

## Education Barriers and Supports for Boston's Early Care and Education Workforce

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**In Boston, there are more than 1,000 early care and education professionals who will need to earn Bachelor degrees in the next decade to meet the increasing post-secondary degree requirements of national accreditation and the Massachusetts universal preschool program. What will each of these early care and education professionals need to succeed in post-secondary education?** To answer this question, we went directly to the teachers, directors, family child care providers, and higher education administrators. We asked them to tell us, in their own words, what were the barriers and supports to success in post-secondary education for Boston's early care and education professionals. Directors described recognizing that their teachers needed child care, so they hosted courses at their child care centers and provided child care. Higher education administrators spoke about recognizing a need for improving teachers' writing skills, so they embedded writing tutors into required courses, thus not adding an additional writing course to teachers' already full schedules. This report supplies, for the first time, a list of both the barriers to and supports for Boston's early care and education professionals and provides a starting place for the reader to take action.

To gather the information for this report, Boston EQUIP hosted **8 focus groups**, which included a total of 70 participants. Four of the groups were conducted with teachers, two with directors and administrators, one with family child care providers and system administrators, and one with members of higher education and adult education institutions. The groups were semi-structured with a pre-set list of questions that were modified as appropriate. Each focus group was audio recorded and the tapes were transcribed verbatim. Two Boston EQUIP researchers independently coded the transcripts and categorized them into defined themes. Final coding and analysis was reached over a number of iterations and by consensus of the two researchers.

It became apparent that there were levels to the barriers and supports. The levels were Teacher/Family Child Care Provider, Director, Agency, Community, Higher Education Institutions, and Systemic Change. Thinking in terms of the levels provided a framework for organizing who faced the barrier and who could provide the complementary support. For example, needing child care while going to class was a barrier faced by teachers and family child care providers, but directors could help coordinate child care for multiple teachers at a site, or an agency could provide funding to cover child care for teachers during class time.

At the **Teacher/Family Child Care Provider Level** there were three groups of barriers: 1) those related to the teachers and family child care providers being non-traditional students, 2) the need for specific skills, and 3) limited resources to attend post-secondary education. Supports were suggested in each area.

**Non-traditional students** are individuals attending post-secondary education who may have delayed enrollment in college after high school, be considered financially independent, have dependents other than their spouse, be a single parent, attend school part-time, and/or work full-time.<sup>1</sup>

The barriers related to these characteristics included being the first in the family to attend post-secondary education, being older than many of the other students in the classroom, being a full-time employee in addition to going to school full-time, and being a parent. Balancing home, work, and school created time and financial burdens. Some supports related to these barriers included offering career counseling/advising, offering child care, holding classes in various locations and at non-traditional times, and using set-ups like cohorts or mentors to decrease fear and increase comfort.

**Certain skills** were recognized as needed by many members of the workforce including English as a Second Language (ESOL), writing/literacy/math skills, and computer skills. The related supports were to provide prep courses which addressed the culture of post-secondary education and the specific literacy/math skills, and embedding writing tutors or computer training into required courses.

**Limited resources** were barriers for many teachers and FCC providers. For instance, resources were needed to pay for books, additional child care, or computers and computer access. The suggestions were to offer more support for applying for financial aid and in paying for books, and to provide computer access.

At the **Director level**, directors voiced that they were expected to take on new roles such as that of career counselor and academic tutor. To enact these roles, directors were facing barriers of limited training on performing these responsibilities, minimal time to spend in these roles, and overcoming their frustration when despite their best efforts life's circumstances still got in the way of a teacher's success. To support the directors, they appealed for more time and training on how to effectively support their teachers' professional development.

At the **Agency level**, teachers' and directors' options were affected by their agencies' culture, values, and resources. If the **culture** of the agency did not value teachers' pursuit of higher education, the directors found minimal resources in their agencies' budgets dedicated to this task. The culture of the agency could also be a support to teachers, in terms of not letting them give up on their educational goals or using gentle peer pressure to encourage other teachers.

The **values** of the agency often seemed to play out in terms of the internal resources dedicated to professional development. The size of the agency also affected the resources available. Smaller agencies had fewer **resources** to shift around. No agency, large or small, had enough resources for everything they wanted to do to support their teachers. One support that helped all agencies was to partner with others, thus creating an economy of scale that allowed everybody to leverage their resources.

