
*Massachusetts Department of Early
Education and Care*

*Annual Legislative Report
FY2010*

Submitted February 15, 2010



TABLE OF CONTENTS

Introduction.....	3
FY2010 Context	4
Strategic Direction: Quality.....	27
Strategic Direction: Family Support, Access and Affordability.....	54
Strategic Direction: Workforce.....	74
Strategic Direction: Communications.....	86
Strategic Direction: Infrastructure.....	92
Appendices	100

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. Specifically, EEC is required to submit an annual report, which includes, at a minimum, the following topics:

- Progress in achieving goals and implementing programs authorized under M.G.L. c. 15D;¹
- Progress made towards universal early education and care for pre-school aged children;²
- Progress made toward reducing expulsion rates through developmentally appropriate prevention and intervention services;³
- Behavioral health indicators:⁴
 - Estimates of annual rates of preschool suspensions and expulsions;
 - Types and prevalence of behavioral health needs of children served by the Department;
 - Racial and ethnic background of children with identified behavioral health needs;
 - Existing capacity to provide behavioral health services; and
 - Analysis of best intervention and prevention practices, including strategies to improve delivery of services and to improve collaboration of services.
- Rules and regulations promulgated by the Board related to civil fines and sanctions, including the types of sanctions and the amount of the fines;⁵ and
- 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.⁶

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. (See Appendix A for the Legislative reporting language.)

Accomplishments and activities in this report are from the time period February 2009 – February 2010.

¹ See M.G.L. c. 15D, § 3(g)

² See M.G.L. c. 15D, § 3(g)

³ See M.G.L. c. 15D, § 3(g)

⁴ See M.G.L. c. 15D, § 3(g)

⁵ See M.G.L. c. 15D, § 10

⁶ See M.G.L. c. 15D, § 13(d)

FY2010 Context

There are several monumental events which set the context for the Department's work over this past year. First is the American Recovery and Reinvestment Act of 2009 (ARRA), an unprecedented investment in the American economy. Second, in February 2009, EEC welcomed a new Commissioner – Dr. Sherri Killins. Other events during the year which shaped the environment include transitions in the Board membership, 9C Budget reductions, the Board's votes throughout the year, an EEC Board retreat, and an Education Commissioners retreat.

American Recovery and Reinvestment Act of 2009 (ARRA)

President Obama enacted the American Recovery and Reinvestment Act of 2009 in mid-February 2009. This provided an unparalleled one time investment in the American economy. The federal economic stimulus package contained significant resources for the early education and care and after school and out of school time field. There are three primary sources of funding in the bill relating to early education and care:

- **Child Care Development Block Grant (CCDF):** Nationally, ARRA provides \$2 billion in funding for CCDF to support child care financial assistance. Of these funds, Massachusetts is receiving \$23.97 million, or an additional 23% over its FY2009 CCDF allotment (\$102 million).
- **Head Start & Early Head Start:** Nationally, ARRA provides \$2.1 billion for Head Start and Early Head Start. Of these funds, we anticipate that Massachusetts will receive an additional \$10.1 million for Head Start and Early Head Start.
- **Individuals with Disabilities Education Act (IDEA):** Nationally, ARRA provides \$500M to help states serve children with disabilities and special needs age two and older. Of these funds, Massachusetts is receiving \$10.2M.

In addition to these primary sources, EEC has worked with the Executive Office of Education (EOE) to compete for additional opportunities such as Race to the Top, State Longitudinal Data Systems Grant, and the Early Learning Challenge Grant.

A core responsibility of spending the ARRA funds has been to ensure transparency throughout the process. As part of EEC's evaluations of the proposals for the use of stimulus funds, EEC is using the decision screen developed by the Board as part of the strategic planning process. The criteria are as follows:

- Adds value to the lives of children and families
- Consistent with the strategic plan and our values
- Contributes to a comprehensive, integrated education system
- Responsive to the field
- Grounded in data and research
- Clearly defined and the impact is clearly understood
- Feasible, realistic and responsive
- Addresses issues of diversity and equity
- Innovative
- Appreciates the broader political environment
- Improves effectiveness

Other general guidance, provided by EEC's advisory team and other stakeholders include the following:

- Funding is available on a two year basis only
- Should expand, not supplant existing budgeted and appropriated funding and efforts (maintenance of effort)
- Expenditures should be directly tied to stimulating economic activity/creating and protecting jobs
- Funds will be spent with transparency and accountability
- Funds will be used to continue advancing reforms in the system for (quality, workforce and professional development, family support, access and affordability,)
- Where applicable, funding will be subject to existing rules and regulations governing funding source with additional specific guidance yet to be provided by relevant federal agencies
- We will struggle to balance access and quality efforts to continue to position our continued growth when the economy returns

Commissioner Killins then, through a public process, solicited ideas and proposals for help to inform the development of a plan, which would be crafted in such a way that funding could be expended quickly when it arrived. Suggestions and ideas were further evaluated based on the following:

- ability to collect baseline data and track results,
- short-term needs or continuous funding which adds to the base, and
- ability to achieve measureable outcomes.

All final proposal initiatives submitted to the Board for approval were consistent with the Board's strategic plan and furthered the agenda to which the agency was committed.

See Appendix B for Summary of ARRA Projects Approved and Proposed for CCDF Funds.

EEC Welcomes Commissioner Killins

In February 2009, after a nationwide search, EEC welcomed a new Commissioner – Dr. Sherri Killins. Dr. Killins has worked as an advocate for children and families in a variety of ways for more than 20 years, both as a provider of direct care and in leadership roles on issues relating to children and families. From 2006 to 2009, Dr. Killins worked at the Annie E. Casey Foundation, an organization that promotes “public policies, human-service reforms, and community supports that more effectively meet the needs of today’s vulnerable children and families.” She held several roles in the Foundation. Her final position was serving as Vice President for Human Development and Operations. Prior to her work with the foundation, she served as the founding President/CEO of the New Haven Empowerment Zone, was a mayoral candidate in New Haven, Connecticut, and led operations and programs for both the Empowerment Zone Corporation and the Family Preservation Initiative of Baltimore. Dr. Killins holds a nursing degree from the University of Pittsburgh, a master's of administrative science from Johns Hopkins University, and a doctorate in counseling psychology from the University of Sarasota.

EEC Board

EEC's Board members are as follows:

Jondavid "J.D." Chesloff, Chairperson
Deputy Director, Massachusetts Business Roundtable
Appointed as business representative with demonstrated interest in education

Paul Reville
Secretary, Executive Office of Education

JudyAnn Bigby, M.D. (*Designee: Marilyn Anderson Chase*)
Secretary, Executive Office of Health and Human Services

Elizabeth Childs, M.D.
Appointed as psychologist recognized for research in field of educational psychology

Julie P. Culhane, Ph.D.
Appointed as expert in program evaluation and early childhood assessment

Carol Craig O'Brien
Early Childhood Coordinator, Town of Westwood
Appointed as the early education and care teacher

Chi-Cheng Huang, M.D.
Boston Medical Center
Appointed as a parent of a child receiving early education and care services

Sharon Scott-Chandler, Esq.
Executive Vice President, Action for Boston Community Development
Appointed as early education and care provider with management & administrative experience

Orlando Isaza
Senior Program Officer, Community Foundation of Western MA; *At-large Representative*

Mary Pat Messmer
Executive Director of Cape Cod Child Development; *At-large Representative*

In October 2009, Lynson Moore Beaulieu, Director of Programs and Strategic Leadership at the Schott Foundation for Public Education, stepped down as an at-large member of the Board of Early Education and Care. In January 2010, Sharon Scott Chandler stepped down as Chair of the Board and JD Chesloff was appointed to fill this position.

EEC Board Votes

EEC's Board meets monthly, except in the summer. The meetings are open to the public and 30 minutes is made available at the beginning of every meeting for public testimony. In February 2009, the Board established three subcommittees, which also meet monthly: Policy and Programs, Fiscal and Budget, and Planning and Evaluation. The board holds most meetings in Boston, however, this past year held meetings in Greenfield, April 09; Hyannis June 09 and; Springfield, October 09; to allow for participation of stakeholders across the state. The following table details the votes and actions the Board took over this past year:

Table: Summary of Board Votes and Discussion February 2009 – February 2010

DATE	POLICY ISSUE	VOTE	SUMMARY OF VOTE TAKEN	STRATEGIC DIRECTION
February 10, 2009	Establish Board Committee Charges – Discussion and Vote • Policy and Programs • Fiscal and Budget • Planning and Evaluation	X	The Board voted to approve the three Board Committee Charges, as presented.	Infrastructure
	Unified Information Technology System Development: Project Overview – Presentation and Discussion		Discussion	Infrastructure
	Board Five Year Strategic Plan - Discussion and Vote	X	The Board voted to approve the Department’s strategic plan, and authorized the Commissioner to submit the strategic plan to the Secretary of Education for review and approval.	Communications
	EEC Budget/Legislative Reporting Requirements – Discussion and Vote Planned		Discussion/No Vote	Infrastructure; Communications
March 10, 2009	EEC Consolidated Legislative Report -- Presentation, Discussion and Vote	X	The Board voted to approve the proposed EEC FY09 consolidated legislative report, and authorized the Department to submit the consolidated report to the Legislature, as presented.	Infrastructure; Communications
	EEC Child Care Regulations Reform -- Update on Public Comment and Discuss Implementation Plan		Discussion	Quality
	FY2010 Grant Planning -- Presentation and Discussion		Discussion	All

DATE	POLICY ISSUE	VOTE	SUMMARY OF VOTE TAKEN	STRATEGIC DIRECTION
April 14, 2009	Infrastructure – Discussion State Advisory Council for Head Start Advisory Council Appointments		Tabled	Infrastructure
	Child Care Regulation Reform - Discussion and Vote to Promulgate	X	The Board voted to approve the Department’s revised and restructured licensing regulations governing family child care, group child care, and school age child care programs, as presented with the three changes recommended by the Program and Policy Committee relating to children’s oral health, safe fall zones for outdoor play and professional development requirements, and that the Board further authorized the Commissioner to submit the proposed regulations to the joint committee on education and the house and senate committees on ways and means at least 60 days prior to promulgation, as required by Chapter 15D, sections 3(f) and 8(a), and further authorized the Commissioner to file the revised and restructured regulations with Secretary of the Commonwealth, in accordance with M.G.L. c. 30A, for publication and promulgation by January 1, 2010	Quality
	Planning for American Reinvestment and Recovery Act (ARRA) Funding – Update and Discussion	X	The Board voted to approve that up to \$2.5 Million of the Child Care Development Block Grant Funds received through the American Recovery and Reinvestment Act (ARRA) be used for the purpose of providing “Summer Only” child care financial assistance to the children of working families, subject to appropriation and allotment. It was further voted that the Board authorize the Commissioner to develop and submit a plan that meets specific policy objectives to the Secretary of Education for consideration.	Family Support, Access and Affordability

DATE	POLICY ISSUE	VOTE	SUMMARY OF VOTE TAKEN	STRATEGIC DIRECTION
	Planning for FY2010 EEC Grant Awards – Discussion and Vote Local Planning and Coordination Professional Development/Accreditation UPK Continuation Grant Criteria	X	Presentation regarding policy objectives and criteria for grants to be awarded by EEC in areas of Coordinated Local Family Access and Community Supports; UPK Continuation; and Professional Development and Accreditation. The Board voted to approve the Department’s policy objectives and guidelines, as detailed in the presentation, for the award of grants in fiscal year 2010.	Quality; Family Support, Access and Affordability
	Child Care and Development Fund (CCDF) State Plan – Discussion		Discussion	Infrastructure; Communications
May 12, 2009	Rosie D. Childhood Behavioral-Health Issues (with Emily Sherwood, Director, Children's Behavioral Health Interagency Initiatives) – Discussion		Discussion	Quality
	Residential, Adoption and Foster Care, Licensing: EEC Roles and Responsibilities – Discussion		Discussion	Quality

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	American Recovery and Reinvestment Act (ARRA) Policy and Cost Recommendations - Discussion and Vote	X	The Board voted that all future Board approvals of ARRA funding proposals shall (1) require the inclusion of planning and documentation components to address that ARRA funding is one time funding and is time limited; and (2) require the Department to follow all administrative requirements, including submission of all proposals for approval to EOE prior to submission to the Governor's Office of Administration and Finance (ANF). The Board voted to table the discussion of the proposed ARRA enhanced job retention initiative to allow the Board's Policy and Programs Committee an opportunity to further discuss and refine the recommendations. The Board then voted to approve that (1) up to \$250,000 of the \$2.5 million of CCDF ARRA funds previously approved by the Board for "summer only" child care financial assistance be used for the purpose of initiating a statewide training and technical assistance grant to support partnerships between public schools and school age child care programs to deliver intentional summer and out of school time learning promotion opportunities; and (2) up to \$250,000 of the Child Care Development Block Grant ARRA Funds be used for the purpose of providing incentive grants to local communities to develop an integrated and coordinated family and community engagement infrastructure.	Infrastructure; Quality
	Child Care Development Block Grant (CCDF) State Plan - Discussion and Vote	X	The Board voted to authorize the Commissioner to solicit public comment, in accordance with federal regulatory requirements, on the Department's proposed CCDF State Plan, subject to approval of the final plan by the Board.	Infrastructure; Communications

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	Infrastructure: A. State Advisory Council on Early Education and Care - Per Chapter 215 of the Acts of 2008 - Discussion and Vote B. State Advisory Council Development - Per Head Start Act of 2007- Discussion	X	Presentation by the Commissioner in which she presented sixteen individuals for appointment to the Advisory Council. The Board voted to approve the individuals recommended by the Commissioner to be appointed as members of the state Advisory Council on Early Education and Care.	Infrastructure
June 9, 2009	Vote on 2010 Meeting Schedule -- Vote	X	The Board approved the FY10 Board Meeting Schedule, subject to the following amendments: 1) that the September board meeting be held on September 15, 2009.	Infrastructure
	FY2010 State Budget - Discussion House and Senate Budget Recommendations - Discussion Board Preferences Conference Committee – Vote	X	The Board voted to approve the budget recommendations of the Department for FY2010 as presented and to present same to the Joint Conference Committee.	Infrastructure
	American Recovery and Reinvestment Act (ARRA) - Discussion Job Retention – Discussion		Tabled	Family Support, Access and Affordability
	Provider Market Price Study – Discussion		Tabled	Family Support, Access and Affordability
	Child Care Development Block Grant (CCDF) State Plan - Discussion and Vote	X	The Board voted to approve the Department’s CCDF State Plan for federal fiscal years 2010-2011 and authorized the Commissioner to submit the plan to the Administration for Children and Families.	Infrastructure; Communications
September 15, 2009	Election of Vice-Chair- Nomination and Vote	X	JD Chesloff was nominated as a candidate to serve as Vice-Chair of the Board of EEC. The Board approved the nomination.	Infrastructure
	System Capacity Report – Discussion and	X	In accordance with § 85 of Ch. 215 of the Acts of 2008, EEC	Communications

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	Vote		presented its system capacity report, in line with the 5 strategic directions, to the Board for approval and submission to the Legislature. The Board unanimously approved the report and authorized its submission.	
	American Recovery and Reinvestment Act (ARRA) - Allocation of \$8.1M to Special Populations (Preschoolers Aging-Up to School-Age Programs) – Discussion and Vote	X	Based on feedback from the Advisory Council and the Policy and Program Committee to focus on families the most vulnerable to job loss, and to prioritize children already in care (aging up), families already in care (siblings), and age groups with the highest wait list numbers (infants and school age), Commissioner Killins presented a proposal for ARRA funding recommending \$4.9 and up to \$8.1 of ARRA funds to support existing Income Eligible preschool children aging up into school age programs for FY10 and FY11. The Board unanimously approved the proposal and authorized EEC to submit the proposal to EOE and ANF for approval.	Family Support, Access and Affordability
	Use of ARRA Funds to Develop Infant and Toddler Early Childhood Program Standards and Guidelines for Learning Experiences – Discussion; No Vote		EEC introduced a proposal to use \$50,000 of ARRA funds to hire a consultant to draft new standards and guidelines for infants and toddlers. The proposed guidelines and standards will be aligned with the Preschool Standards and Guidelines for Learning Experiences to create a continuum that addresses the developmental needs of children, birth to age 5. EEC noted that it could take 60 days to develop a proposal and up to 6 months to secure funding for this initiative.	Quality
	Budget: FY2009 Closure and FY2010 Framework – Discussion; No Vote		EEC highlighted the fact that it only had to revert ~ 1% of its FY2009 appropriation to the General Revenue Account. EEC then summarized the FY2010 proposed spending plan, to be submitted September 23rd to ANF, discussing updated caseload projections, FY2010 anticipated expenditures and deficiencies, as well as the upcoming “9C” exercise, which requires EEC to propose \$1.4M in “9C” reductions to FY2010 appropriations. EEC stressed the importance of assigning guiding principles when addressing budgetary matters in general and concluded that FY2011 promises to be a tight	Communications

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			year that requires extreme cuts.	
	Provider Market Price Study – Discussion; No Vote		EEC presented its findings from the 2009 Market Rate State, which is required by Child Care Development Fund (CCDF) regulations every two years. In 2009, EEC hired Mills Consulting Group and Goodman Research Group to complete the study, who worked closely with the Massachusetts CCR&R Network to obtain the data.	Family Support, Access and Affordability
October 13, 2009	Budget (FY2010 Update and Framework for FY2011) – Discussion		EEC presented the Board with an update to the FY2010 Budget, and set forth the framework for the FY2011 budget. With regard to FY2011 budget recommendations, Board Member Chesloff stated that it is based on the assumption that the Board does not want to reduce access to child care or terminate children already participating in EEC programs, but he noted that the dire economic projections may leave EEC with little choice, which speaks to the enormity of problem. A vote on the EEC Budget Recommendation is expected at the November 2009 meeting.	Communications
	Child Care Resource and Referral (CCRR) Re-Procurement – Discussion		EEC outlined the services CCR&Rs currently provide to EEC in terms of: (1) Information and Referral Resources; and (2) Voucher Management. In anticipation of the November 2009 Vote on the budget, goals and criteria for this procurement, EEC highlighted the following for consideration: 1. Variability in caseload, authorizations, and voucher providers; 2. A breakdown of the CCR&R budgets; 3. A review of the values to use in the CCRR procurement; 4. Advisory Council and Policy and Program Committee feedback; 5. A list of decisions to be made, including: centralized call center; review funding formula; and selecting a network model	Infrastructure
	Use of ARRA Funds to Develop	X	EEC presented a proposal to approve up to \$50,000 of the	Quality

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	Infant/Toddler Standards and Guidelines – Discussion and Vote		CCDF Quality related Funds received by the Commonwealth through ARRA for the purpose of retaining a consultant through a competitive bid process to assist the Department with the development of Infant and Toddler Early Childhood Program Standards and Guidelines for Learning Experiences for Infants and Toddlers. With one abstention (Board Member Lynson Moore Beaulieu) and no objections, the Board approved the proposal and authorized EEC to submit the proposal to EOE and ANF for approval.	
	Mixed Delivery System – Discussion		Panelists from the YMCA, Square One in Springfield, Child Development Family Child Care System, the Springfield public school system, Head Start and the Early Education Center of Greater Springfield gathered to discuss their respective roles in the early education and care mixed delivery system.	Infrastructure
November 10, 2009	FY2011 Budget – Discussion and Vote	X	EEC provided the Board with an update on the Department's FY2010 budget, including the recent 9C cuts, and presented the Board with its proposal for FY2011 Budget recommendations. The vote was 4 in favor, 2 abstentions and 1 opposed. The motion did not carry. Chairperson Scott-Chandler and Secretary Reville abstained. Board Member Craig-O'Brien opposed the motion.	All directions
	Re-procurement of Child Care Resource & Referral services – Discussion and Vote	X	EEC reviewed the re-procurement goals and described the three levels of services that EEC has identified as integral to a voucher management and information and referral system. EEC recommends a coordinating network model for CCR&Rs whereby participating entities must show how they will work together. The Board voted to approve the Department's budget, goals and criteria as presented, through a competitive Request for Responses. The motion passed with six votes in favor and one abstention; Chairperson Scott-Chandler abstained. EEC also presented a three part proposal for spending \$2.27	Family Support, Access and Affordability

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			million in ARRA funding which would 1) support a pilot program transferring voucher reassessment to Contracted Providers and Family Child Care Systems, 2) promote efficiencies by the CCR&Rs within the voucher management system, and 3) develop IT enhancements to support the new pilot program. The Board approved up to \$2.27 million of ARRA be used in FY2010 and FY2011 for the following three purposes: (1) up to \$1.12 million to assist contracted providers, including both center-based providers and family child care systems, in assuming the voucher assessment process; (2) up to \$1 million to reimburse Child Care Resource and Referral agencies for the purpose of providing transitional support and technical assistance services to contracted providers and to fund efficiency proposals on creative ways to streamline the voucher management process; and (3) up to \$150,000 for informational technology consultant services to perform both short term and long term enhancements. The motion passed with six votes in favor and one abstention; Chairperson Scott-Chandler abstained.	
	Alignment of Assessment and Instructional Practice – Discussion		Tabled for next month.	Quality
	Promoting Early Literacy with a Focus on Infants & Toddlers and Family Child Care Providers – Discussion		Tabled for next month.	Quality
	What We Know About Children in Massachusetts – Discussion		Dr. Janice M. Gruendel, Senior Policy Advisor on Children and Youth for Connecticut Governor M. Jodi Rell, presented the Board with an analysis of what we currently know about Massachusetts children and how we can build a K through 12 Early Childhood Outcomes and Tracking System.	Infrastructure
December 8, 2009	FY2011 Grants and Programs: (1) Coordinated Family and Community Engagement (CFCE) grants; (2) Professional Development grants; and (3)		(1) EEC presented the Department’s proposal for the CFCE grant renewal and addressed the new focus areas for FY2011 and explained that the purpose of the CFCE grant is to develop/implement a plan for the coordination and delivery	Family Support, Access and Affordability

DATE	POLICY ISSUE	VOTE	SUMMARY OF VOTE TAKEN	STRATEGIC DIRECTION
	Early Childhood Mental Health grants – Discussion		of comprehensive services to families which will promote family education, engagement and literacy; facilitate collaboration and community planning between local early education and care partners and other community stakeholders or partners; and provide support and information to families with children transitioning between and among early education and care settings, home and school. (2) EEC presented the elements of the Educator and Provider Support procurement, by describing the funding for these initiatives will be combined into a single procurement that will address common goals while reducing duplication of services. EEC identified specific goals for Educators (e.g., moving towards degrees in early education or a related field and increasing educator competency through CDAs and other certifications) and programs (e.g., supporting providers to develop staff, move programs up the QRIS scale, and obtain accreditation). EEC will focus future resources on career and provider planning, coaching and mentoring, and competency development to achieve these goals. (3) EEC outlined the Department’s proposal for FY2011 Early Childhood Mental Health Grants. The Early Childhood Mental Health Grants currently consists of two grants: Comprehensive Mental Health in Child Care (CMHCC) and Mental Health Consultation Services Grants. The Department proposes to combine the two initiatives into a single Request for Response (RFR) for Mental Health Statewide Consultation Services and to continue to utilize CSEFEL (Center on the Social and Emotional Foundations for Early Learning) professional development as the foundational base to support of young children’s social-emotional growth.	Workforce Quality

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	ARRA: Overview of ARRA Spending/Planning – Discussion		EEC outlined the ARRA funding proposals that were previously approved by the Board and provided an overview of the proposals scheduled for a Board vote for today’s meeting.	Infrastructure
	ARRA: Summer Learning Promotion Voucher Initiative – Discussion and Vote		EEC presented the proposal to continue the Summer Learning Voucher Initiative for the of Summer 2010 by noting that this proposal is an extension of the Summer Voucher program that was previously approved by the Board and ANF for the Summer of 2009. EEC confirmed that the Summer Only Voucher Initiative for 2010 would be subject to the same policy objectives as the voucher initiative in 2009 and that the eligible population for this initiative would remain children attending the Department of Elementary and Secondary Education’s Commissioner’s Districts and children whose siblings are already enrolled/receiving child care financial assistance from EEC. For families to be eligible to receive a Summer Learning Voucher, she noted that the families must be working or participating in education or job training. The Board approved the proposal.	Family Support, Access and Affordability
	ARRA: Intensive Kindergarten Intervention Program for Pre-School Children – Discussion and Vote		EEC presented the proposal to invest CCDF ARRA funds to support an intensive eight week kindergarten preparation program during the summers of 2010 and 2011, noting that the proposal represents an effort to address the achievement gap—e.g., the difference in academic performance and social skills of children entering kindergarten. EEC explained that this program will support preschool children entering kindergarten who have not previously had access to high quality early education and care. Funds will only be made available to programs that currently hold contracts to provide child care in the Commonwealth and that have achieved a minimum Level 3 score in the forthcoming Massachusetts QRIS scale. The Board approved the proposal with the stipulation that the Policy and Programs Committee will	Family Support, Access and Affordability

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			review with EEC staff specific issues and report back to the Board the Committee's determinations for ratification in January 2010.	
	ARRA: Increasing Access to Financial Assistance for Early Education and Care – Discussion and Vote		EEC proposed to allocate up to \$12.2 million to open access for infant/toddler and preschoolers from select populations on the waiting list for an 18 month period (March 2010 to September 2011). EEC explained that financial access could be opened to approximately 877 preschool children from the waitlist, or to approximately 316 infant/toddlers and approximately 433 preschoolers. EEC proposes dedicating an additional \$135,000 of these funds for CCR&R agencies to supplement the administration of this voucher-based access initiative for three months. The Board approved the proposal.	Family Support, Access and Affordability
	ARRA: Early Literacy Proposal – Discussion and Vote		EEC presented a proposal to allocate up to \$150,000 of ARRA CCDF funding for an early literacy initiative by noting this initiative is targeted to Family Child Care Providers serving infants and toddlers, and will provide specialized training and ongoing technical assistance; distribute developmentally and culturally appropriate children's books with the goal of each program receiving a small library of books; and provide information and support for early education and care providers and parents to encourage early literacy development. EEC also seeks to allocate up to \$25,000 to support a one-time professional development conference, in partnership with the Department of Elementary and Secondary Education (ESE), which will focused on closing the early literacy proficiency gap within the pre-kindergarten to age eight continuum. The Board approved the proposal.	Quality
	ARRA: Training EEC Staff on Environmental Rating Scales – Discussion and Vote		EEC summarized an initiative involving environmental rating scales training proposing to select licensing staff to be trained in the use of the four early childhood Environmental Rating Scales; trained staff would then be responsible for the training and reliability checks of staff within all regional	Quality

