



MASSACHUSETTS
**Department of
Early Education and Care**



March EEC Board Meeting

March 11, 2026

Agenda

Routine Business:

- Approval of minutes from February 11, 2026 Meeting – VOTE

Items for Discussion and Action:

- Commonwealth Preschool Partnership Initiative (CPPI) & Preschool Access
 - Program Update
 - Community Partner Panel
- Inter-Agency Early Education and Child Care Task Force: Year Two Report



Commonwealth Preschool Partnership Initiative (CPPI) & Preschool Access

Notable Studies in High Quality Preschool

Landmark Studies



Perry Preschool study

higher high school graduation rates, higher earnings, lower rates of grade retention, and reduced involvement with criminal justice system

Abecedarian study

higher literacy and math achievement, increased college attendance, and improved long-term academic performance

Massachusetts Studies



Longitudinal Boston public preschool research

substantial improvements in language and vocabulary, early literacy and math, executive function, and social-emotional development

Preschool Expansion Grant (PEG) impact evaluation

positive and statistically significant impacts on children's early academic outcomes, especially early literacy skills

Research on High Quality Preschool Consistently Identifies Short and Long Term Impacts for Children

High quality learning and care environments can predict improved child outcomes.

Impact evaluations have demonstrated school readiness and life success outcomes resulting from high quality early education for 3- and 4-year-olds.

Enter kindergarten more prepared

Have stronger literacy and math skills

Are less likely to repeat a grade

Need fewer special education services

Are more likely to graduate high school and attend college

Are less likely to be involved in justice system

Gateway to Pre-K Strategy

Goal: Universally accessible high-quality preschool starting with four-year-olds in all Gateway Cities by the end of 2026.

How: Multiple levers build capacity, support affordability, local alignment and quality investments.

Commonwealth Preschool Partnership Initiative (CPPI)

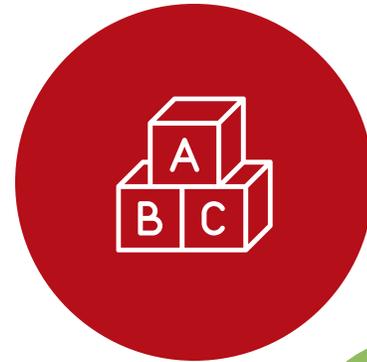
Builds local infrastructure to coordinate the mixed delivery system and integrate funding streams in service of access to high quality preschool

Child Care Financial Assistance (CCFA)

Supports affordable access for low-income families statewide with rates sufficient for quality programming

Commonwealth Cares for Children (C3)

Operational funding builds program capacity statewide and enables quality investments, including educator compensation



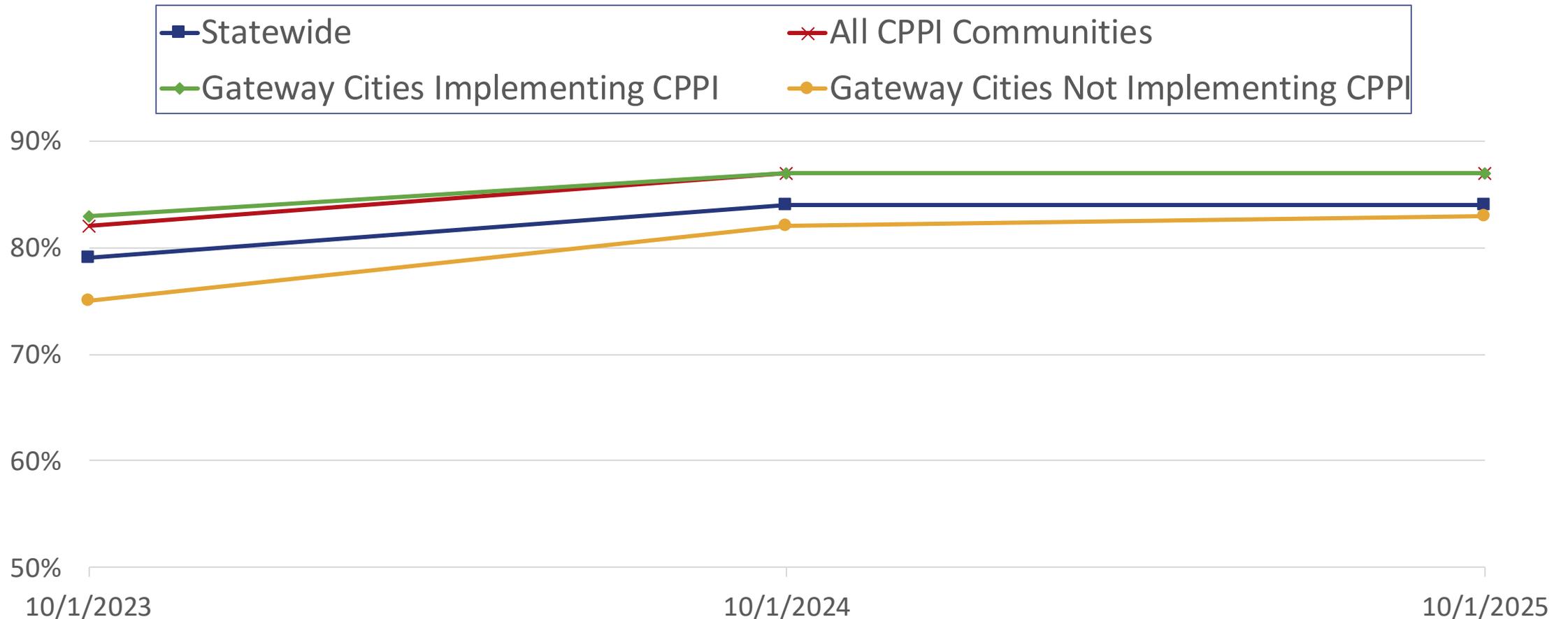
CPPI Team

Collaboration across EEC's teams and with our partners at DESE.

