

**MASSACHUSETTS
DEPARTMENT OF EARLY EDUCATION AND CARE
WORKFORCE DEVELOPMENT SYSTEM BUILDING -
UPDATE**

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TABLE OF CONTENTS

I. INTRODUCTION..... 2

II. KEY ELEMENTS OF A WORKFORCE DEVELOPMENT SYSTEM.....3

1. STATE-WIDE INFRASTRUCTURE BUILDING, LEADERSHIP, AND STRATEGIC PLANNING..... 3

2. CORE COMPETENCIES..... 5

3. PROFESSIONAL DEVELOPMENT DATA MANAGEMENT SYSTEM.....6

4. CREDENTIALING AND CAREER LATTICE (CAREER PATHWAYS).....9

5. PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND RESOURCES ALIGNED WITH REQUIREMENTS AND WORKFORCE NEEDS..... .10

III. NEXT STEPS.....12

APPENDICES

- A. MGL, CHAPTER 15 LEGISLATIVE REQUIREMENTS
- B. MASSACHUSETTS EARLY EDUCATION AND CARE AND OUT-OF-SCHOOL TIME WORKFORCE DEVELOPMENT TASK FORCE MEMBERS
- C. DRAFT FINDINGS FROM EEC PROFESSIONAL DEVELOPMENT SURVEY
- D. CURRENT DRAFT OF EEC'S CORE COMPETENCIES
- E. COMPARISON OF REQUIREMENTS RELATED TO CREDENTIALS
- F. COMPARISON OF EDUCATION AND EXPERIENCE REQUIREMENTS
- G. CURRENT REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT

INTRODUCTION

Research demonstrates that quality early education and out-of-school time programming is linked to positive outcomes for children. Research also shows that a highly skilled and well-qualified workforce is a critical factor in the quality of a program. Based in part on this research, one of the primary reasons for the creation of the Department of Early Education and Care (EEC) was the need to develop and oversee a thriving professional development system for the early education and care and out-of-school time workforce.

EEC's enabling statute (MGL Chapter 15D: Section 5) specifically charges the new department with developing, implementing, and annually reporting on the progress towards a Workforce Development System. The statute provides detailed direction to EEC on the key features for a workforce system (please see Appendix A for the full text of the legislation). EEC released its first Workforce Development Plan in January, 2006. That plan served as a blueprint for EEC as it began analyzing existing workforce resources and working toward designing a true Workforce Development System.

“COMPREHENSIVE PROFESSIONAL DEVELOPMENT SYSTEMS FOR EARLY CARE AND EDUCATION PERSONNEL ARE ACCESSIBLE AND BASED ON A CLEARLY ARTICULATED FRAMEWORK; INCLUDE A CONTINUUM OF TRAINING AND ONGOING SUPPORTS; DEFINE PATHWAYS THAT ARE TIED TO LICENSURE, LEADING TO QUALIFICATIONS AND CREDENTIALS; AND ADDRESS THE NEEDS OF INDIVIDUAL, ADULT LEARNERS” (NCCIC, 2007).

This report updates and outlines EEC's work over the past year toward developing a comprehensive framework for building a statewide professional development system that will improve outcomes for children and enhance the quality of early education and care and out-of-school time programs. EEC's goal is to build a Workforce Development System that will produce positive outcomes for children by supporting those who work with them directly or indirectly in a variety of roles and settings.

The following principles guide EEC's work in this area:

- *Involve and engage stakeholders;*
- *Include all staff roles and levels;*
- *Build on strengths of the current workforce;*
- *Provide a continuum of opportunities that are accessible and meet the diverse needs of the workforce;*
- *Develop and recognize leadership at all levels*
- *Set high standards and provide the supports to meet and maintain them;*
- *Promote equity across public and private systems;*
- *Link career advancement to compensation;*
- *Establish best practices based on current research;*
- *Maintain a balance among access, affordability, and quality across the system.*

Currently EEC, United Way of Massachusetts Bay, and the Schott Foundation are collaborating to convene the Massachusetts Early Education and Care and Out-of-School Time Workforce Development Task Force (Workforce Task Force). The Workforce Task Force will be comprised of individuals and organizations with expertise and experience in workforce development and in the

early education and care field (please see Appendix B for a list of Workforce Task Force members). The Workforce Task Force will be responsible for using the information contained in this report and in the 2006 Plan to advise EEC on the further development and implementation of our Workforce System.

Please note: 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, new terminology is being proposed to describe the early education and care workforce. The term “educator” will refer to all individuals employed in EEC licensed or license-exempt programs working with children from birth to 14 years of age and their families, regardless of the program setting or the individual’s role.

II. KEY ELEMENTS OF A WORKFORCE DEVELOPMENT SYSTEM

Based on the requirements provided in EEC’s enabling legislation; the framework for a workforce system contained in EEC’s 2006 Workforce Development Plan; and research and analysis conducted during the past year, EEC has identified the following key elements that must be in place to establish a comprehensive Workforce Development System for Massachusetts:

1. **State-wide Infrastructure Building, Leadership, and Strategic Planning;**
2. **Core Competencies;**
3. **Professional Development Data Management System;**
4. **Credentialing and Career Lattice (Career Pathways);**
5. **Professional Development Opportunities and Resources Aligned with Requirements and Workforce Needs**

This section of the report will provide background information and definitions for each of the five key elements as well as highlight the progress made over the past year. The subsequent section outlines the key next steps the agency (and partners) will take to continue the planning and development of each of these critical components.

1. **STATE-WIDE INFRASTRUCTURE BUILDING, LEADERSHIP, AND STRATEGIC PLANNING**

Central to EEC’s workforce system efforts is developing the administrative structure -- at the State, regional and local levels -- needed to effectively create, grow and oversee a Workforce Development System. This work starts with our vision and plan for workforce development and includes strengthening our own capacity to effectively gather, analyze and present data about the early education and out-of-school time workforce. Through better analysis and strategic planning we will maximize existing resources as well as identify critical gaps. EEC’s workforce development initiatives must also be carefully and deliberately linked with other departmental efforts to improve the quality of programs such as licensing, regulation reform, promotion of accreditation, and the development of a quality rating system. Similarly, all efforts to improve program quality including workforce development must be balanced with on-going work to ensure both accessibility and affordability of early education and out-of-school time programs for families.