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			offices. EEC recommends selecting 4 people (1 for each of the four scales) from each regional office who would then be trained to become state trainers and train other EEC staff so each regional office would have at least two raters for each scale, which would cost approximately \$120,000. The Board approved the proposal.	
	ARRA: Information and Referral Call Center – Discussion and Vote		Tabled for January 2010 Board Meeting	Family Support, Access and Affordability
	Alignment of Assessment and Instructional Practice – Discussion and Vote		EEC presented its proposal to support the use of child assessment systems in preschool settings to help educators individualize instruction for children and improve program practice. This proposal allocates \$800,000 of UPK funding to support the implementation of assessment systems in settings serving children four and five years old and enroll 50% or more income eligible children by providing information on the theory behind assessment practices; targeting specific strategies for implementation and sophisticated use; and providing intentional professional development with hands-on guidance and ongoing technical support.	Quality
	Quality Rating and Improvement System (QRIS) – Discussion		Tabled for January Board Meeting	Quality
	2010 Annual Legislative Report – Discussion		Tabled for January Board Meeting	Infrastructure
January 12, 2010	Quality Rating and Improvement System (QRIS) – Discussion		EEC explained that the purpose of any QRIS is to provide 1) parents with easily accessible information about the quality of early education programs, 2) programs and providers with one streamlined set of standards that are connected to support and fiscal incentives to help them meet and maintain the standards, 3) programs with feedback and opportunity for involvement in the continuous quality improvement, and 4) policymakers with an understanding of where and how to invest additional resources. EEC explained that the current	Quality

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			proposed QRIS is customized for Center and School Based Care, Family Child Care, and After-School and Out of School Time Care and comprised of five Standards following a Building Blocks System, whereby a program must complete or achieve everything at Level 1 before progressing to Level 2, and so forth. Highlights of the current QRIS model include a shift from self-reporting to the use of evidence based tools, the incorporation of national accreditation models, the development of a clear pathway for Work Force development, a requirement that License-Exempt programs to demonstrate “licensable” status, and linkages with the Strengthening Families program. EEC also informed the Board of the public comments related to the current QRIS model, which included concerns about duplication of efforts between meeting QRIS and accreditation standards, concerns about the feasibility for some programs to achieve certain levels of the quality ratings, the lack of incentive to participate, and concerns about opportunities for public and Advisory Council input in the final draft. EEC noted that the impetus for moving forward with the pilot stage was, in part, driven by requirements of federal funding opportunities. EEC anticipated inviting participants to join the pilot of the QRIS in the Spring of 2010 and asked the Board who should be included in the pilot. The Board expressed concerns about limiting the pool of pilot participants to UPK grantees and/or Head Start programs because it would likely skew the outcomes and fail to identify the full need. The Board also recognized the importance of implementation in light of the impending federal funding	

DATE	POLICY ISSUE	VOTE	SUMMARY OF VOTE TAKEN	STRATEGIC DIRECTION
			opportunities and requested EEC to return in February 2010 with recommendations for the pilot and development of the final standards.	
	FY2011 Grants and Programs: (1) Coordinated Family and Community Engagement (CFCE) grants; (2) Professional Development grants; and (3) Early Childhood Mental Health grants – Discussion and Vote		EEC summarized its plan for implementing its CFCE grants; Professional Development grants and Early Childhood Mental Health grants for FY11, as discussed in January 2010. Board Member Childs confirmed the Program and Policy supported EEC’s proposed plan for each of these grant programs. The Board voted to approve the proposals as presented.	Family Support, Access and Affordability; Workforce; Quality
	ARRA: Information and Referral Call Center – Discussion and Vote		EEC presented the Board with a proposal seeking to procure an Information and Referral: Call Center to be funded with federal stimulus funds (ARRA). EEC explained the current infrastructure for providing Information and Referral statewide. EEC noted that this initiative is an attempt to find creative, cost efficient ways to meet statewide demand for information and referral services in the current economic climate. Following discussion on around need and obtaining consumer feedback, the Board approved the proposal.	Family Support, Access and Affordability
	ARRA: Physical Environment Quality Improvement Efforts (Infant & Toddler) – Discussion and Vote		EEC presented the Board with a proposal to support improvements in the physical environments of early education and care programs serving Infants and Toddlers. The proposal requested up to \$500,000 of the ARRA quality funds be used for a two pronged approach: to train providers on physical environment enhancements and then to award small grants to programs who participated in the training to make improvements to their physical space. The priorities for this initiative align with ARRA guidance, focus on programs that serve Infants and Toddlers, and align with QRIS. The Board approved the proposal.	Quality
	2010 Annual Legislative Report – Discussion		Tabled for February 2010.	Infrastructure

EEC Budget and 9c Cuts

9C Budget Cuts – October 2009

In mid-October 2009, Governor Patrick unveiled an Economic Recovery Plan which included FY10 9C reductions. The Governor laid out a series of measures required to close a \$600 million gap for FY10. Included in this plan was a \$16,412,551 reduction for the EEC. This represented a 3.12% reduction.

While fiscal times were difficult, the Governor maintained his commitment to early education and care for the youngest citizens and families of the Commonwealth.

FY09 9C Reductions to EEC's Budget

- Administration (3000-1000): \$322,492 this includes not hiring two critical staff positions, a Director of Policy and Research nor a Communications Director. Also possibly eliminate up to two staff positions. EEC is also capturing savings realized through agency cost reduction efforts and delayed hiring after the attrition of other staff.
- Access Management (3000-2000): \$4,423,953 reduction in access management services. This will require restructuring the management of vouchers. EEC is developing proposals and implementing a proposal developed this year that included contracted providers participating in the recertification process for voucher families to streamline the process for families.
- Low Income Eligible Child Care (3000-4060): \$11,617,806 reduction captures a projected surplus in this account due to restrictions in access and normal attrition in the account, with fewer families able to maintain employment which makes them ineligible for child care financial assistance.
- Quality Supports (3000-6000): \$48,000 eliminates scholarships for fees for individual providers to attain the CDA provided by the Department.
- All other line-items were unaffected, including the Supportive and TANF Related Child Care, Head Start, UPK, Quality Supports, Mental Health and Family Support and Engagement

See Appendix C for a table of EEC Budget line-items Pre9c, 9C cut, and new FY2010 Appropriations.

EEC received significant public feedback about the 9C cuts in particular the cut to the Access Management, or the Child Care Resource and Referral Agencies. CCR&Rs provided testimony at EEC's Board meetings and contacted the Department to express their concern that the cuts were so substantial that they would no longer be able to perform many of the functions they previously had been. EEC moved some funding from the IE account into the Access Management account to mitigate the cut. EEC has also been working with the CCR&Rs to develop efficiency proposals that will help the CCR&Rs streamline their services. Many of the functions the CCR&Rs perform will be reprocured this year through a voucher management RFR (posted February 2010) and a professional development RFR.

EEC Board FY2011 Budget Recommendations

In preparation for FY2011, EEC submitted a maintenance budget to ANF and also a plan with a capped overall spending. EEC's maintenance budget is \$525M. ANF requested EEC cap overall spending at \$487.7M, which is a 7.17% reduction from FY11 maintenance; and represents an additional 4.36% reduction over the 9C cuts.

EEC discussed with the Board in November 2009 the following options to meet the targeted reduction. These options included:

- Restructuring of Family Engagement Grant: Transfers funding for the CPC-LPC portion of the CFCE Grant (From Quality Account) and CPC-LPC Supplemental Services (Income Eligible Account) into this account. This is an effort to build upon efficiencies gained in FY10 when EEC encouraged CPC-LPC to consolidate.
- The \$5M cut to the restructured Family engagement will result in a 30.3% reduction from maintenance.

In order to meet the FY2011 Budget spending target, a reduction of 7.17% from FY2010 (pre 9c), EEC proposes to reduce the following line items:

- Administration, by \$322,492
- Access Management, by \$3,423,953
- Low Income Eligible Child Care, by \$28,883,115
- Quality Supports, by \$48,300
- Family Supports and Engagement, by \$5M

EEC's Board did not pass a vote on these recommendations, but the themes of their discussion were passed along to the Executive Office of Education (EOE) for consideration. These themes included:

- EEC's Board priorities
 - Maintain progress on the strategic plan
 - Continuity for children currently in care
 - Move to a statewide mental health strategy
 - Continue commitment to strategic change made in CFCE grant
- Board is faced with tough decisions. Looking at attrition to mitigate the 9C cuts this year allows the Board to try to arrive at a budget recommendation that does not throw current children out of care.
- In this bleak fiscal environment the Board needs to focus its decisions on efforts to balance access and quality, rather than choosing between one or the other.
- Concern about further reductions to the child and family engagement line item by noting that this area was already reduced by over 45%. Board noted an investment had been made in a very innovative approach and questioned whether the Board would undermine its past achievements by making additional cuts to this line item.
- A Board member was concerned that this is the fifth year of EEC's existence, and the agency has lost ground every year. Concerned that the recommended budget and spending caps are insufficient to meet the needs of all children, which requires EEC to cut vital organs.
- Appreciated that the Department's recommended budget for FY11 does not reference specific programs, as the Board will have the opportunity to define and refine the final FY11 budget in the future and grantees will look for their programs in budget recommendations to plan ahead if funding will not continue.

EEC Board Retreat

On July 30, 2009, EEC's Board gathered at a retreat to set priorities for the upcoming year. During the day they discussed creating a shared definition of "Quality"; reviewed 2007-09 policy discussions and votes in the context of the Strategic Plan and created a collective understanding of key policy issues for the future; established policy priorities for 2010; logistics of the Board's functioning; and connections to other Education Departments.

The Board considered a longer list of policy decisions and initiatives for the year. While options were regarded as important, or even necessary for the year ahead, the following emerged as particular priorities for the Board:

Quality

- What is the agreed upon role for licensors in objectively documenting quality and referring providers for technical assistance? For example: Licensors should use an environmental rating scale to measure environmental quality as a tool for measuring quality during licensing visits.
- Universal Pre-K resources should be aimed at aligning activities and the instructional goals and requirements (through age appropriate activities, assessment, teaching and learning) to prepare children and their families for success in K-3
- The Department should engage in strategic efforts to link the extended learning time provided by out of school time providers to the public school learning goals. Support the K-3 (UPK) and K-12 (ASOST) linkages with schools by SACC licensors reiterating the importance of alignment with standards and curriculum.
- What role should the Department play in specific communities for the development of an educational system from PreK to 3? Should we target a Commissioner's District to support closing the proficiency gap? How do we balance the tension between pilots and statewide efforts to ensure there are not disparities of how and where resources are allocated? How will we address the needs of rural communities and smaller districts?
- Develop a strategy for building the skills of family child care providers as a method to increase the quality of care for infants and toddlers and anticipatory guidance for families.

Infrastructure

- Develop specific roles based on best practices for the local, regional, and state infrastructure to support families, providers, and a mixed delivery system. The system includes information and referral, community education and resources and subsidy management, and professional development that tracks individual educator progress toward increased levels of education.

Workforce

- Develop a model in the state of professional development support which is easy to communicate and includes the core competencies, early learning and out of school time guidelines and standards, attainment of higher education for educators, and has local, state and regional roles to support increasing quality and measurable outcomes for children.
- How do we develop instructional leadership (supports for directors and master teachers) within the early childhood field, within programs for sustainable growth and continuous improvement regarding early learning strategies and program development in specific providers?

Family Access and Affordability

- What is the scale of comprehensive services required to support whole child development in early care and education programs as single institutions (single providers with their own capacity) and through partnerships. What is essential in the definition of comprehensive services for all children? For targeted children?
- Evaluate the Coordinated Family and Community Engagement consolidated model and identify strategies and lessons learned to promote and strengthen families in communities by using the Strengthening Families model for early education:
 - to understand the impact of the model in order to refine expectations, outcomes, and benchmarks;

- o to identify gaps in services and supports to families;
- o to strategically target existing funding in FY11 to provide appropriate foundational resources to communities in order to support universal implementation of the model

Communication

- Build a statewide internal and external communication strategy that includes the role of families (and partnerships with families) in the development of children as infants, toddlers, preschoolers and out of school time, and connection to public schools. Frame communications to align with the strategic plan and Governor's Readiness Action Agenda report. Ensure that the internal strategy addresses interagency, intra-Secretariat, and connects regions with main office and the Board.
- Develop a regular report on the status of the early education and care field tracking specific provider and child outcomes, as a mechanism to improve communication with EEC's stakeholders.

Education Commissioners Retreat

This summer the Executive Office of Education (EOE) also convened a retreat for the three Education Commissioners. From the discussion emerged common cross-cutting priorities. Related to early education these included:

- PreK-3 alignment, including the Proficiency Gap Taskforce, work on early literacy, and formative assessment.
- Access to Higher Education, including barriers for adult learners.

Three Year Strategic Direction:

***Create and implement a system to
improve and support quality
statewide***

Indicators of Success:

MA QRIS has been developed, validated, funded and implemented with full involvement of EEC's community partners and EEC staff

Accomplished this year:

Quality Rating and Improvement System (QRIS)

This year EEC continued developing the QRIS, specifically focusing on the Standards and designing the pilot.

EEC is creating a Quality Rating and Improvement System (QRIS) to improve quality and provide recognition for all programs serving children birth through age 14. The QRIS is a structure to organize the key functions of an early education and care (EEC) and after-school and out-of-school time (ASOST) system to produce positive outcomes for children, families, and communities. The goals of the QRIS include, but are not limited to:

- Parents have easily accessible information about the quality of early care and education programs.
- Programs and providers use one streamlined set of standards that are connected to supports and fiscal incentives to help them meet and maintain the standards.
- Programs receive feedback and are involved in continuous quality improvement.
- Policymakers understand where and how to invest additional resources.

Massachusetts' QRIS will have the five typical components of a QRIS

- Standards
- Monitoring and Accountability (Ratings)
- Program and Practitioner Supports
- Fiscal Incentives
- Family and Consumer Engagement

This past year EEC focused on streamlining the Standards and ensuring that they are evidence-based. The process for developing the Standards was to:

- Obtain guidance from EEC Board and EEC Advisory Team (*Feb. - March 2008*)
- Group of internal and external stakeholders created a draft (*Feb. – Nov. 2008*)
- Presentation to Board about QRIS Standards (*Jan. 2009*)
- Draft posted for public input (*Mar – June 2009*)
 - Heard that the Standards were complicated and concerns about whether truly evidence-based
- Standards were reviewed and revised in order to ensure that they are clear, evidence-based and measurable (*Nov 2009 – Jan 2010*)
- Feedback gathered from stakeholders at event with CAYL on 12/16/09, EEC Advisory Team meeting 1/29/10, and at an event with Wheelock on 2/2/10

MA QRIS Standards will have five categories:

- *Curriculum and Learning*: curriculum, assessment, teacher child relationships and interactions, special education, children with diverse language and cultures
- *Environment*: indoor, outdoor, health and safety
- *Workforce Qualifications and Professional Development*: directors, teachers, teacher assistants, consultants
- *Family Involvement*
- *Leadership, Management and Administration*: administration, management and leadership, supervision, evaluation, community involvement

The Standards are customized for: Center and School Based; Family Child Care; After-School and Out of School Time.

Highlights of the current versions of the standards include:

- The ratings of the Standards are a block system, wherein programs must do everything at Level 1 before progressing to Level 2, etc.
- MA Standards have a strong role for the Environmental Rating Scales (ERS) tools both as self-assessment and programs must earn specified scores to earn ratings
- Provide a pathway describing the workforce qualifications for Directors, Teachers, Family Child Care Providers, Assistants, and Consultants. Also includes language that the professional development plans including development in the core competencies.
- License-Exempt programs will use the Center and School-Based standards. They will have to demonstrate they can meet licensing standards at Level 1.
- Massachusetts is a Strengthening Families Affiliate State. Include the Strengthening Families framework as a training topic and at Level 2, programs and providers must use the *Strengthening Families* self-assessment tool

EEC anticipates that the Board will vote on a draft of the Standards to be used in the pilot at their February 2010 meeting. Full copies of the QRIS Standards can be found on EEC's website.

Planned for next year:

QRIS

EEC plans to pilot the QRIS in the next year. This will position EEC for the federal ARRA funded Early Learning Challenge Grant, as having an implemented QRIS is likely to be a required component for eligibility for this grant.

In the year ahead, EEC will design and launch the QRIS pilot. As it is broadly conceived currently, the pilot will:

- be open to all programs
- test out the rating system and the monitoring tools
- through it, EEC will develop fiscal incentives from ARRA and other sources for FY2011 to encourage programs to maintain and continue to improve their quality
- figure out Family and Consumer Engagement component, and
- evaluate the process.

Roughly, the timeline for the pilot is anticipated to be:

- February – May 2010
 - Train reviewers to reliability on ERS tools
 - Invite selected programs to submit documentation for rating
- June 2010
 - EEC staff review documentation and determine eligibility for ratings
 - July – September 2010
 - Do onsite reviews, primarily for ERS ratings
- Concurrently
 - Rebid Professional Development procurement
 - Programs will continue to receive EEC funding, of which a portion could become dependent on completing the rating process

A component of the QRIS Standards is earning a specific score on a set of research-based tools. To develop the skills of EEC staff to be reliable raters on these tools, EEC plans to use ARRA funds to train EEC staff to reliability on the family of Environmental Rating Scales. These staff members would in turn train other staff to become additional raters, so that each regional office would have a minimum of at least two raters for each environmental rating scale. The trainers would be responsible for conducting the required reliability checks for the raters in their office and for completing their own quarterly reliability checks with one of the other statewide trainers within their scale. Due to licensing/ownership issues, the author of the ERS tools -- the Frank Porter Graham Child Development Institute—is the only entity legally authorized to provide this training. As such, funding will be distributed to the Frank Porter Graham Child Development Institute. Selected EEC staff will begin training in February 2010; other staff will complete training by January 2011.

To prepare for the QRIS, this spring, EEC will also ensure the connection between the professional development procurement and QRIS, and complete the workforce registry.

MA has standards for quality in early education and care programs research-based, broadly understood, successfully implemented, culturally appropriate, and aligned with a quality-building support system.

Accomplished this year:

QRIS

A key component of a QRIS is the program quality standards. EEC's work this year primarily focused on refining the QRIS Standards. For details see the update above on QRIS.

Regulations Reform - Child Care

One of the initial projects of the Department was to update and revise the child care regulations to ensure that they were research-based and broadly understood. The Department began the process of promulgating the regulations this past year, and focused on training the field on the changes. For details see the update below on Licensing Regulations.

Planned for next year:

QRIS

EEC plans to pilot the QRIS next year. For details see the update above on QRIS.

Regulations Reform - Child Care

EEC will promulgate the regulations this coming year. For details see the update below on Regulations.

Regulations Reform - For Adoption and Foster Care Regulations

EEC's Residential & Placement unit intends to revise the Adoption and Foster Care regulations, the current version of which can be found at: http://www.eec.state.ma.us/docs/placement_regs.pdf. EEC is currently staffing the initiative and is developing a calendar for the revision process.

Programs seeking to improve their quality have access to a range of resources and supports.

Accomplished this year:

Professional Development Programs, including Building Careers, and Program and Practitioner Supports grant, and the Early Educator Scholarship

See the following strategic direction on Workforce for further details.

2009 Child Assessment Institute

On March 20th, 2009, in collaboration with the United Way of Massachusetts Bay and Merrimack Valley, EEC held the second annual Child Assessment Institute for UPK and United Way grantees. This one day training included 21 different sessions focused on using child assessment data to inform program practice and over 250 program administrators, teacher, and providers attended. The Institute was well-received and EEC received helpful feedback from participant evaluations about it, including that it: provided new ideas for how to use assessment data, inspiration/motivation to continually improve, participants would have liked to hear even more opportunity to hear from other grantees about best practices; and suggestions related to the format and level of depth (e.g. offer more trainings per year, offer longer Institute, offer more depth/specific content related to the tools). EEC's Board member Julie Culhane virtually presented at and co-facilitated one of the Institute sessions.

Assessment RFP

EEC has released an RFP to solicit proposals from vendors to provide training/technical assistance, professional development, and assessment and screening tools and materials to programs in the mixed delivery system to support implementation of assessment and screening in settings serving preschool children across the Commonwealth. Available funding is \$800,000 and the timeline for the project is February 2010 – June 2010.

The use of child assessment systems and screening in preschool settings is an important method to support developmentally appropriate individualized teaching and is an integral piece of high quality programming. Through this competitive Request for Proposals (RFP), EEC will award grants to one or more vendor(s) who will provide training/technical assistance, professional development, and

assessment and screening tools and materials to programs in the mixed delivery system to support the implementation of assessment and screening in settings serving preschool children across the Commonwealth. Ultimately, EEC seeks to make child assessment and screening sustainable practices in the early education and care field. Through this grant opportunity, EEC seeks to gain:

- Effective child assessment training for educators serving preschool children in the mixed delivery system (Head start, private center-based programs, independent and system-affiliated family child care providers, and public and private schools), including those new to providing assessment as well as those skilled in assessment but needing additional support for using assessment information to individualize teaching and target learning strategies
- Technical assistance and consultation for educators related to child assessment and screening
- Widespread availability of child assessment and screening tools and materials

Activities funded through this grant must lead to the following for programs receiving services from the selected vendor(s):

- Improved individualized instruction for children
- Informed program practice and targeted professional development
- Enhanced communication and engagement with families about their children's developmental progress and improved ability to provide anticipatory guidance
- Ongoing support and reflective supervision for educators in using child assessment and screening systems
- Enhanced capacity of program staff to train their colleagues and ensure successful assessment practices are implemented over time

The following data outcomes will be collected from the vendor(s) receiving this grant:

- Number of educators who received training through this grant
- Number of educators from programs whose enrollment consists of at least 50% of families receiving subsidized child care services
- Number of programs that received technical assistance/consultation through this grant
- Number of programs serving 50% or more subsidized children
- Number of programs serving 50% or more subsidized children that received the following through this grant:
 - EEC-approved child assessment system
 - Research-based screening tool
 - Supporting technology or materials

For vendors applying to serve the entire state, the following benchmarks are expected:

- A minimum of 400 early educators will be trained
 - At least 50 percent of the persons trained will be working in a program with 50% or more subsidized children
- A minimum of 100 programs serving 50% or more subsidized children will receive assessment and/or screening tools
- A minimum 200 programs will develop a plan for integrating assessment and screening into their early education and care program and advancing individualized teaching and learning strategies
- Training through a selected vendor or vendors must be available across the Commonwealth and be provided in a minimum of three to four sessions. Training must include and be relevant to the four EEC-approved child assessment systems: Ages and Stages, Creative Curriculum, High Scope Child Observation Record (COR), and Work Sampling System.

Planned for next year:

Educator and Provider Support (Professional Development) Procurement

EEC plans to combine and procure the several sources of professional development funding that it currently distributes. This work is guided by EEC Board's Strategic Plan, EEC's Workforce Development Plan, and "Steps Forward" by the MA Early Education and Care and Out-of-School Time Workforce Development Task Force.

EEC is seeking these outcomes from the procurement:

- Better alignment across early education and care and elementary/secondary education
- Professional development for different settings, educators, and children
- Continued progress in key areas (competencies, pathways, degrees, orientation)
- Help position EEC for the Early Learning Challenge funds

These are the current programs and number of grants that will be consolidated in this procurement:

Current Program	# of grants	FY2010	Desired outcomes
Building Careers Colleges	21 grants	\$923,776	• Support educators working in early education and out of school time with college courses, academic advising, and career counseling. • Increase the number of well trained practitioners by providing appropriate learning experiences and resources needed to achieve a related credentials and degrees.
CPC Program and Provider Supports	94 grants	\$1,985,914	• Increase the number of programs which are accredited by NAEYC, NAFCC, or COA. • Increase the number of well trained practitioners by providing appropriate learning experiences and resources needed to achieve a related credentials and degrees.
CCRRs Professional Development	15 contracts	\$703,589	• Support the new child care regulations with professional development that helps programs meet new requirements (curriculum, inclusion, interactions, oral health, literacy, etc); • Increase the number of well trained practitioners by providing appropriate learning experiences and resources needed to achieve a related credentials and degrees.
Total		\$3,613,279	

EEC intends to focus its resources by combining this funding into a single procurement for FY11 that addresses common goals across these programs; and purchasing professional development that supports both individual educators on a pathway and programs' efforts to attain higher levels of quality through QRIS.

EEC's goals for educators are to address two primary pathways, both with mentoring, coaching and other supports, 1) to move educators towards degrees in early education or a related field and 2) to increase educator competency as evidenced in the attainment of CDAs and other certifications. For Programs, EEC's goals are to support providers in developing their staff, moving up QRIS scale, and obtaining accreditation. To achieve these goals EEC will focus resources on three areas:

- **Career and Provider Planning** for individual educators and programs, and/or program leadership training to support career planning for their individual staff.
- **Coaching and Mentoring** to support the academic success of individual educators in higher education; implement a career plan for educators to attain specific skills, knowledge and abilities, and/or support improvements by programs that result in achieving a higher level on QRIS or accreditation.
- **Competency Development** to attain an associates, bachelors or masters degree in early childhood education or a related field; attainment of specific competencies by educators; and/or attainment of increasing levels on QRIS by programs.

