



MASSACHUSETTS

Department of Early Education and Care

EDUCATOR'S QUALIFICATION PACKET

For any questions, please contact EEC at (617) 988 – 6600, ask for the Professional Qualifications Unit or email EEC at EECprofdev@Mass.gov

Effective December 6, 2021

EDUCATOR’S QUALIFICATION PACKET

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Background: Minimum Hiring Requirement Policies for Educators

Effective December 6, 2021, the Department of Early Education and Care published the *Minimum Hiring Requirement Policies for Educators* in an effort to support more streamlined hiring opportunities for EEC-affiliated programs statewide who have experienced burdens in onboarding and hiring new, qualified early childhood educators.

This packet provides programs with this policy and associated protocols, as well as the supplemental forms often required to support evaluation and verification of supervised (and non-supervised) work experience for prospective hires.

As previously outlined in the *Minimum Hiring Requirement Policies for Educators*, programs are no longer required to submit these packets to the Professional Qualifications Unit at EEC. Effective December 6, 2021, EEC will only be reviewing previously submitted applications to issue Teacher Certifications.

Teacher Certifications issued by EEC prior to the implementation of these revised *Minimum Hiring Requirement Policies for Educators* will continue to be honored and will be integrated into the long-term vision for supporting professional development and growth of educators in EEC-affiliated programs.

Minimum Hiring Requirement Policies for Educators

On August 31, 2021, the Board of Early Education and Care approved emergency revisions to its licensing regulations to address the workforce shortages caused by the pandemic. One of these revisions was the creation of a new subsection, 606 CMR 7.09(20). This new regulation grants the Commissioner of the Department the ability to revise and/or rescind any educator qualifications and professional development requirements under subsections 606 CMR 7.04 and 7.09 if the Commissioner determines that there is a "significant workforce shortage of early educators" and that such shortages are preventing programs from obtaining appropriate staffing to meet the health and safety needs of children. The Commissioner has determined that there is an ongoing significant workforce shortage and implements these policies to address that shortage.

The following regulations are still in effect:

606 CMR 7.04: Administration

606 CMR 7.09 (1-15)

- Including requirement for participating in [EEC Essentials](#) (7.09(9))

606 CMR 7.09 16 (c)

606 CMR 7.09 17 (a - d)

606 CMR 7.09 18 (d)

606 CMR 7.09 (19)(b)

Except as listed above or described below, the policies outlined in this document supersede all other EEC policies and regulations related to the hiring of educators.

The Minimum Hiring Requirements for Educators are designed to support programs in determining prospective employees' qualifications to work in a licensed EEC Group and School Age (GSA) program. These updated minimum requirements are intended to support flexibility for child care providers who have been severely impacted by the COVID-19 pandemic to identify candidates who meet minimum requirements for employment, while leaving space for program administrators to address the immediate onboarding support and continued retention of qualified staff.

These policies specify the minimum qualifications necessary to hire a candidate for a particular role. It is the employer's responsibility to hire and onboard staff in accordance with these minimum qualification requirements; however, nothing precludes a program from hiring a candidate with work experience and/or education levels that exceeds this minimum requirement. Program administrators may wish to recruit candidates whose qualifications match the specific needs of the population served (e.g., infants and toddlers) or whose skills and experience are well matched to the overall program needs. When evaluating a potential hire's qualifications, program administrators are encouraged to consider the specific content and experience that reflect the skill sets and knowledge important for working in a specific role or with a specific community population.

Important note: In addition to the minimum education and experience qualifications required in this document, a candidate must meet EEC Background Record Check requirements set forth in 606 CMR 14.00.

The Minimum Hiring Requirements for Educators are intended to address urgent needs related to educator recruitment while EEC rolls out the next stage of educator supports. Upcoming additional educator supports include rollout of a Professional Registry (a centralized resource where all records related to an educator's employability may be stored and accessed) as well as launch of a Credentialing system. When the Credential launches, educator will be assessed at their job role, including qualifications validated by employers during this interim period, in accordance with the policies articulated here.

Definition of Terms

When used in the Minimum Hiring Requirements Policies, the words listed below shall have the following meanings:

Alternative Early Childhood Training Program: A secondary or post-secondary early childhood teacher training program that includes both academic coursework in relevant and at least one practicum, as defined by EEC below. Examples of Alternative Early Childhood Training Programs include, but not limited to, [Chapter 74 Approved and other Approved High School Early Education Programs](#), Child Development Associate (CDA), Department of Elementary and Secondary Education Licensure, and Montessori certification.

Categories of Study: EEC [Categories of Study](#) are the topic areas included in the educational requirements for educators and staff working in early childhood or out of school time settings. Category of Study requirements outlined in the Minimum Hiring Requirement Policies must be met with credit bearing coursework from an accredited institution of higher learning, alternative early childhood training program (defined above), DESE approved Professional Development Points (PDP), Early Childhood Continuing Education Unit (CEU), or through non-credit-bearing professional development options, where outlined in this policy. The [Categories of Study Content Guidance](#) identifies the 14 Categories of Study and the content that is expected to be taught in a course within that category.

Certified/EEC-Certified: Determined upon review and verification by EEC to have completed work experience and education that meets the requirements to hold a Teacher Qualification certification for positions as a Teacher, Lead Teacher, or Director in EEC-licensed group child care programs.

Please Note: As of November 15, 2021, EEC will no longer be accepting new applications for Teacher Qualification Certificates. All certificate applications in process will be completed, and individuals who currently hold a Teacher Qualification Certification should continue to be considered qualified. All certifications will be transferred to the new professional registry when launched.

Chapter 74-Approved High School Program: High school programs that meet the definition of vocational-technical education and are approved by the Department of Elementary and Secondary Education (DESE) pursuant to Chapter 74 and the Vocational Technical Education Regulations. Graduates from [Chapter 74-approved vocational technical high school programs](#) must have completed two years of Child Development course work and over a total of 150 hours of classroom experience within an infant/toddler care and/or preschool EEC Licensed program.

Child Development Associate (CDA): Nationally recognized credential awarded to an educator who has demonstrated specific competency goals through work in a center-based, home visitor, family child care, bilingual, or special education setting. Currently employed educators serving as CDA advisors for new staff may count their advising hours as non-credit bearing Professional Development.

Continuing Education Units (CEU): A nationally recognized credit for participation in professional development and training activities. One CEU is granted for each ten hours of instruction.

Credits: A measure of the number of hours of instruction accrued upon successful completion of a particular course of study. Credits, or College Credits, are awarded by an accredited institution of higher education, as authorized by the MA Department of Higher Education. Completion of one credit typically means that the student has had one hour of classroom instruction per week over the course of 15 weeks, plus about 2 hours of out-of-classroom work (e.g., homework, labs, practicum, etc.).

EEC Essentials Trainings: Required trainings designed to provide child care staff with the federally required foundational knowledge pertaining to health, safety, and child development topics to ensure a common health and safety standard of knowledge among early education and care providers in EEC child care programs.

Paraprofessional: Individual who meets applicable [state certification requirements](#) and is employed to assist classroom teachers in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher.

Professional Development: Ongoing education or training designed to increase an educator's skills or knowledge or

assist the educator in gaining new competencies in his or her professional capacity. Professional development may fulfill the annual number of hours required by regulation to maintain a license and/or meet training or credits that lead to career advancement

Professional Development Points (PDP): Currency issued upon completion of professional development activities offered by a MA Department of Elementary and Secondary Education (DESE) approved professional development provider, including school district, educational collaborative, or another provider that is registered with DESE.

Practicum: Field-based experience that includes completion of a minimum of 150 hours, over at least an eight-week period, of direct work with children, under supervision by personnel from an institution of higher learning or an alternative early childhood training program, as defined above. To serve as minimum hiring requirements for the purpose of this policy, a practicum shall include a minimum of three in person or virtual site visits and placement with a lead teacher or equally qualified staff member. One practicum may substitute for up to nine months of work experience with infants, toddlers, preschoolers, or school age children.

Related Field of Study: A program at an accredited institution of higher learning which includes the study of caregiving, development, education, health care, or psychology of children, birth to eight years of age, or other relevant subject matter to the provision of direct services to children and their families. Examples of Related Field of Study include but are not limited to: Elementary Education, Special Education, Child Development, Child related degrees, Family related degrees, Human Development, Human Services, Nursing (e.g., neonatal studies for educators working with infants), Psychology, Sociology/Social Work. Additional fields of study may be accepted to meet the qualification requirements for educators working with school age children, in accordance with the Revised Educator Qualifications below.

