Commonwealth of Massachusetts Department of Early Education and Care

Meeting of the Board

November 9, 2021

eec **Department of Early Education and Care**

Agenda

1. Department Updates

2. Special Session of the Board: Case Examples on Workforce Competencies

        -Opening from the Chair

        -Case Example Presentations

        -Board Discussion

All slides will be presented

Key Grant Metrics as of 11/4/21

Region and Type	% providers applied for grants (as of 10/8)	% providers applied for grants (as of 11/4)
1 – Western FCC	~73%	~75%
1 – Western GSA	~70%	~75%
2 – Central FCC	~76%	~77%
2 – Central GSA	~76%	~79%
3 – Northeast FCC	~82%	~84%
3 – Northeast GSA	~68%	~74%
5 – Southeast & Cape FCC	~75%	~76%
5 – Southeast & Cape GSA	~71%	~77%
6 – Metro Boston FCC	~80%	~82%
6 – Metro Boston GSA	~64%	~67%

5,752 programs submitted applications for funding (~78% of all eligible programs)

~61% of applicants are from **subsidized** programs

~$40 million disbursed to programs each month

~20% of applicants chose Spanish as their primary form of communication

Update on Enhancements to the Grants

EEC is working to evaluate the cost of:

- **Extend Monthly Operational Grants to 12 months**: EEC will use FY22 funding to provide monthly grants to all eligible programs through June 2022
- **Include New Programs**: Fund sites licensed or approved after March 11, 2021, that otherwise meet eligibility criteria
- **Incentivize Investments in Compensation and Benefits:** Develop bonus payment structure to reflect programs that make long-term investments in their workforce

Implementation:

- **Provider Feedback:** EEC will be engaging providers to inform strategies for enhancing the C3 Formula and providing incentives. Additional information will be available the Strategic Action Portal.
- **Timing**: Anticipate additional enhancements to the C3 to be released in early 2022, with access for programs that are licensed or approved in December 2021
- **Funding:** EEC will leverage current FY22 appropriations to maximize impact of operational grants and provide flexible funding to sustain operational infrastructure in a changing landscape and severe workforce shortages

Strategic Action Plan: Educator Goal

| Children, Youth, Families	Educators	Programs	System
Children are on track for success in school and to reach their full potential. Their families are empowered to work, build their skills, and attain economic mobility while supporting their children's education and development.	The early childhood and out-of-school time workforce is professionally prepared, well supported and compensated, and culturally and linguistically representative of the population it serves.	Programs will increase their sustainability, engage in continuous quality improvement, and promote high-quality education and healthy development among children and youth.	To efficiently and effectively steward public investments in early education and care with utmost integrity, transparency and accountability to the people of Massachusetts.

Strategic Action Plan: Educator and Workforce Initiatives
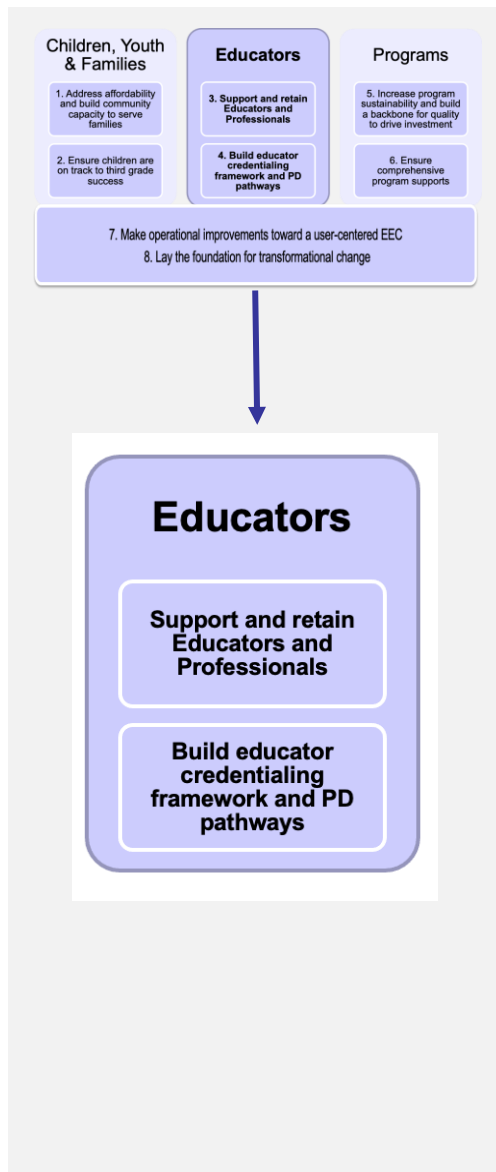
Update on EEC Workforce Initiatives

