

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

MARCH 2009

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I. INTRODUCTION

Since its creation in 2005, the Board and Department of Early Education and Care have been charged through the enabling statute (MGL Chapter 15D: Section 5) to develop, implement, and annually report on progress towards a Workforce Development System for the early education and out of school time field (see Appendix A). Through this System, the goals of the Board and Department are to produce positive outcomes for children by supporting those who work with them directly or indirectly in a variety of roles and settings every day.

EEC released its first “*Workforce Development Plan in January, 2006*”¹ which provided a framework for the work and described the current state of the field. In June, 2007² EEC released an updated plan, which included key system elements and identified next steps for FY2008-2009.

Significant progress was made by the Massachusetts Early Education and Care and Out of School Time Workforce Development Task (Workforce Task Force), which was established in July 2007 by EEC, the United Way of Massachusetts Bay and Merrimack Valley and the Schott Fellowship in Early Care and Education³, now the CAYL Institute. The Workforce Task Force was charged with conducting further research and analysis to make recommendations on four key aspects of the workforce development system. These four areas; Core Competencies; EEC Orientation; Credentialing and Career Lattice; and Articulation/Transfer Agreements and Credit for Prior Learning were derived from the key elements of an effective workforce development system as defined in EEC’s 2007 Workforce Development Plan. The work of each of the four Workforce Task Force committees is highlighted throughout this report. The complete report of the task force, “*Steps Forward: Recommendations of the 2007-2008 Massachusetts Early Education and Care and Out of School Time Workforce Development Report*,” can be found at <http://www.eec.state.ma.us/docs/EEC%20OST%20WDTTaskForceFINAL.pdf>; the summary brochure is available at <http://www.eec.state.ma.us/docs/08EECBrochure.pdf>.

THE WORK OF THE TASK FORCE HAS BEEN IMPORTANT IN HELPING MASSACHUSETTS TO TAKE THREE STEPS FORWARD: INITIATING BROAD INPUT, FURTHER DEFINING KEY ELEMENTS OF A PROFESSIONAL DEVELOPMENT SYSTEM, AND CRAFTING NEXT STEPS.

-STEPS FORWARD, 2008

II. KEY ELEMENTS OF A WORKFORCE DEVELOPMENT SYSTEM

EEC has identified the following key elements that must be in place to establish a comprehensive Workforce Development System for Massachusetts:

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

¹ EEC’s 2006 Workforce Development Plan is available at http://www.eec.state.ma.us/docs/Workforce_Development_Plan_2006.pdf

² EEC’s 2007 Workforce Development Plan Update is available at: <http://www.eec.state.ma.us/docs/2007WorkforceReport%206.6.07.pdf>.

³ The Schott Fellowship in Early Care and Education is now the Community Advocates for Young Learners (CAYL) Institute.

1. STATEWIDE INFRASTRUCTURE BUILDING, LEADERSHIP, AND STRATEGIC PLANNING

Building a statewide infrastructure, leadership, and strategic planning are at the forefront of a well developed and comprehensive system. This past year has seen two pivotal events

that expand and underscore this work. The creation of the Executive Office of Education (EOE) overseeing the Departments of Early Education and Care (EEC), Elementary and Secondary Education (ESE), and Higher Education (DHE) provides greater opportunity for connecting the professional development systems of these three agencies into a teacher preparation system in the Commonwealth. The report of the Governor's Readiness Commission, "*Ready for 21st Century Success*," emphasizes the importance of life long learning, beginning at birth, and the urgency of developing a workforce that can support the readiness of our children and youth at all stages of their development.

Although workforce development requires an infrastructure all its own, it is also a key structural element in several related EEC initiatives such as Universal Pre-Kindergarten (UPK) and the Quality Rating Improvement System (QRIS) that are building blocks of the larger statewide system of early education and care. In 2008, EEC began to encourage UPK programs to allocate funds on professional development opportunities that align with EEC's Core Competencies and offer undergraduate or graduate credits or CEUs; and the future QRIS will recognize Program and Practitioner Supports as a key need of that system.

EEC's professional development initiatives have not been exempt from the pervasive economic events of these past several months. Diminishing state revenues and the resulting 9C cuts necessitated a 36% reduction in the funding EEC planned to expend on professional development in FY2009. Specifically, professional development funding to the CCR&Rs was cut by 45%; funding to the CPCs was cut by an average of 46%. A \$200,000 increase in the CDA scholarship program was eliminated and the Building Careers grant program received a minor funding cut as well.

