



Commonwealth of Massachusetts

Department of Early Education and Care

Advisory Council

January 20 2022



Agenda

Welcome and Introductions

On the Ground Example

Educator Recruitment Efforts

- Professional Pathways Launch & Career Pathways Update
- Educator Minimum Hiring Requirements Update
- Discussion

Child Care Financing and Business Models

- Operational Grants Update
- Discussion

Questions for Today

- Workforce
 - What additional strategies can be used to help connect job seekers and employers to training and preparation opportunities as part of recruitment and hiring?
 - How can we build collaboration across employers to create cohorts of prospective employees - or engage in other cross-provider recruitment strategies?
- Financing and Business Models
 - How do we balance clear objectives for workforce retention and recruitment - while acknowledging the variety of strategies providers are using to invest in their workforce?
 - What does it look like to take the “next step” in professionalizing the workforce in this sector?

Workforce Strategies

Overview:

- EEC's strategic action plan goal for educators is to professionalize the early education and care field, and to build program capacity for recruiting and sustaining a highly qualified workforce
- In November, the Advisory and Workforce Councils met to discuss the EEC Credential initiative in depth, including discussion regarding the many ways a Credential might recognize expertise gained through work experience as well as through education and training pathways
- As the Credential is developed, supporting strategies to recruit and retain the early childhood workforce, especially during a nationwide workforce shortage, have increasing urgency
- Today we will talk about a few of these:
 - The EEC Professional Pathways initiative, run by Neighborhood Villages, serves as a navigation hub at the intersection of educators, coursework and higher education providers, and program leaders seeking to hire qualified staff
 - Career Pathways, an ongoing investment from EEC to support educators in their coursework, certificate, and degree pursuit – has increasingly focused on data-driven approaches and educator centered service delivery
 - Prospective bonus structures for the C3 Operational Grants, which will recognize the efforts of center based programs to invest in workforce recruitment and retention, and home based programs to invest in educator salary and the child care business
- Together with other educator initiatives like the Professional Registry, EEC will support programs in their efforts to recruit, hire, retain, and compensate a highly qualified, professional workforce

Strategic Action Plan: Educator and Workforce Initiatives

Jan Update - Workforce Initiatives

Workforce Pipeline and Educator Recruitment:

- Broaden flexibility for qualifications to target new educators into the field (**Launched Nov. 2021**)
- Coordinate with existing job recruitment infrastructure to communicate about EEC sector (**Planning in progress**)



Access to Higher Education and Preparation Programs:

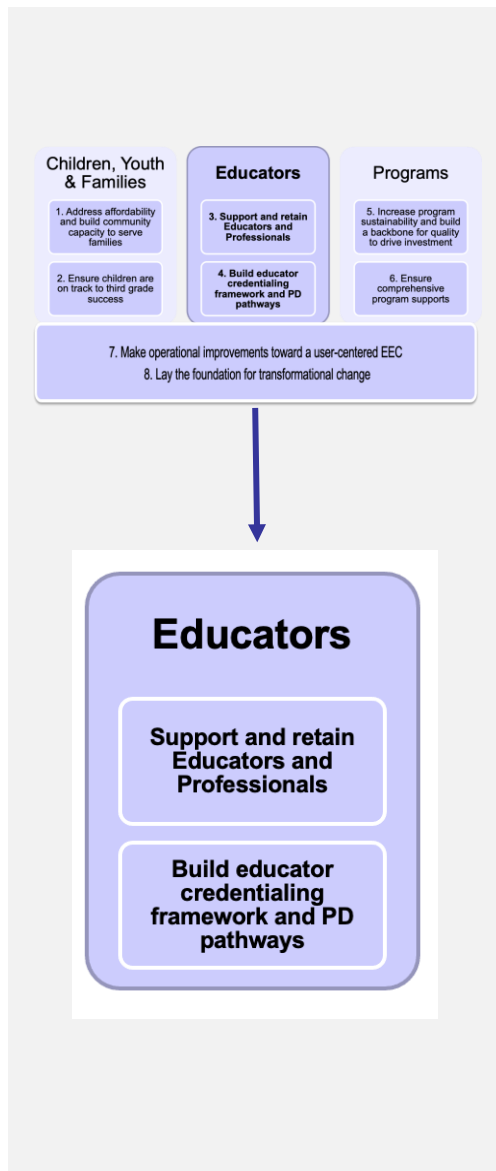
- Professional Pathways (partnership with Neighborhood Villages) (**Launched November 2021**)
- Working with Career Pathways grants, Scholarships to build capacity to monitor gaps, target capacity to demand (**On-going**)