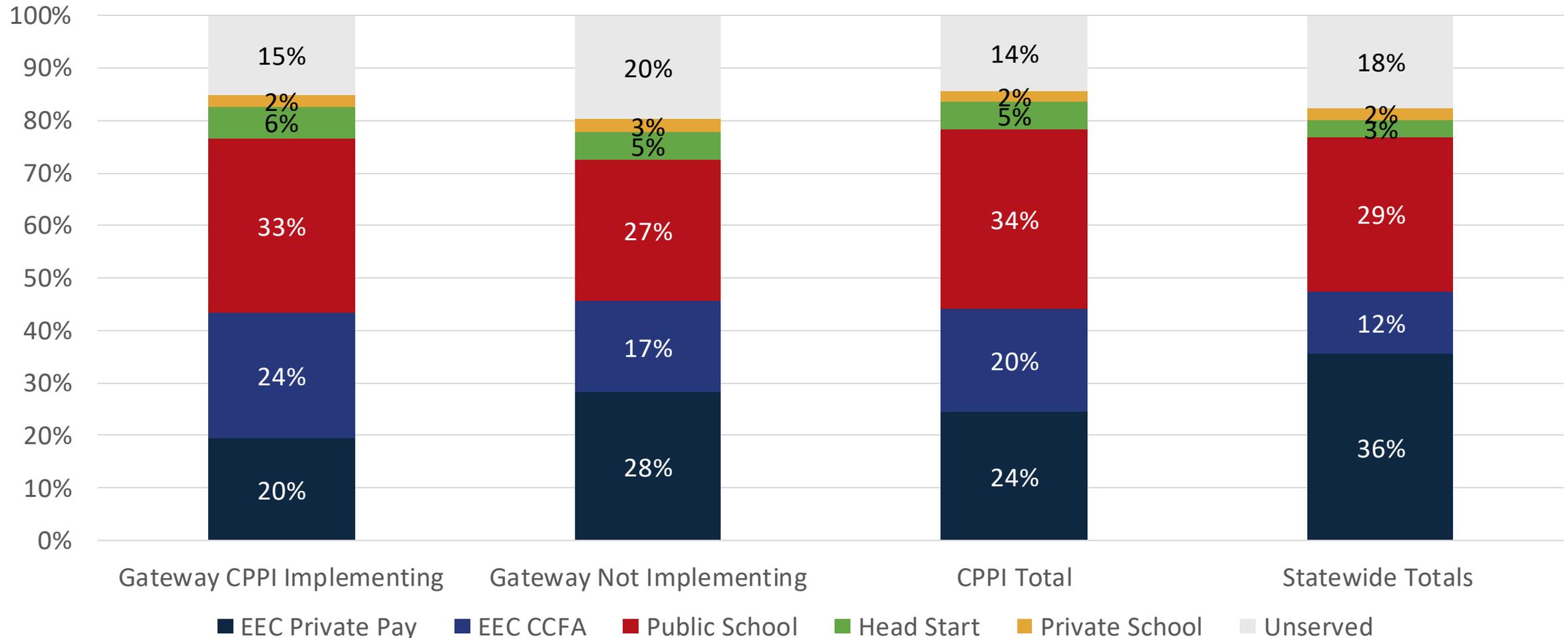
- **Jocelyn Bowne**, Deputy Director for Workforce Program and Innovation
- **Kyla McSweeney**, Director of District and Community-based Partnerships
- **Jay Swanson**, Procurement and Educational Specialist
- **Virginia Spinks**, CPPI Data Specialist
- **Michele Smith**, Procurement and Finance Specialist
- **Flo Howes**, Coordinated Family and Community Engagement Grant Manager
- **Sakile Braithwaite- Hall**, Grant Manager
- **Kathie Lange**, Grant Manager
- **Aimee Smith-Zeoli**, Special Education
- **Jennifer Crandell**, Early Literacy Practice Specialist
- **Donna Traynham**, (DESE) Early Learning Team Lead
- **Emily Taylor**, (DESE) Early Learning Specialist

Preschool Access Over Time: Statewide and for Gateway Cities (CPPI and Non-CPPI)

