

Commonwealth of Massachusetts

Department of Early Education and Care

EEC Workforce Council

September 8, 2022



Agenda

1. Welcome, Introductions & Agency Updates
2. Items for Discussion and Feedback
 - Building a Workforce System:
Workforce Pipeline & Educator Recruitment
 - Current state and problem definition
 - Direction for future efforts

Building a Workforce System: Workforce Pipeline & Educator Recruitment

Discussion Roadmap

- What we know about current capacity and the workforce challenges facing the field
- Review current EEC efforts and preliminary review of promising efforts in MA and beyond
 - Identify areas of interest for further exploration and information gathering
- Discuss next steps and potential actions to further define and address key challenges

Building the Workforce System: Transitioning from Current to Future State



EEC will support two parallel, but equally important efforts to address system needs.

Work to build robust professional opportunities and career pathways



Immediate steps to address workforce hiring challenges

- Reduce barriers to quick hiring and support recruitment
- Create strong pathways to qualified teacher and director roles
- Support programs in providing competitive compensation and strong job quality
- Encourage opening and support the success of new family child care

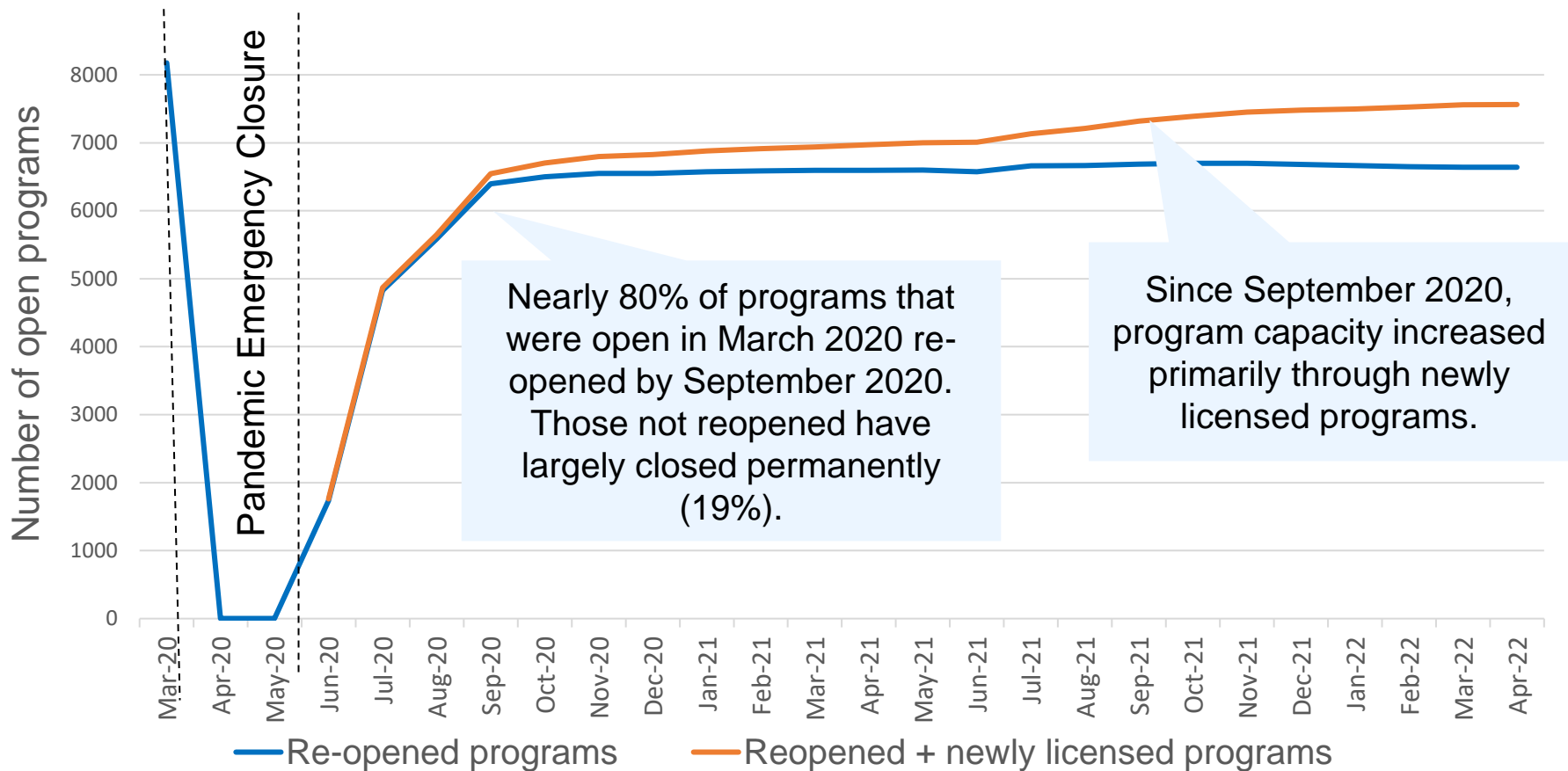
What we know about current state of the MA early education and care workforce