EEC intends to release this procurement in early 2010.

Assessment RFP

EEC will award the RFP and the selected vendor will provide the training and technical assistance.

EEC is also developing an assessment track as a part of the March 4-6 Head Start conference which will be open to the full mix delivery system.

Early Literacy Initiative

EEC plans to use up to \$175,000 of ARRA quality funds to support early literacy through two initiatives. The first is a competitive RFR to support an early literacy focused professional development initiative for Family Child Care providers serving infants and toddlers. The second is to support a one-time professional development opportunity in partnership with ESE focused on closing the early literacy proficiency gap within the Pre-K to 3rd frame that includes an opportunity for post-conference peer support for reflective practice.

This work is supported by the recommendations for early literacy from the Department of Elementary and Secondary Education Early Literacy Subcommittee of the Proficiency Gap Task Force to create and align literacy efforts birth to age eight. One of the Task Force's top recommendations includes:

Early Education and Care and K-12 Alignment: Create an aligned assessment of literacy from Pre-K (3 and 4) to 3rd grade. Develop shared professional development for preschool through 3rd grade to demonstrate aligned strategies.

EEC's new regulations also have an increased emphasis on early literacy. Excerpts from new EEC regulations:

The licensee must provide a well-balanced curriculum...the curriculum must ...support school readiness and/or educational development; and 4. include goals for the knowledge and skills to be acquired by children in the areas of English language arts, mathematics, science and technology/engineering, history and social science, comprehensive health, and the arts.

The licensee must have evidence of a plan describing how program activities support and engage children through specific learning experiences. Such plan must...provide for: educators reading books daily with children of all ages in an engaging manner in group or individualized settings;

learning experiences that support problem solving, critical thinking, communication, language and literacy development, social skills and relationship building;

These initiatives are also aligned with feedback from EEC Advisory Council to spend ARRA funding on professional development opportunities that support the implementation of the new regulations. Research further supports the importance of early literacy and it is aligned with EEC initiatives.

The first initiative will use up to \$150,000 of ARRA quality funds through a competitive RFR to support an early literacy focused professional development initiative for Family Child Care providers serving infants and toddlers. This will be funded through a competitive process. It will be an intensive intervention (timeline ~6-12 months for full implementation. Components of the model(s) for consideration are:

- Model to be used (evidence based or supported by research or practice)
- Cost/Number of family child care providers caring for infants and toddlers across the state. (# of participants in each of the 5 regions) that can be trained
- Cost/Number of other professionals trained (e.g. early literacy specialists for additional trainings of staff within their region.)
- Cost of training materials to be distributed
- The potential creation/promotion of literacy rich child care communities through collaborations with other community early literacy programs such as children's librarians, etc.
- Cost/Number of books provided to under-resourced early education and care programs (encourage vendors to seek donations where appropriate)

The second initiative is a conference to be held in partnership with ESE on early literacy. The conference will be within a PreK to 3rd frame focused on strategies for closing the early literacy proficiency gap. The conference is scheduled for March 3, 2010, and approximately 800 EEC and ESE providers are expected, including: early education and care providers, district literacy coordinators, public school literacy coaches, family literacy coordinators, Title I staff, PreK staff (mixed delivery) with literacy backgrounds, leadership, others interested. Participants will attend the conference as part of district teams as well as individual literacy leaders of independent PK programs.

EEC and ESE will work together to:

- jointly plan ensuring consideration of the audience as the menu of breakout sessions are developed that address strategies for closing the achievement gap
- consider the timing of the event to better accommodate the schedule of different types of providers (e.g. Family Child Care providers; may provide two sessions)
- include an opportunity for post-conference peer support for reflective practice
- selected presenters to address issues cutting across the pre-K to eight continuum, such as: early childhood assessment; family engagement; accountability/summative & formative elements; standards-based literacy curriculum; research-based instructional practices; ongoing professional development and educator preparation in literacy including the role of literacy coaches; targeting ELLs/oral language development & students with special needs

Other organizations/individuals have agreed to help plan the day: Strategies for Children; Three-to-Third; ESE: Kindergarten office, Adult Basic Ed, Family Literacy, Office of Literacy, Curriculum and Instruction.

EEC will also be partnering with the Massachusetts TTA Center at EDC, the Massachusetts Head Start Collaboration Office, and the Massachusetts Head Start Association Head Start on a conference scheduled for March 4-6, 2010. In addition to aligning the agenda to support state objectives, EEC's

partnership has supported the reduction in conference cost for participants from \$85 to \$25 or \$35. There will be an early literacy track through the conference. The conference is titled ALL TOGETHER NOW: Supporting Diverse Children, Families, and Staff in Early Education and Care Systems. The audience will be Directors, administrators, managers, content specialists, early childhood educators, and direct service providers from Head Start and child care centers, family child care homes, and public and private preschools. Keynotes will be given by: Dr. Barry Zuckerman, Professor of Pediatrics and Public Health at Boston University School of Medicine, and Chief of Pediatrics at the Boston Medical Center; T. Berry Brazelton, MD, Professor of Pediatrics, Emeritus Harvard Medical School, Founder, Brazelton Touchpoints Center and Joshua Sparrow, MD, Assistant Professor of Psychiatry, Harvard Medical School, Director of Special Initiatives, Brazelton Touchpoints Center; and Commissioner Sherri Killins, Ed.D, Massachusetts Department of Early Education and Care. This conference will offer:

- Workshops on key issues for directors, managers, early childhood educators, and families that reflect the latest research and promote early childhood evidence-based practices
- Tracks that delve into topics such as assessment, inclusion, health, professional development, family literacy, and emerging trends and issues in infant, toddler, and preschool education and care
- Sessions that support programs in working with dual language learners & their families, immigrant populations, and homeless families
- Saturday sessions presented in English and Spanish
- Assessment track
- SpecialQuest training sessions on inclusive programming
- Professional networking opportunities

Workforce Registry

See the following strategic direction on Workforce for further details.

Parents understand and use information about quality to make informed decisions about early education and care programs.

Accomplished this year:

Family Guide and Transition Guide

EEC continues to make its Family Guide and Transition Guide available to families. These documents were originally published in 2007.

Translation

EEC continues to translate policies, forms, and information as relevant into languages native to the families EEC serves. EEC is also working with the Office of Immigrant and Refugees to develop a formal translation policy. These documents were translated during the past year:

- New Child Care Regulations (Spanish and Portuguese)
- Renewal Notification Letters to Parents (Spanish, Portuguese, Haitian Creole, Chinese, Vietnamese and Khmer)

- One-liner to parents that informs them that the information they are receiving is urgent and affects their eligibility and they should get it translated immediately (Spanish, Russian, Portuguese, Haitian Creole, Chinese, Vietnamese and Khmer)

Planned for next year:

Coordinated Family and Community Engagement (CFCE) Grant - Refining goals

EEC has revised the goals of the CFCE grant around this goal next year to ensure specific plans for consumer education. Further information about this work can be found in next strategic direction.

Information and Referral – ARRA Funded

This initiative aims to expand upon the current 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. The procurement of these information and referral services would be for a limited time, not to exceed June 30, 2010, with the purpose of building an increased, and more efficient, infrastructure for statewide services. EEC expects that its efforts to procure an information and referral contract for FY2011 and beyond will align with, and build from, this initiative by laying the ground work for the establishment of a sustainable, enhanced and efficient telephonic and web-based centralized information and referral system in the Commonwealth.

See further details about FY11 bid for Information and Referral services bid, under the Family Strategic Direction.

UPK system design has been finalized and full-scale implementation has begun.

Accomplished this year:

Universal Preschool (UPK) Program

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 (Head Start, private centers, independent and system affiliated family child care providers, and public and private school 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.

Purpose and Goals of the UPK Program

The purpose of the UPK program is to:

- Promote school readiness and positive outcomes for children participating in UPK classrooms and homes;
- Provide quality grants to programs to meet and maintain the UPK quality requirements, which are detailed in the FY10 Universal Pre-Kindergarten (UPK) Classroom Quality Renewal RFR (<http://www.eec.state.ma.us/docs/FY10UPKClassroomQualityRenewal.doc>);
- Support and enhance the quality of services for children in UPK classrooms and especially for low-income children and/or children living in underperforming school districts;
- Maximize parent choice by ensuring participation from all program types within a mixed public and private service delivery system;
- Support the use of child assessment systems/tools to ensure that programs are effectively measuring children's progress across all developmental domains and using this information to inform practice; and
- Inform the longer-term implementation of a program of universally accessible, high-quality early childhood education.

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.

Current UPK Grantees

UPK Classroom Quality grants are awarded to program sites (renewed each year subject to ongoing eligibility and appropriations) to maintain and improve the quality of their services. All UPK programs must meet the following eligibility requirements:

- Be EEC Licensed or License-Exempt.
- Serve or be willing to serve EEC subsidized children.
- Provide access to full-day, full-year services for working families.
- Provide a developmentally appropriate program as evidenced by:
 - Use of Early Childhood Program Standards for Three and Four Year Olds (does not apply to family child care providers);
 - Use of Guidelines for Preschool Learning Experiences; and
 - Use of one of four EEC approved assessment tools:
 - Work Sampling,
 - High Scope Child Observation Record (COR),
 - Creative Curriculum Developmental Continuum, or
 - Ages and Stages.
- Have current National Association for the Education of Young Children (NAEYC) or New England Association of Schools and Colleges (NEASC) accreditation for group child care programs OR National Association for Family Child Care (NAFCC) accreditation or a non-expired Child

Development Associate (CDA) credential or higher for family child care providers (AA, BA, or Master's degree).⁷

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). Finally, EEC required a new form be submitted by grantees, the Outcomes and Performance Measures Form, which asks grantees to illustrate measurable impacts the grant has made on their program. Information gathered from this form is currently being used for quarterly monitoring of programs' progress in achieving their goals through the grant.

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. [Further details are in the Assessment section above.]

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

⁷ Programs originally funded in FY07 because they met the FY07 requirement of a teacher/provider with a bachelor's degree (BA/BS) in each UPK classroom/family child care home instead of national accreditation are not currently required to be accredited.

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. 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.

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.

Planned for next year:

Universal Preschool

EEC intends to explore methods to link its UPK efforts with QRIS, and to consider how to go to scale with both initiatives. EEC also intends to continue to support programs to implement evidence-based assessment and support individualized teaching.

The work EEC is doing with NIEER about designing a UPK evaluation strategy, strategy for expanding access, and how to evolve pedagogy and quality will also lead to EEC's ability to expand UPK statewide.

MA has a system that collects, analyzes and disseminates program quality and child outcome data to inform policy and program development and implementation.

Accomplished this year:

This year, EEC was the recipient of a technical assistance grant from the Council of Chief State School Officers to assist in developing a statewide assessment system. To inform this work EEC conducted a

series of community input meetings to gather information from stakeholders about creating a statewide system. EEC also made progress on assigning SASIDs to children in preschool and developing a P-20 data system. These efforts also relate to the emerging QRIS system and workforce registry.

Development of a Statewide Assessment System

Massachusetts is in the early stages of developing a statewide assessment system to measure developmental progress of its young children. EEC is engaging parents, providers, program administrators, educators, higher education institutions, and policy makers to build a responsive approach. This initiative is separate from (and would not replace) developmental information that programs gather about children to use for curriculum planning and to individualize instruction.

Why are statewide data needed?

- To inform policy makers about the benefits of and impact of investments in early childhood education and care in Massachusetts
- To better understand school readiness gaps(s) for subgroups of children
- To inform statewide policy development
- Data will not be used for high stakes “testing” of young children or providers

Below are the key issues that EEC is considering as it creates design options for statewide measure:

- WHAT to measure about child development
- WHO to measure
- WHEN to measure
- HOW will measures/information on children be collected
- WHAT ELSE to measure about home environments, program characteristics, and community context

Community Input Meetings

Given the effect a statewide initiative of this magnitude would have on the early childhood field, stakeholders (i.e. providers, parents, and community groups) had the opportunity to voice concerns, feedback, and support at a series of community meetings facilitated by the Commissioner held across the state in fall 2009. EEC Board members also participated in these meetings. A summary of qualitative data captured from stakeholders relating to EEC’s plan for a statewide measurement and the capacity of the field to participate is below.

- There is a need for clear communication from EEC to stakeholders about 1) the purpose of a statewide measurement system, 2) how the undertaking would be administered, and 3) how it is different from the assessments providers currently use in their programs.
- Buy in from stakeholders is important and necessary for the statewide measurement to be successful and should be aided through a strong public relations campaign.
- It must be decided exactly what will be measured, the “whole child” or a selection of developmental domains, and determined how contextual factors (for example, where children start out) and children’s trajectories will be taken into consideration.
- The potential burden on providers if they are asked to collect state data should be estimated and addressed, along with if/how they will be supported through trainings, professional development, and compensation.
- The degree to which parents will be involved and how they as a unique group will be communicated with about the purpose and results of the measurement must be determined.

Council of Chief State Schools Accountability Systems Grant

Last fall Massachusetts was selected to participate in a national project to design and implement early childhood accountability systems, along with Connecticut, Pennsylvania, and Louisiana. Massachusetts' application was submitted by the Executive Office of Education (EOE) in collaboration with EEC and the Department of Elementary and Secondary Education (ESE). This strong interagency relationship and EEC's innovative approach to UPK were identified as key factors leading to the selection of Massachusetts. Broadly, the technical assistance grant had four priority areas: Child Assessment, Data Systems, Pre-K Program Evaluation, and Strategic Planning. Technical assistance consisted of both individual assistance from Drs. Kagan and Schultz as well as a series of multi-state meetings with the other grantees.

On November 16th, 2009 EEC convened an expert panel focused on child assessment sponsored by the Council of Chief State School Officers grant. The goal of the meeting was for experts to weigh in on topics and provide concrete recommendations to EEC for the following purposes:

- To inform the development of a state-wide assessment system that documents the developmental and learning status and progress of Massachusetts children ages three to five, irrespective of the setting in which they are receiving services.
- To discern if any alteration should be made in the Department's current policy of requiring all grantees in the UPK program to use one of four child assessment tools (Work Sampling System, High Scope CORE, Creative Curriculum, and Ages and Stages) and to report aggregated assessment data to the state.
- To offer guidance on implementation of enhanced child assessment efforts in the context of the Department's vision for a comprehensive early education and care data system.

Panelists participated from across Massachusetts, including:

- Ann Flynn, AVP Community Impact, United Way of Central MA
- Kathleen McCartney, Dean of Education, Harvard Graduate School of Education
- Cheryl Liebling, ESE
- Julie Culhane, EEC Board of Directors

As well as two out-of-state guests, Michael Lopez of the National Center for Latino Child and Family Research, and Walter Gilliam of the Yale Child Study Center.

EEC received specific recommendations on the design of a statewide assessment system and valuable information from the panel on the designation between a statewide data collection and program-level assessment systems. Two main tracks emerged from the discussion:

- 1) EEC should continue to support programs' practice in using child assessment tools. Child outcome assessment tools, such as Creative Curriculum, Work Sampling, or the High/Scope COR were designed with the intent of providing teachers with information about children's development that is best used to inform curriculum. Programs may also use this information to inform their professional development needs. This information however has limitations for making it appropriate for statewide policy making, including the reliability of teacher observation and the psychometric properties of the tool.
- 2) EEC should explore using a matrix sampling model to select a representative random sample of children ages 3-4 and assess their development on a battery of tools commonly accepted to relate to school readiness. The group discussed that while there did not exist a specifically measureable definition of school readiness, there are domains of development which are commonly regarded as related to readiness. These could be assessed using standardized

(normed) tools. The matrix sampling was proposed to not overburden any one child. It was suggested that this cohort of children would be followed either longitudinally or cohorts could be repeatedly selected each year and points in time repeatedly compared.

Information and recommendations gathered from the panel will be used as the Department moves forward with the design of a statewide measure and its evaluation and assessment initiatives.

ESE-EEC Data Sharing Project: Assignment of ESE's Student Identifiers (SASIDs) to EEC's Children

ESE and EEC signed an MOU and formed a project committee that is working toward assigning of ESE's unique student identifier, the SASID, to children in EEC programs. This assignment is the key building block to creating a longitudinal data system. EEC is planning to use our teen parent population and their children as the pilot group. This will allow us to verify the process for SASID lookups (teen parents, who already have a SASID) and SASID assignments to children age 0 to 5 (who are too young for the public school assignment). Once the pilot population is tested, the two agencies will implement a process for EEC SASID implementation for all children receiving financial assistance for early education and care. The project has been moving forward technically and EEC expects to do their first SASID assignments in mid February.

ARRA Longitudinal Data Systems Grant

This is a competitive grant opportunity from the federal government funded by ARRA. The purpose of assistance under this program is to enable State educational agencies to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate and use individual student data. The goal of the program is to enable all States to create comprehensive systems that permit the generation and use of accurate and timely data, support informed decision-making at all levels of the education system, increase the efficiency with which data may be analyzed to support the continuous improvement of education services and outcomes, facilitate research to improve student achievement and close achievement gaps, and support education accountability systems and public reporting.

(<http://www.ed.gov/legislation/FedRegister/announcements/2009-3/072909c.html>)

EEC collaborated with ESE to submit a proposal for this opportunity. The proposal was due 11/19. The content of the proposal was to move forward on a P (preschool) to 20 data system

Measuring Program Quality: QRIS and Workforce Registry

Progress as described earlier on the QRIS will further EEC's efforts to have a system that collects and analyzes data on program quality. Concurrently work is happening on developing a Workforce Registry which will provide data on the early care and education workforce in Massachusetts. For more details about the Workforce Registry see Strategic Direction: Workforce.

Planned for next year:

Development of a Statewide Early Childhood Information/ Assessment System

EEC will work to design and implement a statewide assessment system and will be coordinating with ESE to ensure alignment to data collection efforts taking place in K-12. EEC will begin by reinforcing the

importance of formative assessment at the program level. EEC will also focus on collecting data about program quality through the QRIS, and teacher quality through the Workforce Registry.

Licensing regulations that reflect best practices have been promulgated, translated, clearly communicated to the field, and enforced consistently throughout all regions.

Accomplished this year

Child Care Licensing Regulations Promulgated

This past year EEC promulgated updated child care regulations and provided training to the licensors and field about the changes in the regulations. EEC also continued to enforce the existing child care regulations and respond to violations.

In April 2009, the EEC Board approved promulgation of the revised regulations for family child care homes and group and school age child care programs. The new regulations became effective in January 2010.⁸ The new regulations are intended to:

- Update EEC's regulations to reflect current practice and knowledge in the field (i.e. brain development; positive interactions; safety requirements, etc.).
- Increase quality by building on the best in current regulations and standards.
- Create a strong baseline/foundation for accreditation, UPK, QRIS.
- Provide educators and licensees with more flexibility to better meet the needs of children and their families.
- Align requirements across different program types to benefit children and provide families with basic, uniform expectations regardless of the type of setting their child is in.

The new regulations incorporate several requirements directly related to workforce development.

Among them are:

- Requiring that all educators register annually with EEC;
- Requiring that all educators receive an orientation to their profession approved by EEC;
- Increasing the amount of in-service professional development for educators in family child care homes and out of school time programs;
- Increasing the percentage of the required professional development hours that must address the needs of diverse learners;
- Identification professional development needs in licensees' annual evaluation of individual staff.

EEC engaged in unprecedented outreach for these new regulations. Outreach began in 2007 with 21 meetings across the state attended by over 1,000 stakeholders in addition to an electronic survey with almost 400 respondents and emailed comments from an additional 130 providers. EEC reviewed each and every comment and made corresponding changes in the draft regulations to prepare for the formal hearing process. Formal public comment began in February 2008 and consisted of 12 hearings across the state that were attended by 480 people in addition to 130 emails and letters. Following is a table that summarizes some of the main areas that EEC received public feedback and the responses:

⁸ The final draft of the new regulations in English, Spanish and Portuguese as well as resources related to new requirements can be found at <http://www.eec.state.ma.us/licensingRegulations.aspx>.

Proposed Regulation	Public Feedback	Response
Require participation of all educators in an EEC-approved orientation as a prerequisite to qualification.	Concept was generally well received (104 in favor, 49 opposed). Concerns expressed centered on availability, cost and convenience of orientation. FCC providers prefer that orientation replace other required training hours.	Maintain proposal. Create an on-line orientation required of new hires within 30 days of hire. Original Workforce Taskforce plan for 40 hour orientation (professional development) will be phased in as part of required professional development hours.
Expand allowable locations for family child care to include unoccupied second residence on licensee's premises, provided licensee's premises is a single family, two family or three family dwelling.	Response was overwhelmingly positive (138 in favor, 25 opposed). Some concern was expressed about potential zoning implications.	Maintain proposal.
Align paperwork requirements across all types of care; ensure that required paperwork is appropriate and necessary to program quality.	Concept was well received (146 in favor, 50 opposed). Opposition was almost exclusively from family child care providers, who are most impacted by alignment. Concern about volume and posting requirements.	Review all required forms and documents to eliminate redundancy. Provide sample forms and templates wherever possible. Reduce the number of required postings. Delete written plan for referral services for FCC; notification to EI or LEA re: serving child with a disability; delete written notification of change in program space or emergency location change. Combine documents into standard "Parent Handbook", provide template and training.
Require periodic progress reports for all children regardless of age or care setting.	This proposal was not well received among groups that are not currently required to complete progress reports (94 in favor, 132 opposed). Family child care providers expressed doubts about their qualifications to evaluate children's progress. Concerns were also expressed about the time required to complete evaluations, and the value of such information for school-age children. Some family child care providers supported this requirement and felt that it would enhance their professional image.	Maintain regulation. Develop templates for observation and reporting. Provide training for professional development credit.
Align requirements for safe fall zones to include family child care homes and school age child care programs.	Response to this initiative was evenly split (81 in favor, 90 opposed), with opposition focused on family child care due to cost implications.	Require safe fall zones for all center-based programs, including School Age care. Require safe fall zones in family child care for new providers

		licensed after implementation date, and if current provider installs new elevated equipment. Provide educational materials to providers re: playground hazards and technical assistance re: alternative methods of voluntary compliance.
Require additional training in administration of medication.	The majority of respondents approved this additional training, however many family child care providers felt that the training was unnecessary and would be burdensome.	Maintain regulation. On-line training posted 6 months prior to implementation date.
Require providers to offer children over one year old receiving 2 or more meals daily an opportunity to brush their teeth.	The majority of respondents opposed this proposal, citing the time required in brushing effectively and the difficulty in maintaining appropriate sanitation. (It was noted that Head Start programs do this routinely.)	Maintain the regulation, per EEC Board of Directors.

EEC has trained its licensing staff on the changes in the new regulations. In addition, as of January 2010 EEC staff have conducted over 90 large and small group trainings for licensees on these changes at community and state colleges, family child care support group meetings, family child care systems and large center-based programs and other community meetings.⁹ Well over 4200 educators and providers participated in these events.

Next Steps: 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. An example is an online medication training. Licensing staff will continue to work with licensees to explain new requirements and provide technical assistance and other resources that help programs meet them.

Licensing Monitoring and Enforcement

EEC continues to undertake its responsibility of monitoring compliance with child care licensing regulations. The National Association of Child Care Resource and Referral Agencies released its 2009 annual ranking of State Child Care Center regulation and oversight of those regulations. In the publication “**We CAN Do Better: 2009**” NACCRRA scored and ranked states, the District of Columbia and the Department of Defense (DoD) on 10 regulation and 5 oversight benchmarks. Massachusetts earned an overall ranking of 11 of the 52 entities ranked. Massachusetts was ranked ninth in quality of regulations but 27th in oversight of the regulations. The relatively mediocre ranking in oversight was due to high caseloads, (over twice the number called for), infrequency of visits and the lack of a statewide fingerprint based database for background record checks. EEC’s caseloads are:

- Group child care: the average caseload is 114 licenses per licensor.
- School Age: the average caseload is 140 licenses per licensor.

⁹ A list of the meetings locations with times and dates can be found at <http://www.eec.state.ma.us/docs/RegulationMeetingNotice101309.pdf>

- Family child care the average caseload is 370 licenses per licensor.
- Residential and Placement: the average caseload is 66 licenses per licensor.

NACCRA in this report recommends that licensing caseloads should be 50 licenses per licensor.

From a snapshot of May to October 2009, EEC had

- 12,112 total licensed programs in Oct. 2009. This was a capacity of 238,663
- 422 total licenses were issued in October 2009, this included new, renewal, re-opened and moved
- Between 200-250 complaints were received each month between May – Oct, 2009
- 512 visits on average were completed each month
- See Appendix D for additional detail by region

The **“Licensing Enforcement Actions”** category refers to legal actions filed against a provider’s license for serious and/or recurring violations of EEC’s licensing regulations. Such legal action against licensed providers could include immediately suspending a provider’s license, revoking or refusing to renew a license, and/or sanctioning a provider (e.g., freezing enrollment, requiring that specific corrective measures be implemented to bring the provider into compliance). In 2008, EEC had 60 Licensing Enforcement Action – Legal Cases. From January –October 2009, EEC had 39 licensing enforcement actions. See Appendix D for additional detail by category of action.

Planned for next year:

Updated Child Care Licensing Regulations

EEC will continue to implement the updated child care licensing regulations and provide training as needed.

See update in Workforce section on ARRA funded – Infant and Toddler Learning Guidelines

Comprehensive services, including mental health consultations, are embedded in the delivery of services for families and children.

Accomplished this year:

Mental Health Grants

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.