Suitable Background Records Check (Suitable BRC): A finding that a candidate has no disqualifications after the completion of the entire EEC BRC process. A candidate will only be considered suitable when EEC has notified the program and issued the candidate a final determination indicating that the candidate is suitable. All educators working in EEC licensed programs must meet Background Records Check requirements, in accordance with 606 CMR 14.00 and [Department policy](#).

Supervised Work Experience: Experience in providing direct care and/or teaching to a group of children on a regular basis in an active licensed group child care center, Family Child Care home, Out-of-School time program, or equivalent program affiliated with or approved by the Department with regular staff supervision and evaluation by an educator qualified as a Lead Teacher, Director, Site Coordinator, or other qualified Program Administrator.

Work Experience: Experience in providing direct care and/or teaching to a group of children on a regular basis in variety of child care and education settings.

Minimum Hiring Requirements for Educators in Center-Based Programs

Hiring Assistant Teachers (For example, roles may include Teacher’s Assistant, Aide, Student Intern, Paraprofessional, Personal Care Assistant)

Assistant Teachers in center-based programs are responsible for assisting the Teacher, Lead Teacher, or Director with the implementation of education, care, and administrative activities. In some settings, assistant teachers may be assigned to support the education and care of an individual child, but in most settings, they provide general support for the education and care of the entire group of children.

Assistant Teachers in center-based programs are assigned to an educator with the qualifications of a Teacher or higher who always provides supervision. Qualified Assistant Teachers who are at least 16 years old with a minimum of 3 months of experience may supervise children in emergency situations for very short periods of time (less than 5 minutes). When an Assistant Teacher is responsible for supervising a child for longer than 5 minutes, they must meet or exceed the minimum experience requirements of a qualified Teacher (a minimum of 6 months).

Note: Each row in the table below shows a different option for meeting these assistant teacher requirements.

| Minimum Hiring Requirements for an Assistant Teacher | |
|--|---|
| Prior to Working as an Assistant Teacher | Within 2 Months |
| <ul style="list-style-type: none"> Suitable BRC At least 16 years old Have completed or be currently enrolled in high school or equivalent, <u>which may include, but is not limited to</u>, a Chapter 74 approved voc tech high school program in Early Education or another approved Massachusetts high school program in Early Education | <ul style="list-style-type: none"> Completion of Staff Orientation Completion of EEC Essentials |
| <ul style="list-style-type: none"> Suitable BRC At least 18 years old Have completed 10th grade In process of obtaining a high school diploma or equivalent | <ul style="list-style-type: none"> Completion of Staff Orientation Completion of EEC Essentials |

Hiring Teachers (Teachers, Classroom Teachers)

Teachers are directly responsible for the education, care, and supervision of children. At minimum, Teachers must know how to promote positive interactions, how to plan and organize activities, and how to maintain a safe and healthy learning environment. All Teacher positions are counted in child/staff ratios. Teachers shall be qualified as either an Infant/Toddler Teacher or a Preschool Teacher, depending on the subject of their education and work experience qualifications.

Minimum Requirements for the Hiring of Teachers: Prior to employment, a candidate for a Teacher position must:

- Be at least 21 years old or have a high school diploma or equivalent
- Have experience¹ in supporting children’s growth and development
- Have completed or plans to complete credit-bearing coursework or equivalent (including CEUs or PDPs) in:
 - Category of Study 1: Child Growth and Development, Birth - Eight Years
 - Category of Study 2: Planning Programs and Environments for Young Children
 - Category of Study 7: Infant and Toddler Development, Care, and Program Planning (*Infant/Toddler Teacher Only*)

¹ At the Program’s discretion, unsupervised work experience may count towards supervised work experience for **Teacher candidates only** and in accordance with the following calculations: 75 hours of unsupervised work experience shall be considered equivalent to 50 hours or one month of supervised work experience.

- Category of Study 8: Health and Safety in Early Childhood
- Category of Study 12: Child Observation, Documentation and Assessment

Note: Each row in the table below shows a different option for meeting these teacher requirements.

| Minimum Hiring Requirements for a Teacher: | | |
|---|---|--|
| Prior to working as a Teacher | Within 2 Months | Within 6 Months |
| EEC Existing Hiring Requirements | | |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old or have a high school diploma or equivalent • 9 months of supervised work experience or one practicum • 3 credits in Category 1 • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials • | <ul style="list-style-type: none"> • N/A |
| Additional Hiring Requirements Options | | |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old or have a high school diploma or equivalent • 3 months of supervised work experience • 3 credits in Category 1 (Child Growth and Development) • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • Completion of First Aid Certification • Completion of 3 additional credits or equivalent (CEUs or PDPs) |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old or have a high school diploma or equivalent • 6 months of supervised work experience • 4.5 CEUs in Category 1 • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • Completion of First Aid Certification • Completion of 3 credits or equivalent (CEUs or PDPs) |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old or have a high school diploma or equivalent • 9 months of supervised work experience • A minimum of 45 hours of professional development in Category 1 • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • Completion of First Aid Certification • Completion of 3 credits or equivalent (CEUs or PDPs) |

Additional Options for Programs Hiring Teachers: Programs may consider candidates for a Teacher position as automatically qualified for hire if they meet one of the following sets of qualifications, with no additional work experience required:

1. Suitable BRC and completed a Chapter 74 approved voc-tech high school program in Early Education or another approved Massachusetts high school program in Early Education²,
2. Suitable BRC and expected to complete within the next 3 months or 50% completed a CDA
3. Suitable BRC and completed or due to complete within the next 12 months or 50% completed a community college certificate, associate degree or higher in early childhood or Related Field of Study
4. Suitable BRC and EEC-qualified as a Family Child Care licensee or certified assistant in a Large Family Child Care Program (capacity of 10)
5. Suitable BRC and EEC-qualified as a Site Coordinator in an Out-of-School Time program (Reciprocal for Preschool Teacher only)

Hiring Lead Teachers (For example, roles may include Lead Teachers, Lead Classroom Teachers)
 When a Teacher accomplishes a specific amount of additional experience and education, they become eligible to qualify for a Lead Teacher position. While all Teachers are qualified to mentor and/or supervise Support Staff, Lead Teachers may also mentor and/or supervise Teacher(s). In addition, the increased qualifications of a Lead Teacher build out the program’s capacity to provide instructional leadership to enrich staff competence, or assume program administration responsibilities, if qualified to act as a Director’s Designee.

Minimum Requirements for the Hiring of Lead Teachers: Prior to employment, a candidate for a Lead Teacher position must:

- Be at least 21 years old,
- Have a high school diploma or equivalent,
- Have experience as a Teacher or equivalent, and
- Have credit-bearing coursework or equivalent (including CEUS or PDPs) in relevant [Categories of Study](#) (as outlined in the table below), which may include:
 - Category of Study 1: Child Growth and Development, Birth - Eight Years
 - Category of Study 3: Curriculum for Early Childhood Settings
 - Category of Study 4: Child and Classroom Management
 - Category of Study 7: Infant and Toddler Development, Care, and Program Planning
 - Category of Study 8: Health and Safety in Early Childhood
 - Category of Study 9: Families and Community
 - Category of Study 12: Child Observation, Documentation and Assessment
 - Category of Study 13: Child Care Administration (required if the Lead Teacher will qualify as a Director’s Designee)

Note: Each row in the table below shows a different option for meeting these lead teacher requirements.