At the **Community level**, two themes emerged. One was that community-based groups could provide economies of scale for agencies. For example, through a community-based group, an agency was able to find partners to go in together on buying a course. The second theme was related to the function of the community in supporting

the teachers and FCC providers in further education. It became apparent that there was a perception that it was the community's role to support teachers through the developmental coursework they needed to succeed in post-secondary education.

**Institutions of Higher Education** across Boston also experienced barriers in helping Boston's ECE workforce pursue post-secondary degrees. Such barriers included employing faculty sensitive to the issues of non-traditional students, having adequate resources to provide the supports they wish they could, and the relationship and continuity with the community and with other institutions.

The **Systemic Change level** hosts the issues that need a systemic solution to be effectively remedied. These issues include providing the workforce with appropriate compensation, and providing funding for developmental coursework.

**The findings from the focus groups and from a review of the literature have been organized into a series of tables that show the declared barrier, named support, who contributes to the support, and any comments about the support. The tables should be a guide for the reader to finding immediate ideas to take action.**

In addition to the focus groups, two profiles of programs relevant to supporting the current workforce in Boston – the **MA Early Educator Scholarship Program** and the **Professional Enrichment in Early Childhood Education (PEECE)** - are reviewed in the full report.

With post-secondary degree requirements for Boston's ECE workforce imminent, we hope that this report will act as a spring-board for further discussion and action to support workforce development. As we heard in our focus groups and was confirmed by the literature, barriers and supports to post-secondary education are felt at all levels of stakeholders. Only through efforts made at each level, as well as by organized planning across levels, will Boston's ECE workforce meet the challenges of obtaining post-secondary degrees and teaching Boston's youngest children.

<sup>1</sup>Choy, S. (2002). *Nontraditional Undergraduates*. [NCES 2002-012](#). U.S. Department of Education, National Center for Education Statistics. Washington: D.C.

**Table 1. Barriers and Supports for Non-traditional Students**

Barrier	Support	Who Contributes to Support?	Description
• Workforce members uncertain where to begin education process	• Career counseling • Academic advising	• Agency • Community	• Support person on-site • Support person available throughout community
		• Higher ed.	• Individuals from higher ed. institution available in community
		• Systemic change	• Example: Connecticut's statewide professional development system (Connecticut Charts-a-Course <sup>1</sup> ) has a career counselor available by phone • Provides resources for above supports
• Workforce members unfamiliar with post-secondary education process	• Assistance navigating the post-secondary education system <sup>2</sup> through career counseling, advising, mentoring	• Agency • Community • Higher ed. • Systemic change	• Orientation, career counseling, and supports should be tailored for non-traditional students. <sup>3</sup> These supports possibly provided by: person on-site; person in community; individual from higher ed. institution in community or at higher ed. institution campus
• Workforce members demonstrate fear, discomfort, and low confidence in post-secondary setting	• Class location	• Agency • Community • Higher ed.	• Agency or community (i.e., through neighborhood cluster) purchase college level classes held at agency or in community <sup>4,5</sup> • Higher ed. collaborate with community
	• Mentoring	• Director • Agency • Community • Systemic change	• Director can pair up teacher in class with one who has completed class for support/help with homework, etc. • Designated mentor within agency or available in community (i.e., agencies build strategic partnerships and/or share through neighborhood clusters) • Incentive system for mentor – recognition and compensation
	• Cohorts	• Agency • Community • Higher ed. • Systemic change	• For agency and community, informal • Examples: PEECE Scholarship and Building Careers
	• Peer supports	• Teacher/ FCC Provider • Agency • Community	• Informal or organized as meetings

