Massachusetts

Department of Early Education and Care

Workforce Development Plan

January 3, 2006

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Executive Summary

The Massachusetts Legislature charged the Department of Early Education and Care (EEC) to develop and annually update an implementation plan that supports education, training and compensation for the early education and child care workforce in all program types. This report serves as the foundation from which the Department proposes to build and strengthen the workforce in order to improve and sustain its quality. For the purposes of this report, and in all of EEC's efforts, "early education and care" encompasses all of the children and the workforce involved in EEC-licensed and authorized programs, from infants through age 14.

Massachusetts has one of the strongest systems of regulations and standards for young children in the nation. Our state has long been recognized as a leader in the field for groundbreaking progress in quality improvement, and a critical part of EEC's new mission statement is to "continuously improve the quality, affordability and accessibility of early education and care". Improving the skills of the staff working directly with children is at the core of that effort, but other critical aspects of quality include effective leadership and a strong connection to parents and the community. This report outlines a comprehensive plan to build a workforce development system that supports all of these aspects of quality, and leads to better outcomes for children of all ages by supporting those who work with them directly or indirectly in a variety of roles and settings. There are five interlocking components in this report that make up the workforce development system:

1) Uniform, consistent and ongoing **data** collection on the workforce

2) Clear articulation of **core competencies and skills** needed across multiple areas

3) A comprehensive **evaluation** system to assess mastery of core competencies

4) A **credential and career path** system linked to core competency mastery and evaluation

5) **Alignment** of all partners to support and implement all parts of the system

Each of these five areas connects with the others to build and strengthen the quality of the workforce. The report expands on each by laying out the rationale, recommendations, important considerations, timing and resources needed. It outlines a thorough, comprehensive and thoughtful framework for building a system that:

- strengthens and improves the existing workforce development system, providing a smooth transition of support and encouragement for staff to continue pursuing degrees and credentials;

- includes those currently working in the field, while providing a stronger foundation to encourage more individuals to enter the profession;

- provides a clear path for staff to continuously improve their skills while recognizing the good and important work that they do;

- supports the diverse professional development needs of all those working in the field, including public school staff, center-based staff and family child care;

- builds a seamless system to improve quality across all types of care, acknowledging the necessary connection among qualifications, effectiveness and compensation, regardless of where care is provided; and

- recognizes the need for additional resources across the system to balance quality improvements with the need to maintain access to a variety of care settings, and with the need to make quality care affordable to all parents.

Further development and implementation of each of these recommendations requires the careful consideration of many important issues, including maintaining access to and affordability of early education and child care for all families. EEC intends to follow its list of Quality Guiding Principles in implementing all of these recommendations.

EEC Quality Guiding Principles

- Inclusive of family child care, public schools, group child care, Head Start, faith-based care, other non-profit programs

- Built on strengths of current system regulations and standards

- Inclusive of children of all abilities, from birth through school age

- Based on knowledge of child growth, development, and outcomes

- Developed and implemented with thorough input from all stakeholders

- Supportive of all providers to continuously improve programs

- Ensures that parents have a variety of program choices

- Balances improvements with affordability for parents

- Embraces diversity and cultural competency

One of the most important considerations underlying the entire report is to ensure that any increases in expectations for workforce qualifications are accompanied by resources to support both individuals and programs in meeting those expectations. As we further develop these recommendations over time, we will seek additional funding to help individuals improve their skills, and help all types of providers recruit, retain, and compensate a qualified workforce. Any additional requirements must be accompanied by additional funding, leading to continuous quality improvement, and affordability for families. In addition, many other important considerations, specific to each recommendation, are included in each section of the report.

Summary of Recommendations

Section 1: Data

1.1 Develop and implement a **statewide EEC Workforce/Educator Registry**.

Section 2: Core Competencies and Skills

2.1 Develop **indicators that reflect common core competencies** for specific job categories reflecting the knowledge, skills, and dispositions needed to **work effectively with children and families**.

2.2 Develop **indicators that reflect common core competencies** reflective of **effective administration and leadership** practices for working with staff, children, and families.

2.3 Immediately begin improving **access to adult basic education**, including literacy, math, and fluency in English.

Section 3: Evaluation System

3.1 Develop a **comprehensive, objective evaluation system** that connects core competencies to credentialing.

3.2 Provide **standards, technical assistance, training and support for providers** to evaluate staff effectively on a regular basis, facilitating continuous quality improvement and professional development.

Section 4: Developing Credentials and a Career Path

4.1 Create **job categories aligned with specific competencies** and reflective of mastery as demonstrated through effective evaluation. The categories should be general enough to be flexible across provider types, but specific enough to articulate the necessary skills to perform the job. They should also include all types of positions, from entry level assistants to administration and leadership roles.

4.2 Develop a **"career lattice,"** providing "multiple points of entry, opportunities for lateral movement (across settings, age groups, programs) as well as progression from entry levels to advanced professional levels." (Marshall, 2005)

4.3 Determine **criteria for recognizing job experience, and prior education and training**, to retain existing staff and to identify the career lattice for the current workforce.

4.4 Determine how to **maintain and expand scholarship support** for all levels of the

workforce to improve their skills.

Section 5: Alignment of the Delivery System

5.1 Convene a working group to **align all stakeholders** around every aspect of this workforce development plan, and to make an effective and smooth transition to each recommended change. This group should include a wide variety of stakeholders, such as state agencies, institutions of higher education, professional development agencies, and representatives from all types of licensed and authorized early education and care and after school programs.

5.2 Create an **information technology infrastructure** that links all components of this report to:

   a. **Track individual training and education**. Expand the EEC workforce Registry (recommended in section 1) to include information on ongoing training and education, so that individuals can apply for certification and renewals on-line, track their participation in training and workforce development opportunities, and see their progress toward a credential.

   b. **Serve as a clearinghouse for information** on all approved training and education opportunities. This service will foster cooperation among the training/education institutions and assist practitioners in providing a one-stop center for professional development information.

   c. **Provide one-stop shopping information on grants, scholarships, incentives, and awards** related to EEC professional development. Stakeholders and the public at-large will have access to information on grants and scholarships. Participants will be able to track their participation in grants, scholarships, and awards related to EEC professional development.

   d. **List job opportunities** from EEC-licensed and authorized providers across the state.

   e. **Provide valuable data to state, regional and local policymakers** regarding the needs of the workforce and quality improvement.

Massachusetts has a unique opportunity to lead the country in developing a comprehensive workforce development system that will strengthen the existing workforce, and help recruit and retain the most highly qualified individuals to work with children. These quality improvements, carefully balanced with efforts to increase accessibility and affordability, will lead to a system of care that provides the best opportunities and choices to the children and families of Massachusetts.

Introduction

The Department of Early Education and Care (EEC) was established by the Legislature as a new state agency effective July 1, 2005. EEC's mission is to help all Massachusetts children and families reach their full potential by coordinating and improving the accessibility, affordability, and quality of early education and care services. The agency serves children from birth through age 14. These children and their families receive information about parenting and child care opportunities, attend early education, after school, and child care programs that are licensed, authorized, and monitored by EEC, and receive financial assistance for these programs.

While all three points of EEC's mission statement- accessibility, affordability, and quality- are critical to maintaining an effective delivery system, we must first focus on defining what is necessary to improve the quality of the system, and then ensuring that efforts to improve quality are balanced with maintaining access to, and affordability of, safe and appropriate education and care for the children of Massachusetts.

In defining quality, EEC has identified three key components: effective leadership, a highly qualified and stable workforce, and strong connections to parents and the community.

This report is in response to Section 5 of EEC's enabling statute (Massachusetts General Laws Chapter 15D), which reinforces the importance of a highly qualified and stable workforce by requiring the agency to develop and annually update an implementation plan that supports education, training, and compensation for the early education and child care workforce in all program types. For the purposes of this report, and to further its goal of developing a system that supports children and families in all types of programs, the early education and care workforce is defined as individuals who work with children up to age 14, in all types of licensed and authorized care outside of school time, including family, center-based and school age programs.