Stable Employers and Competitive Compensation:

- Business cohorts to expand program capacity as employers; pilot conclusion and expansion (**underway**)
- Operational Grants planning for expansion and targeted investment in educator compensation (**Announced Dec 2021; In Design for Launch in 2022**)

Clear and Compelling Career Pathways:

- Launch Professional Registry for educators to centralize all career records and professional accomplishments (**Launching February 2022**)
- Develop a professional credential that can serve as a validation for on-going professional growth (**Development ongoing; Training pilot targeted for spring - see next slides**)



EEC Professional Pathways Update

www.eecprofessionalpathways.com

The EEC Professional Pathways resource, led by Neighborhood Villages, launched November 12th.

Of the students that inquire, roughly 75% respond to communication from SSA. Following that, roughly 50% share required details to be referred to a community college

Following the referral, SSA's reach out to students to confirm they were successful. If not, SSAs begin the process of referral again.

Since launch of program, students have been referred for one enrollment cycle.



Professional Pathways

Launch your career in Early Education and Care!

Professional Pathways is a Department of Early Education and Care (EEC) and Neighborhood Villages resource designed to help early educators enroll in higher education courses towards a credential and advance their careers in early education. Through Professional Pathways, students can work with Neighborhood Villages Student Support Associates (SSA) to help identify professional and educational goals and enroll in courses and degree programs offered by Massachusetts community colleges, and higher ed institutions with Associates, Bachelors and Masters degrees.

Institutions where students have been referred (to date):

Bristol CC
Bunker Hill CC
Cape Cod CC
MassBay CC
Middlesex CC
Mt. Wachusett CC

Massasoit CC
Northern Essex CC
North Shore CC
Quinsigamond CC
Springfield Tech CC
Urban College

EEC Professional Pathways – Uptake to Date

Professional Pathways web site targets three types of audiences:

Educators & Prospective Educators

Students inquiring about coursework: 134

Languages requested by students: 4



Students and Educators: Start or Advance Your Career in Early Education

Pursue a career in early education teaching, administration, afterschool and out of school time care, family childcare, and more through accessible pathways towards licensing, credentialing, and degree attainment as well as support in finding job placement.

Coursework Providers & Higher Ed

Institutions where students have been referred for enrollment: 12



Higher Education and Workforce Support Providers

Find help with connecting individuals to careers in early childhood and out of school time by enrolling students in a course cohort and adapting your course schedules and formats to student needs. Build connections with employers, to help students seamlessly transition into employment.

Child Care Providers

Cohorts assembled for coursework: 1, with another in formation

Many center Directors have reached out to seek opportunities for their employees



EEC Programs and Providers: Create a Cohort of Educators and Connect with Coursework

Through Professional Pathways, programs licensed by the Massachusetts Department of Early Education and Care can establish groups of educator candidates as cohorts and request a specific course or pathway to meet their needs. Connect with a Neighborhood Villages Student Support Associate to share information about cohort needs and identify the right coursework pathways for your employees.

Don't have a full cohort but looking for a course to fit the need of an employee? Have them fill out the inquiry form on our [Student/Educator](#) page to connect with a Neighborhood Villages SSA.



EEC Professional Pathways – Tracking Student Interest

CDA courses: 7

Child Growth course: 12

Degree options: 15

Director courses: 24

Lead teacher courses: 21

(requests from prospective students)

Professional Pathways web site shows a range of options:

Professional Pathways will help you connect to colleges and universities that will offer

EEC Qualifications

Find courses to towards Teacher, Lead Teacher, Director 1 and 2.

