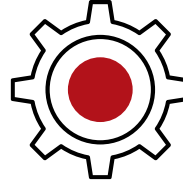


Contracted Provider Core Service Training Series: Program Administration



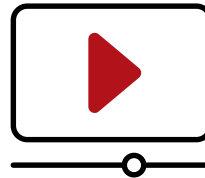
Welcome!

While waiting for others to join, check your Zoom settings and drop your full name, role and organization in the chat.



Update Your Name

- In meeting controls, click "Participants"
- Hover over your name, click "..."
- Click "rename" to update to your First Name & Last Name



Technical Trouble?

- Send a message to the EEC Host

Training Goals

For Providers



- Understand administration and child care services expectations
 - Required staffing
 - Approaches to quality practices, continuous quality improvement and professional development planning
- Share best practices with each other
- Learn more about support from EEC



For EEC

- Support providers by sharing additional guidance
- Learn more about current practices and areas for additional support

Introductions: EEC Team

- **Sarah Volkenant**, Associate Commissioner for Program Innovation and Support
- **Jhanet Montoya**, FCC Program Development Specialist
- **Jamee Beaudry**, Educational Leadership Program Development Specialist
- **Aimee Smith-Zeoli**, Special Education Support Specialist

Program Quality Team

- **Chewlee Lim**, Southeast and Metro Boston
- **Jody Dominguez**, Northeast and Southeast
- **Eric Litt**, Central and Western

Behavioral Health Team

- **Chris Lloyd**, Metro Boston and Northeast
- **Stacey Ware**, Southeast and Northeast
- **Alexis Thibodeau**, Central and Western

Housekeeping



Please feel welcome to place questions in the chat

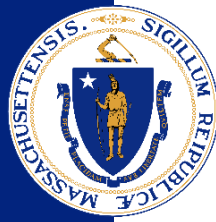
Questions will be answered as possible, and EEC will gather questions and respond to questions after the conclusion of this training



When asked for feedback or comments by facilitators throughout the session, please “raise your hand” to be called on



Please keep your microphone on mute to reduce feedback until you are looking to make a statement or ask a question



Today's Agenda

- 1 **Presentation:** Supporting quality in early education, family child care and out of school time settings
- 2 **Presentation and Small Group discussion:** Child care services requirements and examples in practice
 - Organizational Capacity and Required Staffing
 - Continuous Quality Improvement and Professional Development Planning
- 3 **Presentation:** Overview of EEC staff and program supports
- 4 **Upcoming Training** and Next Steps

Supporting Quality

Access to High Quality Care Supports Positive Outcomes

Decades of research support investments in high quality early education & care

- High quality learning and care environments show relationships with 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

Skills of the workforce drive the quality of interactions and the teaching and learning in the classroom/ home

Defining high quality learning and care environments



Characterized by frequent warm, supportive and stimulating interactions



Children have opportunities to play and explore in a safe and engaging environment



Planful curriculum shapes opportunities to learn through active experiences in ways that are responsive to individual needs



Families are empowered to engage in collaborative partnerships and programs are inclusive and supportive to the diversity of families and children they

Multiple system levers support program quality



Enabling Factors at Multiple Levels Support Quality



Organizational Capacity

- Sufficient staffing at leadership and classroom level
- Financial stability
- Strong business practices
- Educational leadership
- Administration/Operations leadership
- Family-focused staff
- Benefits/compensation



Program Characteristics

- Engagement in continuous quality improvement
- Training and job embedded professional development
- Staffing structure to enable continuity of care and planning time for educators
- Skilled leaders and/or infrastructure of supports focused on educator practice
- Individualized approach to respond to community, family and child needs



Classrooms/FCC programs

- Skilled and qualified educators ensure intentional and developmentally appropriate experiences for children
- Environments, tools and materials, including curriculum, to facilitate strong educator practice
- Responsive relationships and support for social emotional learning