Percent of Preschoolers (Aged 4) Served Over Time

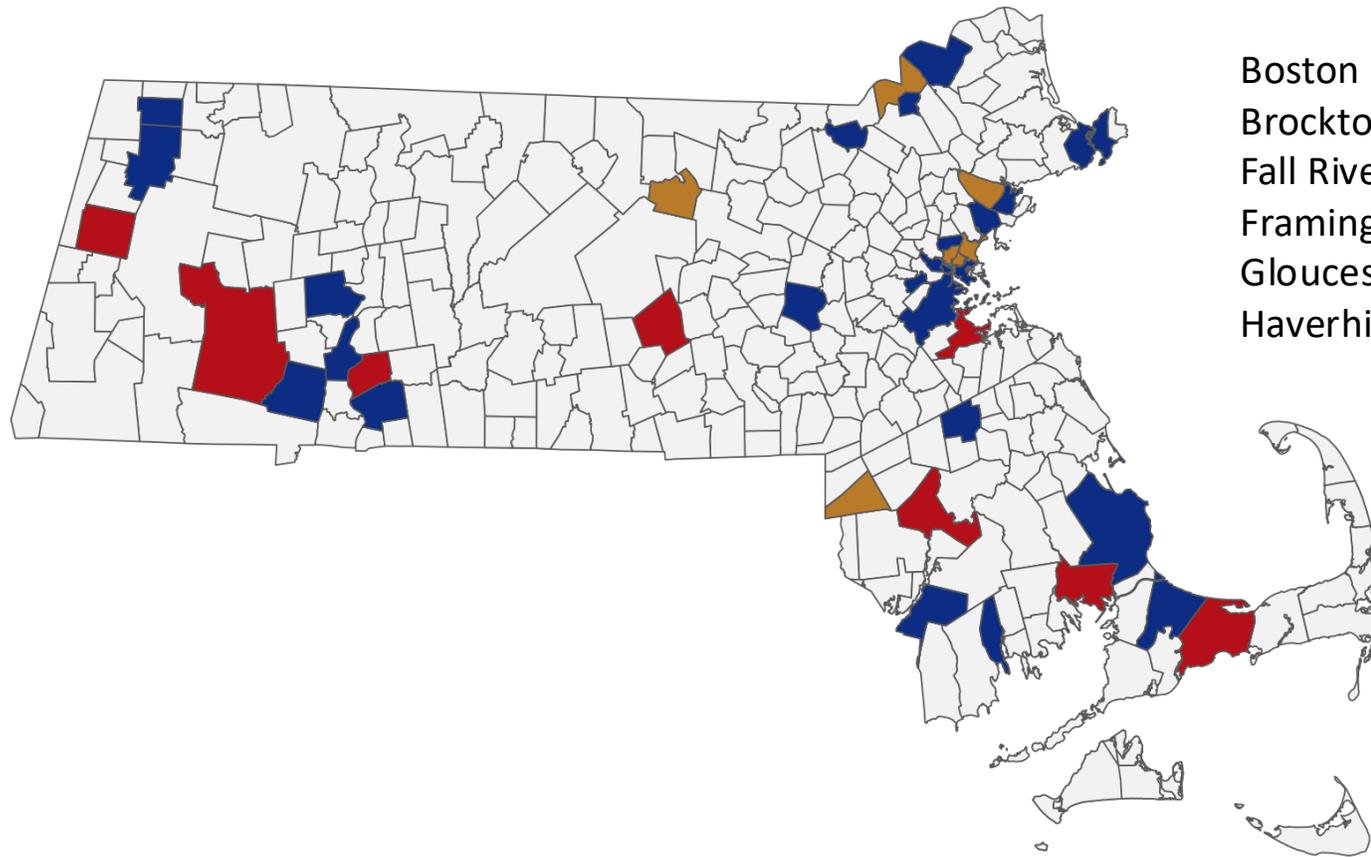


CPPI Gateway cities show both higher public preschool participation and reduced reliance on full tuition payment



Status of CPPI Implementation FY26

**Gateway Cities*



Mid to Late Implementation

- | | | | |
|-------------|---------------|--------------|--------------|
| Boston | Holyoke* | New Bedford* | Somerville |
| Brockton* | Hoosac Valley | North Adams | Springfield* |
| Fall River* | Lawrence* | Northampton | Westfield* |
| Framingham | Lowell* | Plymouth | Worcester* |
| Gloucester | Lynn* | Salem* | |
| Haverhill* | Malden* | Sandwich | |

Early Implementation

- | | |
|------------------|-------------|
| Barnstable* | Pittsfield* |
| Chicopee* | Quincy* |
| Fitchburg* | Taunton* |
| Gateway Regional | Wareham |

Gateway Not Yet Implementing

- | | | |
|------------|-------------|----------|
| Attleboro* | Everett* | Methuen* |
| Chelsea* | Leominster* | Peabody* |
| | | Revere* |

CPPI Goals and Priorities

The goal of CPPI is to promote collaborative partnerships with diverse stakeholders across preschool settings to build quality preschool access including special education services.

Priority I

Expansion of access to affordable quality preschool



- CPPI enrollment data by key demographics
- Includes data on family access to CPPI related subsidy, CCFA and/or other local financial assistance

Priority II

Alignment of high-quality curriculum and supports across the mixed delivery system



- Validated ratings of selected curricula
- Curriculum implementation supports being provided
- CLASS observations 2x/ year
- Professional development & coaching provided

Priority III

Equitable access to special education and inclusion



- Special education services received by preschool setting, including referrals
- Program unenrollment with reasons for leaving