One goal is to create a system that fosters a secure and trusting environment where children learn and grow physically, cognitively, socially, and emotionally. Another goal is that those working in the field have an opportunity to enhance their professional knowledge and skills, and be rewarded and respected for their work, which in turn reduces turnover, and improves stability and success for the children in those programs. This, in turn, would also make the field more appealing as a profession, thereby strengthening recruitment potential.

This report lays out a workforce development plan from which EEC will build and strengthen the skills of those working with children and families in Massachusetts. It will address the fourteen points outlined in Section 5 of Chapter 15D that the Legislature requested be considered when developing a workforce development plan for the state. (See Appendix A.) It will also build on several recent studies and surveys on the status of our early education and after school workforce. While this body of research provides important samples of information to guide

policy direction, this workforce development report outlines a plan for a comprehensive system of ongoing data collection and professional development to guide development and implementation. This report also reflects the recommendations submitted to the Legislature in December 2005 by the Early Education and Care Council and the Early Education and Care Advisory Committee. (See Appendix B.)

In addition, the information and recommendations presented in the report will reflect the set of "Quality Guiding Principles" developed by the EEC quality project team. They are intended to ensure that the agency's work is as follows:

- inclusive of family child care, public schools, group child care, Head Start, faith-based care, other non-profit programs;

- built on strengths of current system regulations and standards;

- inclusive of children of all abilities, from birth through school age;

- based on knowledge of child growth, development, and outcomes;

- developed and implemented with thorough input from all stakeholders;

- supportive of all providers to continuously improve programs;

- ensures that parents have a variety of program choices;

- balances improvements with affordability for parents; and

- embraces diversity and cultural competency.

The report will examine several topics, all of which are intricately connected. They include: Data on the Massachusetts workforce; core competencies and skills; evaluation systems; credentialing and career paths; and alignment with partners. EEC strongly believes that the road to high quality services is that of a continuum; that is, each of these five components connects with one another in such a way that without one of the components, the plan weakens in its ability to meet the intent. Figure 1 shows this inter-connection. Each of these five areas is critical if Massachusetts is to truly attract and retain highly-qualified staff to work with children.

Figure 1: The workforce quality continuum
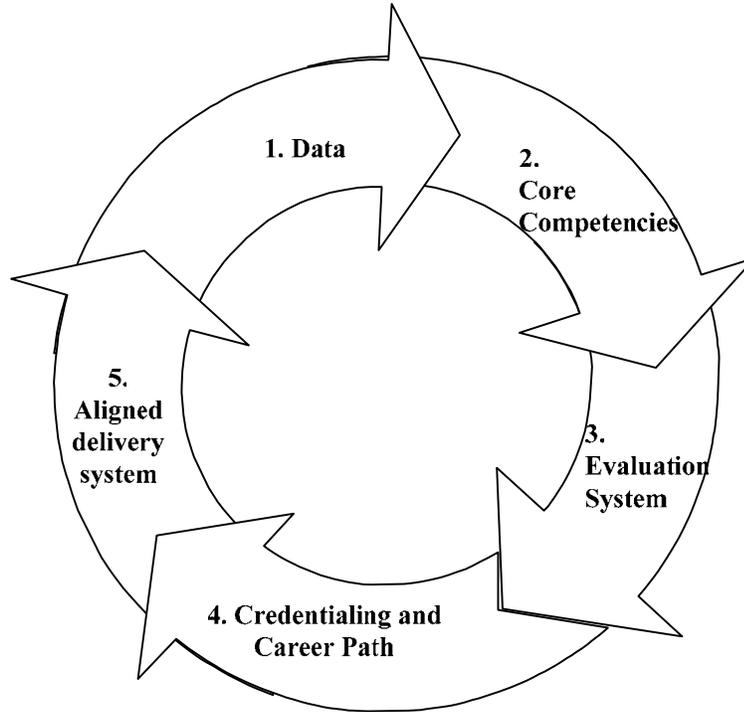
Within each of these sections, the report will further detail the state of the current system and the rationale for why the element is important to include in a comprehensive workforce development plan. In addition, each section will contain recommendations for next steps that the state should take in order to meet its goal of improving and strengthening the field's workforce. Lastly each of the five sections will contain timelines and resources necessary to further develop and implement the recommendations.

Section 1: Data
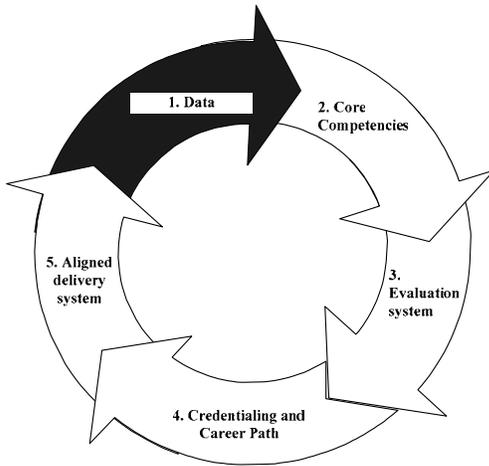
Many researchers cite the lack of comprehensive, systematic data collection on the workforce as one of the many reasons that the field struggles to attract and retain highly-qualified staff (Herzenberg, Price, and Bradley, 2005; Gitanjali, Early, and Clifford, 2002)

While Massachusetts has several different mechanisms for collecting data on the workforce, they are not at all comprehensive or systematic and therefore, they limit EEC's ability to identify the existing workforce, training services, supports, and resources in every geographic region of the state. The Department of Early Education and Care currently collects two types of data. The first type of data is on teacher certification/qualifications. These data are point-in-time only, meaning that the agency collects them at the time of the staff's certification and there is no mechanism for continually updating the data on that individual. An example of this type of point-in-time data is the Teacher Qualification Registry (TQ) that is maintained by EEC.

The TQ database stores information on early education and care staff qualifications at the time of credentialing only, and only for those working in center-based programs with children under kindergarten age. Information collected includes the individual's coursework, education, and place of employment at the time of the application for certification along with his or her prior work experience. EEC has no information beyond that point. The database does not include any additional information on these individuals unless they apply for a different certification.

In addition, EEC maintains data collected through research efforts, including Community Profiles, the Cost-Quality Studies, and Building Careers. All of these data sets contain certain types of information on the early education and care workforce in Massachusetts; however, none of them contain all of the information on the workforce, creating fragmented data collection systems. Like the TQ database, these data are also point-in-time only, so the information is only accurate for the day it was collected. In a field with such high turnover, that level of data is simply not enough.

Table 1, on the following page, illustrates the existing fragmented system of data collection in Massachusetts. While all of these different types of data and data sets have been helpful in

understanding certain elements of the workforce at one time or another, they do not individually or collectively provide the state with a comprehensive, systematic data collection infrastructure. This would give EEC the ability to monitor quality improvement of programs and individuals' professional development, to standardize competencies and credentials in the field, and to provide a snapshot of the staff profile in early education and care programs across the state.

Table 1: Early Education and Care Workforce Data Collection Efforts

Database Title	Workforce related content	Issues/Drawbacks
Teacher Qualifications	• Stores data on over 55,000 individuals with EEC Qualifications dated from 1998 to present. Individuals may have more than one certificate. • Teacher Preschool (n=50,364) • Teacher Infant Toddler (n=28,176) • Lead Teacher Preschool (n=25,841) • Lead Teacher Infant Toddler (n=8,303) • Director I (n=4,660) • Director II (n=7,289)	• Point-in-time information when certificate is issued. Does not allow EEC to determine the number of qualified staff currently working in the field. • Does not include staff in 900 school age programs, 500 public school preschool programs or over 9,000 family child care programs
Licensing Manager (LM)	• Stores data on all types of programs, including capacity and age of children served • Serves as an indicator on the number of staff a program needs based on number of children served and their age group	• No automatic method of determining number of staff by provider and qualifications. • No information available on staff or ages of children in family child care programs.
CORI (Criminal Record)	• Stores individual criminal record data on staff working in all types of licensed programs.	• Records are linked to LM database, but not to TQ database.
Building Careers	• Stores data on 687 students' education profiles and career paths, as well as services offered by the 25 delivery programs and program level of accreditation	• Point-in-time information, only. • Stand alone database.
Community Profiles	• Data is collected for each CPC grantee in the aggregate. • Data includes town/children demographics and program information such as salaries, education levels of staff, ratios, group size, accreditation status, training needs	• Point-in-time information, only. • Stand alone database.