Organizing Around Quality



Responsive and Supportive Interactions



Curriculum and Assessment



Environment



Family and Community Engagement

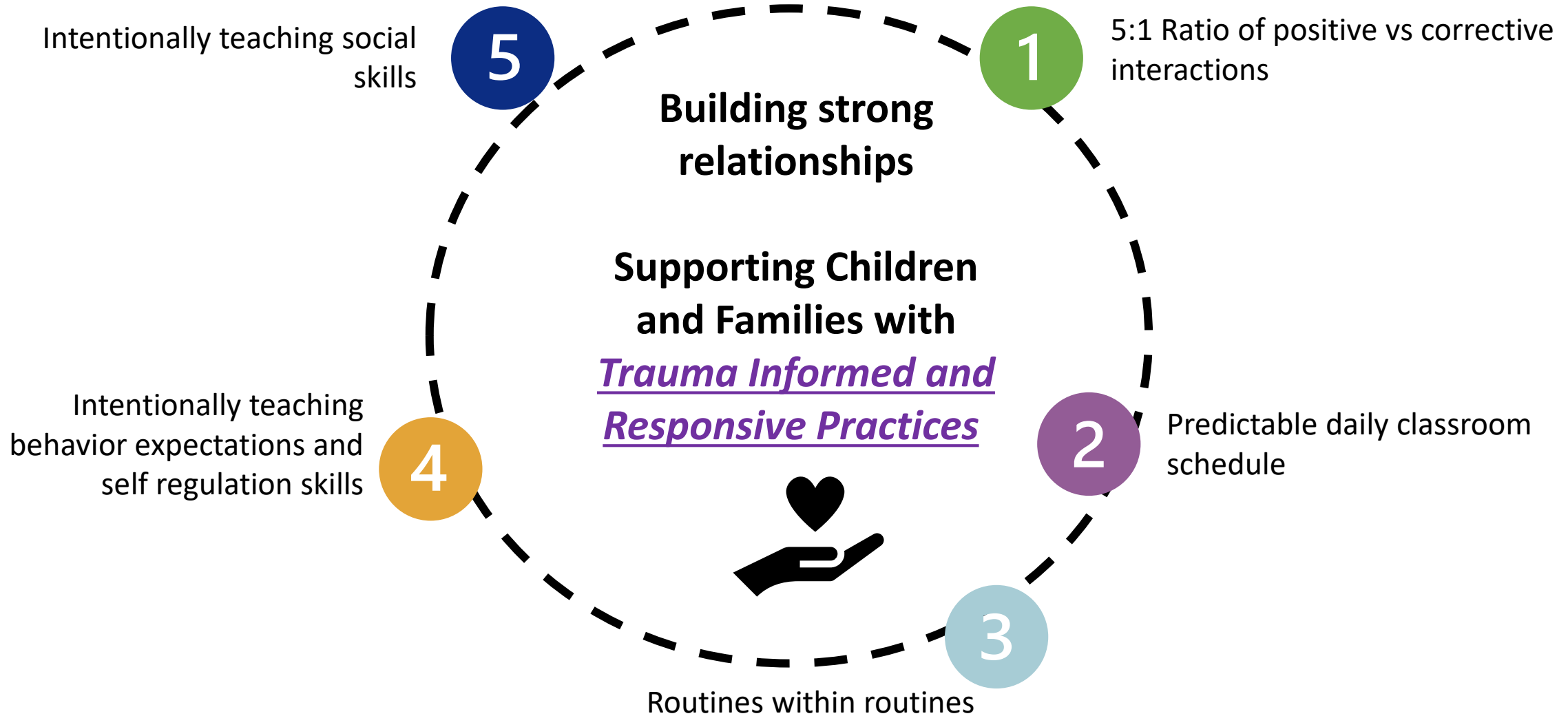


Leadership and Professional Learning



Business Practices

The Big 5 – Social and Emotional Learning Strategies Supporting Quality




Program Quality Supports

Strong and accessible licensing standards, clear educator and leadership competency expectations, along with technical assistance in continuous quality improvement scaffolds programs of all types to move from licensing compliance to increasing quality

Quality Supports leverage EEC standards, frameworks, and tools/resources to support engagement in quality improvement focused on leader and educator practice


Responsive to and Inclusive of Different Program Types



FAMILY CHILD CARE

.....

FCC educators take on the role of educator and program leader.



CENTER BASED EARLY CHILHOOD

.....

Center-based programs vary widely from very small to multisite systems.



OUT OF SCHOOL TIME

.....

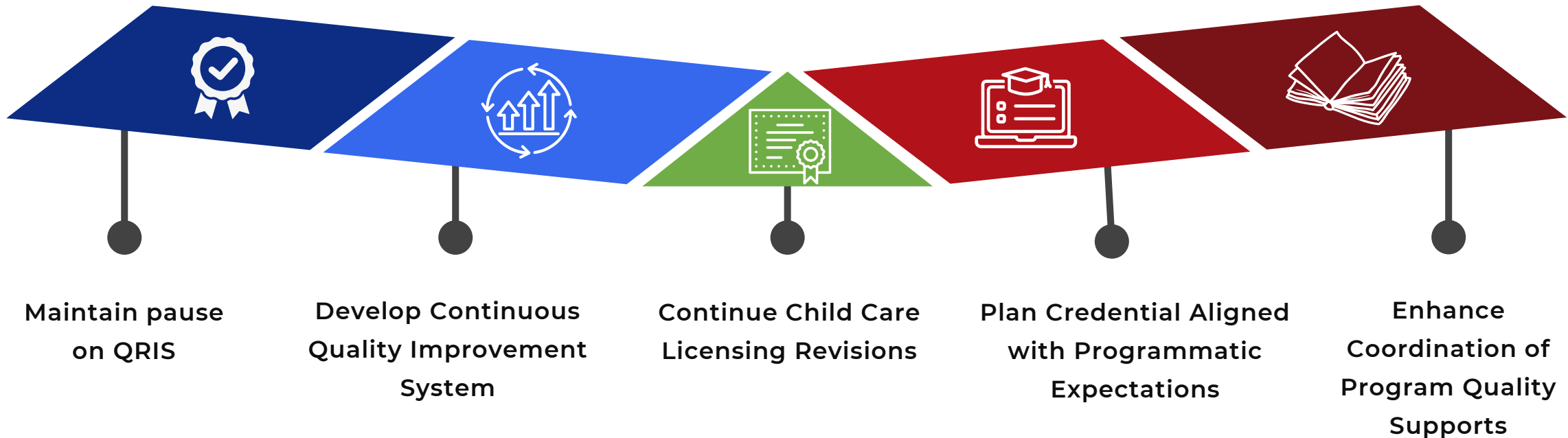
Afterschool and Out-of-School time programs work with children and families in unique ways.

Strong and accessible licensing standards, along with technical assistance in continuous quality improvement scaffolds programs of all types to move from licensing compliance to increasing quality

Looking ahead

Continue supports system development through:

- Quality improvement and supports in partnership with contracted providers
- Identify opportunities for system monitoring using observational tools
- Enhance capacity and further align regional and statewide structures of support



Organizational Capacity and Staffing

Contract Requirements - Staffing

Income Eligible

- Educational leader
- Family-focused staff
- Child care financial assistance administrator

Family Child Care Systems

- Educational leader
- Family-focused staff
- Child care financial assistance administrator
- Home Visitor
 - EEC recommends that each home visitor support no more than 20 affiliated FCCs

Priority Populations

- Educational leader
- Family-focused staff
- Staffed or contracted licensed social worker/behavioral health staff
- Child care financial assistance administrator
- Designated DCF staff person (case management)

Out-of-School Time Programs

Multi-site program administrators for out-of-school-time programs must be responsible for **no more than five individual sites** which cannot exceed a combined license capacity of 625

Educational Leader

- At least one designated educational leader
- Responsible for working with program site staff to plan and implement continuous quality improvement and professional learning opportunities for educators
- Unique role that is available to all program sites and supplemental to the minimum number of staff required to meet licensing requirements
- Training in principles of adult learning, best practices, EEC child care licensing regulations and policies and approached to professional learning

In practice, this looks like...



