The Massachusetts Capacity Study
Goals of the Department of Early Education and Care

- **Universal Prek:** A system of voluntary, universally accessible high-quality early childhood education for all preschool-aged children in the commonwealth.

- **A workforce development system** designed to support the education, training and compensation of the early education and care workforce (serving children from birth through school-age), including all center, family child care, infant, toddler, preschool and school-age providers.

- **A school-readiness assessment system** and comprehensive evaluation of early education and care programs.

- **Consolidate all programs, services and funding** for all existing early education and care programs and services.
Massachusetts Capacity Study

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Components

Workforce Descriptions
- Preschool (3-5 year olds)
- Infants and Toddlers
- Out-of-School-Time

Survey of Institutions of Higher Education
- Current Capacity to Prepare the Workforce
- Coursework and Core Competencies
- Challenges
Massachusetts Capacity Study Research Brief: Characteristics of the Workforce Serving 3-5 Year Olds

Workforce Serving 3-5 Year Olds

Highlights of Findings
Workforce Serving 3-5 Year Olds

• Massachusetts Current Service Delivery System:
  – Over 10,000 programs serve 3-5 year olds.
  – Over half of 3-5 year-olds receiving EEC are in centers.

• Workforce:
  – Estimated 6,822 teachers in center, Head Start and public school preschool classrooms (estimating one lead teacher per preschool classroom)
  – 7,369 family child care providers.
Workforce Serving 3-5 Year Olds

• Education:
  – Classroom teachers:
    • 40% hold a Bachelors or graduate degree in ECE,
    • 21% hold an Associates degree in ECE,
    • 4% hold a CDA.
  – Regional differences:
    • Half of all center teachers in Metro West held a Bachelors or more in ECE, compared to 27% of teachers in the Boston region, and fewer than 20% of teachers in the Western, Central, Northeastern and Southeastern regions of the state.
  – Over half of family child care providers do not hold a CDA or degree.
Workforce Serving 3-5 Year Olds

- Diversity of the Workforce:
  - About three-quarters of teachers and providers are non-Hispanic white;
  - 11% are Hispanic/Latino,
  - 8% are Black or African American,
  - 2% are Asian or Pacific Islander,
  - 3% are multi-racial or of another race/ethnic group.

- Similar to the race/ethnic diversity of 3-5 year old children in Massachusetts.
Workforce Serving 3-5 Year Olds

• Salary:
  – The workforce in centers and family child care homes earn less than their counterparts in public schools.
  • For example, center preschool teachers, with a Bachelors degree in Early Childhood Education, earn less than half the hourly wages of public school preschool teachers.
Workforce Serving 3-5 Year Olds

- **Turnover:**
  - Turnover rates are around 30% among center teachers
    - more than 3 times the national turnover rate for education services
    - Turnover rates are higher among staff with lower qualifications
  - Many qualified teachers are leaving the field of early education and care.
    - Teachers entering the field are often less well-qualified than are their predecessors.
Infant, Toddler and OST Workforces

Highlights of Findings
Workforce Serving Infants & Toddlers

- 2,305 centers, 12 Early Head Start programs, plus most family child care homes.
- Over half of infants and toddlers receiving EEC are in centers.
- Estimated 2,401 teachers in centers and Early Head Start classrooms.
Workforce Serving Infants & Toddlers

- Infant Centers: 13%
- Toddler Centers: 17%
- Early Head Start: 7%
- Family Child Care: 13%

Percent of Teachers with Bachelors or more
OST Workforce

• OST Workforce employed in diverse settings, including:
  – EEC-licensed after school programs (58,922 children and youth)
  – DOE 21st Century Community Learning Centers and After-School and Out-of-School Time programs (18,800 children/youth)

• 5,979 group leaders in the EEC and DOE sponsored programs (estimating one group leader per 13 children and youth)
  – 88% of OST staff work part-time.
OST Workforce

– Education:

• Across all program types, an estimated 33% of group leaders hold a Bachelors or graduate degree, and 8% hold an Associates degree
• 59% do not hold an Associates or Bachelors degree.
Preparing the Workforce

Massachusetts’ Capacity

Source: Preparing the EEC Workforce: The Capacity of Massachusetts IHEs
“both formal education levels and recent, specialized training in child development have been found quite consistently to be associated with high-quality interactions and children’s development in center-based, family day care and even in in-home sitter arrangements.”

