



Commonwealth of Massachusetts Department of Early Education and Care

Contracted Provider Core Service Training
Supporting Families – Spring 2025

Housekeeping

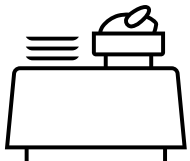


Please feel welcome to ask questions

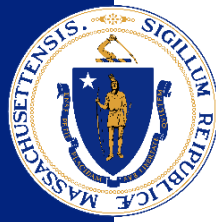
Questions will be gathered for a Q&A document that will be distributed after the training



Please silence electronic devices and step out of the room to take any calls



We will break for lunch at noon



Agenda

- Welcome & Introductions
- Core Services Components
- EEC Teams & Supports
- EEC Partner & State Agencies
- Supporting Families through Community Navigation

Lunch

- EEC's Programmatic Supports
- Supporting Families through Program Supports
- Supporting Priority Populations
- Next Steps

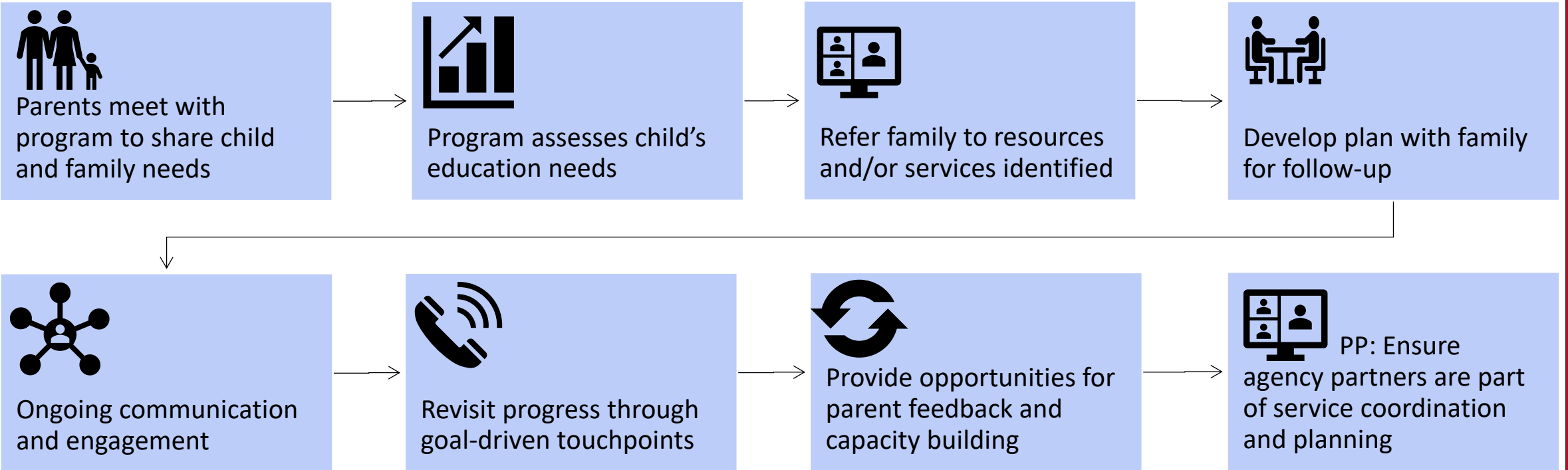
Learning Objectives

- ☐ Review the contract Core Services and how they connect to your current practices
- ☐ Discuss best practices for assessing whole family needs
- ☐ Learn about high-level state agency and community resources available in the community
- ☐ Consider how to actively refer families to the resources in the community
- ☐ Understand EEC supports available the programs available through EEC
- ☐ Discuss and share what supporting families looks like in your programs now and where there are opportunities for growth



What does the word support mean to you?

Steps to Supporting Families



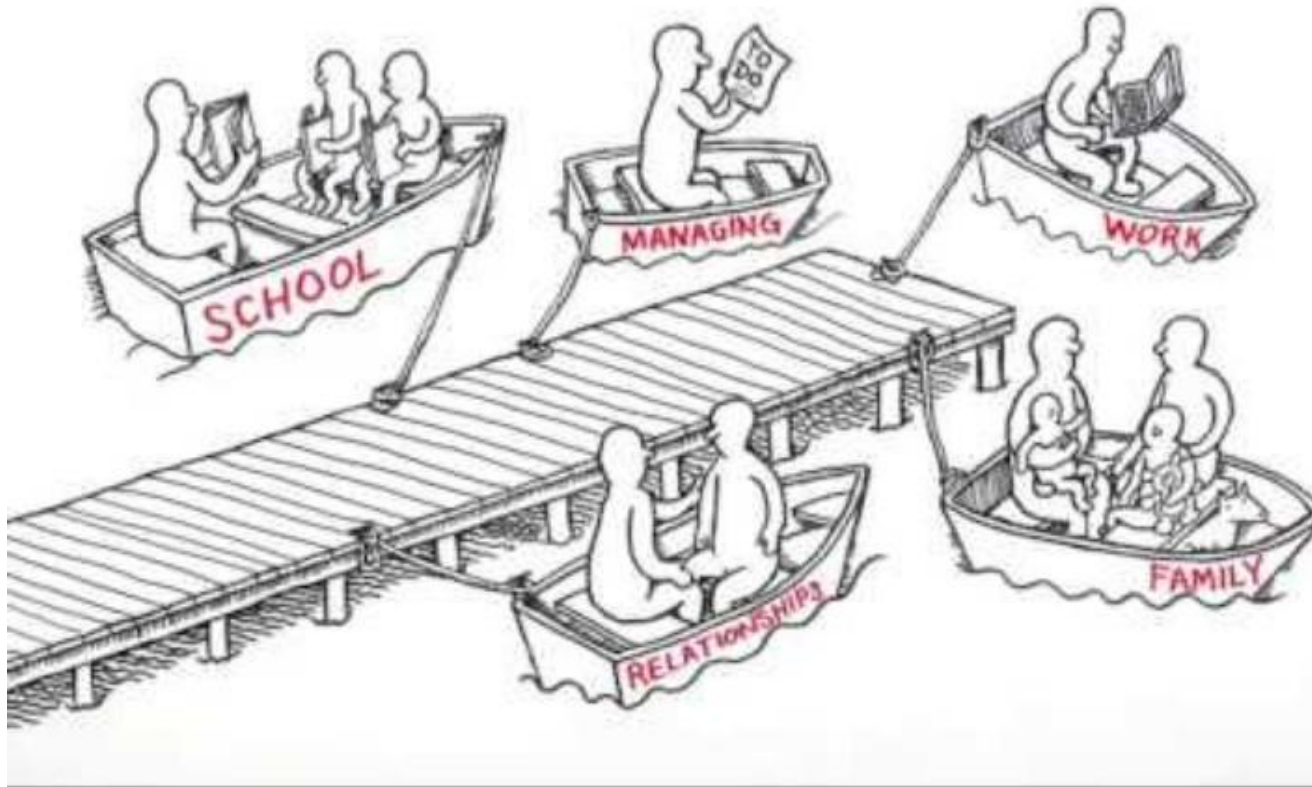
If a family decides to leave your program or child care services overall, providers must work with family on a transition plan and ensure they understand their rights in maintaining their child care financial assistance



Small Group Discussion:

What are some best practices that your organization uses to identify a family's needs?