Despite these challenges, EEC's vision of a professional development system for the early education and care and out of school time workforce remains undiminished, although it will likely take longer to achieve. What has become clear in this climate is that we can no longer afford to do "business as usual;" there is new urgency to maximize resources, reduce duplication, and foster collaborative relationships among our professional development partners in the field. If there is a silver lining in these tough economic times it is this opportunity to examine and improve the infrastructure for delivering professional development services to our workforce.

2. CORE COMPETENCIES AND ORIENTATION

EEC's WORKFORCE GUIDING PRINCIPLES

INVOLVE AND ENGAGE STAKEHOLDERS IN THE PLANNING, DEVELOPMENT, AND ASSESSMENT OF THE WORKFORCE DEVELOPMENT SYSTEM;

INCLUDE ALL STAFF ROLES AND LEVELS, WORKING IN ALL SETTINGS, WITH CHILDREN OF ALL ABILITIES, BIRTH TO AGE 14;

BUILD ON THE STRENGTHS OF CURRENT WORKFORCE;

PROVIDE A FULL CONTINUUM OF OPPORTUNITIES FOR ALL STAFF ROLES AND LEVELS;

ASSURE EQUITY THROUGH INTEGRATION AND ALIGNMENT OF STANDARDS ACROSS PUBLIC AND PRIVATE SYSTEMS;

ENSURE AND PROMOTE DIVERSITY AMONG ALL ROLES AND LEVELS OF THE WORKFORCE, THROUGHOUT REGIONS AND LOCAL COMMUNITIES THROUGH ACCESSIBLE PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND CLEAR CAREER PATHWAYS;

SET HIGH STANDARDS AND PROVIDE THE SUPPORTS AND INCENTIVES FOR INDIVIDUALS TO MEET AND MAINTAIN THEM;

ESTABLISH BEST PRACTICES FOR WORKING WITH CHILDREN AND FAMILIES BASED ON CURRENT RESEARCH;

LINK SUCCESSFUL CAREER ADVANCEMENT TO INCREASES IN COMPENSATION; AND

MAINTAIN A BALANCE AMONG ACCESS, COST, AND QUALITY ACROSS THE SYSTEM.

Core Competencies are defined as the range of knowledge and observable skills that adults working with children need to facilitate learning and development (National Child Care

One Goal of Core Competencies

“TO CAPTURE THE BREADTH AND DEPTH OF WHAT EDUCATORS, YOUTH WORKERS, AND ADMINISTRATORS IN THE FIELD SHOULD KNOW AND BE ABLE TO DEMONSTRATE.”

STEPS FORWARD, 2008

Information and Technical Assistance Center, 2005); and 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.

Massachusetts is among several states developing and implementing core competencies for early education and care. Massachusetts is, however, unique in creating a single core competencies document for all types of care and all ages served birth to 14 years old. The competencies are

also intended for use across early education and care, out of school time, and Early Intervention (through a collaborative process with the Department of Public Health (DPH)) to facilitate increased transferability of knowledge and skills.

In addition, EEC has proposed regulations that require that all who enter the Massachusetts early education and care and out of school time workforce undergo an orientation to their profession⁴, EEC's vision is to develop a statewide orientation system that offers those entering the field an introduction to core knowledge about child development and other competency areas.

Two committees of the Workforce Task Force worked to align this key system element; the Core Competencies Committee determined the 8 core areas of competency all staff must demonstrate and the Orientation Committee imbedded these competency areas in its recommended 40 hours of required orientation that staff would undergo during their first two years of employment in the field.

3. PROFESSIONAL DEVELOPMENT DATA MANAGEMENT SYSTEM

EEC is developing a comprehensive system that will provide current and accurate data on the early education and care and out of school time workforce. This system is being designed to support educators by recognizing and documenting their qualifications, and providing them with information about professional development opportunities across the state, qualified trainers, as well as career options and pathways. EEC anticipates that the initial phase of this data management system, a basic registry, will be in operation in fiscal year 2010. EEC's proposed regulations will require annual registration by all staff working in EEC-licensed programs.⁵

4. CREDENTIALING AND CAREER LATTICE (CAREER PATHWAYS)

The lack of a clear set of credentials and a career lattice or pathway for the early education and care and out of school time workforce continues to be an obstacle in the development of a comprehensive and equitable workforce development system. Developing a single

⁴ In its proposed regulations, EEC has included a requirement that, "All educators must attend an orientation to early education and care approved by the Department".