EEC is also responsible for the critical task of aligning our work with other state, federal and local agencies. In particular, EEC will work closely with the Department of Education (DOE) to ensure

alignment of our credentialing systems and with the Board of Higher Education (BHE) to ensure that two and four year colleges and universities have the capacity to provide professional preparation and on-going development for the various segments of the workforce. Finally, stakeholders from across the early education and out-of-school time field will be involved at every step to ensure the appropriate strategies are developed and that implementation is realistic and can be successful.

As a thriving professional development system takes shape, EEC will have the opportunity to not only publicize the importance of teaching in an early education and out-of-school time setting to the general public, but will also be able to effectively promote early education and care as an attractive career choice for current and prospective educators.

Progress-To-Date

- Addressed and aligned professional development requirements in draft of new proposed regulations for licensed early education and care and out-of-school time programs including:
 - requiring all educators entering the field to attend a mandatory orientation developed by EEC;
 - aligning requirements for pre-service training and in-service professional development across program types;
 - requiring all educators to register and keep their information up-to-date in the Professional Development Data Management System; and
 - establishing expectations that staff training will be a *joint* responsibility of the licensee and the individual educator; and that the licensee shall facilitate staff's professional development.
- Conducted a survey of Child Care Resource and Referral Agencies (CCR&Rs), Community Partnerships for Children (CPCs), Family Child Care Systems, and Head Start programs to gather information on professional development provided during FY2006 (please see Appendix C for Draft Findings from the Professional Development Survey). The information will be used to identify strengths and to assess gaps in the current system and to inform how professional development opportunities are aligned and delivered in the future.
- Held monthly meetings with external stakeholders (e.g., institutions of higher education, family child care providers, center-based programs, resource and referral agencies, CPC programs, etc.) to discuss the planning, development, and implementation of workforce initiatives.
- Collaborated with United Way of Massachusetts Bay and Schott Foundation to establish the Workforce Task Force.

2. CORE COMPETENCIES:

EEC sees Core Competencies as the critical first step in developing the Workforce Development System. *Core Competencies* are defined as the range of knowledge and observable skills that adults working with children need to facilitate learning and development (NCCIC, 2005). Core competencies are based on a continuum of knowledge, skills, and experience and articulate the body of knowledge and demonstrated skills and dispositions or professional attitudes that educators need to work in various positions in the field across all age groups and settings.

Core competencies give educators a framework for professional development - a road map -- leading them to new credentials, or guiding on-going professional development at various career stages. Educators will be able to “recognize themselves” as professionals based on the knowledge and competencies they have gained through education and practical applications rather than solely being defined by the setting in which services are provided or by their degree attainment. Core competencies do not only include what is essential at the classroom level but also the leadership that is required to ensure program quality and accountability.

Although currently no criteria are in place to ensure that an educator possesses the competencies needed to perform job-related responsibilities, the proposed core competencies will become the basis for approved training and coursework development, on-going evaluation of staff, and for awarding of credentials.

The competency-based system will be designed to be flexible, with a variety of ways for educators to achieve the required competencies; and attainment of core competencies will be integrated into ongoing training, educational opportunities and evaluation of educators across the field.

Progress-To-Date

Compiled an initial draft of core competencies (please see Appendix D for a current draft of the EEC Core Competencies) to apply across the field by reviewing EEC’s existing requirements and researching numerous existing competencies from other states and professional organizations including:

- Massachusetts School-Age Core Competencies
- NAEYC Administration Core Competencies
- Massachusetts Department of Education PreK-2 teacher competencies
- Child Development Associate Credential competencies
- Vocational Education certificate competencies
- Accreditation competencies for institutions of higher education (NAEYC and NCATE)
- Educator competencies from public and private Associate and Bachelor degree programs
- Early childhood and school-age core competencies created by several other states

“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.” - BELLM, 2005.

In December 2005, competencies were drafted based on the five core competency areas outlined in the 2006 Workforce report. Research and discussion led to expanding the competency areas to seven to reflect the knowledge and skills that educators need to effectively carry out various job responsibilities. These seven competency areas now include:

- Understanding of Child Growth and Development
- Guiding and Interacting with Children
- Working with Families and Communities
- Program Management
- Implementing Curriculum and Instruction
- Child Observation, Documentation, and Assessment
- Professionalism

3. PROFESSIONAL DEVELOPMENT DATA MANAGEMENT SYSTEM

EEC currently houses multiple data sets that contain information on the early education and care workforce in Massachusetts. However these sources are fragmented, disconnected and only represent point-in-time data. EEC's current Professional Qualifications Registry is voluntary and includes only educators employed in group child care (center-based programs that serve children up to age 7). Yet the workforce includes all educators employed in EEC licensed center-based programs (infant/toddler, preschool, and school-age), family child care homes, or license-exempt programs (e.g., preschool programs operated by public schools or approved private schools).

Current data does not accurately reflect the number of individuals actively employed in the field or individuals' training/professional development. Under the current system, certificates do not need to be renewed, so it is unclear how many of the 58,813 people listed in the Professional Qualifications Registry are even still employed in the field.

EEC's Professional Development Data Management System, now in development, will include not only a mandatory and regularly updated professional development and qualifications registry but will be a much more comprehensive workforce/educator database. This multi-dimensional database will include data on the size, skills, credentials, competencies, and professional development of the workforce. EEC will be able to use this data for strategic planning to design and implement workforce initiatives as well as to report "real-time" status on the current workforce. EEC will be able to access up-to-date statistics for assessing retention rates, turnover, professional development, and educators' career advancement. Educators will be able to use it to track and plan their career paths and to access resources for professional development. Registration will eventually be mandatory and the system will include all those working in programs licensed by EEC. The Professional Development Data Management System will serve as a clearinghouse of information as well as an information system for career opportunities and advancement. The following chart outlines and compares elements of the current and future systems.