Problem Statement:

- 1. A successful early education and care system requires sufficient numbers of qualified educators to meet licensing requirements and support children's development.***
 - 2. Data suggest the field is struggling to replace 13% of staff necessary to serve programs' full licensed capacity.***
- Center-based programs rely heavily on qualified educators to meet licensing requirements and support children's learning, and are struggling to hire these roles.
 - Workforce challenges are greatest in areas of highest need.
 - Programs have raised salaries but are not successfully addressing the crisis.
 - New FCCs are entering the field, with more programs opening than prior to the pandemic.

Licensed child care capacity in Massachusetts is moving closer to pre-pandemic levels.



There are
1,167 programs currently operating
that have been newly licensed
since March 2020.

63%
are serving the
highest SVI
communities

71%
are FCC
providers

42%
serve children
with subsidies

However, the Massachusetts child care workforce was harder hit and is slower to recover.



Selected Metro Areas: Child Care Industry Jobs as a Percentage of February 2020 Baseline, through June 2022

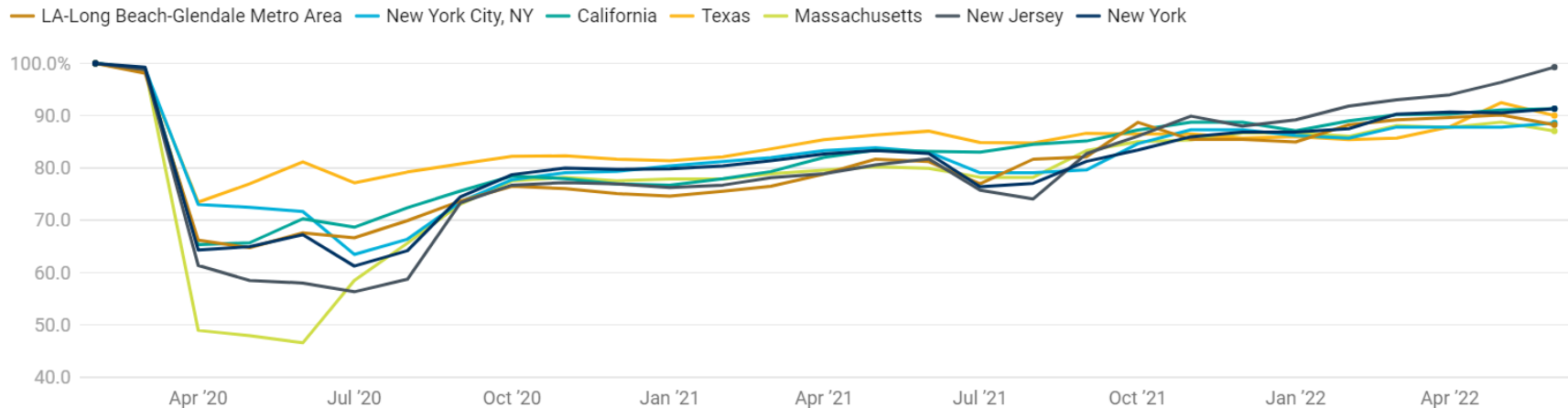


Chart: Center for the Study of Child Care Employment, UC Berkeley • Source: U.S. Bureau of Labor Statistics, "Current Employment Statistics," available at <https://beta.bls.gov/dataViewer/view/4918eefb944741d5aeb3d89dee5e5705> • Created with Datawrapper

The level of recovery of child care jobs post-pandemic continues to vary across states. Per a recent [report](#) from UC Berkley's Center for the Study of Child Care Employment, "While child care employment in New Jersey has nearly reached pre-pandemic levels, Massachusetts child care jobs are 12.93% ...below pre-pandemic numbers."