Workforce Pipeline and Educator Recruitment:
- Broaden flexibility for qualifications to target new educators into the field (November 2021)
- Coordinate with existing job recruitment infrastructure to communicate about EEC sector (Fall/Winter 2021-2022)

Access to Higher Education and Preparation Programs:
- Professional Pathways (partnership with Neighborhood Villages) (Launching November 12)
- Career Pathways grants, scholarships are building capacity to monitor gaps, target capacity to demand (On-going)

Stable Employers and Competitive Compensation:
- Business cohorts to expand program capacity as employers; pilot conclusion and expansion through Y2 (Winter 2022)
- Operational Grants planning for expansion and targeted investment in educator compensation (January 2022)

Clear and Compelling Career Pathways:
- Launch Professional Registry for educators to centralize all career records and professional accomplishments (Fall/Winter 2021-2022)
- Develop a professional credential that can serve as a validation for on-going professional growth (Summer 2022)

Workforce Supports: Professional Registry

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

Phase 1: Establish a Registry Record for Educators

- GSA Workforce will be asked to establish a registry record first in order to track educators number and support access to operational grants in 2022.

The functions for later phases will include:
- **Credentials:** tracking degrees and certifications achieved to support on-going career progression over time
- **Trainings:** EEC Strongstart Learning Management System integration; tracking of CEU's and other in-service professional development
- **Background Record Checks:** BRCs will be supported through the registry and suitability status will be stored on a registry record
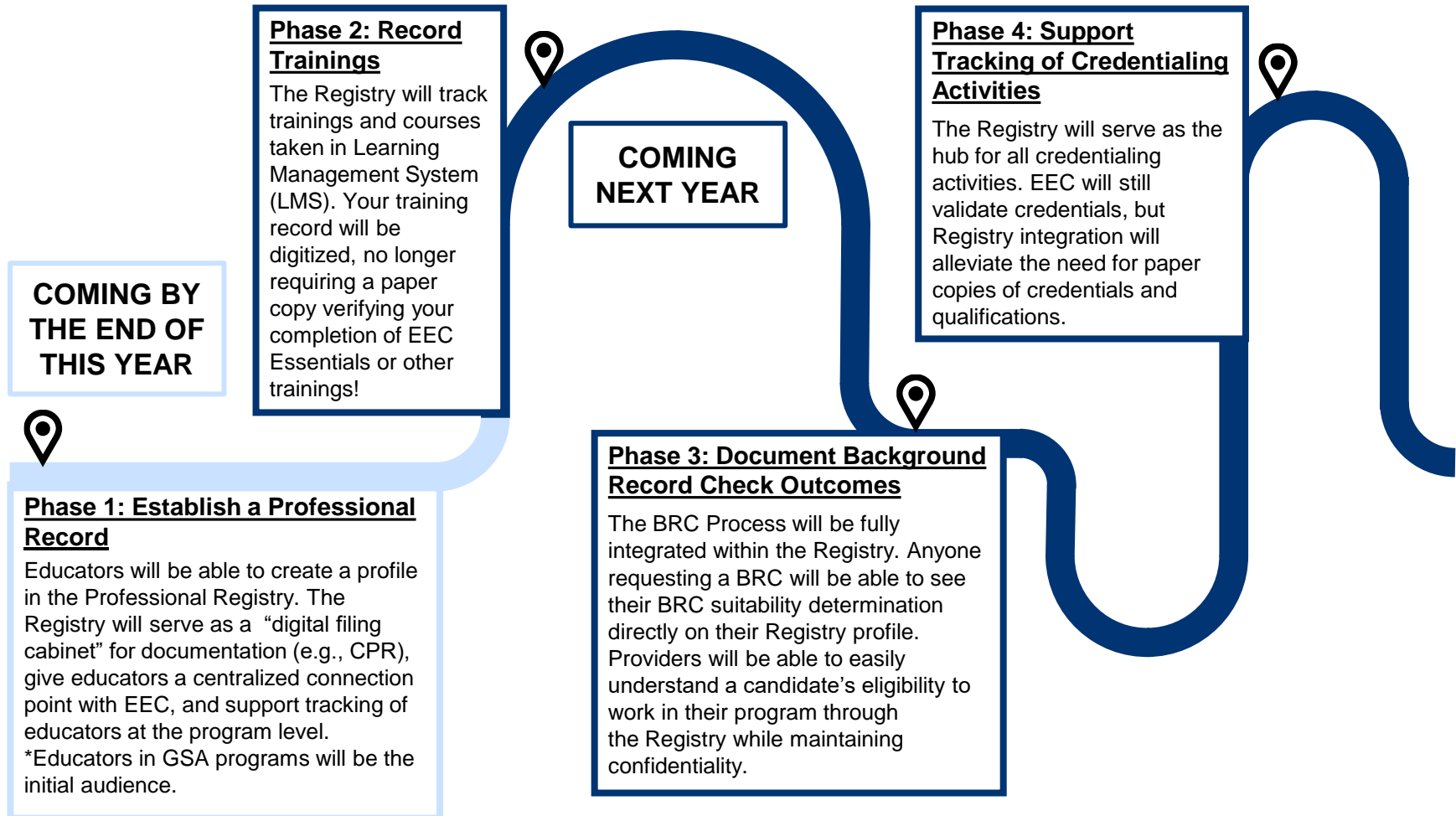

The Professional Registry will be integrated with LEAD in order to streamline program roster management and enhance workforce data tracking.

Proposed EEC Professional Registry Road Map

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

COMING BY THE END OF THIS YEAR

COMING NEXT YEAR

Phase 1: Establish a Professional Record

