



Commonwealth of Massachusetts



MASSACHUSETTS  
Department of  
Early Education and Care

# Department of Early Education and Care Annual Report 2021

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*Table of Contents*

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	<u>Page</u>
<b><i>Submission of Annual Report</i></b>	<b>1</b>
<b><i>Mission of Department</i></b>	<b>1</b>
<b><i>Governance</i></b>	<b>1</b>
<b><i>Statutory Responsibilities</i></b>	<b>3</b>
<b><i>2021 EEC Activities and Accomplishments</i></b>	<b>4</b>
<hr/>	
<i>Appendix A: Subsidized Child Care Enrollment Data</i>	<b>12</b>
<i>Appendix B: Preschool Age Children in Massachusetts and Universal Pre-Kindergarten Implementation</i>	<b>12</b>
<i>Appendix C: FY 2021 CPPI Grantees and Award Amounts</i>	<b>13</b>
<i>Appendix D: Mental Health Consultation Grant Information</i>	<b>14</b>
<i>Appendix E: Early Education and Care Workforce Council Members as of 2021</i>	<b>16</b>
<i>Appendix F: Regulations on Civil Fines and Sanctions</i>	<b>17</b>



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### *Submission of Annual Report:*

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This report satisfies the Board of Early Education and Care’s reporting mandates, as codified in M.G.L. c. 15D, §§ 3(g), 4, 5, 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. The accomplishments and activities described in this report are for calendar year 2021.

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### *Mission & Vision of Department:*

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The Department of Early Education and Care (EEC) was established in 2005 with a mission to support the healthy growth and development of all children by providing high-quality programs and resources for families and communities in Massachusetts.

The Department’s vision is that children, youth, and families reach their full potential now and in the future. Its role within that vision is to create the conditions for children, youth, and families to thrive socially, academically, and economically by:

- Working across organizations and sectors to build an equitable system of safe, affordable, high quality early education and care
- Supporting residential, placement, out of school and after school, and early education and care programs and educators in their essential work with children and youth
- Increasing opportunities for families to support their children and attain economic mobility

Established in 2020, EEC’s five-year strategic plan established goals across three core constituencies:

1. Children are on track for success in school and to reach their full potential. Their families are empowered to work, build their skills, and attain economic mobility while supporting their children’s education and development.
  2. The early childhood and out-of-school time workforce is professionally prepared, well supported, adequately compensated, and culturally and linguistically representative of the population it serves.
  3. Programs increase their sustainability, engage in continuous quality improvement, and promote high-quality education and healthy development among children and youth.
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### *EEC Governance:*

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EEC is governed by an eleven-member Board of Early Education and Care that sets policies and regulations related to early education and care programs and services in the Commonwealth of Massachusetts. Education Secretary Peyser and the Secretary of Health and Human Services are ex-officio members of the Board of Early Education and Care; the other nine members are appointed by the

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Governor. The Commissioner of EEC serves as the Secretary to the Board. The current members of the Board of Early Education and Care are:

**Nonie Lesaux, Ph.D., Chair**

**Roy E. Larsen Professor of Human Development and Education, Harvard University**

James A. Peyser – Secretary, Executive Office of Education

Marylou Sudders – Secretary, Executive Office of Health and Human Services (Carolyn Kain, designee)

Paul Belsito – Board Vice Chair – Executive Director of the Irene E. & George A. Davis Foundation

**At-large Representative**

Nicki Ruiz de Luzuriaga – Vice President of Institutional Advancement at Economic Mobility Pathways  
Appointed as a parent of a child receiving early education and care services

Alison Schonwald, MD - Pediatrician; Department of Pediatrics at the Cambridge Health Alliance, and  
Associate Professor in Pediatrics at Harvard Medical School

Appointed as pediatrician with a focus on child development

Maria Gonzalez Moeller – Chief Executive Officer at The Community Group (TCG) in Lawrence, MA

Appointed as a provider of early education and care services with practical experience in the  
management and administration of early education and care programs

Jamella Lee – Chief People Officer at Jumpstart

**At-large Representative**

Mora Segal – Entrepreneur-In-Residence at A-Street Ventures

**At-large Representative**

The Board of Early Education and Care (BEEC) meets monthly from September to June each year. The meetings are open to the public and include 30 minutes for public testimony. During this reporting period, all Board meetings were held remotely due to the COVID19 public health emergency and meetings were made available through a live stream on the Department's YouTube channel. The Board of Early Education and Care held an in person strategic planning session in Worcester, Massachusetts on August 18, 2021.

The Department of Early Education and Care (EEC) is part of the Executive Office of Education (EOE). During this reporting period the Education Secretary was James A. Peyser, who continues to oversee the Executive Office of Education and is Governor Baker's top advisor on education. The Commissioner of Early Education and Care through this reporting period was Samantha Aigner-Treworgy.

In accordance with M.G.L. c. 15D, § 3A there is an Advisory Council on Early Education and Care (EEC Advisory Council). The EEC Advisory Council is comprised of representatives from the early childhood, K-12, and higher education sectors; civic, labor, and business communities; social service agencies; health care providers; and parent organizations. All members and appointees have a special expertise or interest in high-quality early childhood education and care. The Advisory Council may review and offer



comments on any rules or regulations before promulgation by the Board of Early Education and Care, and may, from time to time, make recommendations to the Board that it considers appropriate for changes and improvements in early education and care programs and services. EEC's Advisory Council held two virtual meetings in 2021.

Chapter 154 of the Acts of 2018 also established the Early Education and Care (EEC) Workforce Council, charged with making recommendations on professional development, higher education opportunities, and workforce strategic initiatives. The EEC Workforce Council met three times in FY20 and discussed the Department's strategic action planning process, the Massachusetts StrongStart Professional Development System, EEC's Learning Management System, the Quality Rating and Improvement System (QRIS), and workforce funding priorities.