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

- 817 new children referred for services between January 1, 2009 - June 30, 2009
- 769 children continued to receive services initiated before December 31, 2008
- 766 new children receiving services between January 1, 2009 - June 30, 2009
- 1535 is the total number of children receiving services January-June, 2009
- 580 classrooms/homes received on-site consultation for a total of 16,212 hours
- The top two behaviors exhibited by children who received on-site consultation services were aggression (437 children) and peer relations/social skills (264 children).
- Of children exhibiting aggression, the most common strategy or intervention was consultation to staff. Same for peer relations/social skills.
- Of the children who received on-site consultation services (January 1, 2009 – June 30, 2009) the children's outcomes were:
 - o Retained successfully in the program: 1393 children
 - o Transitioned from the current program to a new program that could better address child's needs: 33 children
 - o Suspended temporarily from the program due to behavioral issues: 24 children
 - o Aged-out of the program: 31 children

See Appendix E for further data about the services provided by the Mental Health Consultation Services Grant.

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.

Feedback so far on this proposal has been to recognize that the embedded model was working well. EEC recognizes this and is still invested in expanding this opportunity to reach more children through a statewide model.

Grant Purpose

The FY11 Mental Health Consultation Services grant is intended to create a statewide mental health consultation services model that meets the needs of the early education and care field. The objectives of the model are as follows:

- Promote the healthy social and emotional development of all children, particularly those children whose emotional development is compromised by poverty, biological or family risk factors, or other circumstances which may contribute to toxic levels of stress;

- Build the capacity of early education and care program staff to enhance children’s learning through positive, nurturing interactions with children and with their families and to address the needs of children who exhibit behavioral challenges;
- Attend to social-emotional needs of children so they are ready to learn and be successful in their early education;
- Reduce the number of children who are suspended or expelled from EEC-funded programs;
- Promote collaboration for better access to services for children and their families; and
- Maximize resources by ensuring that certain mental health interventions are funded, when appropriate, through insurance payments.

System Structure and Target Populations

EEC’s statewide structure will be defined such that all programs and providers in EEC’s mixed-delivery system across the Commonwealth will have access to consultation services for the purposes listed above as needed. Programs serving children with EEC supportive contracts will be prioritized with regard to access to consultation services. As of October, 2009 there were approximately 5,200 children receiving supportive contracts in the State, who are served by 1,100 programs.

Consultation Services Model Effectiveness

Evidence-based research on early childhood mental health models is beginning to grow, though is currently scarce. There are, however, certain state models that have shown promising success in their implementation. Connecticut, for example, works with a budget of roughly \$2.0 million dollars annually to implement a statewide mental health consultation system similar to that which EEC proposes. This consultation model has shown promising effects on the number of children who were at risk for expulsion/suspension being retained in their child care settings, positive results from parents who see improved outcomes for their children as well as improvements in scores from the CLASS assessment for participating programs.¹⁰

Grant Goals

The three main goals of the program are for selected entities to:

1. Build on success of EEC’s previous models of mental health consultation and services to provide a system of mental health consultation accessible statewide.
 - Grantees must have the capacity to provide direct services and consultation at the child, family and program levels.
2. Meet needs identified by EEC. Grant funding will be prioritized for proposals that demonstrate the ability to:
 - Provide services widely accessible within a set region;
 - Benefit the greatest number of at-risk children;
 - Serve children from birth through age 14, with a particular emphasis on working with children and families as early as possible (infant/toddler capacity);
 - Address cultural and linguistic needs of children, families, and providers;
 - Work in partnership with families;
 - Provide referral options for children with intensive mental health needs; and

¹⁰ Duran, F., Hepburn, K., Irvine, M., Kaufmann, R., Anthony, B., Horen, N., et al. (2009). *What Works? A Study of Effective Early Childhood Mental Health Consultation Programs*. Georgetown University Center for Child and Human Development.

- Build program capacity through training and coaching on models that promote positive social emotional development and prevent challenging behaviors (e.g. the Center on Social Emotional Foundations for Early Learning's (CSEFEL) Pyramid Model).
3. Create efficiencies by building on the current system of collaboration with partners and use of 3rd party billing without duplication.
- Build linkages to other available and appropriate community resources, social services, and mental health agencies including referrals to public school Special Education, Early Intervention programs, and other family support programs and services, in order to promote the coordination and continuation of mental health services for children and families; and
 - Make referrals for more intensive therapeutic services for children and families, including services provided for MassHealth eligible children through Children's Behavioral Health Initiative (CBHI).

EEC anticipates posting this RFR by mid-February.

CSEFEL (Center on Social Emotional Foundation for Early Learning):

Massachusetts was one of three states selected in spring of 2009 to participate in a unique early childhood professional development opportunity designed to build the skills of infant and early childhood practitioners to nurture young children's social-emotional development by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). CSEFEL has been funded by the Office of Head Start and the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services to provide training and technical assistance to selected states. The broad goal of the intensive training and technical assistance (T/TA) activities is to foster professional development of the early care and education workforce that enhances knowledge and skills; supports the implementation and sustainability of evidence-based practices; and increases the size of the workforce skilled in supporting the social emotional development of young children (birth – 5 years old).

CSEFEL is working with the Massachusetts Collaborative Planning Team to accomplish these four specific goals:

1. an enhanced capacity to adopt CSEFEL's conceptual model of evidence-based practices for promoting young children's social and emotional competence and for preventing and addressing challenging behavior (The Pyramid Model).
2. an increased number of high quality trainers and coaches;
3. a cadre of local demonstration sites; and
4. an evaluation of the three outcomes above.

At the end of July, the MA Collaborative Planning Team met with CSEFEL faculty from the University of Colorado to intensively plan for this three year partnership. CSEFEL agreed to work with the MA Planning Team to:

- Provide CSEFEL Pyramid Model train-the-trainer events
- Coordinate and work with a team of 10-15 local CSEFEL coaches to provide on-site support for programs to implement the Pyramid Model
- Work with 3-4 programs state-wide as Pyramid Model demonstration sites
- Work with the state team to strengthen policies and systems to sustain evidence-based practices such as the Pyramid Model at the local level
- Collect data on the effectiveness of the initiative

The first train-the-trainer event was held for approximately 50 early childhood practitioners (by invitation). The training was held October 27-29, 2009 and a second training was held December 1-2, 2009 in Worcester. The presenters included CSEFEL faculty: Valeri Lane from Early Head Start National Resource Center at Zero to Three, and Phil Strain from University of Colorado, Denver and the topic areas covered included:

- Social Emotional Development: Relationships, Reflection, Research
- Key Elements of Social Emotional Wellness
- Experiencing, Expression, and Regulating Emotions
- Temperament
- The Intersection of Relationships and the Ability to Learn
- Developmental Course of Social Emotional Wellness
- Social Emotional Development in the Context of Families
- Promoting Social Emotional Development through Relationships
- Overview of Teaching Pyramid and Building Relationships
- Building Relationships and Creating Supportive Environments
- Social Emotional Teaching Strategies: Teaching Emotional Literacy and Controlling Anger and Impulse

Going forward, EEC is engaging in a partnership with DPH to manage this opportunity. This partnership is solidified through an MOU. EEC is also exploring an opportunity to train 2000 frontline child care staff across the state over a period of 2 years in a 15 hour CSEFEL course. The course would be CEU approved. The CSEFEL steering team is also looking into how to expand this training statewide.

EEC and DPH Collaboration to Assure Inclusion Services for Children with an IEP

EEC has entered into an agreement with DPH to use their Regional Consultation Program to assure inclusion services for children ages 3-5 who have disabilities and an IEP. This ISA will start 11/9/09 and run through 6/30/10. This arrangement has been sent up to build upon each agencies strengths, and supplant EEC's capacity during this time of reduced staff capacity. Below is an outline of the scope of services:

The purpose of this ISA is to improve administrative efficiency and service delivery, and better support EEC department operations through utilization of the Department of Public Health's (DPH) Regional Consultative Programs for Early Intervention Services. Specifically, services for, children ages 3-5 who have disabilities and an Individual Educational Plan (IEP) will be identified to assure successful inclusion in program settings in the public schools. DPH already provides services to the birth to 3 year old population, services provided would offer continuity for the 3-5 year old population.

- Contact each public school with a preschool within the assigned region. Calls to be completed within 30 days of the start of the project and a written phone log of contacts submitted 60 days after start of project.
- Inquiries from the field will be recorded, summarized, and submitted to EEC on a quarterly basis.
- Respond to requests for consultation and conduct site visits to provide technical assistance for the successful inclusion of preschool children with disabilities. Submit summary, and appropriate follow-up plans if applicable, within two weeks of visit.
- Develop draft educational materials for families with children with disabilities on inclusion and access to programs and submit to Senior Policy Specialist by January 9, 2010.

- Assist EEC Educator/Provider Support Unit in organizing Communities of Practice network meetings 4 times a year within the region.
- Work closely with the Senior Policy Specialist for Special Education, EEC Regional Directors, Department of Elementary and Secondary Education offices, the Department of Public Health's Early Intervention unit, and community partners in a mixed delivery system to identify best practices and quality improvement needs within a region and across the Commonwealth, with a specific focus on inclusion.
- Participate in the development of inclusion materials.
- Provide training and technical assistance to programs for the successful inclusion of 3, 4, and 5 year old children with disabilities in center-based child care, public school preschools and Kindergarten, family child care, and family, friend and neighbor care.
- Attend Communities of Practice sessions in assigned region.
- Identify challenging and successful policies and practices that support or are a barrier to accessing quality programming for young children with disabilities and their families in a mixed delivery system.
- Participate in and provide trainings on inclusive practices.
- Be the lead liaison with parents, programs, public schools, and providers within the region, including providing phone consultation and referring constituents to the appropriate EEC staff or community resource.
- Provide information and technical assistance about EEC and special education regulations, policies, and programs to parents, providers, programs, and other stakeholders.
- Collaborate with DPH to provide quarterly status reports and statistics on progress.

Planned for next year:

Mental Health Grants

EEC intends to post and distribute grants for mental health that will encourage a statewide approach. 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.

CSEFEL

EEC, in partnership with DPH, will be working on developing a statewide approach for disseminating this training.

Children in residential and placement programs receive quality and appropriate services and are placed in the least restrictive settings.

Accomplished this year:

For EEC the frame for this work is developing a multi agency and multi- year charter for the to move towards reduction of trauma induced restraints and moving children from out of home placement to a more permanent placement. EEC and partners have identified through national and state research that the over utilization of restraints and behavior restrictions can be re-traumatizing to children and delay or prevent their eventual re-integration with a more permanent home situation. All youth serving

educational and treatment setting will eventually use trauma informed, positive behavior support techniques that respectfully engage families and youth.

Following, 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 staff through the licensing of each DCF regional Office reviewed a random number of placement files and reviewed the rationale for placement in deep end facilities, STARR programs, Specialized foster care and Departmental foster care. Where necessary, EEC provided DCF with assistance in documenting the appropriate utilization of resources.

EEC also began a training initiative this year with ESE, DCF and 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.

Three Year Strategic Direction:

Increase and promote family support, access and affordability

Indicators of Success

Families are aware of the mixed early education and care system and have access to affordable, high-quality early education and care services.

Accomplished this year:

Financial Assistance

Due to state fiscal constraints, access to income eligible financial assistance has been closed since November 2008. EEC maintains a waitlist of children who are seeking child care and/or financial assistance. Currently the list is at approximately 26,000 children. During late 2009, EEC determined the cost to fully fund all children on the waitlist. At that point in time it would take about \$215M to fund 22,774 children.

Table: Waiting List Demand and Cost to Fully Fund:

<i>Age Group</i>	<i># of Children</i>	<i>Annual Cost</i>
Infants/Toddlers:	8,401	\$110,882,789
Pre-School:	6,589	\$60,944,737
School Age:	7,784	\$43,134,645
Total:	22,774	\$214,962,171

262 days in FY2010

Given more recent budget projections, EEC is intending to open access in a controlled and selective manner. This opportunity has occurred because EEC's data has improved throughout the year; EEC has been closely watching the attrition data; and since November 2008 EEC has refined its access policies. See Appendix F for chart on attrition data 10/08-10/09. EEC intends to open access starting in February 2010 in the following areas:

- *Allow New Contract Slot Utilization*
 - Contract awards were made to existing providers for the number of slots which they previously held except for: 435 center based slots that were awarded to new providers or existing providers that were awarded additional slots; 279 family child care system slots that were awarded to Systems that had previously been contracted for those slots. These slots will now be eligible to be filled from the waitlist
- *Open Access Waitlist kids that have Siblings Already in Care*
- *Open Access to additional 2,400 children from the waitlist*

Opening access to only those EEC can sustain into a very difficult FY2011 will result in care for over 4,000 kids currently on the waitlist.

Effective July 1, 2009, EEC updated the eligibility amount for families to access income eligible child care. While the median income percent remained the same, the dollar figure was adjusted for inflation and other factors. EEC Financial Assistance: Income Eligibility Levels and Parent Co-Payment Schedule, effective July 1, 2009, are posted on the EEC website at http://www.eec.state.ma.us/docs/FA_IE_PCP_FY10.pdf.

ARRA Summer Learning Promotion Voucher Initiative

Given that access had been closed for several months, and the importance of preventing summer learning loss, the EEC Board voted in April to allocate \$2.25 Million in CCDF funds coming to EEC through the ARRA for Summer Learning Promotion Vouchers. After receiving approval from the Governor's Office, EEC launched the Summer Learning Promotion Voucher Initiative on June 10, 2009 with the intent to provide approximately 1200 school age children of working families with access to quality summer learning environments. Due to a variety of factors, 774 school age children were placed in 275 school age summer programs across the state through this initiative. A sample of programs, 48 of the 275 programs, were visited during the month of August to verify, among other things, that they provided children with academic enrichment activities that reinforce their school-year learning as required in their ARRA Summer Learning Promotion Voucher Agreement. The 48 programs represent a sample of approximately 20% of the funded programs. Visits were prioritized based on the following EEC data criteria: Programs with 5 or more vouchers received a visit; Programs whose agency also has a Head Start program received a visit; programs with 4 or less vouchers within the ESE Commissioner Districts were selected at random for visits. Eleven EEC program staff were trained on the use of the Environment Rating Scale Tool for evaluating program environment quality and used either the SACERS or FCCERS-R rating scale tools to assess the programs they visited.

2008-2009 Market Rate Study

In 2009, EEC completed its bi-annual 2009 Market Rate Survey (MRS). The federal Administration for Children and Families (ACF) requires states to conduct such a survey every two years to help determine if they are meeting the federal requirements to provide low-income families with access to services.

This year's MRS was completed by Mills Consulting Group, Inc. and Goodman Research Group, Inc. in partnership with the Massachusetts CCRR Network. Because of this partnership, the MRS was able to survey all full-day programs serving at least one private paying child. In years past, EEC has done a sample of these programs.

Full results of the Market Rate Study can be found in Appendix G. In summary, EEC's rates continue to be below the 75th median percentile of the market rate. EEC is concerned about this, and particularly about its effect on compensation. EEC will continue to seek strategies to address this.

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 is seeking the Board's approval on hiring a vendor to provide the information and referral services through the end of the fiscal year, so as to ensure parents continue to have a place to call and receive accurate and useful information about available early care and education options. Next year this service will be part of the CCR&R reprourement.

1. Here are the ways that EEC also provides information and referral to families; At the state level, the EEC provides:

- Web based information about licensed early education and care programs in the mixed delivery system, which includes center based care, family child care and after school programming. In addition, the website also includes information on choosing quality early education and care;
 - Web based contact information for the 120 Coordinated Family and Community Engagement grantees that provide a infrastructure of supports and services in communities across the Commonwealth, and
 - Access to central and regional office staff that responds to inquiries from families and provide linkages to regional and local resource, including CFCE grantees.
2. At the local level, EEC provides funding to support Coordinated Family and Community Engagement grants. A primary objective of the CFCE grants is to increase knowledge of and accessibility to high-quality early education and care programs and services for families with children prenatal through school-age. Two primary activities included under this objective are:
- Act as local point of entry to assist families in accessing EEC financial assistance for early education and care by placing eligible families on the EEC centralized waiting list.
 - Through direct services and/or referrals, provide families with access to:
 - o child development information;
 - o transition information and supports;
 - o assistance with meeting basic needs;
 - o timely support in periods of family crisis; and
 - o high-quality, specific and up-to-date information and referrals about early education and care and family support options and applicable community resources.

During this transition period on the regional level, the local role in supporting families becomes increasingly important to the statewide system that is EEC is building.

EEC received some public feedback about this proposal. The feedback was a concern about whether this was a good use of funds. EEC and the Board agreed that maintaining this function was central during this time of transition until the entire function is reprocured this spring.

Coordinated Family and Community Engagement (CFCE) Grant - Focus and Consolidation

This past year EEC sought to transition and consolidate a set of grants that it was investing in local infrastructure to support families and programs. This new grant - the FY2010 Coordinated Family and Community Engagement Grant renewal grant – sought to develop innovative approaches to comprehensive planning, coordination and delivery of local family access and community engagement services through the Community Partnerships for Children Programs (CPC), Massachusetts Family Network Programs (MFN), Parent Child Home Programs (PCHP) and Joint Family Support Programs (JFSP). The goal of consolidation was for local communities to develop coordinated and collaborative community wide plans to enhance family access, education, and support across and within early education and care program models, to realize efficiencies and promote greater outcomes through shared resources and efforts.

The final FY 2010 state budget amounts changed the initial allocations for the 120 grantees. Final budget amounts for grantees reflect a 5% decrease in the Local Planning and Coordination (formerly Community Partnerships for Children) funding amounts and a 41% decrease in the funding for family support programs (Massachusetts Family Networks, Parent-Child Home programs and Joint Family Support

programs). EEC received 120 responses representing 137 CPC Programs, 34 MFN Programs, 22 PCHP Programs, and 11 JFSP Programs. Of the 120 responses, 45 represent true consolidations of more than one program type. Three are from CPCs collaborating with another CPC, and 71 were from CPCs that did not apply in collaboration with other programs.

The landscape of our family and community engagement programming has changed. In FY '09, EEC managed the following individual grants:

- 141 Community Partnerships for Children
- 42 Massachusetts Family Network
- 25 Parent Child Home Programs
- 11 Joint Family Support grantees

As a result of our FY '10 Coordinated Family and Community Engagement consolidation grant opportunity, grant applications reflected the following:

- 45 true consolidations: involving partnerships between 46 CPCs, 34 MFNs, 22 PCHPs, and 11 JFSPs
- 3 consolidations between CPCs only
- 71 non-consolidated CPCs
- 8 non-consolidated Massachusetts Family Network
- 3 non-consolidated Parent Child Home Programs
- 0 non-consolidated Joint Family Support grantees

The five objectives of FY10's grant were:

- Increase knowledge of and accessibility to high quality early education and care programs and services for families with children prenatal through school-age
- Promote family education, engagement and literacy
- Facilitate collaboration and community planning between local early education and care partners and other community stake holders or partners
- Provide support and information to families with children transitioning between and among early education and care settings, home and school
- Support early education and care programs across the public and private sectors in delivering high quality services

Planned for next year:

Proposed ARRA funding to open access

EEC has proposed spending \$12.2M of ARRA funds to open access for infant/toddlers and preschoolers select populations on the waiting list for an 18-month period (March 2010 - September 2011). Priority would first be given to the 672 infants and toddlers and 127 preschoolers on the waitlist who already have siblings in care. EEC's Board approved this proposal, and EEC is current awaiting approval from ANF.

Information and Referral included in CCR&R rebid

Child Care subsidies play a key role in EEC's mission of providing the foundation to support all children in their development as lifelong learners and contributing members of the community, and supporting families in their essential work as parents and caregivers. Also, information and resources for families

about choosing early education and care and out-of-school time programs, finding parenting and other resources in their community and applying for child care financial assistance are fundamental. To be successful in supporting EEC's strategic direction of increasing and promoting family support, access and affordability, the management of vouchers should be informed by a clear framework with critical principles, along with policy strategies that support those principles. According to the National Association of Child Care Resource and Referral Agencies, the definition of a CCR&R is an agency that help assess community need, develop supply, provide parent referral services, and help families make informed child care choices.

As EEC's pursues reprocurring the child care resource and referral and voucher management functions in FY11. The work is being conceived in three levels.

Level One will be for subsidy management and information and referral services for EEC subsidized families and providers/Systems that accept EEC subsidies.

Level Two will be for Information and Referral. The required activities will be to provide high quality information for all parents and families in Massachusetts about child care options and maintain the provider database.

Level Three will be Consumer Education.

This RFR was posted at the beginning of February 2010 and will be in place by July 1, 2010.

CFCE Grant - continue implementing and refining

For FY11, the FY10 CFCE objectives will remain the same, but with more emphasis on providing:

- o Evidence based early and family literacy activities
 - o Transition supports for children and families
 - o High-quality, accurate consumer information
- All independent MFNs (8) and PCHP programs (3) must partner with an existing CFCE grantee or submit a new CFCE application for FY11. There will not be independent applications for MFN or PCHP programs.
- Grantees will propose a method for tracking and maintaining a database of the families they work with through a variety of program strategies.
- Grantees will propose a plan for measuring success and evaluating the benefits of CFCE services.
- Grantees will develop and implement a community based strategic plan for meeting the needs of families with children birth to eight years old. Funding for strategic planning process will come from ARRA funds, approved at May 2009 Board meeting.

Families are recognized as full partners in the education of their children and are empowered to be involved with the physical, social, emotional and intellectual development of their children.

Accomplished this year:

CFCE grant

This indicator, along with many others in the Strategic Direction-Family, is met through the work of the local CFCE grantees. Following are two examples of the work a CFCE grantee is doing to ensure families are recognized and empowered to be involved in their children's development:

Southbridge/Webster CFCE, Lead Agent - Worcester CAC –

Family Resource Center, Collaboration with the Kennedy Donovan Center and Early Intervention Program

Southbridge is a low income high risk community with little activities and resources available for children and families. When the rent for the family resource center in town became more than the CFCE grant funding would allow, the Kennedy Donovan Center joined hands in partnership with the CFCE grant Coordinator to ensure that this vital resource to children and families would not be lost. The Kennedy Donovan Center has provided a space for the family resource center and parent/family child care provider playgroups at a minimal cost. The playgroup activities in turn, provide Early Intervention with a vehicle for them to fund their family service plan activities in "natural environments". This collaboration extends beyond just the resource center and includes working together to transition children to and from EI and collaborating on parent and provider workshops.

Duxbury is collaborating with their parents on kindergarten registration. They convened a Kindergarten Transition Team with parents to ensure children are ready for school. The team discusses current research on "best practices" for transitioning children into kindergarten. The team plays a large part in developing a process that looks at research and best practices and they have created opportunities for families and staff to connect in a positive and supportive way for children.

See Regulations update.

Planned for next year

Changes to the CFCE grant will continue to implement this vision. EEC will also seek to develop statewide messages that will coordinate with local efforts to communicate these messages to parents.

Families are informed about child development and aware of family support resources.

Accomplished this year:

CFCE grant

This indicator, along with many others in the Strategic Direction-Family, is met through the work of the local CFCE grantees. Following are examples of the work CFCE grantees are doing to ensure families are aware of resources.

North Adams CFCE, Lead Agent - North Adams Public Schools

Family Support Activities

The Family Resource Center of the Berkshires houses many different programs that Child Care of the Berkshires administers including the Coordinated Family and Community Engagement grant program. This is specifically note worthy because a multitude of comprehensive family support programming is available in one central location and targeted throughout surrounding communities

by nature of many programs being housed in the same location. Administered at this location is child care including infant and toddler care, the family child care system, Healthy Families, and Parent as Partners programs funded through the Children's Trust fund, the EEC Teen Parent Program, Coordinated Family and Community Engagement program and Parent Child Home program, and the DPH funded Lead Poisoning Prevention program. This affords program staff the unique opportunity to optimize resources for children and families by collaborating across funding streams to reduce duplication of services while working to provide activities and services that best meet the needs of children and families. On most days there is a myriad of vibrant activity in the building including CFCE funded activities such as a resource library for parents and providers, a clothing donation space, playgroups, Parent and provider training/support meetings and more.

Barnstable provides 4 weeks of parenting classes and they have handed out 450 resource directories. They held a baby and dad group @a local hospital; they served two families with referrals for adult basic education.

Self Help offers an array of services for children and families and they have created a book of their many resources. The activities they provide in their playgroups come with articles for parents to try with their children. The program has a language and literacy specialist who provides information and activities focused around literacy development information, child literacy-based activities for home and preschool and themed book lists. All of the materials are provided to parents within the play groups and to providers. The program also addresses families' needs through the specialist they have within their program such as: Family Specialist, Literacy and Language specialist, and Parent and Provider Support folks.

Planned for next year:

Changes to the CFCE grant will continue to implement this vision

Early education and care services are delivered through a seamless system that is responsive to the needs of all families and provides supports and resources for transitioning children in and out of early education and care programs and services.

Accomplished this year:

Income Eligible Child Care Re-procurement

The purpose of the Income Eligible contract bid is to purchase high-quality early education & out-of-school-time care for families that meet eligibility and income requirements. These contracts guarantee a minimum level of access to child care financial assistance to more than 180 cities and towns. The prior contracts provided financial assistance to approximately 14,000 children statewide.

EEC posted the Request for Responses (RFR) for the contract in early March 2009. Providers had until April 24th, 2009 to respond. EEC held a series of bidders' conferences during that time in Taunton, Worcester, Springfield and Boston to explain the RFR to interested bidders. More than 550 people turned out at the bidders' conferences. The contract focuses on strengthening quality through use of quality evaluation criteria, phasing in an accreditation requirement and by aligning minimum contract standards with the forthcoming QRIS.

Overview of Bids Received

- o Received 225 bids representing 1,000 sites and 16,000 slots from center-based and out-of-school-time providers, including 55 bids from providers new to contract system
- o Received 72 bids for 8,200 slots from family child care systems, including 7 bids from agencies proposing to start a family system
- o Made 170 center-based contract awards and 60 family child care system awards for a combined total of 14,000 slots

Summary of Bid Evaluation and Scoring

EEC formed 12 evaluation teams to review all contract bids. The evaluation teams read and scored narratives that covered different eight program areas, including assessment, screening, curriculum, transitions, family engagement, professional development, comprehensive services and collaborations. Scores were assigned to each narrative depending on whether or not the evaluators found the responses to reflect practices that were at baseline, above baseline or below baseline. The baseline for each program area was based on a series of structural factors designed to align with structural program features that have been shown through research and best practice to support quality.