Center-based programs face recruitment challenges that can limit capacity.



Since summer 2021, hiring seems to have kept pace with but not exceeded attrition. C3 application data suggest the number of educators in the system has remained roughly the same with **significant open positions** continuing to limit programs' from operating up to their licensed capacity

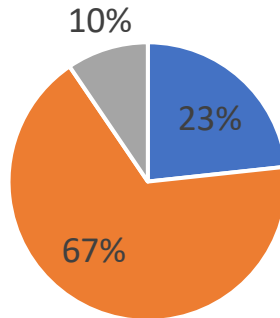
C3 application and survey data for center-based and OST programs indicates:

- **65%** of programs have **open educator positions**, with the average program hiring for ~ 2.8 positions
- **23%** of center-based programs reported limiting licensed capacity due to educator openings
 - Regulations make a loss of a lead teacher harder to accommodate than the loss of an assistant

Current Staffing by Role

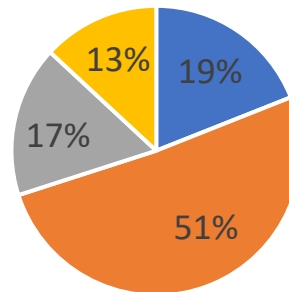
(Based on number of FTEs reported in C3 application data)

Center-based Early Education



■ Assistant Teachers ■ Teachers ■ Directors

Afterschool and Out-of-School Time

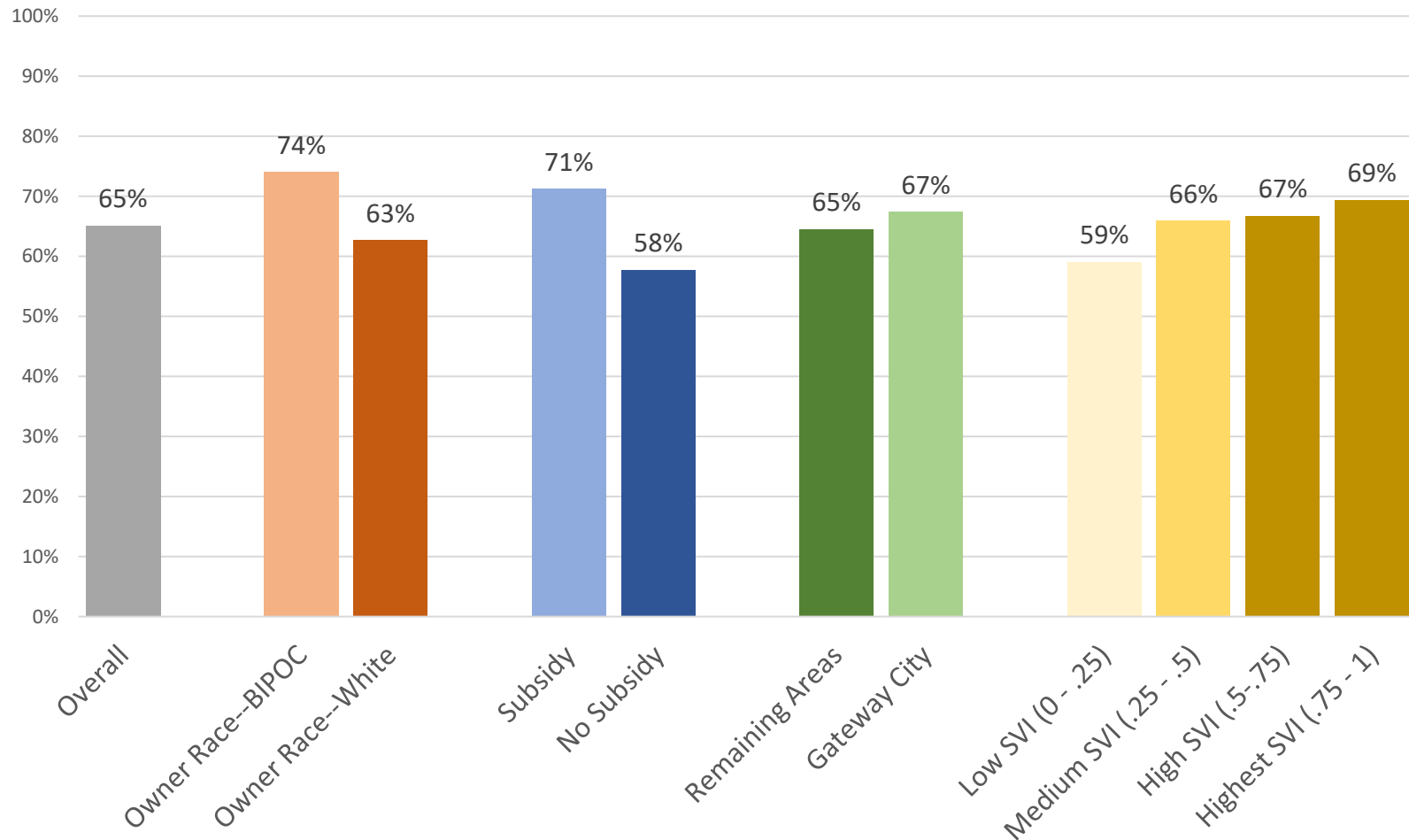


■ Assistant Group Leaders ■ Group Leaders
■ Site Coordinators ■ Site Administrator

Workforce openings are widespread and faced more by low-income and BIPOC communities.