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### *Statutory Responsibilities:*

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EEC is the lead agency for all early education and care services and funding in the Commonwealth. EEC is the state education agency for the purposes of early education and care services under federal law and is responsible for compliance with early education and care services under the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996<sup>1</sup>. EEC's statutory obligations<sup>2</sup> include:

- Licensing or approval of early education and care programs, group care facilities, adoption and placement agencies, school-aged child care programs, and temporary shelter facilities.
- Establishing provider rates and participant fees for EEC-licensed programs.
- Implementing programs and administering any related grant awards.
- Providing ongoing program monitoring to ensure quality as well as adherence to regulations and standards.
- Providing technical assistance to providers and potential providers.
- Facilitating the development of the EEC workforce and, when appropriate, providing training and Professional Development.
- Building educator pathways and maintaining a comprehensive registry of certified educators.
- Maintaining a comprehensive waitlist of children expressing interest in services.
- Providing family education and resources in English and other, commonly spoken languages when available.
- Addressing infant and toddler needs, including parent education, early literacy services, and informal developmental opportunities; and
- Stewarding federal funds for early education and care services

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<sup>1</sup>Pub. L. 104-193 <https://www.acf.hhs.gov/css/policy-guidance/personal-responsibility-and-work-opportunity-reconciliation-act-1996>

<sup>2</sup> M.G.L Chapter 15D <https://malegislature.gov/laws/generallaws/parti/titleii/chapter15d>



## 2021 ACTIVITIES AND ACCOMPLISHMENTS

### FOCUS AREA: COVID-19 RESPONSE & COMMONWEALTH CARES FOR CHILDREN (C3) CHILD CARE STABILIZATION GRANTS

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The COVID-19 pandemic presented significant challenges for all industries in the Commonwealth, and early education and care sector was no exception. EEC invested significant time and resources in 2021 to support child care programs serving children and families during these extraordinary times.

Throughout 2021, EEC continued providing important health and safety supports for programs across the state as they reopened and continued to operate through the pandemic. In February 2021, the Department launched a centralized ordering and distribution system and shipping directly to improve programs' ability to order free personal protective equipment (PPE), including masks, gloves, and sanitizer. This distribution system supported approximately 5,000 programs monthly. By the end of 2021, underwriting for these critical supplies for programs to maintain safe operations throughout COVID-19 totaled \$57 million. At the same time, EEC in collaboration with the Massachusetts Early Childhood Funder Collaborative and BayCoast Bank stood up 9 mobile COVID-19 testing sites across the Commonwealth dedicated to serving nearly 3,000 child care staff, children, and their families. These mobile PCR testing sites led to shorter wait times to test and rapid notification of results for efficient disease mitigation in care settings. Additionally, in the summer of 2021, EEC began a partnership with Neighborhood Villages to offer free weekly pooled COVID-19 testing for child care programs. Through this pooled testing initiative, 300 providers performed 10,000 weekly PCR tests for children, staff, and parents in early education and care programs.

EEC continued its efforts to stabilize, support, and grow the child care infrastructure as a key enabler of employment and economic health in the Commonwealth. In July 2021, EEC launched the Commonwealth Cares for Children Child Care Stabilization (C3) grants. Using an innovative, equity-based funding formula, EEC began distributing monthly operational stipends at meaningful levels to mitigate programs' fiscal instability due to fluctuating enrollment. The C3 formula relies on three main data points to determine grant amount:

**Licensed Capacity:** To account for program size.

**Number of Educators Working with Children:** To account for program investments in staffing structures that enable them to respond to family needs via longer or non-traditional hours, enrollment for younger children, and provision of high-quality, responsive services.

**Equity:** Using CDC's Social Vulnerability Index (SVI), a comprehensive metric that integrates 15 census data points associated with community vulnerability, EEC offers an equity adjustment that adds additional funding to those serving under resourced communities. EEC also uses a percentage of subsidized enrollment (or other documented need, such as Head Start eligibility) as an alternative metric to show that programs are serving vulnerable children if they are not in a community with a high SVI. The equity adjustment accounts for the increased cost of providing more comprehensive care to populations meeting these criteria.



In 2021, through this C3 funding mechanism, EEC distributed \$164 million to child care providers, providing critical stability to ensure availability of care and support rebuilding the child care infrastructure. The data confirms the instrumental role that the funding played in stabilizing the system and supporting re-opening: in the fall of 2021, 94% of programs participating in a C3 grant survey reported that they needed the grant for expenses in the subsequent 3 months to continue sustaining operations, and 11% indicated that without continued C3 funding they were in danger of closing in the subsequent 6 months.

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## FOCUS AREA: CHILDREN & FAMILIES

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### Child Care Financial Assistance

EEC provides financial assistance for children from eligible families to attend high-quality early education and care programs. In 2021, EEC provided subsidized care for approximately 48,000 children from birth to age 14 (up to age 16 for children with a special need) in settings across the state's mixed delivery system of child care, which includes center-based programs, family child care providers, public preschool programs, and Head Start/Early Head Start classrooms. In 2021, approximately 50% of the state's early education programs served families receiving child care financial assistance from EEC. See **Appendix A** for subsidized child care enrollment data in 2021.

The three child care financial assistance programs administered by EEC are Income Eligible Child Care, Supportive/DCF-Related Child Care, and Transitional/DTA-Related Child Care.

- The Income Eligible Child Care program provides child care financial assistance for low-income families with a service need, on a first come/first served basis. The Income Eligible Child Care Program also funds two specific types of care: (1) Teen Parent Child Care and (2) Homeless Child Care for families residing in homeless shelters affiliated with the Department of Housing and Community Development (DHCD); or in domestic violence shelters and substance abuse shelters affiliated with DCF.
- The Supportive/DCF-Related Child Care Program provides child care placements for families referred by the Department of Children and Families. EEC primarily enrolls children in Supportive/DCF-Related Child Care through contracts with providers but also through an increasing number of vouchers to meet the demand for child care in geographic areas with limited or no access to contracted programs. EEC uses this mixed delivery system to ensure compliance with the mandate to provide subsidized child care for every child referred by DCF.
- The Transitional/DTA-Related Child Care Program provides child care vouchers for families receiving Transitional Aid to Families with Dependent Children (TAFDC) cash assistance and participating in the Employment Services Program. Transitional/DTA-Related Child Care also provides continued Transitional and Post-Transitional care for families in the first 24 months after closure of their TAFDC benefits.

