
*Massachusetts Department of Early
Education and Care*

*Annual Legislative Report
FY2010*

Executive Summary

Submitted February 15, 2010

I. Introduction

This report satisfies the Board's legislative reporting mandates, as codified in M.G.L. c. 15D, §§ 3(g), 10 and 13(d), to submit an annual report describing its progress in achieving the goals and implementing the programs authorized under Chapter 15D of the General Laws of the Commonwealth.

This report further provides an annual update on the strategic plan ratified by the Massachusetts Department of Early Education and Care's (the Department or EEC) Board in February 2009. A copy of the strategic plan can be viewed here: <http://www.mass.gov/Eeoe/docs/EEC/fy09 legis rpt/5yr strategic plan.pdf>

In addition, this report satisfies the Board's mandate to develop and annually update an implementation plan for a workforce development system, which is designed to support the education, training and compensation of the early education and care workforce, including all center, family child care, infant, toddler, preschool and school-age providers. See M.G.L. c. 15D, § 5.

Accomplishments and activities included in this report reflect progress from February 2009 – February 2010. The full report provides more comprehensive information about the agency's initiatives, and is organized by the Board's Strategic Directions, the elements of which include: Quality, Family Support Access and Affordability, Workforce, Communications and Infrastructure. For each of these components of the system, the report provides Indicators of Success and the work that responds directly to each of these in order to move the Department toward its vision.

II. Update on progress in achieving goals and implementing programs authorized under M.G.L. c. 15D

As outlined further in the complete report, there are several events which set the context for the Department's work over this past year. Most notably, the American Recovery and Reinvestment Act of 2009 (ARRA), an unprecedented investment in the American economy, which provided an influx of over \$100B in education on the national level, of which approximately \$23.9M was allocated to the Department allowing for the historic opportunity to propose initiatives aimed at strengthening early education and care, driving reforms, and improving services and supports for children and families in Massachusetts.

As the full report demonstrates, the past year has been one of progress on multiple key strategic initiatives. In light of continued difficult fiscal times for the state and the nation, the collaborative commitment remained strong to support early education and care for the youngest citizens and families of the Commonwealth. The implementation of the strategic plan as well as rethinking the organizational processes that drive our work have allowed for effective advancement on many

Vision

EEC and the whole field of early education and care are highly regarded, publicly recognized and supported, and clearly understood to be a value to the Commonwealth.

EEC's system offers an array of high quality, comprehensive and affordable programs designed to meet the diverse, individual needs of children & families.

The early education and care workforce is respected, diverse, professional, qualified, and fairly compensated.

EEC is an effective, responsive, efficient, and resilient system.

EEC has clear standards for accountability and evidence that those standards are being met.

Families are engaged as partners integral to the healthy development and learning of their children, and they have access to the necessary resources to do so.

All preschool children have access to high quality pre- kindergarten programs that meet family needs.

Children and families experience seamless transitions throughout their early learning and later developmental experiences.

fronts. The following represent highlights of EEC's key projects and activities from this past year by Strategic Direction:

Strategic Direction: Quality

❖ Quality Rating and Improvement System (QRIS)

- Revised and approved program quality standards to be tested through QRIS pilot.
- Initiated designing QRIS pilot to position Massachusetts for federal Early Learning Challenge Grant.
 - Planned for next year: Pilot QRIS.

❖ Child Care Licensing Regulations

- Promulgated updated child care regulations and provided training to the licensors and field about the changes in the regulations.
 - Planned for next year: EEC has developed resources to support educators and programs in meeting the new licensing requirements and will continue to do so as issues and concerns are identified. Licensing staff will continue to work with licensees to explain new requirements and provide technical assistance and other resources that help programs comply.

❖ Statewide Program Quality and Child Outcome Data System

- Developed framework for how to collect child outcome assessment data statewide, based on technical assistance from Council of Chief State School Officers grant and input from stakeholders.
- ESE and EEC signed an MOU and formed a project committee that is working toward assigning ESE's unique student identifier, the SASID, to children in EEC programs.
 - Planned for next year: EEC will reinforce the importance of formative assessment at the program level. EEC will begin assigning SASIDs to pilot population. EEC will start collecting data about program quality through the QRIS, and teacher quality through a Workforce Registry.