Creates opportunities for collaboration and soliciting input from educators and families



Provides resources to facilitate program level planning with an aligned vision for quality



Plan intentional and ongoing job-embedded professional development to facilitate improvement and growth



CQI through collaborative process to plan for improvement, review data, identify goals and actionable steps, and reflect on progress

Family Child Care Home Visitor

- Provide technical assistance, consultation, and coaching to affiliated educators
- EEC recommends each home visitor support no more than 20 affiliated FCCs; 15 if combined with other roles
- Must have training in adult learning principles, best practices in early childhood and out-of-school-time, and EEC child care licensing regulations
- EEC Lead Teacher certification, a CDA credential, or a Child Development Associate Home Visitor credential

In practice, this looks like...



Primary point of contact for FCC educators, providing consistent guidance and resources to enhance quality



Topics must cover licensing compliance, EEC technology systems, quality improvement planning, and quality practices across all domains



Twice monthly visits available to all affiliated FCC educators with a planned set of goals



Visits include modeling, observation and time for reflection



Ensures educators receive comprehensive support tailored to their specific needs and goals

Child Care Financial Assistance Administrator

- Must have identified administrative staff persons
- The staff's responsible for the following processes: enrollment, billing, paperwork, and monitoring (e.g., Liaison, coordinators, Billing, or enrollment specialist).
- Staff should have a complete understanding of the Child Care Financial policies, procedures and systems

In practice, this looks like...



Knowledgeable of CCFA policy and procedural development



Participate in EEC Child Care Financial Assistance training and meetings on a regular basis



Use all EEC systems such as CCFA system, Kinderwait, etc.



Supporting the programs internal monitoring systems

Family Focused Staff

- At least one family focused staff
- Primary role is to support program site staff in building strength-based relationship with families, supporting them in identifying and accessing community services outside those provided by the program. This must be an additional role to that required to administer child care financial assistance.
- Training in Child and Family Engagement Training including Reflective Practice and to the extent possible, reflect the linguistic, ethnic, and cultural diversity of the families served

In practice, this looks like...



Obtain an understanding of the family's served in your program and their needs.



Supporting the organization with their Family Engagement work plan and implementation.



Creating opportunities for family engagement for families



Creating learning opportunities for staff about family engagement

Behavioral Health/Licensed Social Worker

- At least one designated Behavioral Health Staff or Social Worker.
- Implementing and supporting the development of internal processes for program educators, staff and families to access to behavioral supports, referrals and resources.
- Responsible for understanding the social emotional development and trauma of priority population children and families and providing clinical support and oversight to the program staff, the children, and the families served.

In practice, this looks like...



Providing or supporting staff coordination of ongoing social and case management services related to the needs of the child, parent and whole family



Completing or supporting staff in the completion the development of individual family plans and tracking progress (format and expectations for this have not been shared by EEC yet)



Providing guidance or supervising home visiting, peer support groups, counseling services to meet needs of parents/family



Building relationships with key partner agencies to support coordination.

***EEC is permitting flexibility for different roles that could meet this priority population contract requirement beyond a licensed social worker only**

Designated DCF Staff (case management)

- Must have identified case management staff persons (e.g., home visitor, case managers, etc.)
- Responsible for supporting the contractual needs of the children and families includes supporting the individualized need of each family such as referrals to community resources
- Working and meeting with the families regularly to work towards their goals

In practice, this looks like...



Serves as a point of contact within your organization for DCF families whose cases you're managing



Is responsible for supporting the DCF family to meet the identified goals (e.g. referrals)



Establish a rapport with program staff, children and FCC educators to collaborate on the child's development



Documenting and reporting the children and family's progress to DCF and other staff

Small Group Discussion: Organizational Capacity and Staffing

- What success have you had in establishing sufficient staffing capacity at your organization?
- How are you supporting and retaining your current staff?
- What opportunities exist for growing and developing staff to meet program requirements?
- How can leadership create a work environment that encourages staff to stay and advance in their roles?
- How can EEC best support you? What type of support from EEC has been most helpful?



Break

Child Care Services - Overview

Overview

Access to high-quality child care education and care programs

- Full day, full year
- Skilled educators provide responsive, developmentally appropriate and stimulating learning experiences
- Classroom materials and curriculum, screening and assessment resources

Sufficient classroom staffing, structure and schedule

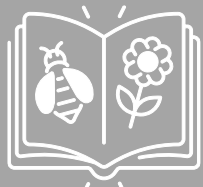
- Support consistent, positive relationships and learning experiences for children

Strong job-embedded supports for educators to build competency and quality practice through ongoing professional development

- Designated educational leader
- Time for curriculum development and planning, observation and feedback, and training
- Submit professional development plans

Engagement in continuous quality improvement (CQI) planning

- Participate in CQI training and practice improvement cycles
- Submit CQI plan



Responsive and Supportive Interactions

- Adults and children engage in warm, supportive and cognitively engaging interactions with each other
- Conversations are frequent and characterized by open-ended questions and extended turn taking – adults listen with interest to children
- Adults provide a safe base for younger children and support older children in learning new things
- Adults create an environment of respect and value for linguistic and cultural differences

Educators

- Ensure frequent opportunities for interactions with all children
- Tailor interactions to needs and preferences of individual children
- Recognize and respond to linguistic and cultural differences

