



MASSACHUSETTS  
**Department of  
Early Education and Care**



# Workforce Council

June 5, 2025

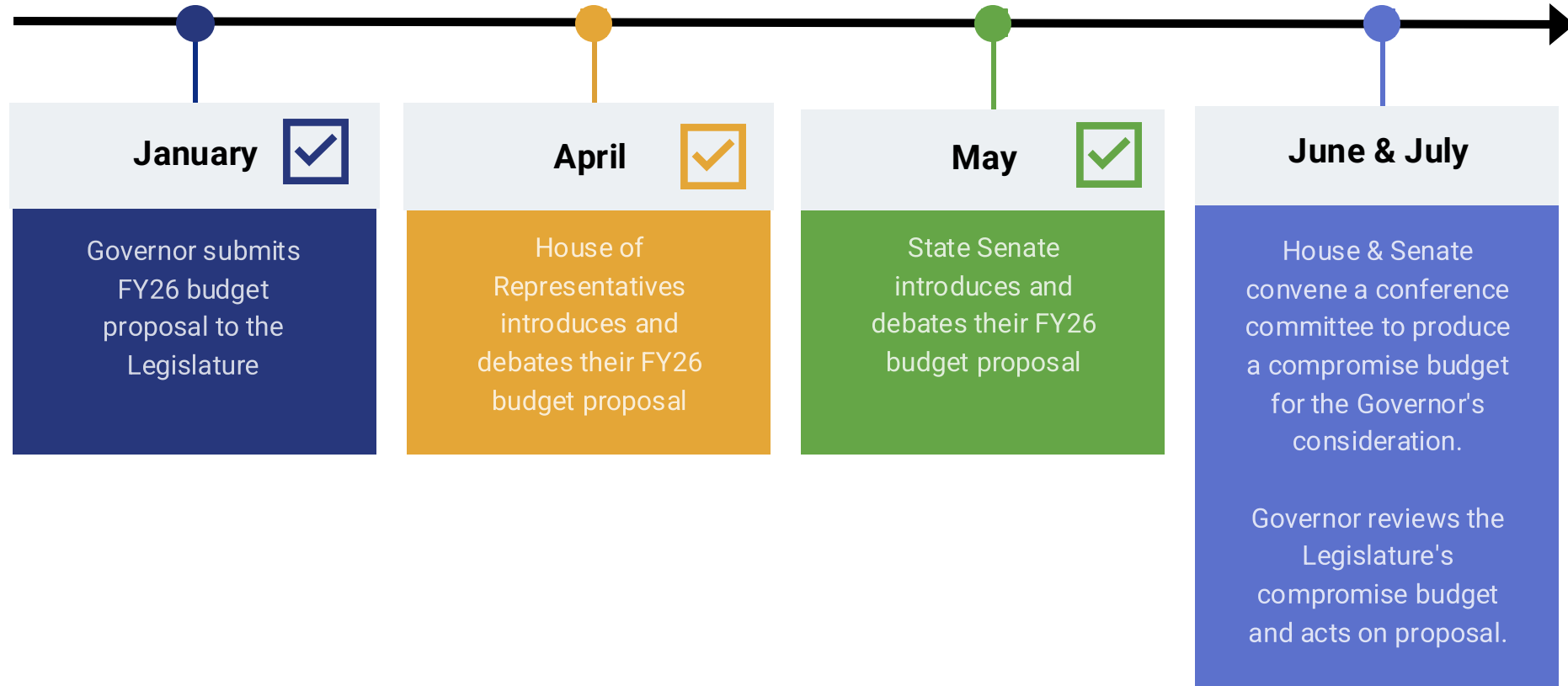
# Agenda

- FY26 Budget Process Updates
- New Educator Credential: Development Process and Status
- EEC 5-Year Strategic Action Plan



# FY26 State Budget Development Updates

# State Budget Process



# Gateway to Pre-K H.1 Budget Highlights

The Governor's H.1 budget continues to make progress in key areas of the Gateway to Pre-K agenda:

## Continued investment in the Commonwealth Preschool Partnership Initiative (CPPI)

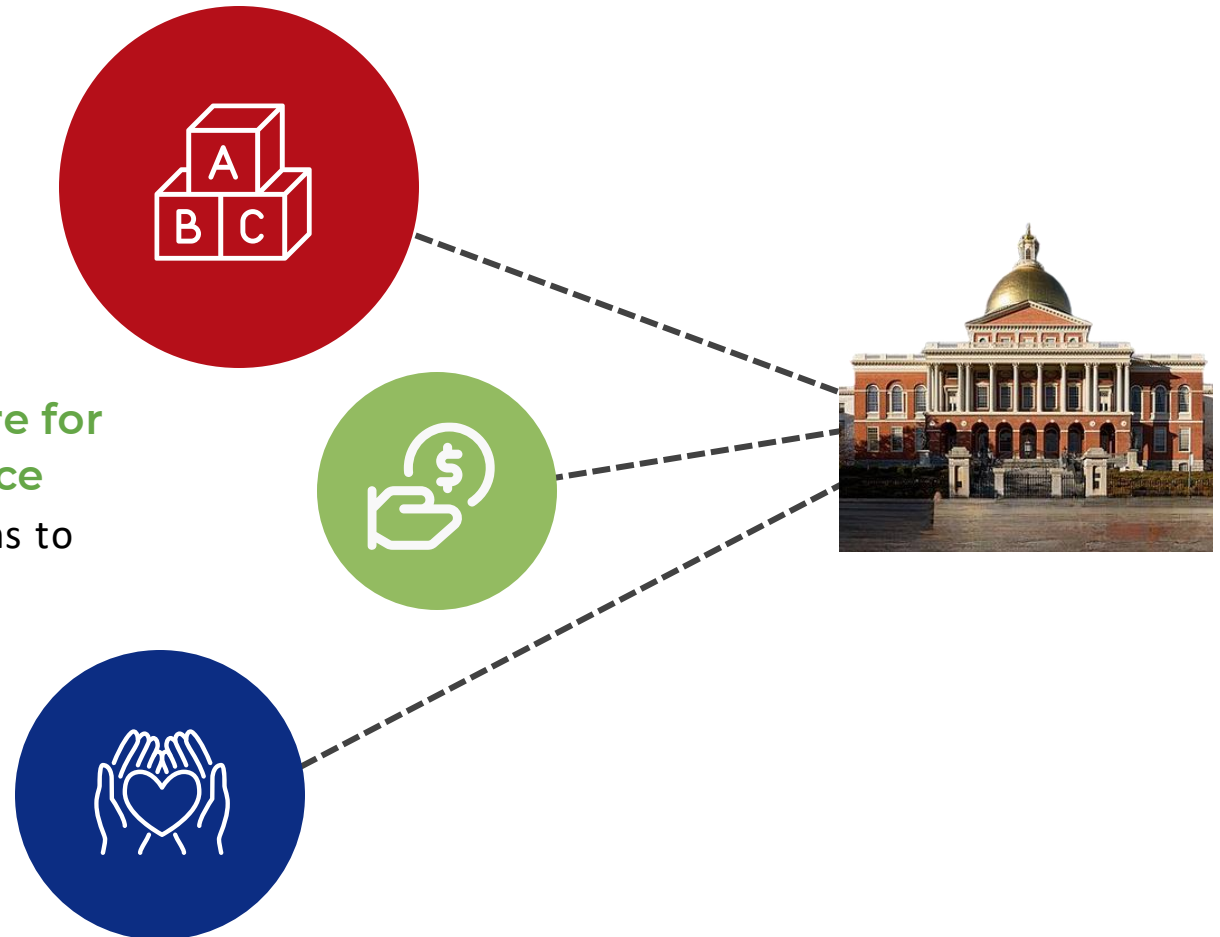
The CPPI line item in FY26 will maintain and support all existing communities, with additional funding in Fair Share Supplemental distributed between FY26 to FY28 for expansion within existing and new communities; priority for Gateway Cities

## Supporting continued access to affordable care for families through Child Care Financial Assistance

Investments in child care financial assistance line-items to maintain FY24 and FY25 caseload expansion

## Sustaining \$475M for Commonwealth Cares for Children (C3)

C3 continues to be a priority and state investment in the program maintains critical operational supports to early childhood programs



# Gateway to Pre-K H.1 Budget Highlights

Overall, H.1 funds EEC at \$1.679 billion, 10% increase from FY25 final enacted budget

Key EEC investments included in the Governor's budget proposals include:

- **\$475 million** for **Commonwealth Cares for Children (C3)**, funded from both general appropriations and Fair Share revenue
- **\$1 billion** to support families receiving **Child Care Financial Assistance** (Income Eligible and DTA/DCF-Related)
- **\$17 million** for the **Commonwealth Preschool Partnership Initiative (CPPI)**, supplemented by \$50 million available for the program over 3 years through the Fair Share Supplemental budget, allocating **\$25 million** for CPPI in FY26.