Throughout 2021, EEC adjusted policies to ensure continued support for families and child care providers participating in the state's child care financial assistance program. This included continuing key policies established in 2020 including:

- Subsidy payments to programs on behalf of all families who confirmed ongoing interest, even if they did not physically return to care – to ensure spaces for those families when ready.



- Paying for all parent fees through closures, the length of the state of emergency, and continuing into the recovery period – to ensure program stability in operations and family ability to continue in care despite income volatility.
- Subsidy payments based on enrollment rather than attendance – this provided stability to programs while allowing for additional absences when children were home sick or when entire classrooms had to quarantine.
- Streamlined reauthorization of subsidies for families, with extended job search periods of up to 26 weeks for families to maintain eligibility during uncertain employment periods.
- Waiver of requirement that providers charge private pay families a rate equal to or higher than the state subsidy rate.
- Closure policies that could adapt to quarantines, periodic closures, and provider illness; and
- A parent fee chart that ensures 98% of subsidized families pay a fee that is 7% of income or less, with an average fee for all families of 2.4% of income. The fee chart excludes all income below the federal poverty level from parent fee calculations, ensuring that when parent fees are reinstated, families will be better able to afford their co-pays. The rollout of the parent fee chart began in December 2021 with parents resuming payments at the new payment scale in early 2022.

#### Supports for Children and Families

In 2021, EEC supports to children and families were designed to enable families to continue or return to work and to ensure the state’s youngest learners had access to high-quality care and education.

The Administration launched the Summer Step Up Program in the summer of 2021. This \$10 million investment in 31 communities supported partnerships between public schools and community-based partners. Through the initiative, organizations offered summer programming that engaged the state’s young learners and accelerated learning, while smoothing the transition to in-person learning and promoting academic success as children entered the 2021-2022 school year. The program, administered by United Way, was part of the Administration’s statewide Summer Learning initiative.

Through the FY22 budget, which was signed into law in July 2021, EEC continued funding for several grant programs that provide families additional supports or expanded access to child care. This included \$11.5 million for locally based Coordinated Community and Family Engagement (CFCE) programs that provide child development services and resources to families with young children who are not enrolled in the formal early education and care system. Additionally, the Commonwealth Preschool Partnership Initiative (CPPI) grants received \$10 million, a \$5 million increase from the year before. This initiative, which is reported in further depth below, supports community-level collaborations between public school districts and EEC-licensed early education programs to expand access for three and four-year-old children to high quality care that meets the diverse needs of families in their communities, with a focus on children with disabilities.

#### Center-Based Child Care Rate Increases

In March 2021, the Board of Early Education and Care voted to approve a FY2021 rate increase worth \$20 million, retroactive to July 1, 2020, for center-based early education providers who receive state subsidies for child care. The funding provided a 2 percent across the board rate increase, doubled the transportation reimbursement rate to \$12 one-way and \$18 for two-way, and raised the daily add-on rate





for children in priority populations contract slots to \$20 a day. In December 2021, the Board of Early Education and Care voted to approve a FY2022 rate increase worth \$20 million, retroactive to July 1, 2021, for center-based early education providers who receive state subsidies for child care. This funding provided a 4 percent across-the-board rate increase and raised the daily add-on rate for children in priority populations contract slots to \$22 a day.

These increases, in combination with related increases provided to Family Child Care providers through the SEIU Collective Bargaining Agreement, have resulted in accumulated rate increases worth a total of \$186 million during the past seven fiscal years.

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## FOCUS AREA: CHILD CARE DEVELOPMENT BLOCK GRANT & REGULATIONS

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### Child Care Development Block Grant

In 2021, the Department continued to see substantial increases in federal funding through the Child Care Development Block Grant (CCDBG). The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) provided \$10 billion nationally in supplemental funding to CCDBG to prevent, prepare for, and respond to coronavirus. Additionally, the American Rescue Plan Act of 2021 (ARPA) provided an additional \$39 billion to CCDBG, \$24 billion of which was distributed to states to make stabilization grants directly to child care providers and the remaining \$15 billion was distributed according to the regular discretionary funding formula.

With this additional funding, the Department received allocations of \$131 million from CRRSA, \$314 million from ARPA for provider stabilization grants, and \$196 million in ARPA CCDBG Discretionary allocations. In partnership with the Legislature and Governor Baker, the Department has combined the ARPA Stabilization and the CRRSA funding with state appropriations to fund the Commonwealth Cares for Children (C3) Child Care Stabilization Grant program. This operational grant program provides all eligible early education providers in the Commonwealth who apply with baseline funding through a formula that accounts for program capacity, whether a program serves subsidized children, and the needs of the communities in which the program serves. As reported previously, the C3 program distributed more than \$164 million to providers in 2021 - both center-based and family child care providers - across the Commonwealth. C3 grant funding enabled programs to remain open, maintain licensed capacity, provide bonuses and salary increases for educators, and more.