Method for Awarding and Allocating Contracts

The contract awards and allocations were developed with the following guidelines:

1. All bids were awarded to the highest scoring programs in each region, with priority given to programs that submitted bids in towns in which EEC currently has contract coverage
2. All contract awards made to providers with scores of less than 70% were conditional, if evaluation scores indicated that a provider may have program practices that are at or below the baseline used in the evaluation
3. All contract awards made to providers with fiscal compliance issues were conditional, with contract terms that varied depending on the compliance issues
4. Contract slot allocations maintain the existing distribution of contract resources for each age group within each town. In all cases where existing slots were awarded to another provider, slots were awarded to the highest scoring bidder

Towns With Insufficient Bids

There were 17 income eligible providers that did not submit bids. In most towns, EEC received sufficient bids from other providers. However, EEC did not receive sufficient bids in Athol, Orange, Belchertown, Northampton, and Westfield. EEC reposted the bid in these towns. Bids were received on August 13, 2009 and award announcements are expected in August in time for contracts to be placed into effect by September 1, 2009. Bids were awarded to three providers after the re-bid process.

Highlights of Approved Contract Plan

The Board of Early Education and Care voted in January to approve the procurement team's recommendations for the Request for Response (RFR).

The contract slots covered under this RFR were last put out to bid in 1998, prior to the creation of EEC. This contract bid provides an opportunity to introduce strategic changes to strengthen provider quality, align contracts with other EEC initiatives and streamline administrative policies. Taking advantage of this opportunity, this RFR:

- o Has an initial term of three years, with two options to renew during which EEC may phase in strategic policy changes related to provider quality

- Focuses on strengthening the quality of contract providers by selecting providers based on quality evaluation criteria, phasing in an accreditation requirement during the life of the contract, and aligning minimum contract standards with the forthcoming QRIS.
- Introduces a series of changes designed to streamline administrative and reporting requirements
- Maintains contract resources in the communities where they currently exist and maintain the current level of contract slots by age group, but create a mechanism for rapid expansion in high-need communities and age groups as resources increase in the future
- Encourages partnerships and collaborations designed to improve program quality, streamline services, promote shared services or otherwise encourage the expansion of high-quality early education and care opportunities in the Commonwealth
- Establishes a demonstration project to test the feasibility of contracting directly with schools and family child care homes

EEC awarded contracts with conditions to 45 programs across the state that received a low relative score with low scores in some or all the following programmatic areas and an additional 136 programs received low scores in one or some the following programmatic areas: *Screening; Assessment; Curriculum; Transitions; Family Engagement; Professional Development; Comprehensive Services; Collaboration; System Structure; Provider Support; Family Child Care System Structure; Family Child Care System Support*. The regional provider training and support specialists visited all 45 programs before January 1, 2010 and will provide technical assistance and a follow-up visit to the 136 providers before the end of this fiscal year.

Limited Demonstration Project with Public Schools and Family Child Care Providers

During the winter while presenting the plans for the income eligible procurement to the Board and other key advisory groups, EEC received significant public input from the field concerning allowing public schools to compete in the income eligible procurement. The primary concerns were that public schools programs are license-exempt, and therefore do not have to meet the health and safety standards as codified in licensing, and also whether these programs would be able to provide working families with full-day full year services. EEC remained committed to its value of supporting the mixed delivery system, and decided to open up the income eligible procurement to public schools through a limited demonstration project where these issues could be explored further.

In April, EEC issued an RFR for a demonstration project for public and private schools. The RFR was limited to schools located in the 50 cities and towns that have the most significant access challenges. Bidders' conferences were held in Boston and Worcester. Responses were due back to EEC on May 20. Including similar criteria to the income eligible contract, public schools had to demonstrate that they could meet licensing standards to participate in the contract. Ten bid submissions were received. Evaluation teams reviewed the applications and conducted licensing standards reviews in the summer of 2009. Contract awards were made for public preschool programs in Worcester, Revere, Lowell, Wareham and Lee Academy in Boston. The contracts, which provided funding for 90 preschool-age children, went into effect on September 1, 2009. The contracts awarded to the Lowell and Wareham school districts were conditional, pending the completion of classroom space. Once the classrooms are complete and approved by EEC licensing staff, these programs may begin serving children through the EEC contract. (To date, Wareham has not completed its classroom space.)

EEC also posted an RFR for a limited number of independent family child care providers. The contracts allowed participating providers to offer child care financial assistance directly to income-eligible families.

Funding for this project was limited to approximately \$200,000, which would fund an estimated 25 children on a full-day and full-year basis. EEC hosted evening bidder's conferences in Springfield, Worcester and Boston from June 15 to 17. RFR bids were due July 15, 2009. EEC received 3 responses, all of which were deemed non-responsive and this project did not move forward.

Planned for next year:

EEC intends to rebid the Supportive and Special Populations contracts procurement in the upcoming year.

See update on Information and Referral procurement.

Families of infants have access to programs and services that support the development of healthy attachment between babies and their primary caregivers and promote early brain development.

Accomplished this year:

Birth to School-Age Taskforce

Phase I of the Work

The Patrick Administration Education Action Agenda (June 2008) called for the creation of the Massachusetts Birth to School Age Task Force to establish a statewide birth-to-school-age strategy to ensure the healthy development of children, particularly those from low-income families and indicated that this strategy should include various service agencies, link multiple funding streams, and align preschool and school-age care. This initiative builds on the efforts of twenty years of work, such as the Infant Toddler Services Summit (ITSS) which the EOHHS Head Start State Collaboration Office convened from 1997-2003, as a public-private interagency collaborative effort to develop a comprehensive plan for children birth to age three.

The first phase of this work has focused on developing a plan to support all children pre-birth to age three, and their families/caregivers, the next phase of this work will focus on aligning systems for children/families pre-birth through school age and beyond.

Process and Community Meetings

The Task Force was comprised of over 50 individuals from across the state with a range of pertinent expertise and includes representatives from: state agencies, the Legislature, community providers, training providers, higher education, advocates, business, and parents.

Co Chairs

The Task Force was co- chaired by:

- Commissioner Killins
- Peg Sprague, Vice President, Community Impact, United Way of Massachusetts Bay;
- Lynson Moore Beaulieu, Director of Programs and Strategic Leadership, Schott Foundation for Public Education;
- Ron Benham, Director for Perinatal, Early Childhood, and Special Health Needs, Dept. of Public Health;

- (and formerly Libby Zimmerman, Executive Director, Connected Beginnings, who unfortunately passed away in early August, but her dedication to this work clearly left a strong legacy.)

Subcommittees:

The work was divided into five Task Force subcommittees:

- 1) Good Health;
- 2) Strong Families/Communities;
- 3) Positive Learning Experiences;
- 4) Systems; and
- 5) Diversity

Vision

One of the first tasks given to the Task Force was to create a vision:

All Massachusetts infants and toddlers will be emotionally and physically healthy and will have optimal opportunities to experience consistent, nurturing care-giving and learning in the context of strong families living in supportive communities with culturally competent systems that deliver high-quality, comprehensive services focused on promotion, prevention, intervention, and evaluation.

Community Meetings to Gather Stakeholder Feedback

Through October, EEC held community meetings in partnership with the regional United Way offices, across the state which was a critical step in engaging stakeholders in this work. They were in: Boston, Worcester, Lawrence, Springfield, West Barnstable, New Bedford, and Pittsfield.

Common themes from the community meetings validated the Task Force's work and focused on:

- Need for professional development that focuses on infants and toddlers and children with special needs
- Need for high quality staff and the commiserate compensation to keep them in the field
- The importance of developing relationships with parents
- Need for messaging and communication
- Providers need more financial supports / resources
- Professionalism of the field
- Curriculum
- Importance of pre-natal care
- Communities
- Sustainability
- Role of pediatricians and health care
- Facilities

A meeting was held on November 6, 2009 to formally thank Taskforce members for their participation and to reiterate the urgency and importance of supporting infants/toddlers and their families in Massachusetts. Secretary Reville opened the meeting and noted his support for this work and Dr. Jack Shonkoff reviewed the science and critical nature of supporting children pre-birth and beyond in a continuum through age eight. A panel discussion included parents and providers and highlighted the need for collaboration and communication. Commissioner Killins reviewed the outcomes and themes of the work and Ron Benham, from DPH, spoke to the interagency collaboration and commitment to moving forward with the recommendations of the Task Force. Peg Sprague from the United Way closed

the meeting by highlighting the public private partnership behind moving this work forward. The meeting was well attended and participants filled out commitment cards indicating the level to which they would like to be involved in the future of this work.

The Final Report: Outcomes, Indicators, Strategies and Action Steps

The final report will be available in March and will include the summarized work of the Task Force; we are currently working with 40 outcomes that EEC hopes to consolidate, without losing the essence of our desired goals for what we want to achieve for children, families, communities and programs and systems in Massachusetts.

The Outcomes are organized by:

- Basic Needs
- Health and Well-Being
- Development and Learning
- Relationships

For each outcome the Task Force has provided data indicators that can be measured to let us know if we are reaching our goals as well as suggested strategies in order to do so.

In order to move this work forward we also asked for clear actionable steps that EEC could collectively implement in both the short and long-term; EEC has already moved forward on some strategic pieces of the suggested action steps in the document, including the development of Infant/Toddler Standards and Guidelines and is also hoping to move efforts forward regarding Early Literacy focused on the infant and toddler population and those that support them. Other state agencies and community entities have also committed to this work and are involved with initiatives that are aligned with multiple outcomes of the Task Force. Examples of this include:

Department of Mental Health

MCPAP program <http://www.mcpap.com/about.asp>

DPH is the primary Funder: Supports infants and toddlers when they are seen by their pediatricians and need more than the pediatricians can provide –basically consultation services are offered to the pediatrician around the possible mental health needs of the infants and toddlers and their families.

Department of Public Health

Massachusetts CSEFEL State Leadership Team, with leadership from EEC, Head Start State Collaboration Office (HSSCO), and DPH, has begun training the first cohort of 40 trainers, coaches and 3 demonstration sites in the use of the CSEFEL Pyramid Positive Behavior Support Model for infants, toddlers and preschoolers.

United Way Initiative Connected Beginnings Training Institute (CBTI) is currently working with the MA Departments of Public Health and Early Education and Care to address the need for research-based mental health training for teachers and practitioners who interact with infants, young children and their families. One important current project is the roll out of the CSEFEL Teaching Pyramid model through Project Launch and the My Child project. CBTI will be involved in coordinating CSEFEL trainings and implementing opportunities for regional and community-based training, mentoring and networking.

SAMHSA grant, MassLAUNCH

DPH is poised to develop, pilot, and implement use of a developmentally appropriate diagnostic and billing tool to complement the DSM-IV, the Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood, Revised (DC 0-3R) This year they will review other state's versions of the DC 0-3R and develop a Massachusetts version.

Thrive in 5, an initiative of the Boston Mayor's Office and the United Way

A parenting information card is inserted with every birth certificate sent out by Boston's Registry. Sponsored by Thrive in 5 as part of the Talk Read Play parenting information campaign, it informs parents of the importance of talking to their babies and provides other parenting tips. Beginning in June 2009, the insert has gone out with about 10,000 birth certificates so far.

A parenting radio show in Haitian Creole, which Thrive in 5 funds through Youth and Family Enrichment Services (YOFES) and Boston Medical Center, is being heard by up to 10,000 families each week in Mattapan and other Boston neighborhoods.

Parent Child Home Program (PCHP)

PCHP and Early Head Start

Lowell is partnering with Community Teamwork on home visiting models for Early Head Start. They are hoping to receive AARA funds for Early Head Start and will be potentially be adding 30 slots if funded. The Lowell Public Schools/PCHP will be partnering with Community Teamwork Inc. (CTI) to provide home visiting (based on the PCHP model but incorporating the Head Start standards) to families at the scattered site shelters in the city.

PCHP in Family Child Care

This year the PCHP program is expected to serve 473 children and 18 family child care provider's programs. This model works with children of mixed ages in the context of their FCC home. The provider works as a partner with the PCHP HOME VISITOR, to improve and enrich her early literacy skills.

Phase 2 of this work will focusing on linkages between pre-birth to three and the larger system.

ARRA funded – Infant and Toddler Learning Guidelines

On October 13, 2009, the EEC Board approved spending up to \$50,000 of the CCDF Quality related Funds received by the Commonwealth through ARRA to be used for the purpose of retaining a consultant through a competitive bid process to assist the Department with the development of *Infant and Toddler Early Childhood Program Standards and Guidelines for Learning Experiences for Infants and Toddlers*.

Proposed standards and guidelines for the purposes of this policy objective shall:

- establish guiding principles that align with those of Early Head Start, Zero to Three, and Early Intervention and related systems; recognize the indispensable role of families as their children's first teachers; and be inclusive of all children and their needs;
- review current research to identify high quality expectations and best practices for programs serving children from birth to age three;
- assure that the standards/guidelines are relevant to families and early educators in all child care and community settings; and

- align with the existing *Early Childhood Program Standards and Guidelines for Three and Four Year Olds* to form a continuum that supports high quality early education and care from birth to kindergarten age.

This work will build on:

- the existing research citing the importance of this time period in children's growth and development
- the recommendation from the Birth to School-Age Taskforce to develop infant and toddler program standards and guidelines for learning experiences, and
- the existing Massachusetts *Early Childhood Program Standards for Three and Four Year Olds* and the *Guidelines for Preschool Learning Experiences for Three and Four Year Olds* that are implemented in preschool programs throughout the state.

This work is expected to begin in the spring of 2010.

Planned for next year:

EEC will hire the consultant and develop the Infant and Toddler Learning Guidelines and also to use ARRA funding to provide financial assistance to infants and toddlers.

Parents are recognized as their child's first teacher and have access to literacy supports that build skills among children and parents.

Accomplished this year:

EEC is aware of the research that highlights the critical importance of pre-literacy skill development to ensure children are able to read by 3rd grade. EEC also monitors the data available measuring this indicator from the MCAS and other sources as available.

CFCE Grant

This indicator, along with many others in the Strategic Direction-Family, are met through the work of the local CFCE grantees. Following are examples of the work CFCE grantees are doing to ensure families are recognized as their child's first teacher and have access to literacy supports.

Narragansett CFCE, Lead Agent - Narragansett RSD

Parent Child Literacy activities

Narragansett RSD serves the very rural and isolated communities of Baldwinville, Templeton and Phillipston. Roughly 25% of the population is illiterate and their CFCE grant allocation is \$22,886. Noteworthy efforts include the literacy activities they implement as a result of this grant program.

The grant coordinator coordinates community wide family literacy activities throughout the year. In December they held a literacy event in which families were invited for an evening of fun centered on the book "The Polar Express." They will be hosting similar events throughout the year including library story hours and a Bingo for Books event, in which each family and young child plays bingo to receive a free book to take home. The Bingo activity supports families in learning literacy skills alongside their child/ren while also supporting children in numeracy recognition. The books are funded through a donation from the American Legion. In the spring the Coordinator travels to the

most socially and economically deprived areas of their district with book bags for children. These bags include books and information related to local resources that are available to support children and families.

These activities may seem small in focus but are critical to an area that has low income populations, low literacy levels, and families that are isolated due to the lack of available transportation and family support resources.

Attleboro is a “Parents as Teachers Site” Parents as Teachers is a program that educates and supports parents in their child’s first and most important teacher. Their lending library has been promoted throughout the community. The Family center is open 6 hours daily.

Pace/Child Care Works incorporates the Parents as Teachers curriculum at their family center.

Massachusetts Family Literacy Consortium – Member

EEC is a member of the Massachusetts Family Literacy Consortium (MFLC), which is a statewide initiative with the mission of forging effective partnerships among state agencies, community organizations, and other interested parties to expand and strengthen family literacy and support. The MFLC promotes awareness of the value and benefit of family literacy; provides family literacy products and training; and creates opportunities for collaboration in local communities and at the state level. [From: Massachusetts Family Literacy Consortium one page description]

Reach Out and Read

Reach Out and Read (ROR) is a pediatric early literacy program, developed at Boston Medical Center, which incorporates books and literacy counseling into an already existing infrastructure: the routine health care visits of young children. Since 1989, the ROR national organization headquartered in Boston, MA has grown to serve nearly 3.7 million children in 4,224 pediatric clinics, hospitals, health centers, and practices in all 50 states, the U.S. Virgin Islands, the District of Columbia, Puerto Rico and Guam targeting clinical sites that serve low-income children and their families. **In Massachusetts there are currently 245 ROR program sites, serving more than 175,990 at-risk children of the Commonwealth.**

The goal of Reach Out and Read is to help all children in the Commonwealth grow up with books and a love of reading. ROR-MA trains pediatricians, nurses, and family practice physicians to integrate literacy promotion into their standard well child visits, and helps secure funding for the new books these providers give to children between the ages of 6 months and 5 years. Additionally, ROR providers encourage parents to read aloud to their children, stressing the importance of book sharing and hearing language early and often, thereby readying them for school and lifelong learning.

EEC is building connections between ROR pediatric sites and Coordinated Family and Community Engagement grantees to create linkages for families to early education and care resources and supports.

Reach Out and Read FY10 Grant Goals

Goal #1: Given the significant reduction in MA funding this year, Reach Out and Read will do limited expansion in order that we may support our current program sites as much as possible.

Goal #2: Train and re-train at least 50 current ROR physicians and any new providers that may join existing practices (through in-person trainings as well as on-line CME modules).

Goal #3: Insure that all MA ROR programs deliver high-quality, peer reviewed, programming; replicating new quality assurance measurement tools piloted at Boston Medical Center in 2009.

Goal # 4: Supply approximately 105,000 books through this grant (given reduced funding) to MA sites. ROR will raise funds through private foundations, corporations and individuals to increase the number of books purchased as significantly as possible.

Funding History

FY '06	\$500,000
FY '07	\$1,000,000
FY '08	\$1,000,000
FY '09	\$1,000,000
FY '10	\$585,004

Planned for next year:

EEC plans to host a joint conference with ESE on March 3rd – see update described above on Early Literacy initiative.

All families experience seamless transitions throughout their child's early learning and developmental experiences

Accomplished this year:

Definition of "Transition"

Previously, EEC has used a limited definition of the word "transition". The term has been used primarily within the framework for special education. This year, EEC has spent time redefining what is meant by this term. Currently EEC sees transitions as referring to all transitions children make during their years birth to age 8, examples include transition from the home into formal child care; from an toddler classroom to a preschool classroom; from the school-day to after-school; from a home where one language is spoken to formal child care or school where another language is spoke; from preschool to Kindergarten, and so on. Families also experience transitions in roles and expectations between these times. Transitions should focus on building and sustaining relationships, developmental continuity in program and classrooms and procedural issues. EEC is seeking to infuse this definition into all of its work and professional development offerings.

Indicator 12

EEC collaborates with the Special Education Policy & Planning unit at the Department of Elementary and Secondary Education (ESE) in three of the twenty indicators in the State Performance Plan (SPP).

Indicator 12 requires that all children referred from Part C/Early Intervention programs must have their eligibility determined, and if found eligible, have an IEP developed and implemented by their third birthday. Compliance is 100%, substantial compliance is 95%. EEC is responsible for collecting data from districts each year to determine their compliance and then providing technical assistance to districts who are not in substantial compliance.

Fiscal Year	MA Compliance for Indicator 12
FFY05	77%

FFY06	80.3%
FFY07	82.9%
FFY08	88.5%

For FFY08, school year 2008-2009, EEC employed a new data collection methodology which substantially improved the number of districts submitting their data in a timely manner and the accuracy of the data submitted. As of January 31, 2010, 156 districts have 95-100% compliance with this indicator and 72 districts have less than a 94% compliance with this indicator. The noncompliance districts will write a corrective action plan about how they intend to come into compliance.

This year, as part of ARRA –IDEA funding, districts are required to develop protocols with their Early Intervention program(s) to ensure effective transitions for children coming from early intervention services into the public school including determination of eligibility, developing and implementing an IEP and providing smooth transitions so that children are served by age 3. EEC hopes that this effort will continue to increase the number of districts in compliance.

Planned for next year

EEC will continue to embed an expanded definition of transitions through its work, and expects this to be an area of focus for the CFCE grants. EEC will also work to continue to refine its data collection practices for Indicator 12 and work with districts to improve their transition practices for children between Early Intervention and Preschool Special Education.

Families that are limited or non-English speaking have access to information about early education and care and the services available.

Accomplished this year:

EEC is working on collecting better data about how its services reach families that are limited or non-English speaking. See Appendix H for data about the children served through EEC's vouchers and contracts. To date, this has not been a required field during a child's intake into EEC financial assistance, EEC is working on continuing to improve this data. EEC is also regularly now including supporting cultural and linguistic needs as an active requirement of many of its grants.

Head Start State Collaboration Office (HSSCO)

The Head Start State Collaboration Office was mandated to develop a strategic plan that was "based on the needs assessment of Head Start agencies in the state and OHS national priority areas with respect to collaboration, coordination, and alignment of services". (642B of HS Act of 2007) In developing its strategic plan HSSCO also considered the goals, objectives, and activities of EEC's Strategic Five-Year Plan. The priority areas that emerged from this process were:

HSSCO Priority Areas:

1. Expand and improve early childhood education opportunities
2. **Support dual language learners and their families**
3. Improve access to health care services
4. Collaboration with welfare systems
5. Improve quality systems of service delivery & professional development
6. Initiate interaction with community service

7. Improve access to family literacy services
8. Improve opportunities for children with disabilities
9. Increase access to services for homeless children
10. Support the implementation of EHS programs and services provided to pregnant women, infant, and toddlers

Work this year on supporting dual language learners and their families will include: explore across training opportunities, assist HS programs to better meet the needs of immigrant, refugee, migrant, seasonal & non-native English speaking families, expand licensing opportunities for immigrants and refugees, state interagency agreements, continue work with ORI, and the Governor's Advisory Council on Immigrants and refugees, etc)

At the early literacy conference discussed earlier, sponsored in part by HSSCO, will include trainings on dual-language learners.

Planned for next year:

HSSCO will continue to work on this agenda through the coming year.

Strong partnerships are established between families (parent/caregiver) and educators to maximize high quality early education and care for all children.

Accomplished this year:

See CFCE update.

See Regulations update, specifically new requirements on progress reports.

Strengthening Families -Affiliate

EEC is a Strengthening Families Affiliate state. Staff have attended trainings on the Strengthening Families framework this past year, and have embedded the factors into the CFCE grant and the QRIS. In mid-January, EEC hosted a training for the CFCE grantees, with the Children's Trust Fund and their grantees, on the Strengthening Families framework and assessment tool.

Planned for next year:

EEC intends to continue embedding the Strengthening Families framework into its work and expanding training opportunities across the state.

Parents of children in residential and placement programs are aware of and knowledgeable about appropriate placement and treatment options that are compatible with the needs of their children.

Accomplished this year:

This year EEC has worked with the Office of the Child Advocate to reach out to parents and guardians regarding residential care.

Planned for next year:

Next year, EEC plans to have licensing information regarding residential programs available to parents on the EEC website.

Parents seeking to adopt are aware of and knowledgeable of available adoption resources and state adoption policies.

Accomplished this year:

This year, EEC convened an adoption advisory committee of adoption professionals from across the state.

Planned for next year:

Next year, EEC plans to complete revisions of the placement regulations.

Family services are integrated and delivered in a coordinated manner across state agencies.

Accomplished this year:

EEC participated in several interagency initiatives this year including:

- Young Children's Interagency Council
- Strengthening Families
- MA Family Literacy Consortium
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
- Interagency Council on Housing and Homelessness
- McKinney Vento Homelessness Steering Committee
- SpecialQuest State Leadership Team Steering Committee
- United Way Healthy Child Development Impact Council
- DTA/EEC Streamlining Working Group
- United Way Increasing Youth Opportunities Impact Council
- Children's Behavioral Health Initiative Advisory Council
- Head Start State Advisory (HSSCO) Board
- The New Americans Agenda for Massachusetts
- Early Literacy Task Force

Planned for next year:

EEC will continue to collaborate with other agencies on common agendas.

THREE YEAR Strategic Direction:

Create a workforce system that maintains worker diversity and provides resources, supports, expectations, and core competencies that lead to the outcomes we want for children

Since its inception in 2005, the Board and Department of Early Education and Care 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. Through this system, the goals of the Board and EEC are to produce positive outcomes for children by supporting the education and professional development of those who work with them directly or indirectly in a variety of roles and settings every day.

In the past, EEC has submitted the Workforce Development System Building Update as a separate report. In recognition of EEC's integrated infrastructure described in the Strategic Plan developed by EEC's Board this update is now included in EEC's Annual Legislative Report.

Indicators of Success

The early education and care workforce has clearly defined education and professional development standards that are understood and embraced by the field.

Accomplished this year:

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. The 8 core areas are:

1. Understanding the Growth and Development of Children and Youth
2. Guiding and Interacting with Children and Youth
3. Partnering with Families and Communities
4. Health, Safety, and Nutrition
5. Learning Environments and Implementing Curriculum
6. Observation, Documentation, and Assessment
7. Program Planning and Development
8. Professionalism and Leadership

EEC is also integrating the work of the core competencies with the QRIS.

Orientation to the Field:

The Professional Development Workgroup of EEC's Advisory reviewed and approved a 5-hour pre-service orientation for family child care applicants, based on the recommendations of the Workforce Development Task Force. When the new regulations go into effect in January 2010, this will replace the 3 hour orientation that is currently required. Educators will receive Continuing Education Units (CEUs) upon completion of the orientation. Review by the MassAEYC determined that the content of the orientation was sufficient for 10 hours of training, or a whole CEU. These 10 hours also will satisfy the required hours of professional development for these educators for their first year. A less intense, two-hour orientation for center-based staff has also been developed and reviewed.