Program Leaders

- Support educators deepening their skill in interactions
- Provide observation and feedback
- Ensure consistent staffing
- Model positive interactions

Here is what this looks like: <https://youtu.be/a9m5trmh1Lw>



Curriculum and Assessment

- Day is organized around playful, developmentally appropriate activities, grounded in play
- Curriculum includes activities designed to support learning goals grounded in standards
- Books, writing and other literacy activities are common
- Educators attend to children's learning, document growth and adapt activities to meet individual needs
- Curriculum is reflective of children's experiences, culture and language
- Educators have regular opportunities to plan and reflect

Here is what this looks like (infants): <https://youtu.be/K7Ku6EcCQGU>

Here is what this looks like (older kids): <https://youtu.be/jqeByELyyx8>

Educators

- Set goals for children
- Plan activities adapted for children's needs
- Implement effectively and adjust as needed

Program Leaders

- Protect time for curriculum planning
- Ensure books and materials are available
- Select appropriate curricula and materials



Environment

- The environment is safe for children to explore freely
- Materials are thoughtfully selected, support curriculum and accessible to all children
- Books and writing materials are readily available
- Classroom arrangement supports a variety of interactions and different groupings
- Materials reflect the diversity of children, culturally, linguistically, etc.

Educators

- Organize classroom environment
- Structure predictable routines
- Select and arrange materials

Program Leaders

- Ensure purchase of high quality furniture and materials
- Support educators in understanding and reflecting on environment

Here is what this looks like: <https://youtu.be/9dOxyomUSW8>



Family and Community Engagement

- Families and educators collaborate to create consistent and supportive contexts across home and school
 - Regular conversations
 - Soliciting feedback and information from families
- Developmental screening is used to support communication with families and provide early identification of opportunities to improve support
- Connections among families creates a sense of community that is supportive to a child's well being
- Educators respect and are responsive to families' diverse needs and preferences

Educators

- Talk regularly with families
- Share practices and ask about home activities
- Respect and respond to families' individuality

Program Leaders

- Ask families for feedback
- Build opportunities for families to connect
- Support developmental screening and referrals, when appropriate
- Support educators in understanding needs of families

Here is what this looks like: <https://youtu.be/TVFWVqPrfY>

Child Care Services - Continuous Quality Improvement

Continuous Quality Improvement (CQI)



Continuous Quality Improvement (CQI) is a collaborative process that uses information (data) about programs to guide efforts to improve classroom practices and program operations.

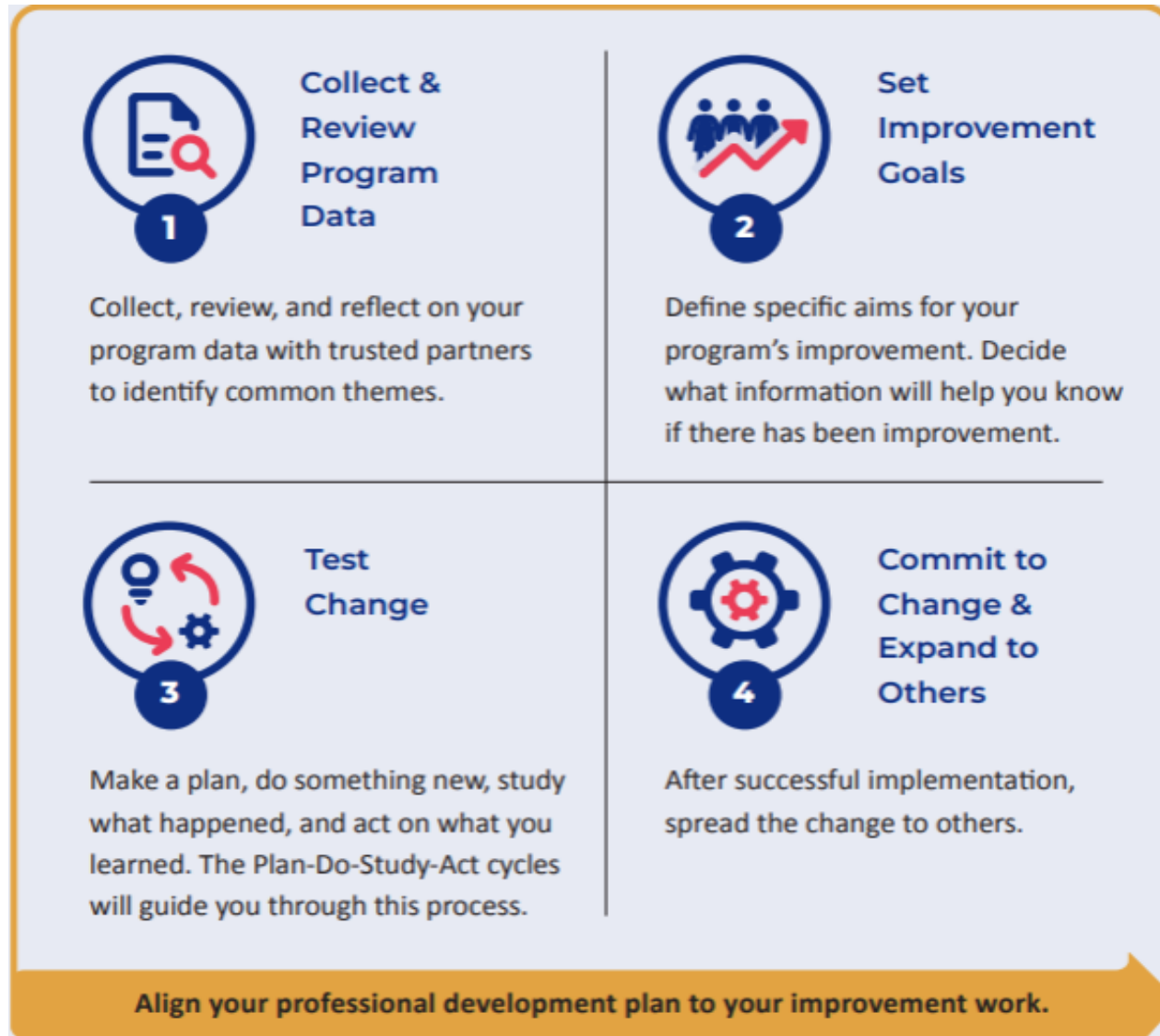


It is an ongoing journey of growth and a process to engage in continuous reflection of your daily work. It requires an openness to change and involves thoughtful planning, trying new strategies, and thinking honestly and carefully about what is happening at a program.