### Regulatory Amendments

In 2021, EEC amended the Early Education and Out-of-School Time (EEOST) Capital Fund regulations at 606 CMR 15.00<sup>3</sup> to provide greater flexibility for the EEOST grant during the ongoing COVID-19 emergency. These amendments made regulatory changes that:

- Allowed EEC to change the length of the grant period
- Allowed EEC to change the timetable for grant recapture in case of default to reflect shorter grant periods

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<sup>3</sup> 606 CMR 15.00, <https://www.mass.gov/doc/606-cmr-15-early-education-and-out-of-school-time-capital-fund-program/download>



- Allowed EEC to waive the requirement for a recorded Land Use Restriction against the property receiving the EEOST grant
- Allowed EEC to waive the requirement for a recorded Mortgage Lien against the property receiving the EEOST grant

EEC promulgated emergency regulations that allowed the Department to create masking requirements in child care programs, with limited exceptions, and allowed EEC to create policies that give more flexibility for early education and out-of-school time programs to recruit, hire, and retain staff. Specifically, 606 CMR 7.00<sup>4</sup> was amended as follows:

- To permit EEC to issue policies and requirements pertaining to the prevention of serious illnesses, contagious diseases, and reportable diseases, including a requirement for personal protective equipment, and require all EEC licensed, approved, or funded programs to follow such policies and requirements.
- To provide the Commissioner of the Department with the authority to implement the educator qualifications and professional development requirements of subsections 606 CMR 7.04 and 7.09 in a way that reduces the administrative burden on programs and educators.
- To provide the Commissioner the authority to temporarily modify any educator qualifications and professional development requirements under subsections 606 CMR 7.04 and 7.09 if such modifications improve the ability of programs to hire qualified educators while maintaining the health and safety of children.
- To require that the Commissioner notify the Chair of the Board of Early Education and Care before implementing any modifications that are made pursuant to this section and state the duration of any such modification.
- To mandate that CPR training be renewed prior to the expiration date listed on the CPR certificate instead of annually.

## FOCUS AREA: PROGRAM LICENSING AND SUPPORT

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### Commonwealth Preschool Partnership Initiative

In FY2021, through the CPPI Grant program, the state-funded implementation activities in local communities to expand pre-kindergarten or preschool opportunities to children who would be eligible for kindergarten by September 2021. These funds provided the opportunity for high-needs communities that had engaged in prior planning efforts to enter a competitive bid to implement preschool expansion and local preschool quality improvement and alignment efforts, utilizing the Massachusetts Preschool Expansion Grant public-private partnership model. Nine communities in Massachusetts with significant populations of high-needs children -- Boston, Holyoke, Lawrence, Lowell, Northampton, North Adams, New Bedford, Somerville, and Springfield – were funded to expand access to high-quality full-day, full-year preschool for three- and four-year-olds through public-private partnerships between the local public school district and local EEC-licensed early learning providers. See **Appendix C** for information related to CPPI, including implementation data and CPPI grantees in FY2021

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<sup>4</sup> 606 CMR 7.00: <https://www.mass.gov/doc/606-cmr-700-regulations-for-family-group-school-age-child-care-programs/download>



### Center-Based Workforce and Family Child Care (FCC) Facilities Grants

In April 2021, prior to the establishment of the C3 grant program, EEC awarded \$30 million in operational grants to EEC-licensed child care provider to promote operational stability for programs across the Commonwealth

This included \$15 million in center-based workforce support grants that were available to all EEC-licensed and funded private programs serving subsidized children. These grants were designed to support center-based early education and care programs in addressing the challenge of retaining and recruiting qualified staff members during the COVID-19 public health emergency. Grants could target staff hazard and incentive pay, and other workforce innovations to mitigate educator stress or trauma, increase staff capacity to sustain their work, and build programs' ability to serve more children by mitigating staffing challenges.

The agency also provided \$15 million through facility grant funds to all licensed FCC providers who applied. The grants were designed to support FCC providers in conducting necessary and important capital improvements to the licensed early education and care spaces within their private residences, and to engage in health, safety, and quality improvement efforts. These efforts could target particular COVID-19 mitigation strategies, including renovations to enhance health and safety and expand licensed child care space, as well as quality improvements and payments to FCC assistants.

### Early Childhood Mental Health

The Commonwealth, through EEC, has provided funding for early childhood mental health consultation services since 2008. The Early Childhood Mental Health Consultation (ECMH) program promotes school success and healthy social-emotional development and aims to reduce the suspension and expulsion rate in early education and care settings. In FY2021, EEC awarded \$2.5 million to six agencies through the ECMH Consultation Grant program. The grantees provide mental health strategies and services that address the developmental, emotional, and behavioral challenges of young children; help promote children's success in school; and help to reduce the rate of suspensions and expulsions in early education and care settings.

Consultation services offered through ECMH grantees include general classroom/program and on-site child focused observations which may include the use of evidenced based observation tools used to identify strategies for improving the learning environment and to assess children's social-emotional and behavioral skills. Consultants meet with educators and families to discuss the strengths and needs of the classroom and/or the child and work together to develop classroom management plans and/or individualized behavior plans to support the needs of specific children. Consultants also provide on-site modeling/coaching to educators to provide guidance on how to provide appropriate responses to address challenging behaviors. If a child presents with behaviors that may require more intensive services, beyond the scope of consultation, the consultants will assist programs and families in locating and accessing appropriate additional services, which may include Early Intervention, special education services and/or behavioral health services through a community-based mental health service provider

In 2020, EEC added a tiered model approach to triaging supports offered to early care and education programs through the ECMH network in order to better ensure that appropriate interventions are



provided to programs; this tiered model approach continued in 2021. The tiered model allows intake coordinators to triage referrals to provide the best promotion, prevention, and resources to early education and care programs. The tiered model of supports includes the following elements at each tier:

- a. Tier I: Trained staff conduct phone interviews developed by the ECMHC grantee to gather information about the issue and provide strategies and resources based on the need.
- b. Tier II: Trained staff provide short term technical assistance in developmentally appropriate and/or social-emotional supports for behaviors described by the program as more serious and/or where teacher frustration is high.
- c. Tier III: Early Childhood Mental Health Consultants provide support to the program in situations where the behavior identified is frequent and extreme and/or identified trauma history or multi-system involvement is required.

#### *Positive Behavior Supports for Improving Social-Emotional Skills and Relationships*

In further support of EEC's effort to reduce expulsion rates, in 2017 EEC began implementing a Preschool Positive Behavior Supports initiative using the Pyramid Model design (PBS Pyramid Model). The PBS Pyramid Model is designed to provide resources to early education programs such as coaching and professional development on behavioral health, trauma, equity, and social-emotional wellness that supports children and reduces educator turnover. The PBS Pyramid Model framework of evidence-based practices includes:

- Strategies for building relationships with families to engage and include them in decisions around inclusion and supporting positive social emotional and behavioral skills for their child(ren).
- Strategies, resources, and tools for developing appropriate practices for promoting inclusive settings and developing curriculum to meet the diverse needs of young children.
- Ways to build community connections to support children and families who attend multiple settings and sectors to ensure continuity of care.

