



COLLEGE COURSE SUBSIDY INFORMATION PACKET

REGION 5 EPS



FALL 2018 / SPRING 2019

SOUTHEAST EDUCATION PROFESSIONAL PARTNERSHIP

Educator & Provider Support (EPS) of Southeast MA
Region 5

Partially funded by Department of Early Education and Care



About EPS

The EPS grant was established in 2010 to build an interconnected network of service partners throughout the state to streamline services and increase access to professional development for the early education and out-of-school time field.

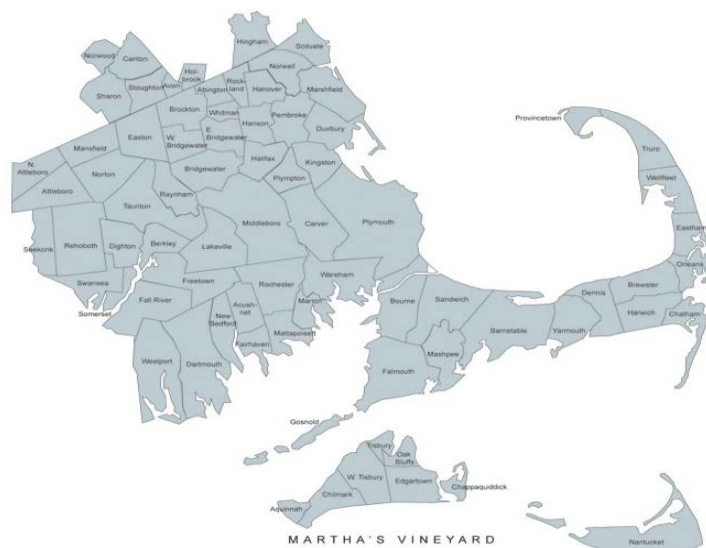
EEC envisions a system of regional partners, coordinated by a lead agent, offering professional development at the state, regional and local levels, and creating pathways for educators to increase their competencies and improve quality for children across Massachusetts. The EPS grant focuses on three core areas to deliver these services and meet the needs of the field.

- Educator and Provider (program) Planning: To help educators and providers (programs) create and implement individualized pathways and plans that include an assessment of knowledge, skills, and abilities (competency) and are reflective of the educator's experience, expertise, and individual career and academic goals.
- Coaching and Mentoring: To provide the necessary support services including individual career and academic advising to help educators and providers (programs) make informed and appropriate educational choices that advance professional growth.
- Competency Development: To support the attainment of knowledge, skills, and abilities through qualified professional development that addresses theory to practice, utilizes reflection, and is individualized to meet educator and provider (program) needs.

What is SEEPP EPS Region 5?

SEEPP EPS Region 5 is a collaboration of early education and care, out-of-school-time, public schools, higher education and community partners in Southeastern Massachusetts, responsible for ensuring the deliverables for the EPS grant are met. Child Development and Education Inc. is the lead agency for the grant and responsible for administering all grant activities.

Where is Region 5?



Eligibility Requirements

- Must be employed in a Massachusetts EEC licensed or authorized group, family or out of school time program.
- Must be ACTIVE (not PENDING or EXPIRED) in EEC's Professional Qualifications Registry (PQR). For more information about the PQR visit: <https://www.eec.state.ma.us/PQRegistry/>
- Must scan/email an up-to-date ***EPS R5/SEEPP IPDP Supplement Update of College Courses Application*** that documents professional development need for course.
- Must have director sign the ***EPS R5/SEEPP IPDP Supplement Update of College Courses Application*** indicating that the college course aligns with the educator's IPDP and/or the program's QRIS goals. Independent family child care providers may ask licenser or a parent to sign and system family child care providers may obtain signatures from their coordinator.
- Must meet the criteria for acceptance at the college or university offering the course. Some college courses require prior courses or a placement test to be taken (prerequisites).
- This is an **eligibility application**. Once approved by SEEPP, registration will be required by the college.

Priority will be given to educators who work in a program that:

- a. Participates in the Massachusetts Quality Rating and Improvement System (QRIS)
- b. Serves children with high needs and EEC subsidies (vouchers and contracted slots)*
- c. Is in region 5; Southeast, MA
- d. Working towards EEC certification

*EEC Priority listing: EEC defines "high needs children" as children who have multiple risk factors that are linked to poor school and life outcomes such as: children and parents with special needs, children whose home language is not English, families and children involved with many state agencies, English language learners, children with parents who are deployed and are not living on a military base, recent immigrants, low-income households, parents with less than a high school education, children who are homeless or move more than once a year, and children in racial and ethnic communities that experience social exclusion (ELCG, p13). EEC maintains a list of programs which meet these requirements that the EPS will refer to.