How Children and Adults Can Build Core Capabilities for Life



Core Service Components

Service Components



Financial Assistance Services

- Review and determine a family's eligibility for CCFA as public benefit
- Conduct ongoing eligibility reviews, redetermination, and process cases timely
- Utilize contracts effectively to provide equitable access to families in the community
- Internal controls, record keeping, and reporting



Child Care Services

- Foster a safe, supportive, and respectful learning community
- Provide early education and out of school programming
- Staffing and Training and Professional Development
- Offer transportation services whenever possible



Family Services

- Engage respectfully with families
- Communicate with families about their child's education, support services, and financial assistance
- Provide all families with opportunities to evaluate programs and understand their child's development
- Behavioral Health and therapeutical support for staff and families



Community and State Agency Coordination Services

- Understand the region(s) served
- Connect families with other local, community, and government services
- Build relationships with state and community organizations
- Develop a network of partners to help support the broader needs of children and families

Guiding Principles in Service Coordination

- Inclusive, accessible and culturally mindful practices
- Communication with families
- Services that meet each individual child's needs, through onsite supports and other available EEC and community resources
- Parent engagement in service planning, program evaluation and understanding their child's development
- Behavioral Health and therapeutic support for staff and families (specific to Priority Populations)

Expectations

- Understand the region(s), communities' needs and families served
- Develop a network of partners to help support the broader needs of children and families
- Supporting families in goal setting and accountability, with a whole family, trauma informed lens
- Empower families in their own advocacy and building a network of support

In practice, this looks like...



Building trust to understand and assess each families needs, and making direct referrals to resources and services



Developing internal tools and processes that support goal driven follow-up and progression



Being engaged in your community, understanding your community's needs, and building relationships with programs that serve your area



Maintaining open lines of communication with state agencies. For Priority Populations, working with identified agencies on case coordination, reporting, and seat utilization

Coordinated Family & Family Engagement

Early Childhood Mental Health Grantees

Mass 211

CCRR's

Public Schools

Early Intervention

Behavioral Health Providers

Early Head Start & Head Start

Executive Office of Housing & Livable Communities

Dept. of Elementary & Secondary Education

Dept. of Transitional Assistance

Dept. of Children & Families

Dept. of Mental Health

Dept. of Public Health

MassHire Dept. of Career Services

Public Libraries

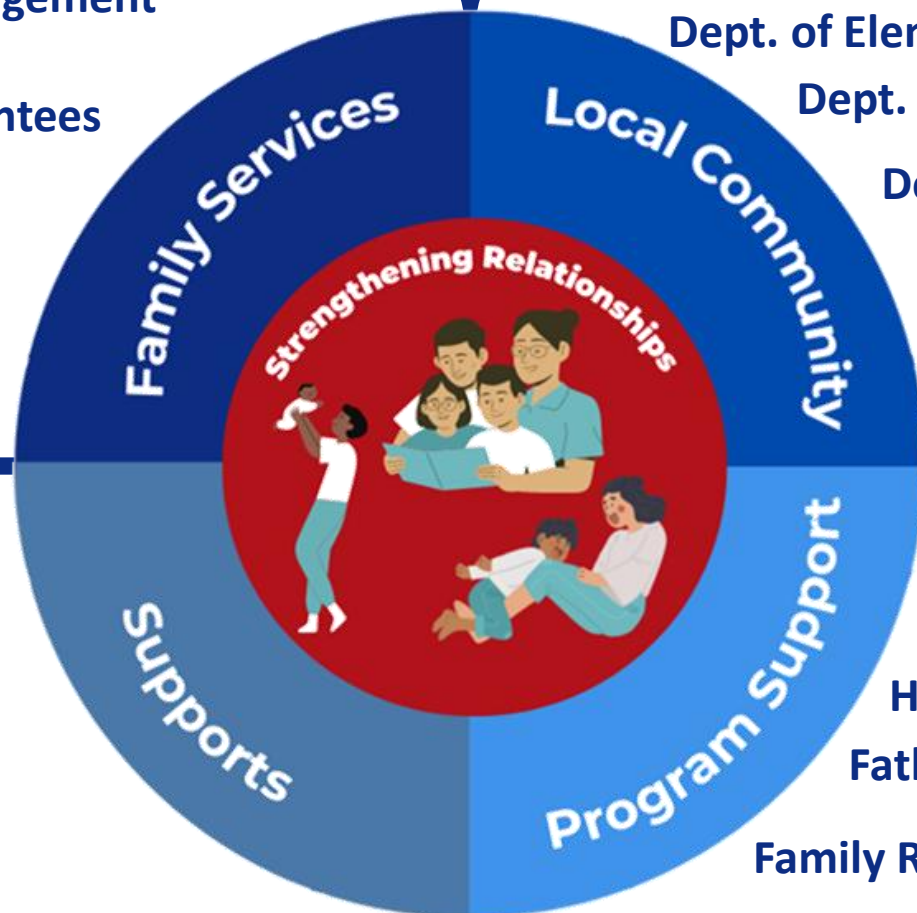
Contracted Programs

Home Visiting Programs

Fatherhood Groups

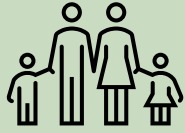
Family Resource Centers

Women, Infants & Children (WIC) Program



EEC Support Units

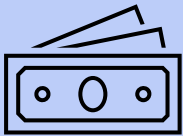
EEC Support Teams



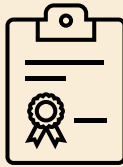
Family Access and Engagement



Program Quality and Workforce Supports



Financial Management & Audit Resolution



Field Operations and Licensing

Your EEC Support Network



EEC Supports

Family Access and Engagement

Family Access Specialists

- Act as point of contact for day-to-day contract management support

Financial Assistance Unit

- Support programs through policy and technical support

Family and Community Supports

- support family engagement

Program Quality and Workforce Supports

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

Financial Management & Audit Resolution

- Fiscal Monitors
 - Ensure compliance over record keeping, internal controls, fiscal management, and transportation
- Contracts/Accounts Specialists
 - Billing, payments, contracts and amendments

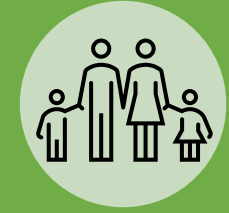
Licensing

Regional Licensors

- Licenses and oversees educational program health and safety
- Provides technical assistance and support
- Connects educators and programs to supports

Family Access and Engagement

Division Overview



Goal: Promote access to early education services and supports that help children thrive and families work through child care financial assistance and community and family engagement .