⁵ EEC's proposed regulations require that, "All educators must register annually with the Department of Early Education and Care in accordance with EEC policies and procedures."

career lattice for our field that aligns different program types (e.g. group, family child care, school age programs) and includes all positions (group leader, director, and family child care assistant, etc.) is very challenging.

The Credentialing and Career Lattice Committee of the Workforce Task Force was charged with outlining a set of credentials for each type of care and setting and identifying the various pathways for movement within and among these credentials and domains. The purpose of this work is to develop a flexible lattice model with multiple points of entry that illustrate the options for career growth and advancement for all educators.

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

Since 2007 EEC has worked to align its professional development requirements and standards through agency initiatives.

EEC strives to leverage and maximize available resources by requiring entities receiving Professional Development funding (CCR&R agencies, Building Careers Colleges and CPC programs) to collaborate with each other and other entities such as family child care systems, Massachusetts Family Networks (MFNs), Parent-Child Home Programs (PCHPs), institutions of higher education, Head Start programs, local education authorities (LEAs), and educational collaboratives to address the professional development needs of the field.

EEC also supports two scholarship programs, the Early Childhood Educators (ECE) Scholarship and Child Development Associate (CDA) Scholarship. The ECE scholarship aims to increase the number of degreed staff in the field. The CDA credential requires formal education, time in the field, evaluation and observation to document the increased ability of the educator to meet specific needs of children and work with parents to nurture children's physical, social, emotional, and intellectual growth. The attainment of a CDA credential enables family child care providers to meet EEC requirements for the CPC and UPK grants and corresponds with EEC Lead Teacher Certification requirements.

During the spring of 2008 EEC formally began developing a Massachusetts Quality Rating & Improvement System (QRIS), which is a method to assess, improve, and communicate the level of quality in early care & education and after-school settings (Stair Steps to Quality, United Way Success by Six, p. 4). A key piece of this system is building on current/existing resources to put an infrastructure in place that supports programs and practitioners in meeting and maintaining quality standards (Mitchell, 2005).

EEC continues to strive to knit together current resources into a professional development system that will facilitate the identification of existing gaps and necessary resources.

III. KEY NEXT STEPS (2007-2008)

In the 2007 Workforce Development Plan, EEC identified 10 key next steps to moving forward with the establishment and advancement of the workforce system's key elements.

1. Convene the Massachusetts Early Education and Care and Out of School Time Workforce Development Task Force.

2. Build EEC's capacity by hiring additional staff to implement the workforce plan.
3. Continue to collect and analyze data on "current state" including assessing statewide professional development needs.
4. Work with the DHE to build the capacity of two and four year schools to work with the early education and care and out of school time workforce.
5. Continue linking funding increases to staff/program quality through Universal Pre-K (UPK), and other quality initiatives development.
6. Seek feedback and finalize Core Competencies.
7. Design a basic EEC Orientation program to help all educators that are entering the field learn about EEC regulations, core competencies, and resources for professional development and support.
8. Begin building an IT infrastructure for EEC Professional Development Data Management System.
9. 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.
10. Identify critical gaps and develop FY2009 budget priorities to begin addressing most critical needs.

IV. PROGRESS TO DATE

Listed below is the progress made in the past year per each key next step identified in the 2007 Workforce Development Plan.

KEY NEXT STEP 1:

Convene the Massachusetts Early Education and Care and Out of School Time Workforce Development Task Force.

In collaboration with the United Way of Massachusetts Bay and Merrimack Valley and the Schott Fellowship in Early Care and Education, now the CAYL Institute, EEC convened the Massachusetts Early Education and Care and Out of School Time Workforce Development Task Force (Workforce Task Force) in July 2007. The Workforce Task Force was comprised of more than 50 members representing early education and out of school time, colleges and universities, state agencies, professional organizations, training organizations, workforce development agencies, private business partners, and private funders. The purpose of the Workforce Task Force was to provide EEC with feedback, recommendations, and actionable next steps for developing a comprehensive system of professional development for the field. The Workforce Task Force focused on four of the key areas from EEC's 2007 Workforce Development Plan: core competencies, orientation, credentialing and career lattice, and transfer agreements and credit for prior learning.