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|---|
| Minimum Hiring Requirements for a Lead Teacher |
|---|

² High School Students graduating from a Chapter 74 and EEC approved programs must have completed two years of Child Development course work and over a total of 150 hours of classroom experience within an infant/toddler care and/or preschool EEC Licensed program.

| Prior to Working as a Lead Teacher | Within 2 Months | Within 6 Months |
|--|--|--|
| EEC Existing Hiring Requirements | | |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old or have a high school diploma or equivalent • 36 months of supervised work experience or one practicum (this can be reduced to 27 months with CDA or other credential; to 18 months with Associate’s or Bachelor’s in unrelated field and to 9 months with a Bachelor’s degree in early ed) • 12 credits in at least four categories of study except Child Care Administration including three credits in Child Growth and Development and three credits in Infant and Toddler Care • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | N/A |
| Additional Hiring Requirements Options | | |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 9 months of supervised work experience or one practicum • Associate degree or higher in early childhood education, child development, or elementary³ education with a kindergarten or PreK Special Needs specialization or a Related Field of Study • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • Completion of First Aid Certification • Completion of a minimum of 3 credits or equivalent (CEUs or PDPs): |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 18 months of supervised work experience • Completed <u>one</u> of the following: <ul style="list-style-type: none"> ○ Child Development Associate (CDA) Credential ○ Community College Certificate in early childhood in early childhood education, child development, or elementary education • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • Completion of First Aid Certification • Completion of a minimum of 3 credits or equivalent (CEUs or PDPs): |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 24 months of supervised work experience • Associate degree or higher in unrelated field • 12 credits in in the Categories of Study • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • Completion of First Aid Certification • Enrolled to complete a minimum of 3 credits or equivalent (CEUs or PDPs): |

³ Applies for the hiring qualifications of Preschool Lead Teacher only. The study of elementary education will not count towards the education qualification requirements for Infant/Toddler Lead Teacher positions.

| | | |
|--|--|---|
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 36 months of consistent work experience as an EEC-qualified Family Child Care Licensee or Certified Assistant in a Large Family Child Care Program (capacity of 10) or as an EEC-qualified Site Coordinator in an Out-of-School Time program • 12credits or equivalent in the Categories of Study, including at least 3 credits in Category 1 • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of a minimum of 15 hours of Professional Development in Category of Study 8 | <ul style="list-style-type: none"> • Enrolled to complete a minimum of 3 credits or equivalent (CEUs or PDPs): |
| <p><i>Please note that the qualifications at hire must also include completion of a minimum of 3 credit-bearing hours of specialized college-level course work in Category of Study 13: Child Care Administration if the educator will qualify as a Director’s Designee.</i></p> | | |

Additional Options for Programs Hiring Lead Teachers: Candidates for a Lead Teacher position shall be considered automatically qualified for hire if they meet one of the following sets of qualifications, with no additional work experience required.

1. Suitable BRC and hold a current Department of Elementary and Secondary Education (DESE) Educator Licensure in Early Childhood (PreK-3) or Teacher of Students with Moderate Disabilities (PreK-8) *(for Preschool Lead Teacher only)*.
2. Suitable BRC and hold a bachelor’s degree or higher in early childhood education, child development, or elementary education with a kindergarten or PreK Special Needs specialization *(For Preschool Lead Teacher only)*.
3. Suitable BRC and hold a current DPH Early Intervention certificate *(For Infant/Toddler Lead Teacher only)*.
4. Suitable BRC and hold one of the following Montessori certificates, as appropriate to the ages of the children to be served:
 - a. I&T: Infant and Toddler (birth through age 3)
 - b. EC: Early Childhood (ages 2 ½ through 6)
 - c. EL I: Elementary 1 (ages 6 through 9)

Please note: Qualifications at hire for the Additional Options for Programs Hiring Lead Teachers listed above must also include completion of a minimum of 3 credit-bearing hours of specialized college-level course work in Category of Study 13: Child Care Administration if the educator will qualify as a Director’s Designee.

Hiring Early Childhood Directors (For example, roles may include Director⁴, Program Managers, Program Administrator, Instructional Leader, Operational Leader)

Educators in Director positions are responsible for the day-to-day, on-site management and operation of the child care program. Directors must be capable of administering the program in accordance with all applicable state and local laws, rules, and regulations; defining and implementing protocols to ensure the performance of the duties and responsibilities of all staff; and communicating effectively with children, families, staff, and the Department.

Minimum Requirements for the Hiring of Directors: Prior to employment, a candidate for a Program Manager position must:

⁴ For the temporary purpose of the Revised Educator Qualifications, there is no difference between a Director I and a Director II qualification. Licensees shall be considered in compliance with 606 7.04(17)(m)(9) if they meet the Revised Educator Qualifications Policies or have been certified by EEC as either a Director I or Director II.

- Be a minimum of 21 years old;
- Have work experience⁵ as a Lead Teacher, Site Coordinator, or Large Family Child Care Provider in a licensed child care program or as a classroom teacher, administrator, or supervisor in a public, charter, private, or higher education setting;
- Have completed all 12 EEC Essentials Training Modules; and
- A minimum of 2 credit-bearing hours in Child Care Administration or equivalent.

Note: Each row in the table below shows a different option for meeting these Director requirements.

| Minimum Hiring Requirements for Directors | |
|--|---|
| Prior to Working as a Director (as defined above) | Within 6 Months |
| EEC Existing Hiring Requirements | |
| <ul style="list-style-type: none"> • Suitable BRC • All of the lead teacher requirements AND • 6 additional months of experience • Completion of two credits or three CEUs in Child Care Administration; • Completion of two additional credits or three CEU's • Completion of EEC Essentials • Completion of Staff Orientation | <ul style="list-style-type: none"> • N/A |
| Additional Hiring Requirements Options | |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 15 months of work experience in a Lead Teacher or Program Manager position • Completion of EEC Essentials • Bachelor's Degree or higher in early childhood education, child development or Related Field of Study • 2 credits or 3 CEUs in Category of Study 13 • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of a minimum of 15 hours of Professional Development in Category 11: Supervision or Staff Development in Early Childhood Education |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 24 months of work experience • Completion of EEC Essentials • Bachelor's Degree or higher in an unrelated Field of Study • 12 credits or equivalent in the Categories of Study, including a minimum of 2 credits or 3 CEUs in Category of Study 13 • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of a minimum of 15 hours of Professional Development in Category 11: Supervision or Staff Development in Early Childhood Education |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 42 months of work experience • Completion of EEC Essentials | <ul style="list-style-type: none"> • Completion of a minimum of 15 hours of Professional Development in Category 11: Supervision or Staff Development in Early Childhood Education |

⁵ Work experience counted towards Program Manager qualifications must include both: experience working directly with children *and* experience in supervision of staff, fiscal management, or administration.

| Minimum Hiring Requirements for Directors | |
|--|-----------------|
| Prior to Working as a Director (as defined above) | Within 6 Months |
| <ul style="list-style-type: none"> • 16credits or equivalent in the Categories of Study including a minimum of 2 credits or 3 CEUs in Category of Study 13 • Completion of Staff Orientation | |

Minimum Hiring Requirements for Educators in Out-of-School Time Programs

Hiring Assistant Group Leaders (For example, roles may include, Assistant Leader, Assistant Teacher, Assistant Counselor, Aide, Student Intern)

Assistant Group Leaders in Out-of-School Time programs are responsible for assisting the Group Leader, Site Coordinator, or Program Administrator with education, care, and administrative activities. In some settings, Assistant Group Leaders may be assigned to support an individual child, but in most settings, they provide general support for the entire group of children and youth.

Note: Each row in the table below shows a different option for meeting these assistant group leader requirements.

| Minimum Hiring Requirements for Assistant Group Leaders | |
|--|---|
| Prior to Working as an Assistant Group Leaders as defined above | Within 2 Months |
| <ul style="list-style-type: none"> • Suitable BRC • At least 16 years old • Have completed or be currently enrolled in high school or equivalent | <ul style="list-style-type: none"> • Completion of Staff Orientation • Completion of EEC Essentials |
| <ul style="list-style-type: none"> • Suitable BRC • At least 18 years old • Have completed 10th grade • In process of obtaining a high school diploma or equivalent | <ul style="list-style-type: none"> • Completion of Staff Orientation • Completion of EEC Essentials |

Hiring Group Leaders (For example, roles may include Educator, Teacher, Counselor)

Group Leaders are directly responsible for the education, care, and supervision of children. At minimum, Group Leaders must know how to promote youth development skills, promote positive interactions with adults and peers, plan and organize age-appropriate activities, and maintain a safe and healthy learning environment. All Group Leader positions are counted in child/staff ratios.

Minimum Requirements for the Hiring of Group Leaders: Prior to employment, a candidate for a Group Leader position must:

- Be at least 18 years old,
- Have completed high school or equivalent, and
- Have some supervised work experience⁶ in supporting positive youth development.