In 2021 EEC and the Department of Elementary and Secondary Education (DESE) continued to bring the PBS Pyramid Model strategies in programs across the Commonwealth, creating linkages across community-based programs and school districts. In FY2021, there were 90 Pyramid Model implementation sites, including 32 school districts and 58 early childhood programs. Four implementation sites were working towards a community-wide approach during the 2020-2021 year. Through this initiative, EEC and DESE offer professional development opportunities in the following areas: equity in supporting children of color, use of language in fostering social-emotional development, and tools that support fidelity to the Pyramid Model. DESE and EEC sponsored ongoing external evaluations of the Pyramid Model initiatives to assess the quality and effectiveness of the professional development, fidelity of program-wide and classroom implementation, and outcomes for children. The Pyramid Model Consortium became part of the EEC StrongStart Training and Technical Assistance Grant to help build capacity within the Commonwealth to implement the Pyramid Model in more early education programs.

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#### **FOCUS AREA: WORKFORCE DEVELOPMENT**

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EEC's work in 2021 continued to focus on stabilizing the early education and care system and enhancing the quality of services throughout the system through resources and supports to increase educators' competencies, promote educator retention, and improve program quality.

#### Career Pathways

In 2020, the Career Pathways program was created to support Department partnerships with community colleges in order to provide greater access to higher education for early educators and recruiting more and diverse early educators to enroll in their programs including by supporting early educators in new, enhanced, and comprehensive instructional methods; and providing coursework that aligns with EEC's revised core competencies and future career ladder and credentialing pathway. Through dedicated funding in the state budget, each of the state's fifteen community colleges offers a Career Pathways program in Early Childhood Education that leads to professional certification or degree attainment. In 2021, the Career Pathways grant provided 4,364 students with tuition assistance or wraparound supports. Between Fall 2019 - Fall 2021 approximately 7,071 unique students received support through the Career Pathways grant, with an average of 1,596 students served each semester. Based on qualitative interview data, enrollment was impacted by COVID -19.

#### Early Childhood Educator Scholarships

The state's Early Childhood Educator (ECE) Scholarship Program was funded as a pilot initiative by the Legislature in 2005 for the purpose of increasing early educators' access to higher education and to support them in attaining college degrees. The ECE Scholarship Program provides financial assistance to early education and care and out-of-school time providers working in EEC-licensed or licensed-exempt programs who are pursuing an associate's, bachelor's, or master's degree in early childhood education at 50 colleges and universities in Massachusetts. The ECE Scholarship is jointly administered by EEC and the Department of Higher Education's Office of Student Financial Assistance. The application period for the 2021-2022 ECE Scholarship Program opened in April 2021. In total, 317 educators were approved for a scholarship that funds the cost of up to six credits in the fall 2021 term and up to six credits in the spring 2022 term.

#### Professional Pathways Initiative

In November 2021, EEC launched a new workforce initiative, in partnership with Neighborhood Villages, called Professional Pathways. The Professional Pathways program serves as navigation hub for educators to access preparatory and career advancement coursework, as well as for MassHire Boards to direct prospective job candidates and programs to enroll cohorts of prospective staff. It is a cost-free resource that supports early educators with attaining teacher credentials and launching careers in early education and care. Since the program's inception it has served 599 educators.



APPENDICES

**Appendix A: Subsidized Child Care Enrollment Data**

Number of Children Receiving EEC-Subsidized Child Care by Age and Funding Type in 2021

Age Group	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21
Infant	1,591	1,671	1,814	1,897	1,967	2,117	2,146	2,231	2,571	2,646	2,662	2,511
Toddler	6,885	6,888	7,046	7,026	7,093	7,155	7,187	7,372	7,709	7,920	8,055	8,101
Preschool	14,632	14,472	14,655	14,805	14,927	15,253	15,331	15,467	16,079	15,910	16,074	15,980
School Age	20,345	20,414	20,839	21,300	21,210	23,630	24,083	24,532	22,847	20,609	21,085	21,575
<b>Total</b>	<b>43,453</b>	<b>43,445</b>	<b>44,354</b>	<b>45,028</b>	<b>45,197</b>	<b>48,155</b>	<b>48,747</b>	<b>49,602</b>	<b>49,206</b>	<b>47,085</b>	<b>47,876</b>	<b>48,167</b>

Child Care Account	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21
DCF-Related Care	9,920	9,812	9,927	10,037	10,138	10,950	11,266	11,385	11,079	10,470	10,516	10,461
DTA-Related Care	7,333	6,986	7,027	7,084	7,059	7,411	7,473	7,580	7,569	7,350	7,448	7,508
Income Eligible	26,200	26,647	27,400	27,907	28,000	29,794	30,008	30,637	30,558	29,265	29,912	30,198
<b>Total Children</b>	<b>43,453</b>	<b>43,445</b>	<b>44,354</b>	<b>45,028</b>	<b>45,197</b>	<b>48,155</b>	<b>48,747</b>	<b>49,602</b>	<b>49,206</b>	<b>47,085</b>	<b>47,876</b>	<b>48,167</b>

**Appendix B: Preschool Age Children in Massachusetts and Universal Pre-Kindergarten Implementation**

Selected Data on Preschool Age (birth through 5) Children in Massachusetts

Massachusetts Children aged birth through 5, 2021: **372,053<sup>5</sup>**

Massachusetts Children aged birth through 5 with all parents working, 2021: 273,915<sup>6</sup>

Massachusetts Children aged birth through 5 living in poverty (with household income <100% FPL), 2021: 53,129<sup>7</sup>

Massachusetts Children 3 through 5 years old enrolled in special education, 2018-19: **9,177<sup>8</sup>**

Massachusetts Children birth through 3 with an Early Intervention IFSP, 2021: **21,783<sup>9</sup>**