❖ Reduction of Trauma Induced Restraints

- EEC Residential and Placement licensing staff have worked closely with the Department of Children and Families (DCF) to assure that all of the children in the custody of DCF are placed in the least restrictive placement to allow for children to reach their maximum potential. EEC also began a training initiative this year with ESE, DCF and Department of Mental Health (DMH) under the auspices of the Executive Office of Education and the Executive Office of Human Services. The first training session was held in December 2009 for 380 employees of youth serving agencies on the topic of creating violence free and coercion free treatment and educational environments. This was a two day training developed by the National Association of State Mental Health Program Directors to identify the core strategies aimed at reducing the use of seclusion and restraint.
 - Planned for next year: Through the use of EEC informed restraint data and technical assistance and training, EEC has the goal of reducing the utilization of restraints in 25 targeted residential programs in the next year. EEC will continue the training initiatives it started this year to reach this goal.

Strategic Direction: Family Support, Access and Affordability

❖ Income Eligible Procurement

- The contract slots covered under this RFR were last put out to bid in 1998, prior to the creation of EEC. This contract bid provided an opportunity to introduce strategic changes to strengthen provider quality, align contracts with other EEC initiatives and streamline administrative policies. EEC also sought to establish a demonstration project to test the feasibility of contracting directly with schools and family child care homes. EEC made 170 center-based contract awards and 60 family child care system awards for a combined total of 14,000 slots.
 - Planned for next year: EEC intends to rebid the Supportive and Special Populations contracts procurement in the upcoming year.

❖ Coordinated Family and Community Engagement (CFCE) Grant – Focus and Consolidation

- This past year EEC transitioned and consolidated a set of grants that invest in local infrastructure to support families and programs. This new grant - the FY2010 Coordinated Family and Community Engagement Grant renewal grant - combined the Community Partnerships for Children Programs (CPC), Massachusetts Family Network Programs (MFN), Parent Child Home Programs (PCHP) and Joint Family Support Programs (JFSP) to develop innovative approaches to comprehensive planning, coordination and delivery of local family access and community engagement services.
 - Planned for next year: The CFCE objectives will remain the same, but with more emphasis on providing: evidence based early and family literacy activities; transition supports for children and families; and high-quality, accurate consumer information.

❖ ARRA Funded Initiatives (for a complete list of ARRA initiatives, see full report)

- The Summer Learning Promotion Voucher Initiative funded access for 774 school age children, placed in 275 school age summer programs across the state through this initiative aimed to prevent summer learning loss.
- EEC used a competitive bid process to find a consultant to assist the Department with the development of *Infant and Toddler Early Childhood Program Standards and Guidelines for Learning Experiences for Infants and Toddlers*.
- EEC has also proposed spending \$12.2M of ARRA funds to open access for preschoolers on the waiting list for an 18-month period. A full breakdown of ARRA funded initiatives can be found in the full report.
 - Planned for next year: EEC will hire a consultant and develop the Infant and Toddler Learning Guidelines, will use ARRA funding to provide financial assistance to preschoolers (March 2010 - September 2011) and will continue the Summer Learning Promotion Voucher Initiative for the summer of 2010.

❖ Transition of Information and Referral Services for January – June 2010

- During this year's 9C budget cuts, the child care resource and referral agencies sustained a cut. One of the functions removed from them to compensate for this cut was information and referral. Temporarily this function has been relocated to EEC's regional and central office. EEC's regional offices have also taken on the role of placing children on the EEC waitlist. EEC sought the Board's approval on hiring a vendor to provide the information and referral services through the end of the fiscal year to ensure parents continue to have a

place to call and receive accurate and useful information about available early care and education options.

- Planned for next year: Beginning in late February EEC will have a vendor to provide additional capacity to provide information and referral services by establishing a statewide call center that will directly receive and respond to the needs of families, early education and out of school time care providers and/or other interested parties seeking information about high quality programs and services offered by EEC across the state. EEC will re-procure the child care resource and referral and voucher management functions in FY11, that bid will include Information and Referral as a component of the services to be purchased by EEC.