As can be seen from the previous table, it is difficult to know how to build the workforce if it is unclear from where the agency is starting. It is also difficult to evaluate efforts to build the workforce if there is not a centralized database with consistent and ongoing data collection efforts. In order to begin to improve the early education and care system through substantial policy recommendations, EEC needs to build a foundation of data that provides comprehensive, ongoing information.

➢ *Recommendation*

1.1 Develop and implement a **statewide EEC Workforce/Educator Registry**

The Registry will be an integral part of a new EEC database infrastructure, which will include provider information, teacher qualification information, and criminal record (CORI) databases. It will be a critical centerpiece of EEC workforce information, providing essential data to inform decisions on supporting and improving the quality of our workforce. The registry will include individuals working in administrative, managerial, teaching, and assistant roles with children from birth to age 14, in all types of EEC licensed and authorized program settings, including family child care, group child care, school age care, and programs operated by or within public schools.

This Registry will provide valuable data on the projected number of individuals needed in various positions to maintain program capacity and determine whether the professional development activities are achieving retention and quality improvement. Aggregate information on employee benefits and vacancies will also be collected. The provider information could be used to study patterns of retention and turnover, and specific geographic needs.

For more information on the information technology challenges and phases of development related to this recommendation, please see http://www.eec.state.ma.us/docs/EECITReport20051214.pdf

Important Considerations

- **Clearly define who to include as part of the workforce working with children**, but make the database flexible enough to be inclusive of others as the development progresses.

- **Work with other stakeholders** to decide to what extent the Registry should include individuals working with children outside of traditional licensed and authorized provider settings, such as family support staff, Early Intervention staff, and those working in programs operated by other state agencies.

- **Align the Registry with existing and developing data systems** at the Department of Education and other state agencies, including DSS and DPH.

- Find an effective method of **capturing data elements reflective of recruitment and retention**.

- Identify and **safeguard against potential privacy issues** related to data collection efforts. This data system will be successful so long as individuals in the workforce are confident that their information is protected by the state.

Timeline

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February 2006	Design EEC Workforce/Educator Registry database
June 2007	Implement EEC Workforce/Educator Registry

Resources

Any increased expectations for workforce qualifications should be accompanied by resources to support both individuals and programs in meeting those expectations. As we further develop these recommendations over time, we will seek additional funding to help individuals improve their skills, and help all types of providers recruit, retain, and compensate a qualified workforce. Additional requirements must be accompanied by additional funding, leading to continuous quality improvement, and affordability for families.

$2 million through in-house System Unit and external contractors is needed to develop the data system discussed in Section 1. Costs for this component were included in the EEC IT plan submitted in December.

Section 2: Core Competencies and Skills
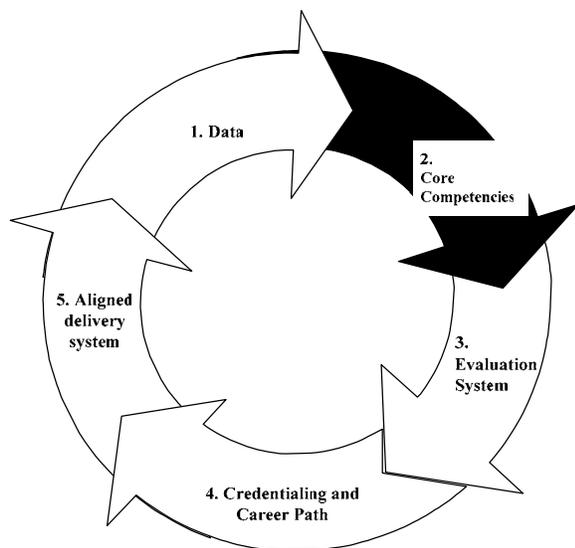
As the Commonwealth moves toward systematic data collection on the workforce, it must simultaneously define its goals for improving its quality. First, the Commonwealth must identify those areas of knowledge and skills that are associated with highly qualified staff in various positions.

The critical first step in developing a workforce development system is defining *core competencies,* or the knowledge and skills that are necessary to be effective in working with children. These core competencies are the basis for evaluation and credentialing, which are discussed later in this report.

The National Child Care Information Center (NCCIC) defines core competencies as, "The range of knowledge and observable skills that adults working with young children need to facilitate child learning and development, linked to early learning guidelines." (http://nccic/org/pubs/goodstart/pdsystem.html) Our current training and professional development system does not capture the breadth and depth of what people should know and be able to demonstrate to be successful in their work with children and families.

While the development of a core set of indicators may be a challenging one, it is nonetheless a critical step in building the foundation of a strong workforce. Bellm (2005) states,

> "As a variety of state and national groups have learned, the process of developing early childhood teacher competencies can be a complex and lengthy one, but it also has great potential in bringing greater simplicity to a highly fragmented and confusing professional development system…Competencies can help the field as a whole to clarify its goals across all age groups (from infants through elementary school students), job categories (including program administration) and career stages (entry-level, mid-career and advanced). Competencies can help individuals identify what they are trying to accomplish, articulating the body of knowledge and skill that can be developed through training and education. And for parents and the general public, a system of teacher competencies can help build wider awareness of and respect for early care and education as skilled professional work."

Much work has been done by state agencies, professional organizations, researchers, and other

states in the area of core competencies. Appendix C highlights the various regulations and accreditation definitions that exist both at the state and national levels. In addition to this, the Department of Education has Subject Matter Knowledge requirements for individuals who are seeking the Department's "Early Childhood: Teacher of Students With and Without Disabilities" public school license. DOE has also developed Professional Standards for Teachers that define the pedagogical and other knowledge and skills required of all public school teachers, including early childhood teachers.

In its research on core competencies, EEC has identified common themes among them. They include:

- understanding of child development, behavior, and learning domains;

- interaction with family, child, and community;

- program planning, instruction, and curriculum development;

- ongoing child and program assessment; and

- ongoing professional growth and development.

While knowledge and skills are important in any workplace, it is also important to understand an individual's ability to use her knowledge and skills effectively when working with other people. Research shows that being an effective teacher cannot be measured solely by the attainment of a degree. This is especially true and important to address with individuals who work with children, because we know that positive interactions and relationships with children have a tremendous effect on their development. According to the National Scientific Council on the Developing Child (2005):

> "The warmth and support of the caregivers in a child care setting also influence the development of important capabilities in children, including greater social competence, fewer behavior problems, and enhanced thinking and reasoning skills at school age. Young children benefit in these ways because of the secure relationships they develop in such settings, and also because of the ways in which the caregivers provide cognitively stimulating activities and support for developing positive relationships with other children."

In order to develop core competencies that will most effectively lead to highly qualified individuals working in the field, competencies must reflect not only content knowledge and skills, but also the dispositions and professional attitude of each individual.

In advance of the development of core competencies, there are certain supportive skills that everyone in the workforce should be able to demonstrate. These skills include self-assessment and self-advocacy, mastery and application of foundational concepts from general education,

written and verbal communication, the ability to make connections between prior knowledge and experiences and new learning, and the ability to identify and use professional resources.

➢ *Recommendations*

2.1 Develop **indicators that reflect common core competencies** for specific job categories reflecting the knowledge, skills, and dispositions needed to **work effectively with children and families**.

2.2 Develop **indicators that reflect common core competencies** reflective of **effective administration and leadership** practices for working with staff, children, and families.

2.3 Immediately begin improving **access to adult basic education**, including literacy, math, and fluency in English

Implementation of all recommendations should be reflective of the cultural and linguistic diversity of the field.

Figure 2 depicts the matrix or other system of core competencies, knowledge, and skills necessary to effectively articulate the expectations for individuals working with children at all levels.

Figure 2: Matrix of Core Competencies and Knowledge/Skills

	Knowledge	Skills and Professional Attitude
Understanding of Child Development, Behavior, and Learning Domains	To be developed with input from field, used for: *Evaluation* *Credentialing* *Career path* *Professional development*	
Interaction with Family, Child, and Community		
Program planning, instruction, and curriculum development		
Ongoing program and child assessment		
Ongoing professional growth and development		

The development of these core competencies will be intertwined with, and fundamental to, how the state proceeds in the next two areas of this report- the development of a professional evaluation system (Section 3), that leads to a credentialing and career system (Section 4). Several challenges will be addressed as we build this critical set of core competencies.