Support Contract Providers and FCC Systems by:

- Understanding the needs of each program
- Ongoing communication
- Coordinating across community and agency partners

Support Team

Family Access Specialists

- Act as point of contact for day-to-day contract and programmatic support and barrier buster for families and programs

Financial Assistance Unit

- Support programs through policy and technical support

Family and Community Supports

- Provide two (plus) generation activities, like playgroups and development screenings, that engage whole families in optimizing child development

Massachusetts Head Start Collaboration Office (HSCO)

- Facilitate partnerships between MA Head Start programs, federal Office of Head Start, and state early childhood systems

Family Access Specialist (FAS)



Responsibilities:

- Serve as first point of contact for providers in their assigned region
- Facilitate regional partnerships and coordination
- Work individually with programs to provide support and technical assistance

Contact your FAS when: You have a specific question about your contract or working with families.

Regional Team:

Southeast: Ashley Theodat

West: Kelly Castor

Central: Cynthia Smith

Metro Boston: Onika Clarke-Jenkins

Northeast: Mary Dennehy-Colorusso

Financial Assistance Unit

Statewide Contacts



Key Responsibilities:

- Case Reviews
- Special Need of Parent Eligibility
- Flexible Funding Requests
- Subsidy Management Policy Inquiries
- Helpdesk

Contact FAU when: You have a policy question or need IT support

Contact Information:

- Email:
EECSubsidyManagement@mass.gov

Team:

- Carmen Quinones, *Subsidy Policy & Technical Assistance Specialist*
- Johanna Gonzalez, *Financial Assistance Specialist*
- Brenda Hodziewich, *Financial Assistance Specialist*
- Brenda Santiago, *Financial Assistance Specialist*
- Charline Vaughan, *Financial Assistance Specialist*
- Jackeline Fernandez, *Financial Assistance Coordinator*

Family and Community Specialists



Responsibilities:

- Provide connections to local Coordinated Family and Community Engagement (CFCE) programs. CFCE programs link families to an array of services that optimize development from birth to age 6.

Contact Family and Community Specialist when:

- Families need playgroups, parent ed groups, home visiting, developmental screenings, referrals for WIC, food, diapers, medical care, etc.

Family and Community Specialists:

Southeast: Loretta Prendeville

West: Florence Howes

Central: Florence Howes

Metro Boston: Loretta Prendeville

Northeast: Lisa Cheney

Massachusetts Head Start Collaboration Office Overview



Head Start Collaboration Offices (HSCOs) are authorized through Section 642B of the 2007 Head Start Act and are funded through federal grants from the Office of Head Start to each state/territory

The Massachusetts Head Start Collaboration Office is located within EEC

With structure and support from the federal Office of Head Start, HSCO goals include:

- Strengthening early childhood systems;
- Improving access to comprehensive services and supports for children birth to school whose families live in poverty;
- Augmenting Head Start's capacity to partner on state initiatives for children and families; and
- Facilitating the involvement and recognition of Head Start in state policies, plans, processes, and decisions.

Please contact MA HSCO staff for additional information:

- Amy Whitehead-Pleaux, HSCO Director, amy.whitehead-pleaux@mass.gov
- Danya Tribuna, HSCO Program Coordinator, danya.e.tribuna@mass.gov

Program Quality Specialists



Responsibilities:

- Provide training and technical assistance on continuous quality improvement (CQI) and professional development planning

Contact your Program Quality

Specialist when: You want to know more about how you can meaningfully engage in CQI and plan intentional professional development for leaders and educators

Program Quality Specialists:

Southeast: Chewlee Lim and Jody Dominguez

West: Eric Litt

Central: Eric Litt

Metro Boston: Chewlee Lim

Northeast: Jody Dominguez

Behavioral Health Specialists



Responsibilities:

- Provide resources and technical assistance to promote inclusion and social-emotional health and well-being of children, families, and educators

Contact your Behavioral Health Specialist

when: You want to know more about social emotional learning (SEL) approaches and positive behavioral supports in your program.

Behavioral Health Specialists:

Southeast: Stacey Ware

West: Aimee Smith-Zeoli and Alexis Thibodeau

Central: Alexis Thibodeau

Metro Boston: Chris Lloyd

Northeast: Chris Lloyd and Stacey Ware

Field Operations and Licensing

Division Overview



Goal: Ensuring programs are offering high quality education and care especially in underserved communities.

Support Contract Providers and FCC Systems by:

- Working Together Meetings FCC
- Holding Director and New Director trainings
- Act as bridge between EEC Licensing and Financial Assistance

Family Child Care Licensors

Support Team

- License and oversee educational program health and safety
- Provide technical assistance and support
- Connect FCC educators and programs to supports

Group and School Age Licensors

- License and oversee educational program health and safety
- Provide technical assistance and support
- Connect GSA educators and programs to supports



Break time

EEC Contracted Community Supports



CCR&R Agencies Overview



Eligibility

- Reviewing and determining a family's eligibility
- Ongoing Eligibility Reviews, Redetermination and Case Closing
- Internal Controls and Other Responsibilities



Family Services

- Resource Services
- Referral Services
- Financial Assistance Services
- Communication with Families



Provider Services

- Provider Management and Finance
- Provider Monitoring
- Maintaining Provider Information
- Provider Recruitment and Capacity Expansion
- Supporting Funded Informal Child Care Providers
- Training and Technical Assistance



Community and State Agency Coordination

- Connecting and partnering with state and community organizations to meet the holistic needs of families.

Mass211 Overview



Family Services

- Information and Referral Services
- Waitlist Management
- Conducting Soft Eligibility
- Parent Feedback



Community & State Agency Coordination

- EEC Regional Offices/Licensing
- Department of Children and Families
- Child Care Resource & Referral Agencies (CCRRs)
- Coordinated Family & Community Engagement (CFCE) Network
- Communities & the Early Education Field

Other Community Resources:

- Call2Talk
- Food Security
- Utility Assistance
- Youth Homelessness
- Runaway Assistance
- Domestic Violence
- Behavioral Health
- Transportation

Coordinated Family & Community Engagement (CFCE)

CFCE programs are locally-based programs in your community that provide child development services and resources to families with young children. There are 80 CFCE programs across the Commonwealth providing services to all 351 cities and towns in Massachusetts.

The CFCE network helps to promote and support:

- Parent education and family engagement
- Early literacy and child development using parent-child playgroups
- Collaboration between local early education and care partners
- Transitions between early education and care settings, home and school
- Developmental screenings using Ages and Stages Questionnaire (ASQ)

https://eeclead.my.site.com/apex/EEC_FamilyResourcesChildCare

State Partners

Early Intervention (EI)

Governed by Department of Public Health (DPH)

Serves Massachusetts families with children under the age of three who are not reaching age-appropriate milestones, diagnosed with certain conditions, or have medical or social histories which may put them at risk for a developmental delay. EI services are meant to help support families and caregivers and to enhance the development and learning of infants and toddlers

Eligibility: EI programs serve children from birth up to 3 years. EI conducts an evaluation to determine eligibility for services.