"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 ET AL, 2005

**CURRENT PROFESSIONAL DEVELOPMENT REGISTRY/DATA COLLECTION CAPACITY
VERSUS FUTURE PROFESSIONAL DEVELOPMENT DATA MANAGEMENT SYSTEM**

Current	Future
<ul style="list-style-type: none"> ○ Point-in-time data based on registry and one-time studies ○ Includes educators working with children up to age 7, in group child care only ○ Voluntary ○ Certificate(s) awarded and status of certificate, no renewal of certificates required ○ Documentation of prior work experience ○ Documentation and verification of educational background and coursework ○ Legal actions against certificates 	<ul style="list-style-type: none"> ○ Real-time, up-to-date data on current workforce. ○ Educators working with all age groups, birth through school-age in EEC licensed programs ○ Mandatory ○ Credential(s) awarded and status of credential, required renewal ○ Documentation of prior work experience ○ Documentation and verification of educational background and coursework ○ Legal actions against credentials ○ Educator's place of current employment ○ Educators currently not active in the field ○ Documentation of educator's annual training and professional development ○ Inventory of training opportunities ○ Available scholarships grants for educators ○ List of approved trainers ○ Employment opportunities ○ Alignment with and automated "bridges" to other educator and professional development databases (e.g., DOE, DPH) ○ Database for trainers (identification of training needs geographically by topic) ○ Data on recruitment and retention (not part of system, but available from it)

Other future enhancements to EEC's Professional Development Data Management System may include:

- A trainer registry (a database of trainers and their qualifications);
- Development of an on-line career matrix based on EEC credentials and core competencies to guide educators in their professional development.
- A workforce clearinghouse by including information relevant to educators, parents, providers, and the public at large;
- A centralized source of information on courses/training for EEC educators and licensees.
- Linking program licensing data with the EEC Professional Development Data Management System to access data on professional development and educational levels of staff to monitor quality improvements in programs and provide the information needed for strategic planning.

Progress-To-Date

- Updates were made to the existing Professional Qualifications Registry including:
 - Software updates that allow EEC to report on the educational background of the workforce in center-based programs for children under age 7. These updates also decreased the time involved in awarding certificates and in the verification of documentation, and provided easy access to records. The updates also allowed for automated verification of requirements for each level of group child care certification (Teacher – preschool and/or infant/toddler; Lead Teacher – preschool and/or

- infant/toddler; Director I, and Director II) and automated generation of letters and certificates for applicants.
 - Early childhood educators seeking an EEC certificate can now complete and submit applications to the Professional Qualifications Registry electronically. This feature will become an integral part of the proposed EEC Professional Development Data Management System. Electronic submissions have eliminated backlog in processing educator's applications; allows educators to self-register, apply for a certificate, and query the status of their application; has created less data entry work for EEC's Professional Qualifications Unit; and has given EEC the ability to display archived information, previously stored in microfiche, decreasing search time.
- Since July 2005, EEC has successfully updated data on 7,678 educators giving point-in-time data on those individuals and providing detailed contact information to draw from in the future.
- Data that was previously stored exclusively on paper and microfiche (individual education transcripts, coursework, and educational background) are now stored electronically and are more easily available to EEC staff for review purposes.
- Early Childhood Educator Scholarship data was integrated with the existing Professional Qualifications Registry, enabling EEC to track the work locations and qualifications of these individuals. For FY2006, 319 applicants were awarded the Early Educators Scholarship, 242 of who held current EEC certificates. In FY2007 (as of December 2006), 495 applicants were awarded the Early Educators Scholarship, 388 of whom held current EEC certificate.
- In collaboration with the Department of Social Services (DSS), EEC developed a system to safeguard children by cross-referencing the results of substantiated DSS investigations of child abuse or neglect with criminal offender record information (CORI) to further screen potential applicants for employment in EEC licensed child care programs. On November 17, 2006, EEC promulgated new regulations which require expanded background record checks for all EEC licensees and for employees, volunteers and interns in EEC-licensed or -funded programs. In addition to the historically required CORI checks of licensees, educators and other staff, the new regulations also require a review of DSS' records of all individuals age 15 and over who have the potential for unsupervised contact with children. The DSS background record check includes a review of the DSS' Central Registry and Registry of Alleged Perpetrators to determine if a person has been found responsible for the abuse or neglect of a child. Because of its highly confidential nature, neither the CORI nor the DSS background check results can be included in the Registry.
- EEC connected with the National Registry Alliance, including sending representatives to a national conference, to learn about data collection methods in other states. While many states are pursuing similar components in their workforce development efforts, Massachusetts' proposed comprehensive approach is broader than anything that is currently occurring in any other state.
- EEC contracted with Computer Sciences Corporation (CSC) to complete a comprehensive feasibility study of the agency's current and future information technology needs. CSC's

work is the first step toward designing a system to manage EEC's business processes and data needs, including the various elements of the Professional Development Data Management System.

4. CREDENTIALING AND CAREER LATTICE (CAREER PATHWAYS)

Two barriers to the development of an equitable, integrated, and aligned Workforce Development System are the lack of a clear set of *credentials* for those in the field and a *career lattice* to connect an individual's credentials to their desired career path.

Development of Credentials:

Formal certificates are currently offered on a voluntary basis only to educators in center-based programs for children up to age 7. No credential at all is available to family child care and school-age educators outside of minimum qualifications required for licensing. Additionally, the requirements of those working in center-based settings, family child care and the administration of any setting exist independently of each other. The lack of a credentialing system fails to support professional growth and movement within the field (please see Appendix E for comparison of requirements related to credentials).

“WHEN TEACHER TRAINING FOCUSES ON KNOWLEDGE AND SKILLS INVOLVED IN INTERACTING WITH YOUNG CHILDREN, IT WILL LIKELY HAVE MORE BENEFICIAL CONSEQUENCES THAN SIMPLY REQUIRING TEACHERS TO ADD A COURSE HERE OR THERE” – PIANTA, 2007

The foundation needed to guide the development of a credentialing system is an established set of core competencies that defines the knowledge, abilities, and dispositions needed to perform the work associated with all positions within the field. As described earlier, EEC staff has developed draft core competencies that are ready for review by stakeholders in the early education and care field. Linking core competencies to credentials will recognize the qualities needed to be an effective educator and to produce positive outcomes for children.

The newly formed Workforce Task Force will be charged with the task of reviewing the draft core competencies to develop a common set of credentials that reflects the expected competencies for the various roles and levels in the field. This new system must inform the public; align with existing EEC and DOE requirements; recognize formal education as well as experience and inform individuals about professional opportunities for application across all program settings.

Creation of a Career Lattice

In order for the system of core competencies and credentialing to be meaningful, individuals must be able to identify where their credential places them along their unique career pathway. This information will be represented in the form of a “career lattice.” As indicated by its name, a lattice is intentionally designed to weave together opportunities for growth and recognition within the field in an inclusive fashion and in a manner that respects the value of experience, education, and personal aptitude across all types of care. This is no easy task and one that many states avoid, choosing instead to develop hierarchical “ladders” or systems that create or maintain silos between center-based, public school, and home-based settings.

