MASSACHUSETTS
Department of
Early Education and Care

2018 Annual Report

Commonwealth of Massachusetts

Submitted
March 18, 2019

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Submission of Annual Report:

This reports satisfies the Board of Early Education and Care's reporting mandates, as codified in M.G.L. c. 15D, §§ 3(g), 4, 5, 10, and 13(d), to submit an annual report describing its progress in achieving the goals and implementing the programs authorized under Chapter 15D of the General Laws of the Commonwealth. The accomplishments and activities described in this report are for 2018.

(See Appendix A for the reporting language.)

Mission of Department:

The Department of Early Education and Care was established in 2005 with a mission to provide "*the foundation that supports all children in their development as lifelong learners and contributing members of the community, and supports families in their essential work as parents and caregivers*."

We support this mission in partnership with the approximately 9,000 programs licensed by the Commonwealth through our agency. The Department of Early Education and Care serves as the entry point of Massachusetts' birth to 21 education pipeline. "Early education and care" includes formal programs for infants, toddlers, preschoolers, and school age children during out-of-school time; group homes; foster care and adoption placement agencies; and residential schools for children with special needs; as well as programs in informal settings such as home visiting and community-based family engagement networks that provide literacy and other developmental activities for children and parents in libraries and adult education centers. We also administer financial support for children from families that are low-income or who have been referred by the Department of Children and Families or the Department of Transitional Assistance, to attend a high-quality early education and care program. (See Appendix B for Subsidized Child Care Enrollment data.)

The Department of Early Education and Care endeavors to deliver the most effective high-quality, comprehensive early learning and development system in the nation. This requires ensuring that programs meet safety and best practice standards through regulatory review, technical assistance, and monitoring, and are supported in advancing to higher levels of quality through a system of standards and support. At the heart of a high-quality and comprehensive early education and care system are its educators, and to this end the Department works to build the knowledge, competencies and career pathways of the over 100,000 educators who comprise our workforce and are key to closing the early achievement gap and ensuring that all of our children enter school ready to succeed.

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Department of
Early Education and Care

Governance:

The Department of Early Education and Care (EEC) is part of the Executive Office of Education, one of nine Executive Offices under Governor Charlie Baker. Education Secretary James A. Peyser oversees the Executive Office of Education and is Governor Baker's top advisor on education. The Commissioner of Early Education and Care, Thomas L. Weber, manages the Department of Early Education and Care.

An eleven member Board of Early Education and Care sets policies and regulations related to early education and care programs and services in the Commonwealth of Massachusetts. Education Secretary Peyser and the Secretary of Health and Human Services are ex-officio members of the Board of Early Education and Care; the other nine members are appointed by the Governor. Commissioner Weber is the Secretary to the Board. The members of the Board of Early Education and Care are:

Nonie Lesaux, Ph.D, Chair
Juliana W. and William Foss Thompson Professor of Education and Society, Harvard University
At-large Representative

James A. Peyser - Secretary, Executive Office of Education

Marylou Sudders - Secretary, Executive Office of Health and Human Services (Carolyn Kain, designee)

Mary Walachy, Vice Chairperson - Executive Director of the Irene E. & George A. Davis Foundation
At-large Representative

Sheila Balboni - Executive Director, The Community Group
Appointed as early education and care provider with management and administrative experience

Joni Block - Grant Specialist, Brockton Public Schools
Appointed as an early education and care teacher

David Cruise – President and CEO, Regional Employment Board of Hampden County
Appointed as business representative with demonstrated commitment in education

Kathleen C. Joyce – Head of Corporate Communications, Shire
Appointed as a parent of a child receiving early education and care services

Alison Schonwald, MD - Pediatrician; Medical Director, Developmental Behavioral Outreach, Boston Children's Hospital
Appointed as pediatrician with a focus on child development

Eleonora Villegas-Reimers, Ed.D. - Associate Professor at Wheelock College
Appointed as an expert in evaluation and assessment of pre-schools

Joan Wasser Gish, Esq. - Director of Strategic Initiatives, Boston College
At-large Representative

In August 2018, Secretary Sudders designated her seat on the Board of Early Education and Care to Carolyn Kain. Previously Patti Mackin was Secretary Sudders' designee to the Board.

The Board of Early Education and Care (EEC Board) meets monthly from September to June each year, typically at EEC's main office in Boston. The meetings are open to the public and include 30 minutes for public testimony. In 2018 the EEC Board also met in Lynn (June 12, 2018) and Quincy (November 13, 2018) to allow for greater participation of stakeholders across the state. The EEC Board held its yearly retreat on July 26, 2018 and focused the discussion on EEC systems investment planning and opportunities, the Massachusetts StrongStart Professional Development System (MASS PDS), and EEC's transportation study.

The EEC Board continued with the committee structure consisting of an Oversight Committee that meets regularly (monthly or bi-monthly), and *ad hoc* working groups that meet as needed to address specific objectives that support the agency and are guided by the larger strategic goals of the Board. The Oversight Committee reviews EEC budget-related activities that are brought to the Board for discussion and decision making. EEC Board Chair Nonie Lesaux chaired the Oversight Committee from January through July 2018 and David Cruise assumed chairmanship of the Oversight Committee in August 2018. The EEC Board also convened a Workforce and Quality Improvement *ad hoc* working group eight times in 2018; agenda topics covered included interim changes to the Quality Rating and Improvement System (QRIS) standards, development of a public/private partnership with New Profit, educator core competencies, a career lattice for early educators, the Massachusetts StrongStart Professional Development System, FY19 Career Pathways funding, and FY19 Commonwealth Preschool Partnership Initiative funding. In addition, the EEC Board convened an *ad hoc* working group on the new Child Care Development Fund (CCDF) requirements, and the CCDF *ad hoc* working group met once in 2018.

Chapter 154 of the Acts of 2018 established the Early Education and Care (EEC) Workforce Council, charged with making recommendations on professional development, higher education opportunities, and workforce strategic initiatives. The EEC Workforce Council met on November 29, 2018 and January 30, 2019. (See Appendix C for the members of the Early Education and Care Workforce Council.)

In accordance with M.G.L. c. 15D, §3A there is also an Advisory Council on Early Education and Care (EEC Advisory Council). The EEC Advisory Council is comprised of representatives from the early childhood, K-12, and higher education sectors; civic, labor, and business communities; social service agencies; health care providers; and parent organizations. All appointees have a special expertise or interest in high-quality early childhood education and care. The Advisory Council may review and offer comments on any rules or regulations before promulgation by the Board of Early Education and Care, and may, from time to time, make recommendations to the Board that it considers appropriate for changes and improvements in early education and care programs and services.

In 2018, the EEC Advisory Council membership changed as follows: Michelle Haimowitz replaced Pam Kuechler as the representative from the Massachusetts Head Start Association, Sandra McElroy replaced Greg Nelson as the representative from the Massachusetts Association of Early Childhood Teacher Educators, Marilyn Favreau replaced Roxanne Hoke-Chandler as the representative from the Federation for Children with Special Needs, and Jennifer Aldworth replaced Erica Young as the representative from the Boys and Girls Clubs. The EEC Advisory Council met three times in 2018 and reviewed the following topics: Child Care Development Block Grant (CCDBG) State Plan and EEC career lattice update (April 27, 2018); the EEC Advisory Council survey and QRIS updates (October 19, 2018); and interim changes to the QRIS and early education workforce supports in FY19 and beyond (December 14, 2018).

Statutory Responsibilities:

The Department of Early Education and Care (EEC) is the lead agency for all early education and care services and funding in the Commonwealth. EEC is the state education agency for the purposes of early education and care services under federal law and is responsible for compliance with early education and care services under the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (Pub. L. 104-193). EEC's statutory obligations include:

- Seeking federal funds for early education and care services;

- Licensing or approval of early education and care programs, group care facilities, adoption and placement agencies, school-aged child care programs, and temporary shelter facilities;

- Establishing provider rates and participant fees for EEC-licensed programs;

- Implementing a number of programs and administering any related grant awards;

- Providing ongoing program monitoring to ensure quality as well as adherence to regulations and standards;

- Providing Technical Assistance to providers and potential providers;

- Facilitating the development of the EEC workforce and, when appropriate, providing training and Professional Development;

- Maintaining an educator database and comprehensive waitlist of children expressing interest in services;

- Providing family education in English and other, commonly spoken languages when available and;

- Addressing infant and toddler needs, including parent education, early literacy services, and informal developmental opportunities.

Priorities in 2018:

With the input of key stakeholders, in 2017 the Department of Early Education and Care (EEC) established a dual focus on quality and stability as a necessary and practical response to the real needs of the existing early education and care system as well as a prerequisite to providing a strong foundation for future system expansion. EEC's work in 2018 was largely intended to provide the necessary infrastructure to better stabilize the early education and care system, and to enhance the quality of services throughout the system, through resources and supports to increase educators' competencies, promote educator retention, and improve program quality.

There are an estimated 125,000 professionals working in one of nearly 9,000 EEC-licensed programs across the state. (See Appendix D.) These practitioners play a vital role in children's development. Research shows that the interactions between the child and teacher in the early learning setting contribute to the child's development and eventual social, emotional, and academic outcomes. The competency of the teacher is central to her/his ability to engage in effective interactions. Given the importance of the role of these individuals, developing workforce skills is critical, particularly among early educators in Massachusetts.[1]

Early educators experience many challenges pursuing training that supports competency development and education that supports higher credentials or degrees. Early educators lack time to pursue professional learning due to long workdays, lack of paid professional development time built into work schedules, and lack of personal time for professional development due to other jobs. Family Child Care educators are particularly challenged as they are frequently the only staff present in the home and work long hours. Training that is offered is frequently ad hoc and not college credit-bearing which makes it difficult for educators to amass credits toward a higher education degree. Low wages also disincentivize practitioners who might otherwise pursue higher credentials because there is no indication that they will earn more money to offset the cost. Similarly, institutes of higher education may refrain from investing fully in early education departments due to limited capacity for students to pay for courses and the low-wage prospects of potential graduates.

A review of EEC's workforce system in 2017 found that early educator Core Competencies have been identified and built into core requirements for educators but do not align with EEC's regulatory Categories of Study course content; college transfer pathways exist, but courses and prior knowledge do not transfer easily from public to private Institutes of Higher Education; and Early Learning Standards exist and training has been offered to the field, but EEC does not have information on whether the standards are being used in all programs, or whether higher education has incorporated them into early education programs. In response, in 2018 EEC began a comprehensive effort to address these systemic needs by aligning its resources, standards, and policies in support of a strengthened early care and education workforce, known as the Massachusetts Professional Development System (MassPDS).