KEY NEXT STEP 2:

Build EEC's capacity by hiring additional staff to implement the workforce plan.

EEC re-organized its structure and filled positions to prioritize workforce development. EEC divided the previously existing Quality and Workforce Development Unit into two distinct units to sharpen the focus on workforce development. In addition, two staff members were hired resulting in a Workforce Development unit comprised of an Associate Commissioner position and three specialists devoted entirely to workforce development policies and programmatic development. Three additional staff in the unit support the professional certification program that reviews the qualifications of staff in group child care settings.

KEY NEXT STEP 3:

Continue to collect and analyze data on “current state” including assessing statewide professional development needs.

EEC continues to collect quantitative and qualitative data on the early education and care and out of school time workforce through a variety of mechanisms including annual grant applications, mid and end of year reports, and the professional development calendar. EEC also receives feedback on the needs of the workforce anecdotally from internal and external stakeholders such as the EEC Advisory and other groups. However, there remains a critical need for robust data on the early education and out of school time workforce and its professional development needs. After developing a specifications document detailing its information and technology (IT) needs, EEC issued an RFR for the development of a Unified Information Technology System to align existing computer applications and to develop the forward-looking tools EEC needs. One of the first components to be developed will be the Professional Data Management System which will enable EEC to gather and analyze “real-time” data on the composition and professional development needs of the workforce.

KEY NEXT STEP 4:

Work with the DHE to build the capacity of two and four year schools to work with the early education and care and out of school time workforce.

The Articulation/Transfer Agreements and Credit for Prior Learning Committee of the Workforce Task Force was charged with developing recommendations to make higher education more accessible to the early education and care and out of school time field by addressing the articulation of credit across institutions and recognition of prior learning. The committee identified two goals: 1) strengthen Massachusetts' current statewide transfer policies and practices, and 2) develop new policies and practices that support student success. To this end, the committee researched how Massachusetts' institutions of higher education address prior learning, and studied articulation and transfer systems in other states. For the committee's specific recommendations refer to *“Steps Forward: Recommendations of the 2007-2008 Massachusetts Early Education and Care and Out of School Time Workforce Development Report”*.

DHE has statutory authority over inter-institution student transfer. In April 2007, DHE created the Commonwealth Transfer Advisory Group (CTAG) to analyze issues that affect transfer and to recommend improvements. CTAG included members of the Joint Committee on Higher Education; faculty and staff from public institutions of higher education; members of the Joint Admissions Executive Committee; and experts on transfer issues. Over a 10-month period ending in March 2008, the group diagnosed barriers associated with transfer, examined other states' policies and practices, identified costs associated with improvements, and recommended solutions. Specific recommendations from CTAG are available in the group's final report *“MA Board of Higher Education Final Report from the Commonwealth Transfer Advisory Group”*.

The two committees shared a Chair and had a similar charge. As a result, the committees made several recommendations in common including the need for:

- A directory of course-to-course equivalencies;
- An electronic transcript delivery system with eventual addition of online degree audits;
- A statewide transfer website;
- An annual report to the Legislature;
- A full-time transfer coordinator at DHE;
- Statewide faculty meetings;
- Regular institutional reviews;
- Public recognition of good transfer practices; and
- An increase tuition waiver to a 100% tuition discount.

With these recommendations, easing access to higher education for the early education and care and out of school time field is being given priority at both agencies and at the Secretariat level; it is also a key recommendation of the Governor's *Readiness Report/ Education Action Agenda* (see inset below).

Ready for 21st Century Success, 2008

Action Steps and Related EEC Initiatives

Short Term (2008-2011)

Provide students with maximum flexibility and mobility to earn a college degree by guaranteeing transfer of course credit between and among the state's public higher education institutions.

- *EEC is working with DHE and institutions of higher education to improve articulation agreements and develop policies to support students.*

Mid Term (2012 – 2015)

Annually increase the investment in and availability of dual enrollment opportunities for all students. We will focus initially on first-generation college-goers, students interested in science, technology, engineering and mathematics disciplines, and concurrent enrollment programs for students with special needs.

- *The Early Childhood Educators (ECE) Scholarship and Building Careers in Early Education and Care grant provide early education and care and out of school time educators with the means and flexibility to earn a college degree.*
- *In partnership with DHE EEC is working to provide school age children with additional opportunities in science, technology, engineering, and mathematics (STEM).*

Long Term (2016 and beyond)

To capitalize on the critical role of community colleges in our education and workforce development system and to enhance the ability of Massachusetts' students and businesses to compete internationally, the public education system should include guaranteed access to free community college or the equivalent postsecondary or vocational education.