TAFDC Active Cases with Children aged 3 through 5 (2021 average): **9,994<sup>10</sup>**

<sup>5</sup> Does not include 5-year-old children already in kindergarten. Source: 3Si (Third Sector intelligence) via U.S. Census 2021

<sup>6</sup> Does not include 5-year-old children already in kindergarten. Source: 3Si (Third Sector intelligence) via U.S. Census 2021

<sup>7</sup> Does not include 5-year-old children already in kindergarten. Source: 3Si (Third Sector intelligence) via U.S. Census 2021

<sup>8</sup> Source: Data as of Oct 1, 2021 from <https://www.doe.mass.edu/infoservices/reports/enroll/default.html?yr=sped2022>

<sup>9</sup> Source: <https://sites.ed.gov/idea/files/MA-C-SPP-FFY20.docx>

<sup>10</sup> Source: Massachusetts Department of Transitional Assistance



**Appendix C: FY 2021 CPPI Grantees and Award Amounts**

Grantee Name	Number of Classrooms Funded	FY2021 Award	Grant Partners
<i>Cohort 1</i>			
Boston Public Schools <sup>11</sup>	5	\$500,000	<ul style="list-style-type: none"> <li>• ABCD, Inc.</li> <li>• Boys and Girls Club of Dorchester</li> <li>• Ellis Memorial</li> </ul>
Lowell Public Schools	10	\$625,000	<ul style="list-style-type: none"> <li>• Lowell Public Schools</li> <li>• Little Sprouts</li> <li>• Community Teamwork</li> <li>• Greater Lowell Family YMCA</li> </ul>
New Bedford Public Schools	10	\$625,000	<ul style="list-style-type: none"> <li>• New Bedford Public Schools</li> <li>• Little People's College</li> <li>• North Star Early Learning</li> <li>• P.A.C.E Head Start</li> <li>• YMCA South Coast</li> </ul>
North Adams Public Schools	2	\$335,000	<ul style="list-style-type: none"> <li>• North Adams Public School</li> <li>• Child Care of the Berkshires</li> </ul>
Somerville Public Schools	13	\$625,000	<ul style="list-style-type: none"> <li>• Elizabeth Peabody House</li> <li>• Somerville YMCA</li> <li>• Dandelion Montessori</li> <li>• Community Action Agency of Somerville Head Start</li> <li>• Open Center for Children</li> <li>• Bigelow Cooperative Daycare</li> <li>• Pooh and Friends Child Care</li> <li>• Tree House Academy</li> </ul>
Springfield Public Schools	4	\$625,000	<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• Square One</li> <li>• YMCA of Greater Springfield</li> </ul>
<i>Cohort 2</i>			
Holyoke Public Schools	3	\$625,000	<ul style="list-style-type: none"> <li>• Valley Opportunity Council</li> </ul>
Lawrence Public Schools	10	\$625,000	<ul style="list-style-type: none"> <li>• Greater Lawrence Community Action</li> <li>• The Community Group</li> </ul>
Northampton Public Schools	7	\$625,000	<ul style="list-style-type: none"> <li>• Northampton Public Schools</li> <li>• Community Action Head Start and Early Learning Center</li> <li>• Smith Child care Center</li> <li>• Meadowlark Child care Center</li> </ul>
<b>Total</b>	<b>64</b>	<b>\$5,210,000</b>	

<sup>11</sup> These numbers do not include 23 classrooms using a similar model funded solely by the Boston Mayor's Office.



**Appendix D: Mental Health Consultation Grant Information**

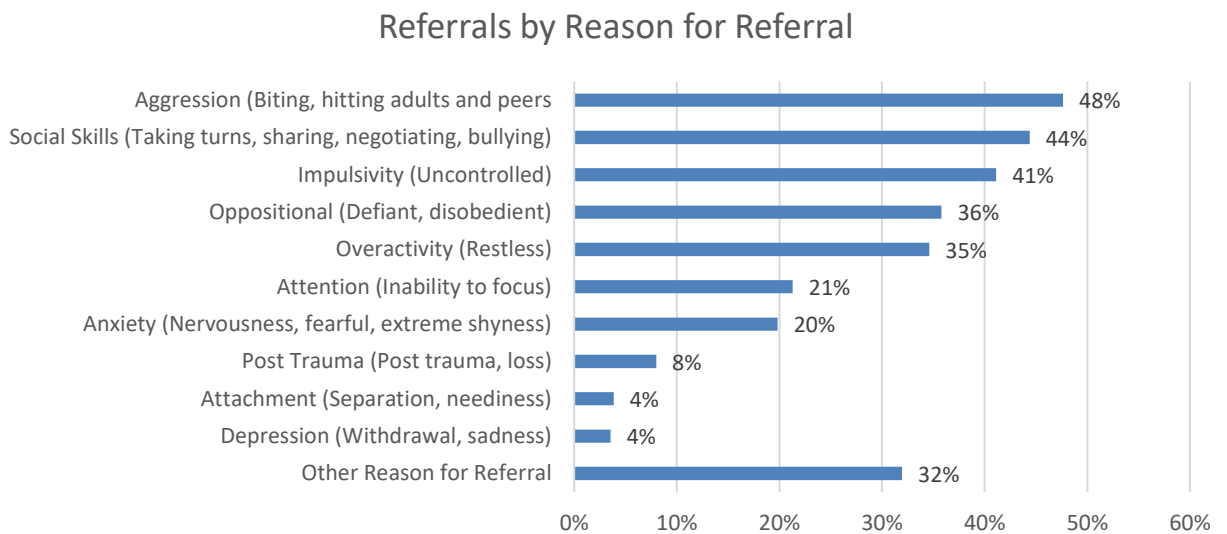
In FY2021, EEC competitively awarded the Early Childhood Mental Health grants to six agencies:

Grantees	Award	Region	Cities/Towns
Behavioral Health Network	\$495,621	Western	102
Community Healthlink	\$364,572	Central	65
Enable, Inc.	\$283,347	Northeast, Metrowest, Southeast	47
Justice Resource Institute	\$473,129	Southeast, Cape and Islands	69
MSPCC	\$630,239	Northeast	63
The Home for Little Wanderers	\$253,092	Metro Boston	5
<b>Total</b>	<b>\$2,500,000</b>		<b>351</b>

Below are data on the Early Childhood Mental Health (ECMH) Grant program that reflect services provided during the fall of 2021:

Most children who received child/family-focused referrals were identified with more than one behavioral challenge. The top 5 reasons for referral include aggression, social skills, impulsivity, oppositional behavior, and overactivity. See the table below for the distribution of reasons for child/family focused referrals.