Note: Each row in the table below shows a different option for meeting these group leader requirements.

⁶ At the Program’s discretion, unsupervised work experience may count towards supervised work experience for **Group Leader candidates only** and in accordance with the following calculations: 75 hours of unsupervised work experience with school age children shall be considered equivalent to 50 hours or one month of supervised work experience school age children.

| Minimum Hiring Requirements for a Group Leader | | |
|--|--|---|
| Prior to Working as a Group Leader as defined above | Within 2 Months | Within 6 Months |
| EEC Existing Hiring Requirements | | |
| <ul style="list-style-type: none"> • Suitable BRC • At least 18 years old • 9 months of supervised work experience or one practicum (this can be reduced to 6 months with high school diploma or equivalent; to 3 months with Associate's or Bachelor's) • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • N/A |
| Additional Hiring Requirements Options | | |
| <ul style="list-style-type: none"> • Suitable BRC • At least 18 years old • 3 months of supervised work experience with school age children • High school diploma or equivalent • 3 credits or equivalent in Child Growth and Development, Human Development, Elementary Education, or Related field • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • Completion of first aid certification |
| <ul style="list-style-type: none"> • Suitable BRC • At least 18 years old • 6 months of work experience with school age children including a minimum of 3 months of supervised work experience with school age children • High school diploma or equivalent • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • Completion of first aid certification |
| <ul style="list-style-type: none"> • Suitable BRC • At least 18 years old • 9 months of work experience with school age children, including at least 3 months of supervised work experience with any age group of children • High school diploma or equivalent • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • Completion of first aid certification |

Additional Options for Programs Hiring Group Leaders: Candidates for a Group Leader position shall be considered automatically qualified for hire if they meet one of the following sets of qualifications, with no additional work experience required.

1. Suitable BRC, associate degree in child development, early childhood education, elementary education or Related Field of Study that is relevant to school age care and education.
2. Suitable BRC, current school age childcare certification from an institution of higher learning.
3. Suitable BRC, Montessori Elementary I certificate [age 6 to 12].

4. Suitable BRC and EEC-qualified to work as a Family Child Care licensee or certified assistant in a Large Family Child Care Program (capacity of at least 8).

Hiring Site Coordinators

Educators in the Site Coordinator position are responsible for the day-to-day on-site oversight and operation of the program, including daily coordination of the Out-of-School time program at the assigned site, including daily attendance oversight, monitoring program flow and structure, and communicating effectively with children, families, staff, and the Department. Site Coordinators assist the Program Administrator with supervising and training Group Leaders and Assistant Leaders. An Educator in the role of Site Coordinator must be able to effectively communicate with children, families, staff, and the Department. The Site Coordinator must remain on site at all times and may be supervised by the Program Administrator, if applicable.

Minimum Requirements for the Hiring of Site Coordinators: Prior to employment, a candidate for a Program Management position must be at least 20 years old and meet one of the following sets of education and work experience requirements:

- Have a high school diploma or equivalent,
- Have some credit-bearing or equivalent coursework in Categories of Study relevant to the administration and programming for school age children, and
- Have experience as a Group Leader, Lead Teacher, or Large Family Child Care Provider.

Note: Each row in the table below shows a different option for meeting these site coordinator requirements.

| Minimum Hiring Requirements for a Site Coordinator | | |
|---|--|--|
| Prior to Working as a Site Coordinator | Within 2 Months | Within 6 Months |
| EEC Existing Hiring Requirements | | |
| <ul style="list-style-type: none"> • Suitable BRC • At least 20 years old • 1 year of supervised work experience or one practicum (this can be reduced to 9 months with bachelor’s degree or associate degree in any field; to 6 months with Bachelor’s in early education) • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • N/A |
| Additional Hiring Requirements Options | | |
| <ul style="list-style-type: none"> • Suitable BRC • At least 20 years old • 6 months of supervised work experience as a Group Leader • Associate degree or higher in early education, education, or Related Field of Study • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • Completion of First Aid Certification • Completion of 3 credits or equivalent (CEUs or PDP) |
| <ul style="list-style-type: none"> • Suitable BRC • At least 20 years old • 9 months of work experience as an EEC-qualified Preschool Lead Teacher | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • Completion of First Aid Certification • Completion of 3 credits or equivalent (CEUs or PDP) |

| Minimum Hiring Requirements for a Site Coordinator | | |
|--|--|--|
| Prior to Working as a Site Coordinator | Within 2 Months | Within 6 Months |
| <ul style="list-style-type: none"> • 3 credits or equivalent in Category of Study 14: Topics Specific to Out-of-School Time • Completion of Staff Orientation | | |
| <ul style="list-style-type: none"> • Suitable BRC • At least 20 years old • 12 months of supervised Out-of-School time work experience as a Group Leader • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of EEC Essentials | <ul style="list-style-type: none"> • Completion of First Aid Certification • Completion of 3 credits or equivalent (CEUs or PDP) |
| <ul style="list-style-type: none"> • Suitable BRC <p>At least 20 years old</p> <ul style="list-style-type: none"> • 36 months of consistent work experience with school age children as an EEC-qualified Family Child Care Licensee⁷ in a Large Family Child Care Program (capacity of 10) • 20hours of Professional Development in Category of Study 14: Topics Specific to Out-of-School Time • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of at least 15 hours of Professional Development in Categories of Study 11, 13 and 14 | <ul style="list-style-type: none"> • Completion of 3 credits or equivalent (CEUs or PDP) |

Hiring School Age Program Administrators

Program Administrators in Out-of-School Time programs are responsible for the overall management and administration of the program in accordance with all applicable state and local laws, rules, and regulations. Educators working in Program Administrator roles define the protocols used to ensure the performance of staff duties and responsibilities and oversee the general operations of the program site or multiple program sites, if applicable.

Minimum Requirements for the Hiring of Program Administrators:

- Be at least 21 years old,
- Have a high school diploma or equivalent,
- Meet the qualifications of a Site Coordinator, and
- Have some education and/or experience in management or administration.

Note: Each row in the table below shows a different option for meeting these program administrator requirements.

| Minimum Hiring Requirements for a Program Administrator | |
|---|---|
| Prior to Working as a Program Administrator | Within 6 Months |
| EEC Existing Hiring Requirements | |
| <ul style="list-style-type: none"> • Suitable BRC • All the site coordinator requirements AND | <ul style="list-style-type: none"> • N/A |

⁷ Responsibilities must have included 36 months providing supervision of at least one Certified Assistant.

Minimum Hiring Requirements for a Program Administrator

| Prior to Working as a Program Administrator | Within 6 Months |
|---|---|
| <ul style="list-style-type: none"> • 6 additional months of administrative experience (can be replaced by nine credits in management or administration subject areas from an accredited institution of higher education) • Completion of Staff Orientation | |
| Additional Hiring Requirements Options | |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • Completion of EEC Essentials • 6 months of work experience as a Site Coordinator or equivalent • Bachelor’s degree or higher in early education, education, or Related Field of Study • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of a minimum of 15 hours of Professional Development in Category 11: Supervision or Staff Development in Early Childhood Education |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • Completion of EEC Essentials • 9 months of supervised work experience as a Site Coordinator or equivalent • 20 hours of Professional Development related to administration, leadership, or management in Category of Study 11, 13, and 14 • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of a minimum of 15 hours of Professional Development in Category 11: Supervision or Staff Development in Early Childhood Education |
| <ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 5 years of work experience as an EEC-qualified Family Child Care licensee in a Large Family Child Care Program (capacity of 10) • 3 credits or equivalent in Child Growth and Development, Human Development, or equivalent • Completion of Staff Orientation | <ul style="list-style-type: none"> • Completion of a minimum of 15 hours of Professional Development in Category 11: Supervision or Staff Development in Early Childhood Education |

Verification Materials

The chart below outlines examples of documentation that must be reviewed to verify specific educator qualifications, as required by the Revised Educator Qualifications Policies. ***Licensees are responsible to ensure that documentation is in each educator’s file verifying their qualifications, as required by Department policy.*** When a licenser reviews an educator’s file, they should expect to see the documentation used to verify that educator’s qualifications in accordance with 606 CMR 7.04(5)a-c).