Certificate Programs

Earn your CDA, or complete other early childhood credit bearing certificates.

Degree Pathways

Take courses towards your Associates, Bachelors or Masters degree.

EEC Professional Pathways – Reflections, Lessons

Working Well

- online, intuitive, accessible navigation tools
- strong and growing college partnerships
- dedicated, individualized support
- growing coursework options for students speaking languages other than English, also addressing accessibility in format, schedule
- EEC funding is following demand/ need

Lessons in Process

- long lead time between prospective student outreach and final decision to enroll
- helping students understand the potential of an educational pathways - rather than one-off courses
- alignment between two-year, bachelors and masters' providers
- full pathways for students speaking languages other than English
- field still acclimating to qualification changes
- data collection challenges



Community Colleges and Career Pathways Enrollment

10,700+ students supported across 15 sites with free coursework, credentialing cohorts, and academic and non-academic supports (see next slide RE types of supports)

Community Colleges	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Total
Berkshire	56	89	31	21	40	36	55	328
Bristol	0	48	31	14	108	34	148	383
Bunker Hill	45	269	110	54	122	128	54	782
Cape Cod	42	91	54	51	115	55	41	449
Greenfield	36	75	39	63	60	31	47	351
Holyoke	20	212	54	57	46	63	43	495
Mass Bay	100	301	0	67	150	158	134	910
Massasoit	105	193	122	121	142	114	98	894
Middlesex	58	160	53	56	84	54	79	544
Mount Wachusett	84	110	0	26	36	21	48	325
North Shore	279	282	92	234	260	126	197	1470
Northern Essex	128	428	229	219	283	155	124	1566
Quinsigamond	89	145	12	41	97	46	45	475
Springfield Technical	43	117	117	47	134	46	26	530
Urban College of Boston	0	378	237	138	118	120	211	1201
Total (Across Grantee Sites)	1,085	2,898	1,181	1,209	1,795	1,187	1,350	10,703

Higher Ed / Career Pathways – Types of Supports

Types of academic and non-academic supports provided, with participant frequency

- Most common financial supports are tuition underwriting and textbook purchases
- Most students are accessing academic supports through advising, career counseling, job placement – as well as textbooks and materials, application help, and support with accessibility
- Over 1,000 students relied on financial support for child care
- Significant traction within language access and social supports/ peer mentoring

Total Students Participating in Support since Fall 2019

Academic Supports

Academic Advising, Career Counseling and Job Placement Support	5212
Textbooks and Other Related Academic Materials	4765
Applying to College, Enrolling in Courses, Completing CDA credential	4203
Training and Courses at Accessible Locations	4115
Flexible Hybrid Models with Online Opportunities	4028
Training on the Use of Technology	2821
Embedded Tutoring and Coaching within Courses	1931
CDA Certificate Application and Submission Support	1073
Contextualized Adult Basic Education	289
Contextualized English Composition	171
Contextualized College-level Math	168
HiSet or GED Equivalency preparation	77

Financial Supports

Child Care	1031
Technology	1286
Textbooks and Other Related Academic Materials	3610
Transportation	842
Scholarships or Stipends for Tuition and Fees	4340

Language Supports

Multi-lingual Advising, Career Counseling, and Job Placement	1812
Co-teaching for Non-native English Speakers	495
Multi-language Instruction	185
Multi-language Textbooks and other Related Academic Materials	272
Training on the use of Technology in Languages other than English	355

Social Supports

Peer Mentoring	1234
Professional Learning Communities	1151
Coaching or mentoring in workplace	881

Higher Ed / Career Pathways - Completion Rates

- More than 1,000 Certificates and 300+ degrees conferred since program inception
- High uptake in Teacher and Director preparation (Certificates)
- Strong uptake in *Child Development Associate* credential

Certificate and Degree Completion

TOTAL SINCE Fall 2019	
All Certificates	1122
Infant-Toddler Teacher	252
Infant-Toddler Lead Teacher	120
Preschool Teacher	329
Preschool Lead Teacher	118
Director I or Director II	303
All Degree Completion	333
CDA	253
Associates Degree	62
Bachelor's Degree	20
Masters Degree	37



Amended Workforce Policies Launch - Update

This fall, EEC announced the intention to address operational and policy barriers for providers to hire qualified candidates - without reducing expectations for educator competencies. [Minimum Requirements for Hiring Educators](#) were published December 3.