Important Considerations

- **Recognize the skills of those currently working in the field.** Find ways to balance the improvement of knowledge and skills through degree attainment with proven experience and effectiveness in working with children.

- **Balance efforts** to articulate core competencies **with the need to maintain accessible, affordable, safe, and appropriate care for children.**

- Ensure a **smooth transition for individuals already pursuing professional development opportunities** based on current policies.

- **Maintain and strengthen the cultural and linguistic diversity of the field.**

- **Work with higher education institutions to incorporate core competencies** into the training programs for EEC students.

Timeline

Core Competencies Development:

Fall 2006   Complete initial drafting of the core competencies.

- Connect with other system-building changes that are underway to align regulations and standards across all age groups and all types of licensed and authorized care, including public schools.

- Should be concurrent with the development of new "core regulations," currently in the planning process that will serve as the foundation of the EEC regulatory structure.

Improved Access to Adult Basic Education:

In process

- EEC has already begun prioritizing and identifying new training opportunities to address the basic skills needs of the current workforce.

Resources

Any increased expectations for workforce qualifications should be accompanied by resources to support both individuals and programs in meeting those expectations. As we further develop these recommendations over time, we will seek additional funding to help individuals improve their skills, and help all types of providers recruit, retain, and compensate a qualified workforce. Any additional requirements must be accompanied by additional funding, leading to continuous quality improvement, and affordability for families.

A detailed assessment of necessary resources will be created as the plan is developed. Below is an overview of basic needs to support the initial work on Section 2.

Core Competencies Development:

Resources needed include input from a wide variety of stakeholders, including:
- staff from EEC and other state agencies working with children,
- higher education,
- non-profit organizations and research,
- accreditation organizations

EEC may also need to hire additional contracted staff to work with these stakeholders and to develop the core competencies.

Improved Access to Adult Basic Education:

Resources are currently available for Fiscal Year 2006, but additional resources may be necessary in Fiscal Year 2007 once EEC has better identified the demand for basic skills training.

Section 3: Developing an Evaluation System__
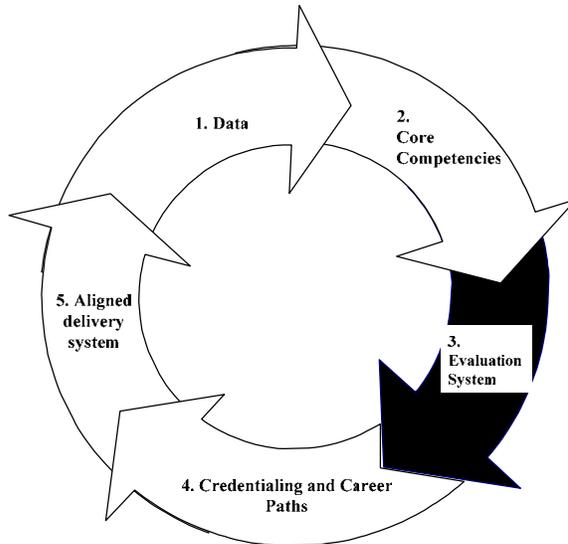
Once the core competencies associated with individual positions are developed, the plan must include a mechanism for evaluating the competencies of those coming into the field as well as the ongoing evaluation of those already working in the field.

Evaluation is a central component to any type of workforce development, as it is critical for skill building and quality improvement.

Evaluation is also a critical part of the quality improvement continuum, in that it connects core competencies with credentialing, and informs appropriate choices for ongoing professional development.

Without evaluation, it is impossible for the state, employers, providers, and individual staff to understand an individual's ability to work with children and families. In addition, evaluation gives individuals critical feedback to assist them in improving specific skills, achieving credentials and navigating the career path.

Effective evaluation has important and lasting implications for anyone's professional growth and development. Articulating desired results through core competencies is only as good as our ability to measure whether or not we were able to attain those results.

Massachusetts does not currently have a system for consistently evaluating the competencies of all individuals working with children in early education and after school programs. Evaluation activities that do occur are fragmented, inconsistent, and subjective. As Massachusetts creates a common set of core competencies related to an individual's knowledge, skills, and professional attitude, it also needs to assess individual mastery of such competencies.

➢ *Recommendations*

3.1 Develop a **comprehensive, objective evaluation system** that connects core competencies to credentialing.

3.2 Provide **standards, technical assistance, training and support for providers** to evaluate staff effectively on a regular basis, facilitating continuous quality improvement and professional development.

This multi-leveled approach to evaluation would not only create valuable and lasting connections to what skills and knowledge are needed to enter and move on a career path throughout the field, but would also serve as ongoing "in-service" professional and career development for those currently working in the field, even if they choose not to pursue further credentialing.

Good evaluation should identify an individual's strengths and areas of needed improvement, and ensure that professional development and training opportunities are in line with each individual's needs as well as the needs of the program.

This evaluation system should be carefully developed to balance accountability for those working in the field with flexibility around implementation and input. It should also lead to valuable feedback to make informed decisions around staffing and supporting continuous quality improvement in all types of programs. Developing and implementing this system has many challenges, but these challenges should not prevent the state from making evaluation a critical part of its workforce development system.

Important Considerations

- **Make the system flexible** enough to incorporate multiple methods for conducting evaluation, **but also consistent** enough to lead to credentialing and movement along a career path.

- **Ensure that the evaluation system has lasting value** both **for the Commonwealth's policymaking** regarding workforce qualifications, **and for each individual's professional growth** and development over time.

- **Provide sufficient training to ensure** that those conducting evaluations have the necessary expertise to provide **objective, constructive feedback.**

- **Ensure that ongoing evaluation** done at the provider level **provides employees with** the **advice and guidance** necessary to work toward the appropriate credential and/or build the strength and quality at all levels of the workforce.

- **Understand how training and professional development relate to achievement of competencies** by ensuring that trainers for professional development have a consistent

base of knowledge and proven effectiveness over time.

- **Recognize** and accommodate the **unique challenges of providing ongoing evaluation for those who work alone or who are in leadership positions** (e.g., family child care providers, directors, etc.).

Timeline

Fall 2007   Implementation of the evaluation system

- As core competencies are developed, EEC will further research and develop options for evaluation approaches.

- Once core competencies are drafted, work will begin to plan for the implementation of an evaluation system tied to them.

- **Implementation will begin after considerable review and training.**

- The goal is to begin implementation as the new EEC regulatory structure under development takes effect.

Resources

As we further develop these recommendations over time, we will seek additional funding to help individuals improve their skills, and help all types of providers recruit, retain, and compensate a qualified workforce. An effective evaluation system is a critical piece of that effort, and further development of this recommendation will be accompanied by specific requests for additional resources to support the implementation of a multi-tiered evaluation system that is ongoing and tied to core competencies, credentials and a career path. Any additional requirements related to this recommendation must be accompanied by additional funding, leading to continuous quality improvement, and affordability for families.

Section 4: Developing Credentials and a Career Path
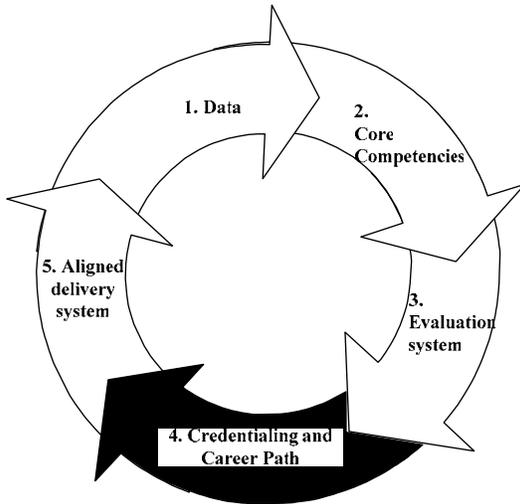
An effective evaluation, based on agreed-upon core competencies, should provide valuable information and guidance for an individual's next steps in his or her career path. This information may help determine which courses or trainings to take next, which promotion to pursue, or whether it's time to consider other positions, or even another field of work. Evaluations are also used to determine whether or not an individual should be granted a credential to work in a particular position.