| Qualification | Examples of Acceptable Verification Materials <i>(Please note that only one document is required to be reviewed and maintained for each qualification being verified. For example, to verify enrollment in high school, the required document would be either the written statement or the copy of transcript, not both.)</i> |
|---|---|
| Enrolled in High School or Equivalent | <ul style="list-style-type: none"> • Written statement from the school verifying enrollment • Copy of transcript showing anticipated date of high school graduation |
| Completed High School or Equivalent | <ul style="list-style-type: none"> • Copy of high school diploma • Copy of high school transcript • Copy of GED or HISet diploma or certificate of high school equivalency • Copy of GED or HISet transcript • Written statement from the school verifying high school or GED or HISet graduation and date |
| Completed High School from a Chapter 74 and EEC approved program | <ul style="list-style-type: none"> • Copy of high school diploma • Copy of high school transcript that that indicates minimum of two (2) years of Child Growth and Development |
| Enrolled in College Degree Program | <ul style="list-style-type: none"> • Written statement from the administration of the college/university program, noting the number of credits for which the student is enrolled |
| Community College Certificate in Early Childhood | <ul style="list-style-type: none"> • Copy of certificate • Written statement from the school verifying student name and expected date of certificate completion |
| Completed Degree | <ul style="list-style-type: none"> • Copy of degree • Copy of official college transcript • Copy of e-transcript with the authentication page attached • Copy of unofficial college transcript <i>(may be used as temporary substitution until official transcript is obtained)</i> |
| College Coursework | <ul style="list-style-type: none"> • Copy of official college transcript • Copy of unofficial college transcript • Signed letter from school official or the course professor on school letterhead stationery indicating that the course is complete |
| Certification in Another State | <ul style="list-style-type: none"> • Copy of certificate • Signed letter from an official for the state agency on letterhead stationery indicating the certification of the educator |
| Credential, Including Child Development Associate (CDA) | <ul style="list-style-type: none"> • Copy of credential • Signed letter from an official working for the training entity on letterhead stationery indicating that the credential is complete |
| Montessori Certificate | <ul style="list-style-type: none"> • Copy of certificate from a program accredited by Montessori Accreditation Council for Teacher Education (MACTE) • Signed letter from an official working for the MACTE-accredited Montessori training entity indicating that the certification is complete |
| DPH-Certified Early Intervention | <ul style="list-style-type: none"> • Copy of credential |

| Qualification | <p align="center">Examples of Acceptable Verification Materials</p> <p><i>(Please note that only one document is required to be reviewed and maintained for each qualification being verified. For example, to verify enrollment in high school, the required document would be either the written statement or the copy of transcript, not both.)</i></p> |
|---|--|
| Certificate | <ul style="list-style-type: none"> • Signed letter from an official working for the training entity on letterhead stationery indicating that the certification program is complete |
| DESE-qualified | <ul style="list-style-type: none"> • Copy of license from MA Department of Elementary and Secondary Education (DESE). |
| Continuing Education Unit (CEU) | <ul style="list-style-type: none"> • Copy of CEU certificate • Signed letter from an official working for the training entity or the course professor indicating that the CEU is complete |
| Professional Development Point (PDP) | <ul style="list-style-type: none"> • Copy of PDP certificate • Signed letter from an official working for the training entity or the course professor indicating that the PDP is complete |
| Supervised Work Experience | <ul style="list-style-type: none"> • Work experience form completed, with signature and contact information of supervisor • Letter outlining details of work experience, with signature and contact information of supervisor |
| Unsupervised Work Experience | <ul style="list-style-type: none"> • Written description of experience including job responsibilities, duration of assignment, and contact information of supervisor or employer |

For the purposes of the Minimum Hiring Requirements for Educators, the following policies shall apply. Non-Credit Bearing Professional Development Policy

- Non-credit bearing professional development must have been completed within the past 5 years to count towards any qualification in the Minimum Hiring Requirements policy.
- At least 10 hours of non-credit bearing professional development in one [Category of Study](#) may be counted as equal to one credit bearing hour.
- Non-credit bearing Professional Development may include:
 - Conference sessions or workshops;
 - Formal education;
 - Online courses;
 - Supervision by FCC home monitors;
 - Training by consultants;
 - Ongoing participation in job-embedded activities (coaching, mentoring, Professional Learning Communities [PLC]).
 - Educational programs⁸ provided for staff by the program leadership; or
 - Technical assistance designed to increase the knowledge or skills of an individual in order to prepare him or her to work with children more effectively in a program.

Please note that, for annual professional development requirements related to program licensure, at least 1/3 must address diverse learners, as defined by and in accordance with 606 CMR 7.00.

Continuing Education Units (CEU) Issuance and Equivalencies Policy

To serve as minimum hiring requirements for the purpose of this policy, the following number of CEU’s in the same

⁸ For the purposes of the Revised Educator Qualifications policy, educational programs shall include Boys and Girls Club Association (BGCA) and YMCA trainings designed specifically for club staff working with children and youth in Out-of-School Time programs.

Category of Study can count towards requirements for credit bearing coursework with the following equivalency:

- 4.5 CEUs (45 hours of instruction) in the same Category of Study are equal to 3 credits.
- 3 CEUs (30 hours of instruction) in the same Category of Study are equal to 2 credits.
- 1.5 CEUs (15 hours of instruction) on the same Category of Study are equal to 1 credit.

To meet credit-bearing coursework requirements, only CEUs issued from the following organizations can count:

- Accredited colleges or universities: <https://ope.ed.gov/accreditation/>.
- Massachusetts Association for the Education of Young Children (MassAEYC): <http://www.massaeyc.com/>.
- National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org/>.
- The National Coalition for Education and Cultural Programs (NCECP): <http://www.ncecp.org/>.
- Selected training institutes with the International Association for Continued Education and Training (IACET) accreditation <http://www.iacet.org/>, including the Child Care Education Institute (CCEI) <http://www.cceionline.com>.

Professional Development Points (PDP) Issuance and Equivalencies Policy

In accordance with MA Department of Elementary and Secondary Education (DESE) [professional development policies](#), PDPs may only be awarded under the following conditions:

- The professional development is offered by DESE, a school district, an educational collaborative, or a provider that is registered with DESE
- The professional development must be at least 10 hours per topic.
- The professional development must include an assessment of learning (this may be an end-of-course assessment or an observable demonstration of learning).
- The professional development participant has met the provider's criteria for mastery.

To serve as minimum hiring requirements for the purpose of this policy and in accordance with DESE [professional development policies](#), the following number of PDP's can count towards requirements for credit bearing coursework with the following equivalency:

- 10 PDPs = 1 CEU
- 15 PDPs = 1 college credit
- 1 PDP = 1 clock hour of training

Work Experience Policy

While work experience with children of all ages may be counted, priority should be given, with Program Director's discretion, to assigning educators to age groups that best match their specific work experience.

*For the purposes of this policy, regular basis shall mean at least 12 hours per week in periods of at least four weeks in one program.

Work experience may be completed in a variety of settings and roles, including but not limited to:

- Work experience as a Counselor, Junior Counselor, Camp Director, or Health Care Supervisor at a summer camp licensed by the Department of Public Health,
- Work experience as an Early Intervention Specialist
- Work experience as a Head Start Home Visitor.

- Work experience as a paraprofessional, teacher’s aide, or Group Leader in a public preschool or Out-of-School time program
- Work experience in youth development programs, including drop-in programs, may count towards required school age work experience.
- Work experience of an instructional nature, i.e., coaching, dance instruction, art lessons, or karate lessons, may count towards required school age work experience.
- Alternative work experience in private schools, medical facilities, or other direct service roles with children
- A “permanent” substitute position at a child care center counts as work experience (occasional substitute teaching doesn’t count).

Out-of-state supervised work experience in a licensed child care program may be accepted, at the director’s discretion, provided it meets the requirements for staff supervision and evaluation.

Supervised work experience can be obtained in any role (e.g., an assistant teacher or classroom aide, either paid or volunteer,) as long as the educator receives regular supervision and evaluation by an educator qualified as a Lead Teacher, Director, Site Coordinator, or other qualified Program Administrator, including but not limited to:

1. observation of educators while working with children at least every two months by a staff with lead teacher, site coordinator or higher qualifications;
2. consultation with educators regarding children’s individual needs and communication with families;
3. documentation of all observations and consultations;
4. evaluation to identify staff training and professional development needs; modify staff performance agreements, as necessary, to assist each educator in improving his or her skills and professional competencies.
5. opportunity for the educator to provide input, read, comment on, and sign his/her annual evaluation.

