



Department of Early Education & Care Advisory & Workforce Council

November 4, 2021





Agenda

1. Welcome and Introductions
2. EEC Educators Supports
 - a. Launch of a Professional Registry
 - b. Educator Credentialing
 - c. EEC Professional Pathways



Addressing the Workforce Crisis Overview

- The top barrier to growth in the child care industry is provider difficulty finding qualified educators to open and fill classrooms and care settings
- Worker shortages across industries and geographies, including hospitality and service – paired with child care business model challenges (ongoing volatility, thin margins) – inhibit the potential to compete for workers
- There are significant logistical barriers to supporting rapid employment from both the employee recruitment and employer support perspectives, including lack of career pathways and advancement, bureaucratic requirements that slow the process, and disparate systems of support that complicate entry to the field for new employees
- As the workforce is one of the most valuable assets in supporting quality interactions with children that drive child outcomes, it is important that we don't undermine the expertise of the profession while we address this on-going crisis inhibiting recovery of the EEC field



Creating an Adequate Pipeline of Educators

Discussion Questions:

- How do efforts across these critical components of the pipeline need to come together to adequately grow the candidate pool?
- What is the public role in fulfilling urgent, immediate needs? How can the Department most effectively contribute to public-private partnerships in each area?

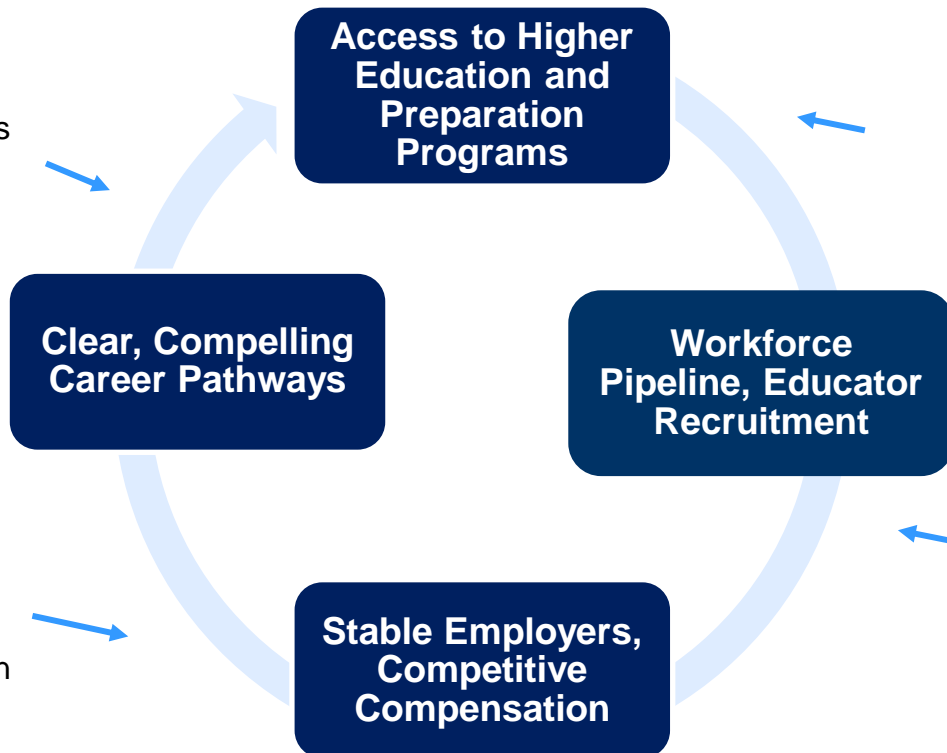
EEC Initiatives:

EEC Educator Credential is intended to establish clear career pathways for the workforce.

EEC Initiatives:

Business cohorts for child care business owners, including coaching

Workforce and Stabilization Grants designed to target investment in educator compensation and hiring incentives



EEC Initiatives:

Career Pathways grants, scholarships, cohorts for coursework

EEC Initiatives:

Work through MassHire Boards, Neighborhood Villages, Commonwealth Corps partnership to address recruitment and hiring challenges



Summary of Workforce Road Map

EEC is presenting a multi-faceted plan to address the workforce crisis and build towards our long-term strategic goals of building supports for a managing professional ladder.