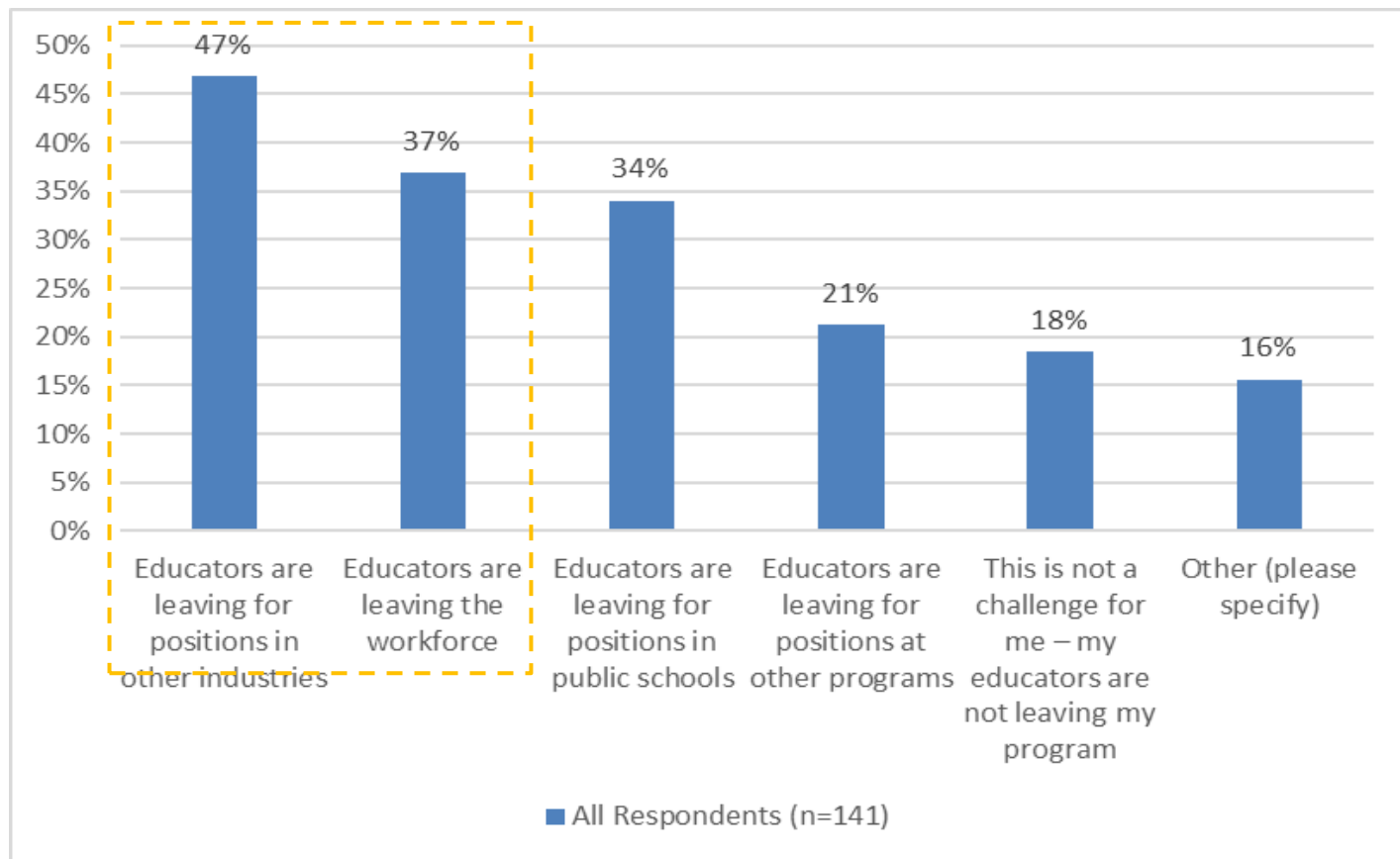


Percent of center-based programs that currently have open positions by SVI, subsidy