

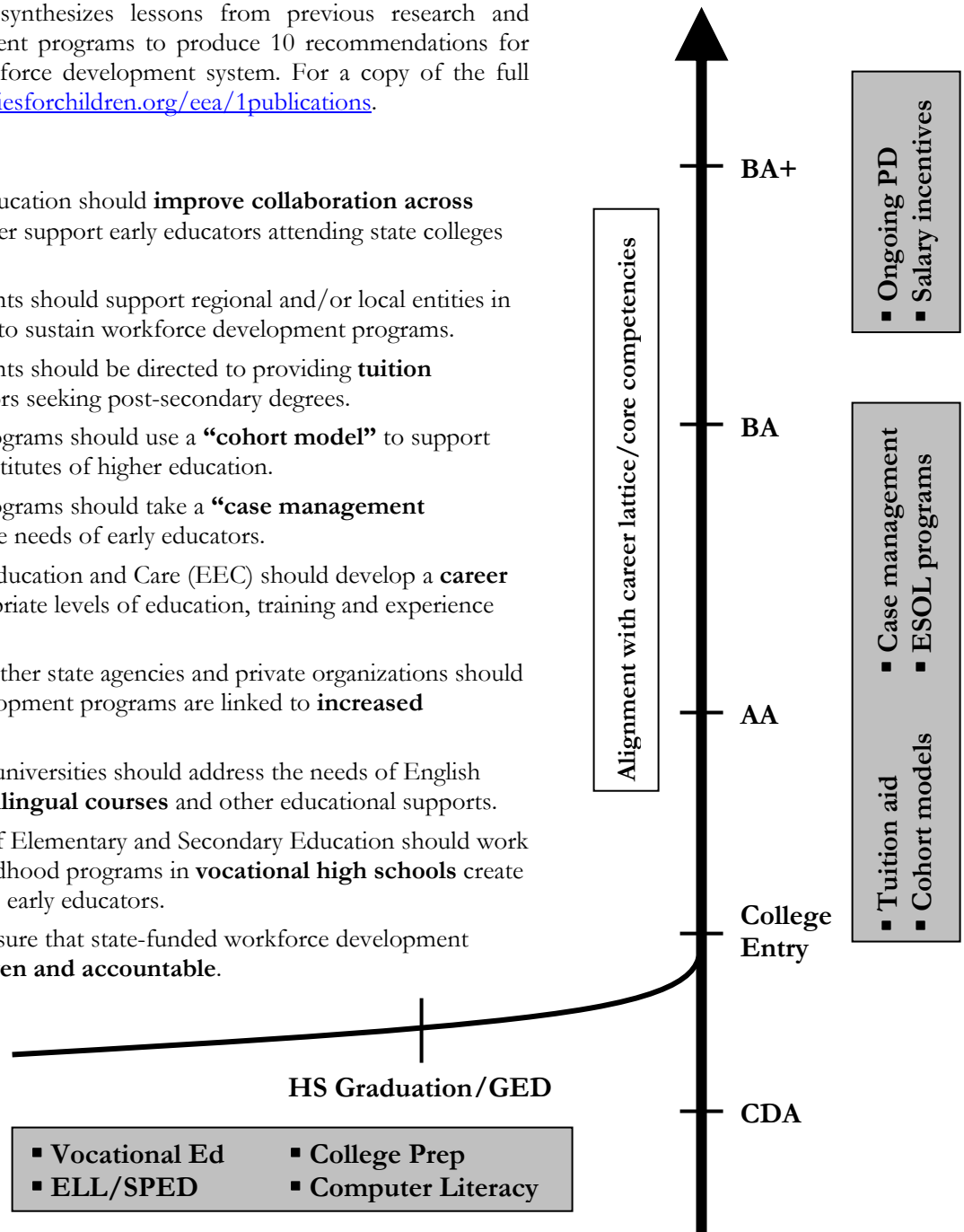
# Building a High-Quality Early Education and Care Workforce

A highly qualified early educator is, perhaps, the most critical determinant of the benefits children derive from high-quality early learning experiences. In Massachusetts, only 30% of early educators in center-based programs and only 18% of family child care providers have earned bachelor's degrees. "Strategies for Improving the Early Education and Care Workforce in Massachusetts," a report of Strategies for Children, Inc., synthesizes lessons from previous research and promising workforce development programs to produce 10 recommendations for building a comprehensive workforce development system. For a copy of the full report, visit: <http://www.strategiesforchildren.org/eea/1publications>.

Increased education, training and compensation leads to improved learning outcomes

## Recommendations

1. The Executive Office of Education should **improve collaboration across state level agencies** to better support early educators attending state colleges and universities.
2. Public and private investments should support regional and/or local entities in **developing infrastructure** to sustain workforce development programs.
3. Public and private investments should be directed to providing **tuition assistance** for early educators seeking post-secondary degrees.
4. Workforce development programs should use a **"cohort model"** to support early educators attending institutes of higher education.
5. Workforce development programs should take a **"case management approach"** to addressing the needs of early educators.
6. The Department of Early Education and Care (EEC) should develop a **career lattice** that identifies appropriate levels of education, training and experience for early educators.
7. EEC in collaboration with other state agencies and private organizations should ensure that workforce development programs are linked to **increased compensation**.
8. Massachusetts colleges and universities should address the needs of English language learners through **bilingual courses** and other educational supports.
9. EEC and the Department of Elementary and Secondary Education should work together to ensure early childhood programs in **vocational high schools** create a pipeline of highly-qualified early educators.
10. State government should ensure that state-funded workforce development programs are **outcome-driven and accountable**.



For more information, contact Chad d'Entremont, research and policy director at Strategies for Children, Inc., at [cdentremont@strategiesforchildren.org](mailto:cdentremont@strategiesforchildren.org) or 617-339-7389.