Reminder: Key Shifts

Policy Direction: Broadens types of EEC-permitted educator preparation programs and certificates to enable candidate recruitment; updates prior work experience criteria to allow for activities demonstrating competency for a prospective role

Operational Direction for Center-Based Programs: Eliminates Teacher Qualification verification process for hiring prospective candidates – to overcome backlog of former paper-driven process; provides increased flexibility for programs to confirm qualifications at the site level and recruit candidates quickly by allowing some coursework to be done after hiring

Operational Direction for FCC Programs: Streamline FCC assistant workflow and reduce required documentation to simplify assistant hiring processes at the program level

Requirements were published in English, Mandarin, Spanish, and Portuguese. Based on initial feedback from providers, key clarifying points were immediately addressed and policies re-published.

Over the course of December, the licensing operations team, especially the teacher qualifications unit, supported over 600 participants in live office hours to answer questions related to implementation.

NOTE: All sessions were recorded and remain posted on the EEC [strategic plan portal](#) for ongoing viewing by providers. Web visits to the site doubled between November and December, reaching 4,300 total.

C3 Operational Grants – Bonus Structure

Workforce Bonus - Addition for Spring 2022

Additional \$15/slot will be added to base per-slot amount designed to reflect success in:

- Retaining long-term, existing workforce; recruiting new educators
- Support professionalization by making meaningful expansion in staff benefit structures
- FCC's that have substantially increased family-facing services through hours, infant toddler care, and other expanded offerings of their child care business

From on-going feedback with the field, EEC recognizes that retaining and recruiting the workforce must be driven by individual employers that best understand their communities. EEC will aim to provide flexibility for programs to invest in the compensation enhancements that are most meaningful to their employees.

Feedback surveys remain open on the engagement portal at www.eecstrategicplanportal.org



English

C3 Operational Grants

Survey to Inform Bonus Structure

Center Based

Home Based/ FCC



Spanish

Financiamiento C3 de EEC

Sobre bonos de compensación

Programas basados en el centro

Programas de la FCC



Chinese

MA EEC C3 基金

薪酬奖金投入调查的问题草案

以中心为基础的项目

FCC 项目



Portuguese

Financiamiento de C3 de EEC

Sobre bônus de compensação

Programa baseado no centro

Programas FCC

Recommended Bonus Structure

Based on current feedback from the field, Third Sector Capital Partners has recommended use of a self-report on investments from the C3 Operational Grants to date and the impact on their workforce retention and recruitment. This will allow for baseline information to be gathered, while rewarding programs for effective strategies unique to specific communities. The self-report should include specific data on:

Center-based provider actions to increase retention and recruitment:

- salary raises or bonuses including amount, targets, tenure at program, funding source
- new or improved benefits including who received, when, tenure at program, funding source
- professional supports including who received, when, tenure at program, and revenue source
- program revenue reports, enrollment, tax documentation, budgets (exact reporting TBD)
- all existing grant reporting and Registry participation

Family Child Care provider actions to invest in the business and educator salary:

- changes in hourly wages, hours worked, benefits for FCC educator and any assistant(s)
- investments in family responsiveness and program quality including training, education supports, quality improvement, as well as changes to program hours, additional enrollment or changes to enrollment (ex. More infants)
- tax documentation, enrollment information (exact reporting TBD)
- all existing grant reporting and Registry participation

Assumptions: Registry is fully operational with engagement from the field by the end of the fiscal year