The MassPDS focuses on coordinated supports and systems for educator core competency development, provision of articulated career pathways for educators, and continuous quality improvement of programs. Through two main initiatives, *StrongStart to Career Pathways* and *StrongStart to Program Quality*, EEC is developing and implementing a system of supports with strategic partners and enhanced internal

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[1] In 2017, a UMass Donahue Institute study found that 28% of Center-Based Care (CBC) and 14% of Family Child Care (FCC) educators have Bachelor's Degrees and 42% of FCC and 21% of CBC educators have a high school education or less.

capacity to support educators' career pathway progression and within the context of program quality improvement. Central to EEC's efforts is a focus on aligning EEC resources to support educators and the programs that hire them to break the low pay/high turnover element of the crisis-producing cycle. EEC is designing a comprehensive workforce plan that integrates EEC's licensing requirements, workforce priorities, and Quality Rating and Improvement System (QRIS) standards.

To this end, in 2018 EEC revised a Career Lattice for family, group, and school-age educators to frame the essential competencies for each category of educator and delivered revised QRIS Standards to the Board that consider the new QRIS's relationship with the Career Lattice. In addition, EEC developed Continuous Quality Improvement Plans (CQIP) for programs that aligns with the revised QRIS Standards and the career lattice for early educators. EEC also completed its first full year of Differential Licensing of the nearly 9,000 programs it licenses, and conducted 10,244 licensing visits among these programs.

EEC's work over the past year to advance a program quality and stability agenda is also aligned with the priorities of the federal Child Care Development Block Grant (CCDBG) program, which was reauthorized in 2014 and provides significant funding for early education and care in Massachusetts. The CCDBG provides $5.3 billion for the Child Care Development Fund (CCDF), which grants monies to states to provide access to quality child care services in order to promote economic self-sufficiency for low-income families and support their children's healthy development and school readiness.

EEC is the lead agency in the Commonwealth for the administration of the CCDF program. Annually, EEC receives $218 million from CCDF, which supports the vast majority of the agency's programs and initiatives. In order to receive CCDF funds, states must regularly submit a State Plan to the federal Office of Child Care that specifies how the state will use the funds in accordance with federal spending

> ### 2018 Highlight: Early Education Workforce Council
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> The FY19 state budget established an Early Education and Care Workforce Council, tasked with making recommendations on enhancing professional development and higher education opportunities for early educators, and on workforce strategic initiatives. The Council includes representatives from:
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> - Department of Higher Education
> - Executive Office of Labor and Workforce Development
> - Mass. Association of Early Education and Care
> - Mass. Community Colleges Executive Office
> - President of a community college
> - Mass. Head Start Association
> - Mass. Association for the Education of Young Children
> - Mass. Association of Early Childhood Teacher Educators
> - Mass. Business Alliance for Education
> - Strategies for Children/Early Education for All
> - YMCA Alliance of Massachusetts
> - United Way of Massachusetts Bay
> - Massachusetts Business Roundtable
> - Alliance for Business Leadership, Inc.
> - Local 509 SEIU Representative
> - Family Child Care Provider
> - 8 members appointed by legislative leadership
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> With the establishment of the EEC Workforce Council, the FY19 budget also appropriated $10 million in new funding to support partnerships with community colleges to build systems and implement strategies for recruiting more and diverse early educators to their programs; supporting early educators in new, enhanced, and comprehensive instructional methods; and providing coursework that aligns with EEC's revised core competencies and future career lattice.

requirements. At their meeting on June 12, 2018, the Board of Early Education and Care voted to approve and submit Massachusetts' CCDF Plan for 2019-2021, which included EEC's plan for meeting the new mandates under the Child Care Development Block (CCDBG) Block Grant Act of 2014, which

cover subsidy eligibility, consumer education, health and safety trainings, unannounced annual visits and pre-licensure inspection, parent fees, an emergency preparedness plan, and background record checks. The required changes to the background record check process for child care programs in Massachusetts are significant. The scope of the new Background Record Check (BRC) requirements under CCDBG law includes all "child care staff" and those with unsupervised access to children in programs licensed or in receipt of federal CCDF money through EEC. The law does not apply to residential and placement agencies or adoptive and foster parents because such entities do not receive CCDF funding. The major revisions to EEC's background record check requirements and process include:

Inclusion of EEC-Funded Programs: All child care programs in receipt of CCDF funding must comply with EEC's BRC requirements. This includes programs that are not licensed by EEC due to receipt of a license exemption or statutory determination that the program is not subject to EEC licensure (e.g., public schools, religious institutions.) EEC estimates there are about 1,000 license-exempt programs that receive CCDF funds.

Scope of BRC Checks: EEC must run a BRC on (1) all staff in EEC-licensed, approved, or funded child care programs regardless of the candidate's potential for unsupervised contact with children, and (2) other individuals providing services to these programs if they have unsupervised access to children. Previously, candidates would only complete a BRC if they were working or volunteering in a program and had the capacity for unsupervised contact with children. In addition to the four checks already required -- Criminal Offender Record Information (CORI); Department of Children and Families' (DCF) Registry of Alleged Perpetrators; Sex Offender Registry Information (SORI); and a fingerprint-based check of state and national databases -- states must run the following new checks:
  - National Sex Offender Registry (NSOR) check
  - Out of state criminal check in all states where the candidate has resided in the prior five years
  - Out of state child welfare check in all states where the candidate resided in the prior five years
  - Out of state sex offender checks in all states where the candidate resided in the prior five years

In 2018, EEC processed 83,000 individual applications and ran an estimated 370,000 checks of the CORI, SORI, and DCF Registry of Alleged Perpetrators, as a separate query must be completed for each name (e.g., maiden name, former name, alias) on an application. EEC reviewed the results of nearly 40,000 applicants for a fingerprint-based check of the national and state criminal history databases, an increase of 10,000 over 2017. With the changes to the BRC process required by CCDBG, EEC estimates that the number of individual applications will increase to 100,000 per year.

Order of BRC Checks: Fingerprinting must be completed at the same time as the CORI, DCF, and Sex Offender checks. Previously, EEC completed CORI, DCF, and SORI checks on candidates, which then triggered a fingerprint notification letter notifying a candidate that he/she may appear at a vendor site to be fingerprinted; fingerprinting was the last step in the BRC process. Candidates will now receive notification for fingerprinting at the very beginning of the BRC process, which is prior to receipt of results from the other checks.

Employment Pending the Outcome of the Entire BRC Process: Findings of suitability from fingerprinting and sex offender checks are initial requirements for working provisionally in a supervised capacity within a program (except family child care). If a candidate is found suitable after the remaining checks are completed and reviewed, the candidate may begin working in a regular, unsupervised capacity. Previously, candidates completed the CORI, DCF, and SORI checks and once cleared they were referred for fingerprinting. Those candidates could be hired conditionally, and have unsupervised contact with children in the program while completing the fingerprint check.

Changes to Disqualifications within Amended BRC Regulations: Certain felony convictions on a BRC are now "mandatory disqualifications" that automatically disqualify a candidate from caring for children in an EEC licensed, approved, or funded program. The following felony convictions are mandatory disqualifications with no EEC appeal rights: first and second degree murder; crimes involving child abuse or neglect; crimes against children; spousal abuse; crimes involving rape or sexual assault; kidnapping; physical assault or battery; arson; a violent misdemeanor committed as an adult or a juvenile against a child; or sex offender designation. Certain felony drug convictions in the prior five years are mandatory disqualifications subject to a review process within EEC's discretion. Previously there were not mandatory disqualifications in EEC's BRC review process.

EEC Must Review All Checks to Maintain Candidate Confidentiality: EEC may no longer delegate the responsibility of reviewing adverse BRC information to the employer and EEC must review all information itself to maintain each candidate's confidentiality. Previously Group and School Age Child Care program administrators reviewed any CORI, SORI and DCF findings of current or prospective candidates.

Transfer of BRC Results and Turnaround Time: The maximum turnaround time for BRCs is now 45 days. Previously there was not a federally-mandated timeframe for completing a BRC.

EEC is engaged in an intensive effort, with support from the Executive Office of Technology Services and Security (EOTSS) and the Executive Office of Education (EOE), to build the infrastructure for managing the new background record check process. On August 9, 2018, "An Act Relative to the Background Record Check Procedures of the Department of Early Education and Care" became law (Chapter 200 of the Acts of 2018), and EEC amended its Background Record Check Regulations at 606 CMR 14.00 in accordance with this law and the Child Care Development Block Grant Act of 2014. EEC hired eight new Background Record Check Specialists in 2018 to assist with the additional reviews that will be conducted in-house under the new state and federal requirements, and plans to hire seven more Background Record Check Specialists before the end of FY19. EEC is also developing a new Information Technology system -- the BRC Navigator -- that will replace the legacy BRC Manager application. The BRC Navigator – Program Portal is scheduled to launch in the spring of 2019.

EEC has been engaged in a business process redesign effort to support the successful implementation of the background record check requirements and meet the other new CCDBG mandates. The business process redesign team is assessing EEC's "current state" as it relates to operations with existing staff, policies, regulations, and information technology applications, conducting an analysis of EEC's "future" state options, and developing recommendations for redesigning EEC's business processes. This work will also support the development of the next strategic plan for EEC, as the Department enters the final year of the 2014-2019 Strategic Plan[2]. This plan has four strategic directions and goals:

1. All young children in the Commonwealth will be ready to enter the K-12 education system and be successful, and their families will be provided with opportunities to support their children's cognitive, socio-emotional, language, and physical development.

2. Programs offered in early childhood and out of school time settings licensed or license-exempt by the EEC will promote and support the high quality education and healthy development of children that enables all children to be successful as school members and citizens.

3. The early childhood and out-of-school time workforce who works with children and families in the Commonwealth is professionally prepared, adequately compensated, and diverse.

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[2] EEC Strategic Plan 2014-2019. Adopted by the Board of Early Education and Care on June 10, 2014.

4. The Department and Board of Early Education and Care will provide leadership, direction and resources to meet the mission of the agency with utmost integrity, transparency and accountability to the people of the Commonwealth.

In the business process redesign project, Commissioner Weber and his leadership team are reviewing the structures that enable EEC's work – such as regulations and finance – and conducting an assessment of EEC's responsibilities and the services EEC provides, to ensure they are all aligned. This review has EEC's work organized into four major areas:

- Enabling Structures
- Family Engagement and Consumer Education
- Program Licensing and Support
- Workforce Development

This organizing structure does not replace but rather provides a new framework for EEC's strategic plan, as well as the activities and accomplishments for this 2018 Annual Report.