Supervised work experience must include a minimum of 12 hours per week in periods of at least four weeks in one program. Supervised work experience that is less than 12 hours per week and/or in periods of less than four weeks may count towards the general work experience requirement but shall not meet the supervised work experience qualification.

Where additional flexibility is needed and at the Program Director’s discretion, the following substitutions may be applied:

- Work experience of less than 12 hours per week may count as follows: 50 hours of consistent, cumulative work at one program is equivalent to one month of work experience.
- Work experience may substitute for supervised work experience as follows:
 - 3 months of consistent, cumulative work in one setting, consisting of at least 50 hours per month, may be counted as one month of supervised work experience. For example, 6 months of employment in a group setting other than a licensed child care facility with at least 50 hours of work per month may count as 2 months of supervised work experience.

Program Resource Guide

Protocols for Minimum Hiring Requirements for Educators in Center-Based and Out of School Time Programs

Introduction & Background:

EEC-affiliated programs across the Commonwealth have expressed significant challenges with recruiting, and retaining, qualified early childhood care and education staff to support teaching and learning. To streamline hiring and support programs with the need to immediately hire qualified staff to support operations within their child care programs, EEC has designed Minimum Hiring Requirements for Educators to enable programs to independently maintain Educator Qualification requirements and standards onsite without pre-approval/certification from EEC. [The Minimum Hiring Requirements for Educators Policy](#) proposes flexible alternatives and supports for the roles in EEC-affiliated Center-Based and Out of School Time Programs outlined below.

Effective December 6, 2021, EEC’s Teacher Qualifications (TQ) Unit will no longer process Teacher Certificates for educators and staff hired by EEC-affiliated programs. The TQ Unit will continue to provide technical assistance and support to program administrators who request assistance in understanding, and implementing, the Minimum Hiring Requirements for Educators Policy.

These protocols outlined in this document support EEC-affiliated programs in reviewing and verifying required documentation and qualifications for all educator types listed below.

| Provider Type | Educator Types Subject to the Minimum Hiring Requirements for Educators Policy |
|-----------------------------|---|
| Center-Based Programs | <ul style="list-style-type: none"> • Director’s Designee • Staff (e.g., Assistant Teacher, Aide, Student Intern, Paraprofessional, Personal Care Assistant, Volunteer) • Assistant Educator • Teacher (Classroom Teachers) • Lead Teacher (Lead Classroom Teacher) • Program Management (Director, Program Administrator, Instructional Leader, Operational Leader) |
| Out of School Time Programs | <ul style="list-style-type: none"> • Assistant Group Leader (e.g., Assistant Leader, Assistant Teacher, Assistant Counselor, Aide, Student Intern, Volunteer) • Group Leader (Educator, Teacher, Counselor) • Site Coordinators (Directors) • Program Administrators |

In partnership with EEC-affiliated programs, the following guiding principles will drive the Commonwealth’s adoption of additional flexibilities for qualifying educators.

- EEC believes all children should have the opportunity to engage in high-quality care and education opportunities.
- EEC educators and staff should be measured by their competency growth and development, while being structured and supported through on the job learning and training.
- Advanced coursework and practicum opportunities should be relevant equitably accessible to those interested in pursuing careers in the early education and care field.
- EEC, and its providers, will honor pursuit of advanced coursework (as measured by active enrollment,) as an indicator of quality.
- EEC’s policies and regulations prescribe a baseline, or floor, for programs to use. Continuous Quality Improvement (CQI) Plans should be a tool used to help build a shared understanding between program leadership and educators of the efforts and investments toward meeting the standards and pursuing excellence.

Historically, EEC has administered secondary verification of Educator Qualifications by reviewing and issuing a Teacher

Qualifications (TQ) Certificate. Effective, December 6, 2021, EEC's TQ Unit will no longer verify or approve the Educator's Qualifications (including upgrades) prior to hire at an EEC-licensed or approved program. The Program Leadership (Administrator, Director) is responsible for reviewing, verifying, and maintaining documentation of a prospective hire's qualifications. The protocols for meeting EEC's Minimum Hiring Requirements for Educators are set forth below. Important to note, TQ Certificates already administered by EEC will continue to be honored, as will those currently in submitted status and not yet approved. The TQ Unit at EEC will review all previously submitted TQ applications on or before March 1, 2022.

To reiterate, as of December 6, 2021, EEC providers and educators will no longer send TQ applications or upgrades to EEC for secondary verification. Programs, as of December 6th, 2021, will maintain this documentation onsite. Your EEC licenser will review staff files, as they currently do, during your routine monitoring visits.

The following content outlines the expectations and requirements of EEC-affiliated programs to adhere to the Minimum Hiring Requirements for Educators Policy.

Program Requirements:

I. Using the Revised EEC Policy for Minimum Hiring Requirements for Educators and Associated Standards

Effective December 6, 2021, program administrators will review, verify, and document all components of the educator's qualifications to ensure prospective employees meet the minimum hiring requirements as defined by EEC. Program administrators are expected to maintain these documents on file (digital or paper) for a minimum of five (5) years after the candidate is hired, or in line with the program's HR policies for document retention.

Program leadership at EEC-affiliated programs should familiarize themselves with the Revised Minimum Hiring Requirements for Educators Policy. This revised policy introduces new alternatives and opportunities for prospective employees to meet (or exceed) the qualification standards to work in an EEC-affiliated program. It is the program (employer's) responsibility to hire and onboard staff in accordance with this policy.

The Minimum Hiring Requirements for Educators Policy represents the minimum qualification standards for hire by EEC. Programs should determine whether they wish to create standards above these minimums for their own hiring practices.

Important to note: Chapter 74 Applications will still be reviewed and processed by the TQ Unit after the Minimum Hiring Requirements for Educators Policy is released. Chapter 74 Applications support high school programs that meet the definition of vocational-technical education and are approved by the Department of Elementary and Secondary Education (DESE) pursuant to Chapter 74 and the Vocational Technical Education Regulations. Graduates from [Chapter 74-approved vocational technical high school programs](#) must complete two years of Child Development coursework and a total of one hundred and fifty (150 hours) of classroom experience within an infant/toddler or preschool EEC-licensed program. The TQ Unit will continue to accept those Chapter 74 Applications from students pursuing EEC certification after the Minimum Hiring Requirements for Educators Policy is launched.

Please note: No changes have been made to the Background Record Check and Early Ed Essentials requirements as outlined in 606 CMR 7.00 and 606 CMR 14.00.

II. Document Verification for Qualification Standards (Maintained by Program)

Effective December 6, 2021, program administrators (directors or other associated leadership such as the licensee) will be expected to review and maintain documentation on file for new and prospective hires to meet the Minimum Hiring Requirements for Educators Policy. Examples of the types of documentation required to verify individual Educator Qualifications are identified within the policy and outlined in the table below. These are not intended to be an all-inclusive list of documents program administrators can use to verify work experience and educational background. Program administrators may use discretion in accepting other documents to verify the prospective hire's qualifications to meet the minimum hiring requirements as defined in EEC's Policy. The chart below represents examples of documentation types program administrators can use to verify qualifications and work experience.

Important to note: these requirements represent the foundational (or baseline) qualifications educators are expected to uphold. Policy and EEC guidance does not prevent a candidate with work or educational experience that exceeds this baseline to accept a role within an EEC-affiliated program.