**Figure 1. Behavioral issues identified as the reason(s) for referral**

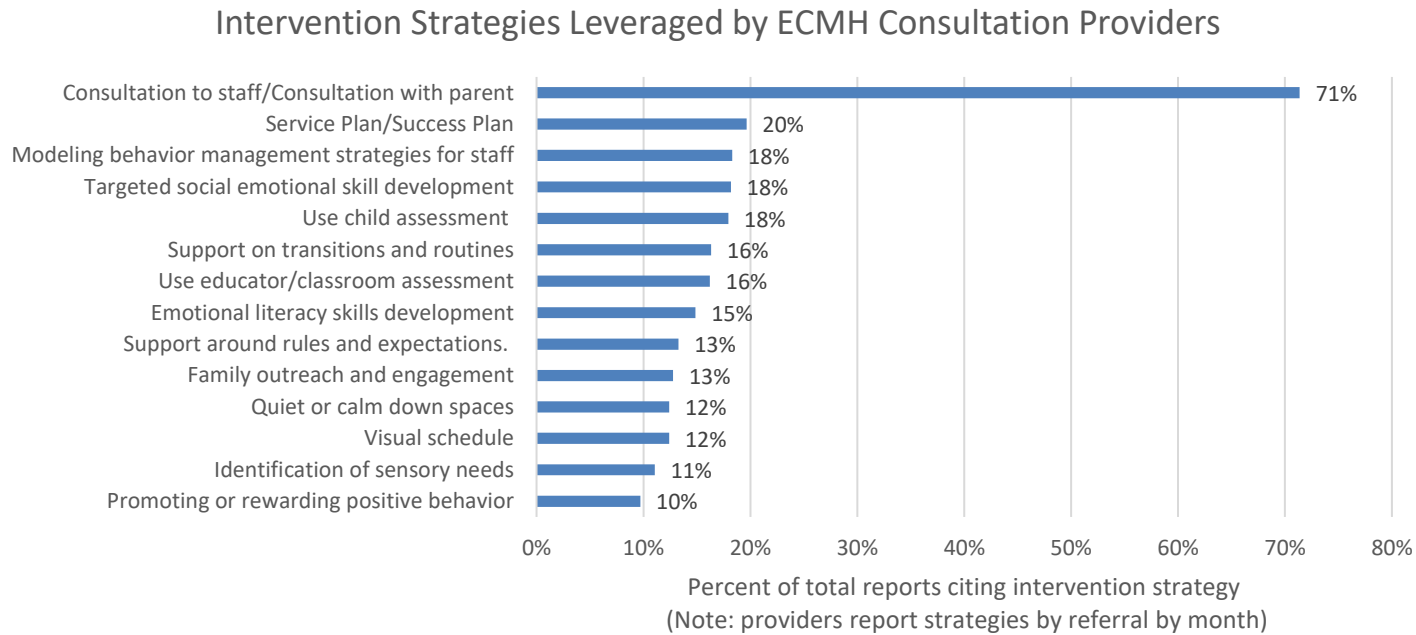


ECMH clinicians focus on intervention strategies to support child social-emotional development. Intervention strategies are relational, individualized, strengths-based, developmentally grounded, and culturally informed. Below are the intervention strategies used by the ECMH consultation providers in 2021.

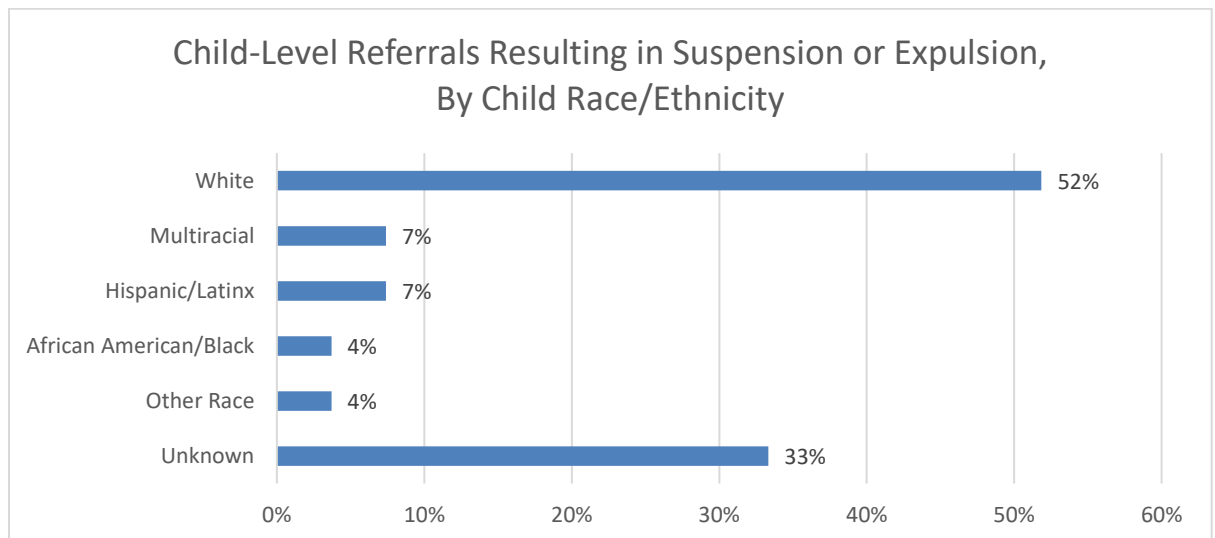




Figure 2. Types of intervention strategies



Of the 27 referrals resulting in suspensions/expulsions, the following figure depicts the racial/ethnic breakdown<sup>12</sup> of children who received at least one suspension and/or expulsion during the fall of 2021:



<sup>12</sup> Note: Because children can identify in multiple racial/ethnic groups, these categories are not mutually exclusive.