Planned for next year:

Core Competencies

EEC plans to issue the initial set of competencies and indicators early in February 2010. The competencies will be accompanied by an introduction explaining their development and use, a glossary of terms, and crosswalks connecting them to the QRIS categories and the Categories of Study in EEC's regulations on the qualifications of educators working with children from birth through preschool. EEC will 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.

Orientation to the Field:

EEC will revise the family child care orientation to create two 5-hour modules: one that applicants complete before getting licensed and a second module to complete after they have been licensed for 6 months. Both orientations will be made widely available for new educators entering the field beginning in January 2010, when the new regulations go into effect. The 2-hour orientation for center-based staff will be available on-line so that new staff can access it easily at their place of employment.

The early education workforce has access to affordable education and professional development resources that support core competencies.

Accomplished this year:

Readiness Centers

A significant event that will help support EEC's on-going development of a workforce development system is the launch of Readiness Centers across Massachusetts, a priority in the Governor's Education Action Agenda. The Executive Office of Education (EOE) has selected six regional partnerships as the first-ever Readiness Centers. All three agencies in the Secretariat, EEC, ESE and DHE, were actively involved in the development of the RFR, and the review of responses, and will support the Centers with technical assistance. The Readiness Centers will be focused on enhancing the quality of teaching across the education continuum from early childhood through higher education. Although no additional funding is currently available to support the Centers, they will begin by aligning existing resources to better meet the professional development needs of educators across systems. Integration of professional development across this continuum will eventually result in aligned curricula and expectations for children and easier transitions as they move from early education to the elementary grades and ultimately to higher education. The Centers will offer services and activities that address local and regional educational needs as well as statewide priorities.

Educator and Provider Support Unit at EEC

EEC has reorganized existing resources to better serve the early education and care and out of school time workforce at the local, regional, and state levels; meet the goals and objectives of the Strategic Plan; and align and meet the professional development needs of the field. The new Educator and Provider Support Unit is located in the new Office of Regional Operations. The intent is to have EPS staff present in EEC's regional office as well as EEC's central office. The presence of EPS staff within the regional offices will improve communication and increase outreach to the early education and care and out of school time community, and aid in involvement with Readiness Centers and key stakeholders

within each region. Reorganization of EEC's existing staff supports the EEC's Board Five-Year Strategic Plan and the alignment of professional development resources and opportunities in order to create a comprehensive workforce development system.

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. Accreditation and professional development opportunities vary across eligible lead agencies. Grantees indicated that a single grant combining accreditation and professional development funding would allow them to leverage resources and maximize opportunities for the programs and practitioners in their catchment area.

The professional development of practitioners and the accreditation of programs are critical pieces in ensuring that all children have access to quality programs. The FY2010 Program and Practitioner Supports grant strongly encouraged CPCs to combine funding with other CPCs and work collaboratively. 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, 20 of which filed a joint application. One lead agency decided not to continue with the grant program. Total funding in FY2010 to CPC programs for accreditation and professional development was \$1,985,914.

EEC did a survey of grantees at the end of the first quarter to learn more about the types of programs they are working with, support the programs and practitioners are receiving, and progress towards the grant's outcomes. A few highlights are:

- Of the 79 grantees responding to the survey, they are working with 439 programs. 353 centers/public schools pursuing NAECY accreditation, 69 family child care providers pursuing NAFCC accreditation, and 1 school-age program pursuing COA accreditation.
- The types of support the programs receive from the grantees vary widely. Some examples of the support programs receive are financial assistance (fees, etc), needs assessment, administrative assistance, mentoring, cohort meetings, observations on-site visits, paperwork, and technical assistance.
- 4275 practitioners have matriculated as a result of mentoring, career counseling, and academic advising through this grant
- 1055 practitioners earned college credits from professional development training provided through this grant
- 1517 directors and supervisory staff were trained on assessing teacher qualifications through this grant

Building Careers in Early Education and Care Grant

The goals and priorities of the Building Careers grant are to increase the number of educators in the field with a degree in early childhood education or a related field; to increase access to higher education for early education and care and out of school time educators; to promote high quality professional development; and to strengthen partnerships and broad-based collaborative planning that leverages and maximizes resources. The Building Careers grant program provides tuition assistance and support services such as mentoring and academic advising to practitioners in their program. The objective of this

grant is to improve educational and developmental outcomes for children by improving the quality of early education and out of school time services through professional development of the workforce.

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. Building Careers is a continuation grant and therefore only institutions who participated in FY2009 were eligible to receive funding. 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.

Building Careers Special Education Component: With the support of federal special education dollars Building Careers grantees are able to host additional coursework and/or activities related to special education to the early education and care and out of school time workforce at large. The grant program is optional for current Building Careers grantees, but the majority of colleges (19 of 21) took advantage of the opportunity to participate. This opportunity is intended for educators in the field who are responsible for professional development and/or are working with preschool-age children with disabilities in an EEC licensed, exempt, or funded program. Nearly \$240,000 was allocated to these institutions to support:

- Approximately 300 early education and care and out of school time practitioners
- 18 undergraduate special education courses
- 6 graduate level special education courses
- 2 professional development conferences on special education related topics.

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. The contract is intended to support college-level credit bearing coursework for groups and individuals, college-preparatory coursework including adult basic education and general educational development courses, conferences that offer continuing education units (CEUs), EEC mandatory trainings, mentoring, career counseling, and academic advising, and other opportunities that lead to a CDA credential or non-credit bearing professional development initiatives.

In total 15 contracts are issued, however 2 agencies have contracts in more than one region of the state, the contract is a renewal of services since 1998. 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.

Early Educator Scholarship Program

The Early Childhood Educators Scholarship (ECE) program has been jointly administered by the Office of Student Financial Assistance at the Department of Higher Education and EEC since its inception in FY2006. The purpose of the scholarship program is 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. Scholarship awards are based on Institution of Higher Education chosen and number of credits selected by the student. Funding for the program started at \$1M and peaked at \$4M due to demand. 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. The charge of the workgroup is to review existing legislative requirements, current eligibility criteria, and available data on the ECE Scholarship program. The group is responsible for providing recommendations to the Commissioners of DHE and EEC to enhance the ECE Scholarship program and better serve the early education and care and out of school time population.

See Appendix I for ECE scholarship program demographics.

Child Development Associate (CDA) Scholarship

In FY2009, EEC supported 118 scholarships to individuals pursuing their CDA credential from the Council for Professional Recognition. The scholarship supported the cost of application fees for Assessment (\$325), Second Setting (\$225), and Renewal (\$50) CDA credentials.

Due to reductions in EEC's budget the agency is no longer able to support the CDA Scholarship initiative. EEC stopped accepting applications for the scholarship in March 2009 and lacked the funding to implement the program in FY 2010.

STEM (Science, Technology, Engineering and Math)

EEC and DHE have launched a new initiative to expand STEM educational offerings in afterschool and out-of-school time programs. This pilot project has provided 30 staff from eight EEC-licensed afterschool programs in Greater Boston/Northeast and Western Massachusetts, with professional development on STEM curricula from the Museum of Science ("Engineering is Elementary") or WGBH ("Design Squad"). All eight participating ASOST programs completed training on and are in the process of implementing it with their students. EEC surveyed the educators prior to and after completing the training and is currently analyzing this data. EEC is also in the process of developing student evaluation tools and system for tracking curriculum use by the participating programs.

Planned for next year:

Professional Development Re-procurement

EEC currently funds professional development in three ways: funds currently allocated for Building Careers Colleges, the CCR&R Professional Development Contract Amendment, and the Program and Practitioner Support Grants. To better integrate these initiatives and to make the best use of the reduced funding that is currently available EEC intends to combine this funding into a single re-procurement for professional development for Fiscal Year 2011. 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.

The re-procurement of professional development funding builds upon the recommendations of the Early Education and Care and Out of School Time Workforce Task Force and the outcomes highlighted in EEC's Strategic Plan. Re-procurement of EEC's professional development funds will more easily allow for such transactions to take place in the future. EEC foresees a professional development system where:

- Information and data travel throughout the system from the local to the regional and state levels and back;
- Patterns of need are identified at the local and regional levels, encouraging coordination and economies of scale in the development and provision of resources;
- Broad direction is determined at the state level, but implementation is adapted to the characteristics and needs of each region and local community;
- Multiple pathways (non-credit and credit-bearing) for professional development are aligned through EEC's core competencies, and are accessible at each level of the system to support implementation of EEC's licensing regulations, the Quality Rating Improvement System (QRIS), Universal Pre-Kindergarten (UPK), and other initiatives; and
- Best practices are identified and shared across the continuum.

A Request for Proposals (RFP) will be issued in February for entities to bid on delivering professional development in the new system.

Early Educator Scholarship Program

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.

Child Development Associate (CDA) Scholarship

If funding for the CDA Scholarship is restored EEC will reinstate the scholarship program to support early education and care practitioners; also see Professional Development Re-Procurement section above.

The early education and care workforce has a well-defined career ladder that adequately and fairly compensates educators as professionals.

Accomplished this year:

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:

Career Lattice

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.

Educators are adequately compensated to assure equitable access to high-quality care in all areas of the state, with emphasis on increasing compensation in communities with greatest need.

Accomplished this year:

EEC has made this a policy priority and has begun to reflect on this indicator as compensation linked with competency. However, EEC currently recognizes that an additional source of funding is going to be needed to address this issue.

Commissioner Killins and Board member Scott-Chandler are also participating on the advisory team of a study being done by the Bessie Tartt Wilson Children's Initiative on compensation.

Planned for next year:

EEC will continue to participate with the Bessie Tartt Wilson Foundation on a study looking at this issue.

Early education and care professionals are respected and complete their professional responsibilities with confidence and competence.

Planned for next year:

EEC will explore how to measure this indicator for future years.

The early education and care workforce has broad diversity that allows families and children to feel welcomed and comfortable to address the changing landscape and needs of the families and children

Planned for next year:

EEC will be able to collect data on this through the workforce registry. At that time EEC will be able to establish a baseline for this indicator.

The early education and care workforce functions collaboratively and effectively among all aspects of the early education and care system.

Planned for next year:

See update on CFCE grants.

EEC also partners with ESE on several initiatives to ensure collaboration and effectiveness among all aspects of the education system. Some examples of our joint activities are listed below:

- In support of a statewide approach to organize support and assistance to the school districts in Massachusetts with challenges, including serving among the highest percentages of students living in poverty statewide and containing more than 80 percent of the schools currently designated as underperforming, ESE has recognized ten “Commissioner’s Districts”. Multiple EEC initiatives prioritize these ten designated ESE districts in order to provide a coordinated approach to targeting resources to support these portions of the state. Two such initiatives include a summer-only early education and care program linked to closing the summer learning gap (774 children served in 2009) and an out-of-school-time grant which aims to retain or increase students’ academic gains, particularly in the area of literacy, by reinforcing their school day and year learning through high-impact activities and effective curricula during the summer months and throughout the school year.
- EEC continues to identify opportunities to cultivate best practices for intervening in the lowest-achieving schools in the state. To that end, EEC has developed and will enter into a Memorandum of Understanding (MOU) with the Springfield, MA public school district, one of the ten ESE “Commissioner’s Districts”. The MOU is to develop a comprehensive integrated service delivery and learning system designed to support collaboration, coordination and shared results for the children of Springfield from Pre-K to third grade including public schools, and other providers of early education and care including family child care, head start and center based care. Alignment of standards, curriculum, professional development to support teacher quality and assessment pre-kindergarten to third grade requires organization across multiple domains and stakeholders.
- EEC has agreed to work with ESE to ensure alignment of priorities regarding Pre-K to 3 system building, beginning with a focus on formative assessment. ESE and EEC are actively working toward assigning of ESE’s unique student identifier, the SASID, to children ages 0-5 in EEC programs.
- EEC is currently working to build a statewide assessment system and is coordinating with the ESE to ensure alignment of formative and summative assessments and data collection efforts taking place in the Kindergarten to 12th grade system.
- With the understanding that early literacy is essential for success in school and life, EEC and ESE are collaborating on an Early Literacy Proficiency Gap Task Force. The joint Task Force has provided recommendations which include building a shared statewide system of pre-service and in-service ongoing professional development in literacy that addresses a continuum of pre-kindergarten to 3rd grade standards, assessments, and research-informed instructional practices; convening a Task Force to review measurement options in order to identify formative and summative assessments with a focus on comprehensive assessment of literacy for uniform statewide implementation and guidance to districts in Pre-k to 3rd grade; providing access for all children in low performing school districts; and the development, promotion and provision of

concrete vehicles and benchmarks for parent/school partnerships including literacy support in the home through oral language and print.

A Professional Development Registry and Workforce Management System are in place to observe and measure the efficacy of the workforce and measure the impact of the workforce system on child outcomes.

Accomplished this year:

Professional Development Data Management System

Development of this system will enable EEC to generate accurate and timely data about the early education and out of school time workforce to support informed decision-making at all levels of the professional development system. A key component of the System, EEC's on-line Professional Development Calendar has already been developed and is in use.

Professional Development Calendar:

EEC's On-line Professional Development Calendar offers professional development opportunities in a coordinated way for all to view. Educators can search for trainings throughout the state using a number of search criteria including geography, training category, credit type, age group, type of setting, position level, and level of experience and education. All entities receiving professional development funds from EEC must list their professional development opportunities on the calendar. The calendar collects data on opportunities offered throughout the state, allowing EEC to identify and respond to gaps in professional development as well as demographics on the educators accessing professional development.

See Appendix J for data from the Professional Development Calendar about the professional development offered by core competency and the educators who attended by program type and highest level of education.

Professional Qualifications Registry

EEC's existing Professional Qualifications Registry which reviews qualifications and certifies educators working in group child care programs will be incorporated into the broader workforce registry that also includes educators in EEC-licensed family child care homes and out of school time programs. EEC currently reviews more than 5,000 applications and transcripts annually to qualify educators working in group child care centers with infants, toddlers, and preschoolers as Teachers, Lead Teachers or Directors. This free service provides educators with a certificate documenting their qualifications, simplifies hiring for programs, and expedites the licensing process for EEC.

- In FY2009, EEC received 6,077 applications for professional certification. Ultimately 4,330 certificates were issued to 5,716 early education and care practitioners including:
 - 1,713 Infant/Toddler Teacher Certificates
 - 1,144 Preschool Teacher Certificates
 - 234 Lead Infant/Toddler Teacher Certificates
 - 761 Lead Preschool Teacher Certificates
 - 135 Director I Certificates
 - 343 Director II Certificates

EEC does not issue certificates verifying the qualifications of family child care providers or staff in school age programs. For family child care providers the review of qualifications occurs during the general licensing process, but a unique certificate is not issued to the individual. For school age staff a review of qualifications also occurs during the licensing visit, but again a unique certificate is not issued to staff.

Current System	Future Workforce Registry
o Point-in-time data based on registry and one-time studies	o Real-time, up-to-date data on current workforce including demographics.
o Includes educators working with children up to age 7, in group child care only	o Educators working with all age groups, birth through school-age in EEC licensed programs
o Voluntary certification	o Mandatory annual registration
o Certificate(s) awarded and status of certificate, no renewal of certificates required	o Credential(s) awarded and status of credential, required renewal for educators working with all age groups
o Documentation of prior work experience	o Documentation of prior work experience required by regulations and for QRIS levels
o Documentation and verification of educational background and coursework	o Documentation and verification of educational background and coursework required by regulations and for QRIS levels
o Legal actions against certificates	o Legal actions against credentials
	o Educator's place of current employment
	o Educators currently not active in the field
	o Tools to help educators plan their professional development
	o Documentation of educator's annual training and professional development
	o Inventory of training opportunities (Professional Development Calendar)
	o Available scholarships and grants for educators
	o List of approved trainers
	o Employment opportunities
	o Alignment with and automated "bridges" to other educator and professional development databases (e.g., DOE, DPH)
	o Database for trainers (identification of training needs geographically by topic)
	o Data on recruitment and retention (not part of system, but available from it)

Planned for next year:

Professional Development Data Management System

Professional Development Calendar

The on-line calendar will continue to be developed and expanded. New functionality will be added, including the ability for users to link their professional development to their registry profiles with the launch of the Unified IT System. A near term priority is developing the data reporting capacity of the calendar so the information it collects can be more readily accessed.

Professional Qualifications Registry

New regulations that went into effect in January 2010 will require annual registration for all educators in the field. EEC anticipates having a basic registry ready for use in the spring of 2010. Although the basic Registry will not include all the features listed below when it is first developed, it will be able to generate real time data on the size and composition of the early education and out of school time workforce. This data will prove invaluable in targeting professional development resources. EEC is designing a more sophisticated version of the workforce registry that will track and guide the professional development of educators in the field, track professional development, issue certificates documenting the qualifications of educators in family child care and out of school time programs, and include the data fields needed to determine the qualifications of educators in relation to the QRIS system.

Three Year Strategic Direction:

Create and implement an external and internal communications strategy that advocates for and conveys the value of early education and care to all stakeholders and the general public

Indicators of Success

The public understands and values the purpose of EEC.

Accomplished this year:

License Plate Grant – Partnership with United Way

EEC is exploring how the license plate grant may be used to support QRIS. The current purpose of these funds is to support quality improvements within programs to help them either get accredited, or for teacher training, etc. Historically, programs have submitted proposals to EEC to receive license plate money. As of January 2010, there is \$458K in the trust fund. EEC has historically collected approximately \$300K a year in license plate fees. EEC is exploring how these funds could be used as a grant program to assist programs in moving up the QRIS levels. EEC is also working to partner with United Way on a communications plan for the license plate.

Presentations

Commissioner Killins has been active since she began presenting and attending forums on behalf of EEC. This past summer she did a tour of community colleges and presented about EEC's plans and asked for input specifically around the development of a statewide child outcomes assessment system.

Families of all languages understand the services and resources offered by EEC.

Accomplished this year:

EEC has continued to translate documents into relevant languages for families. EEC has also made an on-call service available to the CCR&Rs, if a family comes in who speaks a language other than English and translation services are needed. This particular service however has not seen a fast uptake rate, and EEC is exploring alternative ways to provide this access.

All stakeholders in the field and consumers are aware of EEC initiatives, policies and procedures and have access to information to facilitate advocacy.

Accomplished this year:

Legislative Briefings

On November 5th, Commissioner Killins participated in a briefing to the legislature on the state of early education and care in Massachusetts. The briefing was co-sponsored by Senate Education Chair O'Leary, House Education Chair Martha Walz, Senator Gale Candaras, 2nd Assistant Majority Leader Representative Patricia Haddad, Representative Stephen Canessa, Representative Katherine Clark, and Representative Alice Wolf. Commissioner Killins provided an overview of EEC's current work and future planned initiatives, including the development of the Quality Rating and Improvement System (QRIS),

and preparations for the Early Learning Challenge Grant. Early Education for All (EEA) and Reach Out and Read also presented at the briefing.

Public Forums

Commissioner Killins hosted a series of forums 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. These are the dates and locations of where she presented:

- June 23: Bristol Community College
- July 1: Mount Wachusett Community College
- July 8: Holyoke Community College
- August 5: Berkshire Community College
- August 12: Bunker Hill Community College
- August 13: Mass Bay Community College
- August 27: Northern Essex Community College
- September 10: Quinsigamond Community College
- September 22: North Shore Community College
- September 24: Greenfield Community College
- November 9: Middlesex Community College
- November 30 : Cape Cod Community College

Related to the Birth to School-Age Taskforce discussed earlier under the Family Strategic Direction, Commissioner Killins also hosted a series of forums around the state to review and gather input on the recommendations of the Birth to School-Age Taskforce. These presentations were held on the following dates and locations:

- October 6: United Way Mass Bay and Merrimack Valley, 51 Sleeper Street, 1st Floor Conference Center, Boston, MA
- October 14: Mass College of Pharmacy, Worcester Campus, 19 Foster Street, Auditorium #2, Worcester, MA
- October 19: Lawrence, MA - EEC Office: 360 Merrimack Street, Building 9, Third Floor
- October 28: Springfield, MA - Western New England College, 1215 Wilbraham Road, Blake Law Center, Room D
- October 29: West Barnstable, MA - Cape Cod Community College, 2240 Iyannough Road, Science Building, Hall A
- November 3: New Bedford, MA - Bristol Community College: New Bedford Campus, 185 Union Street (Rooms 103 and 104)
- December 14: Pittsfield, MA - Berkshire Life Insurance Company, 700 South Street

State and local leaders understand how EEC initiatives serve and benefit their communities.

Accomplished this year:

EEC has struggled to fully implement this work as funding was cut for the Communications / Legislative staff person.

EEC is fully aware of and responds to the type, style and nature of the information needed by external stakeholders and consumers.

Accomplished this year:

EEC has an Advisory Team that 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.

All EEC staff members are knowledgeable of agency initiatives, operations, key staff functions, and the agency's community partners.

Accomplished this year:

EEC has gone through a re-organization this year to integrate functions and eliminate silos. Additional information is in the next section under Infrastructure.

EEC is known among major press outlets and institutions of higher education as the authoritative resource on early education and care issues in the state and for leading developments in the field

Accomplished this year:

Press Articles

February 2009

Berkshire Eagle article entitled "An Early Education" capturing Commissioner Killins' visit to the Busy Bee Learning Center in Berkshire County.

May 2009

5/29/09 Channel 5 - New Rule On Tooth Brushing At Day Care -- Regulation Aimed To Improve Children's Oral Health <http://www.thebostonchannel.com/health/19599706/detail.html>

5/15/09 Springfield Republican, "Early Education Pays Dividends"
http://www.masslive.com/opinion/index.ssf/2009/05/early_education_pays_dividends.html

5/6/09 The Register (C2), "Week of the Young Child Parade Brings Out Ludlow Community"

5/14/09 Springfield Republican (p.11), "Kids: Education Official Visits Center"

5/19/09 Metro (p.3), "In Tight Times, Day Care Goes"
4/30/09 Medford Transcript (p. 3), "New Ed Chief Visits Medford Schools"

June 2009

Arlington Advocate – responded to inquiries

Sentinel & Enterprise – responded to inquiries

EEC Featured in Publication for Response to Single State Audit

Fall River Herald News (6/24/09) Early Education Chief Outlines New Ideas." This is about the EEC Forum at Bristol Community College. http://images.burrellesluce.com/image/32815/32815_3005

State House News Service (6/25/09) The story reports on a Thursday, June 25, event in which a panel of experts, including state Education Secretary Paul Reville, graded the success of the 1993 law and identified the likely areas of focus for the future.

The Gardner News (7/2/09) highlights Commissioner's visit to Mount Wachusett Community College as part of my tour of the Community College throughout the state to have discussions and educate early education providers about EEC.

Westborough News (7/3/09) "Family Program Closing its Doors in Marlborough."

September

Responded to two media inquiries from the Melrose Free Press and boston.com

9/4/09 Commissioner was interviewed by WFCR public radio of Springfield regarding new guidance for child care centers issued by the Centers for Disease Control on the H1N1 virus.

October / November

The Melrose Free Press published an article about Representative Katherine Clark's recent appointment to EEC's Advisory Council. <http://www.wickedlocal.com/melrose/news/x1073697142/Melroses-Clark-appointed-to-EEC-advisory-council>

Boston Globe: responded to two inquiries

Patriot Ledger/ Non-Traditional Hours Child Care: I The Patriot Ledger wrote an article on the availability of Non-Traditional Hours child care <http://www.patriotledger.com/homepage/x1689405662/On-the-late-shift-families-piece-together-their-child-care>.

Boston Herald: responded to inquiry

Boston Herald: 9/28/09 about the changes to EEC's licensing regulations which go into effect January 2010.

http://www.bostonherald.com/news/regional/view/20090928state_imposing_host_of_new_requirements_on_day-care_providers/srv=home&position=0. On September 29, 2009 the Herald ran an article about the Governor's response to the regulations ("Governor seeks teeth into nanny regs", Hillary Chabot and Colneth Smiley, Jr.) and two opinion columns ("Stop trying to take the care out of daycare", Margery Egan; "See state bully day care centers", Michael Graham).

Several media outlets picked up on the original Herald story and made requests of EEC for interviews and/or information:

- On September 28 WJAR-TV (NBC) in Rhode Island requested an interview for a piece on EEC's licensing regulations; EEC issued a statement on the purpose of the regulatory amendments and outline of the key changes.
- On September 29 WBZ radio requested that Commissioner Killins call in to their afternoon talk show program but due to a conflict she was unable to participate.
- On September 29 WSAR-AM 1480 radio requested that Commissioner Killins call in to the program to respond to the Herald "Governor seeks teeth into nanny regs" article but due to a conflict a written statement was provided (see below).

- On September 30 the Worcester Telegram and Gazette published an editorial on the impact of the regulation changes, "Childhood's end: Day-care regulations overreach"
<http://www.telegram.com/article/20090930/NEWS/909300363>
- On October 1 The Lowell Sun (Erin Smith) ran an article in support of the regulation changes with quotes from several early education and care providers (Time for Baby's Report Card: Mass Law to Require Day Care Centers to Assess Progress)
- Also, In response to this article the Massachusetts Association of Early Education and Care (MADCA) membership, comprised of over 600 child care centers and 2,400 family child care providers submitted a "letter to the editor" of the Boston Herald noting that their opinion was that new EEC regulations are in the best interest of children and many providers are already providing these services. They added that the new regulations reflect a daily partnership between child care providers and working parents that ensures that children are in stable, safe, high quality early education and before/after school programs.

New Bedford Standard Times 11/6/09

<http://www.southcoasttoday.com/apps/pbcs.dll/article?AID=/20091106/NEWS/911060328/1011/TOWN10>

New Bedford Standard Times 11/4/09

<http://www.southcoasttoday.com/apps/pbcs.dll/article?AID=/20091104/OPINION/911040356>

Lowell Sun 10/29/09 – responded to inquiry

USA Today (10/20) http://www.usatoday.com/news/nation/2009-10-20-day-care-low-income-struggle_N.htm

Melrose YMCA (10/20) – responded to two press calls

EEC is known as a national education leader, at the forefront of Universal Pre-Kindergarten and unrivaled in the development of quality standards for all early education and care programs.