TQ certificates already administered will continue to be honored and should be preserved onsite for review by the EEC licenser. EEC does not require educators with an existing TQ certificate to submit any additional documentation to their employer.

| Qualification | <p style="text-align: center;">Examples of Acceptable Verification Materials</p> <p><i>(Please note that only one document is required to be reviewed and maintained for each qualification being verified. For example, to verify enrollment in high school, the required document would be either the written statement or the copy of transcript, not both.)</i></p> |
|---|---|
| Enrolled in High School or Equivalent | <ul style="list-style-type: none"> • Written statement from the school verifying enrollment • Copy of transcript showing anticipated date of high school graduation |
| Completed High School or Equivalent | <ul style="list-style-type: none"> • Copy of high school diploma • Copy of high school transcript • Copy of GED or HISet diploma or certificate of high school equivalency • Copy of GED or HISet transcript • Written statement from the school verifying high school or GED or HISet graduation and date |
| Completed High School from a Chapter 74 and EEC approved program | <ul style="list-style-type: none"> • Copy of high school diploma • Copy of high school transcript that that indicates minimum of two (2) years of Child Growth and Development |
| Enrolled in College Degree Program | <ul style="list-style-type: none"> • Written statement from the administration of the college/university program, noting the number of credits for which the student is enrolled |
| Community College Certificate in Early Childhood | <ul style="list-style-type: none"> • Copy of certificate • Written statement from the school verifying student name and expected date of certificate completion |
| Completed Degree | <ul style="list-style-type: none"> • Copy of degree • Copy of official college transcript • Copy of e-transcript with the authentication page attached • Copy of unofficial college transcript <i>(may be used as temporary substitution until official transcript is obtained)</i> |
| College Coursework | <ul style="list-style-type: none"> • Copy of official college transcript • Copy of unofficial college transcript • Signed letter from school official or the course professor on school letterhead stationery indicating that the course is complete |
| Certification in Another State | <ul style="list-style-type: none"> • Copy of certificate • Signed letter from an official for the state agency on letterhead stationery indicating the certification of the educator |
| Credential, Including Child Development Associate (CDA) | <ul style="list-style-type: none"> • Copy of credential • Signed letter from an official working for the training entity on letterhead stationery indicating that the credential is complete |
| Montessori Certificate | <ul style="list-style-type: none"> • Copy of certificate from a program accredited by Montessori Accreditation Council for Teacher Education (MACTE) • Signed letter from an official working for the MACTE-accredited Montessori training entity indicating that the certification is complete |
| DPH-Certified Early Intervention Certificate | <ul style="list-style-type: none"> • Copy of credential • Signed letter from an official working for the training entity on letterhead stationery indicating that the certification program is complete |

| Qualification | Examples of Acceptable Verification Materials <i>(Please note that only one document is required to be reviewed and maintained for each qualification being verified. For example, to verify enrollment in high school, the required document would be either the written statement or the copy of transcript, not both.)</i> |
|---|--|
| DESE-qualified | <ul style="list-style-type: none"> • Copy of license from MA Department of Elementary and Secondary Education (DESE). |
| Continuing Education Unit (CEU) | <ul style="list-style-type: none"> • Copy of CEU certificate • Signed letter from an official working for the training entity or the course professor indicating that the CEU is complete |
| Professional Development Point (PDP) | <ul style="list-style-type: none"> • Copy of PDP certificate • Signed letter from an official working for the training entity or the course professor indicating that the PDP is complete |
| Supervised Work Experience | <ul style="list-style-type: none"> • Work experience form completed, with signature and contact information of supervisor • Letter outlining details of work experience, with signature and contact information of supervisor |
| Unsupervised Work Experience | <ul style="list-style-type: none"> • Written description of experience including job responsibilities, duration of assignment, and contact information of supervisor or employer |

Effective December 6, 2021, programs and educators will no longer be required to submit documentation to EEC. These documents will be maintained on file by the program administrator and should be accessible to the EEC licensor upon request when reviewing the staff files during routine monitoring visits.

To support programs with obtaining (and tracking) the required documentation to validate educator qualifications, the [Educator’s Qualifications Packet](#) has been updated to reflect the Revised Minimum Hiring Requirements for Educators Policy and supplemental Work Experience Forms programs may use to document work experience (both supervised and not supervised.) *This packet serves as a resource to the program administrator (leadership) and the forms imbedded within are meant to serve as a recommended template for all new and prospective hires. The program administrator should keep all verification documents on file with the program for review by the EEC licensor during their monitoring visit. All new and prospective hires in EEC-affiliated programs must have documents verifying their hire in the employee file (including Work Experience Forms or the appropriate alternative, a letter of recommendation as outlined above.) Existing staff can (and should) continue to use their TQ certificate (if hired prior to the publication of the Revised Minimum Hiring Requirements for Educators Policy) to validate their qualifications.*

Programs are not expected to further validate college transcripts, work experience attestation forms or course schedules unless explicitly advised by their employer to do so. EEC does not require this level of validation unless the documentation received by the prospective hire is incomplete, illegible, or obtained from an unfamiliar (unrecognizable) institution of higher education. Programs can accept photographs, PDFs, hard copies, and digital downloads of documentation verifying qualifications if they are legible, signed and readily available upon request by EEC. International work experience and/or coursework completion may require EEC technical assistance to determine applicability. Educators and prospective hires may utilize EEC’s updated Educator Qualifications Review Packet-International to streamline their technical assistance request to the TQ Unit. This Packet is being offered to programs as a resource who have prospective hires who hold international work experience and/or coursework completion and may require support from EEC’s TQ Unit to verify the documentation. Program administrators are not required to use this packet or seek EEC technical assistance in verifying the documentation for international work experience and/or coursework completion; however, the packet may serve as a resource for programs to streamline their requests for support from the TQ Unit.

The TQ Unit is available to provide technical assistance to programs on an individualized, and small group, basis. Information on EEC’s approach to enforcement and technical assistance is outlined below. Programs requesting technical assistance for international work experience and/or coursework completion should reach out directly to the TQ Unit at eecprofdev@mass.gov.

- Educator Role & Responsibilities for the Implementation of the Minimum Hiring Requirements for Educators Policy: Educators and staff employed by an EEC-affiliated program are still required to create an Educator Profile in the Professional Qualifications Registry. EEC is currently in the development stage of producing a new Workforce Registry. Once that system goes live, further guidance will be administered to support the field in creating, and maintaining, their registry profiles.

III. EEC Enforcement & Technical Assistance Approach

As programs and educators orient to the Minimum Hiring Requirements for Educators Policy, EEC licensors will offer to protect time at each monitoring visit to support programs in understanding these additional flexibilities and the documentation required of the program to adhere to the revised standards. As a best practice, EEC encourages licensors to protect time at all licensure visits (not just the monitoring visit) to review the Minimum Hiring Requirements for Educators Policy with program leadership. During the monitoring visit, licensors will pull a random sample of staff files (as they do currently) to review educator qualifications, BRC compliance, First Aid/CPR certification and Early Ed Essentials completion. For programs who have hired new staff since December 6, 2021, the director or program administrator may select a sampling of those newly hired staff files to share with the licensor for review should they need support/technical assistance. The licensor will review the employee's submitted documents to ensure verification by the employer was completed accurately prior to hire. The licensor will use the [Staff Records Checklist](#) and [Document Verification Chart within the Minimum Hiring Requirements for Educators Policy](#) to review staff files to ensure compliance with the revised policy.

Licensors will use the Staff Records Checklist and Educator's Qualifications Application Packet to guide program administrators in understanding and adhering to the Minimum Hiring Requirements for Educators Policy. In order to maximize time spent during the monitoring visit, programs can prepare questions related to the Minimum Hiring Requirements for Educators Policy (in advance) for the licensor to review.

Licensors will continue to review staff/employee files and enforce the following EEC requirements during their monitoring visits: BRC suitability, Early Ed Essentials Training completion and First Aid/CPR Certification. Educator Qualifications, and the associated documentation required to validate those qualifications after December 6, 2021, will be reviewed and supported with technical assistance and education to the program leadership. If additional technical assistance and support is needed outside of the formal licensing visit, a referral to the TQ Unit to support ongoing questions related to meeting this standard can be made by the licensor.

Licensors will support programs with education and technical assistance in operationalizing the Minimum Hiring Requirements for Educators Policy. It is not the responsibility or expectation of the licensor to make hiring decisions or verifications on behalf of the program while supporting their questions and requests for technical assistance.

IV. Long-Term Reciprocity & Educator Advancement

EEC is committed to designing sustainable, and achievable, pathways for early childhood educators to enter and advance within the workplace. As such, the flexibilities offered within the Minimum Hiring Requirements for Educators Qualifications Policy are designed to honor and support continued growth and development for early childhood educators throughout the implementation of EEC's Credentialing Framework.