Tracking our progress

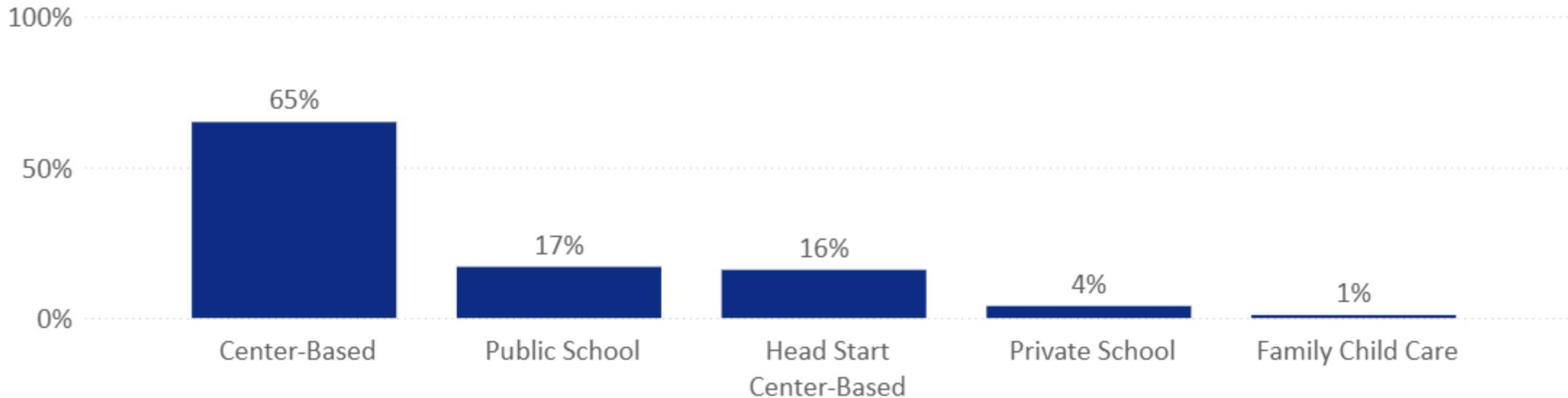
CPPI Enrollment Statewide

CPPI served 3,249 preschool-aged children across all partner programs in FY25.

Number of CPPI Partner Programs by Program Type, FY25

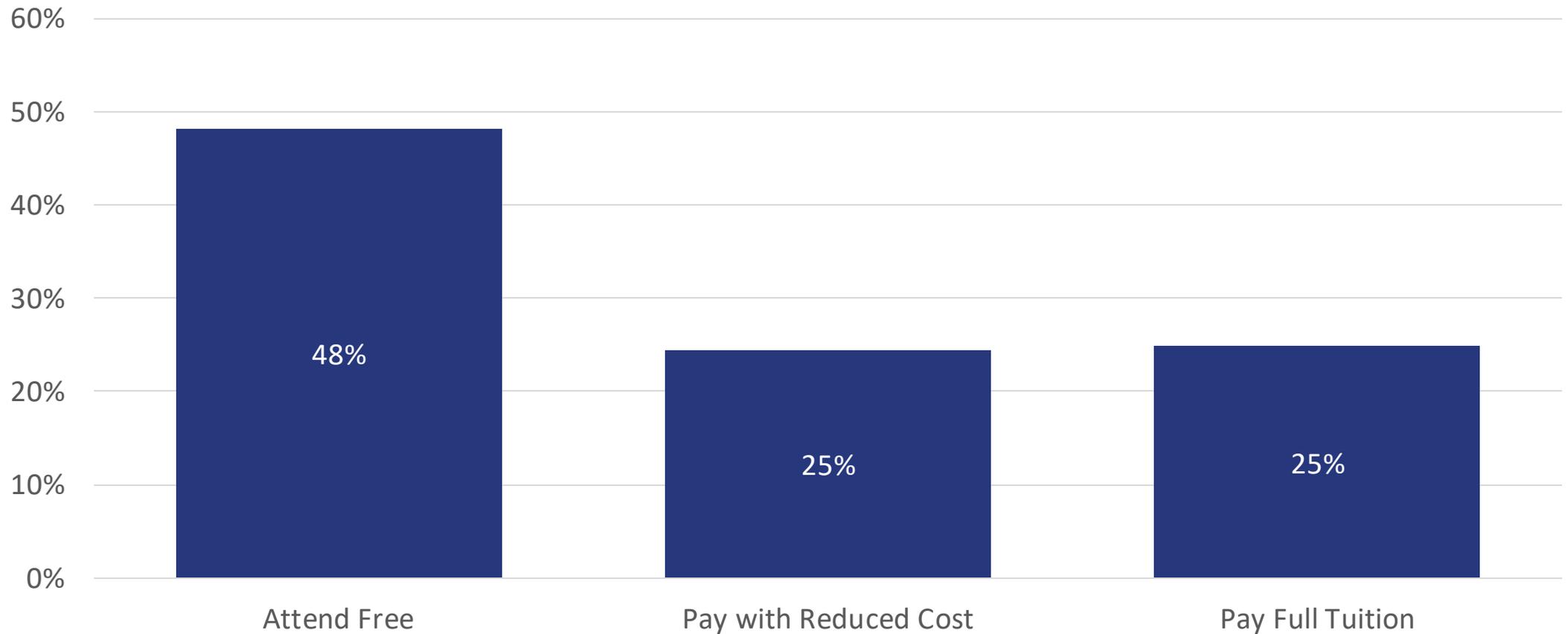


Proportion of CPPI Children by Enrollment Setting



CPPI Affordability

Financial Assistance for CPPI Families FY25



CPPI Quality

CPPI-funded classrooms are required and supported to implement high-quality curriculum effectively.

High-Quality Curriculum:

- Independent validation of the selected curriculum across all key domains: social emotional development, language and literacy development, mathematics
 - Curriculum Review Process to ensure thoughtful selection & identification of implementation supports needed
- 

Implementation Quality:

- Educators participate in training/coaching/PD on curriculum implementation
- Leaders use implementation or fidelity tools to support educators to implement the curriculum