EEC's vision is to develop a system where individuals, whether currently working in or newly entering the field, can clearly understand the knowledge, skills, experience, and education required for attainment of a credential as well as the career options and opportunities associated with each credential. A career lattice will effectively link credentials to career paths and facilitate smooth transitions regardless of the setting or the role of the professional involved. Together the credential and career lattice system will also inform EEC's partnerships with degree programs and community-based training entities in order to develop the resources necessary to help individuals meet their professional and educational goals.

Progress-To-Date

- EEC's Workforce workgroup has researched industry standards for credentials across the field of early education and care and is prepared to share this information with the Workforce Task Force as credentials and career lattice are developed.
- EEC's Workforce and Regulation Reform workgroups collaborated to propose changes to regulations for pre-service orientation, in-service education/training, and professional development. The proposed regulations would require newly hired educators across all program types to attend EEC Orientation sessions which will be designed to recognize new educators' entry into the profession and provide them with information on career pathways. These changes better align the requirements across sectors of the field.

5. PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND RESOURCES ALIGNED WITH REQUIREMENTS

Supporting the early education and out-of-school time workforce to plan career pathways and achieve career goals will require providing a broad continuum of professional development opportunities, from basic skills or remedial coursework to advanced degrees, including access to:

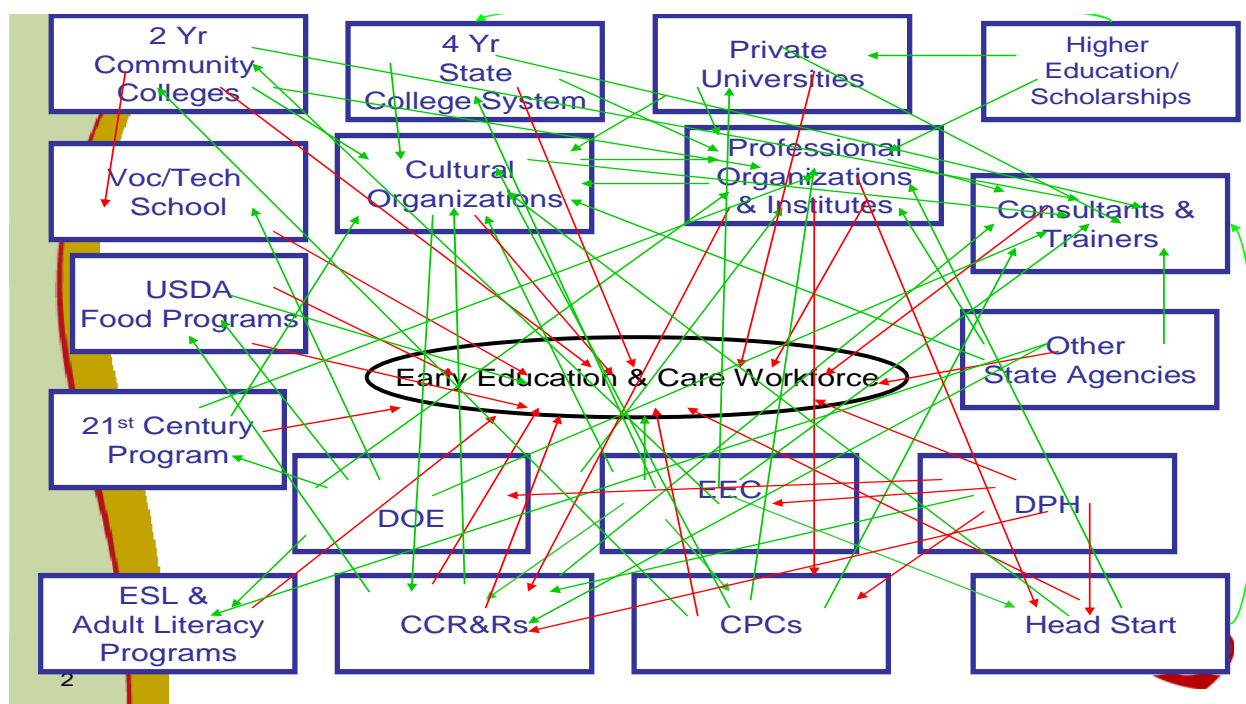
- Adult basic education (ABE) and English for Speakers of Other Languages (ESOL) classes
- Career and academic advising to support educators enrolling in degree granting programs, and to help educators plan and achieve their career goals.
- Scholarship programs for educators pursuing degrees in early education and care or a related field.
- Scholarship programs for educators pursuing a Child Development Associate (CDA) Credential.
- Opportunities that meet the needs of the current workforce including night and weekend classes, and off-campus and approved distance learning.
- Specific training and opportunities to meet the needs of the population including those for whom English is a second language.

Educators need access to academic and career counseling to achieve professional development goals and advancement. Training and coursework must be offered at times and locations that work for their schedules and, for many, help is needed to balance full-time work with professional development goals and family responsibilities.

Currently in Massachusetts professional development is available to early education and out-of-school time educators in a variety of formats through a host of agencies including but not limited to

CPC grantees, CCR&R agencies, FCC Systems, Head Start programs, on-site at programs, and institutions of higher education. Each of these entities provides professional development opportunities to the early education and care workforce in their own unique way and through a variety of funding streams. The figure below depicts the current system for funding and delivering workforce initiatives. These efforts are often uncoordinated and at times duplicative. Educators can encounter a perplexing array of opportunities that may, or may not, be directly linked to identifiable and meaningful career advancement. Those providing professional development opportunities are also challenged by a lack of coherence in the system.

CURRENT STATE OF WORKFORCE TRAINING FUNDING AND DELIVERY



The EEC Professional Development Survey conducted this fiscal year was an initial attempt to capture professional development data on a statewide level from those who receive funding from EEC to deliver professional development and supports to the field. The survey results will be used to help EEC align current professional development efforts as well as be the basis for gathering additional information on our current service delivery system (please see Appendix C for Draft Findings from the Professional Development Survey).

EEC is committed to supporting the early care and education workforce by not only identifying career pathways with clearly articulated credentials that are linked to core competencies and a career lattice (as described above) but also by ensuring professional development opportunities funded by EEC are directly linked to those pathways. As EEC works to develop the key elements of the workforce system, current professional development resources will be aligned with any new requirements. Additionally, once existing resources are better catalogued and organized it will become more apparent which areas require additional supports and funding.