By consistently examining experiences, decisions, and outcomes, program teams can gain deeper insights into what works and why.

A Four Step Process



Continuous Quality Improvement Playbook

The **Continuous Quality Improvement (CQI) Playbook** contains templates, tools, and resources designed to help programs engage in and document the improvement process. It also supports integrating continuous quality improvement and professional development into regular program planning and operations. These materials streamline engagement in the process, making it easier for programs to collect and review data, test changes, and commit to changes.



Continuous Quality Improvement Playbook

Toolkit Resources

Self Assessment Tool

Examine current quality practices across key domains

Data Reflection Tool

Provide structure for reflection to support setting goals

List of optional program quality measurement tools

Information about commonly used tools

Continuous Quality Improvement Plan Template

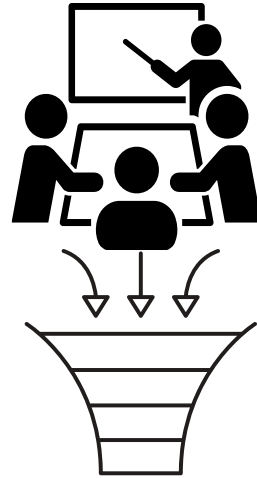
Document the plan and activities in the improvement process

Professional Development Plan Guidance and Template

Support intentional and comprehensive approach to professional learning

Types of Professional Development

Training and Coursework



Observation and
Feedback



Reflective
Supervision



Coaching



Mentoring



Peer Learning

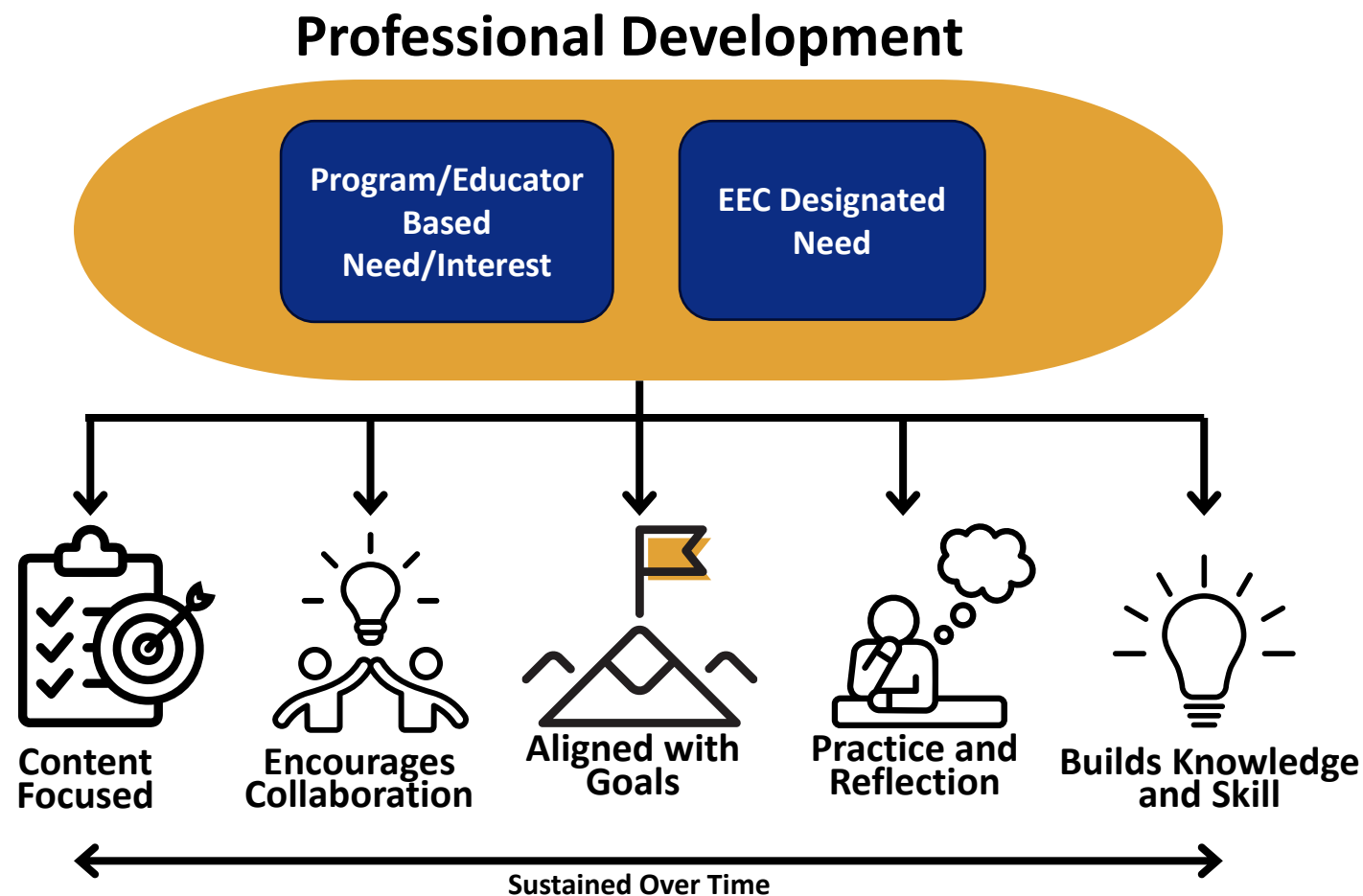


Collaborative
Planning Time

Job Embedded Professional Development Activities



Approach to Professional Development and Planning



Continuous Quality Improvement and Professional Development Plan Requirements

Participate in Leading Continuous Quality Improvement (CQI): Putting the Playbook into Practice