Educators will be able to create a profile in the Professional Registry. The Registry will serve as a "digital filing cabinet" for documentation (e.g., CPR), give educators a centralized connection point with EEC, and support tracking of educators at the program level.
*Educators in GSA programs will be the initial audience.

Phase 2: Record Trainings

The Registry will track trainings and courses taken in Learning Management System (LMS). Your training record will be digitized, no longer requiring a paper copy verifying your completion of EEC Essentials or other trainings!

Phase 3: Document Background Record Check Outcomes

The BRC Process will be fully integrated within the Registry. Anyone requesting a BRC will be able to see their BRC suitability determination directly on their Registry profile. Providers will be able to easily understand a candidate's eligibility to work in their program through the Registry while maintaining confidentiality.

Phase 4: Support Tracking of Credentialing Activities

The Registry will serve as the hub for all credentialing activities. EEC will still validate credentials, but Registry integration will alleviate the need for paper copies of credentials and qualifications.

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

Workforce Supports: Credentialing Pathways

DRAFT MA ECE CREDENTIAL

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

Work Activities

Inclusive   Stackable   Transferable   Skill Building

Credentialing Paths: Approach to Degrees

DRAFT MA ECE CREDENTIAL

Levels
Foundational
1
2
3
4

Degree Path

- Leverages higher education system to provide quality support for professional growth

- Includes expectations around content knowledge development (i.e. math and literacy skills) for the educator to use in course selection

- Does not fully encompass recognized skills built through experience (see next slide)

Current EEC workforce* –

- 31% have no more than HS/GED

- 20% some college, no degree

- 31% Associate's (2% CDA)

- 25% Bachelors and 10% Graduate/ Professional Degree

Degree Path

...entials
...a/GED

HS Diploma + CGD; Progress towards CDA/Cert.