Services provided: Developmentally appropriate services including home visits and child groups provided by Developmental Specialists, Social Workers, PTs, OTs, SLPs, ABA Therapists, and other disciplines

How to refer families: Anyone can refer a child to an Early Intervention program by contacting the program that serves their city or town. Find a local program at: <https://www.mass.gov/info-details/ei-program-contact-information>

Please visit: <https://www.mass.gov/info-details/about-massachusetts-early-intervention-ei>

Department of Elementary and Secondary Education (DESE)

For all students in Massachusetts, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades. **Culturally and linguistically sustaining classroom and school practices** will support students to thrive by **creating affirming environments** where students have a **sense of belonging**, **engage in deeper learning**, and **are held to high expectations** with targeted support.

Eligibility: Massachusetts' compulsory school attendance law ([G.L. c. 76, § 1](#)) requires children between the ages of 6 and 16 to "attend a public day school in the town the student resides, or some other day school approved by the school committee...."

Services: Public School, Homeschool & Special Education Evaluation and Services for Children 3-22 years old

Please visit: <https://www.doe.mass.edu/>

Department of Public Health (DPH)

Promotes and protects health and wellness and prevents injury and illness for all people. We prioritize racial equity in health by improving equitable access to quality public health and health care services and partnering with communities most impacted by health inequities and structural racism

- **Bureaus:** Family Health & Nutrition, Substance Addiction Service, Community Health and Prevention and more
- **Services:** WIC Nutrition program, Home visiting programs, Treatment and Recovery Services, Sexual and Domestic Violence programs and shelters
- **For Eligibility and Access Information visit:**

<https://www.mass.gov/orgs/department-of-public-health>

Department of Mental Health (DMH)

Provides access to services and supports to meet the mental health needs of individuals of all ages; enabling them to live, work and participate in their communities.

- **Services:** Infant and early childhood mental health (IECMH) services, Behavioral Health Help Lines, Resources for Transition Age Youth And Young Adults (Ages 16-22)
- **Eligibility and Access:** Several resources are free to the general public and other may require families to meet certain eligibility criteria.
- **How to refer families:**
<https://www.mass.gov/guides/find-which-dmh-office-covers-your-city-or-town>

Department of Transitional Assistance (DTA)

Assists and empower low-income individuals and families to meet their basic needs, improve their quality of life, and achieve long term economic self-sufficiency.

- **Services:** Food assistance (SNAP), economic assistance (cash benefits), workforce training opportunities and supports
- **Access:** DTA has 20 local offices, 100 + outreach partners and most application and benefit services available online through DTA Connect or the DTA Assistance Line
- **Supports in the community:** Community Liaisons, Full Engagement Workers (FEWs)
- **For Eligibility and Application information visit:** <https://www.mass.gov/orgs/departments-of-transitional-assistance>

Department of Children and Families (DCF)

Prevent Child Abuse and Neglect for children and youth from birth to 22 years old.

- **Services:** DCF Provides clinical supports to families in need. DCF support permanency for children through foster care, adoption and reunification. DCF also supports the communities through preventative programs such as Family Resource Centers.
- **Eligibility:** Mandated Reporter file a 51A report and DCF conducts investigations to screen a family in or out for services.
- **Access:** DCF has 29 Area Offices through out the state.
- **Supports in the community:** The DCF Child Care Coordinator and Regional Child Care Coordinators

Executive Office of Housing and Livable Communities (EOHLC)

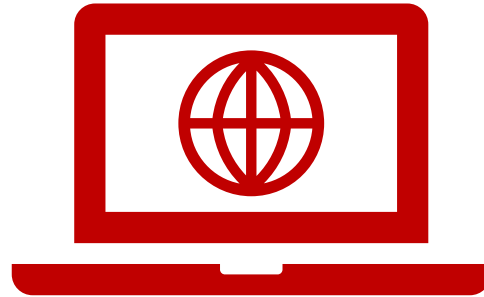
Offers programs to help prevent homelessness and to help people afford housing.

- **Services:** help with housing in Massachusetts through shelter, eviction support, emergency help for housing costs, rental vouchers, public housing, and affordable apartments & homes
- **Supports in the Community:** Emergency shelters and housing stabilization staff
- **How to refer families:**
<https://www.mass.gov/info-details/massachusetts-housing-assistance-emergency-and-long-term-help>

MassHire Career Centers Department of Career Services (DCS)

Oversees the state's network of Career Centers, aiding business locate qualified talent, and offering career services and referrals to jobseekers.

- **Services:** provides job seekers and employers with a range of services to connect individuals with employment opportunities and help businesses find qualified talent. These centers offer assistance with job searches, career planning, training, and re-employment services
- **Supports in the Community:** Over 25 Career Centers, providing virtual and in-person services, including 1:1 counseling, training and job fairs
- **Find your local Career Center:**
<https://www.mass.gov/masshire-career-centers>



Please see [mass.gov](https://www.mass.gov) for the most up-to-date information for all State agencies, as well as links related to eligibility, how to access services and resource materials

Other Community Agencies

Head Start

Early Head Start (Ages Prenatal-3)

- Program settings: Center-based, Home-based (home visiting), Family Child Care, and Locally Designed Services

Head Start Preschool (Ages 3-5)

- Program settings: Center-based, Family Child Care, and Locally Designed Services

To Apply for Head Start Services

- Contact your local Head Start program! Find a program near you at <https://headstart.gov/>
- Head Start is free for eligible families! Eligibility can be found here: <https://headstart.gov/how-apply>

Early Learning and Development: Provides a variety of relationship-based experiences to help children grow in their approaches to learning, social and emotional development, language and literacy, cognition, and physical development

Health and Wellness: Offers nutrition services; opportunities for physical activity; medical, dental, hearing, vision, and behavioral screening; and supports for family health and mental health

Family Well-being: Provides family support and links to community resources during pregnancy and parenting; connects families with local, state, and federal assistance; and supports families in their goals of economic mobility, including career pathways within Head Start

Family Engagement: Engages families in the planning and implementation of program activities. Parents/families serve on policy councils and committees that make administrative decisions; participate in classes and workshops on child development; and volunteer in the program

Family Resource Centers (FRC)

The Massachusetts Family Resource Centers (FRCs) help families and individuals resolve challenges, strengthen their bonds, connect to others, and engage in their communities. They provide clinical and community support for children who are experiencing mental/behavioral health challenges by connecting them to a licensed mental health clinician and through programs and activities offered at the FRC.