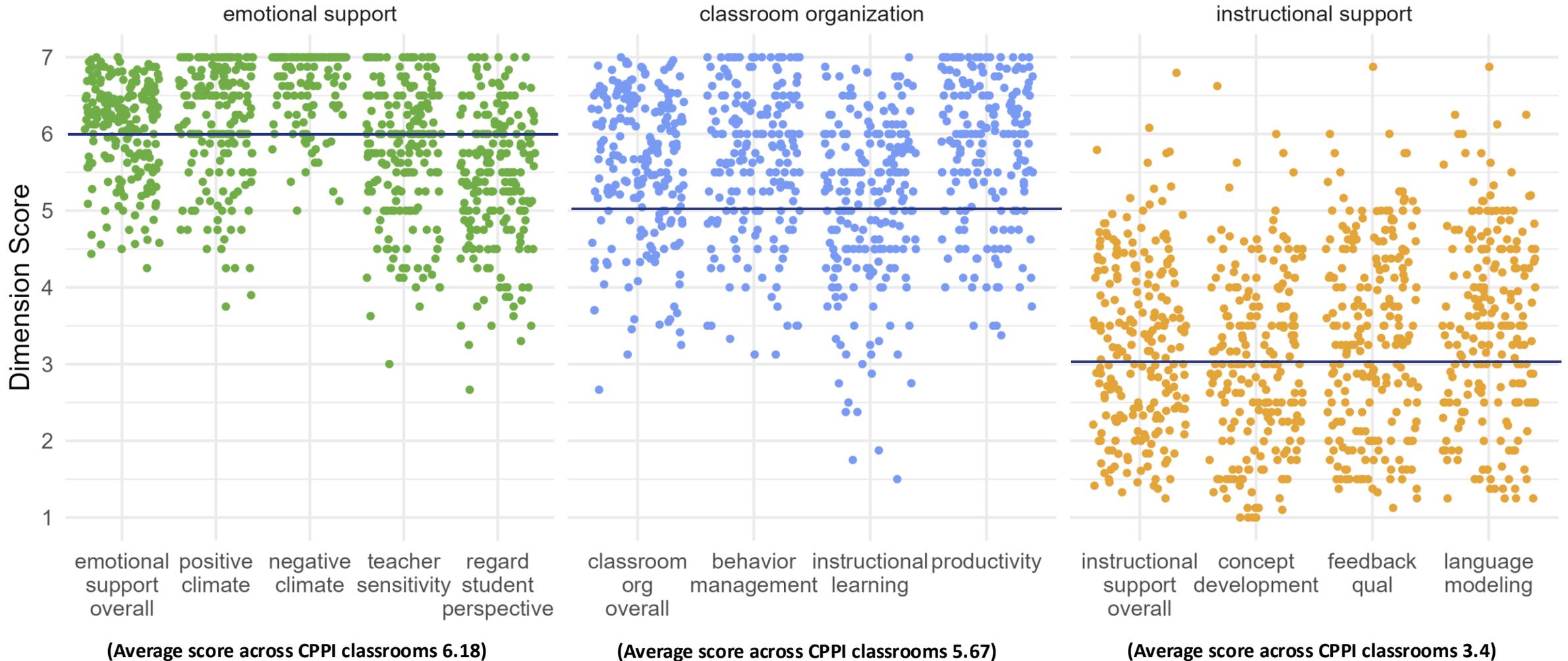
CPPI uses CLASS scores to understand quality

The CLASS observation tool measures the extent classroom interactions are organized to support children's development. Scores above key thresholds have been shown to predict children's language development, social-emotional skills and engagement in learning.

CLASS observes

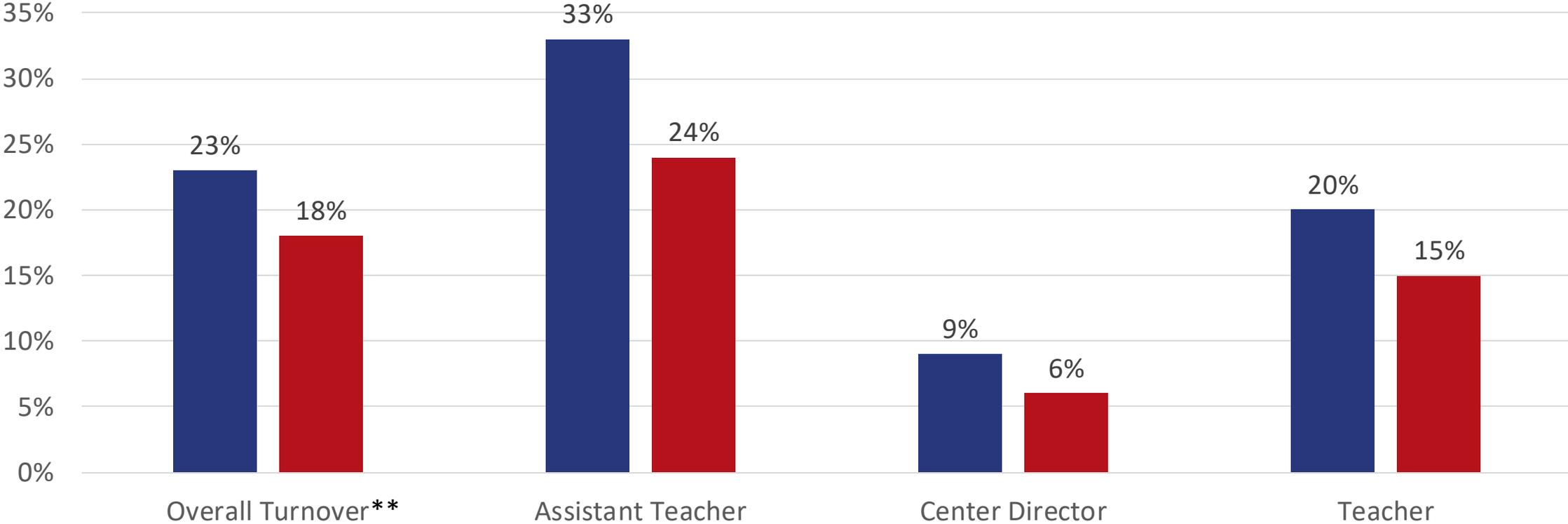
- **Emotional Support** where high quality reflects a warm and responsive classroom where children feel safe, valued, and supported in learning
- **Classroom Organization** where high quality reflects a well-managed, productive classroom where children's behavior is guided in positive ways to focus on engaged learning and interactions
- **Instructional Support** where high quality reflects a classroom where the foundations for rich learning are in place and teachers are effectively supporting children's thinking and communication