United Teen Equality Center (UTEC) 2Gen Early Learning Center Opening, May 2018

Impact in 2018

Research tells us that high-quality early education and care provides long-term benefits for children and for society as a whole, and that the investments up front in child development supports reduce the need for more costly interventions in the future. Several of our initiatives, including the Preschool Expansion Grant program, have provided us with early evidence that the children who were served are better off now as a result of our investments. Looking back on the past year, some of the Department's notable achievements included:

- We conducted 18% more licensing visits in 2018 across roughly the same number of early education and care programs;

- We successfully completed a 3rd year and started a new 4th year cohort of the *Preschool Expansion Grant* program, providing free high-quality preschool to 850 four-year-old children in 5 cities;

- Our impact study of the 2nd cohort of children in the *Preschool Expansion Grant* program found a sizeable impact on children's early literacy and math skills, and that the impact of the program was greater for children at highest risk for academic failure;

- Our evaluation of the 3rd cohort of children in the *Preschool Expansion Grant* program again found that they showed academic gains at Kindergarten entry;

- We funded 2,764 new child care vouchers for low-income families and the waiting list had 3,000 fewer children at the end of the year;

- Through our family engagement networks we provided developmental screenings for 4,849 young children and referrals for follow up evaluation or services for 435 of those children;

- We provided 9,000 hours of early childhood mental health consultation to programs, and 66% of the children they serve who were at-risk of suspension or expulsion, successfully remained in their program;

- We had 5,314 programs participating in our Quality Rating and Improvement System (QRIS) that supports programs in attaining high levels of quality, with 1,783 of these programs rated at Level 2, 3, or 4; and

- We awarded a 4th round of EEOST Capital Fund Facility Improvement grants totaling $4M to four agencies, funding that is helping to provide high-quality physical environments for 450 children.

All of these efforts were ultimately intended to positively impact young children and their families.

The remainder of this report goes into greater detail about EEC's activities and accomplishments in 2018.

2018 ACTIVITIES AND ACCOMPLISHMENTS BY FOCUS AREA

FOCUS AREA: ENABLING STRUCTURES

Strategic Direction: EEC will provide leadership, direction and resources to meet the mission of the agency with utmost integrity, transparency and accountability to the people of the Commonwealth.

FY19 Budget
The FY19 General Appropriation Act (GAA) provided $613 million in funding for EEC's total budget, which was nearly $38 million more than the amount available to EEC in FY18. Below is a brief summary of EEC's FY19 budget accounts:

3000-1000 / Administration: The Administration account provides funding for the agency's administrative and operational expenses including payroll and office leases. The FY19 GAA appropriated $6,041,677 for the expenses in 3000-1000.

3000-1020 / Quality Supports: This account, funded at $30,372,353, supports most of EEC's quality activities. Appropriation 3000-1020 has within it earmark language as follows: "*for quality investments in early education and care, including not less than $4,000,000 to be expended for training, research and grants related to the development of the Massachusetts Quality Rating and Improvement System (QRIS), of which not less than $2,000,000 shall be expended for direct grants to early education and school age programs participating in the Massachusetts QRIS that are actively engaged in efforts to achieve Level 3 and Level 4 in order to improve quality in early education and school age system of care.*"

3000-2000 / Access Management: This account is for the regional administration and coordination of services provided by Child Care Resource and Referral (CCRR) agencies. The FY19 appropriation of $8,675,311 represents a $2 million increase over FY18. The additional funding will be used to reduce caseloads and for monitoring the authorization of child care vouchers for 12 month periods.

3000-1042 / Center-Based Child Care Rate Increase: This account provides $20 million for a reimbursement rate increase for center-based subsidized early education and care (including Family Child Care System Administration rates) to be used for salaries, benefits, and stipends for educator professional development. These funds helped support a 4.58% rate increase for all Center Based Providers and to the Family Child Care System administration rate, and an increase of $1 per day to the add-on rate paid on Supportive, Homeless, and Teen Parent contracts, retroactive to July 1, 2018.

3000-3060 / Supportive-DTA: This account provides early education and care and afterschool services for children referred by the Department of Children and Families (DCF) and by the Department of Transitional Assistance (DTA). Legislative language requires this account to provide immediate access to all eligible families referred by DCF and DTA. The GAA maintains transferability from 3000-4060 to this account, but no funds are allowed to be transferred out of 3000-3060. The account was funded at $235,814,117 in FY19.

3000-4060 / Income Eligible: The FY19 budget includes $ 270,120,452 for Income Eligible Child Care, which provides child care, early education, and afterschool financial assistance for children from low-income and at-risk families through contracts and vouchers, including 1,158 new Income Eligible Child Care vouchers in FY19. (See Appendix E for the number of children waitlisted for Income Eligible Child Care financial assistance.)

<u>**3000-5000 / Head Start**</u>: The FY19 budget provided $9.6 million for supplemental salary grants for federally funded Head Start and Early Head Start agencies to support their programs, an increase of $500,000 over the FY18 level. The additional $500K will support a more equitable distribution of funds across all of the grantees and will assist in funding direct workforce development supports to Head Start and Early Head Start classrooms and settings.

<u>**3000-6025 / Commonwealth Preschool Partnership Initiative**</u>: This account was included in the FY19 budget and funded at $5,000,000 to support implementation activities in cities, towns, regional school districts, or educational collaboratives to expand pre-kindergarten or preschool opportunities on a voluntary basis to children who will be eligible for kindergarten by September 2020.

<u>**3000-6075 / Mental Health**</u>: This account funds grants for mental health consultation services to help programs manage children's mental health issues in order to reduce the number of expulsions from school. The account was funded at $2.5 million in FY19, and supports six regional early childhood mental health consultation providers across the state, as well as professional development for EEC staff and programs, and a Behavioral Health Triage program for programs and families.

<u>**3000-7050 Services for Infants and Parents**</u>: This account funds grants to 89 Coordinated Family and Community Engagement (CFCE) networks to provide comprehensive support for children and their families through educational programming and referrals to various service providers. The CFCE grantees support family stabilization and optimal child development, which are identified with school readiness and school success. The account was funded at $13,742,000 in FY19.

<u>**3000-7070 Reach Out and Read**</u>: Reach Out and Read is a research-proven, pediatric literacy intervention program which trains doctors and nurse practitioners to provide advice to parents on reading aloud to children and provides books for children living in poverty and in underperforming school districts through programs established in community health centers, medical practices, and hospitals. The account was funded at $1 million in FY19 GAA.

<u>**3000-7066 EEC Provider Higher Education Opportunities:**</u> This is a new account in the FY19 budget and provides $10 million for professional development and higher education opportunities and supports for early educators to be coordinated with community colleges, and in accordance with the recommendations of the Early Education and Care Workforce Council.

Regulatory Amendments
In 2018, the Board of Early Education and Care adopted amendments three sets of regulations under the Department's authority: criminal offender and other background record checks (606 CMR 14.00), the Standards for the licensure or approval of agencies offering child placement and adoption services (102 CMR 5.00), and subsidized child care (606 CMR 10.00). Details of the changes to these regulations are provided below.

Standards for the licensure or approval of agencies offering child placement and adoption services (102 CMR 5.00): EEC is responsible for the licensure or approval of placement agencies and family foster care which is not supervised and approved by a placement agency. EEC's Adoption and Placement Regulations are intended to protect the dignity of children, birth families, and adoptive families; to fulfill every child's right to a permanent, loving, and caretaking family; and to ensure that the child is

the primary client of all placement agencies. EEC made changes to these regulations to reflect new best practices, an increase in "open adoptions", and new research into adoption trends. In drafting the amendments, EEC convened an Adoption Advisory Group and a Foster Care Advisory Group to obtain key stakeholder input. The revisions to the Adoption and Placement Regulations went into effect on March 9, 2018 and were promulgated under 606 CMR 5.00.

Criminal offender and other background record checks (606 CMR 14.00): EEC's Criminal Offender and Other Background Record Check Regulations at 606 CMR 14.00 *et seq.* require that candidates providing child care or support services within programs licensed, approved or funded by the Department must undergo a Background Record Check (BRC) through the Department to ensure that the candidates have appropriate backgrounds to serve in their positions. In 2018 EEC amended these regulations to mandate that child care candidates complete additional checks and be subject to certain disqualifications. The revised regulations provide for revocation of a candidate's license if the candidate provides false information to EEC, fails to complete the BRC process, or is found unsuitable after review of the candidate's BRC findings.[3]

Subsidized Child Care (606 CMR 10.00): The reauthorization of the CCDBG Act made significant changes to how states are required to administer CCDBG funds, including increasing child care access and stability for families while maintaining the integrity of the child care subsidy program. To meet the new CCDBG requirements, in 2018 EEC made changes to its child care financial assistance policies and regulations at 606 CMR 10.00, including extending children's eligibility for child care to 12 months, adopting a more expansive definition of homelessness under McKinney-Vento, and creating an exemption system for children with chronic illnesses so they are not excluded from care. The revised regulations include sanctions that impose disqualification from subsidy eligibility for cases of intentional program violations and substantiated fraud.[4] The implementation date for the revised

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[3] 606 CMR 14.11(11) Results from Background Record Checks: If EEC disapproves a candidate because the candidate provided materially false information, failed to complete the BRC process, or after review of the candidate's BRC findings, EEC will inform the candidate and the affiliated Program that the candidate is "not suitable". If the candidate is presently employed, the BRC Program Administrator shall terminate the employment of the candidate in accordance with timelines established by EEC policy. If the candidate is a licensee, EEC will not issue or renew and may revoke the candidate's license.

[4] 606 CMR 10.12 Sanctions: A Parent determined by EEC to have committed Substantiated Fraud or an Intentional Program Violation shall have a period of disqualification from eligibility for each child the Parent is authorized for pursuant to the following:

(1) Non-Payment of Fees. If a Parent is determined to be in violation of the fee obligation pursuant to 606 CMR 10.03(2), the Child Care Subsidy shall be terminated until the unpaid balance is paid in full. After that time, the Parent is eligible to return to care if allowable under 606 CMR 10.10 (4) or (5) or is eligible to return to the waitlist in accordance with 606 CMR 10.04, or pursuant to the applicable Referral in accordance with 606 CMR 10.05 and 10.06.

(2) First Offense of IPV or Third Offense of Non-Payment of Fees. If a Parent is determined to have committed an IPV (other than non-payment of fees) or a third offense of non-payment of fees then the Parent shall receive a warning notification putting the Parent on notice that subsequent offenses will result in disqualification.

