MASSACHUSETTS
Department of
Early Education and Care

May EEC Board Meeting

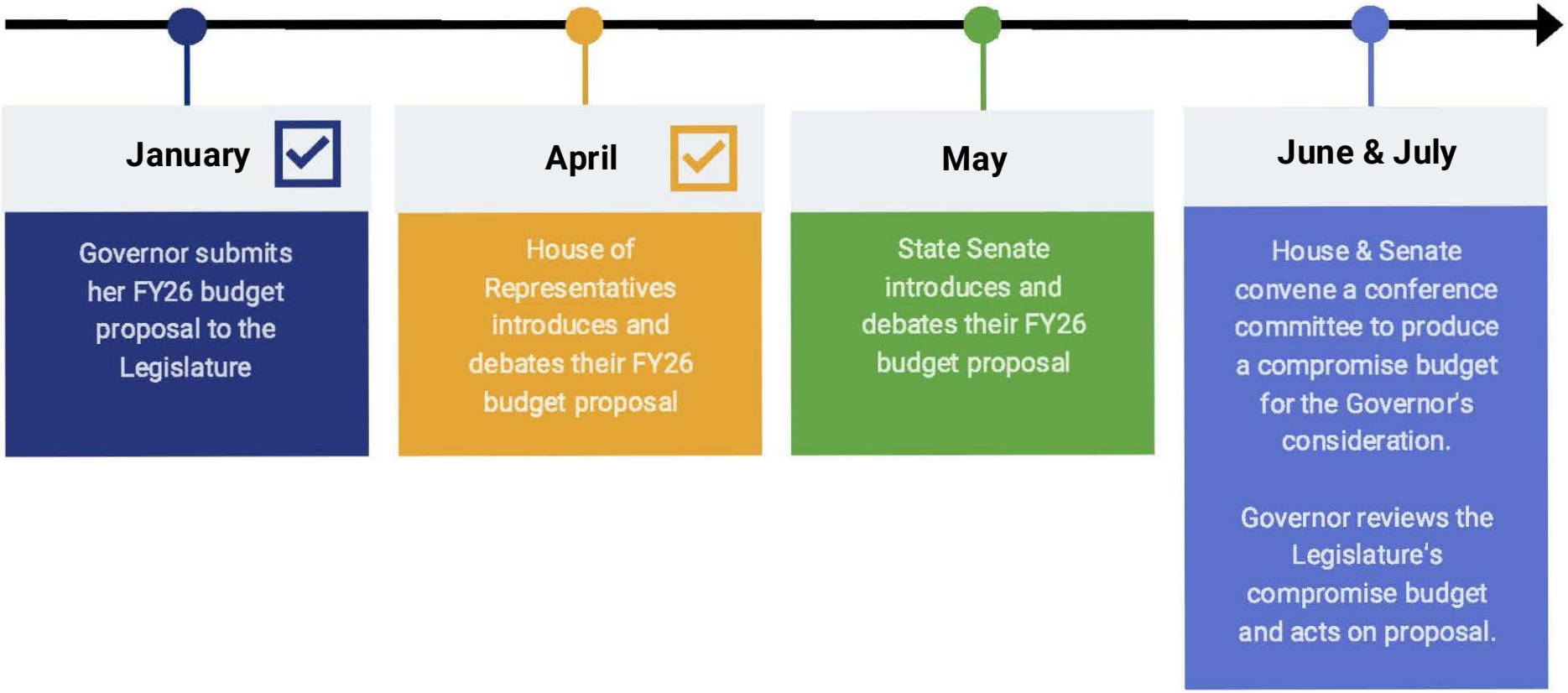
May 14, 2025

Agenda

- Routine Business
  - Approve minutes from April Meeting – VOTE
- Items for Discussion and Action
  - FY26 State Budget Development Updates
  - Commonwealth Preschool Partnership Initiative (CPPI): Overview and FY26 Grant Cycle
  - New Educator Credential: Development Process and Status Update

FY26 State Budget Development Updates

State Budget Process



Highlights from HWM Budget

Alignment with H.1

The HWM budget proposal aligns with H.1 in many accounts, including:

- $475M for C3
- $20M for CCR&Rs
- $18.5M for Head Start
- $5M for early childhood mental health grants
- $5M for Career Pathways
- $4.25M for Parent Child+
- $1.75M for Reach Out and Read

Differences from H.1

- Funds EEC's Administrative line item at $13.6M
  - Includes $7.5M for higher education scholarships
  - Reduces agency operating funds by $1.9 M from H.1
- Funds CCPI at $10M, a $7.7M decrease from H.1
- Overall, CCFA caseload is funded at $30M below H.1.
  - HWM proposes $15M dedicated to CCFA contracted seats

Outside Sections

- Increases the cap on C3 funding available to large, multi-site private programs from 1% to 1.25%
- Requires agency to revert CCFA contracts to unit price contracts rather than cost-reimbursement and enable 20% retained revenue.

Review the House of Representatives' the **full FY26 budget proposal** on the Massachusetts Legislature's website.

EEC FY26 House Budget Development (in millions)

GENERAL FUND LINE ITEMS

Line Item	Appropriation	FY25 GAA	FY26 H.1	FY26 House	FY26 SWM*
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
	Total	**$1,241.6**	**$1,305.7**	**$1,218.8**	**1,252.0**

*Senate debating budget week of 5/19/2025

EEC FY26 House Budget Development (in millions)

FAIR SHARE-FUNDED LINE ITEMS

Line Item	Appropriation	FY25 GAA	FY26 H.1	FY26 House	FY26 SWM*
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.