CLASS Score Distributions (FY25) Show Emotional Support Is Strong and Stable; Instructional Support Varies Widely



CPPI Educator Departure Rates are Lower than the State Overall

Early Childhood (0-5) Educator Departure Rate Comparison by Position (C3 Survey)



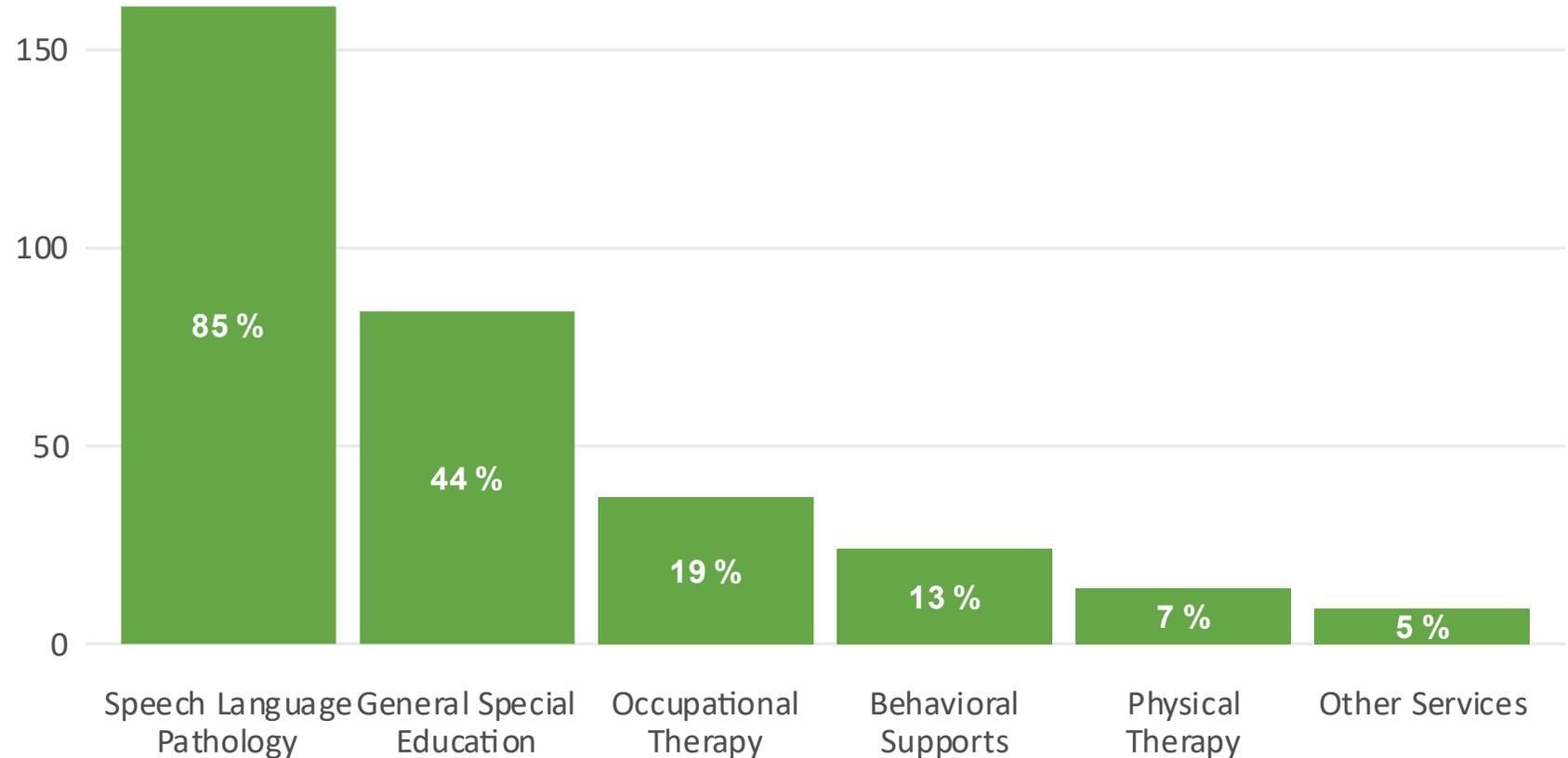
**"Overall", here, includes only Assistant Teachers, Lead Teachers and Center Directors, or educators for Center-based (Ages 0-5) Early Education programs, and not educators of school-aged children.

■ All C3 ■ Just CPPI

Special Education Services

CPPI's itinerant services model allows children to receive their services in an inclusive setting, regardless of where they are enrolled.

In FY25, 190 CPPI-enrolled children with IEPs received services from an itinerant team in a community-based preschool.



**Columns will not add to 100% as children can receive more than one kind of service

Data-Informed Implementation

Grantee Dashboard



CPPI Overview

Programmatic Summary

Grantee-Specific Data

The Commonwealth Preschool Partnership Initiative: Data At A Glance

About this Page

This page summarizes data on the children enrolled in CPPI in each CPPI grantee district and compares it to the CPPI child population as a whole by fiscal year. All graphs on this page can be shown as a table for accessibility purposes.

The blue bars on the left below represent the CPPI program in aggregate and will not move; the red bars on the right will change as you filter this page by the Grantee filter to the right and represent the proportion for that specific grantee.