Table 1 (con't.) Barriers and Supports for Non-traditional Students

Barrier	Support	Who Contributes to Support?	Description
	<ul style="list-style-type: none"> <li>Preparation for post-secondary</li> </ul>	<ul style="list-style-type: none"> <li>Agency</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>Preparation in form of class for introduction to college life, skills necessary for college success (i.e., study skills), and procedures</li> <li>However, non-credit class may cause additional cost/time burden to student. Possibly incorporate as training or workshop</li> </ul>
	<ul style="list-style-type: none"> <li>Higher ed. institution sensitive to needs of non-traditional student</li> </ul>	<ul style="list-style-type: none"> <li>Higher ed.</li> </ul>	<ul style="list-style-type: none"> <li>Higher ed. institution provides welcoming, non-discriminatory environment<sup>4</sup></li> <li>Faculty sensitive to needs and learning style of non-traditional student<sup>23</sup></li> </ul>
<ul style="list-style-type: none"> <li>Time constraint barriers including: <ul style="list-style-type: none"> <li>limited availability for class related activities</li> <li>limited availability to attend class</li> <li>limited access to higher ed. supports</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Class location<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>Agency</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>On-site or local classes decrease time spent in transit<sup>4,5</sup>.</li> </ul>
		<ul style="list-style-type: none"> <li>Higher ed.</li> </ul>	<ul style="list-style-type: none"> <li>Higher ed. collaborate with community to provide classes located in community</li> </ul>
	<ul style="list-style-type: none"> <li>Flexible class schedules<sup>2,6,7</sup></li> </ul>	<ul style="list-style-type: none"> <li>Director</li> <li>Agency</li> <li>Community</li> <li>Higher ed.</li> </ul>	<ul style="list-style-type: none"> <li>All four levels work together to make classes available on Saturdays and/or weeknights, or</li> <li>Classes available on-site, during children's naptime</li> </ul>
	<ul style="list-style-type: none"> <li>Release teacher/ FCC provider from work day with substitute</li> </ul>	<ul style="list-style-type: none"> <li>Director</li> <li>Agency</li> <li>Community</li> <li>Systemic change</li> </ul>	<ul style="list-style-type: none"> <li>Develop a pool of qualified, temporary substitute teachers/providers<sup>2</sup></li> </ul>
	<ul style="list-style-type: none"> <li>On-line courses - distance learning<sup>4,8</sup></li> </ul>	<ul style="list-style-type: none"> <li>Higher ed.</li> </ul>	<ul style="list-style-type: none"> <li>Although our focus groups suggested a mixed-response about taking classes on-line, other studies have found this opportunity is a support for non-traditional students<sup>9</sup>. This support requires computer access and skills.</li> </ul>
	<ul style="list-style-type: none"> <li>Credit for prior learning or experience</li> </ul>	<ul style="list-style-type: none"> <li>Higher ed.</li> </ul>	

Table 1 (con't.) Barriers and Supports for Non-traditional Students

Barrier	Support	Who Contributes to Support?	Description
• Time constraints con't	• Flexible and faster course delivery formats <sup>4</sup>	• Higher ed.	• For example, intensive courses conducted over short period of time
	• Courses held on-site, as workshop or training	• Director • Agency • Community • Systemic change	
	• Flexibility in work scheduling	• Director • Agency	• Organize work schedules so that those attending school take earlier/later shift to accommodate school schedule
• Need for child care	• Provide child care	• Agency • Community • Higher ed.	• Agency or community provide child care for on-site classes • Flexible, on-campus child care (offering extended hours to infants through to school age children) <sup>4</sup> for classes at higher ed. institution
	• Arrange schedules/ provide release time for teachers/FCC providers to take classes during daytime hours	• Director • Agency • Community • Systemic change	• Eliminates need for additional child care
• Lack of information about available resources <sup>4</sup>	• Ensure teachers/ FCC providers informed about all resources	• Director • Agency • Community • Higher ed.	• Individual on-site or shared throughout community who is familiar with all available resources • Representative from higher ed. institution comes into community to provide information
	• Agency culture is supportive of professional development	• Director • Agency	• Make professional development a priority • Provide recognition for those who achieve educational milestones