Strategic Direction: Workforce

❖ Professional Development Data Management System

- EEC is developing a Professional Development Data Management System which will include the Professional Development Calendar (already in existence) and a Professional Qualifications Registry.
 - Planned for next year: the Professional Development on-line Calendar will continue to be developed and expanded. The Professional Qualifications Registry is anticipated to be available in a basic form by spring 2010 and development of a more sophisticated version will continue.

❖ Core Competencies

- The Professional Development Workgroup of EEC's Advisory Council recently completed its review of the 8 core competency areas and the attendant indicators developed by the Workforce Development Task Force. EEC has already imbedded these areas in grant and contract requirements for FY2008, FY2009, and FY2010. Each entity receiving professional development funds must indicate how their professional development offerings align with the 8 core competency areas and identify the appropriate competency area when entering their offerings into EEC's Professional Development Calendar. EEC is also integrating the work of the core competencies with the QRIS.
 - Planned for next year: EEC issued the initial set of competencies and indicators in February 2010 and plans to develop an electronic means of gathering input and feedback from the early education and care and out of school time field on the core competencies. Information gathered during the year will be used to revise the competencies to better reflect their actual use by educators.

❖ Early Childhood Educator (ECE) Scholarship Program

- The ECE Scholarship program continued to provide financial assistance to educators working in the early education and care and out of school time field in Massachusetts who are pursuing a degree in early childhood education or a related field. In FY2010, \$3.2M was allocated for the ECE Scholarship program. A workgroup comprised of staff from EEC, DHE, and additional members from the higher education community, was convened in July 2009 to review existing legislative requirements, current eligibility criteria, and available data on the ECE Scholarship program.
 - Planned for next year: the ECE Scholarship workgroup will continue to gather and review data and practices of the program. Recommendations for FY2011 will be

provided to Commissioners Killins and Freeland who will ultimately make recommendations to their respective Boards.

❖ Career Lattice

- The development of QRIS standards has also benefited related work on a career lattice for the workforce. The qualifications established at each of the five QRIS levels forms a pathway for the educators working in these programs. This pathway draws on the initial recommendations for creating a career lattice by the Workforce Development Taskforce and is also compatible with the core competencies EEC is finalizing. EEC has made progress in articulating and defining career ladders for educators in family child care and out of school time by aligning functions for each position with the competencies required to perform those functions effectively.
 - Planned for next year: EEC will work with stakeholders to complete three separate career ladders for group child care, family child care and out of school time educators and identify the points at which these ladders intersect. The professional development pathway established in the QRIS standards will guide this work because the education and skills educators bring to their work has a direct impact on the quality of the overall program. Upon completion the career ladders will be distributed to the field and EEC will solicit comments and feedback.

Strategic Direction: Communications

❖ Public Forums

- Commissioner Killins hosted 12 forums across the state from June through November to gather interest and input from the field in building a statewide child assessment system. At these forums she discussed the purposes of doing child outcome assessment, why Massachusetts would be interested in developing this type of system, and some initial aspects of the system that would be to be determined.
 - Planned for next year: EEC plans to continue to communicate with and engage the field in relevant topics.

❖ Key Stakeholders

- EEC has an Advisory Council which meets monthly, a Parent Advisory Team that meets quarterly, and up to 30 minutes are made available at each monthly Board meeting for public input. In addition, EEC continues to have very high public attendance at its Board meetings each month. There is also a Commissioner's e-mailbox, where constituents can email in concerns and issues for the Commissioner to address.
 - Planned for next year: EEC intends to continue convening the Advisory Team, Parent Advisory and meeting with the Board monthly, as well as continue to make the Commissioner's email box available.