- **Programs, services and supports offered:** Parenting skills workshops, Clinical mental health support, Self-help groups, Life skills programs, Financial workshops, Stress management workshops, Grandparents groups, Education programs, Family events and activities, Playgroups and youth programs, Assistance with basic needs, Arts, cultural, and sports events
- **Access:** The FRC Network has locations in each of the 14 Massachusetts counties in 32 cities and towns and continues to expand
- **How to refer families:** Please find your local program at: <https://www.frcma.org/>

Commission on Grandparents Raising Grandchildren

The purpose of this Commission is to be a resource to the Commonwealth on issues affecting grandparents raising grandchildren, and other relatives, other than parents, raising kin.

- **Programs, services and supports offered:** Support service, support groups, legal and financial service, and more.
- **How to refer families:** Please find your local program at: https://www.massgrg.com/massgrg_2019/index.html
- **For more information on the Commission please visit:** <https://www.mass.gov/info-details/grandparents-raising-grandchildren>

Community Action Agencies

Strengthen, unify, and advocate with the Community Action Statewide Network to advance economic, racial, and social justice and to create communities where everyone thrives. There are 23 Community Action Agencies (CAAs) serving the families of Massachusetts with programs and services to create opportunities, open the doors to economic mobility, and ultimately, end poverty.

- **Programs, services and supports offered:** MA Community Action Agencies (CAAs) provides or provides a connection to a range of programs to help Massachusetts individuals and families across the state, including Adult Education, Early Education, Energy Programs, Food and Health Services, Housing, Money Management and Tax Services
- **Access:** [the MA Community Action Agency Network](#) has 23 locations across the state, each covering a local service area

Meeting families where they are with Community Supports

Meeting families where they are with Community Supports

Each group will have a family case to review and determine the community support and resources:

- What type of resources would you refer this family to?
- Who would you work with to facilitate the referral?
- Why would you refer them to this resource?
- What would follow-up look like?

Scenario A – Pierre R.

Pierre R. calls in to get on the waitlist for Child Care Financial Assistance.

He has 2-year-old twins and a new baby on the way. He says he is in between jobs and is looking for something higher paying.

He needs child care as soon as possible, his wife is pregnant and due soon.

You have a seat available for both children. You conduct soft eligibility, and mom is working and will start her leave when the baby is born next month. The family is interested in FCC.

You complete the enrollment process, and it comes to your attention that the 2-year-olds are not talking yet.



Scenario B – Lydia S.

Lydia has been referred to you from a local homeless shelter. Her is most comfortable speaking Spanish but understand English well.

She would like to enroll her child into child care because she has found a job. She has a 4-year old child with special needs.

You have a space in your center-based program for her child. During the enrollment visit Lydia says that she has moved often and her child does not have services.

Lydia has shared that she wants to go to school in the fall and is working on getting her own apartment. She depends on public transportation.



Scenario C – Joseph J.

Joseph and his wife have 2 children (5 years old and 11 years old) enrolled in your program. The 5 year old will be starting Kindergarten in the fall with the public school.

The 11-year-old has recently had some behavioral challenges in your program. The child recently disclosed to a staff that he trusted that their parents are having bad fights and his mother recently lost her job last month.

At their last authorization 6 months ago both parents were employed full time.



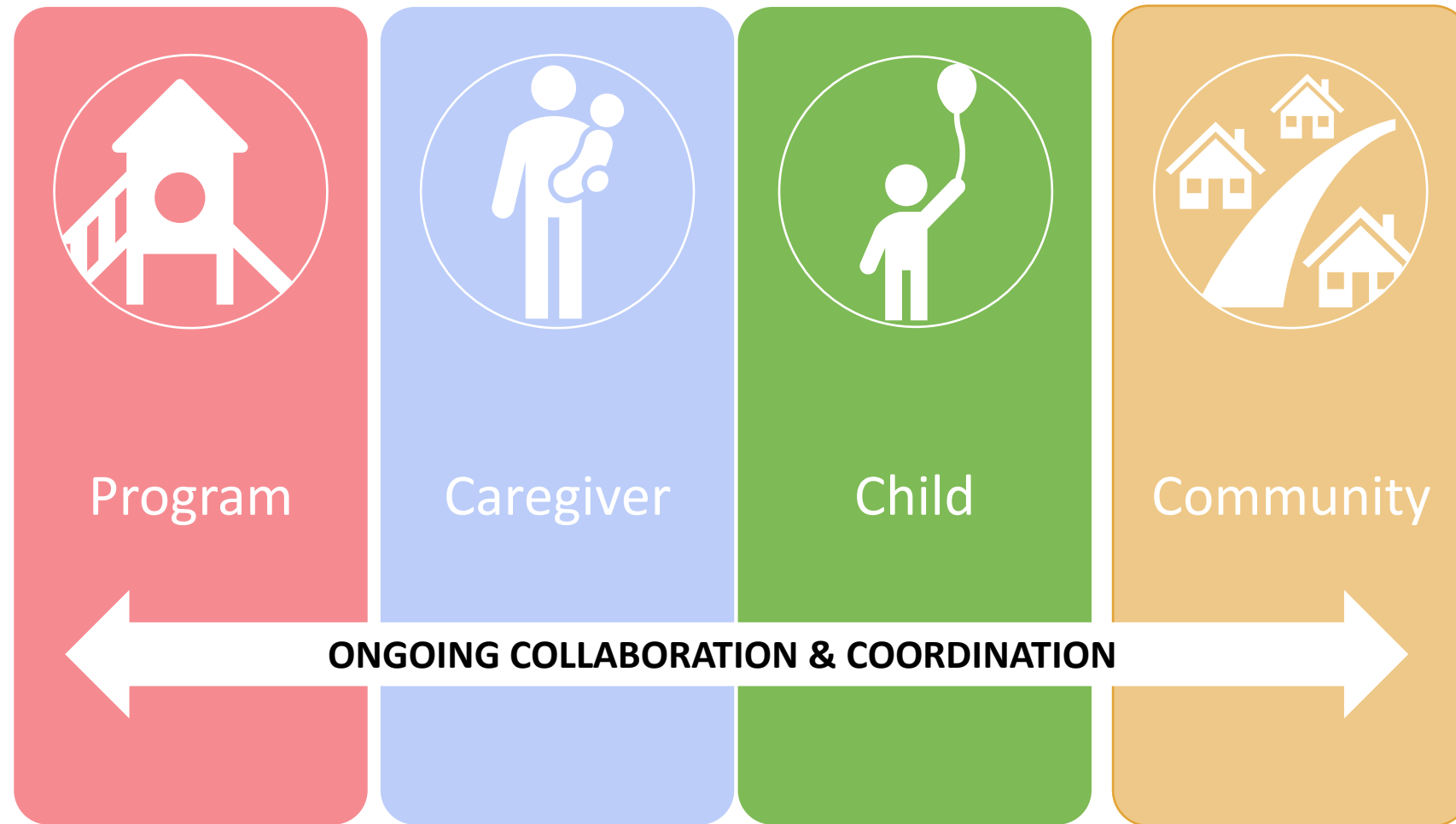


Lunch time

What one new thing that you learned from the morning session?