(3) Second Offense of IPV or Fourth Offense of Non-Payment of Fees. If a Parent is determined to have committed a second IPV(other than non-payment of fees) or a fourth offense of non-payment of fees, then the Parent shall be disqualified from eligibility until the debt is repaid or for a period of 12 months from the date of termination, whichever is greater. After that time, the Parent is eligible to return to the waitlist in accordance with 606 CMR 10.04, or pursuant to the applicable Referral in accordance with 606 CMR 10.05 and 10.06.

(4) Third Offense of IPV or Fifth Offense of Non-Payment of Fees. If a Parent is determined to have committed a third IPV (other than non-payment of fees) or a fifth offense of non-payment of fees, then the Parent shall be disqualified from eligibility until the debt is repaid or for a period of 24 months from the date of termination,

regulations is Spring 2019, which allows sufficient time to make changes to EEC's Child Care Financial Assistance (CCFA) subsidy management system, complete complementary policy documents, and train child care Subsidy Administrators.

Birth to Grade Three Strategy Development
Massachusetts has embraced Birth to Grade Three (B-3) alignment as a comprehensive strategy that seeks to improve young children's access to high quality birth to grade three programs, and strengthens the capacity of schools to sustain student learning gains in the early elementary years. The B-3 Advisory Group has focused on examining developmental screening in coordination with the Early Literacy Expert Panel. The Massachusetts Early Literacy Expert Panel, established by *An Act Relative to Third Grade Reading Proficiency* in 2012, is charged with providing recommendations to state education agencies on the alignment, coordination, implementation and improvement of all existing efforts that bear on children's literacy outcomes, guided by the goal of improving third grade reading outcomes in the Commonwealth. In December 2018 the Early Literacy Expert Panel agreed unanimously to recommend use of the Ages and Stages Questionnaire (ASQ) tool for developmental screening of children up to age five, and the Lexia RAPID tool for literacy screening of older children. (See Appendix F for the Early Literacy Expert Panel members.*)*

In October 2018, EEC worked with the Executive Office of Education to apply for funding through the federal *Preschool Development Grant Birth Through Five* program, which supports states in drafting strategic plans to improve the quality of early childhood programs from infancy through preschool, particularly for low-income families with children under five years old. Massachusetts received a one-year $1.8 million award. In 2019 EEC, the Executive Office of Education, the Executive Office of Health and Human Services, and Department of Public Health will conduct a statewide assessment of all early childhood development resources for children under 5, and devise a plan to: improve parents' awareness of choices for early childcare programs with an online parent portal; develop methods to more effectively use screening tools; expand training for all staff who work with young children; and, use data to track children's progress from preschool to college.

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whichever is greater. After that time, Parent is eligible to return to the waitlist in accordance with 606 CMR 10.04, or pursuant to the applicable Referral in accordance with 606 CMR 10.05 and 10.06
(5) Fourth or More Offense of IPV, Substantiated Fraud, or Sixth or More Offense of Non-Payment of Fees. If a Parent is determined to have committed a fourth or more IPV (other than non-payment of fees), or a sixth or greater offense of non-payment of fees, or Substantiated Fraud, the Parent shall be disqualified from eligibility until the debt is repaid or for a period of 36 months from the date of termination, whichever is greater. After that time, Parent is eligible to return to the waitlist in accordance with 606 CMR 10.04, or pursuant to the applicable Referral in accordance with 606 CMR 10.05.

FOCUS AREA: FAMILY ENGAGEMENT AND CONSUMER EDUCATION

> Strategic Direction: All young children in the Commonwealth will be ready to enter the K-12 education system and be successful, and their families will be provided with opportunities to support their children's cognitive, socio-emotional, language, and physical development.

Child Care Financial Assistance
The Department of Early Education and Care (EEC) provides financial assistance for children from eligible families to attend high quality early education and care programs. EEC subsidizes approximately 55,000 children from birth to age 14 (up to age 16 for children with a special need) in settings across EEC's mixed delivery system of care, which includes center-based programs, family child care homes, public preschool programs, and Head Start/Early Head Start classrooms. Together these programs have the capacity to serve over 230,000 children.

The three major state funding programs for child care financial assistance that EEC administers are Income Eligible Child Care, Supportive/Department of Children and Families (DCF) Related Child Care, and Transitional/Department of Transitional Assistance (DTA) Related Child Care. The Income Eligible Child Care program provides child care financial assistance for low-income families with a service need, on a first come/first served basis. The Supportive/DCF-Related Child Care Program provides child care placements for families referred by the Department of Children and Families. EEC primarily enrolls children in Supportive/DCF-Related Child Care through contracts with providers but also through an increasing number of vouchers to meet the demand for child care in this high priority population. EEC uses this mixed delivery system to ensure compliance with the mandate to provide subsidized child care for every child referred by DCF. The Transitional/DTA-Related Child Care Program provides child care vouchers for families receiving Transitional Aid to Families with Dependent Children (TAFDC) cash assistance and participating in the Employment Services Program. Transitional/DTA-Related Child Care also provides continued Transitional and Post-Transitional care for families in the first 24 months after closure of their TAFDC benefits. The Income Eligible Child Care Program also funds two specific types of care: Teen Parent Child Care and Homeless Child Care for families residing in homeless shelters affiliated with the Department of Housing and Community Development (DHCD); or in domestic violence shelters and substance abuse shelters affiliated with DCF. On average per month in 2018, 614 children residing in shelters and/or hotels and 267 children of teen parents were enrolled in an EEC-contracted early education and care program. (See Appendix B for subsidized child care enrollment data in 2018.)

Funding for EEC's child care financial assistance programs is provided through the state budget, and claims funding through the federal Child Care Development Block Grant (CCDBG) and Temporary Assistance for Needy Families (TANF) programs. In November 2014, the reauthorization of the CCDBG Act made significant changes to how states are required to administer CCDBG funds, including increasing child care access and stability for families while maintaining the integrity of the child care subsidy program. To meet the new CCDBG requirements, in 2018 EEC made changes its child care financial assistance policies and regulations at 606 CMR 10.00, including extending children's eligibility for child care to 12 months, adopting a more expansive definition of homelessness under McKinney-Vento, and creating an exemption system for children with chronic illnesses so they are not excluded from care. The revised regulations have an implementation date of Spring 2019, which allows sufficient time to make changes to EEC's Child Care Financial Assistance (CCFA) subsidy management system, complete complementary policy documents, and train child care Subsidy Administrators.

Seven Child Care Resource and Referral agencies across the state supported families in accessing high-quality child care by administering voucher subsidies, providing information and referral services, and helping to manage the waitlist for child care subsidies. Mass 211 also provided information and referral services including placing families on the waitlist for Income Eligible Child Care. (See Appendix G for Mass211 service data.) In 2018, the waitlist decreased overall from a high of 20,760 in January to 17,708 in December which was the 2nd lowest number during the calendar year. (The lowest number was 16,732 in April.) EEC funded an estimated 2,764 new child care vouchers in calendar year 2018, and access to contracted slots remained open throughout the year as well. EEC expects the waitlist to grow in 2019 with the implementation of 12 month child care subsidy authorizations, since children are in care longer.

Preschool Expansion Grant
The Preschool Expansion Grant program provides a year of free, high-quality preschool to four-year-old children from low-income families in five cities: Springfield, Holyoke, Boston, Lawrence and Lowell. In August 2018, these communities enrolled the fourth and final cohort of 800 students in preschool. The Preschool Expansion Grant funds support high quality program offerings through required design elements such as inclusive full-day and full-year programming with low child-to-teacher ratios (10:1 or less); workforce development supports for educators, including individualized growth plans, joint professional development between the school district and community early education programs, and coaching and mentoring; and use of highly credentialed educators who are compensated at a rate comparable to public school district salaries. The classes provide programming for the children from 8 to 10 hours per day. The Preschool Expansion Grant program was funded through a four-year, $60 million award from the U.S. Department of Education. (See Appendix H for the Preschool Expansion Grant site locations.)

EEC is contracting with Abt Associates to conduct a longitudinal evaluation of the programs funded by the Preschool Expansion Grant that measures the change in children's skills from the beginning of preschool to the beginning of their Kindergarten year. In spring 2018, Abt completed its impact evaluation from the second year of implementation, studying children in all 48 program classrooms. The core impact research was designed to identify with confidence the overall program impact on children's early literacy and early

math skills, language development (vocabulary), and executive function skills. The impact study found that the Preschool Expansion Grant classrooms had a sizeable positive impact on children's early literacy and math skills and a smaller positive impact on vocabulary skills. (See Table A.) The study also found that the impact of the program was greater for children at highest risk for academic failure. The Preschool Expansion Grant appeared to be most effective at improving early literacy and math outcomes for children whose home language was not English and for children who had

Table A: Preschool Expansion Grant Impact on Children's Skills
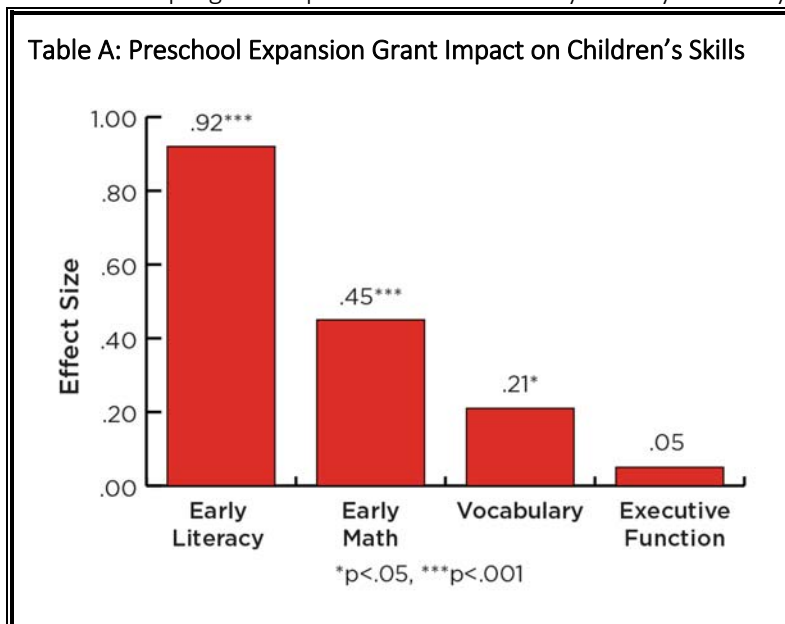
no formal early education exposure. Abt will follow the academic progress of these children into first grade to better understand their long term academic trajectories.