❖ Re-Organization to Create Stronger Linkages in the Field

- EEC re-organized this year in order to better integrate functions and eliminate silos. Specifically, two new regionally based positions were created to provide a stronger link and ability to communicate more effectively with the field are the Educator and Provider Support Specialists and Family/Community Quality Specialists.
 - Planned for next year: Family/Community Quality Specialists will continue disseminating information about programs, grants and other EEC sponsored

opportunities for families and will continue to build a connection between regional field staff and family feedback and input component as the Department develops and implements policies, promulgates regulations and promotes best practices in licensing, monitoring and more. The Educator/Provider Support Specialists will continue to manage EEC's Professional Development Registry and develop the technical assistance and training to support new and existing licensing regulations and requirements and the Quality Rating Improvement System (QRIS).

Strategic Direction: Infrastructure

❖ Integrated Unified System

- Defined the business requirements for a comprehensive and integrated Unified System. The Unified System will be a web-based application organized into four primary business components.

The Child/Family Access and Assistance component includes functionality to intake, manage, and support all Commonwealth children and families, including, but not limited to, those that are receiving subsidized child care. This includes supporting the long term outcomes of all 300,000 children in early education and care settings from birth into elementary education, as well as children in residential and placement settings.

Licensing, Monitoring, and Support describes functionality to intake, manage, and support all programs known to EEC including those licensed by EEC and license exempt providers. This includes programs with contracts or grants for early education and care and out-of-school time related services.

Professional Development explains the functionality to maintain a repository of early education and care educators, including their professional certifications and information about professional development opportunities.

Purchase of Services defines the functionality to support a standardized contracting process for the various services purchased by EEC, including contracts for provider slots, vouchers, and grants. In the fall of 2009, EEC issued a competitive procurement under the Commonwealth's ITS33 contracts. EEC is currently undertaking contract negotiations with the presumptive successful bidder.

- Planned for next year: Complete negotiations with the bidder and begin design and programming of the new system.

❖ EEC Developed Multiple Memorandums of Understanding (MOUs)

- EEC developed several MOUs this year in relationship to the Indicator 12 work and the regional consultative programs. Also EEC is working with DPH on the CSEFEL opportunity which provides professional development as the foundational base to support of young children's social-emotional growth.
- EEC is also working on developing an MOU with DCF about the Supportive Child Care contracts and related work to support these vulnerable children. EEC will enter into a MOU with Springfield Public Schools (SPS) to work on aligning the early education and care and K-3rd grade systems in Springfield; SPS expects to sign the MOU at their School Committee Meeting on Thursday February 4th.

- Planned for next year: EEC will implement the work described in each of these MOUs next year. EEC and SPS will expand the initiative to additional schools next year.

❖ EOE Portalization of EEC Website

- In late December 2009, EEC's website joined the Executive Office of Education and Mass.Gov web portal as a key step towards enhanced customer service and communication with families, educators and early education and care programs. The new EEC site is part of an ongoing web effort under the leadership of Governor Deval Patrick to ensure that all Massachusetts state agencies and departments have a high-quality web presence. This site, like others in the Mass.Gov portal, enables residents of the Commonwealth to easily access information and engage with their government.
 - Planned for next year: EEC intends to constantly increase the usability of the website and plans to structure the content within the strategic directions of the agency where applicable.

A fuller description of all EEC's work in achieving goals and implementing programs as authorized by EEC's legislative language can be found in the full report.

III. Progress made towards universal early education and care for pre-school aged children

The Massachusetts Universal Pre-Kindergarten (UPK) Program is in its fourth year of implementation and is currently funded at \$8.0 million in FY10. The purpose of the UPK program is to promote school readiness and positive outcomes for participating children and to inform the longer-term implementation of universally accessible, affordable, high quality early education. UPK grants are awarded to a mixed system of programs serving preschool-aged children for the purpose of maintaining and enhancing high-quality programming. Preschool programs that serve at-risk and low-income children are currently prioritized. The current UPK program is the first phase of a multi-pronged plan for a state UPK system.