- One educational leader per contracted provider is required
- Four-part training series begins in May, please register on EEC's StrongStart LMS
- Additional cohorts will occur in FY26

Work with your Program Quality Specialist for technical assistance and support for CQI and Professional Development planning

Upon completion of the training, submit your CQIP and Professional Development Plan to your Program Quality Specialist

Small Groups Discussion – CQI and Professional Development Planning

- What types of data do you currently collect to inform program quality improvement and educator professional development planning?
- What challenges do you face in collecting and using data effectively?
- How does data guide your decisions around professional development for staff?
- What tools or support would help streamline your data collection process?

Break

EEC Staff and Program Supports

Strong Supports for Programs & Educators



EEC Staff Support

Licensors, program quality team and behavioral health specialists provide direct touch points to programs.



Strong Start Learning Management System

Access to asynchronous and facilitated foundational courses in multiple languages.



Professional Learning

Access to training and coursework provided statewide:

- Statewide Professional Development Academy
- Regional Professional Development Centers
- Community Colleges



Comprehensive Supports to Programs

Targeted supports accessible

- Early Childhood Mental Health Consultation
- Early Childhood Support Organizations (ECSOs)
- Pyramid Model Plus

System-wide supports for ongoing Continuous Quality Improvement and integration of high-quality practices

- Accessible and responsive to all child care program types
- EEC and external funded support partners are complementary and mutually reinforcing, creating a coherent experience for programs

Program Quality and Workforce Supports

Division Overview

Goal: Provide supports to child care workforce and programs to advance EEC's strategic objectives

Support Contract Providers and FCC Systems by:

- Providing training and technical assistance on program quality improvement, behavioral health and workforce supports
- Directing programs to funded support partners as needed
- Coordinating with other EEC units

Support Team

Program Quality Specialists

- Support programs with continuous quality improvement and professional development plans

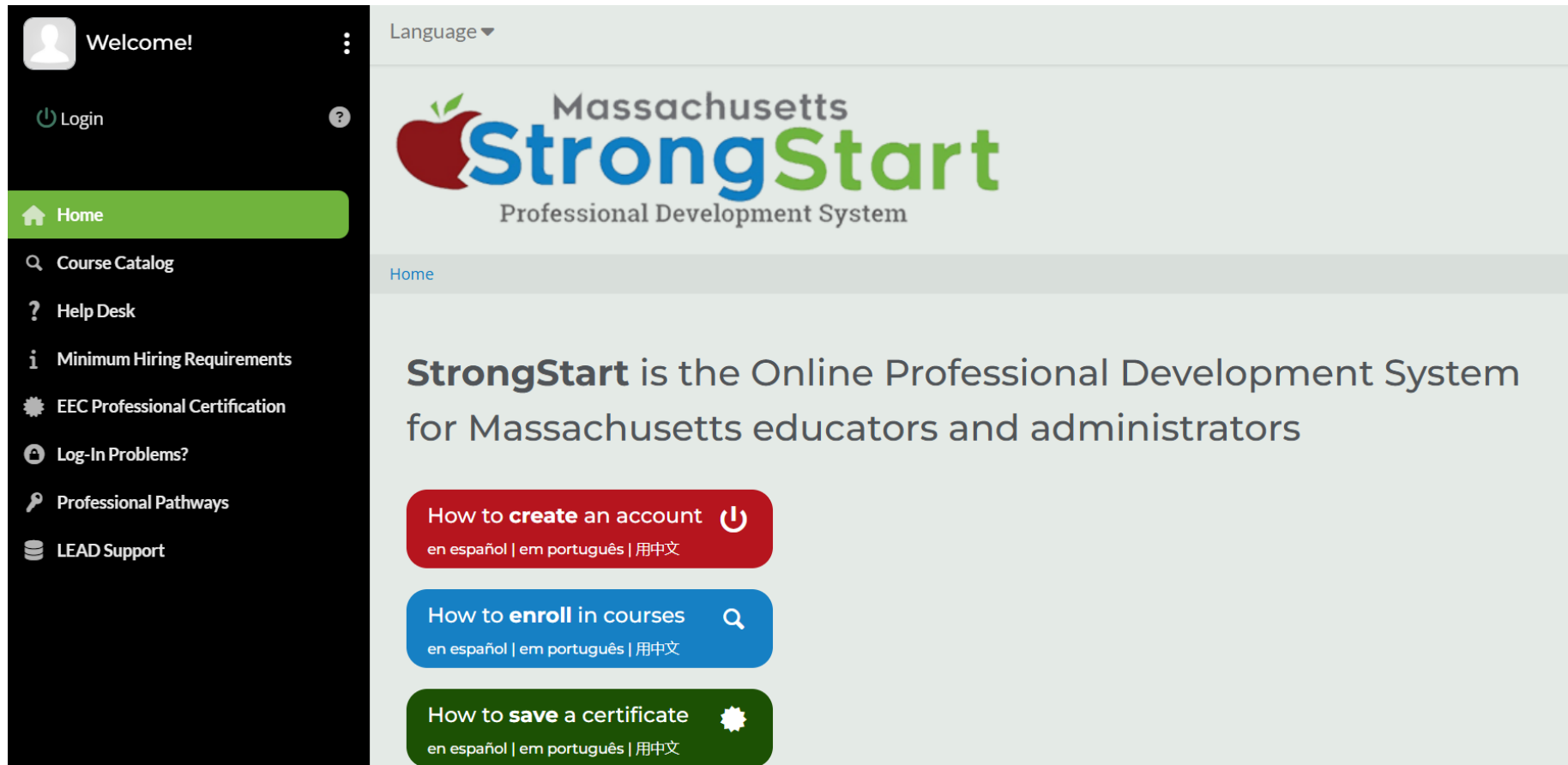
Behavioral Health Specialists

- Support programs to promote inclusion and social-emotional health and well-being of children, families and educators