Commonwealth Preschool Partnership Initiative - State Planning Grant
In 2018, EEC awarded a 3rd round of "Commonwealth Preschool Partnership Initiative" grants to support communities in developing strategic plans and building public-private partnerships for providing additional high-quality preschool programs for 3 to 5 year old children. EEC funded seven communities – Haverhill, Lawrence, Lee, Lowell, Northampton, Somerville and Worcester – to develop plans that consider both the feasibility of expanding preschool with existing resources and with additional funding. The planning process was designed to increase the communities' readiness for preschool expansion by establishing shared visions among public school districts, EEC-licensed programs and other local stakeholders; conducting needs assessments; setting priorities; and identifying available resources. Each of the grantees took the opportunity to engage the local early education community in the planning process and designed local governance structures that could be continued with current funding.

Coordinated Family and Community Engagement/Parent Child Home Program
Since its inception in fiscal year 2010, the primary role of the Coordinated Family and Community Engagement (CFCE) grant has been to identify, engage and support high needs families not involved in the formal mixed delivery system of early education and care. By linking these families to educational opportunities and comprehensive services in their communities, they will be better equipped to support their child's development and readiness for school. There are currently 89 CFCE grantees that serve all 351 cities and towns across the Commonwealth, acting as community-based information and resource hubs for families with young children, especially those with multiple risk factors and/or are hard to reach, in order to increase their knowledge of, and accessibility to, high-quality early education and care programs and services. The priorities of the CFCE grant include: 1) universal and targeted outreach to families; 2) linkages for families to comprehensive services that support family well-being and children's optimal development; 3) educational opportunities about child development and parent-child activities that promote language and literacy skills, and 4) coordination of activities and community-based resources that promote successful birth to eight transitions, with a specific focus on Kindergarten. The CFCE networks help provide a local infrastructure of supports across the Commonwealth to ensure that families with young children, especially those with the greatest need for educational supports and those experiencing multiple risk factors, have access to resources in their community to support their success.

Thirty-four CFCE grantees provide Parent-Child Home Program (PCHP) services. PCHP is a parenting, early literacy, and school readiness program designed to help strengthen families through verbal interaction and educational play between parents and their children. Services are delivered to high need families through intensive home visits. Community-based early literacy specialists visit each family twice a week for two program cycles over a two-year period (typically two school calendar years), starting when a child is between 18 months and 30 months, and ending when the child enters the pre-Kindergarten year. Over the course of the two years, every family receives a library of 46 high quality books and educational toys, and 46 curricular guide sheets with tips on fostering young children's skill development and engaging children through literacy, music or art activities. EEC served approximately 756 children and families with PCHP in 2018.

In FY18, the state budget included an allocation of $100,000 to expand the Parent-Child Home Program. EEC awarded grants to Massachusetts Parent-Child Home Program replication sites in the Gateway cities of Fall River, Brockton, Revere, and Holyoke. Prior to these state grant awards, these sites were offering PCHP with the support of private funding that was ending. In FY19, the state budget increased the expansion allocation to $300,000. With the increased allocation, EEC expanded this opportunity to other communities that were providing the PCHP program to fewer than 20 families through their CFCE grant, and demonstrated community need as well as agency capacity. Twelve PCHP Expansion grants were

awarded in FY19 to the following recipients: City of Brockton, City of Fall River, City of Leominster, City of Lowell, City of Lynn, City of Somerville, City of Worcester, Community Health Programs (Great Barrington), Greater Lawrence Community Action Council, Montachusett Opportunity Council (Fitchburg), PACE (New Bedford), and YMCA of Central Massachusetts (Westborough). In 2018, EEC also expanded the PCHP model to several family child care programs in linguistically diverse communities, as a support to the early literacy and school readiness components of these programs. This work is part of EEC's larger effort to engage programs in a continuous quality improvement process. EEC funded Child Care of the Berkshires, Family Nurturing Center (Boston), Leominster Public Schools, Montachusett Opportunity Council (Fitchburg), and Worcester Public Schools to implement the national PCHP model for Family Child Care Educators in their respective communities in FY19.

Developmental Screening
Developmental screening of children can detect developmental delays as well as recognize achievement of developmental milestones. The QRIS Validation Study found that 77% of Level 1 programs and 35% of Level 2 center-based programs did not offer developmental screening of children. Developmental screening is a requirement in the current QRIS at Level 3, and in the revised QRIS frameworks center-based and family child care programs must use the Ages and Stages Questionnaire (ASQ) developmental screening tool to attain a Level 2 rating. Additionally, the Massachusetts Early Literacy Expert Panel endorsed the use of a unified approach to developmental screening through greater use of the ASQ. To support programs in using developmental screening -- and to address a critical barrier to attaining Levels 3 and 4 both in the current and future QRIS -- in 2018 EEC supported training and one-to-one technical assistance on the ASQ for 70 programs across the state. The programs received the ASQ-3 and ASQ-3 Social/Emotional Starter Kits in English and/or Spanish.

The CFCE networks continued to utilize the Ages and Stages Questionnaire (ASQ) developmental screening tool to provide parents and families with information about their child's progress across five developmental domains. If the child's ASQ scores are below a specified cutoff, CFCE staff provided the family with referrals to other supports, such as Early Intervention and public preschool special education, as well as information on activities that may help support their child's development. In 2018, the CFCE networks completed 4,849 ASQ screenings – an increase of 118 over last year.

Early Childhood Mental Health
EEC has provided funding for early childhood mental health consultation services since 2008, and in FY19 EEC awarded $1.25 million to six agencies through the Mental Health Consultation Grant program. The grantees provide mental health strategies and services that address the developmental, emotional, and behavioral challenges of young children; help promote children's success in school; and help to reduce the rate of suspensions and expulsions in early education and care settings. The current fiscal year 2019 (FY19) Early Childhood Mental Health Consultation grantees are listed below. (See Appendix I for additional information about the Early Childhood Mental Health Consultation Grant program.)

FY19 Grantees	Award	Region	Cities/Towns
Behavioral Health Network	$272,643	Western	102
Community Healthlink	$181,095	Central	65
Enable, Inc.	$170,079	Northeast, Metrowest, Southeast	60
Justice Resource Institute	$231,793	Southeast, Cape and Islands	69
MSPCC	$211,820	Northeast	47
The Home for Little Wanderers	$182,570	Metro Boston	8
Total	$1,250,000		351

In FY19, EEC is providing five full-day professional development opportunities to early education providers and EEC staff, on trauma informed care, social emotional health, and classroom management. Tools to support classroom environments and social emotional learning such as tools for setting up behavior support plans will be provided in each training, and all programs that participate will receive technical assistance and feedback through an observation visit.

Positive Behavior Supports for Improving Positive Social-Emotional Skills and Relationships
In order to address EEC's enabling statute regarding prevention practices to reduce expulsion rates, in 2017 EEC began implementing a Preschool Positive Behavior Supports initiative using the Pyramid Model design (PBS Pyramid Model). The PBS Pyramid Model is designed to provide resources to early education programs such as coaching and professional development on behavioral health, trauma, equity, and social emotional wellness that supports children and reduces educator turnover. The PBS Pyramid Model is also used as an early literacy support, as research suggests that children are more likely to learn important cognitive skills when they are confident, can persist at tasks, and can engage in interactions with other children and adults. The PBS Pyramid Model framework of evidence-based practices includes:

- Techniques to address social emotional and behavioral health needs of children that are grounded in research-based practices.
- Strategies for building relationships with families to engage and include them in decisions around inclusion and supporting positive social emotional and behavioral skills for their child(ren).
- Strategies, resources, and tools for developing appropriate practices for promoting inclusive settings and developing curriculum to meet the diverse needs of young children.
- Ways to recognize implicit bias and to support children of color in early education and care programs.
- Ways to use data to inform practices and inform curriculum.
- Ways to build community connections to support children and families who attend multiple settings and sectors to ensure continuity of care.

Pyramid Model Community Locations: PBS Pyramid Model Implementation Sites

EEC and DESE are bringing the PBS Pyramid Model strategies to programs across the Commonwealth, creating linkages across community-based programs and school districts. Currently there are 67 PBS Pyramid Model implementation sites, which include 21 new EEC programs, 20 EEC programs that participated in this initiative last year, and 26 preschool public schools.

DESE Districts
EEC Community Sites

Through this initiative, EEC and DESE have also created professional development opportunities in the following areas: equity in supporting children of color, use of language in fostering social-emotional development, and tools that support fidelity to the Pyramid Model. DESE and EEC are sponsoring ongoing external evaluations of the Pyramid Model initiatives to assess the quality and effectiveness of the professional development, fidelity of program-wide and classroom implementation, and outcomes for children.

Behavioral Health Triage Model
In 2018, EEC developed a pilot Behavioral Health Triage Model that strengthens the capacity of early education and care programs to support the successful inclusion of young children and their families. In the Behavioral Health Triage model pilot, EEC is providing a tiered approach for offering interventions to early education and care programs in the greater Worcester area. The pilot is training staff to: identify interventions based on the areas of concern raised by early education and care programs, triage referrals, and assess the level of services needed to support successful outcomes for children and families, using the following tiers:

Tier I: Provide referrals to resources and strategies for minor behavioral concerns based on need.

Tier II: Provide short term technical assistance (TA) in developmentally appropriate and/or social-emotional supports for behaviors described by the program as more serious and/or where teacher frustration is high.

Tier III: Provide clinical support to the program in situations where the behavior identified is frequent and extreme and/or identified trauma history or multi-system involvement is required.

Early Childhood Special Education/Supports for Young Children with Disabilities
EEC is engaged in interagency efforts that support inclusive and high-quality education for young children with disabilities. EEC partners with the Department of Elementary and Secondary Education (DESE) in providing joint professional development and technical assistance opportunities and supports for school districts and early childhood programs. In 2018, EEC's and DESE's early childhood special education strategic areas of focus included: children's healthy social emotional development, family supports, and transitions. EEC continues to participate in the state's Special Education Advisory Council coordinated by DESE, and the Massachusetts Interagency Coordinating Council (ICC) that advises the Department of Public Health on the Early Intervention program for children birth to age three.

Head Start
Head Start is a federally-funded grant program through the U.S. Department of Health and Human Services' Administration for Children and Families that provides early education and care programs for children from low-income families to support their readiness for school at Kindergarten entry. Head Start programs serve children from three to five years of age, and Early Head Start programs serve children from birth up to age three. Head Start is an integral part of the Commonwealth's commitment to developing a mixed system that includes all early education and care programs and services.