*Senate debating budget week of 5/19/2025

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.

Commonwealth Preschool Partnership Initiative (CPPI)

CPPI Objectives & Priorities

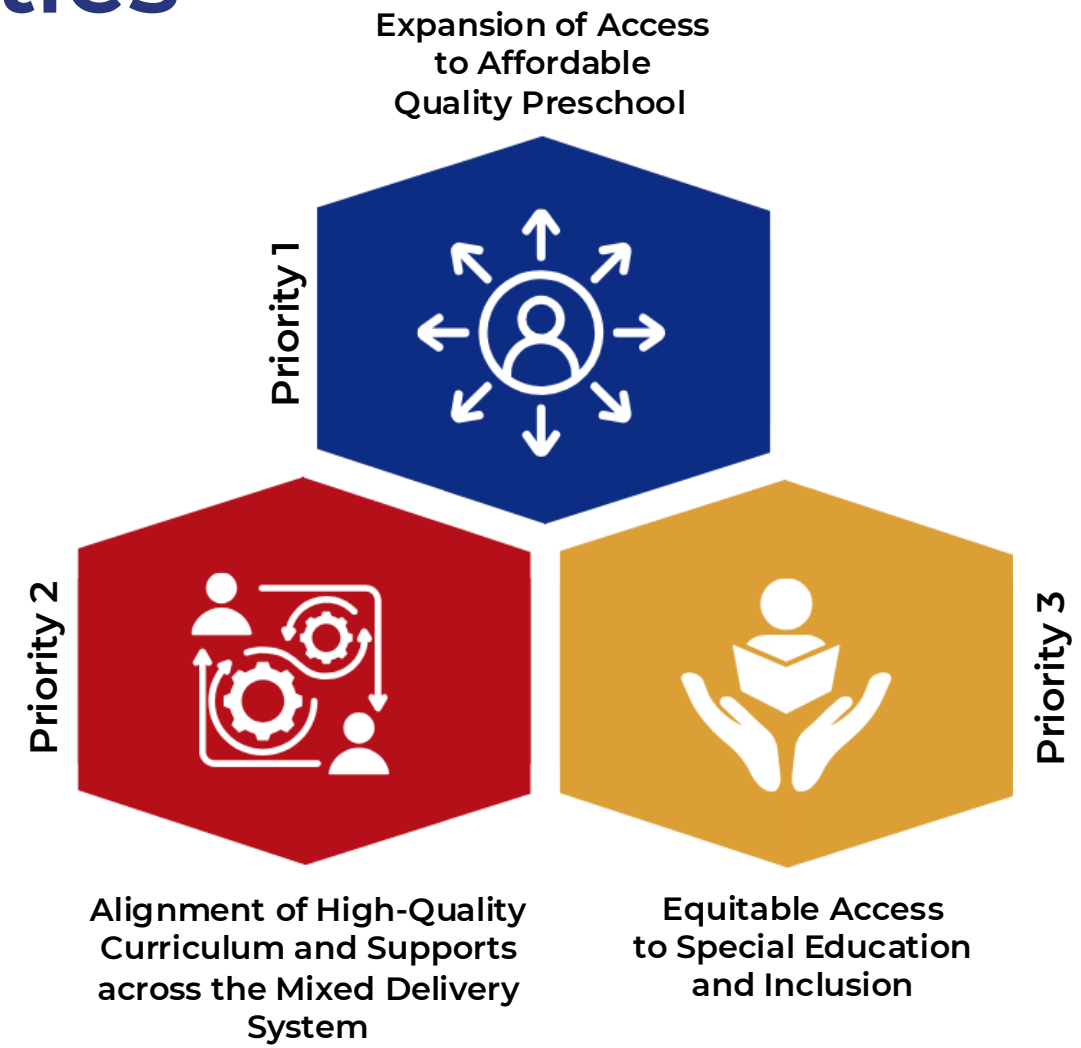
Pre-K Across Mixed Delivery

Create partnership between public school district and community-based early education and care classrooms, promoting family choice and strengthening the current local system

Support Collaboration

Build coordination across private and public classrooms to create equitable access for all families that meets their unique needs

Communities create a **leadership team**, made up of community programs, school district, and dedicated staff to identity priorities and create a plan to meet the grant priorities.



CPPI Grant Structure

1. Funds granted to districts/ municipalities
2. Local leadership determines grant priorities and funding allocation
3. Districts subgrant funds and monitor progress
4. Local coordination led by coordinator role in the district