Accomplished this year:

EEC staff have presented at the following national conferences this year:

- o Ericson Institute Webinar on Family Child Care Systems: EEC participated in a national webinar on family child care systems hosted by Erikson Institute. The purpose of the webinar was for the Erikson Institute to review the findings of their recent study, *Staffed Support Networks and Quality In Family Child Care: Finding from the Family Child Care Network Impact Study*. Representatives from EEC in Massachusetts and a family child care based Head Start program in Alabama discussed how the findings resonate with approaches to family child care in their states and how the study could inform future practice. The presentation was held on March 30th.
- o Research Connections Webinar: On March 30th, Rod Southwick, Anita Moeller, and Eric Lieberman will be presenting at a Research Connections webinar on Family Child Care Systems.
- o Access To Financial Assistance For Military Families: Pam Roux presented in Minneapolis in August 2009 to a joint conference sponsored by the Army National Guard and NACCRA specifically designed for State Child Care Administrators and CCR&R State Network Leaders throughout the country on supporting military families with young children.

Three Year Strategic Direction:

***Build the internal infrastructure
to support achieving the vision***

Indicators of Success

With user input and involvement, EEC has transformed the existing technology infrastructure into a state-of-the-art, unified and comprehensive system.

Accomplished this year:

EOE Portalization of 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.

The new EEC website offers improved search and navigation capabilities and will be more user-friendly to promote ease of use for finding information and resources.

The new web site offers several main areas of information:

- Child Care Licensing and Programs;
- Professional Development;
- Quality Standards;
- Research, Planning and Publications;
- Regulations and Policies;
- Guidance for Parents and Providers;
- Standard Forms;
- Grants and Financial Assistance.

There is also a Resources for You section that encompasses information from the various categories based on customer needs such as parent, provider or educator.

New IT System

In spring of 2009, EEC defined the business requirements for a comprehensive and integrated Unified System. The Unified System will be a web-based application used by EEC staff, early education and care programs, EEC intermediaries, educators, families and the public, and other State agencies. The planning for the Unified System's requirements included both internal working sessions and a series of external stakeholder meetings. In total, the EEC and external stakeholder users identified 1700 business requirements that are 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. Highlights of each of these four highly interrelated business components and the Unified System actors are depicted below.



Together these requirements served as the overall scope for a Request for Quotation (RFQ) to select a vendor to begin implementation of the full vision. 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:

New IT System

Pending successful completion of the on-going contract negotiations with the presumptive successful Unified System bidder, EEC plans to begin design of the Financial Assistance business processes this spring. Financial Assistance includes the majority of the requirements in the Child/Family Access and Assistance and Purchase of Services business components. The remainder of FY11 is planned to focus

on the development of the Financial Assistance modules of the Unified System with the rollout of the new system and replacement of CCIMS and eCCIMS scheduled for early in FY12.

Once fully implemented, the envisioned system will provide the following benefits to EEC, its partners, and all 300,000 Commonwealth children in early education and care settings:

- Enhance the Commonwealth's ability to forecast, track, and support the early education and care of all children and families, including determining longitudinal child outcomes
- Provide an improved process for all Commonwealth children and families to access and receive services
- Expand the tools available to support program quality and improve program interactions with EEC
- Introduce new web-based resources for the development of child care professionals
- Improve attendance, billing, payment, and compliance processes
- Collect, uniform, universal, and high quality data on all children from birth into elementary education that can be shared with other Commonwealth educational partners
- Foster collaboration with agencies that provide services to Commonwealth children and families
- Support ongoing research, policy decision making, and budgetary planning

The operational roles of EEC's community partners have been clearly defined, aligned to support the agency's vision and accepted by stakeholders.

Accomplished this year:

See updates on CFCE grant, CCR&R procurement, and EEC's re-organization

Planned for next year:

See updates on CFCE grant, CCR&R procurement, EEC's re-organization, and Mental Health grants

EEC regions have the staff, resources and stakeholder partnerships required to achieve the breadth of the agency's readiness vision.

Accomplished this year:

Reorganization of the Agency

The reorganization of the Department was designed to address, improve upon and integrate the systems of the legacy organizations, the Early Learning Service (ELS) Division at the former Department of Education, now the Department of Elementary and Secondary Education and the Office for Child Care Services (OCCS) while using the values of the Board's five-year vision statements to inform and support the reorganization efforts. The reorganization effectively integrated the internal management and operational structure to meet the external demands of stakeholders by placing emphasis on the field by increasing the Regional Office capacity. Most significantly, the Program Division was assessed and functions were reassigned to fit the new vision of the infrastructure.

The first steps of the reorganization began in June 2009 by inviting employees to contribute to the evolution and development of a new organizational structure. After input from employees and key managers the Department was organized into three offices under the Commissioner.

The Office of the Commissioner is comprised of the following units:

- Legal/ Background Records Checks
- Policy, Research and Evaluation
- Human Resources, Payroll and Facilities Management
- Information Technology, and
- Information and Outreach

While all of the work in all of the units throughout the Department is interconnected, the functions listed above are those that are regarded as overarching/guiding functions of the Department. These functions are centrally directed and managed from the Commissioner's office in partnership with two Deputy Commissioners who oversee the two additional Offices.

As noted, the reorganization brought forth the need to further define the former Program division into centralized functions and field/regional functions. The Program Division had been responsible for both the policy aspects and engaging and educating families and the provider community. It was determined the Policy, Research and Evaluation remained as a centralized function.

The **Policy, Research and Evaluation** unit focus was therefore focused so that it works with the Commissioner and the Board of Early Education and Care to provide research and planning support to ensure that the Department can make evidence-based policy and program decisions. This unit is responsible for programmatic requirements of grant development. The technical aspects of grants were separated out and placed into a new unit under the Office of Administration and Finance.

The Office of Administration and Finance is comprised of the following units:

- Budget
- Grants, Contracts and Procurement
- Accounting, and
- Fiscal Monitoring

The **Grants Unit** is responsible for coordinating state and federal grants by providing technical assistance to the Policy unit, reviewing materials prior to posting the Requests for Proposals (RFP), posting for the public the RFP, establishing the review of applications, and notification of awards, tracking and monitoring financial aspects of grants.

The **Office of Regional Operations, Support and Engagement** encompasses the following critical functions: 1) Licensing, Monitoring and Investigations; 2) Educator and Provider Support; and 3) Community and Family Engagement Program Monitoring.

Educator and Provider Support and Community and Family Engagement and Program Monitoring, which had been centralized functions within the Program division were given a new focus to strengthen the regional infrastructure and developed into the following positions:

Family/Community Quality Specialist:

These positions will develop and direct the implementation of a statewide strategy for family and community engagement through the consolidated community/ regional office infrastructure. This Family and Community Engagement Strategy will include dissemination of information about programs, grants and other EEC sponsored opportunities for families (e.g., translated resources and materials) and providers (e.g., professional development resources). The Family and Community Engagement Strategy will also include a strong regional field and family feedback and input component as the Department develops and implements policies, promulgates regulations and promotes best practices in licensing, monitoring and more.

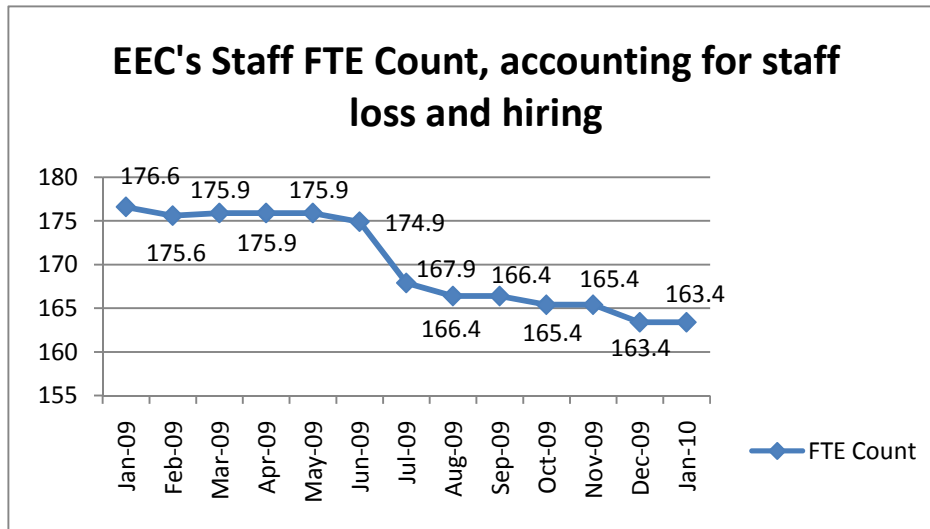
Educator/Provider Support Specialist:

These positions 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). The Professional Development Programs includes: Special Quest; CSEFEL; Mind in the Making; and Communities of Practice. In addition provide information on financial support and technical assistance via grants to support program accreditation; stay current on research and trends.

After defining and aligning the essential functions for each of the offices, the employees were invited to select new positions based on an agreement that was negotiated with collective bargaining. This agreement assigned two positions from the former Program division to each of the 5 regional offices. A transition period for a phased-in integration of these functions was created. This period of adjustment offered the transition of current work to be completed and shifted on-going responsibilities to the appropriate unit. During this phase EEC remained committed to providing the same level of service.

By mid October 2009 the reorganization was complete with the exception of relining several operational functions from Central Office to the Regional Offices. Family/Community Quality Specialist and Educator/Provider Support Specialist started visits to Providers and connecting with local community partners, educators and providers in the field to strength our existing relationships, and positive feedback has been received from our community partners.

Throughout this transition, and over the past year, EEC has also experienced staff attrition, which has enabled the agency to avoid significant layoffs through this fiscal crisis.



EEC continues to implement policy initiatives that are backed up by research, developed through stakeholder collaboration and coordinated with agency operations.

Accomplished this year:

See updates throughout on ARRA proposals. These have been created by stakeholder collaboration and are backed up by research. For example, the summer learning vouchers were based on the research about summer learning loss. The development of the QRIS standards and subsequent revisions has been based on the research about quality programming and what improves outcomes for children. Also, EEC's work on early literacy is informed by the research that demonstrates the importance of early literacy skills, vocabulary, and language development.

All EEC staff, community partners and families have comprehensive information about educators and early education and care programs.

Planned for next year:

This relates to EEC's limited Communications capacity. EEC plans to work with private partners to develop a communication plan.

EEC staff is diverse, knowledgeable and adequately trained to perform assigned functions and to understand the operations of the agency and its community partners in the field.

Accomplished this year:

See agency re-organization update. Subsequently since the re-organization, EEC has begun to intentionally distribute the staff who attend national conferences and trainings to spread the professional development opportunities more broadly amongst staff. EEC staff are also frequent presenters at the EEC Board meetings. A few of the trainings staff have attended over the past few months are:

- Training provided by DPH on first responders to trauma

- Council of Chief State School Officers – Early Childhood Assessment State Collaborative
- A View from All Sides: Multidisciplinary Perspectives on Parenting Education and Family Support
- PreK-3rd Institute hosted by the Harvard Graduate School of Education.
- NAECS/SDE meeting in Washington, D.C.
- NAEYC in Washington, D.C.

Planned for next year:

EEC will continue to diversify the staff attending professional conferences and trainings.

EEC has developed active relationships with other state agencies, community partners, public schools and other stakeholder organizations to meet its mission.

Accomplished this year:

Early Education and Care & K-12 Linkage Pilot in Springfield

EEC will enter into a Memorandum of Understanding (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.

EEC has also entered into a shared professional development initiative with three SPS schools and area providers. Below are the accomplishments and planned next steps:

- Private providers of local early education and care programs were invited to attend a series of three (3) Saturday workshops on *Building Best Practices that Support Oral Language Development*. The workshops were presented by SPS kindergarten teachers for SPS kindergarten and preschool staff. Funding to support this professional development was provided through the ESE Quality Full-Day Kindergarten Grant. SPS paraprofessionals were paid to attend. SPS teachers were not paid but received materials related to the training to use in their classroom instruction. Private providers received materials and documented certificates of attendance. 27 staff from 8 early education and care programs attended.
- Our next no-cost initiative is a partnership being planned between preschool and kindergarten staff at three elementary schools (Margaret Ells, Sumner Ave, and Brookings) and participating local private providers of early childhood education and care. The Director of the Springfield Early Care and Education Partnership (SECEP) will send letters to local providers located in close proximity to the three schools inviting them to participate in shared professional development with preschool and kindergarten staff. The proposed plan is as follows:
 - Private providers will participate in targeted classroom observations (for example, specific observations of instruction, adult-child interactions, or classroom organization) in the public school preschool and kindergarten classroom at a time agreed upon by the partners.
 - SPS staff will reciprocate with a targeted observation at the participating private early education and care program during one of the public school extended days. (Each week SPS teachers stay for an additional 1.5 hours on either Monday or Tuesday.)

- o Staff from both the public school and private sector will then meet to discuss their observations, share ideas, and plan next steps for shared professional development. These meetings will take place at the public elementary school during an extended day. EEC and SPS will expand the initiative to additional schools next year.

MOU with DPH

EEC has 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.

MOU with DCF

EEC is working on developing an MOU with DCF about the Supportive Child Care contracts and related work to support these vulnerable children.

Planned for next year

EEC will implement the work described in each of these MOUs next year.

APPENDICES

Appendix A: Legislative Reporting Requirements

Annual Legislative Report Language:

- (g) The board shall submit an annual report to the secretary of education, the secretary of administration and finance, and the clerks of the house of representatives and senate, who shall forward the same to the joint committee on education, describing its progress in achieving the goals and implementing the programs authorized in this chapter. The report shall evaluate the progress made toward universal early education and care for preschool-aged children and toward reducing expulsion rates through developmentally appropriate prevention and intervention services.
- The department shall include an annual report on behavioral health indicators that includes estimates of the annual rates of preschool suspensions and expulsions, the types and prevalence of behavioral health needs of children served by the department, the racial and ethnic background of the children with identified behavioral health needs, the existing capacity to provide behavioral health services, and an analysis of the best intervention and prevention practices, including strategies to improve the delivery of comprehensive services and to improve collaboration between and among early education and care and human services providers. The report and any recommendations for legislative or regulatory changes shall be submitted by February 15th to the secretary of health and human services, the secretary of administration and finance, the children's behavioral health advisory council, the child advocate, and the general court by filing it with the house committee on ways and means, the senate committee on ways and means, the joint committee on education, the joint committee on mental health and substance abuse, the joint committee on children, families and persons with disabilities, the clerk of the house and the clerk of the senate.

G.L.c. 15D, Sec. 10:

- The board shall include in its annual report rules and regulations promulgated by the board relative to the use of civil fines and sanctions, the types of sanctions, and the amount of those fines.

G.L.c. 15D, Sec. 13(d):

- The department of early education and care, with the approval of the board and in consultation with the state advisory committee on early education and care established in [section 3A](#), shall study and present any additional recommendations on the programmatic, financing, and phase-in options for the development and universal implementation of the Massachusetts universal pre-kindergarten program. This study shall include an estimate of the need for full-day, full-year care that meets the needs of parents who work full-time and shall include the number of pre-school aged children in the commonwealth who may be at risk due to family poverty, TAFDC status, special needs, or other risk factors.
- The department shall include its findings and recommendations, and any updates of its findings, in the annual report required under [section 3](#).

Effective: November 18, 2008

Massachusetts General Laws Annotated Currentness
Part I. Administration of the Government (Ch. 1-182)

§ 5. Workforce development system; implementation plan

The board shall develop and annually update an implementation plan for a workforce development system 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. The board shall solicit input from organizations and agencies that represent a diverse spectrum of expertise, knowledge and understanding of broader workforce development issues and of the professional development needs of the early childhood and care workforce. In order to inform the plan, the board shall conduct:

- (1) an inventory and assessment of the current resources and strategies available for workforce and professional development in the commonwealth, including but not limited to Head Start trainings, community-based trainings, higher education programs, child care resource and referral agency trainings, state and federally funded workforce development trainings/programs, public school system trainings/credentialing, and other trainings that address the needs of those who work with children and make recommendations for coordinating the use of those existing resources and strategies;
- (2) analyses using current data on the status of the early education and care workforce, including work experience, certifications, education, training opportunities, salaries, benefits and workplace standards; and
- (3) an assessment of the workforce capacity necessary to meet the state's early education and care needs in the future.

In the development of the plan, the board shall consider:

- (1) core competencies, a common and shared body of knowledge, for all those working in the early education and care fields;
- (2) streamlined and coordinated state certification, credentialing, and licensing within the early education and care fields including teacher and provider certification and licensing, the child development associate, public school teacher certification, and other program standards as appropriate for director, teacher and provider credentialing requirements;
- (3) a mandatory and regularly updated professional development and qualification registry;
- (4) agreements among higher education institutions for an articulated system of education, training, and professional development in early education and care;
- (5) approval of early education and care training programs and academic coursework, incentives for associates and bachelors programs to meet best practices and to modify curricula to reflect current child development research, and certification of trainers and teachers;
- (6) coordination of existing workforce resources among public agencies, including establishing regional workforce support resources in coordination with child care resource and referral agencies;
- (7) a range of professional development and educational opportunities that provide appropriate coursework and degree pathways for family child care as well as center-based providers at all levels of the career ladder that are available in locations, days, and times that are accessible;
- (8) credit for prior learning experiences, development of equivalencies to 2 and 4 year degrees, and the inclusion of strategies for multiple pathways for entry into the field of early education and care;
- (9) recruitment and retention of individuals into the early education and care workforce who reflect the ethnic, racial, linguistic, and cultural diversity of Massachusetts families based on the current census data;

- (10) incentives and supports for early education and care professionals to seek additional training and education, such as scholarships, stipends, loan forgiveness connected to a term of service in the field, career counseling and mentoring, release time and substitutes;
- (11) guidelines for a career ladder or career lattice representing salaries and benefits that suitably compensate professionals for increases in educational attainment and with incentives for advancement, including a salary enhancement program;
- (12) public and private resources to support the workforce development system;
- (13) a data collection and evaluation system to determine whether the workforce and professional development activities established pursuant to this chapter are achieving recruitment, retention and quality of the workforce goals;
- (14) ways to recognize and honor advancement in educational attainment among early educational and care professionals;
- (15) professional development opportunities that are provided in languages other than English, and incorporation of these opportunities into any broader, articulated system that is developed; and
- (16) alignment of the core competencies, course offerings and other professional development opportunities, where appropriate, with the program quality standards established under [section 11](#).
- (17) training to identify and address infant toddler and early childhood behavioral health needs.

CREDIT(S)

Added by St.2004, c. 205, § 1, eff. Mar. 1, 2005. Amended by St.2008, c. 215, § 35, eff. July 31, 2008; St.2008, c. 321, § 5, eff. Nov. 18, 2008.

HISTORICAL AND STATUTORY NOTES

2009 Electronic Update; 2004 Legislation; St.2004, c. 205, § 1, an emergency act, was approved July 23, 2004, and by § 2 made effective Mar. 1, 2005.; 2008 Legislation; St.2008, c. 215, § 35, an emergency act, approved July 31, 2008, effective July 31, 2008, in the second paragraph, in cl. (13), deleted “and” from the end; in cl. (14), substituted “advancement” for “advancements” and added “; and” to the end; and added cls. (15) and (16).

St.2008, c. 321, § 5, approved Aug. 20, 2008, effective Nov. 18, 2008, added cl. (17).

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Link to last year’s report: http://www.eec.state.ma.us/docs/FY2009EECLegislativeReport_FINAL.pdf

Appendix B: Summary of ARRA projects approved and proposed – for CCDF Funds

Initiative	Amount Board Approved/Spent	Status
Summer Vouchers 2009	\$ 636,714	Project Complete
Out of School Time Learning promotion grant initiative	\$ 250,000	ANF Approved
CFCE Infrastructure Grants	\$ 250,000	Awaiting EOE Approval
Pre-School Aging Up	\$ -	Proposal Withdrawn
Infant/Toddlers Early Childhood program standards	\$ 50,000	ANF Approved
Contracted Providers - Voucher Reassessment	\$ 1,120,000	ANF Approved
CCR&R - to assist with provider reassessment transition	\$ 1,000,000	ANF Approved
IT - 2 consultants to reconfigure existing IT structure	\$ 150,000	ANF Approved
Admin Fee (.5%)	\$ 119,835	
QRIS - ERS	\$ 120,000	ANF Approved
Intensive Summer Only Kindergarten Prep	\$ 4,093,488	Board Approved
Early Literacy Program	\$ 175,000	ANF Approved
Summer Only Voucher 2010	\$ 1,613,286	Board Approved
18 Month Access for Infant/Toddlers and Preschooler	\$ 12,190,067	Board Approved
Improvement of Physical Environments	\$500,000	Board Approved
Information and Referral Program	\$ 150,000	Board Approved
Total Approved	\$ 22,418,390	
Proposed Project	Amount	Status
Communications Campaign	\$250,000	Project pending
CSEFEL Professional Development Opportunity	\$250,000	Project pending
Undetermined Infant/Toddler Quality Program	\$250,000	Project pending
Unified IT System	\$750,000	Project pending
Total		
Proposed	\$ 1,500,000	
Total ARRA CCDF Appropriation	\$ 23,966,942	
Amount Already Approved by the Board	\$ 22,418,390	
Amount of Project to be Proposed to the Board	\$ 1,500,000	
Amount left in the ARRA CCDF Appropriation	\$ 48,552	

Appendix C: EEC Budget line-items pre9c, 9C cut, and New FY2010 Appropriation

Account	Descriptor	FY2010 Budget (Pre-9C)	9C Cut	New FY2010 Appropriation
3000-1000	Administration	11,944,704	322,492	11,622,212
3000-2000	Access Management	9,782,724	3,423,953	6,358,771
3000-3050	Supportive	77,836,888	-	77,836,888
3000-4050	TANF Related Child Care	116,232,279	-	116,232,279
3000-4060	Low Income Eligible Child Care	273,572,478	12,617,806	260,954,672
3000-5000	Grants to Head Start	8,000,000	-	8,000,000
3000-5075	UPK	8,000,000	-	8,000,000
3000-6000	Quality Supports	14,080,868	48,300	14,032,568
3000-6075	Mental Health	1,000,000	-	1,000,000
3000-7050	Family Supports and Engagement	5,000,000	-	5,000,000
		525,449,940	16,412,551	509,037,389

Appendix D: Licensing Activity May – October 2009

Licensing

	May FY 2009	June FY 2009	July FY 2010	August FY 2010	September FY 2010	October FY 2010
Total Number of Programs	12,084	12,098	12,074	12,074	12,097	12,112
Central MA	2,375	2,311	2,305	2,284	2,275	2,277
Metro Boston	2,586	2,573	2,568	2,557	2,583	2,589
Northeast MA	2,998	3,008	3,014	3,028	3,036	3,042
Southeast and Cape MA	2,066	2,154	2,140	2,147	2,145	2,144
Western MA	2,059	2,573	2,047	2,058	2,058	2,060
Total Licensed Capacity	236,854	237,256	237,046	237,323	238,084	238,663
Family Child Care	57,370	57,553	57,556	57,665	57,692	57,783
Group Child Care	120,061	120,470	120,542	120,450	120,942	121,475
School Age Child Care	51,755	51,556	51,366	51,641	51,892	51,856
Residential and Placement Child Care	7,668	7,677	7,582	7,567	7,558	7,549
Total Licenses Issued	447	474	493	466	480	422
New	86	102	86	89	120	76
Renewal	320	325	356	321	304	299
Reopen	14	12	356	321	14	9
Moves	27	35	42	40	42	38
Closures	92	117	127	122	112	83
New Applications Received	83	85	118	116	93	85
Complaints						
Total number of open complaints on the 1st day of the month	300	320	289	300	330	341
Number of new complaints received during the month	240	239	212	238	214	217
Number of open complaints on the 1st day of the month with interim report done	18	20	21	28	21	36
Number of closed complaints during the month	219	268	199	208	201	243
Total Number of Visits	520	526	521	512	499	493
Central MA	97	110	65	100	95	81
Metro Boston	107	116	120	96	96	96
Northeast MA	215	208	189	175	151	182
Southeast and Cape MA	46	35	55	59	92	75
Western MA	55	57	92	82	65	59

Notes:

- Licensing information includes data for open and currently active FCC, GCC, SACC and R&P programs, but excludes FCC Assistants. Delegated and Exempt programs are included. Number of programs and total capacity are calculated on the first day of the following month. If GCC has Limited SACC, they counted as one program. Limited SACC capacity is included in Group Child Care capacity.
- For Monthly Activities: if transaction is done for limSACC, and not for corresponding GCC, it's counted. If the transaction is done for GCC and limSACC, it's counted only for GCC.
- Complaint information includes data for all types of intakes: Complaint, Voluntary Incident, Mandatory Incidents, Injury/Illness Review and Internal Investigation. Number of open complaints on the last day of the month is the same as on the first day of the following month.
- Visit information includes data entered via Licensing Manager, EECRS and FCC Mobile applications.

Licensing Enforcement Actions 2009

Licensing Enforcement Actions – Legal Cases	# in 2008	January - September 2009	October 2009
Sanctions	10	6	0
Acknowledgment of Vol. Surrender	16	2	0
Revocation (license and TQ)	5	7	1
Cease and Desist	10	7	0
C&D w/ Civ. Injunc.	0	0	0
C&D w/ Crim. Pen.	1	0	0
Refusal to Renew/Issue	4	4	0
Emergency Suspension	8	5	0
Legal Agreement	3	1	0
Legal Consult	2	1	0
Appeal of CORI/DCF denial	0	2	0
Enforcement Mtg.	0	2	0
Fine	2	1	0
TOTAL:	60	38	1

*NOTE: Many licensing legal referrals require multiple actions (i.e. emergency suspension/revocation, sanctions and fine, etc.)

