

How can UMass Boston best serve the early childhood community to meet newly developing professional standards as we move forward?

### Group 1

Teachers need:

- Schedule flexibility for coursework
  - Consider on-site classes @ community based centers with provision of child care
- Assure that providers know and understand:
  - MASS standard/guidelines
  - Funding opportunities for courses
  - UMB's programs: licensure, non-licensure, undergraduate and graduate
  - Process of applying
  - Transferring credits
  - Accessing & maintaining funding
  - Enrolling in courses
  - Availability of computers for loan
  - Support for students with learning needs and other disabilities
- Outreach to and collaboration:
  - with community providers
  - Community colleges go to campus and talk with classes
  - Child Care Resources of Boston – share what's available
- Orientation of university expectations (how does UMB differ from community college experiences)

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- Orientation specific to each program
- Menu of services available
- Consider certificates in the concentrations (non-degree, but would add support people with degrees in non-related fields get appropriate credentials)
- Ensure the university's capacity to outreach to students in advance including:
  - Advising (including pre enrollment)
  - Academic support
  - Mentor
- **Publicize the Program**
- Work to assure that increased credentials lead to increased compensation!  
Advocacy

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## Group 2

- Increasing standards will widen the gap from 2 year to 4 year, need:
  - Language supports – critical for both ELL and others
  - Higher level thought is a large shift
- Maintain connection of EECIS and teacher licensure programs
- Use term ***Family Engagement*** rather than *Family Involvement*.
- Align housing grants with requirements for early childhood education
- Continue working on articulation agreements
- Continue exploring/enhancing course models between online and in-class, course scheduling
- Expand academic advising and support for individual needs – funding, tutoring, course scheduling – particularly at non-traditional hours
- Address inequity between professional development of community-based care versus family-care professionals
- Look at TEACH model which ties compensation through bonuses with professional development
- Address retention of teachers (Head Start programs) who once certified move to public systems
- Advocate around increasing compensation to teachers, particularly in light of all the federal money that is coming into ECE field
  - Uses awareness campaign with research-based findings
- **Work to link competencies with compensation**

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### Group 3

- Huge need for infant/toddler teachers with federal money going into Head Start (10,000 BA's needed nationwide, immediately)
- Consider supporting CDA or articulating how CDA fits into degree
- Barriers to online education:
  - computers
  - knowledge/comfort to use
  - access to broadband internet
  - ELL students even more difficult than face-to-face
- Overcome the articulation hurdles
- Teach the technology in the face-to-face classes
- Develop – practicum competencies for EECIS
- Business Chamber of Commerce
  - Video (awareness) web
  - Champion (aware) – changing public presence
  - Business women
- Develop practicum competencies

### AA/AS to BA



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### **Race-to-the Top**

- Three years of stimulus money from federal level to help states assess students, evaluate teachers and ideally figure out how to turn around schools.
- Work to assure that *P* (pre-school) is included in Mass proposal.
- Focus on:
  - What UMB knows and has used in terms of data collection, assessment and analysis:
    - Classroom level: CLASS, ELLCO, ECERS
    - Child Level: PPVT, PALS, EVT, Work Sampling, etc.
  - Prior grants that focus on range of professional development(PD):
    - hours of PD
    - intensity of coaching
    - course work

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#### Group 4

- Important to define the early childhood community –in multiple ways
  - Increase awareness on campus at UMass of unique features of EECIS program
    - Define geographic area (who do we serve)
    - Focus on unique features of program
    - Develop a strategic roll out (needs a champion)
    - Video clips on the web
    - Involve women business (support funding for video)
  - Engage the boarder community in conversations around topics of interest to inform practice and policy
    - Knowledge mapping to identify appropriate representation for participation in open forums to improve practice and policies at univeristy
    - 25% to 45% of the ECE community will participate in some PD at UMB
    - 25% of parents in Boston will aware of background, competencies, and skills of provider (inform consumer)
  - Recruitment into program
    - Broaden public awareness
    - Access to information
    - Ways they can be involved

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- Importance of program that focuses on **early** childhood period – the unique features - are a niche
- Strategic roll out
  - Time line
  - Person to focus and champion program
- Expectations target 2013-2020:
  - 80-100% of the early childhood community including the UMB community have information
  - 60-80% engage in conversation
  - 25% will participate in Open Forum
  - 25% of early childhood community will have participated in some professional development provided by UMB
  - 100% Awareness in region:
    - Discussion around EECIS forum
    - Training – program