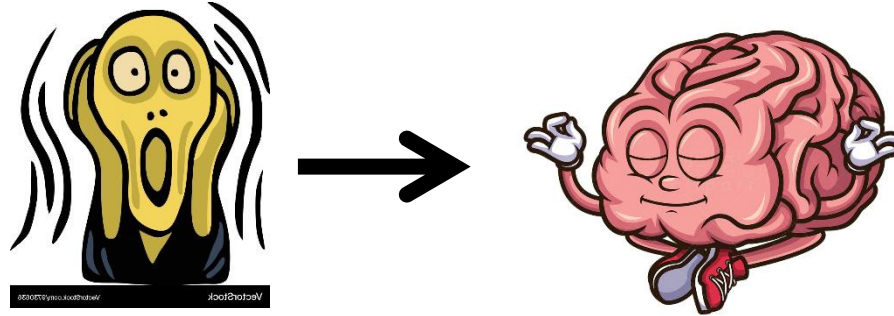
What are ways that your program supports families in the classroom while they are also receiving supports in the community?

How to Support Families



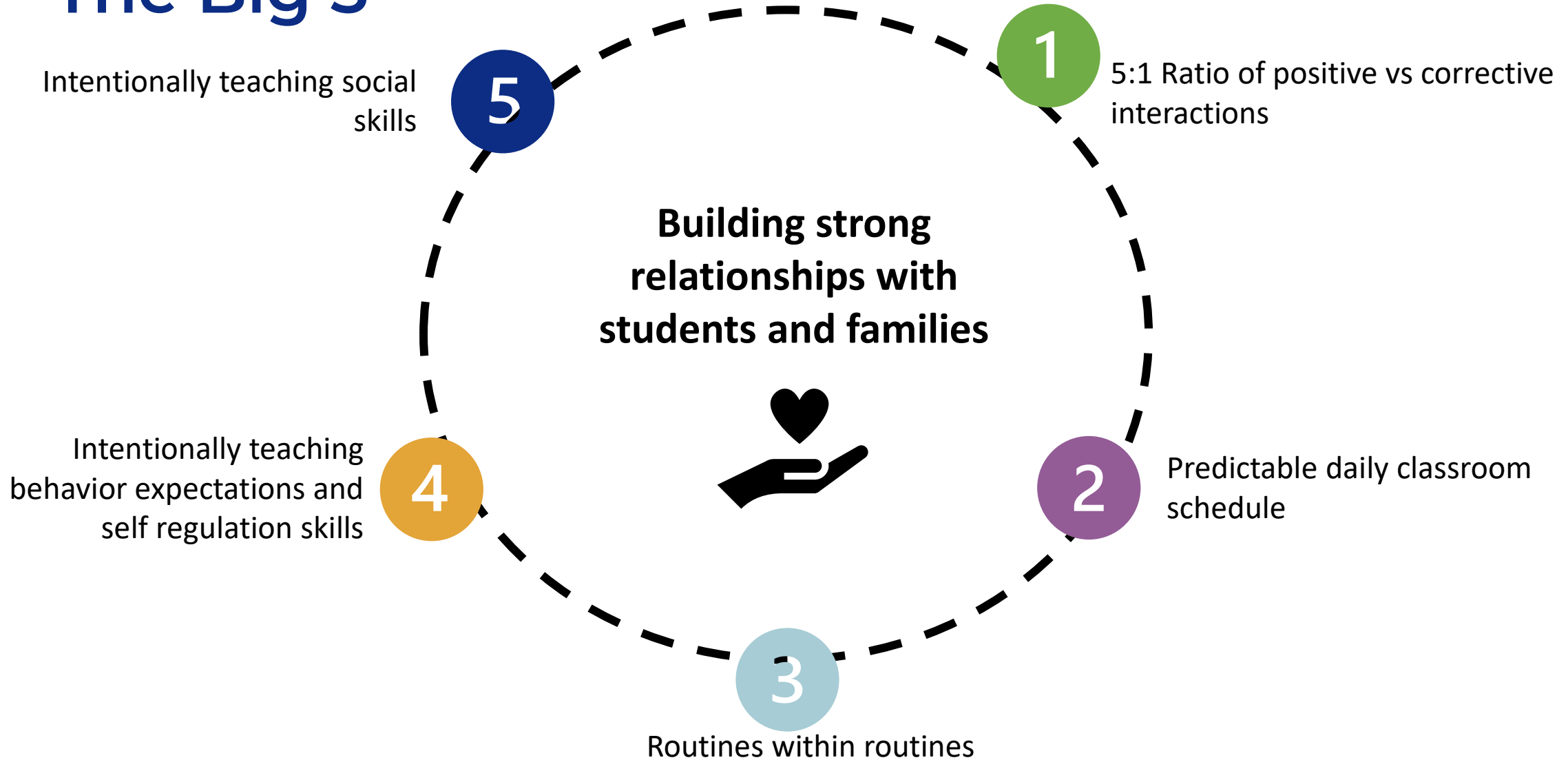
Challenging Beliefs About Behaviors

Get Curious



- Family Partnerships
- Utilization of Data
- Give it time and patience
 - (There is NO “one size fits all” approach)
- Use available supports and frameworks
 - The “Big 5” and Pyramid Model
 - Mental and Behavioral Health Supports

The Big 5



Mental and Behavioral Health

EEC Behavioral Health Specialists

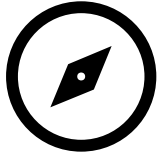
- BH Specialist work in partnership with Program Quality Specialists and regional licensing offices to coordinate support for programs, including referral to ECMH grantees
- Reach out to your Behavioral Health Specialists when you need short term TA support for...
 - Behaviors that challenge
 - Positive behavior intervention
 - De-escalating behaviors
 - Exclusionary discipline policy consultation
 - Support with facilitation of referrals

Early Childhood Mental Health Grantees

- Reach out to your ECMH grantee when you need support for....
- 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).



EEC Behavioral Health Team



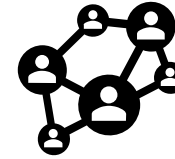
Resources & Technical Support

- 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)





Meet the Behavioral Health Team



Aimee Smith-Zeoli

*Supervisor and Western
Region*

[Aimee.m.smith-
Zeoli@mass.gov](mailto:Aimee.m.smith-Zeoli@mass.gov)



Alexis Thibodeau

*Western and Central
Region*

[Alexis.Thibodeau@mass.
gov](mailto:Alexis.Thibodeau@mass.gov)



Chris Lloyd

*Metro West and
Northeast Region*

Chris.Lloyd@mass.gov



Stacey Ware

*Northeast and
Southeast Region*

Stacey.ware@mass.gov





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](#).