acceptance, gateway cities and owner race



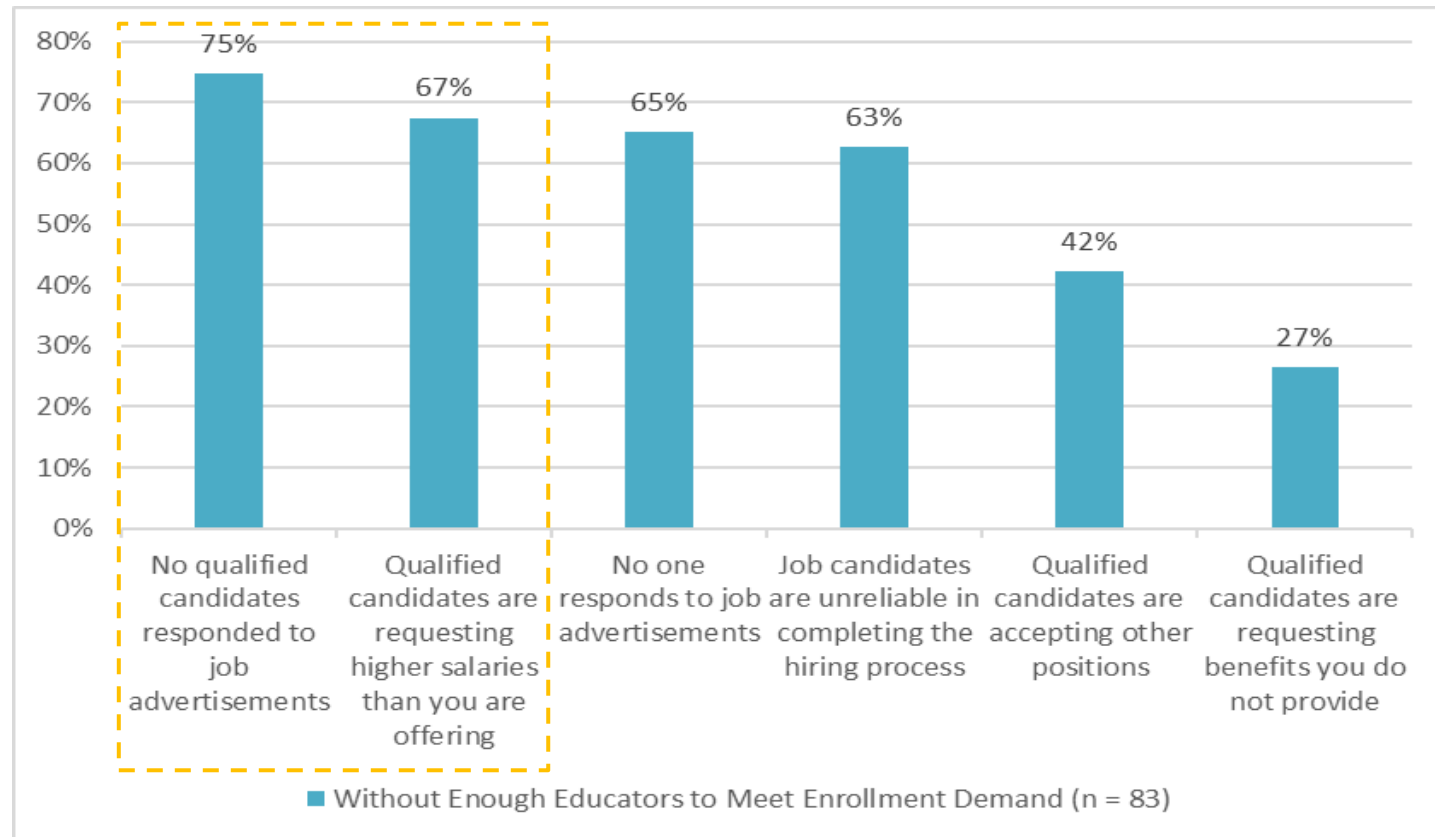
Programs are losing educators to other fields...