College/University Requirements

Colleges and universities often have slightly different requirements for registration and enrollment. Educators must meet the requirements of the college/university where the course will be offered to receive the EPS subsidy. These requirements may include but are not limited to:

- Satisfactory College Placement Exam scores (Accuplacer)
- Submittal of Official Transcripts from other institutions of higher education
- Submittal of High School Diploma or GED
- Course Registration form
- College Application or Enrollment forms

EPS Region 5 College Course Funding Eligibility Application Process

Step 1: Educator completes EPS Region 5 Application found on our Professional Development calendar under desired course, or under the College Course tab on our website; www.cdedu.us/SEEPP

Step 2: Submit \$50.00 application fee via credit card with application. Checks or cash are not accepted. Fee will only be refunded if you are not selected for the course by the college or EPS; or the course is cancelled or rescheduled.

Step 3: SEEPP will review applications for EPS Region 5 requirements, eligibility and course prerequisites. If eligible, your application will be provided to our career adviser who will reach out to you to provide career counseling and discussion about your professional development goals. A career advising session is required prior to approval of application.

Step 4: If determined eligible for funding, we will inform the designated college and they will review for any additional college/ university requirements.

Step 5: The college will connect with approved applicants to complete college registration and any other enrollment or placement testing requirements.

Step 6: You should not receive a bill from the college. If you do, please contact SEEPP. You are responsible for all books and materials.

Selection Process

Educators will be selected based on: application date, EEC and EPS priorities, completion of course prerequisites and any specific requirements of the individual college. *

*Please note that any educator who previously enrolled in an EPS Region 5 funded college course and did not properly withdraw from the course, failed more than 1 course or withdrew from 2 or more courses after the add/drop period, will be ineligible for any EPS Region 5 funded college courses for the following year.

Refund Policy

Refunds will only be made if the college or EPS does not approve your application, or if the course is cancelled or rescheduled.

Course Support from EPS

Our career advisor will attend one of the 1st sessions of each course to provide information and address any career questions. She will also attend the final session to distribute and collect the SEEPP/Region 5 EPS College Reflection Form. You will need to complete this form in its entirety. Should you face any challenges with completing your course, you should notify our career adviser, Carla Seymour, by email epsregion5@gmail.com or phone at 774-273-1773 for support and additional advising.

Frequently Asked Questions (FAQ's)

What is a course prerequisite?

When a course has a prerequisite, it means you must have documented prior knowledge or skill to be successful in the course. The prior knowledge may be a skill (types 35wpm), ability (speaks and writes Spanish fluently), a test score (satisfactory placement test scores), or successful completion of a prior course (must have completed ENG 101 with a grade of "C" or better). Completion of the prerequisite is required prior to registering for the course. Prerequisites are checked by colleges during registration. You are required to show proof of meeting prerequisites.

What does it mean to enroll or matriculate in a college degree?

To matriculate means that you apply to be accepted into a degree-granting program at the college (such as Early Childhood Education), and are working towards a college degree. You are not matriculated if you are taking one course, but haven't applied to be accepted to a degree program at the college. Once matriculated, you will be assigned an advisor by the college who will work with you to complete your degree.

What is an online or blended/hybrid college course?

Online classes are taught totally online, with no face-to-face meetings. Students usually have one week to complete assignments on their own schedule. Instructors will post timelines and assignment due dates each week. Students taking these courses need to be computer literate and able to establish and stick to a schedule that works for them.

"Blended" or "Hybrid" college courses meet face-to-face a certain percentage of the time. The remaining classwork is done online in between these meetings. Easy access to a computer is necessary and basic computer and literacy skills extremely helpful.

What is a credit?

Colleges measure the time spent in class as credits. A college will grant credits based on the number of hours you attend the course. Usually, a course is 3 or 4 credits.

What is the college placement exam or ACCUPLACER tests?

The purpose of ACCUPLACER tests is to provide you with useful information about your academic skills in math, English, and reading. The results of the assessment, in conjunction with your academic background, are used by academic advisors and counselors to determine your course selection and eligibility. All questions are multiple choice, except the essay. On the day of the test, you should be sure to bring photo identification and any other special materials your college may ask you to bring. Each college has information about the test on their website. Usually there is a link for reviewing the material being asked and for taking practice tests as well.