The goals for this grant in FY2010 are for programs to fund quality improvement activities that lead to the following:

- Increased staff compensation and benefits to improve quality of workforce and retention;
- Low staff/child ratios and/or reduced class size/group size;
- New or expanded services that support the comprehensive developmental needs of children;
- Full implementation of child assessment systems and use of data to support program practice and communicate with families;
- Enhanced training and professional development to build the skills of educators;
- Rich curricula and instructional supports for preschool educators and children;
- Smooth transitions for children to kindergarten and/or other programs; and
- Effective and regular family engagement and support in program activities and operations.

In FY10, EEC renewed UPK grants from FY09 into FY10 and due to a budget reduction in the UPK line item from the previous year the Department was not able to award grants to new program sites. FY10 grants totaled approximately \$6.5 million, and grantees received a 63% reduction in their eligibility amount from their FY09 grant award amounts also due to the UPK line item budget

reduction. The UPK program currently funds 279 programs, representing 469 classrooms/homes serving approximately 6,600 UPK children. FY10 grant award amounts range from \$1,260 to \$126,000.

FY10 Grant Refinements

Given significant cuts to programs' UPK award amounts and feedback from stakeholders in FY09, EEC made a few refinements to allowable expenditures in the FY10 grant. In, FY10 programs were only allowed to spend up to 15% of their UPK budget on educational materials and technological supports, when previously there was no limit. Additionally, family child care systems administering the grant for family child care providers were required to pass through at least 50% of the grant award amount to participating providers (the remaining 50% could be used at the system level).

Child Assessment Support

In previous years, EEC has funded Assessment Planning grants for the purpose of helping programs who are not yet UPK eligible implement a child assessment system and move them towards participation in the UPK grant program. In an effort to extend the support of child assessment more broadly to the early childhood field and Pre-k programs, EEC will not be funding one year Assessment Planning grants in FY10 and has instead issued an RFP for \$800,000 to provide professional development, technical assistance, and purchase of assessment tools to support programs implementation of child outcomes assessment system.

Child Assessment Data from UPK Assessment Tools

UPK grantees are currently required to enter child assessment data from their UPK classrooms/homes in an electronic assessment system at least twice per year (fall and spring). EEC has coordinated with three out of the four EEC-approved assessment system publishers (High Scope COR, Work Sampling, and Creative Curriculum Developmental Continuum) to set up a state license for programs interested in participating. The state license gives EEC immediate access to program-level data and offers programs with a reduced price per child to use the assessment system. Participation in the state license has not been required, which allowed programs to concentrate on the actual child observations and child assessments and also allowed programs the alternative of entering data in their own electronic systems which some have had in place for many years (and EEC does not have access to). Until fiscal year 2009, EEC had not systematically monitored this data and does not have access to data from past years because of archiving procedures. In spring 2009, EEC sent out detailed instructions to grantees for assessment data monitoring and systematically collected this data, which was due on June 30, 2009. Each grantee was required to enter its assessment data by this date or submit a specified summary report to EEC if it is not participating in the state license. 203 out of 211 (96%) programs required to submit assessment data did so.

In FY10, programs are required to submit data to EEC by December 31, 2009 and June 30, 2010. At the recommendation of experts in the field and EEC's Planning and Evaluation Board subcommittee, data collection will continue to be for the purpose of monitoring that programs are regularly assessing children in their programs. Information collected will not be used for the purpose of monitoring progress of children or making state-level assumptions on the developmental status of preschool children in the state.

UPK Program Quality Evaluation

In late fiscal year 2009, EEC contracted with Abt Associates, Inc. to conduct an evaluation of the level of quality in a statewide sample of early childhood settings that serve at-risk preschool children. The study used the CLASS observation measure to evaluate provider/child interactions in three primary domains (emotional support, classroom organization, and instructional support) for licensed center-based programs, Head Start centers, public school programs and family child care providers. Programs from Massachusetts' UPK and non-UPK programs were included within each program type. Additionally, across program types programs scored high in emotional support and classroom organization, though performed significantly lower on instructional support. Given the low results on instructional support, EEC is considering ways to address this area of needs improvement, one of which includes supporting use of child assessment systems in preschool settings to help educators individualize instruction for children and improve program practice.