Currently in Massachusetts, early childhood and after school program qualifications are determined by EEC based on the age of the children, experience and education rather than on an evaluation of the competency-based knowledge and skills needed to work with children and families. (See Appendix D) Credentials granted by the Department of Education (DOE) for public school teachers are typically held in higher regard and lead to higher pay than community-based education and care programs, because public school credentials are based on degree attainment, and follow a clearly articulated and understood licensure system.

These different approaches to credentialing lead to a field where titles are often used interchangeably, but without any common criteria. "Teacher" can mean many things in the world of early education and care and after school programs. The public perception is that individuals in community-based education and care programs have lesser qualifications, and therefore their work is less valued.

To address these inequities and uncertainties, EEC needs to connect the core competencies and evaluation recommendations previously discussed in this report to a credentialing and career path system. Clear definitions of the knowledge and skills needed for a particular position will provide new career pathways for practitioners currently employed in the field and will provide more incentive for new staff to enter the profession. Job titles or categories should be tied to clearly defined roles that are associated with mastery of certain core competencies.

One of the major success factors in any program that involves children is the retention of highly-qualified staff. The first step toward this is establishing consistent job titles and categories. The

next step is linking this credentialing to a system by which staff can grow professionally. There are two definitions in workforce development that need to be considered for this piece of the professional development system.

One is a "career ladder," which relates to the individual practitioner's progress through the field from entry level through attainment of additional degrees, training, and on-the-job experience. The accomplishment of goals is generally focused and sequential. This might be viewed as the "depth" of training and professional development.

The other is called "career lattice," which should guide the individual through the system. The career lattice should reflect accomplishment of various skills/competencies required for various positions, and have multiple points of entry allowing the practitioner to gain knowledge and skills in a variety of areas. This may be viewed as one's "breadth" of training and professional development.

The current workforce certification process administered by EEC does not provide any clear path for individuals outside of center-based programs (Appendix D). It is set up as more of a career ladder than a career lattice, and is a short ladder at that. In addition, the career path to separate qualifications articulated through DOE's teacher licensure process, while connected to some EEC certification, is not automatic or streamlined. For someone beginning a career in working with children, what comes next professionally is typically unclear. A system needs to be built that connects all types of training from a 2-hour first aid course to a 3-credit college course.

➢ *Recommendations*

4.1 Create **job categories aligned with specific competencies** and reflective of mastery as demonstrated through effective evaluation. The categories should be general enough to be flexible across provider types, but specific enough to articulate the necessary skills to perform the job. They should also include all types of positions, from entry level assistants to administration and leadership roles.

4.2 Develop a **"career lattice",** providing "multiple points of entry, opportunities for lateral movement (across settings, age groups, programs) as well as progression from entry levels to advanced professional levels." (Marshall, 2005)

4.3 Determine **criteria for recognizing job experience, and prior education and training**, to retain existing staff and to identify the career lattice for the current workforce.

4.4 Determine how to **maintain and expand scholarship support** for all levels of the workforce to improve their skills.

While this is an area that Massachusetts will be pioneering, there are some states that have attempted to implement pieces of this plan. Based on what we know from experiences in other

states, there are cautions to be aware of in developing credentials and a career lattice that are tied to core competencies and an evaluation system.

Important Considerations

- **Ensure that the alignment of credentials leads to** the ability for providers to make **informed salary and benefits decisions,** and that this is **balanced with continuing access and affordability for all parents** of children in early education and after school programs.

- Ensure that there is a **smooth transition of credentialing systems between EEC, DOE and other state agencies.**

- **Meet the increased demand for professional development opportunities** related to credentialing.

- **Meet the need for non-traditional professional development opportunities**, including night and weekend classes, and off-campus and approved distance learning.

- Any credentialing system should **clearly provide renewal and maintenance of credentials relative to an individual's performance.**

- **Work collaboratively with higher education** institutions **to identify field placements and service learning settings that promote "core competency" training** in early education and care and after school care.

Timeline

The timelines for this section will be consistent with the timelines of Sections 2 and 3 and with the development of EEC's new regulatory structure.

Resources

Any increased expectations for workforce qualifications should be accompanied by resources to support both individuals and programs in meeting those expectations. As we further develop these recommendations over time, we will seek additional funding to help individuals improve their skills, and help all types of providers recruit, retain, and compensate a qualified workforce. Additional requirements must be accompanied by additional funding, leading to continuous quality improvement, and affordability for families.

To further develop the recommendations above for credentialing and the creation of a career lattice, EEC will also need resources in the form of significant and consistent collaboration and support from multiple organizations, including higher education, non-profits, and other training providers. Further details on this critical alignment are found in the following section.

Section 5: Alignment of the Delivery System
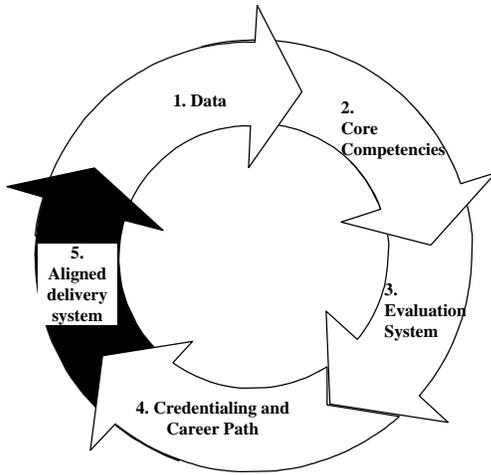
The first four sections of this report are only as good as our ability to link data, funding streams, and delivery systems to develop and support this plan. If we were to map our current state of affairs, it would look something like this:

The current system of workforce development is fragmented and does not align, making it difficult for policymakers to understand the needs of the workforce, and difficult for the workforce to make progress toward professional development and certification. This fragmentation is a significant barrier to improving the strength and quality of the workforce.

Providing clear connections between and among the various workforce development requirements, funding streams, and delivery systems is important for individuals working in all programs licensed and authorized by EEC, including family child care, center-based programs, and school-age programs. In addition, a well-designed system could also be a valuable resource for any professionals working with children in a variety of other programs at the state, regional, and local levels.

➢ *Recommendations*

5.1 Convene a working group to **align all stakeholders** around every aspect of this workforce development plan, and to make an effective and smooth transition to each recommended change. This group should include a wide variety of stakeholders, such as state agencies, institutions of higher education, professional development agencies, and representatives from all types of licensed and authorized early education and care and after school programs.

5.2 Create an **information technology infrastructure** that links all components of this report to:

   a. **Track individual training and education**. Expand the EEC workforce Registry (recommended in section 1) to include information on ongoing training and education, so that individuals can apply for certification and renewals on-line, track their participation in training and workforce development opportunities, and see their progress toward a credential.

b. **Serve as a clearinghouse for information** on all approved training and education opportunities. This service will foster cooperation among the training/education institutions and assist practitioners in providing a one-stop center for professional development information.

c. **Provide one-stop shopping information on grants, scholarships, incentives, and awards** related to EEC professional development. Stakeholders and the public at-large will have access to information on grants and scholarships. Participants will be able to track their participation in grants, scholarships, and awards related to EEC professional development.

d. **List job opportunities** from EEC-licensed and authorized providers across the state.

e. **Provide valuable data to state, regional and local policymakers** regarding the needs of the workforce and quality improvement.

By creating a data clearinghouse that provides easily accessible information, we can ensure that professional development opportunities for the workforce are cost-effective, time-effective, and results-oriented, and we can connect every aspect of the quality improvement continuum described in this report.

A comprehensive system that not only tracks professional development opportunities and certifications based on core competencies, but also publicizes grants, awards, job postings, and information on the importance of early education and care, will create a unique opportunity to unify the field around workforce development. Such a system would bring together state agencies, institutions of higher education, professional development agencies, the early education and care and after school workforce, as well as parents, to support and build the quality of the workforce.

Important Considerations

- Ensure that individuals and/or providers maintain an **accurate record of their ongoing professional development participation.**

- Ensure that **professional development opportunities** are **connected to the state's requirements** around core competencies, credentials, and evaluation.