Program Development Specialists

- Coordinate statewide support for FCC Systems
- Oversee EEC funded program support grants and contracts

EEC's Learning Management System



You can access EEC's StrongStart Professional Development System here: <https://strongstart.eoe.mass.gov/ets/home>

Professional Development Centers (PDCs) and the Statewide Professional Development Academy

PDCs are regional professional development entities that provide training and coaching to all EEC licensed child care programs

- PDCs and the Statewide Professional Development Academy offer facilitated training for all program types on a variety of topics, register through [EEC StrongStart](#)
- Contact your local PDC for coaching support for [program leaders and family child care educators](#) in support of continuous quality improvement goals aligned to EEC domains of quality
- Training and coaching are available in Cantonese, English, Mandarin, Portuguese, and Spanish



To learn more or contact your local support [visit here](#).

PDC and Academy Contacts

Western MA PDC

[FaceBook](#) | [Mailing List](#)

Kimm Quinlan - KQuinlan@hcc.edu
Amanda Thayer - AThayer@hcc.edu
Liz Charland-Tait - ECharlandtait@hcc.edu

Merril Miceli – MMiceli@hcc.edu
Shelia Gould – SGould@hcc.edu
Emmy Phelps – EPhelps@hcc.edu

Central MA PDC

[FaceBook](#) | [Mailing List](#)

Mary Watson Avery - MWatsonavery@umass.edu
Kesha Thompson - SRThompson@umass.edu

Kara Lehane - KLehane@umass.edu
Jody Figuerido - JFiguerido@umass.edu

Northeast MA PDC

[FaceBook](#) | [Mailing List](#)

Luisana Lizardo - LLizardo@thecommunitygroupinc.org
MaryAnn Roman - MRoman@thecommunitygroupinc.org
Marjorie Silvestrini Machado - MSilvestriniMachado@thecommunitygroupinc.org

Southeast MA PDC

[FaceBook](#) | [Mailing List](#)

Nicole Miles - N.Miles@outlook.com
Colleen Castaneda – CCastaneda@cdedu.co

Melissa Brickley - MBrickley@cdedu.co
Lauren Cimenno - LCimenno@cdedu.co

Metro Boston PDC

[FaceBook](#) | [Mailing List](#)

Deb Johnston Malden - Debra.johnstonmalden@umb.edu
Maria.teixeira@umb.edu Ana Teresa Farias - AnaTeresa.Farias001@umb.edu
A.Batista-Guerra@umb.edu Adriana Guerra -

Academy

[FaceBook](#) | [Mailing List](#)

Teddy Kokoros - Theodore.Kokoros@umb.edu
Amanda Wiehe Lopes - Amanda.Lopes@umb.edu
Caroline Yoder Blackman - Caroline.Blackman@umb.edu

Eric Burkes - Eric.Burkes@umb.edu
Anne Douglass - Anne.Douglass@umb.edu

Early Childhood Educator (ECE) Scholarship

The ECE Scholarship is open to educators who work in EEC licensed or funded center-based, FCC, out-of-school time or residential placements programs AND FCC Systems staff who work directly with educators, children and/or families.

- The ECE Scholarship is financial aid for students seeking a **certificate or degree** (associate, bachelor's or master's) at an eligible college/university.
- You must complete the FAFSA (or MASFA) before you can apply for the ECE Scholarship, but the scholarship is not based on financial need.
- The application will open in early May for the 2025-2026 academic year.

Visit the [EEC ECE Scholarship webpage](#) for specific eligibility and application information.

[Learn more at a virtual information session](#) (in English, Spanish and Portuguese)



Career Pathways Grant

Provides support at **community colleges** for college certificates, associate degrees and some individual courses

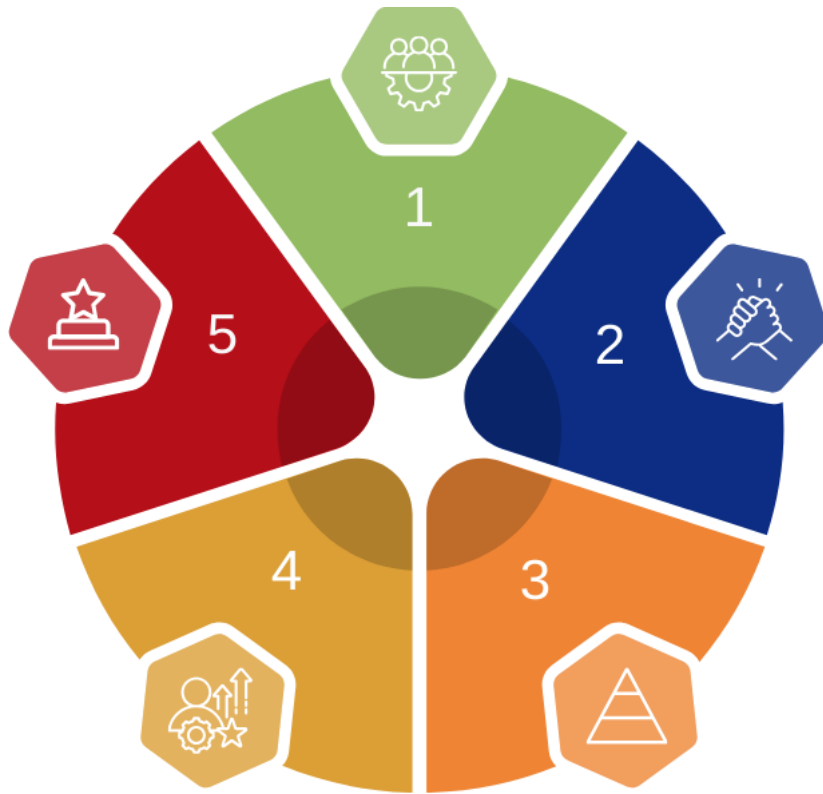
- Coursework for EEC Teacher certification is available.
- Individual support from a Grant Coordinator at the community college who will explain what courses to take and how to access financial assistance.
- There are resources such as: textbooks, technology, tutoring, career counseling and the campus library, food pantry and other supports.
- Courses start at the beginning of each semester. Community colleges are now enrolling for summer and fall.