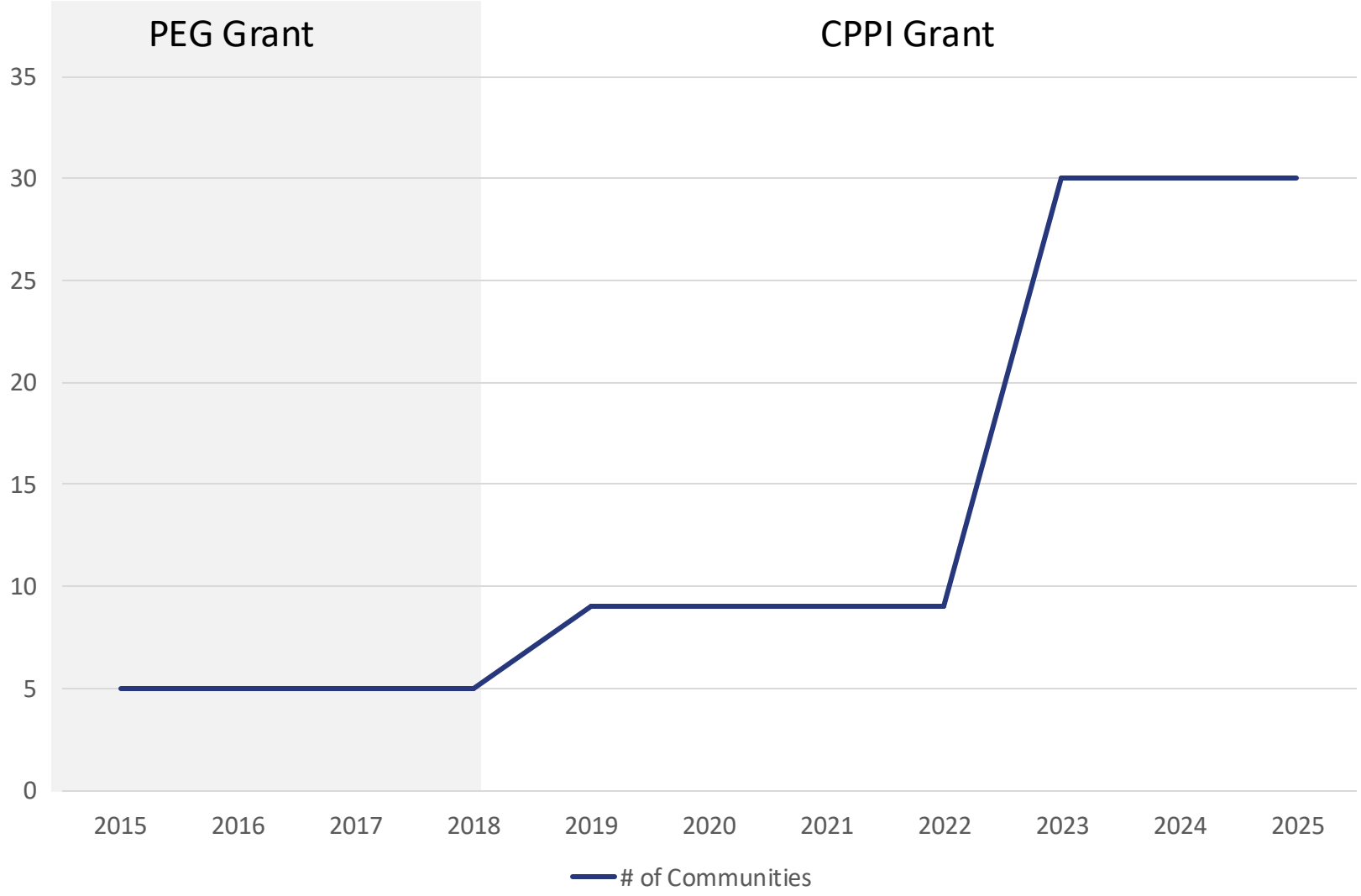
Grant Structure

MA Department of Early Education and Care → **Local Education Agency (LEA)**

School District → EEC- Licensed **Early Education and Care Program**

Community-Based

History of CPPI



FY26 New Grant Cycle Updates/Expectations

- Commitment to ongoing support for current communities to continue implementation consistent with existing and updated expectations
- Adjustments to program requirements to reflect lessons learned/successful grant practices
- For future expansion, refined levels of implementation for each priority area
- Movement towards grant structure that aligns funding and supports to levels of implementation
- 7-year grant cycle
  - 3-year initial award
  - Two, 2-year renewals
- Subject to funding availability, addition of expansion for current grantees and planning grant opportunities for new communities to join CPPI