Progress-To-Date

- Expansion of the ECE Scholarship program with priority given to those who received the scholarship during FY2005 to promote degree attainment.
- Continued funding of existing Professional Development opportunities to promote continuity of existing services through CCR&Rs, CPCs, and Building Careers. Developed clearer and more consistent criteria for professional development opportunities provided through CPCs in FY2008.

III. NEXT STEPS

1. Convene Massachusetts Early Education and Care and Out-of-School Time Workforce Development Task Force (please see Appendix B for a list of Workforce Task Force members) in collaboration with United Way of Massachusetts Bay and the Schott Foundation, including educators, experts in early education and care, and workforce development experts, business leaders, and others, to:
 - a. review work and progress-to-date;
 - b. make recommendations to inform EEC's decisions on workforce development; and
 - c. develop short and long term goals along with an implementation time and strategy.
2. Build EEC internal workforce capacity including hiring additional staff to support the demands and implementation of the workforce plan.
3. Continue to collect and analyze data on "current state" including assessing statewide professional development needs.
4. Begin building an IT infrastructure for EEC Professional Development Data Management System.
5. Work with the Board of Higher Education (BHE) on building the capacity of our two and four-year schools to work with the early education and out-of-school time workforce and developing statewide articulation/transfer agreements for student moving among and between schools.
6. Seek feedback and finalize Core Competencies.
7. Design a basic EEC Orientation program to help all educators entering the field learn about EEC regulations, core competencies, and resources for professional development and support.
8. Continue research on developing comparable credentials for those working across settings and how those can most effectively link to both core competencies and a career lattice.
9. Continue linking funding increases to staff/program quality through Universal Pre-K (UPK), and other quality initiatives development.
10. Identify critical resource gaps and develop FY2009 budget priorities to begin addressing most critical needs.

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APPENDICES

APPENDIX A: FULL TEXT OF MGL 15D LEGISLATIVE REQUIREMENTS

M.G.L Chapter 15D: Section 5. Workforce development system; implementation plan
Requires that “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.”

To inform the plan, the board shall consider:

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.

In 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;

APPENDIX A: FULL TEXT OF MGL 15D LEGISLATIVE REQUIREMENTS

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;
14. Ways to recognize and honor advancements in educational attainment among early education and care professionals.

APPENDIX B: MASSACHUSETTS EARLY EDUCATION AND CARE AND OUT-OF-SCHOOL TIME WORKFORCE DEVELOPMENT TASK FORCE MEMBERS

1. Dana Ansell, MassINC
2. Mo Barbosa, The Medical Foundation
3. Bob Bickerton, Massachusetts Department of Education (DOE)
4. Tania Buck-Ruffen, Greater Lynn YMCA
5. Gary Calhoun, Children's Trust Fund (CTF)
6. Candy Center, Massachusetts Colleges Online (MCO)
7. Melissa De Sousa, Massachusetts Independent Child Care Organization (MICCO)
8. Marcia Farris, Massachusetts Association for the Education of Young Children (MassAEYC)
9. David Fernie, Wheelock College
10. Jody Figuerido, Institute for Education and Professional Development
11. Kate Finnegan, Greenfield Community College
12. Sally C. Fuller, Cherish Every Child
13. Kathy Gallo, North Shore Community College
14. Ellen Gannett, National Institute on Out-of-School Time (NIOST) and Achieve Boston
15. Joanne Gravelle, Child Care Connections
16. Rachel Green, DELTAS
17. Jennifer James, Massachusetts Department of Workforce Development
18. Joan Kagan, Massachusetts Association of Day Care Agencies (MADCA)
19. Susan Leger Ferraro, Little Sprouts
20. Mishy Lesser, Massachusetts Business Round Table
21. Berna Mann, Parents Alliance for Catholic Education (PACE)
22. Charlene Mara, Quinsigamond Community College
23. Maureen McDonald, Head Start Collaborative
24. Khari Miller, Massachusetts Afterschool Partnership (MAP)
25. Holly Newman, Massachusetts Department of Public Health (DPH)
26. Gil Noam, McLean Hospital Harvard Medical School
27. Susan O'Conner, WestMOST
28. Amy O'Leary, Strategies for Children/Early Education for All (EEA)
29. Maureen Pasek, Massachusetts Community Partnerships for Children (MACPC)
30. Elizabeth Pauley, The Boston Foundation
31. Francesca Purcell, Board of Higher Education (BHE)
32. Julie Salois, Community Team Work, Inc
33. Sharon Scott Chandler, Action for Boston Community Development (ABCD).
34. Mahesh Sharma, Cambridge College
35. Nancy Snyder, Boston Private Industry Council (PIC)
36. Lisa Van Thiel, Institute for Community Inclusion (ICI)
37. Pat Xavier, Boston Child Care Alliance
38. Monica Zgola, BOSTnet
39. Corey Zimmerman, Associated Early Education & Care

APPENDIX C: DRAFT FINDINGS FROM EEC PROFESSIONAL DEVELOPMENT SURVEY

Agency Information

- Type of agency responding:

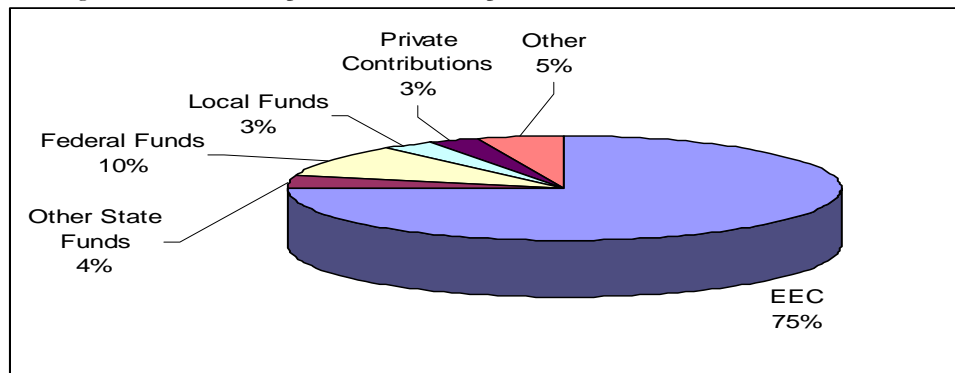
	Number of Responses	Number of Agencies in MA	Response Rate
CCR&R*	13	13	100%
CPC	112	154	73%
Head Start	21	31	68%
Family Child Care System	28	72	39%

**Only 13 of the 14 CCR&R agencies in Massachusetts offer professional development services.*

- Agency has a professional development coordinator.
31% (49) of respondents have a professional development coordinator on staff.
- Data available on the total number of individuals (unduplicated) that participated in professional development opportunities to in FY2006.
71% (111) of respondents indicated having data on the unduplicated number of individuals who participated in professional development in FY2006. The number reported was 31,426 individuals.