-National Research Council (2000)
Massachusetts Institutions of Higher Education
Survey Findings and Recommendations
Current Capacity: ECE

- 59 IHEs offering 127 programs
  - 24 Certificates, 33 Associates, 33 Prek-2 Bachelors, 12 other Bachelors, 12 Prek-2 Masters, 13 other Masters

- Regional variations in number of programs:
Current Capacity: ECE

- 5,573 Enrolled Students annually
- 1,268 graduates per year
  - 77% of Graduates employed in ECE field or continue education in ECE
- IHE program capacity is underutilized
  - 86% of programs could serve more students with current resources.
Current Capacity: Infant/Toddler

• 8 IHEs offer ECE programs with a focus on infant and toddler teacher preparation
  – 6 are certificate programs at community colleges.

• 27 IHEs offer ECE programs that require coursework and/or practicum experience with infants and toddlers.
Current Capacity: OST

- 13 IHEs offering 24 programs
- 116 graduates per year
- 526 Enrolled Students annually
- 9 Certificates, 2 Associates, 11 Bachelors, 2 Masters
- 68% of Graduates employed in OST
- 68% of Graduates employed in OST
- 13 IHEs offering 24 programs
Current IHE Capacity: 3-5 yr olds

• To meet the goal of preparing at least one teacher per classroom of 3-to-5 year old children, we have estimated that it would take:
  – a minimum of 7 years for one teacher per classroom (centers, Head Starts and public preschools) to graduate with an Associates degree in ECE, and
  – a minimum of 19 years for one teacher per classroom to graduate with a Bachelors degree in ECE.
Current IHE Capacity: Infants & Toddlers

- To meet the goal of preparing at least one teacher per classroom of infants, toddlers and preschoolers would take:
  - a minimum of 11 years for one teacher per classroom to graduate with an Associates degree in ECE, and
  - a minimum of 27 years for one teacher per classroom to graduate with a Bachelors degree in ECE.
Current IHE Capacity: FCC

- Including family child care providers requires additional IHE capacity –
  - as well as a comprehensive system that integrates community-based non-credit training programs and IHE preparation, and
  - allows providers a longer window in which to meet standards, because family child care providers, as a group, have less education than classroom teachers.
  - CDAs, and credit for prior learning including CDAs, are an important part of the career lattice for family child care providers (as well as the Head Start workforce).
Developing a Comprehensive Professional Development System

Access to Higher Education
A Diverse Workforce
Compensation
Core Competencies
Career Lattices
Articulation Agreements
Mixed EEC Delivery System

- Massachusetts is committed to a mixed delivery system (centers, public school programs, family child care, Head Start) to serve children from birth through school-age.
Diverse Workforce

• The current workforce consists of
  – family child care providers,
  – teachers,
  – assistant teachers,
  – paraprofessionals and aides working in classrooms,
  – as well as program administrators,
  – staff in Resource and Referral agencies,
  – early intervention programs,
  – home visitors,
  – health and mental health services, …
Developing a Comprehensive System: Access to Higher Education

• The current workforce faces specific barriers to continuing their education (Report of the Early Education and Care Advisory Committee)
  – We found that more than half of students currently enrolled in programs preparing them for ECE careers other than Prek-2 licensure are adult learners, over the age of 22.
  – These adult learners, who are likely to also be employed and/or have family responsibilities, and have been out of school for a few years, benefit from course schedules (evening and weekends) that reflect their circumstances, distance learning options, and academic and literacy supports.
Developing a Comprehensive System: Access to Higher Education

- Practica – supervised experience working with children in early education and care settings – provide students the opportunity to put their classroom learning into practice and to receive feedback on their competencies from their supervisor.
  - Most programs include a practicum as part of the requirements for graduation.
  - However, for adult learners who are already employed, traditional practicum requirements may conflict with work schedules, necessitating flexible options that provide supervised experience in high quality settings while addressing the circumstances of adult learners.
Developing a Comprehensive System: Access to Higher Education

- For many students, given the rising costs of higher education, scholarships and financial aid are essential if they are to enter the professional development system.
  - More than half of the public IHE programs report that lack of financial support or scholarships for their students is a problem.
  - While students attending private IHE programs are more likely to receive financial aid than their peers in public IHE programs, one-quarter of private IHE programs still report that lack of financial aid is a problem.
Developing a Comprehensive System: Diversity of the Workforce

• The current EEC workforce is racially and ethnically diverse, reflecting the race/ethnic characteristics of the children they serve.
  – The current enrollment in IHE programs preparing students for careers in early childhood, other than Prek-2 licensure, or careers in OST, are equally diverse.
  – However, one-quarter of public IHEs report difficulty responding to the needs of non-English speakers.
  – In addition, more than 80% of students in IHE programs preparing students for Prek-2 licensure are White, raising concerns about the race/ethnic diversity of the future workforce in public school-based EEC programs.
Low-levels of compensation and related working conditions have an impact on the ability of IHEs to recruit and retain students for careers in early education and care.

