Measures of Success

Year One:

- Competency based offerings provide intentional opportunities for understanding of theory, practice, and reflection. These opportunities can come from multiple resources within and outside each region.
- Each Educator and Provider is working on a specific group of activities based on a plan to obtain one of the core developmental goals.
- Educators and Providers know where to access professional development services locally, regionally, and statewide.
- We know each individual educator or provider by name and are engaged in understanding their individual needs as well as our ability to meet those needs.
- Partnerships and collaborations are continuing locally, regionally, and across the state among Regional Readiness Centers, MA IHEs, the MA mixed delivery system, professional development providers, state agencies, etc.
- Educators an Individual Professional Development Plan (IPDP) that sets individual goals and defines a pathway to develop or complete a competency or move up the QRIS levels, obtain or maintain accreditation, earn a degree or certification.
- Educators are offered a series of activities to develop competency rather than a single course.
- Providers receive support to increase program quality by participating in professional development services that support accreditation and upward movement on the QRIS system.
- Providers are utilizing IPDPs to acknowledge that professional development and program quality is a joint partnership between the provider and the educator.

Year Two:

- Multiple offerings are defined and lead to <u>measureable</u> competency in early education and care.
- Offerings include an assessment of knowledge skills and abilities and are built in partnership with IHEs based on the requirements for college credit rather than those for CEUs to create pathways for academic success.
- There are increased "working" articulation agreements among MA IHEs and a system exists for linking, certifications such as the CDA credential, and life experience to academic requirements.
- Partnerships and collaborations with Regional Readiness Centers are intentional.
- Educators participate in professional development opportunities that are intentional and credit-bearing. The awarding of college credit provides weight to the professional development that is being offered and indicates a measure of depth and breadth in specific topics.
- Educators receive services from qualified coaches and mentors based on a risk assessment to determine when these supports are necessary for success.
- Educators earn credentials, certificates, and degrees in ECE or a related field.
- Providers are supportive of educators within their program who are participating in professional development activities.
- Providers are utilizing MOUs and evaluating the effectiveness of MOUs with their staff ensuring that actions included are implementable.

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Measure		Data Source	Chart/Graph
1	Total number (and percent of total) of educators who participated in professional development opportunities by: • Setting type • Position • Highest Educational level • Race/Ethnicity • Language • Length of time in the field	PQ Registry	Graph
2	Number educators (and percent of total) who participated in professional development by: • Participated in college coursework • Participated in CEU coursework • Participated in ABE/ESOL/developmental coursework • Enrolled in degree program • Enrolled in CDA program • Enrolled in certificate program • Participated in professional development for specific competency development	EPS Monthly Data Report #2 EEC Online Professional Development Calendar	Graph
3	Number of educators (and percent of total) who earned: • CDA credential • Renewed CDA credential • Attained specific competency • Earned associate's degree in early childhood or related field • Earned bachelor's degree in early childhood or related field	EPS Monthly Data Report #1 PQ Registry *Note: this outcome and measure may be best represented quarterly or annually.*	Graph
4	Number of educators (and percent of total) with an individual professional development plan	EPS Monthly Data Report #1	Chart
5	Number of providers (and percent of total) targeted to participate in professional development opportunities (outreach)	EPS Monthly Data Report #9	Chart
6	Number of providers (and percent of total) that participated in professional development opportunities by: • Provider type • Number of educators participating by	EPS Monthly Report: Provider List PQ Registry/ Licensing Manager	Chart

	provider.		
7	Number of providers (and percent of total) who participated in professional development to support accreditation.	EPS Monthly Data Report #3, 4, 7	Chart
8	Number of providers (and percent of total) who received accreditation fee support by accreditation type and level.	EPS Monthly Data Report #4	Chart
9	Number of providers (and percent of total) who participated in professional development to increase QRIS level.	EPS Monthly Data Report #3, 7 PQ Registry/Other Data Source *Note: At a previous meeting it was discussed that we would be able to pull QRIS data from the Pilot to show were participating programs were self-assessed at.*	Graph
10	Number of opportunities (and percent of total) by: • College course • CEU course • Core competency area • Focus area	EEC Online Professional Development Calendar	Graph Chart
11	Number of opportunities (and percent of total) offered through non-traditional means, including: • Community locations • Distance learning • On-line learning • Intensive courses	EEC Online Professional Development Calendar	Chart
12	Number opportunities (and percent of total) offered at non-traditional times.	EEC Online Professional Development Calendar	Chart
13	Number of educators (and percent of total) who received mentoring and coaching services.	EPS Monthly Data Report #6, 7	Chart
14	Number of former Building Careers students able to continue receiving supports.	???????	Chart
15	Number of providers supported to implement MOUs with staff.	EPS Monthly Data Report #5	Chart