Governor Healey's budget proposal also maintains critical funding across EEC line-items:

- **\$47 million** for licensing staff, initiatives, and supports through the agency's **Quality Improvement** line item
- **\$20 million** for **child care resource and referral services**
- **\$18.5 million** for supplemental grants to **Head Start and Early Head Start** programs
- **\$11.7 million** for the **Coordinated Family and Community Engagement (CFCE)** grant program
- **\$5 million** for **Career Pathways**
- **\$5 million** for **early childhood mental health grants**
- **\$4.25 million** for the **ParentChild+** program

To see the **full list of line items** and proposed funding levels, see the Governor's proposed budget [here](#).

# House and Senate Budget Proposals: Highlights

## House of Representatives

- **\$1.02B** for CCFA caseload maintenance
- **\$15M** for new CCFA access through contracted seats
- **\$475M** for C3
- **\$20M** for CCR&Rs
- **\$18.5M** for Head Start
- **\$10M** for CPPI
- **\$5M** for early childhood mental health grants
- **\$5M** for Career Pathways
- **\$4.25M** for Parent Child+
- **\$1.75M** for Reach Out and Read
- Increases **cap on C3 funding** available to large, multi-site private programs from 1% to 1.25%
- Requires agency to reimplement **CCFA unit price contracts** rather than cost-reimbursement and enable 20% retained revenue.

## Senate

- **\$1.06B** for CCFA caseload maintenance
- **\$475M** for C3
- **\$27.7M** for CPPI
- **\$20M** for CCR&Rs
- **\$20 M** for Head Start
- **\$5M** for early childhood mental health grants
- **\$4.25M** for Parent Child+
- **\$2.5M** for an employer-sponsored care program
- **\$1M** for Reach Out and Read

# EEC FY26 House Budget Development (in millions)

## GENERAL FUND LINE ITEMS

| Line Item    | Appropriation                             | FY25 GAA         | FY26 H.1         | FY26 House       | FY26 Senate    |
|--------------|---|------------------|------------------|------------------|----------------|
| 3000-1000    | Admin                                     | \$27.7           | \$8.0            | \$13.8           | \$8.0          |
| 3000-1020    | Quality Improvement                       | \$52.6           | \$46.9           | \$46.9           | \$45.0         |
| 3000-1045    | C3 Stabilization Grants                   | \$300.0          | \$200.0          | \$115.0          | \$150.0        |
| 3000-1049    | Employer-sponsored Child Care             | \$2.5            | --               | --               | \$2.5          |
| 3000-2000    | Access Management                         | \$20.0           | \$20.0           | \$20.0           | \$20.0         |
| 3000-3060    | DCF/DTA Related Child Care                | \$356.6          | \$448.2          | \$448.2          | \$448.2        |
| 3000-4060    | Income-Eligible Child Care                | \$417.2          | \$517.6          | \$517.6          | \$517.6        |
| 3000-5000    | Grants to Head Start Programs             | \$18.5           | \$18.5           | \$18.5           | \$20.0         |
| 3000-6025    | CPPI Pre-K Initiative                     | \$17.5           | \$17.7           | \$10.0           | \$17.7         |
| 3000-6075    | Early Childhood Mental Health             | \$5.0            | \$5.0            | \$5.0            | \$5.0          |
| 3000-7050    | Coordinated Family & Community Engagement | \$11.9           | \$11.7           | \$11.7           | \$11.7         |
| 3000-7052    | Parent-Child Plus Program                 | \$4.3            | \$4.3            | \$4.3            | \$4.3          |
| 3000-7055    | Neighborhood Villages                     | \$1.0            | \$1.0            | \$1.0            | \$1.0          |
| 3000-7066    | Career Pathways                           | \$5.0            | \$5.0            | \$5.0            | --             |
| 3000-7070    | Reach Out and Read                        | \$1.8            | \$1.8            | \$1.8            | \$1.0          |
| <b>Total</b> |   | <b>\$1,241.6</b> | <b>\$1,305.7</b> | <b>\$1,218.8</b> | <b>1,252.0</b> |



# EEC FY26 House Budget Development (in millions)

## FAIR SHARE-FUNDED LINE ITEMS

| Line Item | Appropriation                                  | FY25 GAA | FY26 H.1 | FY26 House | FY26 Senate |
|-----------|--|----------|----------|------------|-------------|
| 1596-2410 | Child Care Grants to Providers                 | \$175.0  | \$275.0  | \$360.0    | \$325.0     |
| 1596-2411 | Income Eligible Access (Waitlist Remediation)  | \$15.0   | --       | \$15.0     | --          |
| 1596-2412 | CPPI Pre-K Initiative                          | \$5.0    | --       | --         | \$10.0      |
| 1596-2429 | Early Education & Care Provider Capital Grants | \$15.0   | --       | --         | --          |
| 1596-2434 | Rate Increases for Early Education and Care    | \$65.0   | --       | --         | --          |
| 1596-2435 | EEC Affordability                              | \$18.0   | --       | --         | --          |
| 1596-2452 | Child Care Supports                            | --       | \$98.0   | \$53.0     | \$98.0      |
| Total     |  | \$278.0  | \$373.0  | \$428.0    | \$433.0     |

To see the **full list of line items** and proposed funding levels, see the House of Representatives' proposed budget [here](#).

# FY25 Fair Share Supplemental Budget

In January, Governor Healey filed an **FY25 Fair Share Supplemental Budget** to complement her FY26 budget proposal. It included **\$150 million to support:**

- capacity building & workforce development
- family access & affordability
- implementation of the Early Education & Care Task Force recommendations
- Commonwealth Preschool Partnership Initiative (CPPI) (over the next 3 years).

The House and Senate recently approved their versions of the Fair Share Supplemental Budget, which will be reconciled and sent to the Governor for her approval.

## House of Representatives

- **\$20 million** for capacity building & workforce development, family access & affordability, implementation of the Early Education & Care Task Force recommendations, & CPPI.
- **\$20 million** for CCFA reimbursement rate increases in FY26.
- **\$8 million** for CCFA access for staff working in early education & care.
- **\$7.5 million** for loan repayment for staff working in early education & care.
- **\$3.8 million** for local child care and out-of-school-time programs to support capital and programmatic improvements.
- Establishes the Dolly Parton Imagination Library in Massachusetts

## Senate

- **\$2.6 million** for local child care and out-of-school-time programs to support capital and programmatic improvements.