Appendix E: Mental Health Consultation Services Grant Information

Mental Health Consultation Services Grantees (Fund Code 700)

- 21 new children were referred between January 1, 2009 - June 30, 2009 but did not receive services. The reasons they were not receiving services ranged from:
 - o Families moved before services could begin
 - o Could not make any contact with parents,
 - o Intern at site was already working with child and no other services needed
 - o Center used other resources for child and no other services needed
 - o Child was referred by center director, but the foster family declined services.

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 categories listed below, with some examples, were the major categories stated by grantees in FY07. If the child exhibits a primary emotional/behavioral issue not on the list, the child is counted under "other".

Types of emotional/behavioral issues	Number of children exhibiting this behavior <u>who received on-site consultation services</u>				
	Infant	Toddler	Preschool	School-Age	Total # of Children
Aggression (biting, hitting, etc.--peers and adults)	0	53	322	62	437
Oppositional (defiant, disobedient)	0	50	173	57	280
Overactivity/Impulsivity (restless, uncontrolled)	0	13	98	26	137
Attention (inability to focus, follow directions)	0	18	94	20	132
Anxiety (nervous, fearful, extreme shyness)	0	18	75	17	110
Attachment (separation distress, neediness)	1	11	30	3	45

Depression (withdrawal, sadness)	0	2	10	15	27
Post trauma (history of trauma, loss)	0	0	47	3	50
Peer relations/social skills (difficulty taking turns, sharing, negotiating, social bullying)	0	22	209	33	264
Other, please list:	0	6	41	6	53
Total children	1	193	1099	242	1535

The types of emotional/behavioral issues from above are restated in the columns below. In the rows that follow, entered is the number of children who benefited from each of the strategies/interventions listed (January 1, 2009 - June 30, 2009). EEC understands that children may benefit from more than one strategy/intervention and therefore may be counted more than once.

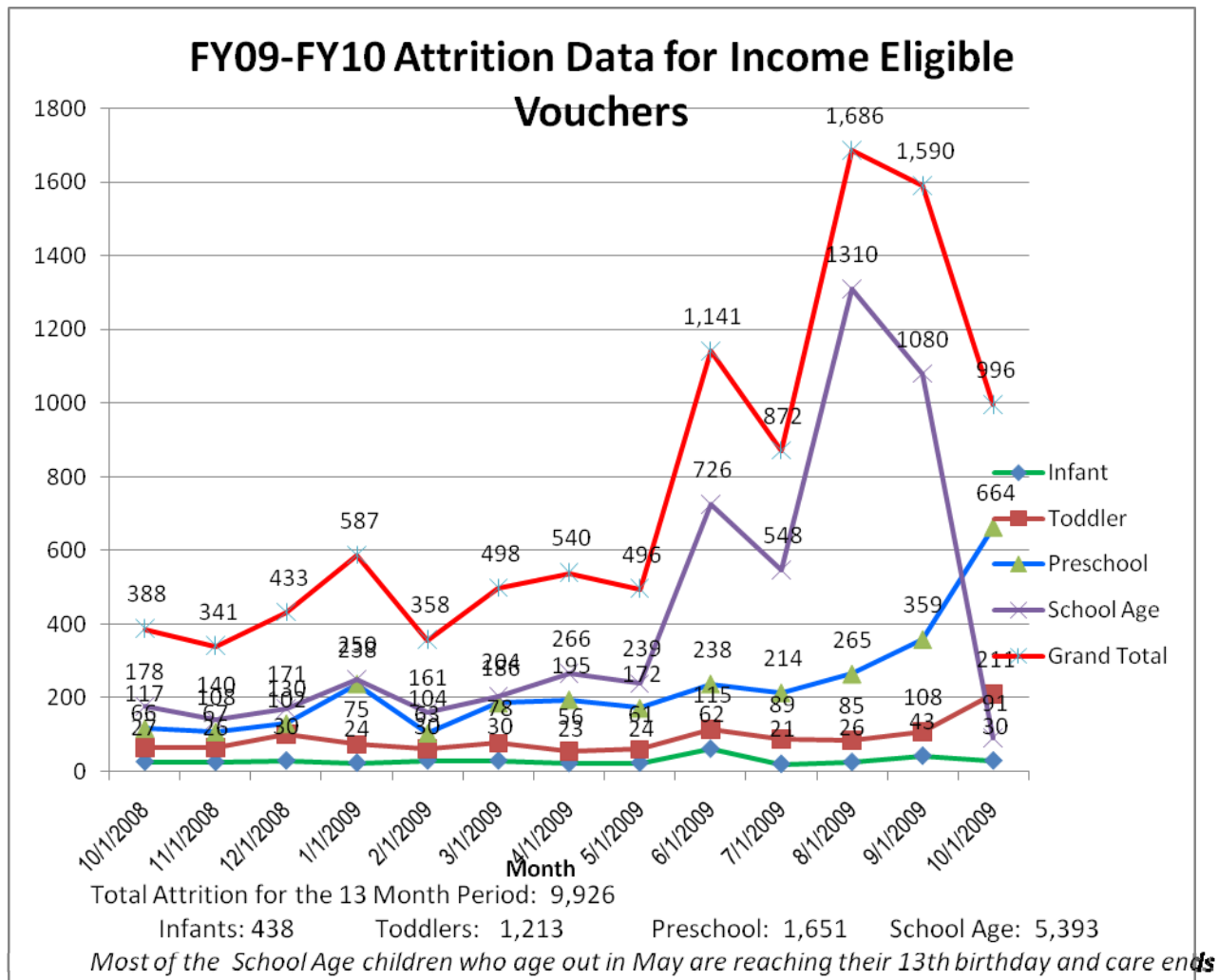
Strategies	Emotional/Behavioral Issues								
	Aggression	Opposit- ional/ defiant	Overactivity/ impulsivity	Attention	Anxiety	Attachment	Depression/ withdrawal	Post- trauma	Peer relations/ social skills
Consultation to staff	384	219	149	152	89	42	43	48	254
Modeling of Behavior Management Strategies for Staff	281	161	116	130	65	25	29	25	189
Staff Group Training	111	66	34	57	28	16	7	9	91
Individual Behavior Plan	210	96	84	50	35	24	12	25	101
Consultation to Parent/Guardian	201	124	85	91	62	25	19	35	114
Case Management (see definition in instructions)	127	65	30	39	25	11	11	27	54
Programmatic Modification (i.e. schedule)	44	34	20	50	12	10	7	7	33
Physical Facility Modification	38	28	16	63	13	0	6	3	21
Additional Staffing Support (i.e. paraprofessionals)	63	37	25	9	7	7	2	21	41
Referral to Therapy	126	52	23	26	40	18	7	46	37

Referrals to Special Education Services/Supports	42	12	22	13	5	1	2	10	20
Medication	24	9	19	9	8	1	3	2	4
<i>Other: Please Explain</i>	10	3	3	0	2	0	0	1	2

The number of children by age group who received on-site consultation services (January 1, 2009 - June 30, 2009) for each of the following program outcomes. The following is an unduplicated number of children.

<i>Child Outcomes</i>	Infant	Toddler	Preschool	School-Age	Total number of children
Retained successfully in the program	1	187	985	220	1393
Transitioned from current program to a new program that could better address child's needs	0	1	21	11	33
Suspended temporarily from the program due to behavioral issues	0	4	9	11	24
Expelled from the program (Terminated due to behavioral issues)	0	1	17	0	18
Aged-out of the program	0	0	31	0	31
None of the above	0	0	36	0	36
Total number of children	1	193	1099	242	1535

Appendix F: Licensing Enforcement Actions 2009



Appendix G: Market Rate Study Results

Results for Child Care Centers

Table 3 shows the median and 75%ile of prices for full time child care centers, weighted by capacity. The price of care is highest for infants and lowest for preschoolers. The median price of care for all age groups is highest in Region 4 (Greater Boston). The 75%ile for toddlers and preschoolers is also highest in Greater Boston while the 75%ile for infants is highest in Region 6 (Boston). The median price of care for infants is lowest in Region 5 (Southeast) while the median price of care for toddlers and preschoolers is lowest in Region 1 (Western). The 75%ile is lowest in the Western region for all age groups.

Table 3 - Median and 75%ile of Prices (Weighted by Capacity)

Region	Age Group	Median	75%ile
1 Western	Infant	\$51.00	\$58.00
	Toddler	\$46.37	\$53.00
	Preschool	\$36.16	\$44.99
2 Central	Infant	\$54.00	\$64.90
	Toddler	\$50.00	\$56.00
	Preschool	\$41.00	\$46.88
3 Northeast	Infant	\$67.00	\$76.60
	Toddler	\$60.00	\$69.60
	Preschool	\$46.14	\$55.80
4 Greater Boston	Infant	\$77.92	\$87.40
	Toddler	\$67.80	\$74.80
	Preschool	\$54.73	\$61.20
5 Southeast	Infant	\$50.00	\$59.00
	Toddler	\$47.00	\$53.80
	Preschool	\$40.00	\$45.50
6 Boston	Infant	\$65.00	\$93.86
	Toddler	\$56.81	\$71.90
	Preschool	\$40.00	\$53.12

Results for Family Child Care

Tables 4 and 5 show the median and 75%ile of prices for full time family child care, weighted by capacity. Family child care prices are lower than center care and we do not observe the same price fluctuations across age groups for family care that we observe for center care. As with child care centers, the median price of family child care for all age groups is highest in Region 4 (Greater Boston). The 75%ile for all age groups is also highest in Greater Boston. The median and 75%ile price of care for infants is lowest in Region 1 (Western). The median price of care for toddlers and preschoolers is lowest in Region 6 (Boston). The 75%ile for toddlers and preschoolers is lowest in the Western and Boston regions.

Table 4 Median and 75%ile of Prices < 2 Years (Weighted by Capacity)

Region	Age Group	Median	75%ile
1 Western	Infant	\$32.00	\$36.00
	Toddler	\$32.00	\$36.00
2 Central	Infant	\$37.00	\$40.50
	Toddler	\$36.00	\$40.00
3 Northeast	Infant	\$39.00	\$50.00
	Toddler	\$38.00	\$50.00
4 Greater Boston	Infant	\$55.00	\$65.00
	Toddler	\$50.00	\$60.00
5 Southeast	Infant	\$40.00	\$47.00
	Toddler	\$40.00	\$45.00
6 Boston	Infant	\$33.00	\$40.00
	Toddler	\$30.00	\$36.00

Table 5 - Median and 75%ile of Prices > 2 Years (Weighted by Capacity)

Region	Median	75%ile
1 Western	\$31.50	\$35.00
2 Central	\$35.00	\$40.00
3 Northeast	\$35.00	\$50.00
4 Greater Boston	\$50.00	\$60.00
5 Southeast	\$40.00	\$45.00
6 Boston	\$30.00	\$35.00

Results for School Age Programs

Tables 6 through 9 show the median and 75%ile of prices for school age programs, weighted by capacity. These include after school care, before school care, school vacation care, and summer care.

Comparing the prices of school age programs, we observe that after school prices are higher than are before school prices. The median price of after school care is highest in Regions 6 (Boston) and 3 (Northeast) and lowest in Region 1 (Western). The 75%ile of after school care also is lowest in the Western region while the 75%iles in most of the rest of the state (with the exception of the Southeast region) are comparable.

The median and 75%ile price of before school care is highest in Region 2 (Central). The median is lowest in Regions 4 (Greater Boston), 5 (Southeast), and 6 (Boston) and the 75%ile also is lowest in Boston.

Table 6 - Median and 75%ile of Prices for After School Care (Weighted by Capacity)

Region	Median	75%ile
1 Western	\$14.00	\$16.50
2 Central	\$18.60	\$22.00
3 Northeast	\$20.00	\$23.00
4 Greater Boston	\$18.71	\$22.00
5 Southeast	\$17.80	\$19.75

6 Boston	\$21.00	\$22.50
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Table 7 - Median and 75%ile of Prices for Before School Care (Weighted by Capacity)

Region	Median	75%ile
1 Western	\$8.00	\$10.00
2 Central	\$9.18	\$12.60
3 Northeast	\$8.36	\$11.00
4 Greater Boston	\$6.80	\$10.10
5 Southeast	\$6.50	\$12.50
6 Boston	\$7.00	\$7.50

The median price of school vacation care is highest in Region 4 (Greater Boston) and lowest in Region 6 (Boston). The highest 75%ile also is in Greater Boston while the lowest is in the Western region. The results are similar for summer programs.

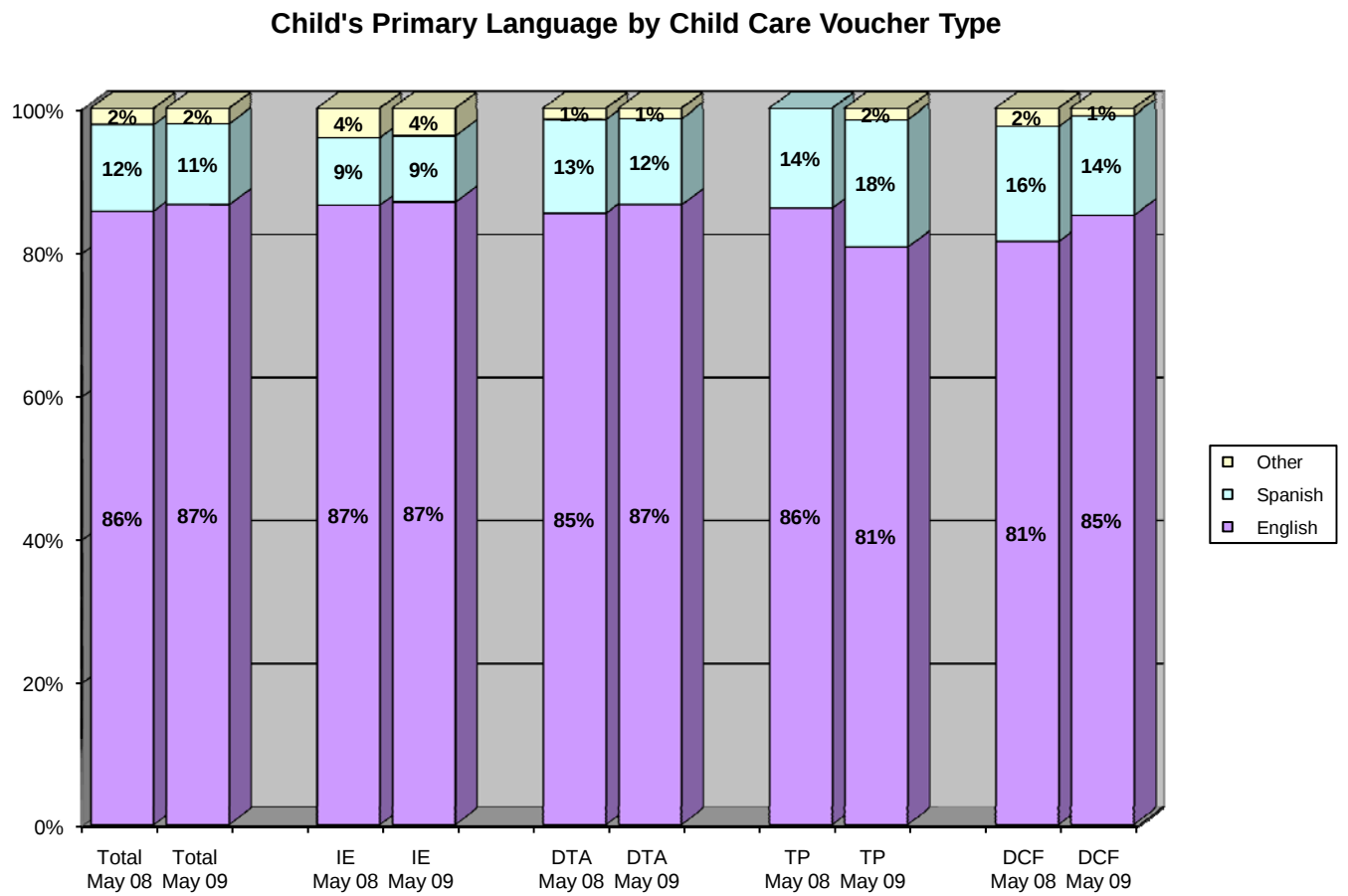
Table 8 - Median and 75%ile of Prices for Vacation Care (Weighted by Capacity)

Region	Median	75%ile
1 Western	\$30.00	\$33.60
2 Central	\$36.00	\$40.00
3 Northeast	\$34.00	\$42.00
4 Greater Boston	\$45.00	\$60.00
5 Southeast	\$35.00	\$37.00
6 Boston	\$22.05	\$40.00

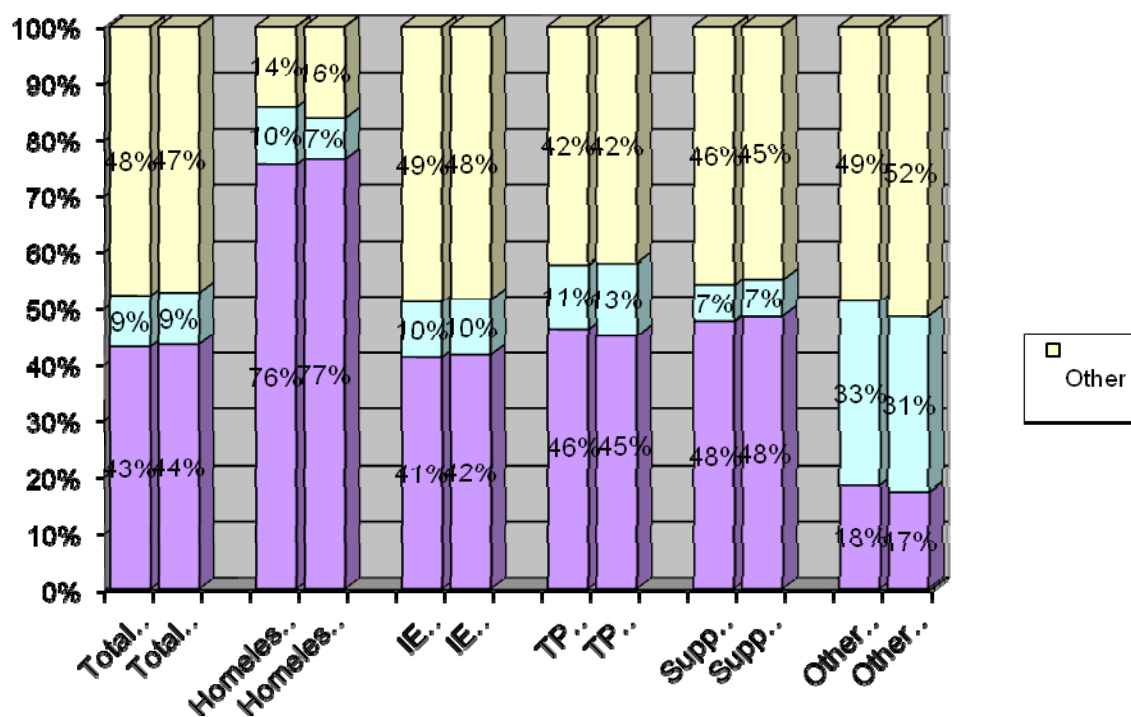
Table 9 - Median and 75%ile of Prices for Summer Care (Weighted by Capacity)

Region	Median	75%ile
1 Western	\$30.55	\$32.00
2 Central	\$36.00	\$44.20
3 Northeast	\$39.00	\$45.00
4 Greater Boston	\$44.00	\$70.00
5 Southeast	\$44.00	\$44.00
6 Boston	\$29.00	\$40.00

Appendix H: Languages spoken of children receiving EEC Financial Assistance



Child's Primary Language by Child Care Contract Type



Appendix I: ECE Scholarship Program Demographics

Fiscal Year	Appropriation	ECE Scholarship Program Demographics ¹¹	
		ECE Scholarship Applicants	MA Institution of Higher Education
2010	\$3.2M	857 applicants approved by EEC	58% Attending Public Institution 42% Attending Private Institution
2009	\$4M	1018 applicants approved by EEC 907 scholarship recipients	57% Attending Public Institution 43% Attending Private Institution
2008	\$4M	980 applicants approved by EEC 814 scholarship recipients	54% Attending Public Institution 46% Attending Private Institution
2007	\$3M	743 applicants approved by EEC 671 scholarship recipients	55% Attending Public Institution 45% Attending Private Institution
2006	\$1M	614 applicants approved by EEC 372 scholarship recipients	59% Attending Public Institution 41% Attending Private Institution

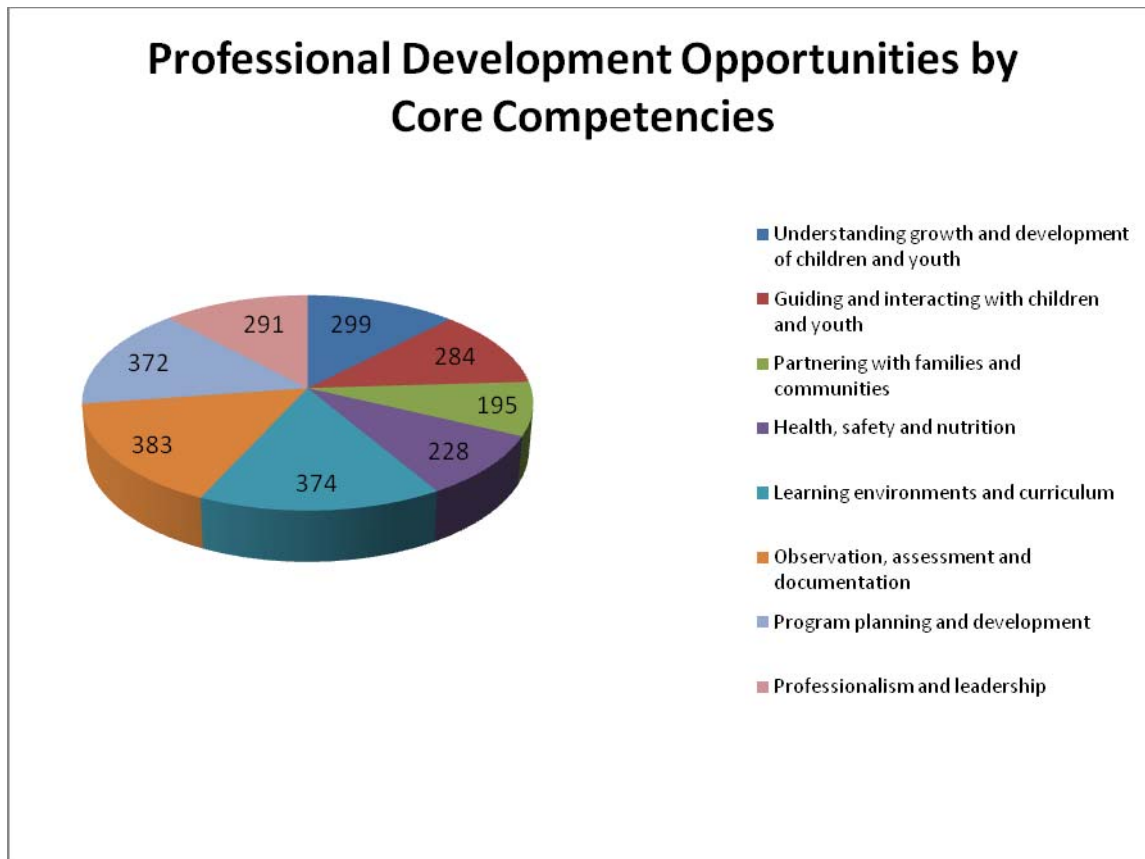
¹¹ The data on the number of ECE Scholarship recipients per fiscal year is provided by the Office of Student Financial Assistance. Percentage of individuals attending a public or private institution of higher education in Massachusetts is based on the number of applicants approved by EEC.

Appendix J: Educator Certification Requirements

Professional Development Calendar

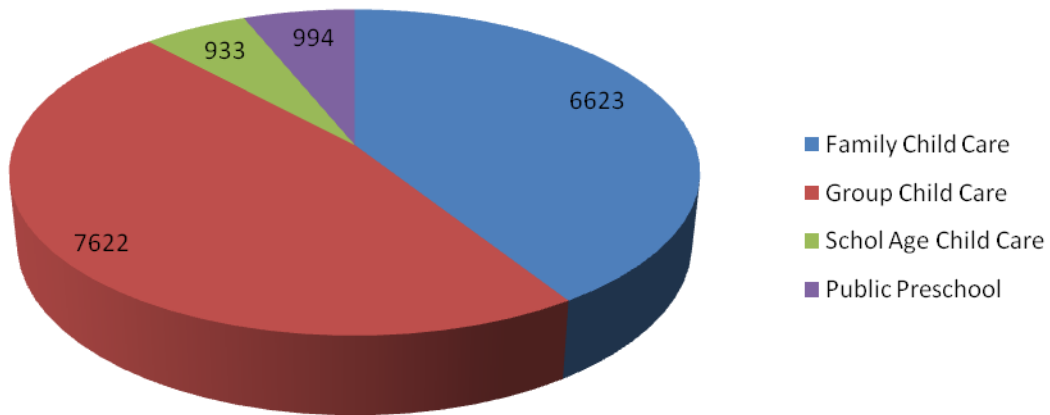
The following data from the Professional Development Calendar is for courses listed in FY09. Course evaluations are collected at each training, which may result in duplication in counts of educators.

There were 1262 Courses listed on the Professional Development calendar in FY09
889 of those were funding in part or in total by EEC
19353 Educators attended professional development offerings¹²



¹²Agencies listing courses on the calendar enter results of EEC evaluation form into calendar database after course is completed. Data on Educators is collected from evaluation result data. Some agencies have not listed results and some courses do not require evaluations (such as first aid and CPR). Due to discrepancy between courses listed and courses evaluated, actual numbers of educators served in all categories is higher than numbers listed through evaluation result data.

Educators by Program Type



Education Level of Educators