What is the EEC Professional Certification Qualification?

To work in a group child care program as a Teacher, Lead Teacher, Site Coordinator (for OST) or Director (I and II), you must be qualified. There are six positions you can qualify for: Infant -Toddler Teacher; Preschool Teacher; Infant -Toddler Lead Teacher; Preschool Lead Teacher; Director I/Site Coordinator; or Director II. These qualifications can be applied to work in family child care and out-of-school time programs also although the job titles may differ.

What is an IPDP?

An Individual Professional Development Plan (IPDP) is a document that will help outline your unique pathway and the steps necessary to achieve academic and career goals. These are required of ALL educators working in EEC licensed programs under the guidelines of the QRIS system.

They should be completed by the educator and their program director.

What is EEC's PQ Registry?

EEC's Professional Qualifications Registry (PQR) gathers important information on the size, composition, education, and experience of our current workforce. It stores information about the retention and turnover of educators working in early education and out-of-school time programs. This information will help EEC build a workforce development system that responds to the needs of all educators and programs in Massachusetts. Educators working in programs serving children from birth through 12 years of age, regardless of setting, are required to create an individual educator profile in the PQ Registry. <https://www.eec.state.ma.us/PQRegistry/>

What is a related field of study for early education?

Early Childhood Education

Child and Family Studies

Child Care Administration

Child Development

Child Guidance

Child Psychology

Family Studies

Human Services: Early Childhood Concentration

2018/ 2019 Region 5 EPS Subsidized College Courses

Fall 2018

PS 103 Child Development

Fisher College

Date: September 4, 2018 -October 27, 2018

Time: 6:30PM – 9:00PM

This survey course examines the cognitive, emotional, social, and physical development of children from birth to 8 years of age. Child development theories, as well as empirical research relating to each area of development, will be discussed. Emphasis will be placed on the characteristics of healthy environments that promote optimal child development.

EEC Requirement for Teacher Certification

Cape Cod Community College Fall Seats

15 seats will be available for the following courses:

ECE 100 Intro to Early Childhood Education

Date: September 4, 2018 – December 18, 2018

Time: 3:30PM – 4:45PM

CCCC Co-requisite: ENL108 or satisfactory basic skills assessment scores

EEC Requirement for Lead Teacher Certification

ECE 105 Introduction to Young Children with Special Needs (Hybrid)

Date: September 4, 2018 – December 18, 2018

Time: 3:30PM – 4:45PM

CCCC Pre-requisite: ECE100 or PSY201

EEC Requirement for Lead Teacher Certification

ECE 110 Child Growth and Development

Date: September 4, 2018 – December 18, 2018

Time: 6:30PM – 9:30PM

EEC Requirement for Teacher Certification

ECE 201 Preschool Curriculum Planning

Date: September 4, 2018 – December 18, 2018

Time: 5:00PM – 6:15PM

CCCC Pre-requisite: ECE100 or PSY201

EEC Requirement for Lead Teacher Certification

CCED112 Health, Nutrition and Safety Needs of the Young Child

Massasoit College

Date: September 5, 2018 – December 19, 2018

Time: 6:30PM – 9:30PM

This course focuses on the interrelationship of health, safety and nutrition in order to promote each child's optimal growth and development. Students will learn how to use health assessment tools to identify health conditions in order to provide a thorough model for making social service referrals, to design a healthy and safe child care setting in order to protect children, to realize the role of a mandated reporter by effectively understanding, identifying and reporting cases of child abuse and neglect and to identify and understand the spread of child care contagions in order to stop the infectious process through effective control. This course will also expand on how nutrition affects normal growth patterns by examining basic nutrition concepts and how to plan nutritionally sound meals in a child care setting by writing menus.

Massasoit Pre-requisite: PS103 Child Growth and Development
EEC Requirement for Lead Teacher Certification

CCED111 Early Childhood Curriculum: A Multicultural Perspective

Massasoit Community College

Date: September 11, 2018 - December 18, 2018

Time: 6:30PM – 9:30PM

This course focuses on the developmental needs of children in order to plan developmentally appropriate curriculum activities for an early childhood setting. Students will learn how to promote play experiences, materials and spaces in order to enhance children's knowledge of the world and their place in it, implement the "Guidelines for Preschool Learning Experiences" in order to plan and evaluate curriculum for the group and individual children and how to develop effective techniques for designing and implementing developmentally appropriate lesson plans in the areas of language, math, science, creative art, music/movement, and nutrition/safety by utilizing the "Guidelines for Preschool Learning Experiences.