- *The Building Careers in Early Education and Care grant includes 13 of the 15 community colleges in the Commonwealth. Both the ECE Scholarship and Building Careers grant provide free community college to the early education and care and out of school time workforce.*

KEY NEXT STEP 5:

Continue linking funding increases to staff/program quality through Universal Pre-K (UPK), and other quality initiatives development.

Universal Pre-K (UPK): EEC continues to link funding increases to staff/program quality through the implementation of Universal Pre-K (UPK).

Through the UPK program, EEC seeks to ensure that all preschool children have a high-quality early learning experience and enter school ready to learn and succeed. EEC has awarded UPK pilot grants to programs to maintain and improve the quality of their preschool services by funding a system of workforce development that links program quality, staff competency, resources and supports.

EEC's UPK concept paper, *"Universal Pre-Kindergarten (UPK) Expansion and Phase-in Concept Paper, Updated May 2008"*, summarizes the current state of preschool access, quality, and affordability and key components of a comprehensive UPK system including leadership and professional development.

The UPK program grants can be used to fund increased teacher compensation and to strengthen teaching practice and professional development opportunities for staff. The recent August 2008 study by Abt Associates, Inc., *"Massachusetts Universal Pre-Kindergarten (UPK) Pilot Program: FY08 Evaluation"*⁶ confirmed the link between programs' use of UPK funds and professional development.

FY2008 UNIVERSAL PRE-K

- **218 QUALITY GRANTS AWARDED WITH 312 CLASSROOMS OR FAMILY CHILD CARE HOMES.**
- **67 AGENCIES REPRESENTING MORE THAN 285 SITES AWARDED ASSESSMENT PLANNING GRANTS.**

"THE FACT THAT, GIVEN SUFFICIENT PLANNING TIME, GRANTEEES ALLOCATED MORE OF THEIR FUNDING TO PROFESSIONAL DEVELOPMENT FOR STAFF AND FOR STAFF COMPENSATION, UNDERLINES PROGRAMS' RECOGNITION THAT (A) STAFF ARE A CRITICAL, IF NOT THE MOST IMPORTANT FEATURE IN DETERMINING THE QUALITY OF A PROGRAM, (B) INVESTMENTS IN STAFF REQUIRE SOME LONG-RANGE PLANNING, AND (C) UNLIKE MATERIALS, NEEDS IN THE AREA OF SUPPORT FOR STAFF CANNOT BE MET ON A ONE-TIME BASIS BUT ARE A CONTINUING PART OF QUALITY. IT ALSO SUGGESTS THAT, OVER TIME, PROGRAMS CAN BECOME MORE SOPHISTICATED ABOUT TARGETING THEIR FUNDING TO WHAT ARE, ARGUABLY, THE AREA OF HIGHEST PRIORITY FOR QUALITY—INVESTMENTS IN STAFF."

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK) PILOT PROGRAM: FY08 EVALUATION, EXECUTIVE SUMMARY, 2008

Quality Rating Improvement System (QRIS): In February 2008, EEC began developing a Quality Rating and Improvement System (QRIS) to evaluate, communicate, and improve the quality of programs in Massachusetts. EEC convened a group of experts from the field to make preliminary recommendations on the goals, principles, structure, standards, and overall vision for the QRIS.

FIVE COMMON ELEMENTS OF A QUALITY RATING AND IMPROVEMENT SYSTEM

1. **STANDARDS**
2. **ACCOUNTABILITY**
3. **PROGRAM AND PRACTITIONER OUTREACH AND SUPPORT**
4. **FINANCIAL INCENTIVES**
5. **FAMILY/CONSUMER EDUCATION**

- MITCHELL, 2005

The QRIS is being designed for licensed and license-exempt programs and providers serving children birth through age 14, which includes center or public school-based programs, family child care, and after school and out of school time programs. Participation in the QRIS will initially be voluntarily and over the long term may become mandatory for programs and providers benefiting from certain funding streams. The QRIS standard areas deliberately parallel the core

⁶ The complete executive summary is available at:
<http://www.eec.state.ma.us/docs/UPK%20Evaluation%20Executive%20Summary.pdf>

competency areas identified by the Workforce Task Force. The career lattice is also a central part of the “Workforce Quality and Support” standard area.