Associate's Degree+ Relevant Experience

Bachelor's Degree + Relevant Experience

Master's Degree +Relevant Experience

...vities

*December 2020 EEC Administrative Records
N = 45,700

Credentialing Paths: Importance of Work Experience

DRAFT MA ECE CREDENTIAL

Levels	Work Experience Path
Foundational	EEC E... / HS Dipl...
1	1 year + documented work assisting, helping, supporting
2	3 years + documented work facilitating, instructing, coordinating care
3	5 years + documented work assisting, guiding practice of others
4	7 years + documented work planning, designing, leading

Work Activities

Work Experience Path

- Validates importance of expertise built through experience working with children

- Aligns around a common set of competency measures to drive in-service professional development and professional opportunities from employers

- Establishes shared definitions for how competencies are demonstrated in day-to-day work to ensure consistency across professional expectations

- Builds equitable pathways for job progression regardless of access to formal education opportunities

Validation of Advancement in Work Experience Pathways

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

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

In order to equitably detmerine that a competency is met, EEC will need to require verification.
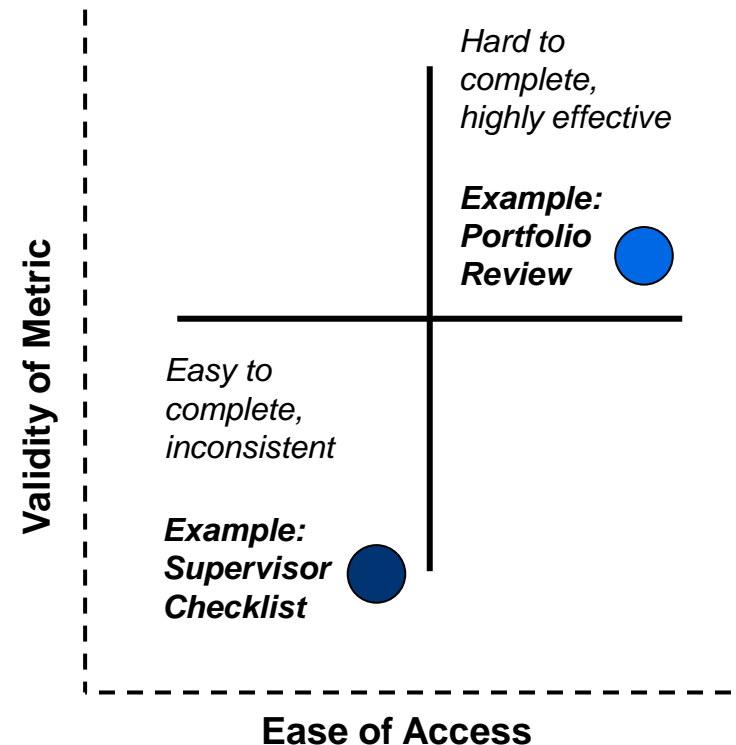
Determining Validation Processes

Goals of the Validation Process

• Articulate the competency that an educator must achieve to move towards a new credential level – so employers can then support and coach

• Confirm that these activities have been completed by educators seeking to achieve a new level

• Verify that these activities demonstrate the requisite level of skill for the educator to achieve the level

Challenges of Designing a Validation Process

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

Hard to complete, highly effective

Example: Portfolio Review

Easy to complete, inconsistent

Example: Supervisor Checklist

Validity of Metric

Ease of Access

Today's Special Session

Workforce Innovations with a Competency-Based Focus

Questions to consider as we engage in the special session of the board today:

- As EEC considers its emerging credential – what can we learn from other sectors about how training, education, and intentional work experiences build, demonstrate, and document competencies?

- Where can we translate promising concepts into scalable, systematized approaches?