Updated Leadership Requirements

Strategic Leadership Team

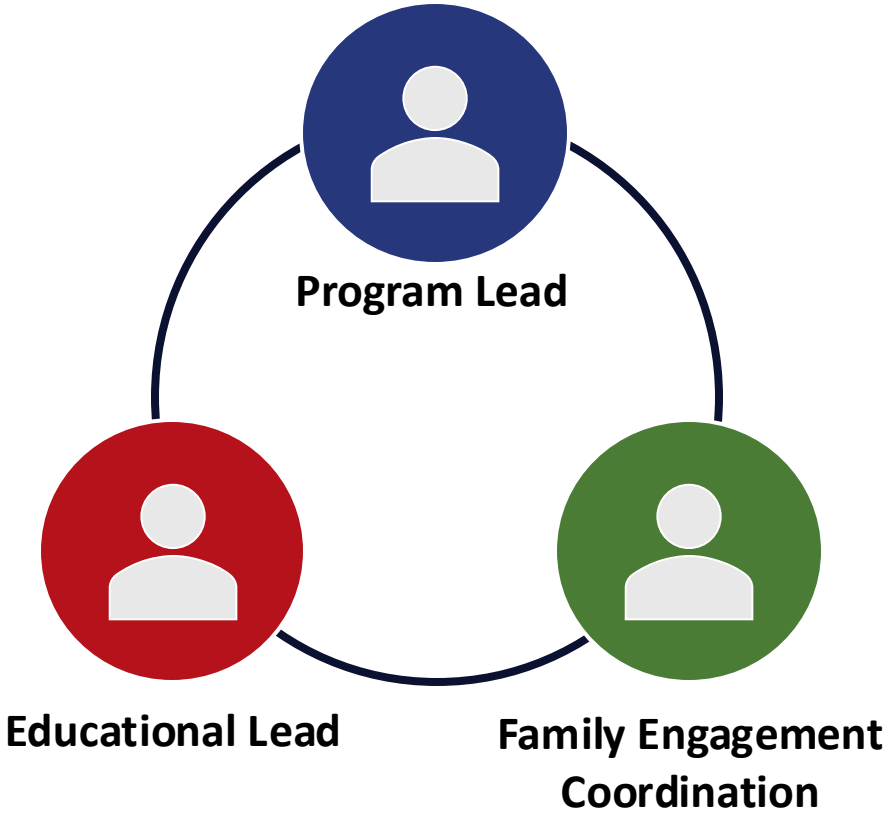
- ✓ Reflects diverse perspectives including key community leaders (district and local)
- ✓ Responsible for the needs assessment and strategic planning
- ✓ Provides ongoing oversight and strategic direction during implementation
- ✓ Identifies and monitors community-level KPIs (New)
- ✓ Provides direction to annual grant planning for yearly application process (New)

Operational Grant Leadership Team

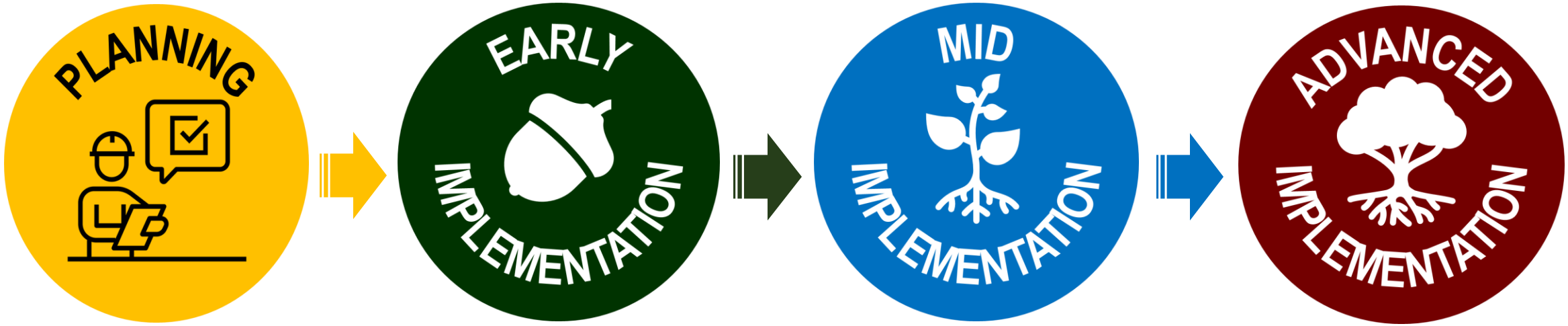
- ✓ Includes representation from all participating LEA and CBOs
- ✓ Manages day to day coordination of grant activities
- ✓ Members ensure effective participation at the program level (New)
- ✓ Establish MOUs (New)
- ✓ Must have clear oversight, strong lines of communication, and decision-making authority
- ✓ Must be able and willing to give time needed to grant priorities

Future Program Staffing Requirements

All programs running CPPI-funded classrooms will have staff identified as designated to play key roles to support the programs full participation in the work of the grant:



Defined Levels of Implementation





- **Build Community Partnerships and Leadership Team**
- **Conduct Needs Assessment and Cost Modeling**
- **Develop a Strategic Plan to Guide Future Implementation**
- **Assess and Plan for All Priorities**

Eligibility for CPPI Grant – Planning

1. Entities that can apply:
   - School Districts
   - Regional School Districts
   - Other municipal authorities with oversight over locally funded early education efforts
2. Must serve a **high percentage** of high-needs students
3. Must identify **two (2) CBO partners**

PRIORITIES

1. Public school districts serving children in **Gateway Cities** or in **rural areas**.
2. Public school districts that have identified significant local gaps in preschool access.



ACCESS

Complete everything needed to open CPPI classrooms (including hiring, outfitting classroom, enrollment processes)

QUALITY

Develop a plan for effective professional learning, managing ongoing alignment and monitoring quality (i.e., purchase any necessary materials and begin hiring of staff).

INCLUSION

Plan and prepare to provide all supports necessary to meet student needs, including the provision of itinerant services to all CPPI-funded programs (i.e., design referral process, purchase any necessary materials and begin hiring of staff, such as itinerant team).