**Table 2. Barriers and Supports Related to Specific Skills of Boston's ECE Workforce**

Barrier	Support	Who Contributes to Support?	Description
<ul style="list-style-type: none"> <li>English as a second language</li> </ul>	<ul style="list-style-type: none"> <li>ESOL classes<sup>7</sup></li> </ul>	<ul style="list-style-type: none"> <li>Community</li> </ul>	
	<ul style="list-style-type: none"> <li>Coursework conducted in languages other than English<sup>7,10</sup></li> </ul>	<ul style="list-style-type: none"> <li>Higher ed.</li> </ul>	<ul style="list-style-type: none"> <li>Example: agencies in Connecticut offer training in Spanish<sup>11</sup></li> <li>Example: Cabrillo Community College in CA conducts a Spanish/English Early Childhood Teaching Skills Certificate program in partnership with Head Start<sup>23</sup></li> <li>Example: Urban College offers ECE courses in Spanish and Cantonese</li> </ul>
<ul style="list-style-type: none"> <li>Writing skills</li> </ul>	<ul style="list-style-type: none"> <li>Writing class</li> <li>Writing tutor</li> </ul>	<ul style="list-style-type: none"> <li>Agency</li> <li>Community</li> <li>Higher ed.</li> </ul>	<ul style="list-style-type: none"> <li>Non-credit class may pose additional time/cost burden to student</li> <li>Including support as part of required class or incorporating class work most effective</li> <li>Improve articulation between non-credit and credit classes<sup>4</sup></li> </ul>
<ul style="list-style-type: none"> <li>College placement test</li> </ul>	<ul style="list-style-type: none"> <li>Preparatory classes/coaching</li> </ul>	<ul style="list-style-type: none"> <li>Agency</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>Non-credit class may pose additional time/cost burden to student</li> </ul>
<ul style="list-style-type: none"> <li>Computer skills</li> </ul>	<ul style="list-style-type: none"> <li>Classes/Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>Agency</li> <li>Community</li> <li>Higher ed.</li> </ul>	<ul style="list-style-type: none"> <li>Reported increase success at maintenance of skills when used on regular basis</li> </ul>
<ul style="list-style-type: none"> <li>Additional basic academic skills</li> </ul>	<ul style="list-style-type: none"> <li>Classes/Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>Agency</li> <li>Community</li> <li>Higher ed.</li> </ul>	<ul style="list-style-type: none"> <li>Non-credit class may pose additional time/cost burden to student</li> <li>Improve articulation between non-credit and credit classes<sup>4</sup></li> </ul>
<ul style="list-style-type: none"> <li>Lack of general skills for post-secondary education</li> </ul>	<ul style="list-style-type: none"> <li>Preparatory classes/coaching</li> </ul>	<ul style="list-style-type: none"> <li>Agency</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>Could be conducted as part of training or workshop</li> <li>Non-credit class may pose additional time/cost burden to student</li> </ul>

**Table 3. Barriers and Supports Related to Resources of Boston's ECE Workforce**

Barrier	Support	Who Contributes to Support?	Description
<ul style="list-style-type: none"> <li>• Cost of education</li> </ul>	<ul style="list-style-type: none"> <li>• Financial aid</li> <li>• Scholarships<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Agency</li> <li>• Community</li> <li>• Systemic change</li> </ul>	<ul style="list-style-type: none"> <li>• Expand work-study programs to help integrate working students into the institution and help them pay for their education<sup>12</sup></li> <li>• Provide assurances of continued financial aid<sup>2</sup></li> <li>• Scholarship example: T.E.A.C.H.® Early Childhood North Carolina provides scholarship, with commitment of recipient to complete educational goals and remain with current employer. Employer covers costs of books, travel, and possibly release time<sup>13</sup>; MA Early Educator Scholarship Program<sup>18</sup></li> </ul>
<ul style="list-style-type: none"> <li>• Lack of information about financial aid</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure teachers/FCC providers informed about all financial aid opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Director</li> <li>• Agency</li> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• Individual on-site or in community keep workforce updated about scholarships or funding opportunities</li> </ul>
<ul style="list-style-type: none"> <li>• Some teachers/ FCC providers are not eligible for financial aid</li> </ul>	<ul style="list-style-type: none"> <li>• Provide financial aid targeted to non-traditional students<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Systemic change</li> </ul>	<ul style="list-style-type: none"> <li>• See examples in other states<sup>14</sup></li> </ul>
<ul style="list-style-type: none"> <li>• Process for applying for financial aid</li> </ul>	<ul style="list-style-type: none"> <li>• Institutionalized assistance for applying for financial aid, such as hands-on training or workshops for filling out applications</li> </ul>	<ul style="list-style-type: none"> <li>• Agency</li> <li>• Community</li> <li>• Higher ed.</li> </ul>	<ul style="list-style-type: none"> <li>• Designated individual on-site, in community, or at higher ed. institution to help teachers and FCC providers complete financial aid applications, with follow-up, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Computer access</li> </ul>	<ul style="list-style-type: none"> <li>• Provide computers</li> <li>• Provide technical assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Agency</li> <li>• Community</li> <li>• Higher ed.</li> <li>• Systemic change</li> </ul>	<ul style="list-style-type: none"> <li>• Robust, continuously available (24/7) technical assistance is essential to on-going successful computer use</li> <li>• Example in Boston: Technology Goes Home<sup>15</sup></li> <li>• Example: Learn@ Home program at Washington State's Shoreline Community College. Low-income participants could borrow, and then keep computers once fulfilling distance learning objectives<sup>16</sup></li> </ul>
<ul style="list-style-type: none"> <li>• Costs associated with transportation, books, child care</li> </ul>	<ul style="list-style-type: none"> <li>• Additional funds for costs not covered by financial aid<sup>7</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Systemic change</li> </ul>	
	<ul style="list-style-type: none"> <li>• Book exchange/ share program</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers/FCC providers</li> <li>• Agency</li> <li>• Community</li> </ul>	