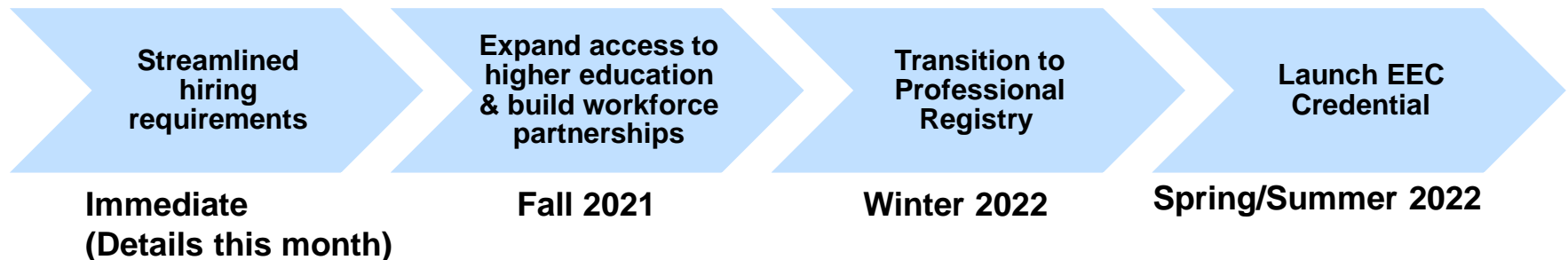
EEC Initiatives to Address the Workforce Crisis

1. Streamline hiring requirements:

- Broaden policy flexibility for programs to verify educator qualifications
- Remove operational roadblocks to rapid hire by relying on program leaders for qualification verification

2. Support educator pipelines:

- Target resources to increase access to higher education coursework, ensure flexible preparation pathways for individuals new to the field and improve system-wide linkages to professional preparation resources
- Collaborate with the Workforce Skills Cabinet and Commonwealth Corporation to improve industry messaging with MassHire Boards and other employee-recruitment resources
- Continue to build the EEC Credential that will improve systems of career advancement over time





Streamlining Hiring Processes

EEC will launch a Professional Registry, which will create a unified database of educator requirements, including BRC results, professional qualifications, and credential status to help expedite educator approvals and hiring and help track workforce trends without adding additional barriers.



Professional Registry

The EEC Registry will be the "hub" for an individual educator's technological interaction with EEC, with all other educator-related functionality built within the Registry.

Phase 1: Establish a Registry Record for Educators

- GSA Workforce will be asked to establish a registry record first. Program Administrators and/or Directors will utilize the Professional Registry to track educators to support programs in accessing operational grants in 2022.

The functions for later phases will include:

- **Credentials:** tracking degrees and certifications achieved to support on-going career progression over time; submitting and verifying educator qualification to award EEC credentials
- **Trainings:** integration with EEC Strongstart Learning Management System; tracking of CEU's and other in-service professional development to demonstrate building expertise
- **Background Record Checks:** BRCs will be supported through the registry and suitability status will be stored on a registry record, allowing candidates and programs to streamline employment matching

Massachusetts Department of Early Education and Care

My Professional Registry Dashboard
Please make sure to keep your information updated and make sure you are associated with all programs that you work for!

Your Registry ID - 00009260

My Profile
Angela Kenis
Last Updated: 08/08/2021
Please update your registry profile!
Update My Profile

My Progress

- Personal Information: In Progress → (LAST UPDATED: 8/8/2021)
- Education & EEC Professional Qualifications Registry: Not Started →
- CPR: Not Started →
- First Aid: Not Started →

Massachusetts Department of Early Education and Care

Staff Roster
Beginnings School, LLC. Add Staff

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Filters Search by name

All

View all pending, active, and inactive individuals on your program's roster below. Click on the individual to view their details and enter or update their employment information.

Pending Active Inactive

NAME	ROLE	DATE OF BIRTH	DATE OF HIRE	REGISTRY ID
Angela Kenis	Program Director All roles	11/02/1981	08/08/2016	00009260
Linda Lee	Assistant Director All roles	09/20/1968	09/01/2018	00008298
Margaret Teller	Licensee All roles	10/20/1902	11/06/2019	00004428

The Professional Registry will be integrated with LEAD in order to streamline program roster management and enhance workforce data tracking.



Developing the Professional Registry

Over the past two years, EEC has offered stakeholders and educators a variety of opportunities to engage on the design and development of the Professional Registry. EEC received incredible input and excitement from our workforce that positions the Registry to meet our collective goals. Engagement and feedback with EEC consisted of the following:



EEC held daily working sessions with a dedicated business and technical team to develop the Professional Registry over the last 6 months. This team ideated, developed, and tested the system that is coming to programs soon.



EEC conducted engagement sessions to explain the integration of the Professional Registry and how it fits into EEC's Strategic Action Plan to support our workforce. Through these sessions, EEC received substantive feedback that then drove further design elements of the Professional Registry.



EEC held Town Halls in each of our five regions to inform our workforce about the Registry and gather additional, region-specific feedback and questions. Input from these Town Halls will directly inform our communications, training, and technical support for the Registry.