# New Educator Credential: Development Process and Status

# Transitioning to Credential System

## Develop new system that supports professional advancement across the field

- Inclusive and accessible to all educators and program types
  - Builds a competency-based system of expectations hand in hand with regulatory development
  - Integrate expectations for training/coursework, and
  - Practice application
- Identify clear and accessible entry points
- Create a system to support professional advancement including clear career ladder
- Engage with field broadly to ensure system aligns with/meets the needs of all program types and roles

## Staged launch of system to ensure easy access and seamless transition

- Develop professional development pathway to complement new certificate in higher education
- Build more opportunities to develop leadership and mentoring skills
- Pilot apprenticeships for all program types aligned with new credential
- Provide alternatives to certification while integrating new credential into regulation development
- Communicate clearly about upcoming transitions and support educators in understanding and navigating future changes

# Recognizing the Importance of Educational Leadership

Strong educational leadership capacity is an essential component to *drive the processes and create the conditions that facilitate quality educator practice*



Revised credential expectations reflect an enhanced focus on the role of leadership in driving continuous quality improvement (CQI) and sustaining quality practices in programs



Fundamental shift in the role of leadership in all program types



Educational leaders need intensive targeted supports for creating the enabling conditions for educator professional growth and quality improvement in the program




## Leaders Implement:

- CQI and Professional Development Planning
- Opportunities for reflective practice
- Collaborative reflection and planning
- Job-embedded professional learning opportunities

# Defining a Career Pathway & Credentialing System

UPDATE

|  |   |   |
|--|---|---|
| <b>Phase 1</b><br>February – April 2023  | <ul style="list-style-type: none"><li>• Maintain use of minimum hiring requirements for stability and flexibility</li><li>• Hire vendor to develop verification requirements for credential<ul style="list-style-type: none"><li>– Finalize proposed pathways and credentials, building on existing work</li><li>– Prioritize two levels of educator credentialing and directors</li></ul></li></ul>  |    |
| <b>Phase 2</b><br>June 2023 – March 2024 | <ul style="list-style-type: none"><li>• 'Staged relaunch' of certification<ul style="list-style-type: none"><li>– Open <b>optional</b> professional certification for professional validation and goal setting (<i>Now Director, Teacher and Lead Teacher</i>)</li><li>– Deploying incremental development of supportive IT systems for enhancing certification and new credentialing processes</li><li>– Finalizing plan for new educator registry and data migration strategy</li></ul></li></ul> |    |
| <b>Phase 3</b><br>March 2024 – June 2025 | <ul style="list-style-type: none"><li>• Socialize the revised pathway and credentials<ul style="list-style-type: none"><li>– Engage with stakeholders and partners</li><li>– Regulatory revision to match new credential</li></ul></li><li>• Plan staged launch of new pathways and credentials<ul style="list-style-type: none"><li>– Prioritizing levels that recognize skills of current field</li><li>– Educator registry available to support credentialing processes</li></ul></li></ul>      |  |

# New pathways to earning a credential

## Higher Education Pathway

- Degrees & Certificates
  - Higher Education Courses
  - Practicum
- Apprenticeships

## Professional Development Pathway

- Approved EEC Endorsed Training Packages
  - Training
  - Job Embedded Practice
- Apprenticeships

+ Years of Experience

# Stakeholder Engagement

## EEC Team & State Partner Collaboration

- EEC Regional Directors, Supervisors, & Licensors
- Department of Elementary & Secondary Education
- Department of Apprenticeship Standards



**EEC Credentialing Working Group**  
Cross-agency membership  
weekly meeting

## Higher Ed & Workforce Supports

- Professional Development Centers & ECSO's
- Higher Education Partners
- MA Association for Community Colleges (MACC)



**Focused Small Group Conversations**  
To dive deep on particular needs  
and collaboration

## Early Childhood Programs & Community Organizations

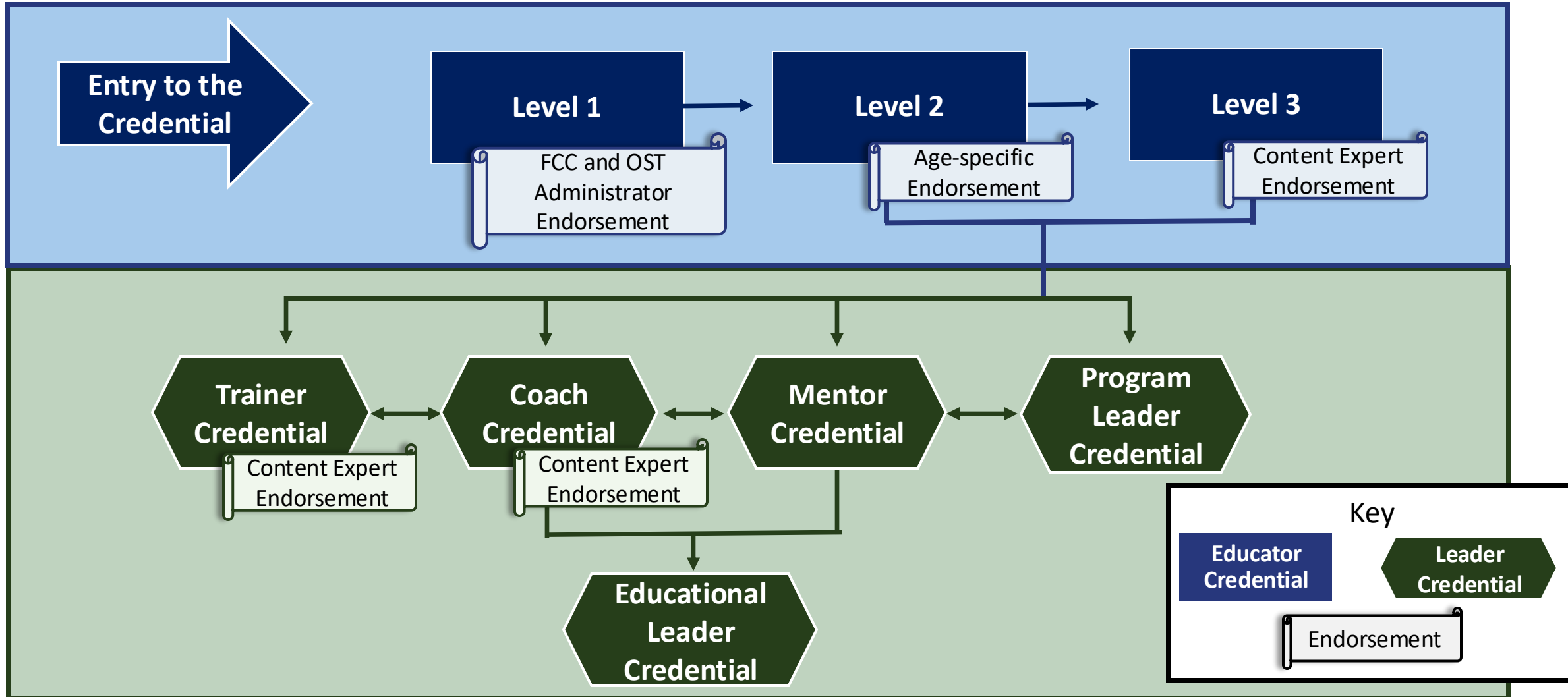
- MA Association for Community Action (MASSCAP)
- Family Child Care Systems
- Early Childhood Director Groups



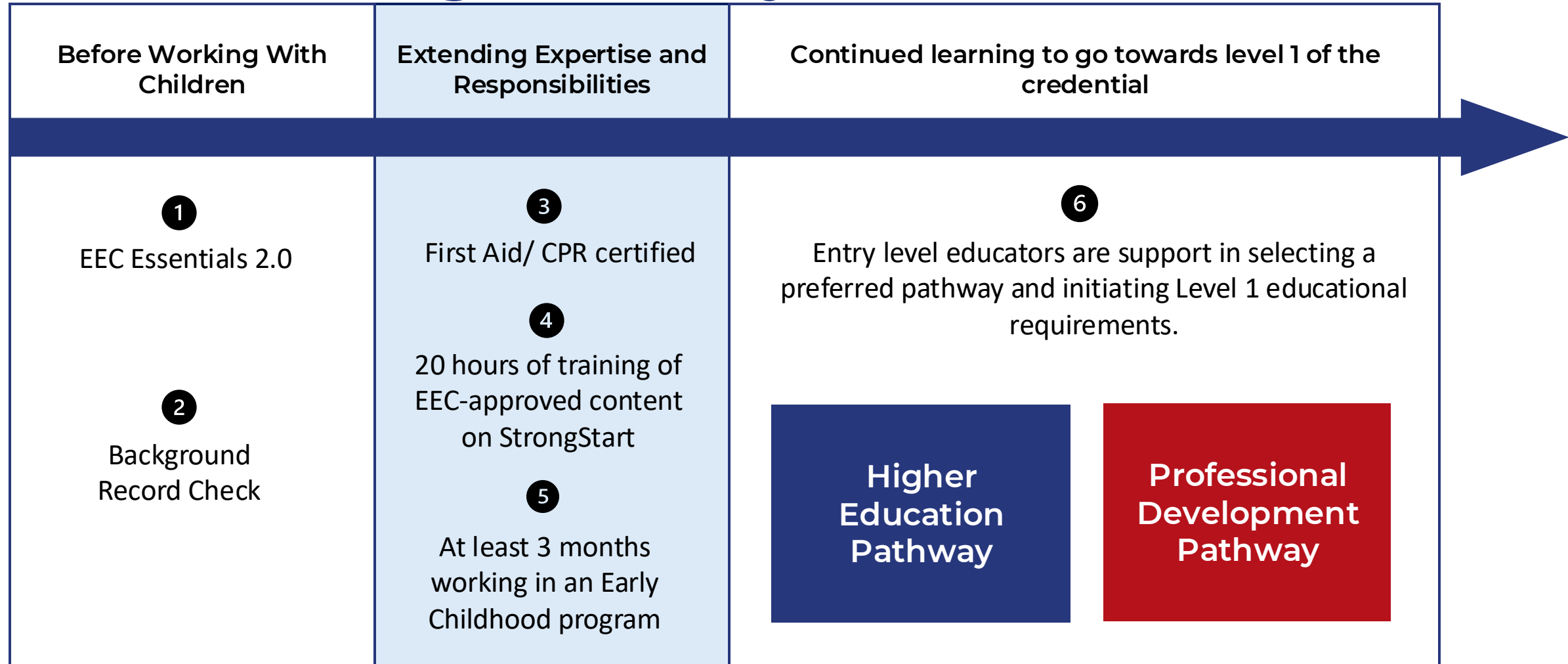
**Workforce Working Group**  
Cross sector membership  
monthly meeting