Select Year



FY25

Select CPPI Grantee



Boston

Strengthening and Expanding CPPI

Continue to support and strengthen joint leadership models between school districts and community partners during planning and implementation.

Continued TA in using CPPI data to plan ongoing classroom improvements and expand delivery of special education services in community-based settings.

Governor Healey's proposed H.2 budget would enable more communities to participate in CPPI and expand the reach and impact of the program.

Planning grant opportunity



Include all Gateway Cities
(7 remaining)

Expand current grantee implementation



Deepen implementation
of all priorities



Expand to new programs
and classrooms

Quincy CPPI Partner Panel



Kevin W. Mulvey, J.D.
Superintendent
Quincy Public Schools



Nicole Caldwell
Director
Campus Kinder House



Erin Perkins, Ph.D.
Assistant Superintendent
Quincy Public Schools



Janece Boudreau
Center Director
South Shore Stars Quincy Preschool



Keather Reichel
Program Director
Quincy Community Action
Programs, Inc. (QCAP) Head Start



Sonya Nesbitt
Early Learning Center Director
South Shore YMCA



Inter-Agency Early Education and Child Care Task Force Update

About the Inter-Agency Task Force



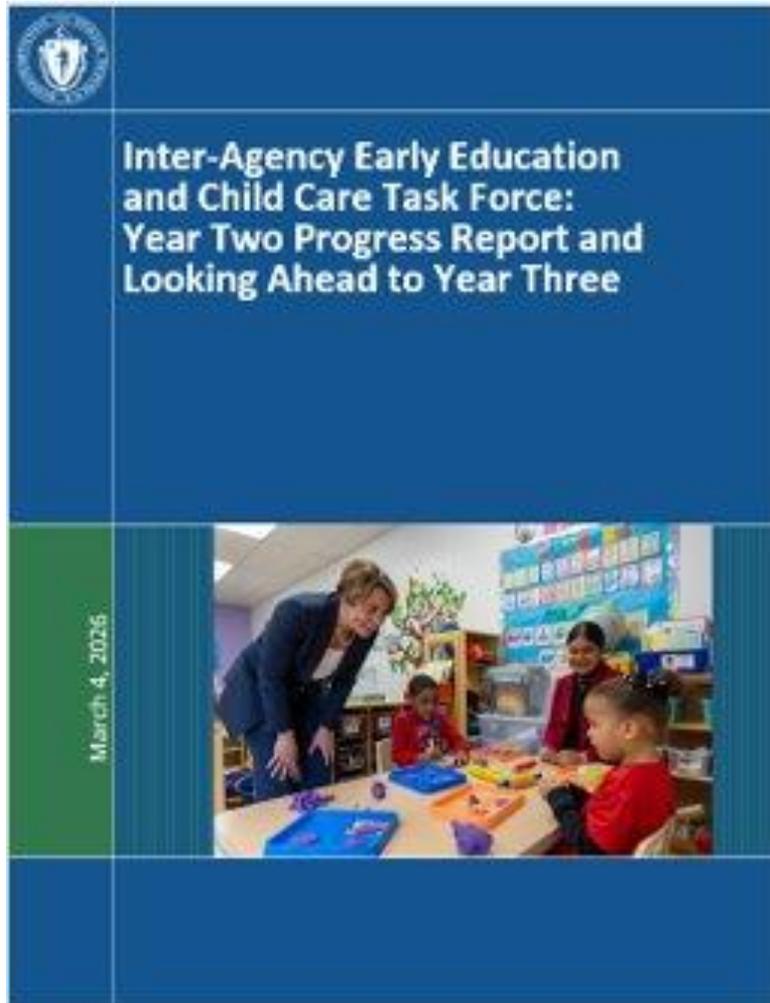
Established in 2024 by [Executive Order 625](#) to ensure that Massachusetts leads the nation in early education and child care access, affordability, equity, and quality.



The Inter-Agency Early Education and Child Care (IAEECC) Task Force takes a "whole of government" approach and has cross-Secretariat representation. The team engages with various stakeholders, including industry leaders, working parents and caregivers, and child care providers and experts.



The IAEECC Task Force Year Two Report is LIVE!



Visit the Mass.gov site to read the report:
[Early Education and Child Care Task Force | Mass.gov](https://www.mass.gov/info-details/early-education-and-child-care-task-force)



Report Structure

Provides updates on recommendation progress through December 2025 across 4 key areas



Accessibility & Affordability

Vision:

The Task Force envisions that all families can access and afford the early education and care options that meet their needs, inclusive of hours, location, and program characteristics.



Quality

Vision:

The Task Force envisions that early education and care programs in Massachusetts will have the resources they need to provide high-quality care including experienced and qualified educators, effective implementation of strong curricula, and ongoing support for professional learning and continuous quality improvement



Sustainable Business

Vision:

The Task Force envisions that early education and care providers receive adequate operational funding and administrative support to maintain and grow thriving businesses and new entrants to the sector have the support they need to develop their programs.



Workforce

Vision:

The Task Force envisions a robust workforce ecosystem where there are supported pathways to enter and meaningful growth opportunities to remain in the field, and where early education and care professionals are compensated competitively and commensurate with their skills, qualifications, and impact in educating young children.



Integrated

Task Force work has been implemented and has been incorporated into ongoing agency operations



Implementing

Rolling out the solution/project plan (e.g., hosting an event)



Developing

Building and refining the proposed solution/ project plan



Scoping

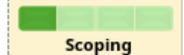
Defining the project plan, including issue statement and metrics for success

Increase affordability and accessibility of liability insurance

Recommendation

Under the leadership of the **Division of Insurance (DOI)**, a cross-agency group of stakeholders, including **EEC**, will work to identify potential solutions to increase the affordability and accessibility of liability insurance for early childhood providers.