Table 4. Barriers and Supports for Directors, Agencies, and Community

Barrier	Support	Who Contributes to Support?	Description
<ul style="list-style-type: none"> <li>• Director not prepared for role of career counselor, academic tutor, general support/life coach</li> <li>• Added responsibilities with already too full schedule means time constraints and additional stress</li> </ul>	<ul style="list-style-type: none"> <li>• Training in these roles</li> </ul>	<ul style="list-style-type: none"> <li>• Community</li> <li>• Higher ed.</li> </ul>	<ul style="list-style-type: none"> <li>• Trainings and workshops for directors on providing career counseling and adult education</li> <li>• Creation of larger scale Human Resources capacities built from existing organizations to provide specialized support to directors</li> </ul>
	<ul style="list-style-type: none"> <li>• Mentoring for directors</li> </ul>	<ul style="list-style-type: none"> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring and guidance for directors, possibly through group organized in community</li> </ul>
	<ul style="list-style-type: none"> <li>• Additional personnel to fill these roles</li> </ul>	<ul style="list-style-type: none"> <li>• Community</li> <li>• Systemic change</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals available on-site or throughout community</li> <li>• Systemic change brings financial support</li> </ul>
<ul style="list-style-type: none"> <li>• Some agency cultures less supportive of continuous professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Improve agency culture</li> </ul>	<ul style="list-style-type: none"> <li>• Agency</li> <li>• Systemic change</li> </ul>	<ul style="list-style-type: none"> <li>• Engage all agencies in value of increased quality standards</li> <li>• Systemic change brings supports (financial, infrastructure)</li> </ul>
<ul style="list-style-type: none"> <li>• Limited funding for professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Increase funding</li> </ul>	<ul style="list-style-type: none"> <li>• Agency</li> <li>• Community</li> <li>• Systemic change</li> </ul>	<ul style="list-style-type: none"> <li>• Agency forms strategic partnerships with other agencies and community organizations independently, or through CPC</li> <li>• Systemic change brings financial support</li> </ul>
<ul style="list-style-type: none"> <li>• Need for more staff</li> </ul>	<ul style="list-style-type: none"> <li>• Increase personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Agency</li> <li>• Community</li> <li>• System</li> </ul>	<ul style="list-style-type: none"> <li>• Agency forms strategic partnerships with other agencies and community organizations independently, or through CPC</li> <li>• Systemic change brings financial support</li> </ul>

**Table 5. Barriers and Supports For Higher Education Institutions**

<b>Barrier</b>	<b>Support</b>	<b>Who Contributes to Support?</b>	<b>Description</b>
<ul style="list-style-type: none"> <li>Lack of continuity with community (ie., teacher/FCC provider educational history is piecemeal)</li> </ul>	<ul style="list-style-type: none"> <li>Create community partnership</li> </ul>	<ul style="list-style-type: none"> <li>Community</li> <li>Higher ed.</li> </ul>	<ul style="list-style-type: none"> <li>Locate community-based staff on campus or higher ed. institution staff in community<sup>4</sup></li> <li>Provide counseling/mentoring to teachers/FCC providers to focus program of study<sup>7</sup></li> <li>Link non-credit to credit-bearing training<sup>11</sup></li> <li>Example: Connecticut Charts-A-Course<sup>1</sup></li> </ul>
<ul style="list-style-type: none"> <li>Lack of continuity between post-secondary institutions</li> </ul>	<ul style="list-style-type: none"> <li>Increase effectiveness and awareness of articulation agreements<sup>7</sup></li> </ul>	<ul style="list-style-type: none"> <li>Higher ed.</li> <li>Systemic change</li> </ul>	<ul style="list-style-type: none"> <li>Example: Connecticut Charts-A-Course<sup>1</sup></li> <li>Grants from state or other funder for implementation of articulation agreements<sup>23</sup></li> </ul>
	<ul style="list-style-type: none"> <li>Formal agreement to accredit training options or experiential learning</li> </ul>		
	<ul style="list-style-type: none"> <li>Curriculum alignment<sup>7</sup></li> </ul>		<ul style="list-style-type: none"> <li>Example: Connecticut community colleges have same course numbers and consistency of syllabi and programs<sup>11</sup></li> </ul>
	<ul style="list-style-type: none"> <li>Planning process including the adult education community, community colleges, and universities</li> </ul>	<ul style="list-style-type: none"> <li>Community</li> <li>Higher ed.</li> <li>Systemic change</li> </ul>	<ul style="list-style-type: none"> <li>Conduct planning process to ensure continuity between community, Boston adult education community, and 2- and 4-year institutions. In particular, implement streamlined and continuous curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>Faculty not necessarily representative of or sensitive to non-traditional student characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Provide grants to expand diversity of professors<sup>23</sup></li> </ul>	<ul style="list-style-type: none"> <li>Systemic change</li> </ul>	