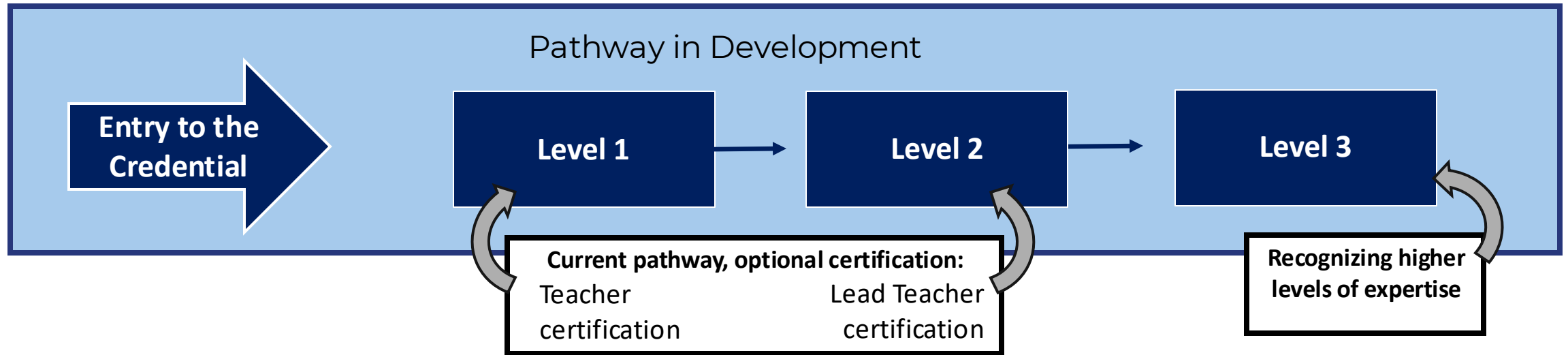
# Draft New Credential Pathway



# Draft New Credential - Starting on the Credentialing Pathway



# Draft New Credential: Educator Levels



## What we heard from Educators



For Out of School Time (OST) and Family Child Care (FCC) Programs administrative skills are needed early in the pathway.



Allow for growth in and out of the classroom as educators, coaches and leaders.

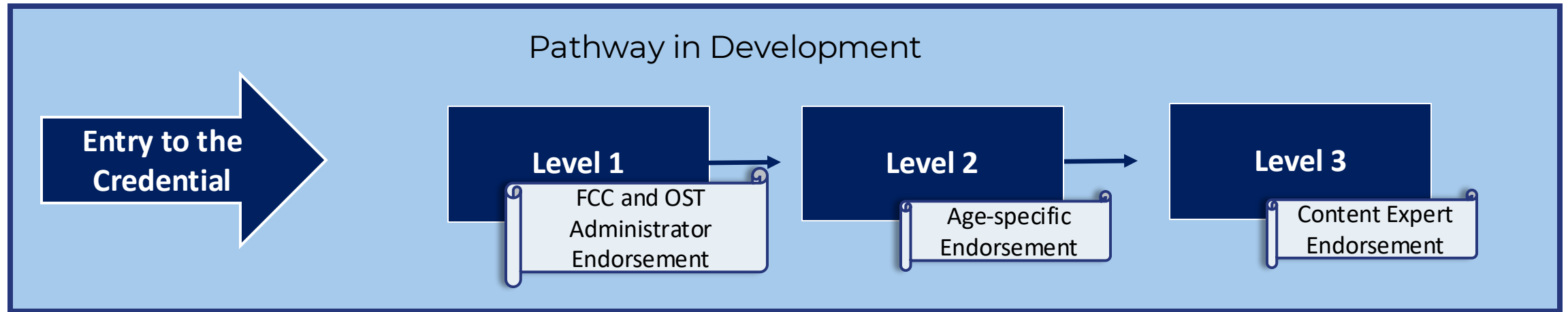


Show special skills (age specific expertise) but not required to move along levels.



Educators who are skilled and have expertise beyond lead teacher.

# Draft New Credential: Educator Endorsements



Based on feedback we are creating optional “endorsements” at each level to recognize additional skills attained



Additional “endorsement” available within Credential level based on completion of relevant competency-based training

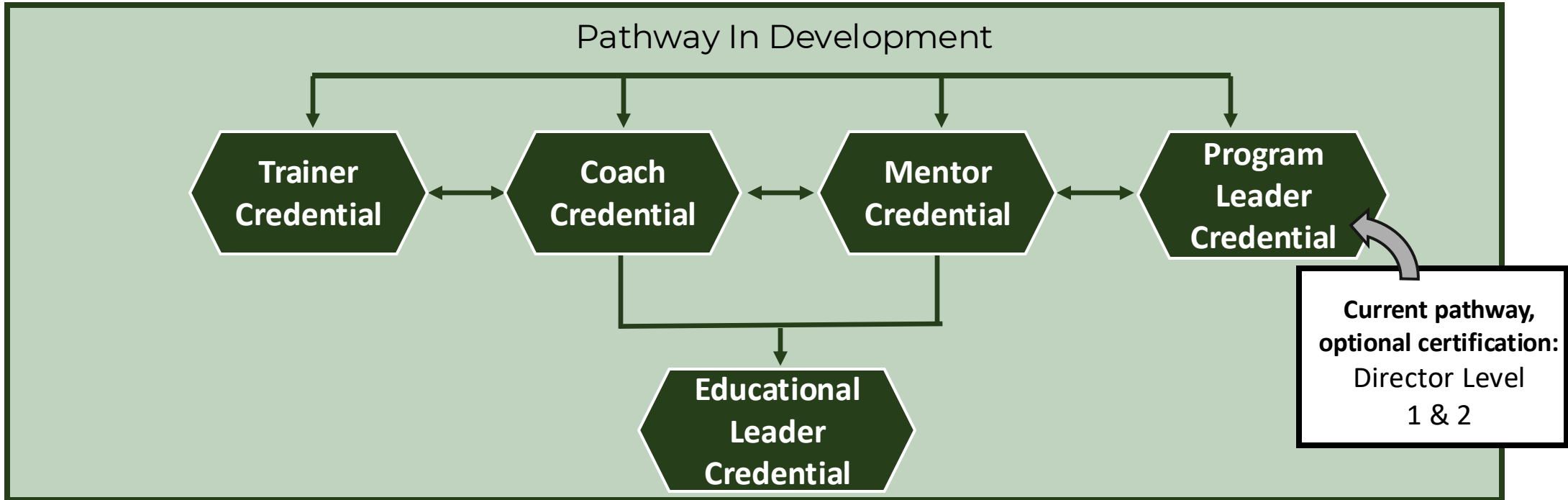


Not required to move along the levels, but allows educators to develop special skills