- Provide enough **guidance** to individuals **to ensure that every professional development opportunity is cost-effective, time-effective, and results-oriented.**

- Ensure that **all types of professional development opportunities** are **aligned with the time constraints and geographic and cultural diversity of the workforce.**

Timeline

Timelines for this component of the plan will align with the timelines for Sections 1 through 4 as well as with the agency's information technology plan.

Resources

Any increases in expectations for workforce qualifications should be accompanied by resources to support both individuals and programs in meeting those expectations. As we further develop these recommendations over time, we will seek additional funding to help individuals improve their skills, and help all types of providers recruit, retain, and compensate a qualified workforce. Any additional requirements must be accompanied by additional funding, leading to continuous quality improvement, and affordability for families.

A detailed assessment of necessary resources will be created as the plan is developed. Below is an overview of basic needs to support the initial alignment of the workforce development delivery system.

To convene the working group: Resources include the time and commitment of the many different stakeholders involved in the delivery and funding of workforce development.

To create the IT infrastructure: $460,000 to design and build a central and searchable, on-line information clearing house for all EEC-funded training and professional development information, with links to other academic and PD websites. These costs were included in the EEC IT plan submitted in December.

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Conclusion

This workforce development plan is designed as a quality improvement continuum, shown below. Each component affects the next, and there is no end point because we can always do better for children and families. Our workforce is a wonderfully diverse and complex group of people all interested in helping children learn and grow and reach their full potential.

Our workforce development plan must be no less diverse and ambitious. If each part of the continuum is supported and developed appropriately, we would have a system of continuous information, feedback, approval, and direction. Every individual currently working in the system, and those interested in entering the profession, would know where they stand, where they can choose to go, how to get there, and what it means for their effectiveness in working with children and families. This will lead to improved retention and recruitment, and ultimately to more stability and better outcomes for children.
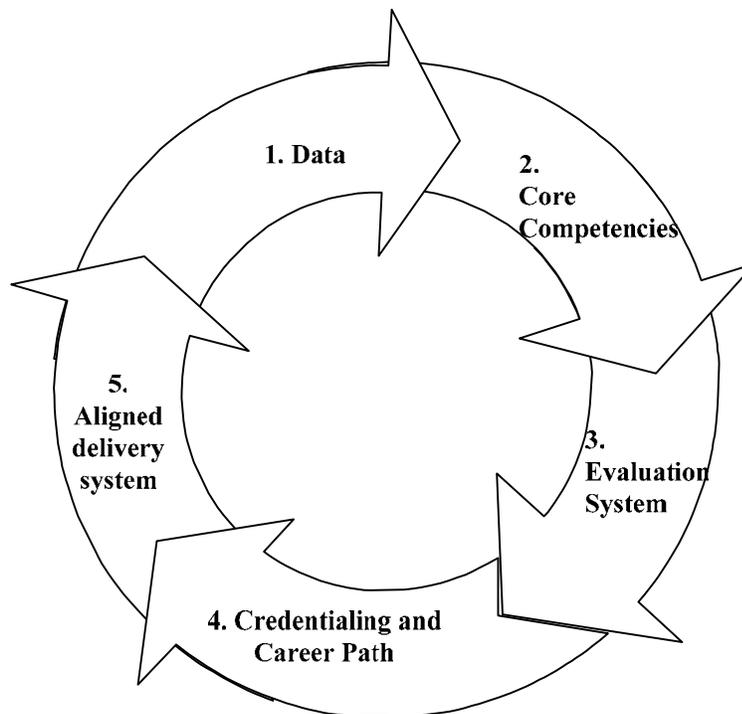
Massachusetts created a unique agency with the establishment of the Department of Early Education and Care, and now it has a unique opportunity to support the development of a highly qualified early education and care and after school workforce.

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(http://nccic/org/pubs/goodstart/pdsystem.html)

Appendix A: Statute_____

CHAPTER 15D. DEPARTMENT OF EARLY EDUCATION AND CARE

Chapter 15D: Section 5 Workforce development system; implementation plan

[Text of section added by 2004, 205, Sec. 1 effective March 1, 2005. See 2004, 205, Sec. 2.]

5. The board shall develop and annually update an implementation plan for a workforce development system designed to support the education, training and compensation of the early education and care workforce, including all center, family child care, infant, toddler, preschool and school-age providers. The board shall solicit input from organizations and agencies that represent a diverse spectrum of expertise, knowledge and understanding of broader workforce development issues and of the professional development needs of the early childhood and care workforce. In order to inform the plan, the board shall conduct:

(1) an inventory and assessment of the current resources and strategies available for workforce and professional development in the commonwealth, including but not limited to Head Start trainings, community-based trainings, higher education programs, child care resource and referral agency trainings, state and federally funded workforce development trainings/programs, public school system trainings/credentialing, and other trainings that address the needs of those who work with children and make recommendations for coordinating the use of those existing resources and strategies;

(2) analyses using current data on the status of the early education and care workforce, including work experience, certifications, education, training opportunities, salaries, benefits and workplace standards; and

(3) an assessment of the workforce capacity necessary to meet the state's early education and care needs in the future.

the development of the plan, the board shall consider:

(1) core competencies, a common and shared body of knowledge, for all those working in the early education and care fields;

(2) streamlined and coordinated state certification, credentialing, and licensing within the early education and care fields including teacher and provider certification and licensing, the child development associate, public school teacher certification, and other program standards as appropriate for director, teacher and provider credentialing requirements;

(3) a mandatory and regularly updated professional development and qualification registry;

 (4) agreements among higher education institutions for an articulated system of education, training, and professional development in early education and care;

 (5) approval of early education and care training programs and academic coursework, incentives for associates and bachelors programs to meet best practices and to modify curricula to reflect current child development research, and certification of trainers and teachers;

(6) coordination of existing workforce resources among public agencies, including establishing regional workforce support resources in coordination with child care resource and referral agencies;

(7) a range of professional development and educational opportunities that provide appropriate coursework and degree pathways for family child care as well as center-based providers at all levels of the career ladder that are available in locations, days, and times that are accessible;

(8) credit for prior learning experiences, development of equivalencies to 2 and 4 year degrees, and the inclusion of strategies for multiple pathways for entry into the field of early education and care;

(9) recruitment and retention of individuals into the early education and care workforce who reflect the ethnic, racial, linguistic, and cultural diversity of Massachusetts families based on the current census data;

(10) incentives and supports for early education and care professionals to seek additional training and education, such as scholarships, stipends, loan forgiveness connected to a term of service in the field, career counseling and mentoring, release time and substitutes;

(11) guidelines for a career ladder or career lattice representing salaries and benefits that suitably compensate professionals for increases in educational attainment and with incentives for advancement, including a salary enhancement program;

(12) public and private resources to support the workforce development system;

(13) a data collection and evaluation system to determine whether the workforce and professional development activities established pursuant to this chapter are achieving recruitment, retention and quality of the workforce goals; and

(14) ways to recognize and honor advancements in educational attainment among early education and care professionals.

Appendix B: Selections from Early Education and Care Advisory Committee and Council Reports

Early Education and Care Advisory Committee Report, pp. 19-21:

VII. Recommendations of the EEC Advisory Committee

It is noted in brackets when subcommittee recommendations were modified by the full Advisory Committee.

A. Workforce Development

I. Professional Development System

Recommendation WF1

Develop a comprehensive professional development system that supports the early education and care field (birth through school-age). The system's elements should provide the existing workforce (teachers, paraprofessionals, administrators, directors, supervisors, and others who work directly with teaching staff) opportunities to transition to higher standards, should improve retention rates, and should attract new recruits to the field of early education and care. At a minimum, the system should reflect leading industry approaches to the following elements:

- Core competencies
- Collaboration in and with higher education
- Credit for prior learning
- Compensation/recruitment/retention
- Access to professional development opportunities
- Professional development registry
- Career ladder

[Modified by full Committee]

Recommendation WF2

Identify system-wide core competencies—the knowledge and skills needed to provide quality education and care to children (birth through school-age)—that reflect current research and best practices and can be aligned with national, industry and higher education standards.

