

STEPS FORWARD:

Creating a Quality Early Education and Care and Out-of-School Time Workforce

Presentation to:

State Representative John Smith

December 10, 2008



Did you know?

More than 275,000 Massachusetts children are cared for by licensed early education and care and out-of-school time programs.

Since the 1980s, the number of early childhood educators in Massachusetts who hold a four-year degree has declined by nearly 20 percent.



Children spend up to ten hours a day with early education or out-of-school time professionals

Preschool teachers in MA, who care for our children during their most critical stage of development, earn less than half the salary of the average elementary school teacher.

Background:

Why & how the taskforce was created

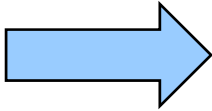
Legislative Requirements



M.G.L Chapter 15D: Section 5 Mandate:

- Develop and annually update an implementation plan for a workforce development system
- Plan shall support education, training and compensation of the early education and care workforce, including all center, family child care, infant, toddler, preschool and school-age providers.
- Plan shall have input from organizations and agencies that represent a diverse spectrum of expertise, knowledge and understanding

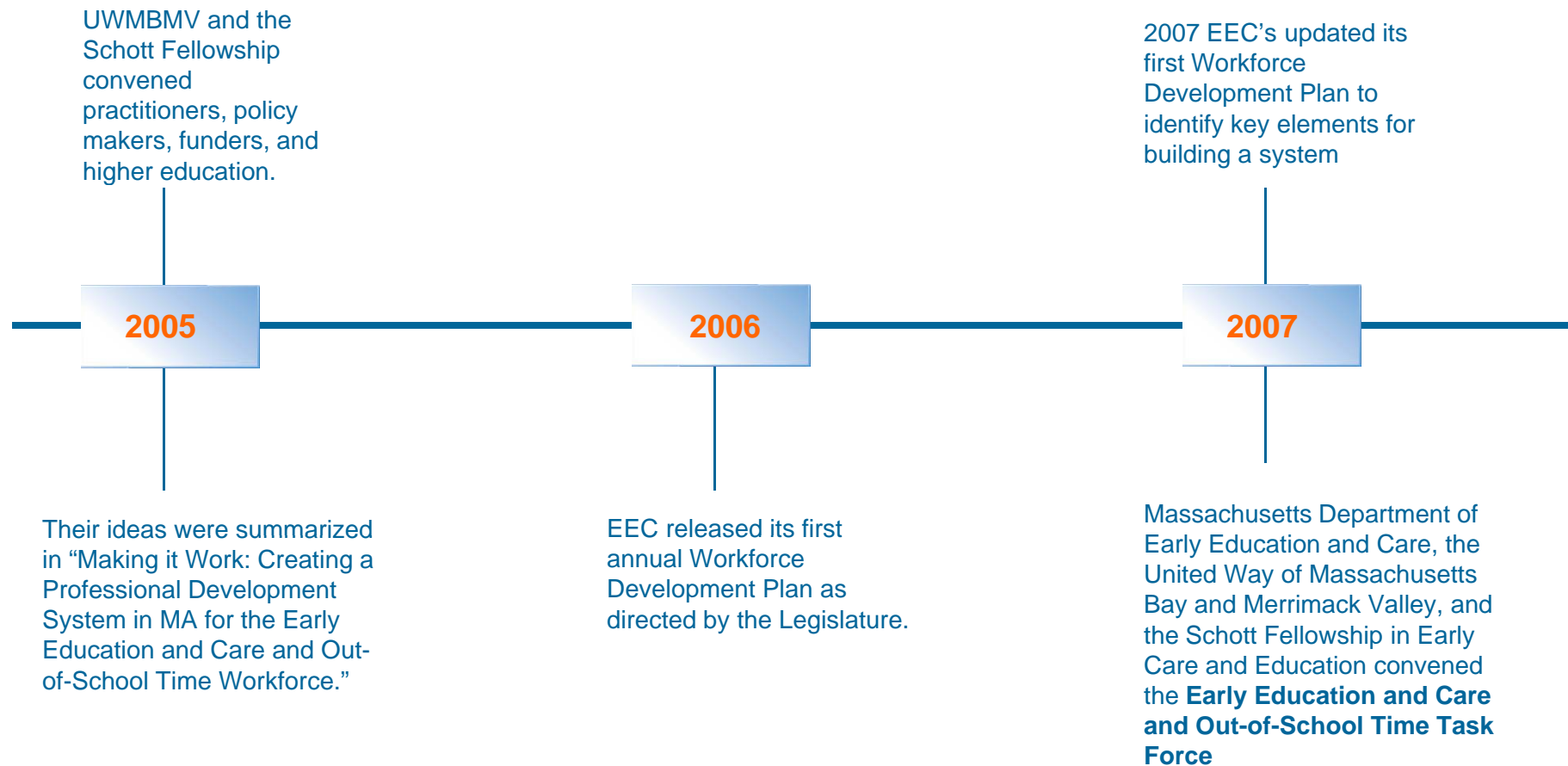
The timing was right



- Need for a comprehensive workforce development system
- Need to create a clear career path for practitioners
- Need to recognize value contributions of practitioners and foster ongoing learning and skill development
- Need to create opportunities for advancement