Agency's Professional Development Budget

- Agency's total budget for professional development in FY2006.
43% of respondents reported using ~ \$3.8 million for professional development services in FY2006, of which ~ \$2.8 million was funded by EEC.



APPENDIX C: DRAFT FINDINGS FROM EEC PROFESSIONAL DEVELOPMENT SURVEY

Professional Development Opportunities

- Required Trainings: Detail on trainings offered that are mandatory in order to meet job requirements. A total of 1,079 required trainings were offered by the respondents in FY2006 serving 55,109 early educators.

	First Aid	CPR	Family Child Care Orientation
Number of respondents:	71 Respondents	82 Respondents	28 Respondents
Number of sessions:	350 Sessions	435 Sessions	294 Sessions
Number of participants:	43,427 Participants	7,649 Participants	4,033 Participants
Average cost to participants:	\$2.63	\$3.52	\$8.92
Average length of sessions	3.7 Hours	3.5 Hours	2.9 Hours
Services were provided In-House*	26%	26%	82%
Services were provided by a Subcontract*	88%	86%	45%
EEC dollars were used to support the activity	65%	62%	66%

**Agencies could have provided services both through a subcontract and in-house therefore totals may be more than 100%*

- Professional Development Opportunities: Detail on the types of professional development for each category of study offered in FY2006. Responding agencies reported offering 6,539 professional development opportunities including workshops, CEU trainings, PDP trainings, college courses, and conferences representing 123,141 early educators. It is difficult to determine if these numbers are unduplicated since there is not systematic way that agencies have been collecting data on professional development and participants.

<u>Professional Development Opportunities Total</u>					
	Workshop (up to 2 hrs)	Workshop (2-4 hrs)	Workshop Series	CEU Training	PDP Training
Number of Sessions	2,668	846	476	230	207
Number of Participants	33,340	13,692	7,119	1,621	2,183

APPENDIX C: DRAFT FINDINGS FROM EEC PROFESSIONAL DEVELOPMENT SURVEY

Professional Development Opportunities Break-Out by Category and Delivery Method

	Workshop (up to 2 hours)		Workshop (2-4hrs)		Workshop Series		CEU Training		PDP Training		College Course		Conference		Do Not Offer Category of Training	
	Percent	Num	Percent	Num	Percent	Num	Percent	Num	Percent	Num	Percent	Num	Percent	Num	Percent	Num
Child Growth & Development	31%	49	14%	22	12%	18	13%	21	5%	8	38%	60	15%	24	33%	52
Planning Programs and Environments for Children	38%	59	22%	34	9%	14	8%	13	6%	9	16%	25	15%	23	34%	53
Curriculum	54%	84	31%	49	19%	30	14%	22	14%	22	28%	44	20%	31	15%	24
Activities	39%	61	13%	21	5%	8	3%	4	4%	4	6%	10	10%	16	42%	65
Observing & Recording Children's Behavior and/or Assessment	34%	53	19%	29	19%	29	8%	12	8%	12	17%	26	13%	20	33%	52
Child & Classroom Management	47%	74	25%	39	20%	31	10%	15	9%	15	23%	36	15%	23	19%	30
Advanced or Specialized Child Education or Development	19%	29	11%	17	6%	10	4%	6	4%	6	18%	28	10%	16	53%	83
Children with Special Needs	44%	69	30%	47	18%	28	8%	13	11%	13	22%	35	17%	27	26%	40
Infant/Toddler Development, Care and/or Program Planning	24%	38	10%	16	5%	8	6%	9	1%	9	10%	15	12%	18	56%	88
School Age Development, Care and/or Program Planning	18%	28	9%	14	4%	6	4%	6	1%	6	4%	6	3%	4	68%	106
Health and Safety	41%	64	25%	39	8%	13	6%	10	6%	10	8%	12	10%	16	36%	56
Families and Communities	38%	60	19%	29	9%	14	6%	10	3%	10	13%	20	15%	23	37%	58
Child Care Policy	24%	38	9%	14	4%	6	1%	2	2%	2	4%	6	6%	9	60%	93

APPENDIX C: DRAFT FINDINGS FROM EEC PROFESSIONAL DEVELOPMENT SURVEY

	Workshop (up to 2 hours)		Workshop (2-4hrs)		Workshop Series		CEU Training		PDP Training		College Course		Conference		Do Not Offer Category of Training	
	Percent	Num	Percent	Num	Percent	Num	Percent	Num	Percent	Num	Percent	Num	Percent	Num	Percent	Num
Supervision or Staff Development	31%	49	15%	23	10%	15	5%	8	3%	8	10%	16	11%	17	45%	70
Child Care Administration	19%	30	9%	21	6%	10	4%	7	1%	7	17%	26	13%	20	50%	78
Other	24%	37	15%	23	8%	13	6%	9	3%	9	14	22	8%	14	47%	73

College Courses

Percentages shown represent the percent of respondents and the number in parenthesis represents the number of respondents.

- How does your agency support college courses?
 - 48% (42) Provide partial college financial assistance for individuals.
 - 27% (35) Purchase entire courses for groups of students.
 - 24% (75) Provide allowances for the purchase of books and other college materials.
 - 22% (38) Provide full college financial assistance (tuition and fees) for individuals.
 - 22% (34) Other
- How much funding was spent on each of the items listed above in FY2006?
 - \$438,292.00 Spent on purchasing entire courses
 - \$324,841.50 Spent on full financial assistance
 - \$273,592.00 Spent on partial financial assistance
 - \$71,348.00 Spent on other items
 - \$68,897.53 Spent of books and other materials

Total: \$1,176,971.05

- If agency supports the cost of college courses:
 - 1,448 Individuals that attended purchased courses
 - 883 Individuals received full financial assistance
 - 827 Individuals received partial financial assistance
 - 783 Courses supported (partially or fully) in FY2006?
 - 383 Individuals received support for books or other college materials
 - 183 Courses purchased in FY2006

APPENDIX C: DRAFT FINDINGS FROM EEC PROFESSIONAL DEVELOPMENT SURVEY

Conferences:

Sixty-seven (67) conferences were hosted by responding agency representing 4,393 individuals in attendance. The majority of agencies (65%) did not charge individuals for participation in the conferences. For agencies that did charge a fee for conferences the costs ranged from \$10.00 - \$80.00.