Educators hired on or after December 6, 2021 should remain supported in developing a plan for ongoing professional growth and development. Advanced coursework in early education coursework, as well as on the job learning experience is critical to supporting ongoing competency obtainment and growth will continue to be honored and supported by EEC. All documents obtained and maintained by the program to verify Educator Qualifications should be kept on file for a minimum of five (5) years after the employee's date of hire.

EEC will provide additional guidance for new employees to transfer any necessary information into the new Professional Registry once it is rolled out.

V. TQ Unit Support & Technical Assistance

In addition to onsite support from the program's licensor, the TQ Unit is available to support programs with understanding, and implementing, the Minimum Hiring Requirements for Educators Policy.

The TQ Unit will hold twice weekly virtual office hours for EEC programs to ask questions and receive support in implementing the Minimum Hiring Requirements for Educators Policy.

The TQ Unit anticipates providing dedicated 1:1 technical assistance for programs verifying international work experience and education, as well as Chapter 74 and EEC Approved Early Education High School Program Applications. TQ will also support programs in understanding relevant and applicable categories of study for prospective and new hires. Office hours will be hosted on Zoom on Tuesdays at 2:00pm and Thursdays at 10:00am beginning the week of December 6, 2021 and through December 23, 2021. Upon registering for the Office Hours, attendees will be asked to submit their questions in advance of the session. This will ensure TQ staff are prepared to answer questions and support resolution on hiring determinations at the program level.

The registration links for these Office Hours can be accessed on [EEC's Strategic Plan Portal under "Engagement Opportunities."](#)

The TQ Unit can be accessed via email at eecprofdev@mass.gov.

Forms

VERIFICATION OF SUPERVISED WORK EXPERIENCE

**Applicants must have verification of experience caring for children under age 7(not yet enrolled in first grade)
or
children with special needs under age 16.**

Center Name (where work experience was completed) (Please include EEC Program # if applicable)

Center Address

Applicant Name

Applicant Address

CURRENT/PRIOR POSITION:

Center-Based Program

Assistant Educator, Assistant Teacher, Aide, Student Intern, Paraprofessional, Personal Care Assistant, Volunteer

Teachers, Classroom Teachers
 Lead Teacher, Lead Classroom Teacher

Director, Program Administrator, Instructional Leader, Operational Leader

Out of School Time Program

Assistant Leader, Assistant Teacher, Assistant Counselor,

Aide, Student Intern, Volunteer

Group Leader, Educator, Teacher, Counselor

Site Coordinator, Director
 Program Administrator
 Other: _____

CHECK APPLICABLE AGE GROUP(S):

Infant/Toddler (Ages 0 months to age 2.9)
 Preschool (Age 2.9 to age 5)

Mixed Toddler/Preschool (Age 15 months to age 5)
 Preschool/School Age (Age 2.9 to age 6)
 Special Needs? If yes, list Ages _____

CHECK WORK EXPERIENCE TYPE:

General work experience
 Practicum through accredited College or University / _____
(required)

INDICATE DATES WORKED:

From: Mo/Day/Year to: Mo/Day/Year
___/___/___ ___/___

INDICATE TOTAL HOURS OF WORK EXPERIENCE

(required)

Circle one type of year:

Full year (January through December) School year (September through June)

I attest, to the best of my knowledge, that all information contained herein is true and accurate.

Supervisor Name: _____ Signature: _____

(required)

Date: _____ Title: _____ EEC Certificate # _____ or DESE Certificate #: _____

(required)

Telephone: _____ Email address: _____

VERIFICATION OF UNSUPERVISED WORK EXPERIENCE

**Applicants must have verification of experience caring for children under
age 7(not yet enrolled in first grade)
or
children with special needs under age 16.**

Center Name (where work experience was completed) (Please include EEC Program # if applicable)

Center Address

Applicant Name

Applicant Address

CURRENT/PRIOR POSITION:

Center-Based Program

Assistant Educator, Assistant
Teacher, Aide, Student Intern,
Paraprofessional, Personal Care
Assistant, Volunteer

Teachers, Classroom Teachers

Lead Teacher, Lead Classroom
Teacher

Director, Program
Administrator, Instructional
Leader, Operational Leader

Out of School Time Program

Assistant Leader, Assistant
Teacher, Assistant Counselor,

Aide, Student Intern, Volunteer

Group Leader, Educator,
Teacher, Counselor

Site Coordinator, Director

Program Administrator

Other: _____

CHECK APPLICABLE AGE GROUP(S):

Infant/Toddler (Ages 0 months to age 2.9)

Preschool (Age 2.9 to age 5)

Mixed Toddler/Preschool (Age 15 months to age 5)

Preschool/School Age (Age 2.9 to age 6)

Special Needs? If yes, list Ages _____

CHECK WORK EXPERIENCE TYPE:

General work experience

Practicum through accredited College or University

INDICATE DATES WORKED:

From: Mo/Day/Year to: Mo/Day/Year

___/___/___ ___/___/___

INDICATE TOTAL HOURS OF WORK EXPERIENCE

(Required)

Circle one type of year:

Full Year _____ January - December

School Year _____ September - June

Work Experience Description:

Supervisor/Employer Contact Information:

Name: _____ Email: _____
Telephone: _____

I attest that the above information is, to the best of my knowledge, true and accurate.

Applicant Name: _____
(Please type or print clearly)

Applicant Signature: _____
(Signature is required)

Phone Number: _____ **Date:** _____

VERIFICATION OF WORK EXPERIENCE/PRACTICUM IN FAMILY CHILD CARE

To Be Completed by a Family Child Care (FCC) Provider Only

Work experience as an FCC provider counts towards certification/qualification. Verification requires an attachment of the most recent program license. Additional verified work experience is as referenced in the EEC Educator's Qualification Policy. All FCC providers must have a license in good standing

EEC FCC Program # _____ EEC FCC License # _____

FCC Applicant:

Form with fields for First Name, Middle Name, Last Name, FCC Address: Number, Street, Apt. #, City/Town, State, Zip Code

CHECK APPLICABLE AGE GROUP(S):

- Infant/Toddler (Ages 0 months to age 2.9)
Preschool (Age 2.9 to age 5)
Mixed Toddler/Preschool (Age 15 months to age 5)
Preschool/School Age (Age 2.9 to age 6)
Special Needs? If yes, list Ages _____

DATES OF EXPERIENCE:

From: MM/DD/YEAR to MM/DD/YEAR

I attest that the above information is, to the best of my knowledge, true and accurate.

FCC Applicant Name: _____ (Please type or print clearly)

FCC Applicant Signature: _____ (Signature is required)

Phone Number: _____ Date: _____

VERIFICATION OF WORK EXPERIENCE/PRACTICUM IN FAMILY CHILD CARE

To Be Completed by a Family Child Care (FCC) Assistant Only

Work experience as an FCC Provider Assistant counts towards qualifications if the FCC Provider is EEC Lead Teacher certified/qualified. An applicant must attach their FCC Assistant Certification, the EEC Provider Program License, and the EEC Lead Teacher or Director Certification/qualifications of the FCC Provider.

EEC FCC Provider Program # _____ EEC FCC Assistant Certificate#

FCC Applicant:

| | | |
|-------------------|--------------------|------------------|
| _____ | _____ | _____ |
| <i>First Name</i> | <i>Middle Name</i> | <i>Last Name</i> |
| FCC Address: | | |
| _____ | _____ | _____ |
| <i>Number</i> | <i>Street</i> | <i>Apt. #</i> |
| _____ | _____ | _____ |
| <i>City/Town</i> | <i>State</i> | <i>Zip Code</i> |

CHECK APPLICABLE AGE GROUP(S):

- Infant/Toddler (Ages 0 months to age 2.9)
- Preschool (Age 2.9 to age 5)
- Mixed Toddler/Preschool (Age 15 months to age 5)
- Preschool/School Age (Age 2.9 to age 6)
- Special Needs? If yes, list Ages _____

**INDICATE DATES WORKED:
EXPERIENCE:**

From: Mo/Day/Year to: Mo/Day/Year
____/____/____ ____/____/____

INDICATE TOTAL HOURS OF WORK

(Required)

I attest that the above information is, to the best of my knowledge, true and accurate.

FCC Provider Name: _____ FCC Provider Signature: _____

(Signature required)

FCC Provider Lead Teacher/Director EEC Certificate #/Qualifications _____
(Required)

Phone Number: _____ Date: _____