Professional development for staff = better quality of services for children

Workforce Timeline of Activities



Task Force Membership

In keeping with its Legislative requirement to have input from organizations and agencies that represent a diverse spectrum of expertise, knowledge and understanding, the Taskforce is comprised of the following:

Broad representation:

- 50 MA leaders not just from early education and out of school time
- Public/private partnership
- 2,400 hours of volunteer time over 12 months

4 subcommittees:

- Core Competencies
- Orientation
- Career Lattice/Credentialing
- Higher Education Transfer and Credit for Prior Learning

Workforce Development Task Force Recommendations



4. Ensure consistency in state policies to encourage higher education

3. Delineate a clear and motivating career path with achievement-based compensation

2. Create a well-designed orientation for all members of the field to clarify roles and expectations

1. Establish core competencies for all early education and care and out-of-school time professionals



Recommendation #1

Endorse and establish core competencies for all early education and care and out-of-school time professionals

The following eight areas of core competency are recommended for those who work with children and youth:

1. Understand the principles of the growth and development of children and youth.
2. Guide and interact with children and youth.
3. Partner with families and communities.
4. Understand health, safety and nutrition.
5. Understand how to create and implement learning environments and curricula.
6. Be skilled in the observation, assessment and documentation of children's progress.
7. Demonstrate program planning and development skills.
8. Exhibit professionalism and leadership.



Recommendation #2

Require and orientation to the field within 120 days of entering the early education and care and/or out-of-school time workforce

Key points:

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| <ul style="list-style-type: none">▪ 40 hours of orientation to the field are recommended within the first two years for all educators, with 10 hours in the first 120 days.▪ Link the content of the orientation to the core competencies (see Recommendation #1).▪ Use the <i>Professional Development Data Management System</i> being developed by the Department of Early Education and Care (EEC) to track the completion of orientation hours. | <ul style="list-style-type: none">▪ Establish minimum professional qualifications for orientation trainers.▪ Require all professionals participating in orientation to demonstrate relevant competency after completing each content unit.▪ Create appropriate accommodations for individuals who qualify under the Americans with Disabilities Act as well as speakers of languages other than English |
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Recommendation #3

Establish a roadmap (called a “career lattice”) for early education and care and out-of-school time professionals that details steps for career entry, development & advancement based on education, experience in the field, and evaluation of competency. Compensation should be tied to the career lattice.



Key points:

- Base the career lattice on the core competencies (see Recommendation #1).
- The lattice should be evidence-based and continually evaluated for effectiveness and should address the needs of nontraditional learners and linguistically diverse populations.
- Ensure that the lattice applies to professionals in a variety of settings and tie certificate and degree acquisition to ongoing professional development

Recommendation #4

Part 1: Revise and enforce the current college credit transfer policy in the Commonwealth to both clarify and ease the pathway toward associate and baccalaureate degrees.

Part 2: Establish new and uniform statewide policies to acknowledge and award credit for prior learning.

Key points:

- Build a directory of statewide early education and care and out-of-school time course-to-course equivalencies.
- Establish common names and numbers for courses.
- Adopt a statewide electronic transfer delivery system.
- Create a statewide transfer website to guide students through the transfer process.
- Require that the Child Development Associate (CDA) credential is accepted for at least six college credits.

Next Steps for the Recommendations

- ✓ Distribute reports of the Task Force and of the committees' work.
- ✓ Present recommendations to EEC Board.
- ✓ Establish a professional development workgroup of the EEC Advisory.
- ☐ Incorporate recommendations into EEC's annual Workforce Development Report.
- ☐ Work within the Executive Office of Education on DHE/ESE recommendations.
- ☐ Align recommendations with the Governor's Readiness Report.

What you can do

Get The Word Out

Talk to your co-workers, friends and family about the importance of workforce and professional development for early education and care and out-of-school time professionals. Discuss the recommendations with colleagues, parents and community leaders.

Advocate

Ask your state or local elected official to visit your program. Let them see first-hand the important work that early education and care and out-of-school time staff do in supporting children's healthy development and learning.

Educate

Speak with your colleagues about what early educators should know and be able to do. Explain the connection between positive child outcomes and the knowledge and skills of the adults who work with those children.



Questions?