Status:



Scoping

Progress

- Identified barriers to availability of liability insurance including high premiums and non-renewals
- Organized a cross-agency working group, led by DOI, to explore the challenges early education and care providers are facing and began to map out potential solutions
- Began research efforts to better understand the issues and potential solutions, including other states' solutions, and drafted several liability insurance questions for FCCs to include in the C3 survey

Next Steps

The working group will continue to scope the issue of availability and affordability of liability insurance and move towards mapping out any potential solutions in year three

Task Force Recommendations

Issue Area	Recommendation and Prioritization	Status
Access & Affordability	Leverage Family Resource Centers (FRCs)	Integrated
	Modernize EEC's IT systems	Implementing
	Improve family-friendly employer practices	Implementing
	Co-locate <u>child care</u> in housing developments	Developing
	Increase accessibility of <u>child care</u> on higher education campuses	Developing
	Improve traffic safety near EEC programs	Developing
	Expand access to the arts	Scoping
	Reduce local regulatory barriers	Scoping
Quality	Expand access to nature and the outdoors	Implementing
	Improve access to mental/behavioral health supports	Scoping
	Expand mental health professionals	Scoping
	Improve access to services for children with disabilities	Scoping
Sustainable Business	Expand business support to EEC sector	Implementing
	Increase access to broadband	Implementing
	Provide start-up support to FCC providers	Implementing
	Increase affordability & accessibility of liability insurance	Scoping
Workforce	Expand use of Registered Apprenticeship Programs in ECE	Integrated
	Create institutionalized EEC higher education pathway	Integrated
	Expand access to healthcare benefits	Developing
	Offer discounts to EEC educators	Developing
	Support early educators via the formal workforce system	Developing
	Expand access to retirement benefits	Scoping
	Identify opportunities to increase EEC compensation	Scoping

Year 2 Highlight

Expand Use of Registered Apprenticeship Programs in Early Childhood Education (ECE)

- Helped existing Registered Apprenticeship sponsors with credentialing, licensure, and related technical instruction
- Received the SAEF3 Competitive Grant from the U.S. Department of Labor for \$5 million for FY26-FY28 to rapidly scale ECE Registered Apprenticeship Programs
 - Round 1: Issued \$1.8M to eight organizations to scale the early education workforce and place over 300 apprentices.



Year 2 Highlight

Improve family-friendly employer practices



Employer Child Care Innovation Fund (ECCIF) Goals:

- Expand access to affordable, high-quality child care for working caregivers
- Expand capacity in the early education and child care sector
- Incentivize employers to advance family-friendly policies for their working caregiver employees



Year 2 Highlights

Provide Startup Support to FCC Providers

FCC Capital Grants

Round 1: \$2.7 million awarded to over 150 Family Child Care Educators.

Round 2: \$4 million in new funding.

Applicants can request up to \$25,000 to fund durable equipment and/or capital improvements.

Anticipated Grant Awards in Spring 2026



Increase Access to Broadband

Connected and Online

Initiative to distribute internet-enabled devices. Focused on Gateway Cities and rural communities, designed to expand access to education, workforce training, and telehealth.

Devices are fully equipped with software, accessories, and warranties at no cost to awardees, funded through the U.S. Treasury Capital Projects Fund (CPF).

522 devices awarded to early education and care providers in 2025



Expand Access to the Arts

In partnership with the Mass Cultural Council (MCC), developing a publishable inventory of art and cultural institutions that offer discounts to educators (early education and care, K-12, and higher education) to share with educators.

EEC will promote MCC's grant opportunities to early education and care programs.



Year 2 Highlights

Expand Access to Health Care Benefits

Partnered with MA Health Connector to conduct info sessions, reaching over 200 educators

Coming Soon: Joint webinar with Health Connector and MassHealth to explain options for businesses and individuals



Leverage Family Resource Centers

The Department of Children and Families (DCF) and EEC held multiple planning meetings to identify ways to strengthen ways of working between FRCs and the EEC Coordinated Family and Community Engagement (CFCE) network

Completed a mapping activity to strengthen partnerships between FRC and CFCE programs across the Commonwealth, resulting in additional joint programs being offered to children and families (e.g., early literacy groups, shared playgroups, and parenting resource distribution programs)



Increase Accessibility of Child Care on Higher Education Campuses

Met with leaders from all Massachusetts public universities & community colleges to discuss the importance of child care and identify ways to support the creation of more child care on campuses. Established a regular working group of designees from each institution to discuss child care challenges, opportunities, and share learnings across different models.



Executive Office of Education

Looking Ahead...

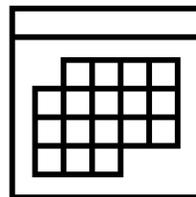
Early Childhood Governance and Finance Project (ECGFP) 2026 Cohort

Massachusetts/EEC was recently accepted into a national initiative supported by the Heising-Simons and W.K. Kellogg Foundations in partnership with the New Venture Fund to support the work of the Task Force.

This funding will help strengthen the Task Force's project management and coordination across agencies to track progress, speed up improvements, and oversee new pilot programs -- showing how a more connected early childhood system can work effectively.



As the Task Force enters its third and final year, it will remain focused on **advancing and deepening implementation** of identified solutions, while ensuring that **cross-agency relationships** and structures are integrated **sustainably** into the way state agencies work together **to support the early education and care system for years to come.**



The Task Force will hold a Year 3 Launch event this spring.

Details coming soon!



Thank you!

View Agency KPI Dashboards (updated monthly) [here](#).

Next Meeting: April 8, 2026 (TBD)