The recommendations and foundational work of the Workforce Task Force are an important resource for the QRIS workgroup. The intentional overlap in the membership for both initiatives supported necessary communication to align and coordinate these efforts. Over the next year components of QRIS will be developed and implemented including supports for programs and practitioners.

KEY NEXT STEP 6:

Seek feedback and finalize Core Competencies.

Based on an initial draft and expert consultation with the National Child Care Information and Technical Assistance Center (NCCIC), the Workforce Task Force subcommittee established 8 core competency indicators. The committee stressed that the resulting document is a draft and recognized that this “first edition” will evolve as the field gains experience with its use.

EEC has imbedded the recommended Core Competency Areas in grant and contract applications for FY2008 and FY2009 including the Building Careers in Early Education and Care (Building Careers) and Community Partnerships for Children (CPC) Professional Development Grants, and the Child Care Resource and Referral (CCR&R) contracts for professional development. Each entity is responsible for indicating how their current trainings and coursework align with the recommended core competency areas.

In addition, EEC’s new electronic Professional Development Calendar⁷ has been designed to sort the available professional development opportunities by these core competency areas allowing educators to select professional development that best suits their needs. This will also allow EEC to determine which core competency areas need additional resources.

CORE COMPETENCY AREAS

- 1. UNDERSTANDING THE GROWTH AND DEVELOPMENT OF CHILDREN AND YOUTH**
- 2. GUIDING AND INTERACTING WITH CHILDREN AND YOUTH**
- 3. PARTNERING WITH FAMILIES AND COMMUNITIES**
- 4. HEALTH, SAFETY, AND NUTRITION**
- 5. LEARNING ENVIRONMENTS AND CURRICULUM**
- 6. OBSERVATION, PLANNING, AND ASSESSMENT**
- 7. PROGRAM PLANNING AND DEVELOPMENT**
- 8. PROFESSIONALISM AND LEADERSHIP**

KEY NEXT STEP 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.

In 2008, EEC guided the proposed child care licensing regulations, including the requirement for a standard orientation to the field, through both informal and formal public comment processes. Upon implementation (scheduled for January 2010), this Orientation would then be phased-in as a requirement.

⁷ EEC’s Professional Development Calendar can be viewed at <http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx>

The Orientation Committee of the Workforce Task Force conducted an extensive comparison of orientation models from other states and researched aligning orientation with a statewide workforce development system. The committee made the following recommendations:

- 40 hours of orientation required for all new staff;
- 10 hours of basic orientation to be completed within first 120 days of entering the workforce;
- 10 additional hours completed by the end of the first year of employment for a more in-depth review of the competencies;
- An additional 20 hours of professional development in the second year which addresses specific age groups, settings, and roles;
- Family child care providers must participate in an additional 5 hour pre-service orientation before working directly with children; and
- Completion of the 40 hours of content should be approved for 4 Continuing Education Units (CEUs), weighted credit at community colleges and/or credit toward EEC required in-service professional development hours.

KEY NEXT STEP 8:

Begin building an IT infrastructure for EEC Professional Development Data Management System.

In FY2009, EEC developed and launched a key component of the Professional Development Data Management System, a web-based Professional Development Calendar to serve as a centralized source of information on courses and training for all educators and licensees. In addition to empowering educators to make informed decisions about their professional development options, EEC's Professional Development Calendar will foster collaboration across training entities, reduce duplication to maximize resources, and make it easier for EEC licensors to identify resources for providers as issues arise.

In February 2009 EEC will launch development of its Unified Information Technology (IT) System which will greatly enhance the agency's capabilities to better achieve its mission of delivering services to Massachusetts families and children and the educators who serve them. One of the first projects of the Unified IT System will be the enhancement of the current Professional Qualifications registry and the Professional Development Calendar to create the EEC Professional Development Data Management System. Enhancements to the current Professional Qualifications system will include accommodating EEC's proposed regulations (to be promulgated in January 2010), adding out of school time educators and family child care educators, and tracking the proposed EEC Orientation requirements. Design for this stage of the project will begin in March 2009 with an anticipated release date of July 2009. The second tier of this project will be to tackle the Professional Development Calendar including necessary enhancements anticipated for fall 2009 with a release scheduled for winter 2010.

KEY NEXT STEP 9:

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.