Recommendation WF3

Facilitate collaboration between higher education institutions and the early education and care

Appendix B: Selections from Early Education and Care Advisory Committee and Council Reports (continued)

Early Education and Care Advisory Committee Report, pp. 19-21 (continued):

workforce to determine professional development needs, to assess institutional capacity to meet needs, to overcome existing barriers in the higher education system and to assist in the development of a professional development registry (see Recommendation WF7 below). Study further the feasibility of designing and enhancing programs such as The Massachusetts Apprenticeship Program, Advancing the Field, and Building Careers.

Recommendation WF4

Develop a statewide system for granting credit for prior learning and experience that is built upon the core competencies and allows students to translate their knowledge and skills into college- level coursework. [Modified by full Committee]

Recommendation WF5

Design a plan for increased and equitable compensation that reflects uniform higher professional standards, as well as improves recruitment and retention. (Consider new and existing resources such as scholarships, grants, tuition remission, loans and loan forgiveness programs which include service commitment components, and examine models such as the Teacher Education and Compensation Helps (T.E.A.C.H.) program, the WAGE$ program, and other unique incentive programs).

Recommendation WF6

Facilitate access to higher education and on-going professional development opportunities for all sectors of the diverse early education and care workforce. In particular, accommodate for:

- the limited financial resources of the workforce;

- the need for career counseling;

- the need for general academic and literacy support;

- the linguistic diversity of the workforce;

- the unique needs of adult learners and non-traditional students; and

- scheduling and location difficulties.

[Modified by full Committee]

Appendix B: Selections from Early Education and Care Advisory Committee and Council Reports (continued)

Early Education and Care Advisory Committee Report, pp. 19-21 (continued):

Recommendation WF7

Design a registry (database) that (1) documents the professional development (degrees awarded, courses taken, etc.) of the workforce and allows for accurate and timely assessment of the professional development needs of the workforce and (2) allows easy access to information on state-approved early education and care trainers and training programs.

Recommendation WF8

Establish a comprehensive career ladder or lattice that allows for multiple points of entry, opportunities to move within the field and across settings, programs, and age groups (birth through school-age). The career ladder must include compensation guidelines linked to attainment of position.

II. Licensing/Credentials/Certification

Recommendation WF9

Study further what license/credentials/certification will be required of teachers in early education and care programs incorporating the existing DOE *Early Childhood Program Standards and Guidelines for Preschool Learning Experiences*, research on child development, and allowing for a representative sample of the workforce and the field at large. The study should include how to integrate the existing DOE PreK-2 teacher licensure into a unified certification system, studying the existing workforce and developing contingencies for "grandfathering" in of the existing workforce with a goal toward preparing an equally qualified workforce for all sectors of a mixed system of delivery.

[Modified by full Committee]

[Recommendation WF10 was deleted by full Committee, and a new WF10 was created based on a recommendation moved from the Program Quality section]

Recommendation WF10

Enhance licensing standards for family child care providers that include increased hours of training in specific areas, linkage to college degrees, and increase in compensation commensurate with development.

[Created and consensus of full Committee]

Appendix B: Selections from Early Education and Care Advisory Committee and Council Reports (continued)

Early Education and Care Council Report, pp. 23-24:

3.7 Certification and Workforce Development

During the fall of 2003, a subcommittee comprised of DOE, DPH, and OCCS staff met to develop a comprehensive method for granting credentials to early childhood professionals for coursework taken. The subcommittee was asked to explore the development of core competency areas for early education and care professionals. Core competencies are a set of observable skills and essential knowledge that staff should have and be able to demonstrate in order to effectively provide services to children, youth, and their families.

Current Practice:

OCCS: The Professional Qualifications Unit at OCCS issues over 5,000 certificates each year. The Unit reviews qualifications and maintains a database of individuals and their level of certification, as well as a microfilm library of all applications received. OCCS began issuing certificates in 1989 when new regulations and a centralized system for reviewing qualifications went into effect.

The OCCS group child care qualifications establish seven levels from an entry-level teaching assistant, without coursework or experience, to a Director II, with 7 college courses and up to 32 months of experience. The qualifications balance courses in early education with hands-on experience. Courses must be for college credit or, with some limitations, for OCCS-approved CEUs (Continuing Education Units). The more formal education one has, the less experience is required. The qualifications recognize the Child Development Associate Credential, DPH's Early Intervention Specialist, and DOE's PreK-2 licensed teacher as corresponding to OCCS' lead teacher qualifications. The regulations also set specific qualifications for working with infant/toddlers and tie the level of qualification to the capacity of the child care program.

The OCCS regulations mandate inservice training for group and after school child care staff as well as family child care providers. OCCS' primary means of providing training is through its contracted child care resource and referral agencies. OCCS also supports professional development through individual quality initiatives. Examples include: distance learning courses on infant/toddler care, school age care, and inclusion; CDA scholarships; Quality Fund Grants generated by the "Invest in Children" license plate; a reimbursement rate tier, the Salary Incentive Program for Professional Development, for programs providing subsidized child care; and training in self-assessment using the Environmental Rating Scales.

DOE: The DOE issues a teacher license entitled: *Early Childhood: Teacher of Students With and*

Appendix B: Selections from Early Education and Care Advisory Committee and Council Reports (continued)

Early Education and Care Council Report, pp. 23-24 (continued):

Without Disabilities, PreK-grade 2 for public school teachers. The DOE issues approximately 900 Early Childhood licenses per year. The DOE also reviews several hundred more submissions and provides information on what the applicants need to do in order to be issued the license in addition to providing guidance to those inquiring about the application process.

To receive a Preliminary license, the applicant needs to have completed a Bachelor's degree, passed the Massachusetts Tests for Educator Licensure (MTEL), and taken seminars/courses that address the teaching of reading, English language arts, mathematics, and on ways to prepare and maintain students with disabilities for general classrooms. To receive an Initial license, the applicant needs to have completed an educator preparation program approved by the Commissioner, completed a Bachelor's degree and passed the MTEL exams. To receive a Professional license, the applicant must meet the requirements for the Initial license in that field and meet any other requirements set by the Board of Education. The Professional license must be renewed every five years through the successful completion of the required number of professional development points (PDPs). The three MTEL tests for the Early Childhood license are*: Early Childhood Subject Matter, Foundations of Reading, and Communication and Literacy Skills.*

The DOE provides professional development support to public and non-public school early education and care teachers through technical assistance initiatives such as Early Childhood Resource Centers, Early Childhood Regional Network meetings, conferences, Advancing the Field, and the new Building Careers program. The purpose of the Building Careers program is to improve curriculum planning, implementation, and assessment to promote classrooms that support all young children including those with disabilities and those who have limited English proficiency.

Recommendations:

Connect the various early childhood workforce development systems through a core competency structure. Begin by defining the knowledge and skills necessary to provide quality services to children, youth, and their families. Use that information to form the basis of a single, comprehensive workforce development system in Massachusetts that ensures that coursework and/or workforce development credentials are linked to a specific body of knowledge.

Support this new system with improved partnerships between the CPCs and the CCR&Rs. The CCR&Rs could function as conveners to bring regional training opportunities to the table to facilitate and support training while minimizing duplication. The CCR&Rs could also

Appendix B: Selections from Early Education and Care Advisory Committee and Council Reports (continued)

Early Education and Care Council Report, pp. 23-24 (continued):

subcontract with local CPC child development experts as trainers. DOE continue to issue the PreK-grade 2 license for public school teachers.

Timing:

Since this work is already underway, the new Department should continue its implementation without interruption.

Challenges:

The early education and care workforce is in need of a single comprehensive workforce development system that is inclusive of all early childhood professions, includes a career ladder, registry, training structure, and standardized articulation agreements. However, the new Department must recognize that new certification and workforce development requirements will affect the cost of child care for all.

Appendix C: Regulations and Accreditation Definitions

Varying "Core Competencies" regarding workforce qualifications. . .

