



Minimum Hiring Requirement Policies for Educators

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

The following regulations are still in effect:

606 CMR 7.04: Administration

606 CMR 7.09 (1-15)

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

606 CMR 7.09 16 (c)

606 CMR 7.09 17 (a - d)

606 CMR 7.09 18 (d)

606 CMR 7.09 (19)(b)

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

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

These policies specify the minimum qualifications necessary to hire a candidate for a particular role. It is the employer's responsibility to hire and onboard staff in accordance with these minimum qualification requirements; however, nothing precludes a program from hiring a candidate with work experience and/or education levels that exceeds this minimum requirement. Program administrators may wish to recruit

candidates whose qualifications match the specific needs of the population served (e.g., infants and toddlers) or whose skills and experience are well matched to the overall program needs. When evaluating a potential hire's qualifications, program administrators are encouraged to consider the specific content and experience that reflect the skill sets and knowledge important for working in a specific role or with a specific community population.

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

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

Table of Contents

Definitions of Terms	4
Minimum Hiring Requirements for Educators in Center-Based Programs	7
Hiring Assistant Teachers (For example, roles may include Teacher’s Assistant, Aide, Student Intern, Paraprofessional, Personal Care Assistant).....	7
Hiring Teachers (Teachers, Classroom Teachers)	7
Hiring Lead Teachers (For example, roles may include Lead Teachers, Lead Classroom Teachers)....	10
Hiring Early Childhood Directors (For example, roles may include Director, Program Managers, Program Administrator, Instructional Leader, Operational Leader)	13
Minimum Hiring Requirements for Educators in Out-of-School Time Programs.....	14
Hiring Assistant Group Leaders (For example, roles may include, Assistant Leader, Assistant Teacher, Assistant Counselor, Aide, Student Intern).....	14
Hiring Group Leaders (For example, roles may include Educator, Teacher, Counselor).....	15
Hiring Site Coordinators	17
Hiring School Age Program Administrators.....	18
Verification Materials.....	21
Continuing Education Units (CEU) Issuance and Equivalencies Policy.....	23
Professional Development Points (PDP) Issuance and Equivalencies Policy	24
Work Experience Policy	24

Definitions of Terms

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

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

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

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

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

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

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

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

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

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

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

Professional Development: Ongoing education or training designed to increase an educator’s skills or knowledge or assist the educator in gaining new competencies in his or her professional capacity. Professional development may fulfill the annual number of hours required by regulation to maintain a license and/or meet training or credits that lead to career advancement

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

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

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

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

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

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

Minimum Hiring Requirements for Educators in Center-Based Programs

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

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

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

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

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

Hiring Teachers (Teachers, Classroom Teachers)

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

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

- Be at least 21 years old or have a high school diploma or equivalent
- Have experience¹ in supporting children’s growth and development
- Have completed or plans to complete credit-bearing coursework or equivalent (including CEUs or PDPs) in:
 - Category of Study 1: Child Growth and Development, Birth - Eight Years
 - Category of Study 2: Planning Programs and Environments for Young Children
 - Category of Study 7: Infant and Toddler Development, Care, and Program Planning (*Infant/Toddler Teacher Only*)
 - Category of Study 8: Health and Safety in Early Childhood
 - Category of Study 12: Child Observation, Documentation and Assessment

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

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

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

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

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

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

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

Hiring Lead Teachers (For example, roles may include Lead Teachers, Lead Classroom Teachers)

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

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

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

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

Minimum Hiring Requirements for a Lead Teacher		
Prior to Working as a Lead Teacher	Within 2 Months	Within 6 Months
EEC Existing Hiring Requirements		
<ul style="list-style-type: none"> • Suitable BRC • At least 21 years old or have a high school diploma or equivalent • 36 months of supervised work experience or one practicum (this can be reduced to 27 months 	<ul style="list-style-type: none"> • Completion of EEC Essentials 	N/A