ACCESS

- CPPI-funded classrooms are operational, meet requirements for hours of operation
- Work towards meeting enrollment goals
- Tuition support and transportation are provided
- Barriers for access are reduced

QUALITY

- Program leadership implementing professional learning plan
- Educators have supports they need
- Coaches work with CLASS data to support educators and program leadership in CQI
- Curriculum review is completed and selected curriculum piloted with supports

INCLUSION

- Itinerant team is hired and providing services
- Supports exist to ensure exclusionary discipline is avoided
- Mental and behavioral health supports are provided



ACCESS

- Enrollment systems support streamlined access for families
- Information sharing across programs is efficient
- Single point of access for enrollment
- Funding process that brings the model to scale

QUALITY

- Quality supports and monitoring systems in place
- Onboarding new programs/classrooms are intentional and effective
- All CPPI classrooms implement selected curriculum and receive support needed for high quality implementation
- Modifications are made for FCC

INCLUSION

- Supports and related monitoring systems are in place
- Behavioral and mental health supports are available for children, families and educators, including all new programs
- Referrals and special education services are in place and new programs are supported in implementation of these
- Policies exist to limit exclusionary discipline across all programs

CPPI Goals in Action

Expansion of Access to Affordable Quality Preschool

Haverhill Public Schools

- Annual Haverhill Preschool Kindergarten Community Expo offers vital early childhood resources for children and families.
- Team collaborates with Early Intervention and city-wide partners to support preschool students in receiving care and comprehensive services related to their ongoing need.

SANDWICH PUBLIC SCHOOLS

- CPPI partnership includes 12 of the 21 providers in Sandwich, and 6 of the 12 licensed family childcare providers.
- Tuition assistance available for all families attending programs with CPPI classrooms.

Equitable Access to Special Education and Inclusion

SOMERVILLE PUBLIC SCHOOLS

- Through a cost-sharing model full itinerant team provide multi-tiered system of support at all programs in CPPI across the mixed delivery system.
- Support for Individualized Education Plans occurs wherever children are in care to avoid extra transitions.

Northampton PUBLIC SCHOOLS

- Mental Health Consultant provides parents and classroom teachers with guidance and connections to services
- Itinerant Team supports mixed delivery system including family childcare.

Alignment of High-Quality Curriculum and Supports across the Mixed Delivery System

LOWELL PUBLIC SCHOOLS
Equity, Excellence, Empowerment.

- Aligned curriculum focused on language and literacy outcomes
- Collaboration across mixed delivery system to create curriculum

BOSTON Public Schools

- Focused on age 3, age 4 and mixed aged classrooms
- Veteran teachers with BAs support growth and creation of the curriculum

Next Steps

Notice of Intent to Post
Currently posted on COMMBUYS to alert current grantees to plan for sustained funding

Post RFR
New RFR detailing phased approach

Phase 1 Open
Grant application open for phase 1

Phase 2 & 3 Open
Pending the budget, phase 2 and 3 open

EEC Credential Update

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

Phase 1 **February – April 2023**	• Maintain use of minimum hiring requirements for stability and flexibility • Hire vendor to develop verification requirements for credential – Finalize proposed pathways and credentials, building on existing work – Prioritize two levels of educator credentialling and directors ☑
Phase 2 **June 2023 – March 2024**	• 'Staged relaunch' of certification – Open ***optional*** professional certification for professional validation and goal setting (*Now Director, Teacher and Lead Teacher*) – Deploying incremental development of supportive IT systems for enhancing certification and new credentialling processes – Finalizing plan for new educator registry and data migration strategy ☑
Phase 3 **March 2024 – June 2025**	• Socialize the revised pathway and credentials – Engage with stakeholders and partners – Regulatory revision to match new credential • Plan staged launch of new pathways and credentials – Prioritizing levels that recognize skills of current field – Educator registry available to support credentialling processes **In progress!**