Enables FCC and OST to gain and get recognition for admin skills early on

# Draft New Credential: Leader Levels



## What we heard from Educators



Also include option for “endorsements” in leadership levels to demonstrate specific expertise

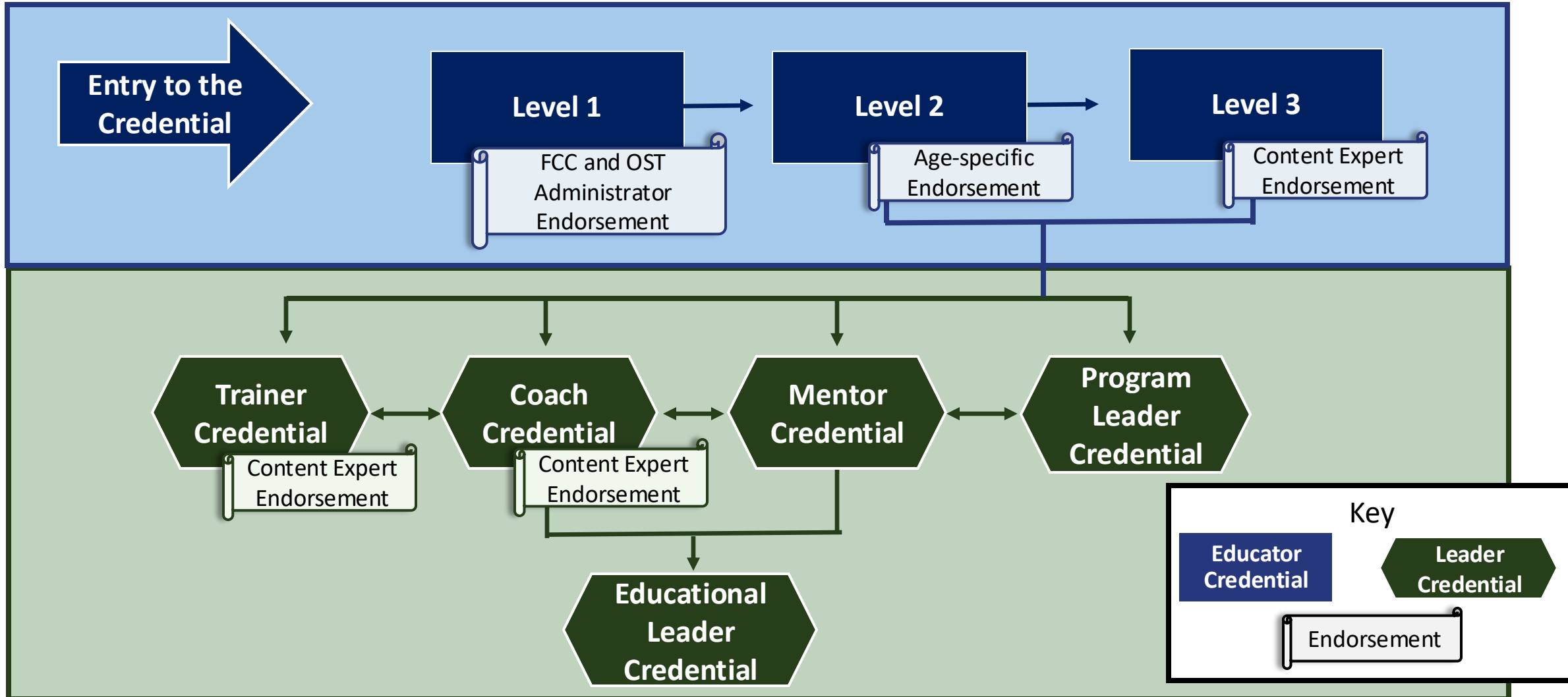


Have varied leadership skills to help people grow along the credential

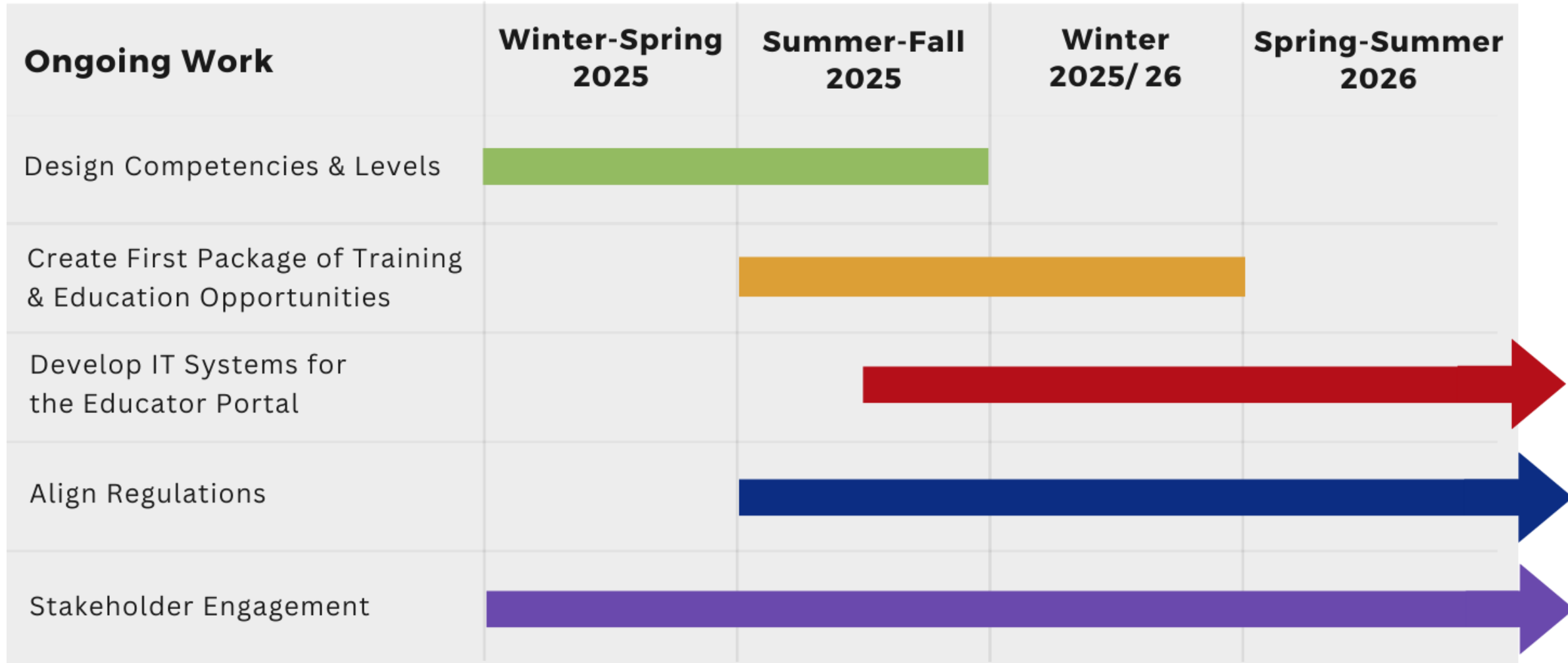


Highly important to have FCC Mentor opportunities to support new educators

# Draft New Credential Pathway



# Work in Process



# Next Steps

Teacher Certification  
Continue option for teacher,  
lead teacher, director



Community Colleges  
Introduce certificate at  
the colleges



Licensing Regulations  
Continue to develop licensing  
regulations to align with credential



New Training  
Pilot trainings built to support the new  
professional pathways (Strong Start &  
Professional Development Centers)



Apprenticeships  
Pilot opportunities for all  
program types (OST, FCC  
and center-based)



Educator Portal  
Staged launch of new  
portal

Initial Package of Credential Levels  
Integrate credential opportunities into current support systems

Level 1

FCC and OST  
Administrator  
Endorsement

Level 2

Mentor  
Credential

Program  
Leader  
Credential





# EEC 5-Year Strategic Action Plan

# Strategic Action Plan Requirements

The agency's 5-year strategic action is required by [MGL 15D, Chapter 4](#).