EEC conducted a small field survey of center-based providers in December 2021, in which programs reported that educators leaving their program were **leaving the field altogether.**

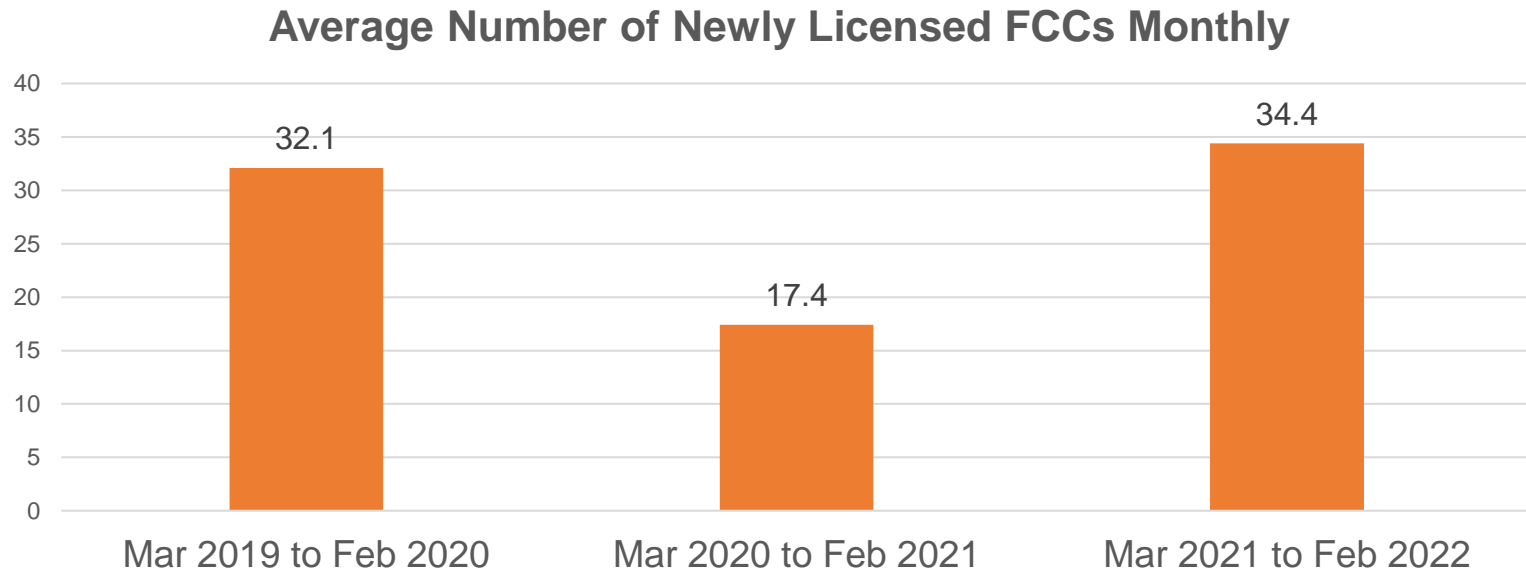


...and struggling to secure qualified candidates.

