Child Care Association of Maryland **PRA**

Anthony Featherstone, WorkSource Montgomery **PMT**

Sharon Friedman, Montgomery Moving Forward **PTRA**

Zachary Hands, Maryland State Board of Education **P**

Rachel Hise, Accountability and Implementation Board, Blueprint for Maryland's Future **P**

Bill Hudson, Family Child Care Alliance of Maryland **PT**

Joanne Hurt, Wonders Early Learning + Extended Day **PMTRA**

Jennifer Iverson, Prince George's Child Resource Center **P**

Laura Jahromi, Children's Opportunity Alliance **PTRA**

Suzan Jenkins, Arts and Humanities Council of Montgomery County **M**

Tiffany Jones, Precious Moments Family Childcare **PRA**

Ann Kellogg, Maryland Longitudinal Data System Center and liaison to the Maryland Higher Education Commission **R**

Ariana Kelly, Maryland Commission for Women **P**

Nancy King, Maryland General Assembly **P**

Mike Knapp, SkillSmart **PM**

Liran Laor, Montgomery County Department of Health and Human Services **PR**

Ellie Lichtash, Alef Bet Montessori School **P**

Christina Lopez, Maryland Association for the Education of Young Children **PA**

Adam Luecking, Clear Impact **PM**

Susan Madden, Montgomery College **PMTA**

Carmel Martin, Governor's Office for Children **P**

Alethia McGaskill, Maryland General Assembly **P**

Molly McGriff, United Way of Central Maryland **R**

Joshua Michael, Maryland State Board of Education **P**

Sarah Neville Morgan, Maryland State Department of Education, Division of Early Childhood **P**

Hannah Oakley, Maryland State Board of Education **P**

Nichelle Owens, Montgomery County Public Schools **PM**

Julie Palakovich Carr, Maryland General Assembly **PRA**

Brennan Parton, Data Quality Campaign **P**

Kimberly Pena-Molina, Children's Opportunity Alliance **PA**

Chris Peusch, Maryland State Child Care Association **PTRA**

Tara Phillips, Maryland State Department of Education, Division of Early Childhood **P**

Elena Quiroz-Livanis, Maryland Higher Education Commission **P**

Sanjay Rai, Maryland Higher Education Commission **P**

Ginger Robinson, Montgomery College **A**

Anabela Rodas, Latino Child Care Association of Maryland **PRA**

Nicole Rodriguez-Hernandez, Montgomery County Council **PM**

Kimberly Rusnak, Children's Opportunity Alliance **PMTRA**

Stephanie Schaefer, Maryland Association for the Education of Young Children **TRA**

Karla Silvestre, Montgomery College **PM**

Jared Solomon, Maryland General Assembly **P**

Thomas Taylor, Montgomery County Public Schools **M**

Charo Torres, Latino Early Care and Education Coalition **PR**

Diego Uriburu, Identity **M**

Laura Weeldreyer, Maryland Family Network **PTA**

Fatima Whitmore, Office of Maryland General Assembly **PRA**

Greg Wims, Maryland General Assembly **P**

Julie Yang, Montgomery County Board of Education **P**

P ECE Workforce Expert Policy Advisory Group
M MMF Member
T ECE Workforce Statewide Task Force Workgroup
R ECE Workforce Registry Workgroup
A ECE Workforce Birth–5 Regulatory Alignment/Career Ladder Workgroup

Acknowledgments

Funds for the Montgomery Moving Forward Early Care and Education Workforce Project come through the Children's Opportunity Alliance with funding provided by Montgomery County government.

Montgomery Moving Forward also extends its appreciation to all of Montgomery Moving Forward's donors; and its fiscal sponsors, Identity and Leadership Montgomery.

Members of MMF's Leadership Group who have served as stewards of the Call to Action Recommendations:

- Jennifer Arnaiz
- Annice Cody
- Joanne Hurt
- Stew Edelstein
- Anthony Featherstone
- Susan Madden
- Kimberly Rusnak

ECE Workforce Project Consultants:

- Danielle Ewan, Sixth Street Associates
- Mary Harrill, National Association for the Education of Young Children (NAEYC)
- Lauren Hogan, National Association for the Education of Young Children (NAEYC)
- Charlie Rosemond, Data Quality Campaign
- Christopher Swanson, C-Impact

ECE Workforce Project Director: Sharon Friedman, Friedman Strategies LLC

ECE Workforce Project Manager: Lynn Arndt, Nonprofit Consultant

Editorial and design: Peter Braverman