Conduct assessment of current and future goals



Submit recommendation to the Board for feedback



Submit a plan to the Secretary for review & approval



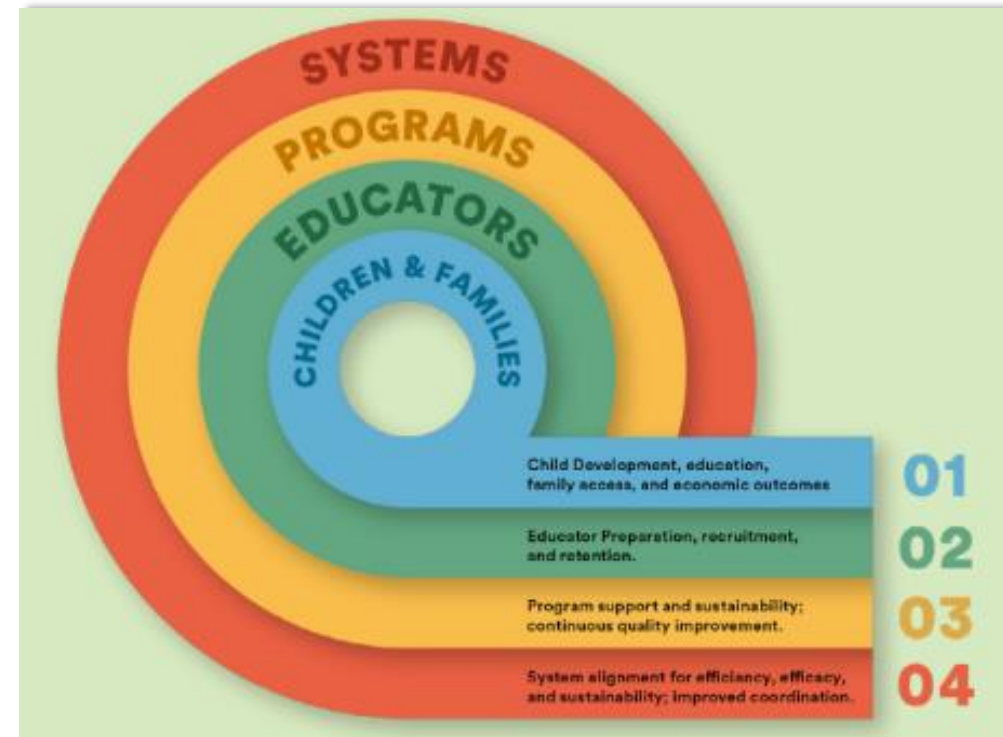
Submit annual progress reports reflecting the goals and expectations set by the Board and Secretary



# Progress on 2020-2025 Strategic Plan

# EEC 2020-2025 Strategic Action Plan

EEC released its 2020-2025 Strategic Action Plan in March 2020. You can read the full plan [here](#).



The 2020-2025 plan organized work by systems, programs, educators, and children and families.

# Children, Youth, and Families

**2020-25 Goal:** Children are on track for success in school and to reach their full potential, and their families are empowered to work, build their skills, and attain economic mobility while supporting their children's education and development.

Shifted focus of CCFA reimbursement rate increases to target covering the cost of care

Refined C3 formula to distribute funds more equitably

Distributed \$100 million in CCFA rates since 2022

Expanded participation in the Commonwealth Preschool Partnership Initiative (CPPI)

Launched Strategies for Trauma Responsive Early Educator Training (STREET) initiative

Launched Summer Step Up program to support school readiness

Partnered with EOE to launch the Literacy Launch Initiative

Participating in cross-agency development of Mental Health Framework from birth to college

Re-procured Coordinated Family and Community Engagement (CFCE) grants

Updated CCFA regulations to modernize system and re-orient around the family experience

# Educators and Professionals

**2020-25 Goal:** The early childhood and out-of-school time workforce is professionally prepared, well supported, adequately compensated, and culturally and linguistically representative of the population it serves.

Identified key educator skills and competencies for new EEC Credentialing Framework

Outlined multiple defined career pathways, including higher education, professional development, and apprenticeships

Partnering with all 15 state community colleges to provide credential-aligned education and training through Career Pathways

Partnering with local and regional professional development centers (PDCs) to provide credential-aligned programming

Prioritizing ECE educators and staff for CCFA

The 2020-2025 plan also included several actions the agency completed in response to COVID-19

- Deferred licensing and renewal fees
- Expedited process for background record checks and amended teacher qualifications
- Supported targeted workforce mental health initiatives

# Programs

**2020-25 Goal:** Programs will increase their sustainability, engage in continuous quality improvement, and promote high-quality education and healthy development among children and youth.

Codified C3 into state law and fully funded it with state resources

Shifted focus of CCFA reimbursement rate increases to target covering the cost of care

Completed two cost of care studies to better understand programs' real costs

Refined C3 formula to distribute funds more equitably

Increased EEOST capital funding to \$10.6 million/year

Professional Development Centers, ECSOs, and EEC Program Quality team provide trainings on continuous quality improvement, professional learning planning, and curriculum

Expanded regional staffing capacity (Behavioral Health and Program Quality specialists) to respond to emerging needs in the field

Integrating professional development focus into new Credentialing expectations.

Increased Early Childhood Mental Health Consultation Services grants to \$5 million

# Systems

**2020-25 Goal:** To efficiently and effectively steward public investments in early education and care with utmost integrity, transparency and accountability to the people of Massachusetts.

Developed agency strategic objectives organized around families, educators, and families

Hired Director of Diversity, Equity, Inclusion, and Belonging and launched DEIB Council

Increased agency-wide capacity through intentional and targeted hiring

Facilitated regular working groups, focus groups, and listening sessions to collect input from external stakeholders

Created agency's first Data Analytic and Research teams, to facilitate the regular analysis and use of data

Launched Key Performance Indicator (KPI) dashboards

Created agency's first Product team to refine our approach to technology enhancements, development, and refinement

Grounded development of new technology/product procurements in the user experience





# 2026-30 Strategic Plan

# 2026-30 Strategic Plan: Our Approach

- Continue and expand upon current workstreams
- Center input and feedback from families and providers
- Build on best-practice research from the field
- Prioritize user-centered design
- Utilize EEC data and metrics to drive improvements and measure progress

# 2026-30 Foundations: Engagement

The agency has engaged with many stakeholders over the last few years and will use their input to inform our next Strategic Action Plan.

## **Interagency Early Education and Child Care Task Force listening sessions**

In the summer of 2024, the Task Force hosted 14 listening sessions across the state and virtually.

## **Advisory, Workforce, and Data Advisory Councils/Commissions**

On a quarterly basis, we meet with our council members to gather input on agency initiatives.



## **Regular stakeholder engagement opportunities**

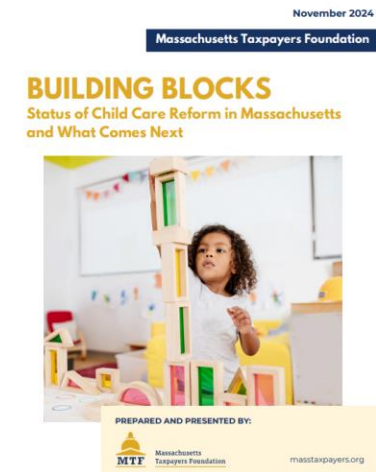
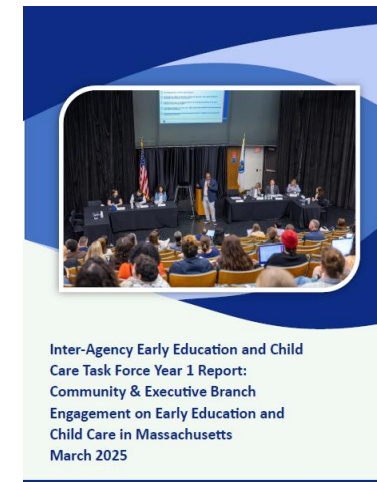
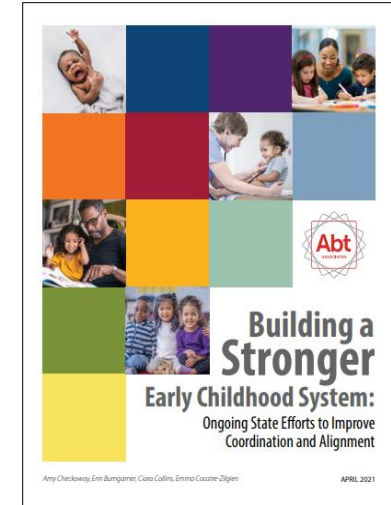
The agency regularly engages stakeholders through listening sessions, working groups, focus groups, and the 9:30 call.