Massachusetts received a five-year $875,000 federal grant award that funds the continuation of the Head Start State Collaboration Office (HSSCO) at EEC from 2016 to 2021. The HSSCO was developed to create a visible presence for Head Start at the state level and to support the development of multi-agency and public/private partnerships among Head Start and other interested stakeholders to support low-income children and families. The HSSCO facilitates partnerships between the 29 local Head Start agencies in Massachusetts and other state entities that provide services to benefit low-income children and their families. The Massachusetts HSSCO aligns the state's activities and strategic goals with the priorities set

forth by the federal Office of Head Start; local Head Start and Early Head Start grantees across Massachusetts; the Massachusetts Head Start Association; and the federally-supported Early Childhood Training and Technical Assistance System for Head Start. The Massachusetts HSSCO is also addressing three regional priority areas: the Opioid epidemic, Early Childhood Mental Health, and Homelessness.

In 2018, EEC and the HSSCO sponsored trainings for 200 providers from Head Start/Early Head Start programs, Home Visiting programs, Early Intervention Service providers, and Coordinated Family and Community Engagement networks across the state on "Supporting Early Education Programs Who Serve Families and Children Affected by Opioid and Substance Use: Bridging Systems and Services." These cross-agency trainings addressed the issue of substance use disorder through a two-generation lens of parents and their children, and attendees learned about the effects of opioids

Lt. Governor Polito speaks at Head Start Opioid Impact Training

on the brain and the effects of substance use during pregnancy; stigma as it relates to substance use disorder and recovery; and effective strategies for supporting families and children affected by substance use. The Department of Public Health, the Massachusetts Head Start Association, EEC's Regional Office Directors, and Strategies for Children/Early Education for All provided assistance with the development and coordination of these trainings. Lieutenant Governor Karyn Polito spoke to the attendees at the training in Boston on April 3, 2018, where she discussed the importance of providing training and early intervention resources for children and families impacted by substance use disorder to help fight the opioid epidemic.

Through the Massachusetts HSSCO, EEC also administers the state-funded Head Start State Supplemental Grant program, which provides funding to the 29 Head Start and Early Head Start agencies in Massachusetts to ensure that children and families have access to the full array of comprehensive Head Start services. The FY18 budget appropriation of $9.1 million is prioritized to fund workforce development supports and enhanced quality activities that lead to the following:

- Improved salaries, compensation and benefits for child development staff;
- Incentives for staff to increase their qualification through credential or degree attainment;
- Workforce development supports (e.g., coaches, mental health consultants and additional teachers);
- 100% participation in QRIS by all Head Start and Early Head Start programs;
- Access to comprehensive Head Start services for 172 state-funded children; and
- Direct support for non-Federal matching funds for Head Start and Early Head Start grantees to meet their 20% Federal Head Start funding requirements.

FOCUS AREA: PROGRAM LICENSING AND SUPPORT

Strategic Direction: Programs offered in early childhood and out of school time settings licensed or license-exempt by the EEC will promote and support the high quality education and healthy development of children that enables all children to be successful as school members and citizens.

Differential Licensing and LEAD
EEC fully transitioned to a Differential Licensing model in 2018. Differential Licensing is a system of utilizing a select number of key regulatory indicators which have proven to be statistically significant in determining compliance with the larger set of regulations. EEC has instituted this system of regulatory compliance in all three types of child care licensing in Massachusetts: Family Child Care, Large Group and School Age Child Care, and Residential and Placement. The goal of Differential Licensing is to target resources based on a provider's compliance history and level of risk. Differential Licensing helps EEC meet the annual program visit mandate by creating tools that allow staff to spend their time more efficiently on each monitoring visit while assuring the health and safety of children, based on an assessment of a program's level of compliance with state regulations.

The Differential Licensing visit lifecycle for Group and School Age Child Care programs in good standing consists of two consecutive annual monitoring visits and a licensing renewal visit every second year. The Differential Licensing visit lifecycle for a Family Child Care educator in good standing consists of two consecutive annual monitoring visits and a licensing renewal visit every third year with either the enhanced monitoring tool or the full licensing review tool. The monitoring tools address key indicators such as physical space, routines, activities, interactions with children, program administration, and review of non-compliance issues / corrective action plans from prior visits. EEC maintains a Differential Licensing Handbook that EEC Licensors follow throughout the Differential Licensing process. Annual unannounced visits are automatically coordinated and scheduled for licensors through EEC's Licensing and Education Analytic Database ("LEAD") system, pursuant to the Differential Licensing model and as set forth in the Handbook. LEAD follows the licensing process from beginning to end and houses all information related to the licensing process. EEC now uses LEAD for all licensing visits under the Differential Licensing model and for all licensing transactions (e.g., applying for new license, applying to renew a license, requesting a change in licensed capacity). EEC's Field Operations unit conducted 10,244 licensing visits in 2018, up from 8,655 visits in 2017.

Quality Rating and Improvement System (QRIS)
EEC has developed a Quality Rating and Improvement System (QRIS) to encourage programs to engage in a process of continuous quality improvement, in order to enhance outcomes for all children. The QRIS measures program quality across five areas: Curriculum and Learning; Safe, Healthy Indoor and Outdoor Environments; Workforce Qualifications and Professional Development; Family and Community Engagement; and Leadership, Management and Administration. Quality is rated across four levels, with four being the highest level of quality.

The QRIS officially launched in 2011 and from 2013 through 2016, EEC made several revisions to the QRIS standards, policies and practices. In 2018, EEC developed a more focused "QRIS 2.0" and verification process to encourage use of developmentally appropriate practices aligned to an evidence-based curriculum which is differentiated for children through use of screening tools and formative assessments; and more closely engages with families. Elements of the new QRIS 2.0 and verification process include four "Star Levels" that represent growth in program quality from planning, initiating, integrating and, at the 4-Star Level, full demonstration of quality across the following six criteria:

1. Demonstration of a high quality learning environment and interactions that foster learning, exploration, and play;

2. Use of developmentally appropriate, evidence-based, standards-aligned curriculum and assessment data to identify individual learning goals for children;

3. Use of the Ages and Stages Questionnaire (ASQ) developmental screener to inform family engagement and referrals to community-based resources and supports;

4. Robust family engagement strategies that include family leadership in program development ;

5. Establishing an infrastructure that supports educator professional development; and

6. Developing, implementing, and monitoring a Continuous Quality Improvement Plan (CQIP).

The Board of Early Education and Care approved the elements of the QRIS 2.0 and Verification Process, and the criteria for attaining each rating level. EEC is working to develop the additional components required to fully implement the QRIS 2.0 and Verification Process, such as staffing, policies, guidance and updates to the QRIS Program Manager to interface with EEC's other IT systems.

In 2018 EEC continued its support of Environment Rating Scales (ERS) Reliable Rater site visits to center-based programs, family child care providers, and out-of-school time programs applying to become QRIS Level 4. EEC also continued its Technical Assistance site visits to center-based programs, family child care providers, and out-of-school time programs applying for QRIS Level 3. In addition, EEC continued to provide training for programs at QRIS Levels 2 through 4 in the use of standardized tools for effectively measuring structural and process quality indicators as part of their self-assessment process. EEC is also providing training on the use of QRIS measurement tools to improve classroom practice and program quality to 800 early educators and 225 programs -- at least half of whom work in a program where 50% or more children receive financial assistance.

At the end of 2018, 5,314 programs were participating in the QRIS with either an application in review or rating level granted by EEC. Of these programs, 5,245 had a QRIS rating level confirmed by EEC, as follows:

> **QRIS Level 1**: 3,462 programs
> **QRIS Level 2**: 1,523 programs
> **QRIS Level 3**: 229 programs
> **QRIS Level 4**: 31 programs

Center-Based Child Care Rate Increase
EEC's FY19 state budget included an appropriation for a rate increase for early education programs and systems that provide care for low-income families, worth a total of $20 million. EEC increased the daily reimbursement rate for state-subsidized center-based child care programs and family child care system administrators by 4.58% for all age groups and regions of the state; the rate increase was retroactive to July 1, 2018. The rate increases support early educator salaries and benefits, in order to improve hiring and retention issues; professional development of educators; and progress toward EEC's goal to have the subsidized rate in all regions of the state meet at least 75 percent of the local private market rate for the same type of care. In addition, Family Child Care providers received a 6% rate increase for FY18 and a 3.93% rate increase for FY19, under the collective bargaining agreement with Service Employees International Union (SEIU) Local 509. In combination with other recent rate increases, early education providers have received an overall rate increase of approximately $100 million since 2017.

Universal Pre-Kindergarten Classroom Quality (UPK) Grant

The Universal Pre-Kindergarten (UPK) Classroom Quality Grant is a statutorily authorized program (M.G.L. c. 15D, §13) that is designed to provide targeted state dollars toward high quality early education and care programs from the Commonwealth's mixed delivery system that serve preschool-aged children. The UPK grant is developed, in accordance with M.G.L. c. 15D, §13, to ensure preschool children demonstrate school readiness and positive outcomes through UPK programs utilizing and incorporating developmentally appropriate curricula and supports. The UPK grant is designed to ensure that all UPK grantees are "willing and able to serve and integrate children of diverse abilities and special needs, diverse cultural and linguistic backgrounds and diverse economic circumstances." Through the UPK grant, EEC funds high quality programs that serve preschool-age children who will support the programmatic requirements articulated in M.G.L. c. 15D, § 13. In order to be eligible for the UPK competitive grant, designated classrooms and/or family child care homes must meet *all* of the criteria outlined below:

- Serve preschool-aged children.

- Have a Level 3 or Level 4 rating on the Quality Rating and Improvement System (QRIS)

- Have an income-eligible contract and/or voucher agreement in place and be willing to accept EEC-subsidized or low-income children, which includes children attending preschool programs operated by public schools in high needs districts.

- All programs must provide access to full-day, full-year services for working families.

In FY 2018, EEC awarded approximately $5.7 million in UPK Grants through a renewal process to 138 preschool programs and a total of 458 classrooms serving 7,270 children (of which 4,942 are "high needs" children). These 138 preschool programs consist of 91 center-based programs, 9 public school programs; and 35 system-affiliated family child care providers. In FY 2019, EEC awarded $5.7 million in UPK Grants through a competitive application process, to 115 preschool programs consisting of 81 center-based programs, 7 public school programs; and 27 family child care providers.