Early Childhood Mental Health Consultation Grantees

GRANTEE	SERVICE AREA
Behavioral Health Network / Collaborative Hampden/Berkshire 413-572-4111 (Matt Matroni) Hampshire/Franklin 413-203-9194 (Vanessa Pashkoff)	Western MA /Berkshires
Empower, LGA Rhonda Stollerman 508-808-8044	Canton / Westboro/ Quincy / Foxboro
Community Healthlink - Together for Kids Beth Ciavattone 508-421-4454	Central MA / Worcester
Massachusetts Society for the Prevention and Cruelty to Children (MSPCC) Jayna Doherty 508-688-5408	Lowell/Lawrence / North Shore
Justice Resource Institute (JRI) Stacey Gay 508-828-1308	Southeast / Cape and Islands
Walker Inc. Amber Kule 781-292-2143	Boston

For More Information

- EEC developed an **all-in-one webpage** for early childhood behavioral, mental health & special education resources: <https://www.mass.gov/early-childhood-resources>
 - Training opportunities and registration links
 - Resource guides on family wellbeing, special education, educator materials
 - Details on events and contact information
- Center on Child Wellbeing & Trauma website: <https://childwellbeingandtrauma.org/>
 - Facts about childhood trauma
 - Trauma-responsive strategies
 - Toolkits and videos
 - Training opportunities

Flexible Funding Program

EEC may have flexible funding available on a case-by-case basis to provide **temporary financial support** to programs to successfully transition and include a child with disabilities that receives Child Care Financial Assistance.

Appropriate use of funds may include:

- consultation to identify necessary supports for the child
- training for program staff
- specialized equipment
- a temporary aide (1:1) position to enhance staffing.

EEC considers this funding as a temporary and preparatory step and expects a program to integrate any funded accommodations into its regular practice to enhance the program's ability to better meet the child's needs.

Child Care Educators must complete a Flexible Funding Application Request and provide the required documentation that shows the necessity of the funding.

Please note: Flexible Funding is based on funding availability.

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

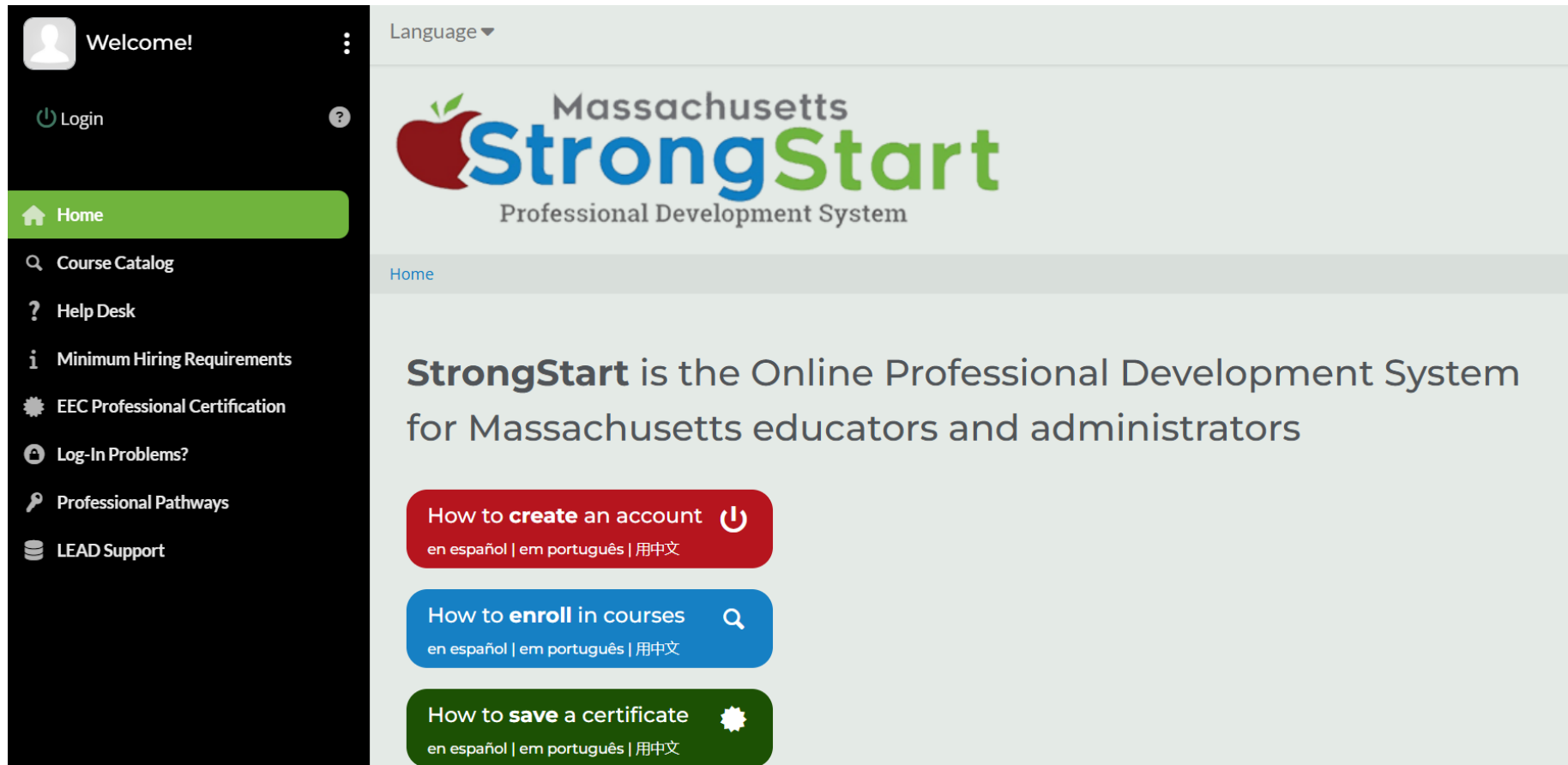
Targeted supports accessible

- 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

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



Break time

Meeting Families Where they are at with Program Supports

Meeting Families where they are at with Program Supports

Each group will have a family case to review and determine the programmatic supports:

- What resources could support this child in your program?
- How would you support your staff through this process?
- How could this resource benefit your whole program?
- What if any changes would your program need to make to accommodate these supports?
- Who would you contact at EEC for support?

Scenario A – Pierre R.

Pierre R. calls in to get on the waitlist for Child Care Financial Assistance.

He has 2-year-old twins and a new baby on the way. He says he is in between jobs now but has something in the works.

He needs child care as soon as possible, his wife is pregnant and due soon.

You have a seat available for both children. You conduct soft eligibility, and mom is working and will start her leave when the baby is born next month. The family is interested in Family Child Care.

You complete the enrollment process and it comes to your attention that the 2 year olds are not talking yet but they are working on getting the children evaluated.

The family is beginning to work with Early Intervention



Scenario B – Lydia S.

Lydia has been referred to you from a local homeless shelter. She is most comfortable speaking Spanish but understand English well.