IV. Findings and recommendations related to the study on the programmatic financing and phase-in options for the development and implementation of the Massachusetts universal pre-kindergarten program

EEC is currently working with the National Institute for Early Education Research (NIEER) to lay out potential strategies for the next phase of UPK evaluation, which will focus on access, quality and workforce. Upon receiving strategy recommendations in March 2010, EEC will implement the next step in evaluation in April – June, 2010.

V. Progress made toward reducing expulsion rates through developmentally appropriate prevention and intervention services

In FY10 EEC's mental health initiatives were administered through a two-pronged approach. The *Comprehensive Mental Health in Child Care (CMHCC) Program*, funded at \$600,000, is an embedded program which partners early education and care providers with mental health clinics to locate clinicians on-site at 13 programs that have supportive child care contracts with EEC. The mental health clinicians provide support and training to staff at the child care program and link families with needed clinical services through the partnering clinic.

Second, the *Mental Health Consultation Services Grant*, funded at \$900,000, aims to eliminate and/or reduce the number of suspensions and expulsions of children from EEC funded programs; enhance staff competencies to work with behaviorally challenged children, thereby benefitting all children enrolled in the program; strengthen parenting skills and parent involvement; and promote collaboration for better access to services for children and families. This is done through on-site consultation with staff and parents, observation, crisis intervention support and case management.

Going to Scale in FY2011

Historically, EEC's Mental Health grants have been awarded to entities able to serve only portions of the Commonwealth's children. Approximately 80 cities and towns across the state have had access to EEC mental health initiatives, leaving many that have not. With CSEFEL (Center on the Social and Emotional Foundations for Early Learning) professional development being implemented as the foundational base for support of young children's social-emotional growth in Massachusetts, EEC proposes that in FY11 the Comprehensive Mental Health in Child Care Program and the Mental Health Consultation Services Grant funding is combined into one grant program for a total of \$1.5 million (FY11 funding amount to be finalized). Grants will be made available to

entities to build a comprehensive statewide system of mental health supports through a consultation model which includes access to limited onsite support as needed. EEC anticipates posting this RFR by mid-February.

VI. Behavioral Health Indicators:

❖ Estimates of annual rates of preschool suspensions and expulsions

The following data is from the Mental Health Consultation Services Grant, for the period January 1, 2009 – June 30, 2009:

- Of the children who received on-site consultation services (January 1, 2009 – June 30, 2009) the children's outcomes were:
 - Retained successfully in the program: 1,393 children
 - Transitioned from the current program to a new program that could better address child's needs: 33 children
 - Suspended temporarily from the program due to behavioral issues: 24 children
 - Aged-out of the program: 31 children

EEC also intends to pursue doing a follow-up study to Dr. Walter Gilliam's seminal expulsion study. EEC is in discussions currently with Dr. Gilliam about the methodology and resources needed to perform this study.

❖ Types and prevalence of behavioral health needs of children served by the Department

The following information is from the Mental Health Consultation Services Grant, for the period January 1, 2009 – June 30, 2009:

EEC understands that most children exhibit several types of emotional/behavioral issues, however, grantees were asked to provide an unduplicated count for each child served January 1, 2009 to June 30, 2009 and their primary emotional/behavioral issue. The top three categories are aggression, oppositional and peer relations/social skills. A complete table is available in the full report.

The three types of emotional/behavioral issues from above are responded to a range of strategies including consultation to staff, modeling of behavior management strategies, staff group training, individual behavior plan, consultation to parent/guardian, case management, programmatic modification, physical facilities modification, additional staffing support, referral to therapy, special education services and supports or medication.. EEC understands that children may benefit from more than one strategy/intervention and therefore may be counted more than once. Additional data can be found in the full report.

❖ Racial and ethnic background of children with identified behavioral health needs

EEC does not currently collect this data.

❖ Existing capacity to provide behavioral health services

EEC is seeking to expand its mental health model to provide statewide capacity for this service.

❖ Analysis of best intervention and prevention practices, including strategies to improve delivery of services and to improve collaboration of services

To improve the delivery of mental health services, EEC is seeking to expand its model to be statewide.