## **Regulation Revision Engagements**

It is required by statute to host public comment opportunities whenever the agency revises regulations.


# 2026-30 Foundations: External Research

- Building a Stronger Early Childhood System: Ongoing State Efforts to Improve Coordination and Alignment, Abt Associates, 2021
- MA Special Legislative Early Education and Care Economic Review Commission, 2022
- An Economic Analysis of the Childcare and Early Education Market in MA, Rappaport Institute for Greater Boston, 2024
- Building Blocks: Status of Child Care Reform in Massachusetts and What Comes Next, Massachusetts Taxpayers Foundation, 2024
- Interagency Early Education and Child Care Task Force Year 1 Report, 2025




# 2026-30 Foundations: EEC Research and Data Infrastructure

## EEC Research Priorities and Projects




**EEC Research Priorities**  
Policy, Research, and Data Analytics Division


Published: October 2024



**Cost Estimation Study Final Report**  
PREPARED FOR THE MASSACHUSETTS DEPARTMENT OF EARLY EDUCATION AND CARE

SEPTEMBER 2023





**Commonwealth Cares for Children (C3)**  
DATA BRIEF • APRIL 2025



The Commonwealth Cares for Children (C3) program provides monthly funding to licensed and funded early education and care programs and after-school and out-of-school time programs to support operational costs, including compensation and other workforce and quality investments. C3 funds have enabled programs to expand their licensed capacity, recruit and retain staff, and improve facility conditions for families. This brief summarizes key findings from monthly submitted data, including monthly grant applications and a C3 survey. Related to Fall 2024, the C3 survey data includes responses from 7,383 licensed and funded programs, which represent 98% of center-based programs (CBC), 84% of family child care programs (FCC), and 94% of programs that participate in Child Care Financial Assistance (CCFA).

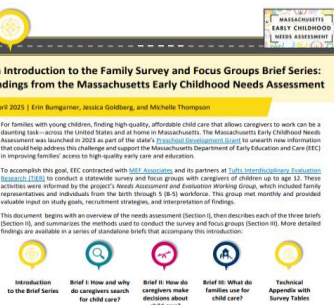
**Key Takeaways**

- The state's licensed child care capacity continues to grow, especially in areas that have historically faced resource and opportunity gaps.
- Programs continue to direct large proportions of C3 funding to workforce-related expenses (WRE), including existing payroll and benefits and investments in salary increases.
- There are positive signs of improvement in the stability of the early education and care and after-school and out-of-school time workforce as educator wages continue to grow (10-20%), turnover decreases, and the number of recent educational positions goes down.
- C3 continues to support affordability for families by mitigating tuition increases, particularly in low- and moderate-opportunity communities.

For more detailed data insights and visualizations, please refer to the Department of Early Education and Care's (EEC) comprehensive [C3 Accessible Data Dashboard](#) website.

\*There are no net new licensed participation rates during the summer between program operating schedules.





**An Introduction to the Family Survey and Focus Groups Brief Series: Findings from the Massachusetts Early Childhood Needs Assessment**

April 2025 | Erin Burgenner, Jessica Goldburg, and Michelle Thompson




The survey of young children, finding high-quality, affordable child care that allows caregivers to work can be a daunting task across the United States and at home in Massachusetts. The Massachusetts Early Childhood Needs Assessment was launched in 2024 as part of the state's [Tier 1 Early Childhood Needs Assessment](#) to learn new information that could help address this challenge and support the Massachusetts Department of Early Education and Care (EEC) in improving families' access to high-quality early care and education.

To accomplish this goal, EEC contracted with [MEE Associates](#) and its partners at [Tufts Interdisciplinary Public Policy Research Center](#) to conduct a statewide survey and focus groups with caregivers of children up to age 12. These activities were informed by the project's Needs Assessment and Evaluation Working Group, which included family representatives and individuals from the birth through 5 (B-5) workforce. This group met monthly and provided valuable input on study goals, recruitment strategies, and interpretation of findings.

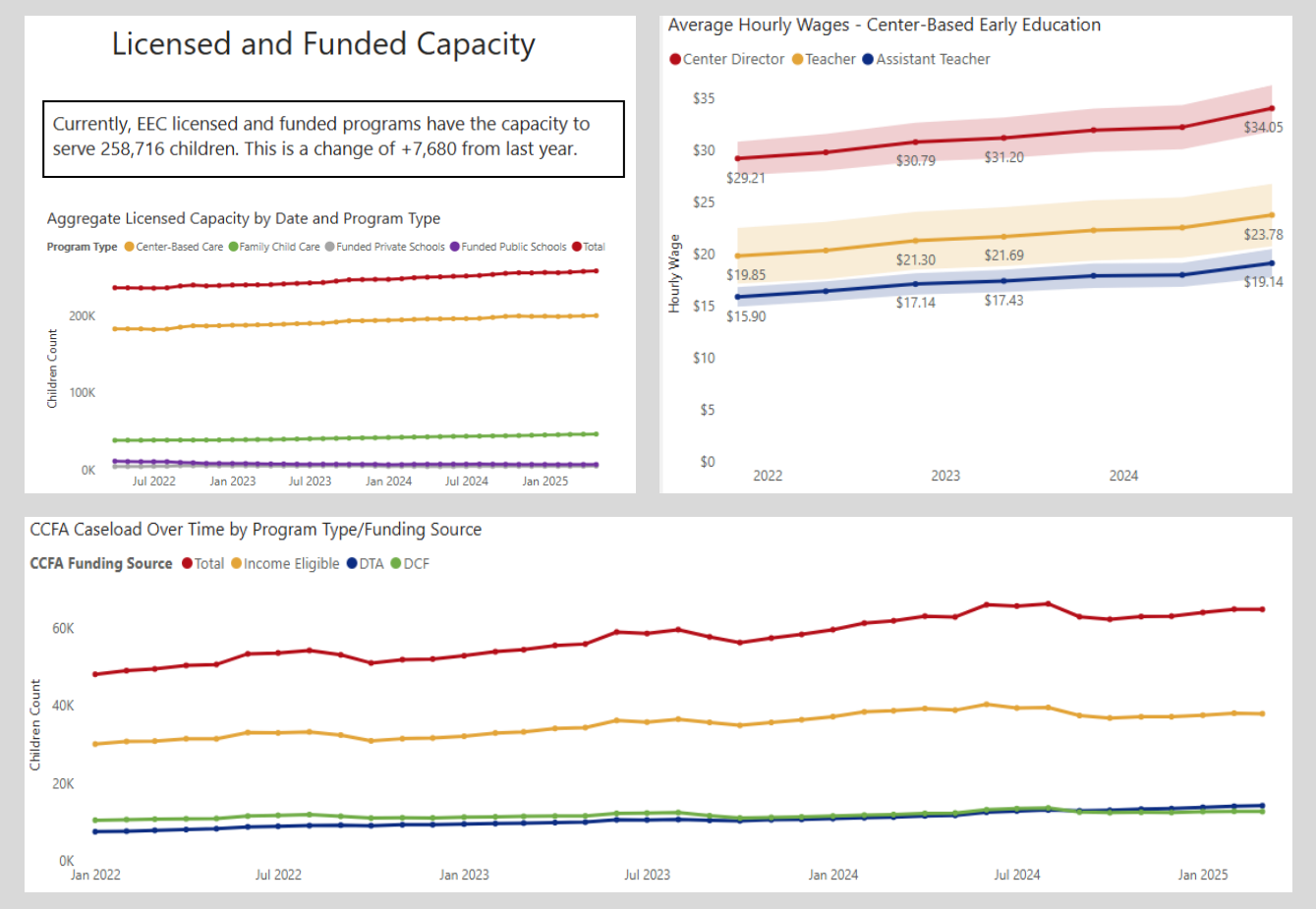
This document begins with an overview of the needs assessment (Section I), then describes each of the three briefs (Section II), and summarizes the methods used to conduct the survey and focus groups (Section III). More detailed findings are available in a series of data tables that accompany this introduction.