Massasoit Pre-requisite: PS103 Child Growth and Development
EEC Requirement for Preschool Lead Teacher Certification

ECE 222 Special Needs in Early Childhood (Hybrid)

Bristol Community College

Date of in person meetings: September 19, October 17, November 4, and December 5, 2018

Time: 6:00PM – 8:00PM

This course focuses on student understanding of the diverse abilities and disabilities of children from birth through eight years of age. Implications of IDEA, use and preparation of Individualized Education Plan (I.E.P.) and the Individualized Family Service Plan (IFSP) is threaded through class discussion, assignments, and adaptations and procedures for children with special needs. Students identify the role of teacher in relation to

parents of children with special needs in an all-inclusive classroom. The objectives of this course meets Department of Early Education and Childcare (DEEC) guidelines for certification as a lead teachers

Bristol Pre-requisite: PS103 Child Growth and Development
EEC Requirement for Lead Teacher, Director I or Director II Certifications

ED 121 Preschool Curricula

Fisher College

Date: October 29, 2018 -December 22, 2018

Time: 6:30PM – 9:00PM

This course presents a developmentally appropriate curriculum framework for the cognitive/language, physical, and social-emotional development of preschoolers. Students prepare to utilize evidence –based, developmentally appropriate practices in the context of children’s family, culture, language and abilities. Emphasis is on understanding children’s developmental stages and developing appropriate learning opportunities, interactions and environments to support each child in the following areas: dramatic play, art, music, fine and gross motor play.

Fisher Pre-requisite: PS103 Child Growth and Development
EEC Requirement for Preschool Lead Teacher Certification

Spring 2019

ED223 Administering Programs for Children (Hybrid)

Fisher College

*Priority given to Educators certified as Lead Teacher

Date: January 22, 2019 -March 9, 2019

Time: 6:30PM – 9:00PM

This course is designed to acquaint students with practical matters involved in establishing and maintaining an early childhood facility. It includes topics such as determining the need for and structure of an early childhood facility, legal requirements for child care centers and staff, child selection and grouping, staff recruitment, development, and evaluation, funding and budget management.

Fisher College Prerequisites: ED 103 Introduction to Early Childhood Education or ED 120 Infant and Toddler Curricula, and ED 121 Preschool Curricula
EEC Requirement for Director I Certification

ED310 Observation and Assessment of Young Children (Hybrid)

Fisher College

Date: January 22, 2019 -March 9, 2019

Time: 6:30PM – 9:00PM

This course takes a relationship-based developmental approach to observation, screening, and assessment of young children, birth through eight. Students will focus on family-centered practice in assessing young children from diverse cultures and with diverse abilities. Students in this class learn assessment practices that lead to plans for supporting development in ways that are individually and culturally relevant for families and caregivers and that are consistent with current recommended practices. The Individualized Family Service Plan (IFSP) will be presented as providing the philosophical basis for structuring family-centered assessment and intervention and as a strategy required for work with infants and toddlers with disabilities Course Descriptions 157 under Part C of the Individuals with Disabilities Education Act (IDEA). They will learn how to systematically observe, document, and use effective assessment strategies in responsible ways-in partnership with families and other professionals- to positively influence children's development and learning.

Fisher College Pre-requisite: PS103 Child Growth and Development
EEC Requirement for Lead Teacher, Director I or Director II Certifications

ED204 Strategies for Children's Behavior (Hybrid)

Fisher College

Date: March 11, 2019 - May 4, 2019

Time: 6:30PM – 9:00PM

This course will examine instructional strategies and developmental theory of how children's self-image and self-control are developed through individual and small-group interactions. Course material is drawn from developmental and learning theories for infancy, toddlerhood, and the preschool years. Observations are an important learning tool for this course.

Fisher College Pre-requisite: PS103 Child Growth and Development
EEC Requirement for Lead Teacher Certification

ECE 113 Safe and Healthy Early Childhood Learning Environments (Hybrid)

Bristol Community College

Date of in person meetings: February 6, March 6, April 3 and May 1, 2019

Time: 6:00PM – 8:00PM

The course promotes an understanding of health and safety factors in both the physical and social-emotional areas. Topics such as sanitation, infectious disease control, food preparation, classroom safety, and the safety of the facility itself form part of the physical aspect. Topics related to the emotional well-being and protection of children from abuse, neglect, isolation, and biases make up the social-emotional area. Students have the opportunity to observe, record, and discuss the strengths and weaknesses of a learning environment in relation to how it meets the needs of the children and families served by that particular community.