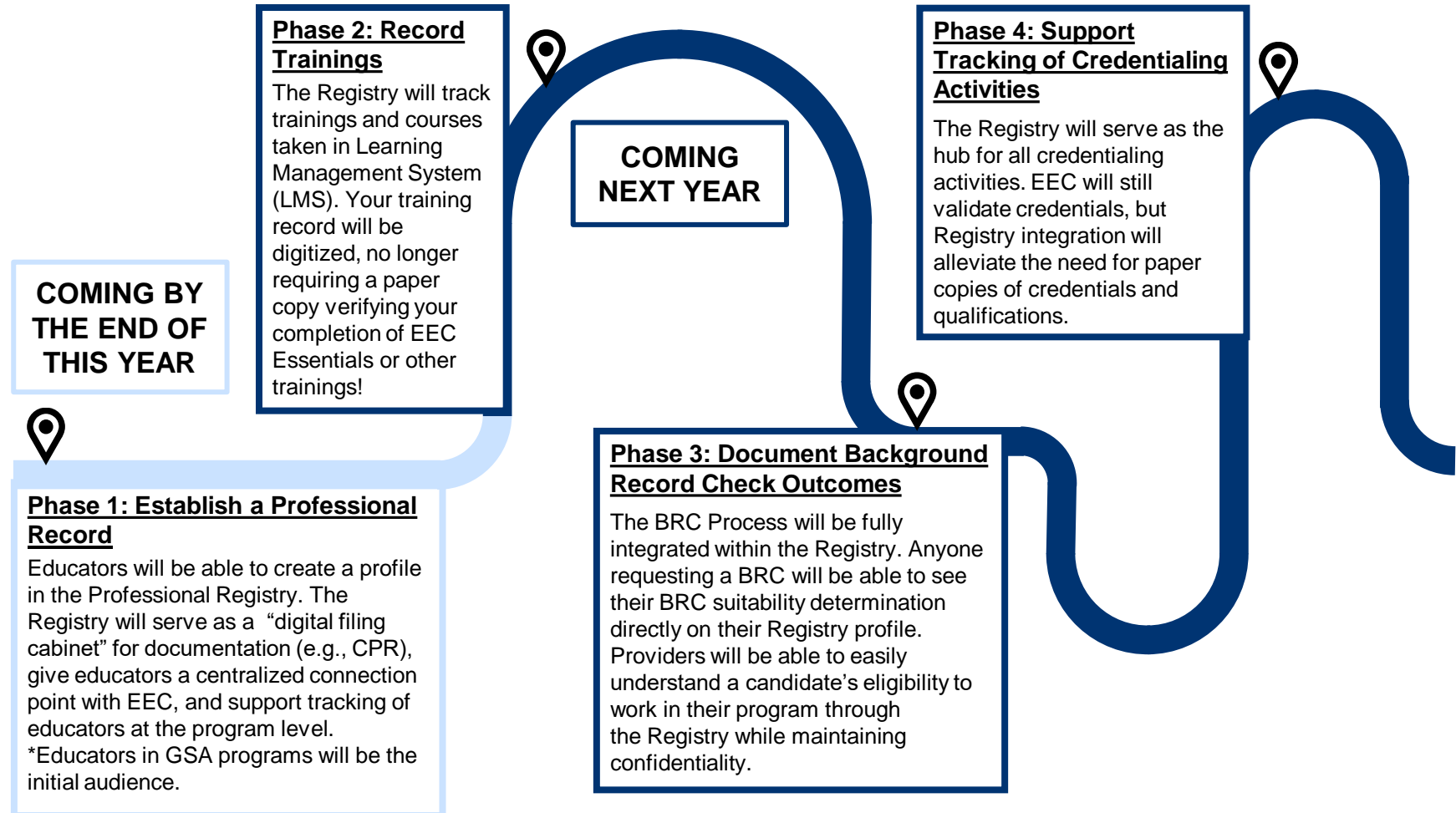
EEC received in-depth feedback from educators, programs, and EEC staff. These stakeholders will be leveraged to conduct testing on the Professional Registry through various phases of its development. Their guidance will allow EEC to fine-tune the system to best meet the needs of our workforce.

You can view all engagement sessions (including Town Halls) on EEC's Strategic Action Plan Portal!



Proposed EEC Professional Registry Road Map

The Professional Registry will be a 'one stop shop' for training documentation, Background Record Checks, and credentialing. The Registry provides educators a direct connection with EEC throughout their employment.