**Acknowledgments**

The authors would like to thank several staff from the Massachusetts Department of Early Education and Care (EEC) for their thoughtful feedback and contributions to the project, including Adam Shah, Amy Choksey, Ashley White, and Sharon Brown. We also appreciate the input from the Board Assessment and Evaluation Working Group that included family representatives and individuals from the B-5 workforce. This group met monthly and provided valuable input on study goals, recruitment and interpretation of findings. We also thank the following individuals for their contributions: Sarah Cohen, Elizabeth Burrows, Catherine Fisher, Jennifer Hagan, Margaret Mason, Melissa Ryan, Rachel Brown, Cheryl Davis, Maria Tompkins, Amy Smith, Pam Whitman, and Amy Yatsunami. We also appreciate the support of other project team members, including staff who assisted the study design and collected data by doing and taking home to different corners of the state. These individuals include Jessica Nelson, Clara Kennedy, David Hansen, Helena Wiggan, Henry Brown, Heidi Scott, Maria Ingle, Rebecca Fink, and Barbara Loh. Finally, we express great gratitude to the families who participated in the project and allowed us to learn from their feedback and journeys.

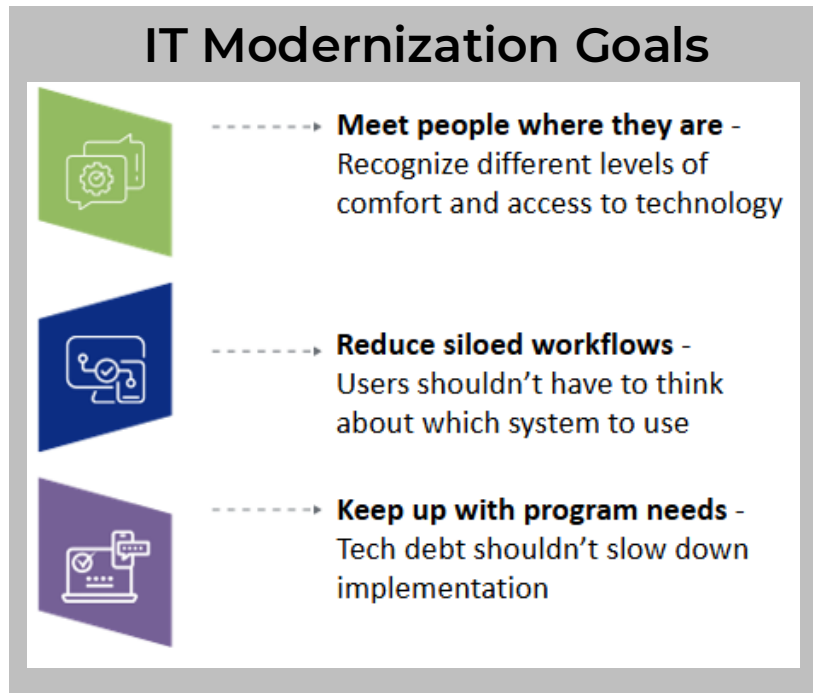


## EEC KPI Dashboard



# 2026-30 Foundations: IT Modernization

- Child Care Financial Assistance Family Portal
- Educator Portal
- Background Record Check Navigator Improvements
- Learning Management System (LMS)



An official website of the Commonwealth of Massachusetts [Here's how you know](#) ▾

**MASSACHUSETTS**  
**Department of**  
**Early Education and Care**

Time to complete  
5 to 10 minutes

### Professional certification

If you're an early childhood educator, you can apply for an optional professional certification from The Department of Early Education and Care (EEC).  
[Learn more about eligibility requirements for certifications \(opens in a new tab\)](#)

Information you'll need to apply ▾

What happens after you apply ▾

**Start your application**

You'll need to log in or create a MyMassGov account

# 2026-30 Foundations: Strategic Objectives



## **FAMILY ACCESS**

Families have equitable access to quality and affordable early education and care in the communities in which they live, learn, and work.



## **WORKFORCE SUPPORTS**

A diverse field of educators, leaders, and program staff is competitively compensated and supported by clear professional pathways that promote quality, retention, and advancement.



## **PROGRAM QUALITY**

Programs licensed or funded by EEC support children's health and safety and provide high quality environments that are culturally responsive, inclusive, and support children's learning and development in partnership with families.



## **PROGRAM STABILITY**

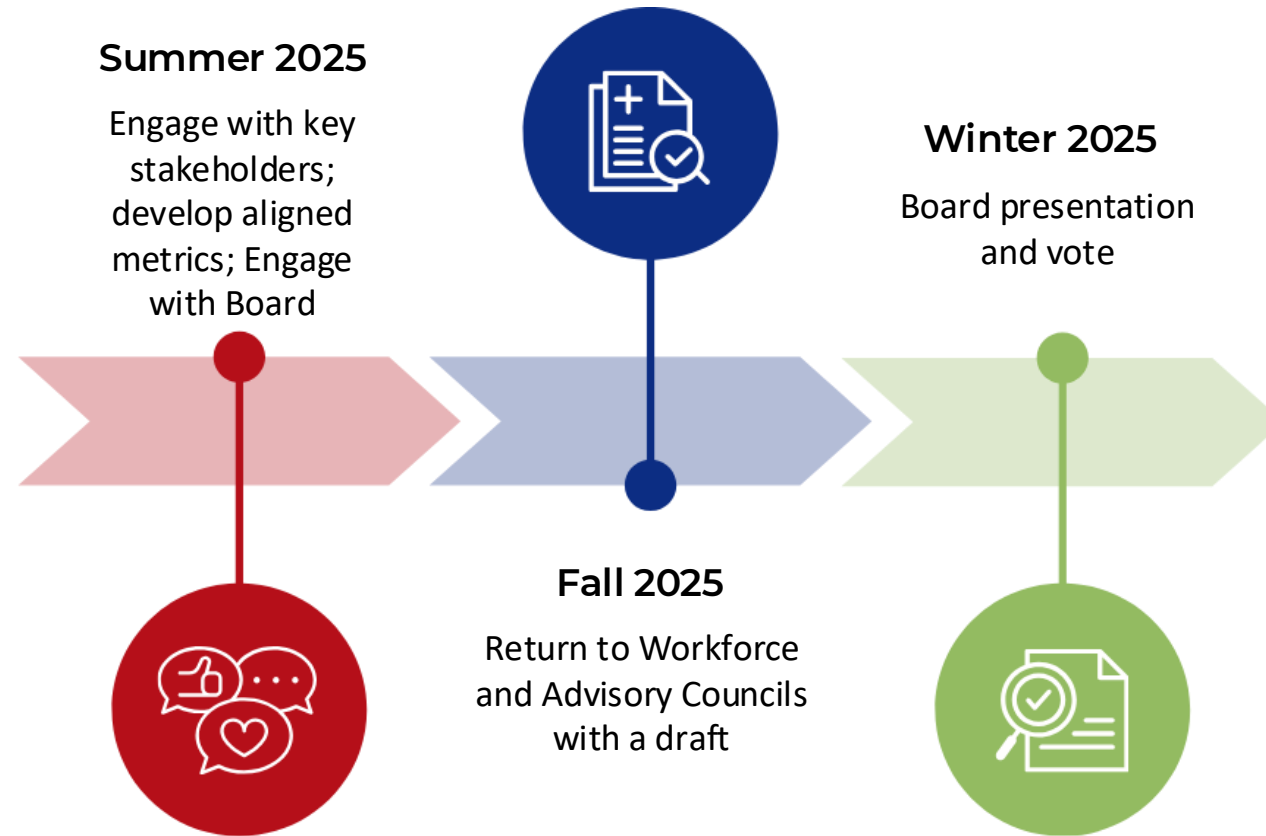
Programs licensed or funded by EEC are operationally stable and financially sustainable.



## **AGENCY INFRASTRUCTURE**

EEC has sufficient internal capacity, organizational structures, and diverse perspectives and expertise to carry out its mission and strategic objectives.

# Next Steps



If you'd like to share feedback/input before the fall, email [Emily.Conner-Simons@mass.gov](mailto:Emily.Conner-Simons@mass.gov)