The Credentialing and Career Lattice Committee established a foundational set of principles to guide the development of the lattice. Their overarching goals were to define clear professional development pathways for all educators that are linked to a system of incentive-based compensation, and to enhance public recognition of early education and

care and out of school time educators as professionals. The committee envisions a credentialing and career lattice system that:

- Ties certificate and degree acquisition to ongoing professional development;
- Values/validates experience and prior learning;
- Facilitates collaboration between institutes of higher education (i.e. articulation agreements, non-traditional methods of education/training);
- Includes career mentoring/counseling;
- Is flexible and offers multiple points of entry and advancement;
- Is based on core competencies and linked to explicit standards;
- Values other bodies of knowledge and provides for reciprocity of training across other systems;
- Is evidence-based and is continually evaluated for effectiveness;
- Addresses the needs of non-traditional learners and linguistically diverse populations; and
- Is culturally sensitive and encourages diversity.

The committee examined other states' systems and developed an outline of position levels with defined roles and responsibilities, education, and experience requirements. The committee also established that, along with education and experience, evaluation is a necessary component of an effective competency-based credentialing and career lattice system.

KEY NEXT STEP 10:

Identify critical gaps and develop FY2009 budget priorities to begin addressing most critical needs.

Building Careers Grants: EEC sustained the Building Careers grant program in FY2008 through a combination of funding streams, including federal funds. In FY2009 Building Careers was funded entirely with state dollars for the first time.

Using a cohort model overseen by a coordinator at each college, the Building Careers program provides academic advising and career counseling to individuals in the field of early education and care and out of school time who are seeking a degree in early childhood education or a related field. In addition to tuition assistance, the Building Careers program responds to the needs of educators in the field by offering courses during weekends and evenings.

EEC has aligned the Early Childhood Educators (ECE) Scholarship and Building Careers programs by expanding the role of the Building Careers Coordinator to include supporting ECE Scholarship recipients at those colleges so that they too benefit from the support services such as mentoring, tutoring, and advising.

To respond to needs identified by the field, EEC amended the FY2008 grants to 15 Building Careers colleges to fund undergraduate and graduate courses focused on children with special needs. The additional

FY2008 BUILDING CAREERS IN EARLY EDUCATION AND CARE

- **21** MA INSTITUTIONS OF HIGHER EDUCATION
- **103** COURSES SUPPORTED
 - o 64 EARLY CHILDHOOD EDUCATION CLASSES
 - o 25 GENERAL EDUCATION CLASSES
 - o 15 SPECIAL EDUCATION CLASSES
- **~137** ADDITIONAL STUDENT SUPPORTED THROUGH TUITION REMISSION
- **~500** EDUCATORS SERVED

FY2008 ECE SCHOLARSHIP

- **\$4M** IN FUNDING
- **1,300** APPLICANTS
- **900** APPROVED APPLICANTS
 - o 47% ENROLLED IN ASSOCIATE DEGREE PROGRAM
 - o 53% ENROLLED IN BACHELOR DEGREE PROGRAM
- **MORE THAN 4000** COURSES SUPPORTED

*ECE SCHOLARSHIP DATA PROVIDED BY OFFICE OF STUDENT FINANCIAL ASSISTANCE AS OF JULY 1, 2008.

coursework was available to Building Careers students, staff working with children with special needs, and those who are responsible for training staff. These Building Careers colleges provided at least 315 educators in the early education and care and out of school time field with this critical resource. Given the success of the amendment and demand for coursework related to children with special needs this component was continued in the FY2009 grant application.

STEM Curricula in After School/Out of School Time (ASOST) Programs: EEC is partnering with DHE to provide school age children with additional opportunities to engage in science, technology, engineering, and mathematics (STEM) education through after school/out of school time (ASOST) programming. The goal is to generate interest in students that leads them to consider careers in these fields. This initiative is an outgrowth of the STEM Pipeline Fund, an economic stimulus package the Commonwealth launched in 2003 to develop the STEM workforce by improving educational offerings, producing qualified teachers, and growing the number of students who prepare for and enter STEM careers. STEM Pipeline funds will be used to pilot STEM curricula developed by the Museum of Science and WGBH in eight EEC-licensed after school programs beginning in spring 2009. EEC will facilitate training after school program staff to coordinate the participation of the eight after school programs from three regions in Massachusetts (Western, Metro Boston, and Northeast). Pending results of this pilot and availability of funding, the initiative could be expanded to include more ASOST programs and continue collaborative efforts.