By creating a Professional Registry Profile in Phase 1, educators and providers will be able to utilize the Registry’s increasing functionality throughout the phases



The Professional Registry Phase 1 Benefits

Phase 1 of the Professional Registry is the first step in the new 'one stop shop' platform for Educators and Providers. The first target audience will be GSA Educators s Family child care educators will be oriented to the new Professional Registry in a future phase.

COMING IN THE NEXT MONTH



Phase 1: Establish a Professional Record

Educators will be able to create a profile in the Professional Registry. The Registry will serve as a “digital filing cabinet”, give educators a centralized connection point with EEC, and track employment over time.

Educator Benefits:

- Establishes the educator’s “digital filing cabinet” where they will maintain their professional record overtime, and will begin to incorporate PQ and TQ records.
- Establishes a direct connection between EEC and educators to support communications and tracking of professional competency over time.
- Creates a transferrable record to stack professional development and accomplishments over time

Employer Benefits:

- GSA Programs will be the first audience in order to account for staffing levels needed to maximize operational grant funding
- Allows program directors to have a unified information on staff in the “digital filing cabinet”
- Streamlines licensing visits as Licensors will be able to review relevant documentation in advance of their visit
- Educators and licensors can proactively plan for CPR and First Aid certifications and expirations and BRC renewals

As EEC launches Phase 1 of the Registry, what program supports should be made available to GSA employers to support their staff?



Supporting Educator Growth Credentialing and Higher Education Access

- EEC has increasingly targeted its investments in higher education towards improved access to courses for educators
- Through continuing investments in Career Pathways and DHE's ECE scholarships, there is potential to build on existing infrastructure and accelerate access to higher education for the ECE workforce
- Pairing these investments with the development of the EEC Credential, currently in draft, will help build a framework that creates a pathway for the profession and helps chart the long-term potential as we recruit new people into the field.



Purpose of the Credentialing System

The workforce is diverse, needs sustainable wages, and desires career advancement

A pre-COVID survey of educators conducted by UMass Boston in 2019 found:

- Strong workforce diversity overall, but **diversity decreases at higher levels of salary and credential**
- 1 in 5 in the workforce is the sole earner and almost half reported dependents in their households
- ECE professionals are highly motivated to pursue degree programs and advance their education, but need support in their primary language, flexibility in options and schedule, and access to mentoring, coaching, and academic advising – as well as concentrated efforts to overcome racial disparities in access to education.

The EEC Credential is intended to create a career pathway that builds on existing systems

- **Inclusive-** Will include all educators and program types
- **Stackable-** Will have career paths that build over time with certificates and degrees and via professional development
- **Transferable-** Will allow for professionals to bring their professional development record with them across jobs and roles
- **Skill Building-** Will support structured professional learning planning by aligning credential expectations with concrete activities that validate expertise built on the job and provide a pathway for ongoing development

Who is the MA early education and care workforce?

- 92% female
- 32% people of color, compared to 22% in state
- **47% hold more than HS degree**
- Salaries 30% lower than public preschool teachers
- Grants data shows educator salaries hovering at minimum wage; close proximity in wages even with increasing responsibility

**Framework is targeted for engagement and feedback in coming months prior to finalization.*



Framework: Working Draft*

DRAFT MA ECE CREDENTIAL

Levels	Work Experience Path	Degree Path
Foundational	EEC Essentials HS Diploma/GED	
1	1 year + documented work assisting, helping, supporting	HS Diploma + CGD; Progress towards CDA/Cert.
2	3 years + documented work facilitating, instructing, coordinating care	Associate's Degree+ Relevant Experience
3	5 years + documented work assisting, guiding practice of others	Bachelor's Degree + Relevant Experience
4	7 years + documented work planning, designing, leading	Master's Degree +Relevant Experience
Work Activities		

*Framework is targeted for engagement and feedback in coming months prior to finalization.



Framework: Working Draft*

DRAFT MA ECE CREDENTIAL

Levels

Foundational

1

2

3

4

Degree Path

- Leverages the capacity of higher education system to provide quality support for professional growth
- Includes expectations around content knowledge development (i.e. math and literacy skills) for the educator
- Does not clearly encompass recognition of the skills built through experience

Degree Path

essentials

ma/GED

HS Diploma + CGD; Progress towards CDA/Cert.