VII. Rules and regulations promulgated by the Board related to civil fines and sanctions, including the types of sanctions and the amount of the fines

EEC did not promulgate any rules or regulations related to civil fines and sanctions in the past year. EEC did however update and promulgate new child care licensing regulations.

VIII. Annual update on the strategic plan ratified by the Massachusetts Department of Early Education and Care's (the Department or EEC) Board in February 2009

EEC has made progress on the Indicators of Success detailed in the Board's strategic plan. See the full report for details.

IX. Develop and annually update an implementation plan for a workforce development system

Since its inception in 2005, the Board and EEC have been charged under its enabling statute to develop, implement, and annually report on progress towards a Workforce Development System for the early education and out of school time field. Below are a few of the highlights from this plan.

- **Program and Practitioner Supports Grant:** In FY2010, EEC combined existing accreditation and professional development grants to Community Partnerships for Children (CPCs) grantees in order to take full advantage of resources and better serve the population. Through this combination grant, professional development and accreditation opportunities were able to be expanded to serve infant/toddler and out of school time programs in communities. In FY2010, EEC supported 94 Program, Practitioner, and Supports grants to eligible CPCs. Total funding in FY2010 to CPC programs for accreditation and professional development was \$1,985,914.
- **Building Careers in Early Education and Care Grant:** Twenty-one institutions of higher education across the Commonwealth participate in the Building Careers grant program; this includes 13 of the 15 community college campuses in Massachusetts. Funding for the Building Careers grant program in FY2010 is \$923,764. During the 2009-2010 academic year it is anticipated that the grant program will: support 697 early education and care and out of school time practitioners, 81% are continuing students; and graduate 119 practitioners, 86% with an associate's degree in early childhood or a related field.
- **Professional Development Contracts to Child Care Resource and Referral (CCR&R) Agencies:** EEC issues contracts to 13 of the 15 CCR&R agencies across the state to provide professional development opportunities to the early education and care and out of school time workforce. FY2010 funding to CCR&Rs for professional development was \$703,589. In 2008, funding supported 1,282 professional development opportunities. Of the 20,500 early education and care and out of school time practitioners that were served:
 - 3,734 attended courses in languages other than English,
 - 2,460 attended trainings on special needs, and
 - 2,241 completed CEU or college-credit bearing courses.

- Professional Development Data Management System: EEC is developing a Professional Development Data Management System which will include the Professional Development Calendar (already in existence) and a Professional Qualifications Registry
- Core Competencies: The Professional Development Workgroup of EEC's Advisory recently completed its review of the 8 core competency areas and the attendant indicators developed by the Workforce Development Task Force. EEC has already imbedded these areas in grant and contract requirements for FY2008, FY2009, and FY2010. Each entity receiving professional development funds must indicate how their professional development offerings align with the 8 core competency areas and identify the appropriate competency area when entering their offerings into EEC's Professional Development Calendar. EEC is also integrating the work of the core competencies with the QRIS.
- Early Educator Scholarship Program: In FY2010, \$3.2M was allocated for the ECE Scholarship program. 857 applicants were approved by EEC in FY10. This year EEC also worked with Department of Higher Education to identify barriers to the scholarship and seek ways to improve access to this opportunity.
- Planned for next year: Professional Development Re-Procurement - EEC intends to combine and re-procure the professional development funds from the Building Careers Colleges, the CCR&R Professional Development Contract Amendment, and the Program and Practitioner Support Grants. This will allow EEC to focus this resource on professional development that also helps programs attain higher levels of quality in the QRIS system that will be piloted in the spring of 2010. EEC will also focus its remaining professional development resources on supports for educators such as mentoring and coaching, professional development for educators working with specific populations such as infants and toddlers, and using observation and assessment to adapt curricula to meet children's individual needs.

X. Conclusion

The Massachusetts Department of Early Education and Care will continue to pursue initiatives in alignment with the strategic directions established by the Board and will report on annual progress to the Legislature as the agency continues to strive to meet our mission to provide the foundation that supports all children in their development as lifelong learners and contributing members of the community, and supports families in their essential work as parents and caregivers.