EEC Requirement for Lead Teacher, Director I or Director II Certifications

CCED 221 Positive Guidance

Massasoit Community College

Date: January 29, 2019 - May 14, 2019

Time: 6:30PM – 9:30PM

The early childhood environment needs not only to be visually pleasing but also to be designed to enhance a child's inner discipline and to be a warm, creative environment in which to grow. This course investigates the relationship between curriculum and design by addressing issues related to how, what, why, and where children learn.

*Massasoit Pre-requisite: PS103 Child Growth and Development
EEC Requirement for Lead Teacher Certification*

CCED 102 Development in Early Childhood Education

Massasoit Community College

Date: January 23, 2019 - May 15, 2019

Time: 6:30PM – 9:30PM

This course introduces the student to a child's developmental growth from pre-natal stages to seven years of age. Developmental landmarks are studied as they relate to an early childhood setting. The importance of recognizing individual as well as cultural differences and various rates and patterns of growth is emphasized. A grade of C or higher is required for graduation.

*Massasoit Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or department approval.
EEC Requirement for Teacher Certification*

Cape Cod Community College Spring Seats

Dates TBD

Summer 2019

CCED 201 Administration, Supervision and Management of Child Care Programs

Massasoit Community College

*Priority given to Educators certified as Lead Teacher

Date: Tuesday and Thursday May 28- June 27

Time: 6:00PM – 10:00PM

This course emphasizes the importance of thoughtful planning and administration for the success of early childhood programs. Special attention is given to understanding organizational structure; budgeting; and personnel recruitment, selection, and supervision. Ways to develop and implement philosophical goals and their relationship to the children, families, staff, and the community are discussed. All Massachusetts state standards, guidelines, and licensing regulations are thoroughly covered.

Massasoit Prerequisite: CCED 102 Development in Early Childhood completed with a grade of C or higher, CCED 105 Introduction to Early Childhood Education, or PSYC 102 or 202 Child Psychology; or departmental approval.

EEC Requirement for Director I Certification

CCED 231 Infant/Toddler Care

Massasoit Community College

Date: Monday and Wednesday May 29 –June 26 plus Friday June 21 or an alternative assignment

Time: 6:00PM – 10:00PM

This course explores how the development stages relating to the first three years should impact the care of infants and toddlers. The student examines physical, psychological, linguistic, and cognitive development from birth to age three. Emphasis is placed on designing developmentally-appropriate activities; understanding the importance of health, nutrition, and feeding practices; equipping space; and nurturing self-esteem in the early childhood setting.

Massasoit Prerequisite: CCED 102 Development in Early Childhood completed with a grade of C or higher or PSYC 102 or 202 Child Psychology; or departmental approval