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

Higher Ed & Workforce Supports

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

Early Childhood Programs & Community Organizations

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



EEC Credentialing Working Group
Cross-agency membership
weekly meeting

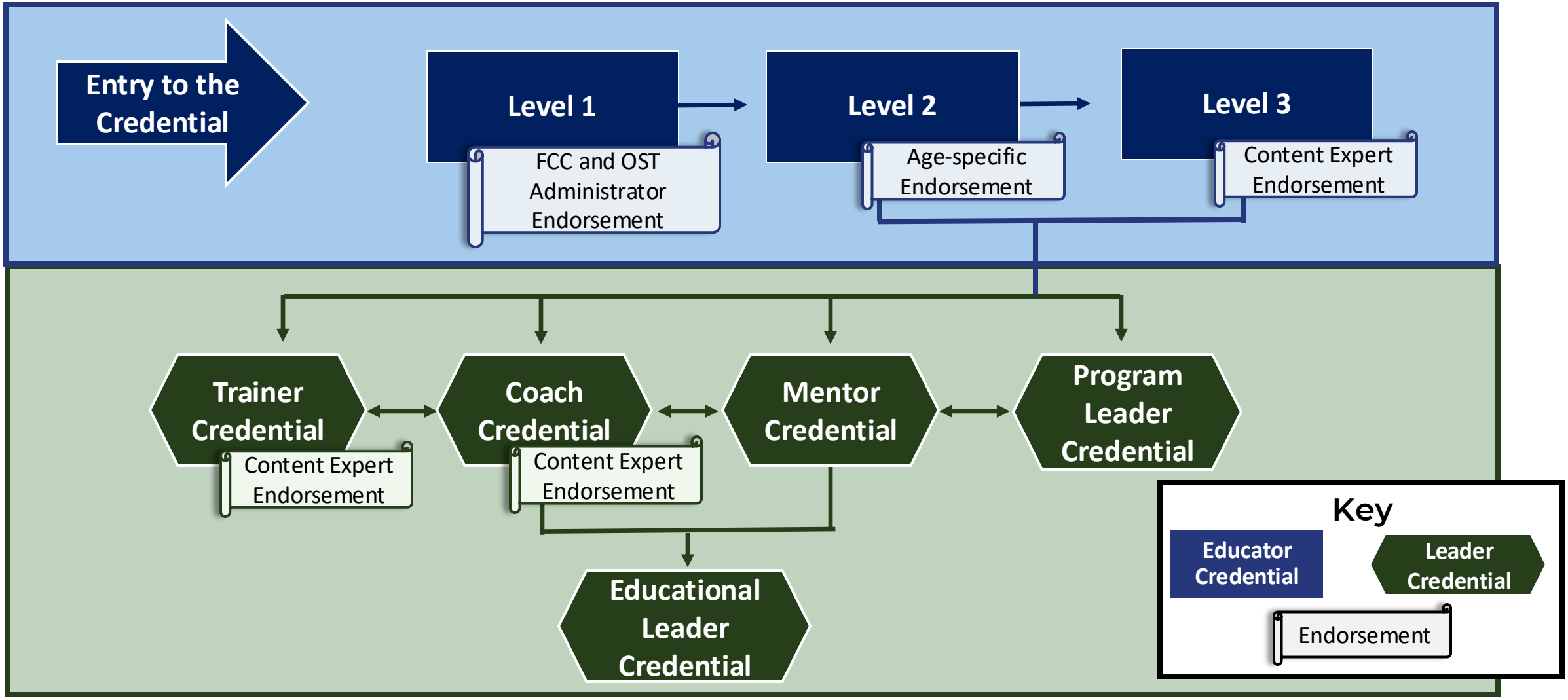


Focused Small Group Conversations
To dive deep on particular needs and collaboration



Workforce Working Group
Cross sector membership
monthly meeting

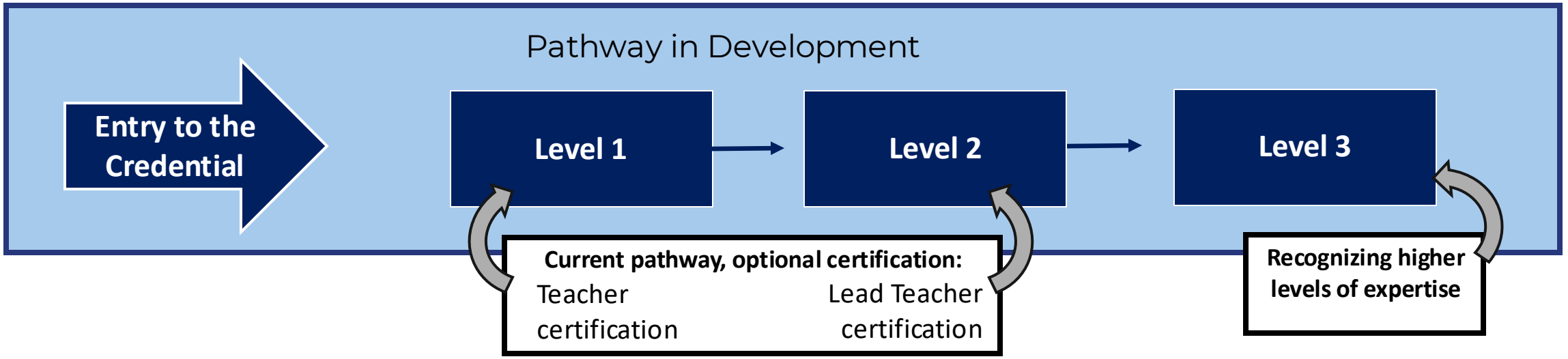
Draft New Credential Pathway



Draft New Credential - Starting on the Credentialing Pathway

Before Working With Children	Extending Expertise and Responsibilities	Continued learning to go towards level 1 of the credential
1 EEC Essentials 2.0 2 Background Record Check	3 First Aid/ CPR certified 4 20 hours of training of EEC-approved content on StrongStart 5 At least 3 months working in an Early Childhood program	6 Entry level educators are support in selecting a preferred pathway and initiating Level 1 educational requirements. **Higher Education Pathway** **Professional Development Pathway**

Draft New Credential: Educator Levels



What we heard from Educators

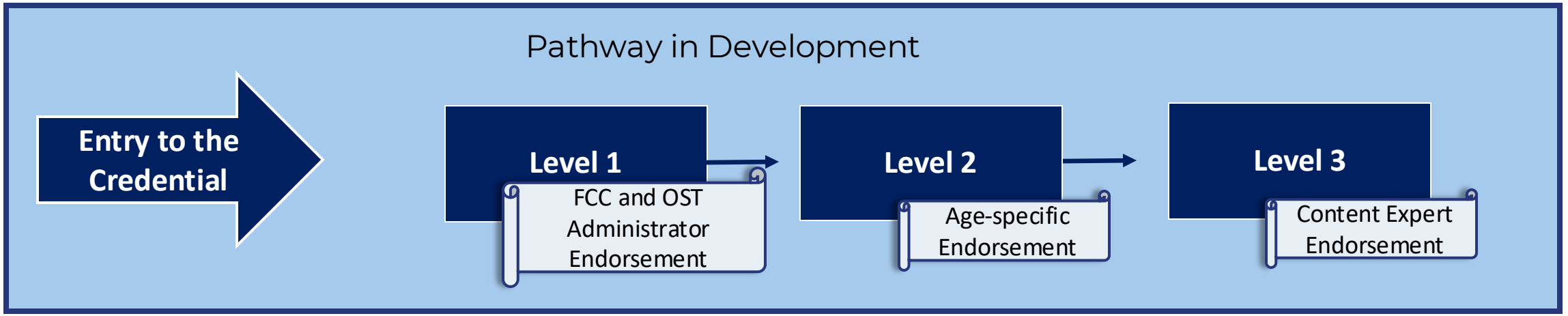
For Out of School Time (OST) and Family Child Care (FCC) Programs administrative skills are needed early in the pathway.