**Appendix E: Early Education and Care Workforce Council Members as of 2021**

Statutory Representatives	Organization	EEC Workforce Council Member
Members Appointed by Speaker of the House	Massachusetts House of Representatives	Christine Barber
		Alice Peisch
		Michele Lisio, Senior Advisor, Speaker Mariano
Member Appointed by House Minority Leader	Massachusetts House of Representatives	Lauren Mullins
Members Appointed by Senate President	Massachusetts Senate	Michael Moore, Senator
		Jill Dixon, President, Taly Foundation
		Lesley Kinney, Suburban Athletic & Child
Member Appointed by Senate Minority Leader	Massachusetts Senate	MJ Byrnes
Commissioner of Higher Education	Department of Higher Education	Winnie Hagan, Associate Commissioner for Academic Affairs and Student Success
Secretary of Labor and Workforce Development	Executive Office of Labor and Workforce Development	Jennifer James, Undersecretary, Workforce Development
Massachusetts Association of Early Education and Care (MADCA)	MADCA	Stephen Huntley, President of the Board of Directors, MADCA
Executive Office of Community Colleges	Massachusetts Association of Community Colleges	Lisa Huyghe, Director of Workforce Development
President of Community College	Mass Bay Community College	David Podell, President, MassBay Community College
Massachusetts Head Start Association	Massachusetts Head Start Association	Michelle Haimowitz, Executive Director
Massachusetts Association for the Education of Young Children	Massachusetts Association for the Education of Young Children	Sarah Sian, President, MAAEYC (Massachusetts Association for the Education of Young Children)
Massachusetts Association of Early Childhood Teacher Educators	Massachusetts Association of Early Childhood Teacher Educators	Sandra McElroy, President
Massachusetts Business Alliance for Education	Massachusetts Business Alliance for Education	James Mikolowsky, Director of Policy
Strategies for Children/Early Education for All	Strategies for Children/Early Education for All	Amy O'Leary, EEA Campaign Director Marisa Fear
YMCA Alliance of Massachusetts	YMCA Alliance of Massachusetts	Kate-Marie Roycroft
United Way of Massachusetts Bay	United Way of Massachusetts Bay and Merrimack Valley	Karley Ausiello, Senior Vice President for Community Impact
Massachusetts Business Roundtable	Massachusetts Business Roundtable	J.D. Chesloff, Executive Director
Alliance for Business Leadership, Inc.	Alliance for Business Leadership, Inc.	Saskia Epstein
SEIU FCC Representative		TBD
FCC Provider Selected by Commissioner		TBD



## **Appendix F: Regulations on Civil Fines and Sanctions**

**606 CMR 10.12: Sanctions** - A Parent determined by the EEC to have committed Substantiated Fraud or an Intentional Program Violation shall have a period of disqualification from eligibility for each child the Parent is authorized for pursuant to the following:

(1) Non-payment of Fees<sup>13</sup>. If a Parent is determined to be in violation of the fee obligation pursuant to 606 CMR 10.03(2), the Child Care Subsidy shall be terminated until the unpaid balance is paid in full. After that time, the Parent is eligible to return to care if allowable under 606 CMR 10.10 (4) or (5) or is eligible to return to the waitlist in accordance with 606 CMR 10.04, or pursuant to the applicable Referral in accordance with 606 CMR 10.05 and 10.06.

(2) First Offense of IPV or Third Offense of Non-payment of Fees. If a Parent is determined to have committed an IPV (other than non-payment of fees) or a third offense of non-payment of fees, then the Parent shall receive a warning notification putting the Parent on notice that subsequent offenses will result in disqualification.

(3) Second Offense of IPV or Fourth Offense of Non-payment of Fees. If a Parent is determined to have committed a second IPV (other than non-payment of fees) or a fourth offense of non-payment of fees, then the Parent shall be disqualified from eligibility until the debt is repaid or for a period of 12 months from the date of termination, whichever is greater. After that time the Parent is eligible to return to the waitlist in accordance with 606 CMR 10.04 or, pursuant to the applicable Referral, in accordance with 606 CMR 10.05 and 10.06.

(4) Third Offense of IPV or Fifth Offense of Non-payment of Fees. If a Parent is determined to have committed a third IPV (other than non-payment of fees) or a fifth offense of non-payment of fees, then the Parent shall be disqualified from eligibility until the debt is repaid or for a period of 24 months from the date of termination, whichever is greater. After that time the Parent is eligible to return to the waitlist in accordance with 606 CMR 10.04 or, pursuant to the applicable Referral, in accordance with 606 CMR 10.05 and 10.06.

(5) Fourth or More Offense of IPV, Substantiated Fraud, or Sixth or More Offense of Non-payment of Fees. If a Parent is determined to have committed a fourth or more IPV (other than non-payment of fees), or a sixth or greater offense of non-payment of fees, or Substantiated Fraud, the Parent shall be disqualified from eligibility until the debt is repaid or for a period of 36 months from the date of termination, whichever is greater. After that time the Parent is eligible to return to the waitlist in accordance with 606 CMR 10.04 or, pursuant to the applicable Referral, in accordance with 606 CMR 10.05.

(6) A Parent with an active TAFDC case in accordance with 606 CMR 10.05(4)(a) shall be exempt from the termination or disqualification sanctions during the period his or her TAFDC case remains open or through the end of their eligibility period under 606 CMR 10.05(4)(a), whichever is later.

(7) A Parent with an active DCF Referrals pursuant to 606 CMR 10.06 will be exempt from the termination or disqualification sanctions during the period the Parent receives DCF-related child care pursuant to 606 CMR 10.06(4).