Providers without enough educators to meet enrollment demands reported experiencing significant trouble **attracting qualified applicants who complete the hiring process** and then meeting qualified candidates' **preferred salaries and benefits**.



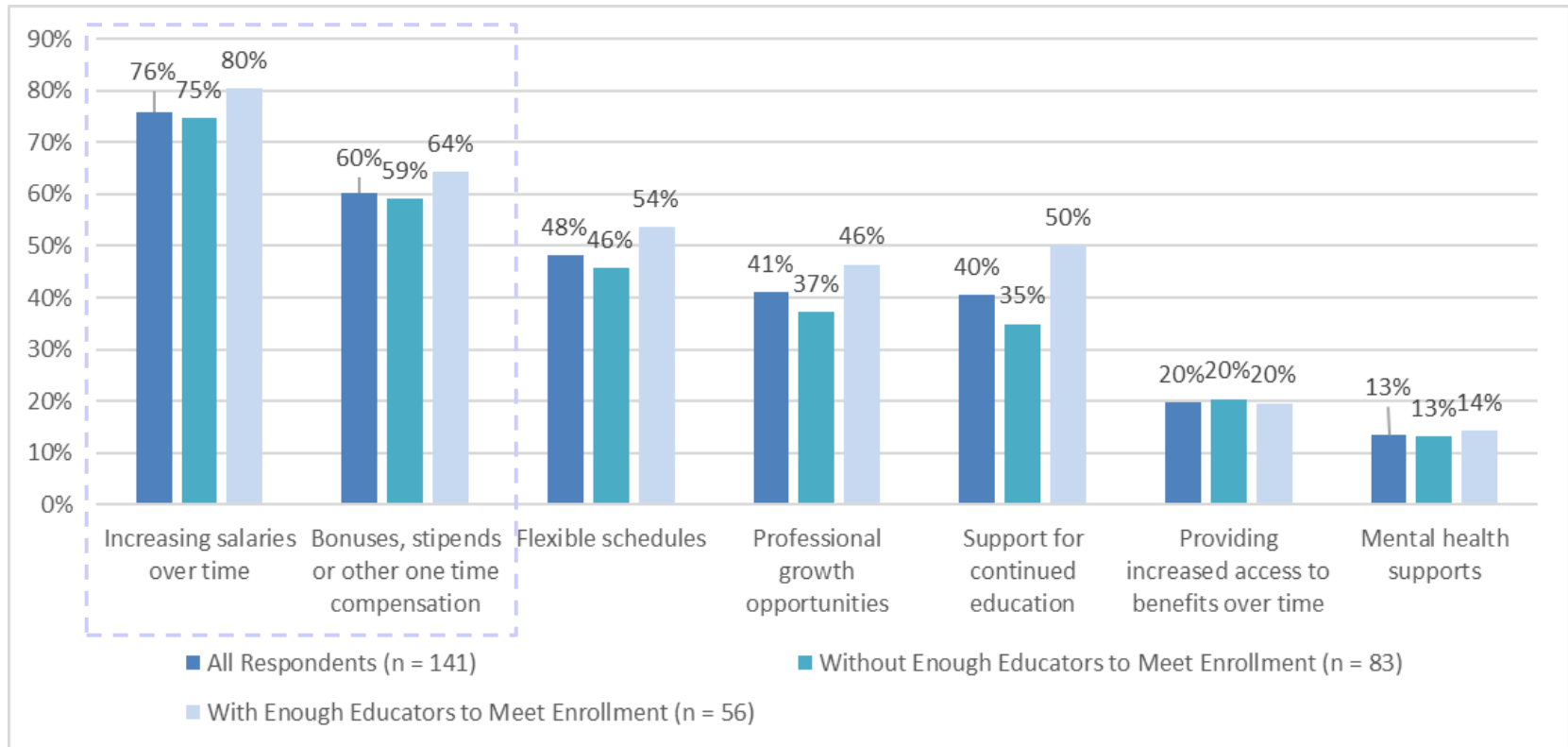
FCCs were initially slower to recover, but growth in new FCC providers now exceeds pre-pandemic levels.