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.

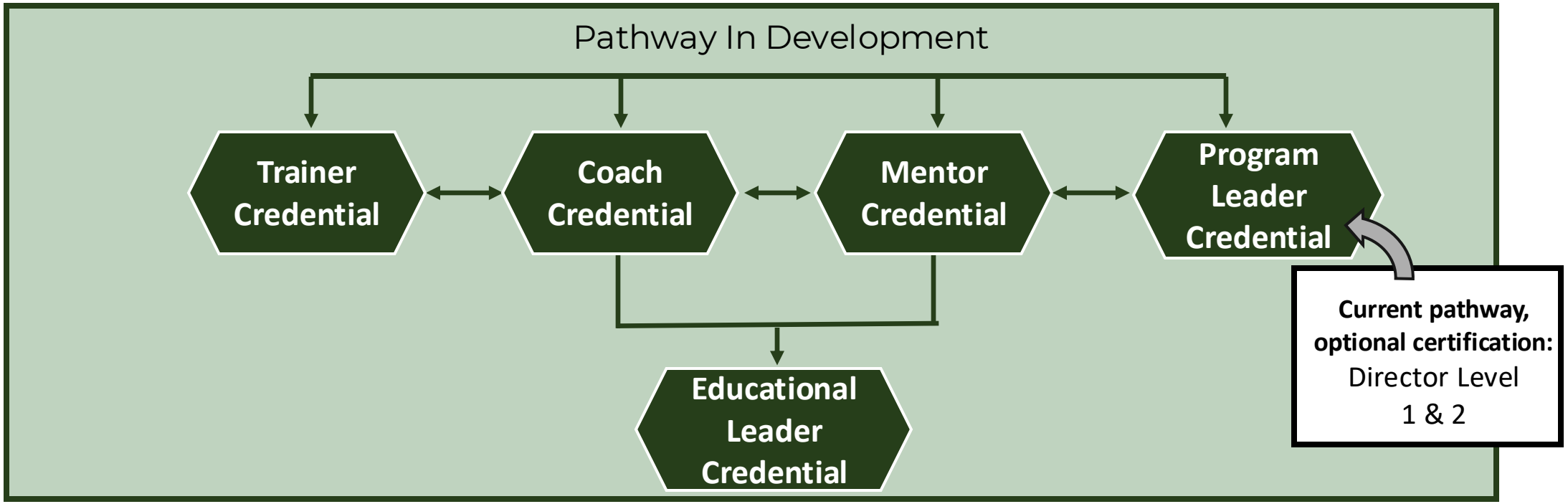
Draft New Credential: Educator Endorsements