She would like to enroll her child into child care because she has found a job. She has a 4-year old son with special needs.

You have a space in your centerbased program for her child. During the enrollment visit Lydia says that she had moved often and her child does not have services in place.

Lydia has shared that she wants to go to school in the fall and is working on getting her own apartment. She depends on public transportation.

Lydia admits that she is worried about the school judging her and labeling her son.



Scenario C – Joseph J.

Joseph and his wife have 2 children (5 years old and 11 years old) enrolled in your program. The 5-year-old will be starting Kindergarten in the fall with the public school.

The 11-year-old has recently had some behavioral challenges in your program. The child recently disclosed to a staff that he trusted that their parents are having bad fights, and his mother recently lost her job last month.

At their last authorization 6 months ago both parents were employed full time.

Your program staff approached mom to see if the family needs assistance and she seems to be avoiding conversations.



Priority Populations Service Components



Financial Assistance Services

- Review and determine a family's eligibility for CCFA as public benefit
- Conduct ongoing eligibility reviews, redetermination, and process cases timely
- Utilize contracts effectively to provide equitable access to families in the community
- Internal controls, record keeping, and reporting



Child Care Services

- Foster a safe, supportive, and respectful learning community
- Provide early education and out of school programming
- Staffing and Training and Professional Development
- Offer transportation services whenever possible



Family Services

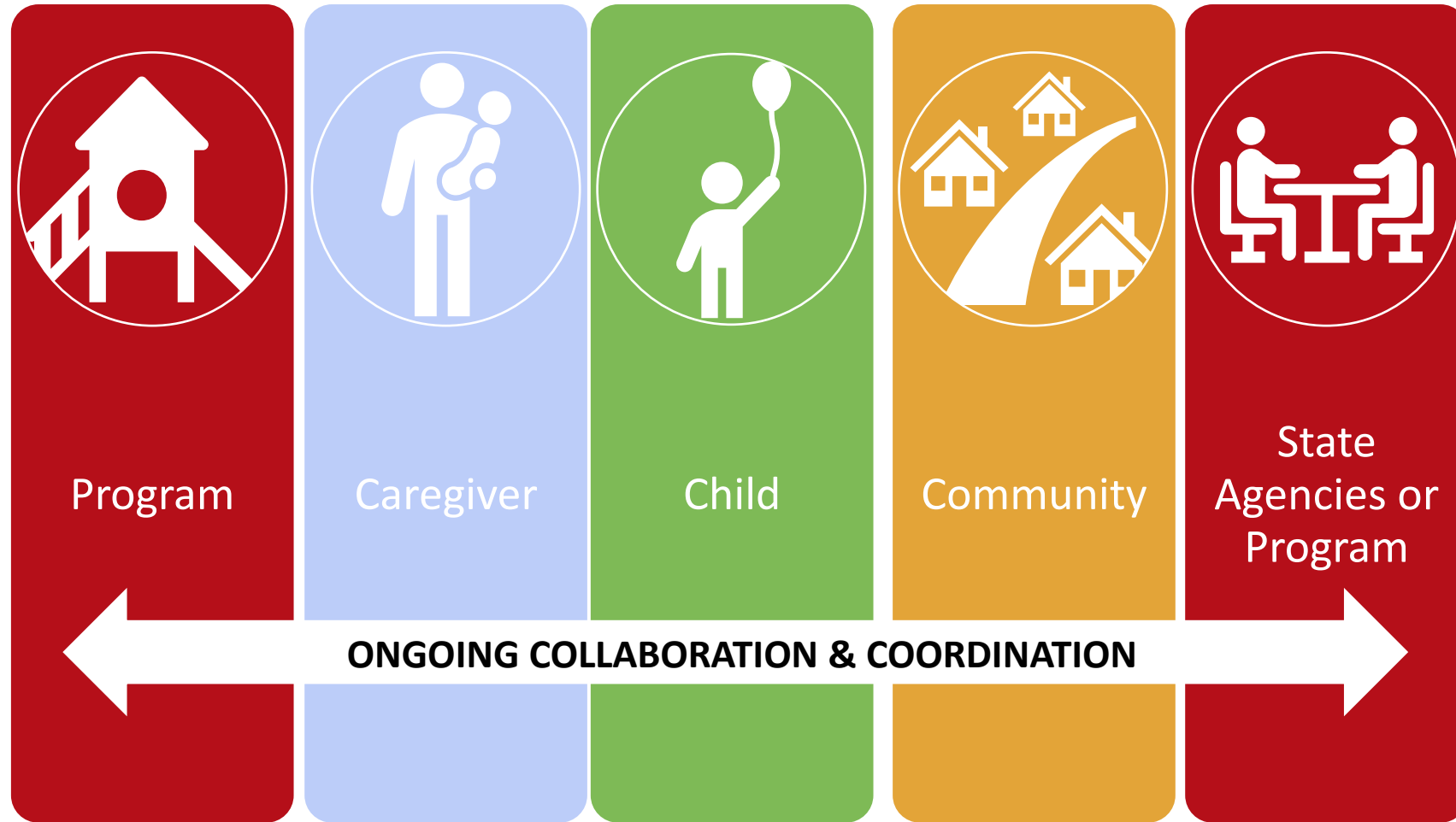
- Engage respectfully with families
- Communicate with families about their child's education, support services, and financial assistance
- Provide all families with opportunities to evaluate programs and understand their child's development
- Behavioral Health and therapeutical support for staff and families
- Enhance family supports



Community and State Agency Coordination Services

- Understand the region(s) served
- Connect families with other local, community, and government services
- Build relationships with state and community organizations
- Develop a network of partners to help support the broader needs of children and families
- Case coordination for families

How to Support Priority Population Families



Individual Family Service Plan

EEC expects all Priority Pops contracted programs to be working with families to identify their needs. Programs are expected to collaboratively with families to develop a plan for the program and family to use to guide how they will partner around the identified goals. Please note, the agencies working with families may have their own service plans based on the agency's goals, the program's goal should be share with the agency for case coordination and feedback.

- **Child's Development Needs-** The parent must be given the opportunity to identify any behavioral, developmental, or emotional concerns which they would like to be addressed through the program or that are being addressed through other services (EI, IEP, etc.).
- **Parent/Caregiver Needs-** The parent/caregiver must be given the opportunity to identify any supports that they may need for themselves such as: parenting classes, educational support, social supports, etc.
- **Family Service Needs-** The parent/caregiver must be given the opportunity to identify supports that they may need for their family such as Food Pantry, Housing, Transitional Assistance, etc.

EEC has not established a standard form for the Individual Family Service Plan yet. Program that already have a service plan document in place should continue to use it. For programs that do not, they should be working with families in these areas and documenting their progress.

Contract Meetings & Touchpoints

EEC is committed to meeting with and supporting contracted providers individually and collectively for the duration of the contract.

Annually
or Bi-
annually

Quarterly

Ongoing

Ad Hoc

THANK YOU

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