FY18: UPK Program Types by Region
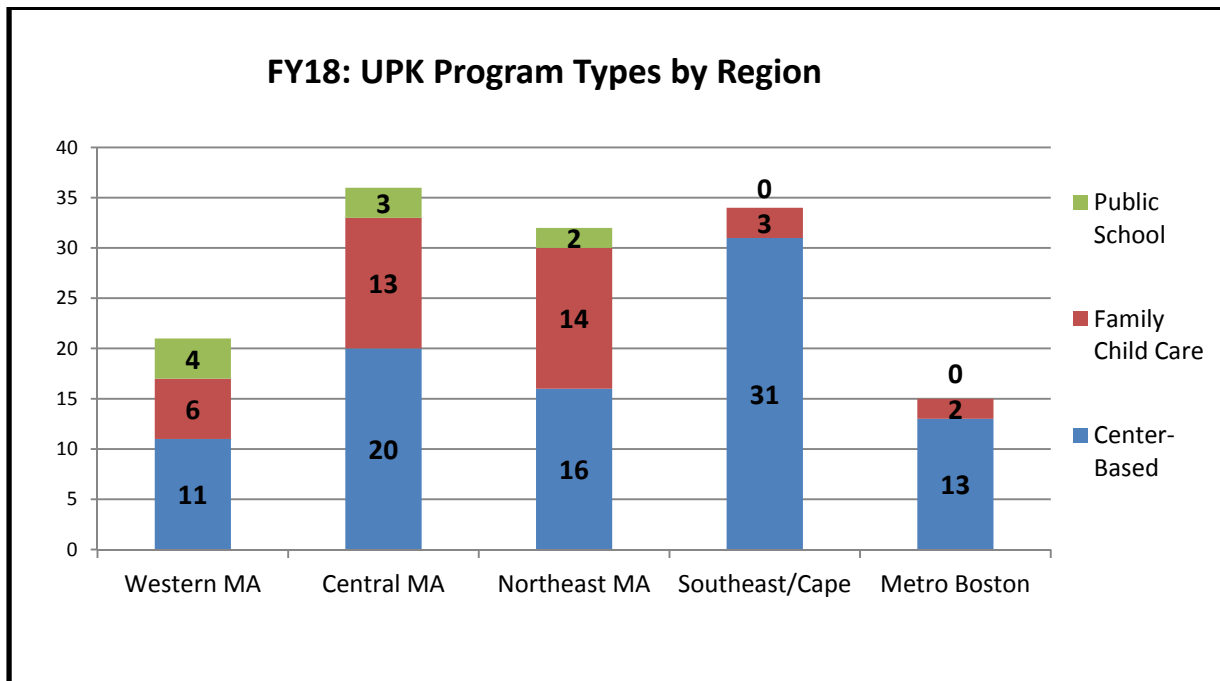
Early Education and Care and Out-of-School Time (EEOST) Capital Fund Grants
In August 2018 EEC awarded a fourth round of Early Education and Care and Out-of-School Time (EEOST) Capital Fund grants to support facility improvements at programs that serve low-income children. Four agencies received a total of $4 million dollars to renovate existing facilities or purchase new buildings:

Lead Agency	Service Area	Award
Citizens for Citizens	Fall River	$1,000,000
Crispus Attucks Children's Center	Dorchester	$1,000,000
Elizabeth Stone House	Roxbury	$1,000,000
Holyoke-Chicopee-Springfield Head Start	Springfield	$1,000,000

The selected grantees attended an event at the Crispus Attucks Children's Center in Dorchester on August 15, 2018, where Governor Baker announced the awards, met with program representatives, and viewed facility renovation plans. The FY18 grant awards will improve the quality of EEC-licensed program settings for approximately 439 children, increase the capacity of these programs to serve an additional 212 children, and support the creation of 35 educator positions and 180 construction jobs. In addition, the $4 million in grant awards leveraged more than $40 million in private investment from foundations, banks and other sources, towards the renovation, purchase or construction of high-quality facilities.

The EEOST grants are financed through the state's capital budget and provide matching funds that leverage private investment. EEC partnered with the Community Economic Development Assistance Corporation and the Children's Investment Fund to administer the funding. In May 2018, Governor Baker signed *An Act Financing the Production and Preservation of Housing for Low and Moderate Income Residents* (H.4536) which authorized $45 million for the EEOST Capital Fund. Since 2015, the Baker-Polito Administration has awarded $19 million in EEOST Capital Fund grants to 25 agencies.

Governor Baker views architectural renderings at the 2018 EEOST Grant Award Announcement Event

FOCUS AREA: WORKFORCE DEVELOPMENT

> Strategic Direction: The early childhood and out-of-school time workforce who works with children and families in the Commonwealth is professionally prepared, adequately compensated, and diverse.

Professional (Teacher) Qualifications
EEC's Professional Qualifications Certification (PQC) Unit certifies teachers of infants, toddlers, and preschoolers and Directors by reviewing applicants' education and experience to certify their qualifications for these positions in EEC-licensed programs. In 2018 the PQC Unit received 12,521 applications and processed 13,662 applications (which included some applications from 2017) and on average issued decisions on applications in eight days. In 2018, only 18% of PQC applications resulted in an EEC denial or notification of incomplete application, down from 28% in 2017. The PQC Unit also provided five trainings on the certification process in 2018, including at the Massachusetts Association of Vocational Administrators (MAVA) Conference and the EarlyEdCon Conference.

Professional Qualifications Registry
Educators working in EEC-licensed programs serving children from birth through school age, must create an individual educator profile in EEC's Professional Qualifications Registry (PQR) and update it annually. EEC requires educators who work in programs that are not subject to EEC licensure, including those who work in public preschools, to register if they would like to participate in trainings funded by EEC or are working in programs that are participating in EEC's Quality Rating Improvement System. At the end of 2018, there were approximately 127,000 valid records in the PQR. The PQR is connected to the Teacher Qualifications (TQ) System and the Online Professional Development Calendar.

Workforce Council / Community College Support for Early Educator Workforce Development
The FY19 state budget established an Early Education and Care Workforce Council, tasked with making recommendations on improving and enhancing professional development and higher education opportunities for the early education and care workforce; and supporting the implementation of workforce strategic initiatives. The following representatives were named to the Council:
- Department of Higher Education (Commissioner or designee);
- Executive Office of Labor and Workforce Development (Secretary or designee);
- Massachusetts Association of Early Education and Care (MADCA);
- Massachusetts Community Colleges Executive Office;
- President of a community college or designee;
- Massachusetts Head Start Association;
- Massachusetts Association for the Education of Young Children;
- Massachusetts Association of Early Childhood Teacher Educators;
- Massachusetts Business Alliance for Education;
- Strategies for Children/Early Education for All;
- YMCA Alliance of Massachusetts;
- United Way of Massachusetts Bay;
- Massachusetts Business Roundtable;
- Alliance for Business Leadership, Inc.;
- Local 509 SEIU Representative;
- Family Child Care Provider selected by the Commissioner of Early Education and Care;
- 8 additional members, to be appointed by legislative leadership; and
- Additional members approved by the Board of Early Education and Care.

The first two meetings of the EEC Workforce Council were held on Thursday, November 29, 2018 and Wednesday, January 30, 2019, respectively. These meetings focused on recommendations for training and technical assistance for early education and out-of-school time providers in FY20. The EEC Workforce Council will be tasked with providing recommendations for the next iteration of EEC workforce supports.

With the establishment of the EEC Workforce Council, the FY19 budget also appropriated $10 million in new funding to support partnerships with community colleges to build systems and implement strategies for recruiting more and diverse early educators to their programs; supporting early educators in new, enhanced, and comprehensive instructional methods; and providing coursework that aligns with EEC's revised core competencies and future career lattice. EEC posted the FY19 Career Pathways Grant solicitation on November 16, 2018. Applications were due by January 18, 2019.

Early Childhood Educator Scholarships
The state's Early Childhood Educator (ECE) Scholarship Program was established to increase early educators' access to higher education and to support them in attaining college degrees. The ECE Scholarship Program provides financial assistance to early education and care out-of-school time providers working in EEC-licensed or licensed-exempt programs who are pursuing Associate's or Bachelor's degrees in early childhood education at 50 colleges and universities in Massachusetts. The ECE Scholarship is jointly administered by EEC and the Department of Higher Education's Office of Student Financial Assistance (OSFA). The application period for the 2018-2019 ECE Scholarship Program opened in April 2018. In total, 555 educators were approved for a scholarship that funds the cost of up to six credits in the fall 2018 term and up to six credits in the spring 2019 term.

Educator and Provider Support (EPS) Networks
EEC's Educator and Provider Support (EPS) networks continued to be central to the agency's program quality and workforce agenda in 2018. The EPS networks provide a comprehensive system of professional development that builds educators' competencies and abilities to foster children's learning and healthy development. EPS opportunities promote career pathways and degree attainment with supports such as coaching and mentoring, and access to evidence-based training that aligns with EEC licensing regulations, EEC core competencies for early educators, Massachusetts' early learning guidelines, and the QRIS Standards. In FY19, five EPS networks received $3.3 million in funding, as follows:

- Preschool Enrichment Team, Inc./ Valley Opportunity Council (Western Region)
- Family Services of Central MA (Central Region)
- North Shore Community College (Northeast Region)
- Child Development and Education, Inc. (Southeast, Cape and Islands Region)
- Action for Boston Community Development, Inc. (Metro Boston Region)

Professional development through the EPS Networks includes courses and trainings that address young children with disabilities, diverse learners, English language learners, children at risk of developmental delay, and children with high needs. The EPS networks also support EEC-licensed and license-exempt programs in attaining and maintaining national accreditation and upward movement in the QRIS. In 2018, the EPS networks provided a range of supports and resources to early educators and programs, including:

- 138 college courses in early childhood education in colleges across the Commonwealth, that served 2,158 early education and out of school time educators;

- 217 continuing education opportunities that supported the professional development needs of 5,946 educators in meeting EEC licensing hours, and EEC certification or QRIS requirements;

- Technical assistance and coaching on implementing best practices to leaders in 543 programs; and

- Professional Learning Communities for more than 1,669 educators and administrators that focused on improving program quality.

Early Childhood Support Organization (ECSO) Workforce Initiative with New Profit
In November 2018, EEC entered a partnership with New Profit to design and implement an Early Childhood Support Organization (ECSO) initiative that aligns with other EEC workforce development efforts such as the QRIS 2.0 standards. The ECSOs will work with local early education and care programs to improve their level of quality by providing training and coaching to educators and administrators; supporting the implementation of an evidence-based curriculum; and supporting ongoing monitoring, evaluation and assessment efforts. The ECSOs will target programs serving children birth to age five, that have a QRIS rating of level 2 or higher, and that serve a high percentage of high needs children and families.