Respondents reported fully funding 1,242 individuals and partially funded 395 individuals to attend conferences not hosted by the responding agency. Additional costs to individuals who were partially funded ranged from \$20.00 to \$650.00

Child Development Associate (CDA)

40% Support costs associated with CDA credential

37% Provides CDA advisement to individuals

35% Pay for courses and/or training required to obtain a CDA

18% Certified CDA Advisor on staff

16% Other

6% Has CDA program

987 Individuals received CDA support from responding agencies

562 Individuals obtained their CDA

96% Of agency are aware of the CDA Scholarship available through EEC

APPENDIX C: DRAFT FINDINGS FROM EEC PROFESSIONAL DEVELOPMENT SURVEY

Professional Development Support Services

Percentages shown represent the percent of respondents and the number in parenthesis represents the number of respondents.

Services and activities provided by respondents to support the professional development of individuals in the field.

58% (90) On-site observation and supervision.

56% (87) Mentoring

37% (57) Assistance in creating an individual Professional Development Plan

31% (49) Career Counseling

28% (44) Academic Advisement

26% (41) Other

**It is estimated that more than 18,000 early education and care professionals have utilized one or more of these services.*

College prep and skill building components offered by respondents; percentages shown represent the percent of respondents and the number in parenthesis represents the number of respondents.

14% (22) Other

13% (20) ESOL

9% (14) GED

8% (13) Remedial Course (not for credit)

APPENDIX D: CURRENT DRAFT OF EEC CORE COMPETENCIES

The first of these core competencies, *Understanding of Child Growth and Development*, is the critical cornerstone of knowledge and skills for EEC educators. At a minimum, all educators need foundational knowledge and skills about the sequence of development for typical children along with awareness of critical developmental milestones that may assist in identifying possible developmental delays.

Guiding and Interacting with Children emphasizes the educator's important role in assisting children in developing social and emotional skills. EEC educators need to have the knowledge and skills to appropriately address the emotional and behavioral needs of children at all ages and developmental levels in order to build a strong foundation for school success and reduce the risk of school failure, juvenile delinquency, and other problems.

Working with Families and Communities includes the knowledge and skills educators need to build and maintain strong and mutually beneficial relationships with families. It is also critical for educators to build relationships with other agencies and organizations that serve the needs of children and families, recognizing that no single entity can serve all those needs alone.

Program Management focuses on regulations, standards, policies and practices that ensure child safety, staff selection and supervision, financial management, management of the facility, and program planning and evaluation. Knowledge and skills in program management are not limited to administrators - all staff members have a role in ensuring that the program runs smoothly.

Implementing Curriculum and Instruction is critically important to child outcomes. Educators need specific knowledge and skills related to curriculum development, that are realistic to children's development and consistent with state expectations for learning in order to provide strong foundations for school readiness and school success. The learning and developmental needs of young children are defined in the *Guidelines for Preschool Learning Experiences* and *Early Childhood Program Standards for Three and Four Year Olds*, which were designed to be used as tools for planning, implementing and evaluating curriculum for preschool-age children. Both documents were adopted by EEC in 2005, so there is already a nationally recognized work in place to serve as the basis for this key competency. While the *Massachusetts Curriculum Frameworks* provide guidance for working with school-age children in all areas of development and learning, they were designed for use during the school day, and there is no comparable document for guiding activities for school-age children in out-of-school programs or for guiding activities for infants and toddlers. A long-range goal of EEC is to develop similar documents for both these age groups.

Child Observation, Documentation, and Assessment indicators are designed to ensure that educators have competencies related to observing, documenting, and assessing children's development and learning. Early education and care educators are often the first individuals outside the family to have regular contact with children. By observing and documenting children's development and learning over time, educators are often able to identify potential developmental delays, and offer families early referrals to resources. The ability to systematically observe and document each child's skills, abilities, strengths, interests, learning styles and needs enables educators to individualize instruction and enhance each child's learning and progress.

APPENDIX D: CURRENT DRAFT OF EEC CORE COMPETENCIES

Professionalism includes and extends beyond professional development to include competency indicators related to ethics, leadership, effective advocacy, and the critical elements of working and succeeding in a professional environment.

After the competency areas were determined, indicators were developed in each of the competency areas to reflect the knowledge, skills, and/or dispositions that would be required to perform job functions at various points along a career path. The competency indicators were then analyzed to reflect a developmental continuum of knowledge and skills, from initial entry into the field (awareness) through an advanced level (which might be exhibited by someone who guides, supervises, mentors, or provides training for other adults, or who provides programmatic leadership). In developing these indicators, the workgroup investigated initiatives from many other states as well as scientifically-based research.

APPENDIX E: COMPARISON OF REQUIREMENTS RELATED TO CREDENTIALS

Job title	Individual credential	Professional development tied to credential renewal	Renewal period for Credential
Family Child Care Regulations 102 CMR 8.00			
Regular Assistant	NO	N/A	N/A
Certified Family Child Care Assistant	Documentation required; no credential awarded	*YES Certificate renewal required	3 years
Family Child Care	Documentation required; no credential awarded	Tied to license renewal	3 years/ license renewal
Family Child Care Plus	Documentation required; no credential awarded	Tied to license renewal	3 years/ license renewal
Large Family Child Care	Documentation required; no credential awarded	Tied to license renewal	3 years/ license renewal
Group Child Care 102 CMR 7:00 CENTER-BASED			
Assistant Teacher	NO	NO	No renewal required
Preschool & Infant/Toddler Teacher	YES		
Preschool & Infant/toddler Lead Teacher	YES		
Center Administrator/Director I	YES		
Center Administrator/Director II	YES		
Group Child Care 102 CMR 7:00 SCHOOL-AGED CARE			
Assistant Group Leader	NO	N/A	N/A
Group Leader	Documentation required; no credential awarded	N/A	NO
Kindergarten Coordinator	Documentation required; no credential awarded		
Program Administrator	Documentation required; no credential awarded		
Site Coordinator	Documentation required; no credential awarded		
Department of Education			
Paraprofessionals Title I program	NO	YES	NO
Teacher (temporary)	YES	YES	1 year
Teacher (preliminary)	YES	YES	3 years
Teacher (initial)	YES	YES	5 years
Professional License	YES	YES	5 years
Paraprofessionals	NO	YES	NO
Department of Public Health			
Developmental Specialist	YES Must achieve within 3 years of start	NO	N/A
Early Intervention Assistant	If >20/hrs/wk	NO	N/A
Early Intervention Associate	If >20/hrs/wk	NO	N/A

*Certified Family Child Care Assistant is issued an individual certificate;
not a credential based on specified competencies or qualifications.