EEC Requirement for Infant Toddler Lead Teacher Certification

EPS R5/ SEEPP
IPDP Supplement Update for College Course Application
FY19

Educator Information		
Date: _____ Name: _____ Mobile Phone # : _____ Program Name: _____ Program Phone #: _____ Email: _____ PQ #: _____ Program #: _____		
What are your Professional Development/Educational goals? Select below:		
1. Increase Knowledge of a Specific Core Competency Area: <input type="checkbox"/> Area 1: Understanding the Growth and Development of Children and Youth <input type="checkbox"/> Area 2: Guiding and Interacting with Children and Youth <input type="checkbox"/> Area 3: Partnering with Families and Communities <input type="checkbox"/> Area 4: Health, Safety and Nutrition <input type="checkbox"/> Area 5: Learning Environments and Curriculum <input type="checkbox"/> Area 6: Observation, Assessment, and Documentation <input type="checkbox"/> Area 7: Program, Planning and Development <input type="checkbox"/> Area 8: Professionalism and Leadership	2. Increase Competency in Specific Focus Area: <input type="checkbox"/> Infant and toddler development <input type="checkbox"/> School age development <input type="checkbox"/> English language learner <input type="checkbox"/> Preschool development <input type="checkbox"/> Leadership <input type="checkbox"/> Special education	
3. Complete College degree/Credential in ECE or related field: <input type="checkbox"/> CDA <input type="checkbox"/> Associates Degree <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master Degree <input type="checkbox"/> N/A	4. Complete College Certificate Program: <input type="checkbox"/> Infant/Toddler Certificate <input type="checkbox"/> Preschool Certificate <input type="checkbox"/> School-age Certificate <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	5. Advance in my EEC Certification to: <input type="checkbox"/> Teacher <input type="checkbox"/> Lead Teacher <input type="checkbox"/> Director I <input type="checkbox"/> Director II <input type="checkbox"/> N/A <input type="checkbox"/> I plan to apply by (month/year) _____
What is Your Highest Level of Education?		
<input type="checkbox"/> High School or GED	<input type="checkbox"/> Associate's Degree in: _____	
<input type="checkbox"/> CDA	<input type="checkbox"/> Bachelor's Degree in: _____	
<input type="checkbox"/> Some College	<input type="checkbox"/> Master's Degree in: _____	
Current Position		
<input type="checkbox"/> FCC Provider	<input type="checkbox"/> Assistant Director	
<input type="checkbox"/> FCC Assistant <input type="checkbox"/> <i>Certified or</i> <input type="checkbox"/> <i>Regular</i>	<input type="checkbox"/> Director	
<input type="checkbox"/> Assistant Teacher	<input type="checkbox"/> Assistant Group Leader <input type="checkbox"/> Group Leader	
<input type="checkbox"/> Teacher	<input type="checkbox"/> Site Coordinator	
<input type="checkbox"/> Lead Teacher	<input type="checkbox"/> Public School Para Professional	
Are you currently receiving the Early Childhood Scholarship?		
<input type="checkbox"/> Yes; and I am matriculated at: _____ <input type="checkbox"/> No <input type="checkbox"/> I am not aware of the Early Childhood Scholarship		

**EPS R5/ SEEPP
IPDP Supplement Update for College Course Application
FY19**

College courses	
Fall Semester (Sept. – Dec.)	Spring Semester (January – May)
<input type="checkbox"/> PS 103 Child Development – Fisher College cohort <input type="checkbox"/> ECE 100 Intro to Early Childhood Education – Cape Cod Community College seat <input type="checkbox"/> ECE 105 Intro to Young Child with Special Needs (Hybrid) – Cape Cod Community College seat <input type="checkbox"/> ECE 110 Child Growth and Development – Cape Cod Community College seat <input type="checkbox"/> ECE 201 Preschool Curriculum Planning – Cape Cod Community College seat <input type="checkbox"/> CCED112 Health, Nutrition and Safety Needs of Children –Massasoit cohort <input type="checkbox"/> CCED111 Early Childhood Curriculum –Massasoit cohort <input type="checkbox"/> ECE 222 Special Needs in Early Childhood –Bristol cohort <input type="checkbox"/> ED121 Preschool Curricula – Fisher College cohort	<input type="checkbox"/> ED223 Administering Programs for Children – Fisher College cohort <input type="checkbox"/> ED310 Observation and Assessment of Young Children – Fisher College cohort <input type="checkbox"/> ED204 Strategies for Children’s Behavior – Fisher College cohort <input type="checkbox"/> ECE 113 Safe and Healthy Early Childhood Learning – Bristol cohort <input type="checkbox"/> CCED 221 Positive Guidance – Massasoit <input type="checkbox"/> CCED 102 Development in Early Childhood Education – Massasoit cohort <input type="checkbox"/> Cape Cod Community College spring seat -TBD
Summer Semester (May – June)	
<input type="checkbox"/> CCED 201 Administration, Supervision and Management of Child Care Programs – Massasoit cohort <input type="checkbox"/> CCED 231 Infant/Toddler Care – Massasoit cohort	
<input type="checkbox"/> Yes <input type="checkbox"/> No I have a <u>current</u> IPDP (Individual Professional Development Plan) Date of IPDP: _____	
How do you communicate your professional development goals with your supervisor?	
Why are you taking this course?	
Have you received support from a Region 5 EPS/SEEPP Coach? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, who was your coach? _____ What was the topic discussed? _____	

Administrator’s Name (please print): _____	Administrator’s Signature: _____	Date: _____
Educator’s Name (please print): _____	Educator’s Signature: _____	Date: _____

(This document must be completed in its entirety and submitted to Region 5 EPS to be eligible for application approval review)

For R5 EPS Use Only

☐ Approved for Career Advising; Sent to Advisor: _____
☐ Disapproved for Career Advising; Returned to applicant: _____ ☐ Reason for Disapproval: _____