Of the FCC providers that have opened since Sept 1, 2021:

- 98% are still licensed
 - 53% have a preferred language other than English
 - 75% are serving highest SVI areas (SVI >.75)

Recruitment strategies focus on compensation as well as work environment and other benefits.



After 10 months of C3:

- 85% of center-based programs report salary increases to their educators
 - 10% of center-based programs' C3 funds were used for one-time bonuses
 - 8% of center-based programs' C3 funds were used for salary increases

A higher percentage of center-based programs' C3 funds were used for forward-looking investments the longer they received C3 funds.

Recruitment & retention efforts in motion: EEC

- **Recruitment**
 - Minimum hiring requirements (increased flexibility in hiring)
 - Hiring bonuses (through C3)
 - Partnerships with vocational education high schools
- **Compensation and job quality**
 - Retention bonuses/salary increases (through C3)
 - Job quality through JVS and Neighborhood Villages
- **Professional advancement**
 - Career Pathways (early childhood coursework at community colleges)
 - Professional Pathways through Neighborhood Villages (facilitating access to higher education)
- **Leadership support and business coaching**
 - Professional Development Centers (PDCs)
 - Early Childhood Support Organizations (ECSOs)
 - Business training opportunities for GSA and FCCs through Neighborhood Villages

Recruitment & retention efforts in motion: Massachusetts

- **Recruitment**

- Economic Development Administration (EDA) Good Jobs Challenge Grant - City of Boston
 - Resources to source, develop, train and employ talent for early care and education employers in addition to employers in health care and green energy.

- **Apprenticeships and Mentoring**

- Registered Apprenticeships through the MA Executive Office of Labor and Workforce Development (EOLWD)
 - Ex: Project Flourish Child Development Apprenticeship (Family Services of Central MA, an Affiliate of the Seven Hills Foundation, with support from Edward Street.
- TCG Child Care Practicum and Mentoring Program

- **Targeted Investment in FCC**

- Boston Mayor's Office of Women's Advancement
- ParentChild+ FCC Pipeline Pilot
- State Treasurer's Child Care Start Up Grants for FCC

Promising pipeline and recruitment efforts from other states

- **Public Information Campaign**

- NM – Promoting benefits of working in early education and new centralized jobs website for the sector ([Developing Futures \(futuresnm.org\)](http://futuresnm.org))

- **Apprenticeship Programs**

- VT – Pre-apprenticeship opportunities for high school students, providing in-service training to qualifications
- PA – Registered apprenticeship for early educators
- RI and CT - SEIU Education and Support Fund supports registered apprenticeship programs

- **Subsidized Child Care for Early Educators**

- KY – Providing categorical eligibility for child care financial assistance for staff in early education and care settings

- **Targeted Investment in FCC**

- NV – Partnership with Wonderschool for FCC recruitment & support

Dimensions of Investment to Consider

- **Pipeline targets**

- Recruitment and entry points (public information campaign, MassHire)
 - FCC-focused recruitment and supports (Wonderschool, local investments)
- Retention and pathways to teacher and director roles (apprenticeships)
- System-Level building
 - Supports for leaders to manage recruitment (hiring requirements, job referrals, subsidy access to support child care as benefit)
 - Apprenticeship structure (expectations for training and coaching supports, credentialing)

- **Funding targets**

- Short term seed funding for pilots (scale through testing and expansion)
- Longer term systemic investments in state support structures (Career and Professional Pathways)

- **Other scaling considerations**

- Supports to organizations for capacity needed to reach scale
- Build partnerships to expand reach of promising programs

Discussion

- What existing or promising efforts should we consider enhancing, scaling or initiating?
- What role is most important/effective for EEC?
- What are some immediate steps we can take to meet the urgency of the challenges for our programs and educators?
- What would success look like and how would we know we achieved it?