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

Draft New Credential: Leader Levels



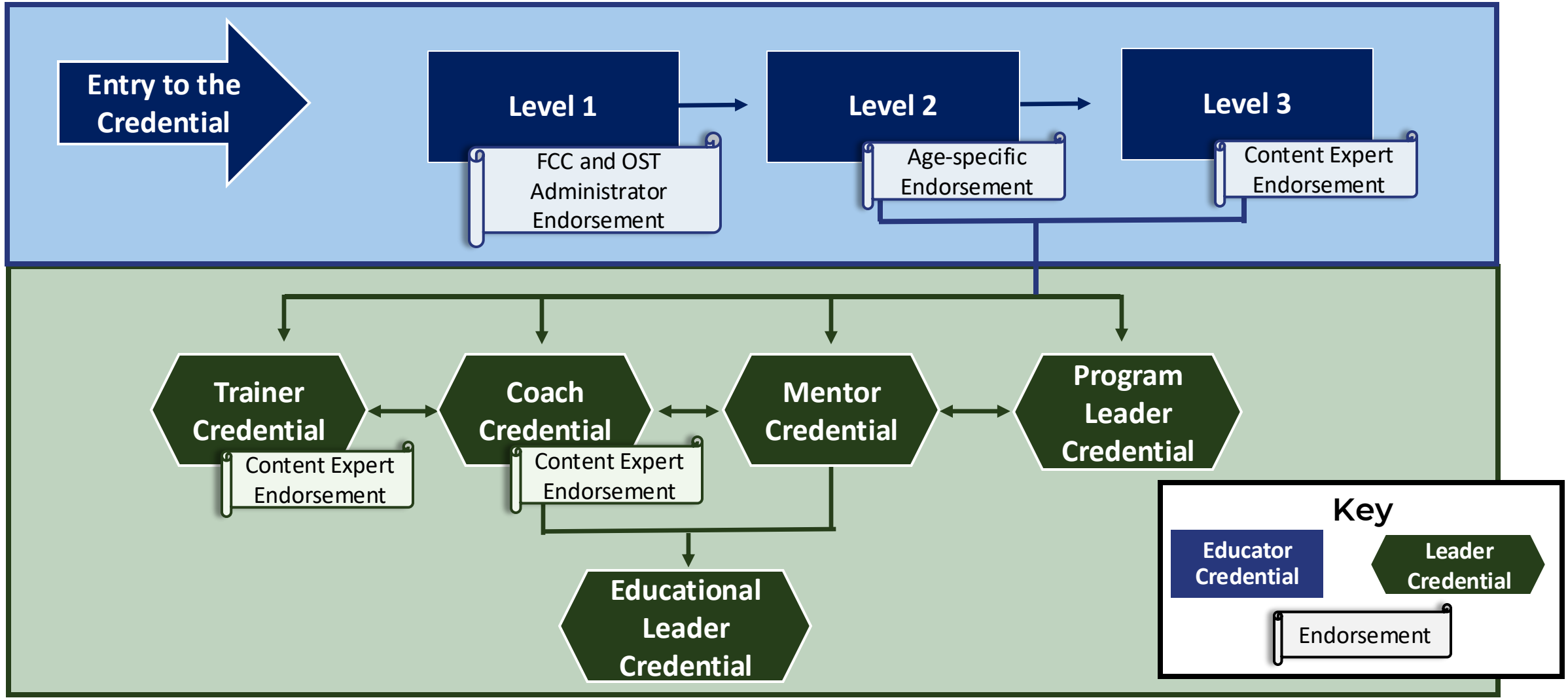
What we heard from Educators

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



Panel: Workforce Working Group



Briana Flannery
Deputy Director
For Kids Only Afterschool



Harold Blanco
Co-Owner
Paula's Barn, Inc

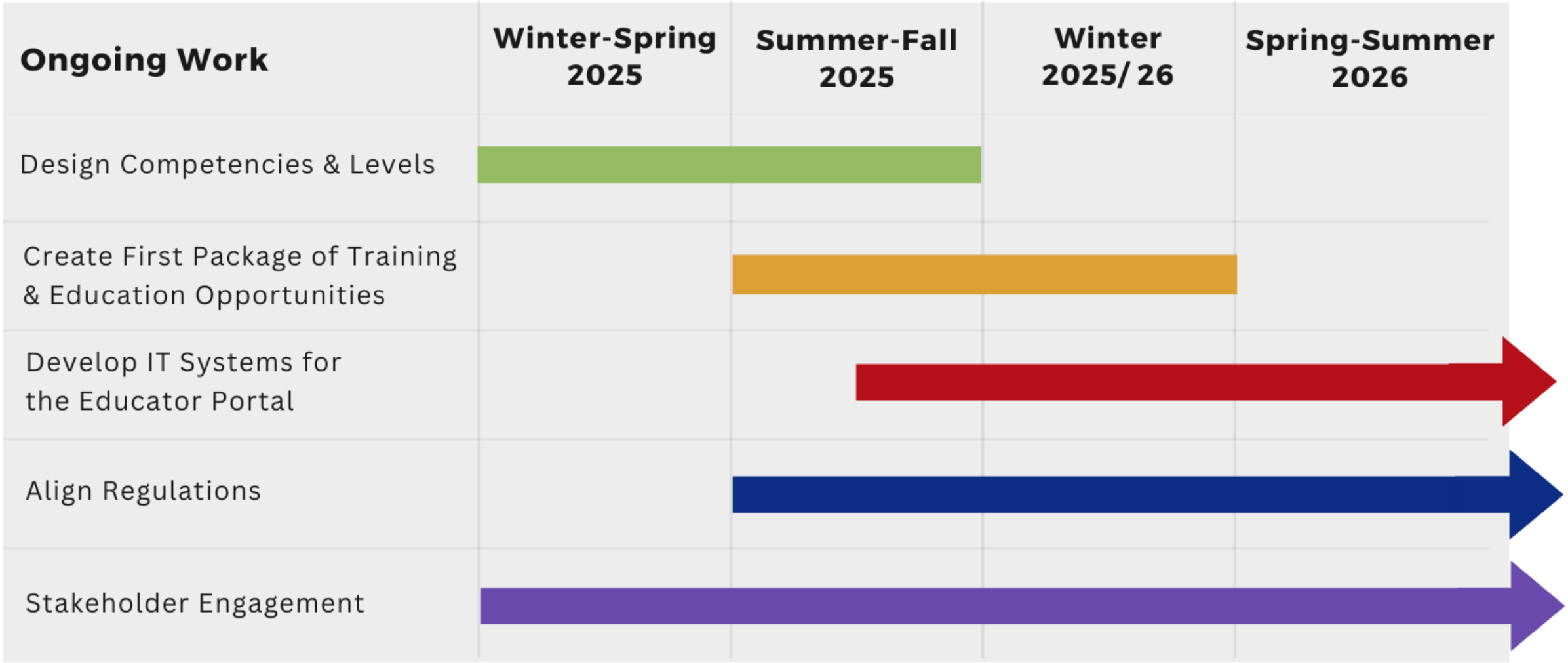


Paula Andrea Echeverri Durango
Co-Owner
Paula's Barn, Inc



Heidi Osgood Kaufman
Social Impact and Government Relations Officer
MetroWest YMCA

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

THANK YOU

Next Meeting: June 11, 2025

Walker Therapeutic & Educational Program (1968 Central Avenue, Needham, MA 02492l)

View Agency KPI Dashboards (updated monthly) here.