APPENDIX F: COMPARISON OF EDUCATION AND EXPERIENCE REQUIREMENTS

Credential Title	Education	Work Experience	Performance Assessment
Family Child Care Regulations 102 CMR 8.00			
Regular Assistant	Age 18; First Aid & CPR current certification	No previous experience requirement; Can be alone with up to six children up to 25 hours in 12 month period or must work under direct supervision.	NO
Family Child Care Provider (up to 6 children) or Certified Family Child Care Assistant	First Aid & CPR current certification <u>plus</u> pre-service orientation OR First Aid, CPR training, pre-service orientation <u>plus</u> 15 hrs. training approved by EEC or 30 hours 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 plus 15 hours training 6 months or equivalent plus 30 hours training No experience necessary with EEC teacher certificate	
Family Child Care Plus Provider (up to 8 children) or Certified Family Child Care Assistant	First Aid & CPR current certification <u>plus</u> 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.	
Large Family Child Care (up to 10 children) or Certified Family Child Care Assistant	First Aid & CPR current certification <u>plus</u> pre-service orientation	One of the following: 36 months as FCC provider or certified assistant 36 months caring for children in a group setting including 12 months as FCC provider or certified assistant.	
Group Child Care 102 CMR 7:00 CENTER-BASED			
Assistant teacher	High School diploma or equivalent	No previous experience requirement Must work under direct supervision at all times.	NO
Preschool and/or Infant/Toddler Teacher	<ul style="list-style-type: none">• 21 years of age ORHigh School or HS equivalent <u>and</u>3 credit course in Child Development OR• Bachelor in unrelated field OR• Bachelor in ECE or related field OR• CDA Credential OR• 2 yr. Vocational Education (Voc. Ed.) in Early OR• Childhood Education(ECE) program approved by EEC with instructor's recommendation	<i>One of the following (depending on specialization; 3 months must be in preschool or infant/toddler):</i> <ul style="list-style-type: none">• 9 months if HS or equivalent• 6 months if Bachelor degree unrelated field• 3 months if Associate degree in EC or related field• No experience necessary if Voc. Ed. certificate• One practicum* may substitute for 9 months of work experience.	
Preschool and/or Infant/Toddler Lead Teacher	Teacher qualifications <u>and</u> 9 credits in Early Childhood Education (ECE) OR Department of Education (DOE) Pre-K to Grade 2 Certificate OR Department of Public Health (DPH) EI specialist Certificate	<i>One of the following (depending on specialization; 3 months must be in preschool or infant/ toddler):</i> 36 months if HS or equivalent 27 months if 2 yr Voc Ed or CDA 18 months if Associate in EC or related field or Bachelor in unrelated field 9 months if Bachelor in EC or Advanced degree in EC or unrelated field No experience necessary with DOE or DPH EI certificate One practicum* may substitute for 9 months work experience.	
Director I/Administrator	<ul style="list-style-type: none">• Must meet Lead Teacher qualifications <u>plus</u>• 2 additional credits in EC Administration• 2 additional credits in EC	<ul style="list-style-type: none">• 6 months as Lead Teacher	
Director II/Administrator	Must meet Director I <u>plus</u> additional 2 credits in EC Administration.	No additional work experience	

APPENDIX G: CURRENT REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT

Educator Title/Role	Required # of PD hours per year	# of PD hours that must address specific populations	Approval process for Professional Development
Group Child Care 102 CMR 7.00			
Assistant Teacher	20 hours/year*	25% on children with special needs	No centralized approval process. Relevance of PD addressed as part of licensing process.
Preschool & Infant/Toddler Teacher			
Preschool & Infant/Toddler Lead Teacher			
Center Administrator/Director I			
Center Administrator/Director II			
School-Aged Care 102 CMR 7.00			
Assistant Group Leader	5 hours/year	All hours on school-age children	No centralized approval process. Relevance of PD addressed as part of licensing process.
Group Leader	5 hours/year		
Kindergarten Coordinator	None (Unless designated as site coordinator or group leader)		
Site Coordinator	10 hours/year		
Program Administrator	10 hours/year		
Family Child Care Regulations 102 CMR 8.00			
Regular Assistant	None		No centralized approval process. Relevance of PD addressed as part of licensing process.
Family Child Care Provider & Certified Assistant	15 hours over the course of 3 years		
Family Child Care Plus Provider & Certified Assistant	20 hours over the course of 3 years	2 hrs. on school-age children; 3 hrs. on infants/toddlers	
Large Family Child Care Provider & Certified Assistant	30 hours over the course of 3 years	5 hrs. on infants/toddlers	

*Assumes program is operating full time. Requirement for programs operating 20-30 hours per week is 16 hours annually. Requirement for programs operating fewer than 20 hours per week is 12 hours per year. Program that operate fewer than 12 months per year also have the option of providing 1.6 hours of professional development per month of operation.

APPENDIX H: CURRENT REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT

Educator Role	Required # of PD hours per year	# of PD hours that must address specific populations	Approval process for Professional Development
Large Group Child Care (including School-Age)			
Educator works <10 hrs/week	5 hrs/year	25% must address diverse learners in all programs (e.g., disabilities, challenging behaviors, English language learners).	Centralized approval process will be proposed
Educators works 10-20 hrs/wk	12 hrs/year		
Educator works >20 hrs/wk.	20 hrs/year		
Small Group (both Family Child Care and Non-residence)			
All educators regardless of position or program capacity	10 hours/year	25% must address diverse learners in all programs (e.g., disabilities, challenging behaviors, English language learners) OR be specific to the ages of the children served (i.e. infant/toddler, school-age).	Centralized approval process will be proposed

*Training and professional development should be a joint responsibility of the licensee and the individual educator; the licensee should facilitate staff's professional development. An educator must complete the required hours to maintain a valid EEC certificate.