Getting Started:

(Educators must reach out and register themselves)

1. Select a community college:
[EEC Career Pathways Webpage](#)
2. Email the Career Pathways coordinator
3. Monitor inbox for email reply
4. Follow instructions from Career Pathways coordinator
 - The educator may be asked for their high school diploma or transcript of college courses

Behavioral Health Resources and Social Emotional Learning Supports



1

EEC Behavioral Health Team

2

Early Childhood Mental Health Grant

3

Pyramid Model Supports

Pyramid Plus Program Sites, Training, Communities of Practice (UMASS Donahue / Pyramid Plus)

4

Trauma Informed and Responsive Training Opportunities

5

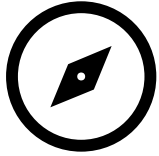
Commonwealth Preschool Partnership Initiative

Support to communities around inclusion, special education & Pyramid Model

The EEC team collaborates across units to identify and address needs of educators across the Commonwealth. The behavioral health team closely collaborates with the Family Access & Engagement unit, Commonwealth Preschool Partnership Initiative (CPPI) team and grantees, Head Start Collaboration Office, Educator Supports, and the EEC Licensing team.



EEC Behavioral Health Team



Resources & Technical Support

- Social emotional development
- Positive behavior intervention strategies to de-escalate behaviors that challenge
- Exclusionary Discipline policy consultation



Collaborate & Coordinate Resources

- Support coordination between EEC staff, regional teams, priority population contracted providers
- Continue to develop protocols, frameworks and guidelines to support implementation of support services



Facilitate Referrals to Grantees

- Referrals to the Early Childhood Mental Health Consultation (ECMHC) Grantees
- Coordination with the Professional Development Centers (PDC)



Early Childhood Mental Health Consultation Grant Supports

- Classroom observations and strategies for creating supportive learning environments.
- Training and coaching for educators.
- Guidance for developing ongoing partnerships with families.
- Individual observation and assessments of children (with parental consent).
- Help with individualized behavior support plans for children, using input from parents and educators to prevent concerning behaviors.
- Referrals to community-based services that meet the basic needs of children and family (with parental consent).



To learn more or contact your local support [visit here](#).

LMS Trauma Informed and Responsive Training

Click here to view the Strong Start Learning Management System (LMS) Trauma and Resilience Trainings in your preferred language:

[Click here for ENGLISH](#)

[Click here for PORTUGUESE](#)

[Click here for SPANISH](#)

[Click here for SIMPLIFIED CHINESE](#)

Through a collaboration between the Massachusetts Department of Early Education and Care and the Office of the Child Advocate's Center on Wellbeing and Trauma six learning modules on creating trauma-responsive and resilience building early education and care settings have been developed.

Access the flyer at:
mass.gov/doc/tir-lms-flyerenglish/download



Using your smartphone?
Scan the QR code to access the course.



MASSACHUSETTS
Department of
Early Education and Care

Upcoming Behavioral Health and TIR Supports



Inclusion and Support Toolkit

- EEC is working with a vendor to **develop a toolkit** that supports programs to
 - Establish behavioral health supports for children and educators and enhance social emotional learning
 - Develop program policies that reduce that use of exclusionary discipline
- **Supplemental resource guide** for technical assistance to build reflective practice and sustain best practices in social emotional learning
- **Training** for educators, leaders and support partners



Trauma Informed and Responsive Training Opportunities for Contracted Providers

- Partnership with the Office of the Child Advocate, Center on Child Wellbeing and Trauma for **ongoing training opportunities**.
 - **Contracted Providers**
 - **Family Access Administrator**



What's Next: Spring through Fall



CQI Training

Training for educational leaders to support continuous improvement and PD planning



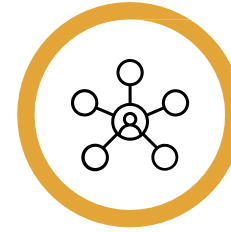
Submit CQIP and PD plan

Submit your plans to your Program Quality Specialist upon completion of the CQI training



Technical Assistance & Onsite Visits

Program Quality Specialists and Behavioral Health Specialists provide support and visit to learn more about your programs



Topic-Specific Trainings and Peer Learning

Topic-specific training modules on core services, family engagement, and contract requirements

Collaboration & Partnership Throughout

EEC Team Contacts

Sarah Volkenant, Associate Commissioner for Program Innovation and Support

sarah.volkenant@mass.gov

Jhanet Montoya, FCC Program Development Specialist

jhanet.montoya@mass.gov

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THANK YOU

For your time today and your ongoing commitment to the children and families of the Commonwealth!