Associate's Degree+ Relevant Experience

Bachelor's Degree + Relevant Experience

Master's Degree +Relevant Experience

Work Activities

Neighborhood Villages & EEC: Professional Pathways



**Department of
Early Education and Care**

In partnership with



Start or advance a career in early education

Connect to courses and training to qualify for a role working with children; Neighborhood Villages will help identify courses that meet the needs of your schedule (online/hybrid/ or in-person), and with additional technology and wraparound supports to ensure success



Programs licensed with the Department of Early Education and Care

Connect a group of candidates to a training/ coursework cohort, or find qualified individuals who are ready for employment



Coursework providers

Find help enrolling students in a cohort, adapting your course schedules and formats to student needs, and build connections to employers so your students can take the next step once they've finished coursework

Based on a successful pilot in Boston, EEC and Neighborhood Villages are building state-wide navigation infrastructure connecting the EEC workforce with institutions of higher education.

- **centralized point of information relevant to accessing coursework and student matching with higher education institutions**
- opportunities for cohorts assembled by employers to enroll with institutions of higher education
- gap and supply analysis to help target funding to coursework capacity - tailored to student feedback and need
- Identify areas for EEC to address non-academic barriers for the workforce to engage in higher education opportunities

Note: This will be built as a resource for programs, educators and job seekers. It will not be required for access to coursework or PD.

*Framework is targeted for engagement and feedback in coming months prior to finalization.



Framework: Working Draft*

DRAFT MA ECE CREDENTIAL

Levels	Work Experience Path	Work Experience Path <ul style="list-style-type: none"> Validates expertise built through combination of on-the- job experience and supported professional development Shared definitions of expectations that can be verified to demonstrate competency is needed to build consistency across professional experiences in an equitable manner
Foundational	EEC Ess HS Diplon	
1	1 year + documented work assisting, helping, supporting	
2	3 years + documented work facilitating, instructing, coordinating care	
3	5 years + documented work assisting, guiding practice of others	
4	7 years + documented work planning, designing, leading	
Work Activities		



Validation of Advancement in Work Experience Pathways

Example Competency: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement

Work Activity: Document specific efforts to engage with families to build this type of collaborative engagement at a level appropriate to credential level

Level 1 Example: Use conversations at pick up/ drop off to build respectful relationships

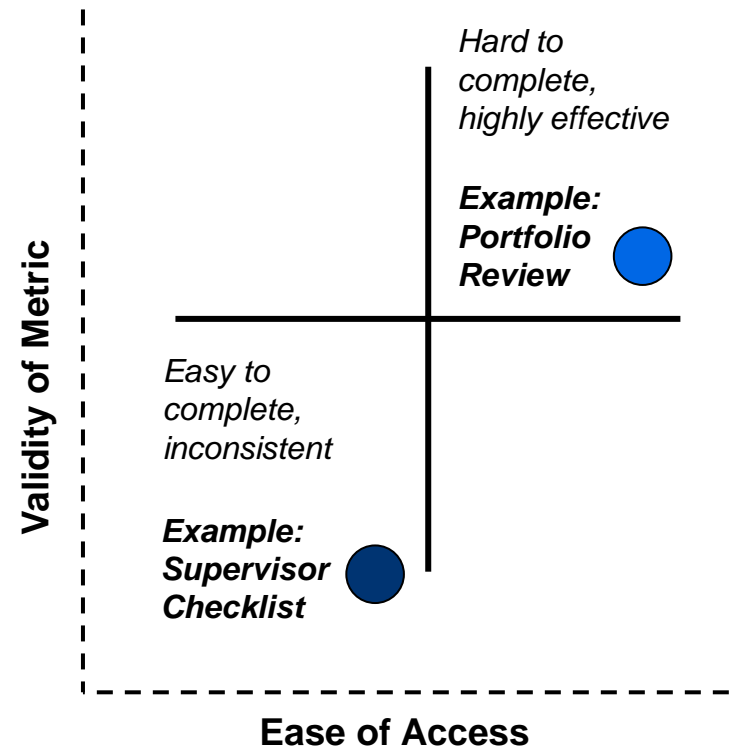
Goals of the Validation Process

- Articulate what an educator requires to move towards a new credential level that can be supported by employers in parts of their jobs
- Confirmation that these activities have been completed by educators verifying experience requirements to achieve a new level
- Verify that these activities demonstrate the requisite level of skill for the educator to achieve the level

Challenges of Designing a Validation Process

- Creating meaningful and consistent validation of relevant expertise, without building onerous requirements for the educator or system

Determining Validation Processes





DISCUSSION – How do we build this system to be achievable and effective?

Verifying Workforce Experience:

- How do we identify a reliable & objective, yet scalable approach to verifying work experience? What is the middle ground between overly *complicated* (yet reliable!) and overly *simple* (but accessible!)?
- Are there differences we should account for between program settings when we verify competencies built through work experience?

Implications for the Registry:

- What information will educators want to be sure is recognized? What do directors/administrators need to support hiring and ongoing supervision and guidance?