Table 6. Barriers and Supports for Systemic Change

Barrier	Support	Who Contributes to Support?	Description
• Low compensation	• Increase salaries of ECE workforce	• Systemic change	• Increase state subsidy rates for early care and education of low-income children with working parents to support wages, education, and tenure of teachers and providers <sup>2</sup>
		• Agency • Systemic change	• Provide incentive bonuses or wages with increased education <sup>2</sup>
• Ability to recognize where to focus resources	• Registry – database <sup>10</sup>	• Agency • Community • Systemic change	• Develop database and obtain high level of participation. <sup>2</sup> It would also benefit agencies and communities to develop their own databases and track professional development • Focus resources to training and education to those registered • Registry also provides documentation of change that may result with implementation of supports • Registry also provides professional recognition system. Example: The Maine Roads to Quality voluntary registry <sup>17</sup>
• Lack of systemic process across all levels to address Boston's ECE workforce development <sup>10</sup>	• Local and state efforts to provide vision and long-range plan for workforce development. For example, planning process including all stakeholders	• Community • Higher ed. • Systemic change (city, state)	• Example: the Seattle Department of Human Services Child Division built relationships with the City's Workforce Development Commission and City of Seattle Office for Economic Development. <sup>18</sup> In Boston, SkillsWorks and the Health Care and Research Training Institute <sup>24</sup>
	• Create professional development infrastructure <sup>5</sup>		• Mixture of public and private funding increases flexibility and ensures sustainability <sup>10</sup>
• Lack of incentive for workforce to increase education	• Career and wage ladders (related to education and experience) <sup>10</sup>	• Agency • Community • Systemic change	• Example: Washington State Career and Wage Ladder Project = public-private partnership to increase educational levels and decrease turnover by linking wages to education, tenure, and level of responsibility <sup>19,20</sup> • Example: California CARES <sup>21</sup> • Example; T.E.A.C.H. .@Early Childhood North Carolina <sup>22</sup>
• Concern that experienced, nurturing, and linguistically/ ethnically diverse members of workforce may leave field under pressure of post-secondary degree requirement	• Grandfathering in	• Systemic change	
	• Supports targeted to vulnerable workforce members	• Higher ed. • Systemic change	• Supports for diverse population of workforce, such as: bilingual "career ladder" program, including financial and academic supports <sup>23</sup>

## Endnotes for Tables

<sup>1</sup><http://www.ctcharts-a-course.org>

<sup>2</sup>State Board on School Readiness, GOCYF, Association for Supportive Child Care & Children's Action Alliance (2005). *Compensation and Credentials: A Survey of Arizona's Early Education Workforce*. GOCYF, Phoenix, AZ

<sup>3</sup>Bailey, A.A., & Mingle, J.R. (2003). *The Adult Learning Gap: Why states need to change their policies toward adult learners*. Education Commission of the States, Denver, CO.

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**About Boston EQUIP:** The Boston Early Education Quality Improvement Project (EQUIP) is a project of Associated Early Care & Education. Boston EQUIP was launched in 1994 with a mission “*to collaborate with members of the early education community to systematically evaluate, set goals for, and improve upon the quality of Boston’s early childhood programs.*” Boston EQUIP is a unique effort to bring research methods that meet the highest academic standards to bear on questions and issues that are born of the community. The staff of Boston EQUIP are regularly in the community listening and anticipating opportunities where research and data can be used as a springboard for positive change in the experiences of young children. Members of academia, practice, and philanthropy meet monthly as the Boston EQUIP Advisory Committee to lend their expertise about content, research methodologies, and dissemination of findings. For more information, visit our website at [www.bostonequip.org](http://www.bostonequip.org).

*For more information and the full report, go the Boston EQUIP website at  
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