<p>with CDA or other credential; to 18 months with Associate's or Bachelor's in unrelated field and to 9 months with a Bachelor's degree in early ed)</p> <ul style="list-style-type: none"> • 12 credits in at least four categories of study except Child Care Administration including three credits in Child Growth and Development and three credits in Infant and Toddler Care • Completion of Staff Orientation 		
Additional Hiring Requirements Options		
<ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 9 months of supervised work experience or one practicum • Associate degree or higher in early childhood education, child development, or elementary³ education with a kindergarten or PreK Special Needs specialization or a Related Field of Study • Completion of Staff Orientation 	<ul style="list-style-type: none"> • Completion of EEC Essentials 	<ul style="list-style-type: none"> • Completion of First Aid Certification • Completion of a minimum of 3 credits or equivalent (CEUs or PDPs):
<ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 18 months of supervised work experience • Completed <u>one</u> of the following: <ul style="list-style-type: none"> ○ Child Development Associate (CDA) Credential ○ Community College Certificate in early childhood in early childhood education, child development, or elementary education • Completion of Staff Orientation 	<ul style="list-style-type: none"> • Completion of EEC Essentials 	<ul style="list-style-type: none"> • Completion of First Aid Certification • Completion of a minimum of 3 credits or equivalent (CEUs or PDPs):
<ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 24 months of supervised work experience • Associate degree or higher in unrelated field • 12 credits in in the Categories of Study • Completion of Staff Orientation 	<ul style="list-style-type: none"> • Completion of EEC Essentials 	<ul style="list-style-type: none"> • Completion of First Aid Certification • Enrolled to complete a minimum of 3 credits or equivalent (CEUs or PDPs):
<ul style="list-style-type: none"> • Suitable BRC • At least 21 years old 	<ul style="list-style-type: none"> • Completion of a minimum of 15 	<ul style="list-style-type: none"> • Enrolled to complete a minimum of 3 credits or equivalent (CEUs or PDPs):

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

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

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

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

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

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

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

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

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

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

Minimum Hiring Requirements for Directors	
Prior to Working as a Director (as defined above)	Within 6 Months
EEC Existing Hiring Requirements	
<ul style="list-style-type: none"> • Suitable BRC • All of the lead teacher requirements AND • 6 additional months of experience • Completion of two credits or three CEUs in Child Care Administration; • Completion of two additional credits or three CEU's • Completion of EEC Essentials • Completion of Staff Orientation 	<ul style="list-style-type: none"> • N/A
Additional Hiring Requirements Options	
<ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 15 months of work experience in a Lead Teacher or Program Manager position 	<ul style="list-style-type: none"> • Completion of a minimum of 15 hours of Professional Development in Category 11: Supervision or Staff Development in Early Childhood Education

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

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

Minimum Hiring Requirements for Directors	
Prior to Working as a Director (as defined above)	Within 6 Months
<ul style="list-style-type: none"> • Completion of EEC Essentials • Bachelor’s Degree or higher in early childhood education, child development or Related Field of Study • 2 credits or 3 CEUs in Category of Study 13 • Completion of Staff Orientation 	
<ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 24 months of work experience • Completion of EEC Essentials • Bachelor’s Degree or higher in an unrelated Field of Study • 12 credits or equivalent in the Categories of Study, including a minimum of 2 credits or 3 CEUs in Category of Study 13 • Completion of Staff Orientation 	<ul style="list-style-type: none"> • Completion of a minimum of 15 hours of Professional Development in Category 11: Supervision or Staff Development in Early Childhood Education
<ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 42 months of work experience • Completion of EEC Essentials • 16credits or equivalent in the Categories of Study including a minimum of 2 credits or 3 CEUs in Category of Study 13 • Completion of Staff Orientation 	<ul style="list-style-type: none"> • Completion of a minimum of 15 hours of Professional Development in Category 11: Supervision or Staff Development in Early Childhood Education

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Suitable BRC, associate degree in child development, early childhood education, elementary education or Related Field of Study that is relevant to school age care and education.
2. Suitable BRC, current school age childcare certification from an institution of higher learning.
3. Suitable BRC, Montessori Elementary I certificate [age 6 to 12].
4. Suitable BRC and EEC-qualified to work as a Family Child Care licensee or certified assistant in a Large Family Child Care Program (capacity of at least 8).

Hiring Site Coordinators

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

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

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

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

Minimum Hiring Requirements for a Site Coordinator		
Prior to Working as a Site Coordinator	Within 2 Months	Within 6 Months
EEC Existing Hiring Requirements		
<ul style="list-style-type: none"> • Suitable BRC • At least 20 years old • 1 year of supervised work experience or one practicum (this can be reduced to 9 months with Bachelor's Degree or Associate's Degree in any field; to 6 months with Bachelor's in early education) • Completion of Staff Orientation 	<ul style="list-style-type: none"> • Completion of EEC Essentials 	<ul style="list-style-type: none"> • N/A