- The majority of IHE programs in early childhood education report difficulty attracting and keeping students due to poor working conditions or low wages.
Core Competencies

- Core competencies are the knowledge and skills needed to provide quality early education and care.
Core Competencies: ECE

- Child development ✓ ✓ ✓
- Curriculum ✓ ✓ ✓
- Building caring relationships ✓ ✓
- Program management ✓ ✓
- Observation and assessment ✓ ✓
- Working with families & community ✓
- Cultural competence ✓
- Professionalism ✓
- Health, safety and nutrition ✓

3 checks = most programs require, 2 checks = many, 1 check = few
Core Competencies: OST

- Child and youth development ✓ ✓ ✓
- Program management ✓ ✓ ✓
- Activities or curriculum ✓ ✓ ✓
- Working with families, schools and community ✓ ✓ ✓
- Building caring relationships ✓ ✓
- Health, safety, and nutrition ✓ ✓
- Cultural competence ✓
- Professionalism ✓
- Physical environment of programs ✓
Developing a Comprehensive System: Career Lattice for EEC

- lateral linkages – across settings, age groups and programs, and among positions requiring similar knowledge and skills,
- hierarchical linkages across levels (entry level to advanced professionals) – with credit for prior learning and articulation agreements among training programs, community colleges and four-year colleges.
Developing a Comprehensive System: Articulation Agreements

- **The Massachusetts Early Childhood Transfer Compact:**
  - transfer of credit from community colleges to public four-year institutions – that prepare graduates for the Early Childhood Teacher (Prek-2nd grade) licensure in the public schools.

- **All public IHEs have signed the Early Childhood Compact,**
  - not all of the ECE programs in every institution are covered by the current Compact, because it is specific to programs preparing graduates for public school licensure.

- **In addition to the Early Childhood Transfer Compact,** some programs have articulation agreements with other institutions offering both degree-granting and training programs.
Recommendations

The Capacity of Massachusetts IHEs to Prepare the Early Education and Care Workforce
Recommendation 1

Expand the Capacity of Massachusetts IHEs and Establish Realistic Timetables for Implementation of Higher Workforce Standards.
Recommendation 2

✓ Expand Articulation Agreements Among Public And Private IHEs and with Community-Based Training Programs.
Recommendation 3

✓ Align IHE Program Requirements With Core Competencies.
Recommendations

Developing a Comprehensive Professional Development System
Recommendation 4

✓ Develop a career lattice that allows for multiple points of entry, opportunities to move within the field and across settings, programs and age groups (birth through school-age), and opportunities to progress from entry level to advanced professional levels.
Recommendation 5

☒ Recognize and reward professional advancement with compensation and reimbursement tied to progress along the career lattice.
Recommendation 6

Implement core competencies, birth to school-age, with age-appropriate indicators of each competency, for all roles within the early education and care field in all sectors.
Recommendation 7

Ensure entry to the professional development system by providing adequate funding for students (scholarships, financial aid), addressing issues related to practicum for currently-employed students, and providing adequate supports to adult learners.
Recommendation 8

Ensure the continuing diversity of the workforce. Provide greater opportunities for ethnically- and linguistically-diverse early education and care professionals, and address IHE concerns about the difficulties of recruiting and retaining ethnically- and linguistically-diverse faculty.
Recommendation 9

Engage in systemic planning, coordinating changes in licensing regulations with increased capacity of IHEs and improved compensation and working conditions to recruit and maintain qualified early education and care professionals.
Recommendation 10

Expand the EEC Professional Child Care Qualifications Registry to document the professional development (degrees awarded, courses taken, etc.) of the workforce.
Full Reports Available

http://wcwonline.org/earlycare/index.html

- Massachusetts Capacity Study Research Brief: Characteristics of the Current Early Education and Care Workforce Serving 3-5 year olds
- Workforce Characteristics of Infant and Toddler Caregivers in Centers, Family Child Care Homes and Early Head Start Programs: Massachusetts Capacity Study Research Brief
- Infant and Toddler State-Level Caregiver Training and Workforce Initiatives
- Forthcoming:
  - Implementation of the Massachusetts Capacity Study, with guidelines for conducting similar capacity studies in other states