NATIONAL | **MASSACHUSETTS**

NAEYC	Child Development Associate (CDA) (up to age 6)	EEC Licensure (for Group Programs)	DRAFT Massachusetts Early Childhood/School-Age Core Competencies	MA School age practitioner MSAC (age 5-14)
Standard 1: Promoting Child Development and Learning	**1.** To establish and maintain a safe, healthy learning environment Areas (Safety, Health, Learning Environment)	The study of Early Childhood Education shall be categorized as follows: **a)** Child Growth and Development, Birth-Eight years	**1.** Child Growth and Development	1. Child and Youth Development
Standard 2: Building Family and Community Relationships	**2.** To advance physical and intellectual competence Areas (physical, cognitive, communication, creative)	**b)** Planning Programs and Environments for Young Children **c)** Curriculum for Early Childhood Settings	**2.** Families **3.** Healthy, Safe, and Purposeful Learning Environment	2. Safety, Health, and Nutrition 3. Activities and Curriculum
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	**3.** To support social and emotional development and to provide positive guidance. Area (self, social, guidance) **4.** To establish positive and productive relationships with families. Area (families)	**d)** Child and Classroom Management **e)** Advanced or Specialized Early Childhood Education or Development **f)** Children with Special Needs, Birth-16 years **g)** Infant and Toddler Development, Care, and/or Program Planning	**4.** Observation and Assessment **5.** Promoting Development and Learning **6.** Relationships and Guidance	4. Environment 5. Guidance 6. Program Management 7. Families, Communities, and Schools
Standard 4: Teaching and Learning	**5.** To ensure a well-run, purposeful program responsive to participant needs. Area (program management)	**h)** Health and Safety in Early Childhood **i)** Families and Community **j)** Day Care Policy	**7.** Program Planning and Development	8. Professionalism
Standard 5: Becoming a professional	**6.** To maintain a commitment to professionalism. Area (professionalism)	**k)** Supervision or Staff Development in Early Childhood Education **l)** Day Care Administration	**8.** Professionalism	

Appendix D: Summary of Qualifications for Center-based Programs

To Be EEC Qualified:		Requirements:			
		Min. Age	**Education**	**Work Experience** *(higher education may substitute a portion of experience)*	**In-service Training Hours**
Center Based Licensed Programs	Assistant Teacher	16	Or High School diploma (HS) or HS Equivalent	• No previous experience, must work under direct supervision at all times	20 hours/year 25% must be with special needs children
	Teacher Preschool and/or Infant/Toddler (IT)	21	High School or HS Equivalent plus 3 credits in Child Development <u>Or</u> Bachelor in unrelated field <u>Or</u> Bachelor in ECE or related field <u>Or</u> Child Development Associate Credential (CDA) <u>Or</u> 2 yr. Vocational Education (Voc. Ed.) in Early Childhood Education(ECE) program approved by EEC with instructor's recommendation	*One of the following (depending on specialization 3 months must be in Preschool and/or Infant Toddler):* • 9 months with a HS or equivalent • 6 months with unrelated field Bachelors • 3 months with Associated or Bachelors in ECE or related field • No experience necessary with 2 yr. Voc. Ed. ECE or CDA	
	Lead Teacher Preschool/ and/or Infant/Toddler (IT)		*Teacher requirements plus:* • 9 credits in Early Childhood Education (ECE) <u>Or</u> • Department of Education (DOE) Pre-K to Grade 2 Certificate <u>Or</u> • Department of Public Health (DPH) EI specialist Certificate	*One of the following:* • 36 months with a HS or equivalent • 27 months with a 2 yr Voc. Ed. ECE or CDA • 18 months with an Associate in ECE or related field or Bachelor in unrelated field. • 9 months with an ECE Bachelor or Advanced degree in ECE or unrelated field • No experience necessary with DOE or DPH EI Certificate	
	Director I		*Lead Teacher Qualified plus* *4 Credits:* • 2 credits in ECE Administration • 2 credits in ECE	*Lead Teacher Qualified plus :* • 6 months as a Lead Teacher	
	Director II		*Director I Qualified plus* *2 Credits:* • 2 credits in ECE Administration	• No additional work experience.	

Appendix D: Summary of Qualifications for Center-based Programs (continued)

To Be EEC Qualified: | | *Requirements:*

		Min. Age	Education	Work Experience	In-service Training Hours
Public School Licensed	Paraprofessional	18	High School	Must work under supervision	3 credits or CDA within a year (funded through CPC only)
	Paraprofessional for Title I Programs (if hired prior to January 8, 2002 must complete this requirements by January 8, 2006)		Associate degrees Or 48 Credits in Higher Education Or Pass state or local assessment test to assist teachers in reading, writing and mathematics	Must work under supervision	
	Teacher Pre-K to 2		DOE Teacher License (Preliminary, Initial, Professional or Temporary)	Practicum from an approved teacher licensure program	250 hrs of Professional Development Plan required every 5 years

		Min.Age	Education	Work Experience	In-service Training Hours
Head Start	Teacher Assistant	MA State Requirements	Must comply with Teacher Assistant EEC requirements	Must comply with MA requirements	Must comply with MA requirements
	Teacher		Must comply with Teacher EEC requirements plus: Child Development Associate Credential (CDA) Or Associate in ECE Or Bachelor in ECE		

Appendix D: Summary of Qualifications for Center-based Programs (continued)

Summary of Qualifications for School Age Programs

To Be EEC Qualified:		*Requirements:*			
		Min. Age	**Education**	**Work Experience** *(higher education may substitute a portion of experience)*	**In-service Training Hours**
School Age Licensed Programs	Assistant Leader	16	High School (HS) or Equivalent or enrolled in HS	• No previous experience, must work under direct guidance of group leader at all times	5 hrs/year
	Group Leader	18	No High School (HS) <u>Or</u> Associate degree <u>Or</u> Bachelor degree	*One of the following*: • 9 months with no HS or equivalent, 3 months supervised at school age program • 6 months with HS or equivalent, 3 months supervised at school age program • 3 months with Associate/Bachelor degree at a school age program	
	Kindergarten Coordinator		*Group Leader Qualified plus:* • 3 credits in Child Development	*Group Leader Qualified plus:* • 3 months with preschool and/or kindergarten children	
	Site Coordinator	20	High School or HS Equivalent	*One of the following:* • 12 months with school age children with HS or equivalent • 9 months with school age children with Associates in related field or Bachelors in unrelated field • 6 months with school age children with Bachelors a related field	10 hrs/year
	Program Administrator	21	High School or Equivalent plus 9 credits in ECE Administration	*One of the following:* • 60 months with HS or equivalent (48 months with school age children, 12 months administration) • 24 months with Associates with Bachelors in unrelated field (18 months with school age children, 6 months administration) • 12 months with Bachelors related field (6 months with school age children, 6 months administration)	

Appendix D: Summary of Qualifications for Center-based Programs(continued)

Summary of Qualifications for Family Child Care Programs

To Be EEC Qualified:		Requirements:			
		Min. Age	**Education/Training**	**Work Experience** *(training may substitute a portion of experience)*	**In-service Training Hours**
Family Child Care Licensed Programs	Regular Assistant	18	First Aid and CPR current certification	• must work under direct supervision at all times	
	Family Child Care (FCC) Provider (up to 6 children) Or Certified Family Child Care Assistant		First Aid and CPR training plus Pre-service orientation Or First Aid, CPR training, Pre-service orientation plus: • 15 hrs training approved by EEC Or • 30 hrs training approved by EEC Or • EEC Teacher Certificate	*One of the following*: • 12 months as a parent • 12 months or equivalent if caring for children under 12 • 9 months or equivalent with 15 hrs training • 6 months or equivalent with 30 hrs training • No experience necessary with EEC Teacher Certificate	15 hrs of training over 3 years approved by EEC Current CPR & First Aid certification
	Family Child Care Plus Provider (up to 8 children) Or Certified Family Child Care Plus Assistant		First Aid and CPR training plus Pre-service orientation	*One of the following:* • 24 months with 2 years as FCC provider • 24 months caring for children in a group setting including 12 months as FCC provider or certified assistant	20 hrs of training over 3 years approved by EEC (3 hrs in Infant Toddler; 2 hrs in school age; 15 hrs in ECE topics) Current CPR & First Aid certification
	Large Family Child Care Provider (up to 10 children) Or Certified Large Family Child Care Assistant		First Aid and CPR training plus Pre-service orientation (5 hrs)	*One of the following:* • 36 months as FCC provider or certified assistant experience • 36 months caring for children in a group setting including 12 months as FCC provider or certified assistant	30 hrs of training over 3 years approved by EEC (5 hrs in Infant Toddler; 25 hrs in ECE topics)