Minimum Hiring Requirements for a Site Coordinator		
Prior to Working as a Site Coordinator	Within 2 Months	Within 6 Months
Additional Hiring Requirements Options		
<ul style="list-style-type: none"> • Suitable BRC • At least 20 years old • 6 months of supervised work experience as a Group Leader • Associate degree or higher in early education, education, or Related Field of Study • Completion of Staff Orientation 	<ul style="list-style-type: none"> • Completion of EEC Essentials 	<ul style="list-style-type: none"> • Completion of First Aid Certification • Completion of 3 credits or equivalent (CEUs or PDP)
<ul style="list-style-type: none"> • Suitable BRC • At least 20 years old • 9 months of work experience as an EEC-qualified Preschool Lead Teacher • 3 credits or equivalent in Category of Study 14: Topics Specific to Out-of-School Time • Completion of Staff Orientation 	<ul style="list-style-type: none"> • Completion of EEC Essentials 	<ul style="list-style-type: none"> • Completion of First Aid Certification • Completion of 3 credits or equivalent (CEUs or PDP)
<ul style="list-style-type: none"> • Suitable BRC • At least 20 years old • 12 months of supervised Out-of-School time work experience as a Group Leader • Completion of Staff Orientation 	<ul style="list-style-type: none"> • Completion of EEC Essentials 	<ul style="list-style-type: none"> • Completion of First Aid Certification • Completion of 3 credits or equivalent (CEUs or PDP)
<ul style="list-style-type: none"> • Suitable BRC <p>At least 20 years old</p> <ul style="list-style-type: none"> • 36 months of consistent work experience with school age children as an EEC-qualified Family Child Care Licensee⁷ in a Large Family Child Care Program (capacity of 10) • 20hours of Professional Development in Category of Study 14: Topics Specific to Out-of-School Time • Completion of Staff Orientation 	<ul style="list-style-type: none"> • Completion of at least 15 hours of Professional Development in Categories of Study 11, 13 and 14 	<ul style="list-style-type: none"> • Completion of 3 credits or equivalent (CEUs or PDP)

Hiring School Age Program Administrators

Program Administrators in Out-of-School Time programs are responsible for the overall management and administration of the program in accordance with all applicable state and local laws, rules, and

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

regulations. Educators working in Program Administrator roles define the protocols used to ensure the performance of staff duties and responsibilities and oversee the general operations of the program site or multiple program sites, if applicable.

Minimum Requirements for the Hiring of Program Administrators:

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

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

Minimum Hiring Requirements for a Program Administrator	
Prior to Working as a Program Administrator	Within 6 Months
EEC Existing Hiring Requirements	
<ul style="list-style-type: none"> • Suitable BRC • All of the site coordinator requirements AND • 6 additional months of administrative experience (can be replaced by nine credits in management or administration subject areas from an accredited institution of higher education) • Completion of Staff Orientation 	<ul style="list-style-type: none"> • N/A
Additional Hiring Requirements Options	
<ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • Completion of EEC Essentials • 6 months of work experience as a Site Coordinator or equivalent • Bachelor’s degree or higher in early education, education, or Related Field of Study • Completion of Staff Orientation 	<ul style="list-style-type: none"> • Completion of a minimum of 15 hours of Professional Development in Category 11: Supervision or Staff Development in Early Childhood Education
<ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • Completion of EEC Essentials • 9 months of supervised work experience as a Site Coordinator or equivalent 	<ul style="list-style-type: none"> • Completion of a minimum of 15 hours of Professional Development in Category 11: Supervision or Staff Development in Early Childhood Education

Minimum Hiring Requirements for a Program Administrator	
Prior to Working as a Program Administrator	Within 6 Months
<ul style="list-style-type: none"> • 20 hours of Professional Development related to administration, leadership, or management in Category of Study 11, 13, and 14 • Completion of Staff Orientation 	
<ul style="list-style-type: none"> • Suitable BRC • At least 21 years old • 5 years of work experience as an EEC-qualified Family Child Care licensee in a Large Family Child Care Program (capacity of 10) • 3 credits or equivalent in Child Growth and Development, Human Development, or equivalent • Completion of Staff Orientation 	<ul style="list-style-type: none"> • Completion of a minimum of 15 hours of Professional Development in Category 11: Supervision or Staff Development in Early Childhood Education

Verification Materials

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

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

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

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

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

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

Continuing Education Units (CEU) Issuance and Equivalencies Policy

To serve as minimum hiring requirements for the purpose of this policy, the following number of CEU's in the same [Category of Study](#) can count towards requirements for credit bearing coursework with the following equivalency:

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

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

- Accredited colleges or universities: <https://ope.ed.gov/accreditation/>.
- Massachusetts Association for the Education of Young Children (MassAEYC): <http://www.massaeyc.com/>.
- National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org/>.

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

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- The National Coalition for Education and Cultural Programs (NCECP): <http://www.ncecp.org/>.
 - Selected training institutes with the International Association for Continued Education and Training (IACET) accreditation <http://www.iacet.org/>, including the Child Care Education Institute (CCEI) <http://www.cceionline.com>.

Professional Development Points (PDP) Issuance and Equivalencies Policy

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

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

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

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

Work Experience Policy

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

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

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

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

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

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

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

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

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

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

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

months of employment in a group setting other than a licensed child care facility with at least 50 hours of work per month may count as 2 months of supervised work experience.