V. NEXT STEPS FOR 2009-2010

1. Work through the Executive Office of Education to align EEC's efforts in developing a workforce development system with the Action Steps in the Governors' Readiness Report.
2. Convene a Professional Development Workgroup of EEC's Advisory Team to advance the recommendations of the MA Early Education and Care and Out of School Time Workforce Development Task Force by integrating the work of the four committees and incorporating the recommendations into EEC's overall workforce development plans.
3. Solicit and share broader input from the early education and out of school time field on the recommendations of the MA Early Education and Care and Out of School Time Workforce Development Task Force.
4. Finalize the core competencies and continue to imbed them into grants, contracts, orientation, and other professional development vehicles.
5. Collaborate with Department of Higher Education, through the Executive Office of Education, to implement recommendations of CTAG and the Workforce Task Force related to transfer and articulation among state institutions of higher learning.
6. Partner with the Executive Office of Education, the Department of Higher Education and institutions of higher education in Massachusetts to develop plans that offer free access to community college to early education and care and out of school time staff.
7. Pending funding availability, connect scholarships for the Child Development Associate (CDA) credential to college credit so that candidates have a pathway and are encouraged to pursue college degrees upon achieving their CDA.

8. Expand the existing EEC family child care orientation into the 5 hour pre-orientation recommended by the Workforce Task Force; develop and pilot the first module of EEC Orientation for the entire field.
9. Develop a basic career lattice for the early education and out of school time field by convening small workgroups to address each practice domain (family child care, group child care, and school age child care).
10. Advance the EEC Professional Development Data Management System by developing and implementing a basic staff registry to identify staff that are currently active in the field and gather current workforce data.
11. Analyze data gathered by the online Professional Development Calendar on the current state of professional development opportunities; work to develop data filters within the calendar to better analyze available data; and solicit feedback from calendar users to inform the development of a second iteration.
12. Work with the Department of Higher Education to implement the STEM pilot at 6 to 8 school age programs in 2 to 3 EEC regions and evaluate the results.
13. Identify critical resource gaps and develop FY2010 budget priorities and action plan to address those needs.

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APPENDIX A: MGL, CHAPTER 15 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;
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: LIST OF RESOURCES

1. Massachusetts Board of Higher Education Final Report from the Commonwealth Transfer Advisory Group: <http://www.mass.edu/ABOUTUS/DOCUMENTS/CTAGREPORT.PDF>
2. Massachusetts Department of Early Education and Care Proposed Licensing Regulations: <http://www.eec.state.ma.us/licensingRegulations.aspx>
3. Massachusetts Department of Early Education and Care State Plan: http://www.eec.state.ma.us/kr_StatePlan.aspx
4. Massachusetts Department of Early Education and Care Workforce Development Plan, January 2006: http://www.eec.state.ma.us/docs/Workforce_Development_Plan_2006.pdf
5. Massachusetts Department of Early Education and Care Workforce Development Plan, June 2007: <http://www.eec.state.ma.us/docs/2007WorkforceReport%206.6.07.pdf>
6. Massachusetts Universal Pre-Kindergarten Pilot Program Evaluation: www.eec.state.ma.us/docs/MA%20UPK%20Evaluation%20Final%20Report%2012-29-08_FINAL.pdf
7. Ready for 21st Century Success: The New Promise of Public Education: The Patrick Administration Education Action Agenda: <http://www.mass.gov/Agov3/docs/Readiness%20Final%20Report.pdf>
8. Steps Forward: Recommendations of the MA Early Education and Care and Out of School Time Workforce Development Task Force: <http://www.eec.state.ma.us/docs/EEC%20OST%20WDTTaskForceFINAL.pdf>
9. Steps Forward: Recommendations of the MA Early Education and Care and Out of School Time Workforce Development Task Force Summary Brochure: <http://www.eec.state.ma.us/docs/08EECBrochure.pdf>
10. United Way Success by 6: Stair Steps to Quality: A Guide for States and Communities Developing Quality Rating Systems for Early Care and Education: www.ecpolicycouncil.org/docs/StairStepstoQualityGuidebook.pdf
11. Universal Pre-Kindergarten (UPK) Expansion and Phase-in Concept Paper: www.eec.state.ma.us/docs/UPK_Concept_Paper_mostrecentMay2008.pdf