New Profit plans to invest up to $13.5 million for infrastructure development, with each ECSO receiving $1.5 million over four years in scale-up support. These funds will enable ECSOs to make programmatic investments in tools to work with programs (i.e. digital professional development platforms, video libraries, data system customizations) and hire and train staff in advance of full scale-up to ensure strong start-up and expansion. EEC will provide funding to support ongoing implementation and incentives beginning in FY20. EEC will partner with New Profit to select four organizations to serve as ECSOs by Summer 2019.

Professional Development Conference for Early Educators: EarlyEdCon
For the fourth year in a row, EEC partnered with North Shore Community College, Salem State University, and Burlington Public Schools, to offer EarlyEdCon -- a professional development conference for early educators. EarlyEdCon was held on Saturday, October 13, 2018 and 439 early educators from across the state attended the event. The conference topics included language and literacy skill development; preschool Science, Technology, Engineering and Mathematics (STEM) education; children's social and emotional development; leadership development; and supporting families. The sessions were targeted to educators in EEC-licensed and public school settings, including out of school time.

Educator Career Lattice and Credentialing
EEC worked with the University of Massachusetts Donahue Institute (UMDI) to update, refine and combine the Educator Core Competencies and Categories of Study documents that are essential to providing a clear pathway for early educators to progress from minimum licensing requirements to enhanced credentials and qualifications. UMDI conducted an Economic Impact Study to assess the costs and consequences of the potential requirements in the new career lattice/credentialing system, costs and consequences of potential changes in the distribution of those new roles in licensing regulations, and the development of a points system for reaching credentialed roles. In 2019, EEC and UMDI expect to finalize the updated Educator Core Knowledge and Competencies document and the requirements for credentialed roles in EEC's career pathways that are in development.

Learning Management System
EEC is implementing an online platform that will allow educators to access online learning, as well as plan and track their progression along EEC's new competency-based Career Pathway. This Learning Management System will launch in 2019 and will support educators' ability to take the health and safety trainings required by CCDBG, which will be available in English, Spanish, Portuguese, Haitian-Creole and Chinese. EEC is also developing additional trainings that will be available on the Learning Management System in 2019. The additional components of the online platform will launch in 2020 and will replace EEC's existing Professional Qualifications Registry, Online Calendar for professional development, and Teacher Qualification Application.

Coaching Infrastructure Project
EEC continued its work with Abt Associates (Abt) to develop a comprehensive plan for early childhood coaching that integrates EEC's licensing requirements, workforce priorities, and QRIS standards. Abt supported EEC in the development of Continuous Quality Improvement Plans (CQIP) for programs that aligns with the revised Quality Rating and Improvement System (QRIS) Standards and the career lattice for early educators. Abt created an initial draft rubric for the measurement, verification process and policies for implementation to support a continuous quality improvement process for programs.

Peer Assistance and Coaching
EEC renewed its contract with Early Childhood Associates to provide a Peer Assistance and Coaching model that includes a professional development series for coaches, and aligns with proposed changes to the QRIS and EEC's workforce development priorities. Early Childhood Associates conducted additional training of coaches, and continued to provide a statewide Professional Learning Community (PLC) for EEC designated coaches. As part of this project, in 2018 Early Childhood Associates conducted an evaluation of EEC designated coaches and provided recommendations for a coaching infrastructure.

APPENDICES

Appendix A: Annual Reporting Requirements

M.G.L. c. 15D, Sec. 3:

(g) The board shall submit an annual report to the secretary of education, the secretary of administration and finance, and the clerks of the House of Representatives and senate, who shall forward the same to the joint committee on education, describing its progress in achieving the goals and implementing the programs authorized in this chapter. The report shall evaluate the progress made toward universal early education and care for preschool-aged children and toward reducing expulsion rates through developmentally appropriate prevention and intervention services.

The department shall include an annual report on behavioral health indicators that includes estimates of the annual rates of preschool suspensions and expulsions, the types and prevalence of behavioral health needs of children served by the department, the racial and ethnic background of the children with identified behavioral health needs, the existing capacity to provide behavioral health services, and an analysis of the best intervention and prevention practices, including strategies to improve the delivery of comprehensive services and to improve collaboration between and among early education and care and human services providers. The report and any recommendations for legislative or regulatory changes shall be submitted by February 15th to the secretary of health and human services, the secretary of administration and finance, the children's behavioral health advisory council, the child advocate, and the general court by filing it with the house committee on ways and means, the senate committee on ways and means, the joint committee on education, the joint committee on mental health and substance abuse, the joint committee on children, families and persons with disabilities, the clerk of the house and the clerk of the senate.

M.G.L. c. 15D, Sec. 5:

The board shall develop and annually update an implementation plan for a workforce development system designed to support the education, training and compensation of the early education and care workforce, including all center, FCC, infant, toddler, preschool and school-age providers. The board shall solicit input from organizations and agencies that represent a diverse spectrum of expertise, knowledge and understanding of broader workforce development issues and of the professional development needs of the early childhood and care workforce. In order to inform the plan, the board shall conduct:

(1) an inventory and assessment of the current resources and strategies available for workforce and professional development in the commonwealth, including but not limited to Head Start trainings, community-based trainings, higher education programs, child care resource and referral agency trainings, state and federally funded workforce development trainings/programs, public school system trainings/credentialing, and other trainings that address the needs of those who work with children and make recommendations for coordinating the use of those existing resources and strategies;

(2) analyses using current data on the status of the early education and care workforce, including work experience, certifications, education, training opportunities, salaries, benefits and workplace standards; and

(3) an assessment of the workforce capacity necessary to meet the state's early education and care needs in the future.

In the development of the plan, the board shall consider:

(1) core competencies, a common and shared body of knowledge, for all those working in the early education and care fields;

(2) streamlined and coordinated state certification, credentialing, and licensing within the early education and care fields including teacher and provider certification and licensing, the child development associate, public

school teacher certification, and other program standards as appropriate for director, teacher and provider credentialing requirements;

(3) a mandatory and regularly updated professional development and qualification registry;

(4) agreements among IHEs for an articulated system of education, training, and professional development in early education and care;

(5) approval of early education and care training programs and academic coursework, incentives for associates and bachelors programs to meet best practices and to modify curricula to reflect current child development research, and certification of trainers and teachers;

(6) coordination of existing workforce resources among public agencies, including establishing regional workforce support resources in coordination with child care resource and referral agencies;

(7) a range of professional development and educational opportunities that provide appropriate coursework and degree pathways for FCC as well as center-based providers at all levels of the career ladder that are available in locations, days, and times that are accessible;

(8) credit for prior learning experiences, development of equivalencies to 2 and 4 year degrees, and the inclusion of strategies for multiple pathways for entry into the field of early education and care;

(9) recruitment and retention of individuals into the early education and care workforce who reflect the ethnic, racial, linguistic, and cultural diversity of Massachusetts families based on the current census data;

(10) incentives and supports for early education and care professionals to seek additional training and education, such as scholarships, stipends, loan forgiveness connected to a term of service in the field, career counseling and mentoring, release time and substitutes;

(11) guidelines for a career ladder or career lattice representing salaries and benefits that suitably compensate professionals for increases in educational attainment and with incentives for advancement, including a salary enhancement program;

(12) public and private resources to support the workforce development system;

(13) a data collection and evaluation system to determine whether the workforce and professional development activities established pursuant to this chapter are achieving recruitment, retention and quality of the workforce goals;

(14) ways to recognize and honor advancement in educational attainment among early educational and care professionals;

(15) professional development opportunities that are provided in languages other than English, and incorporation of these opportunities into any broader, articulated system that is developed; and

(16) alignment of the core competencies, course offerings and other professional development opportunities, where appropriate, with the program quality standards established under section 11.

(17) training to identify and address infant toddler and early childhood behavioral health needs.

M.G.L. c. 15D, Sec. 10:
The board shall include in its annual report rules and regulations promulgated by the board relative to the use of civil fines and sanctions, the types of sanctions, and the amount of those fines.

M.G.L. c. 15D, Sec. 13(d):
The department of early education and care, with the approval of the board and in consultation with the state advisory committee on early education and care established in section 3A, shall study and present any additional recommendations on the programmatic, financing, and phase-in options for the development and universal implementation of the Massachusetts universal pre-Kindergarten program. This study shall include an estimate of the need for full-day, full-year care that meets the needs of parents who work full-time and shall include the number of pre-school aged children in the commonwealth who may be at risk due to family poverty, TAFDC status, special needs, or other risk factors. The department shall include its findings and recommendations, and any updates of its findings, in the annual report required under section 3.

Appendix B: 2018 Subsidized Child Care Enrollment Data and Financial Assistance Appeals

2018 Caseload by Age

Age Group	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18
Infant	3,024	3,041	3,081	3,125	3,101	3,029	2,928	2,944	3,036	3,083	3,024	2,893
Toddler	8,940	9,047	9,255	9,339	9,393	9,144	8,981	8,951	9,157	9,436	9,435	9,340
Preschool	17,255	17,305	17,503	17,663	17,746	17,575	17,230	17,213	17,526	17,489	17,507	17,389
School Age	24,090	24,914	25,328	26,171	26,194	27,671	26,876	27,292	23,505	23,095	23,597	23,910
Total	53,309	54,307	55,167	56,298	56,434	57,419	56,015	56,400	53,224	53,103	53,563	53,532

* All data based on billed actuals

2018 Caseload by Account

Child Care Account	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18
Supportive (DCF)	8,336	8,570	8,719	8,953	9,198	9,500	9,782	9,893	9,294	9,224	9,382	9,452
Transitional (DTA)	11,157	11,207	11,128	11,114	11,256	11,266	10,943	10,924	10,439	10,610	10,788	10,756
Income Eligible	33,816	34,530	35,320	36,231	35,980	36,653	35,290	35,583	33,491	33,269	33,393	33,324
Total Children	53,309	54,307	55,167	56,298	56,434	57,419	56,015	56,400	53,224	53,103	53,563	53,532

* All data based on billed actuals

2018 Financial Assistance Due Process Actions

Subsidy Appeals	2010 Total	2011 Total	2012 Total	2013 Total	2014 Total	2015 Total	2016 Total	2017 Total	2018 Total
Requests for Financial Assistance Review	836	1,217	928	973	1,074	1,073	926	1,009	1,145
Reviews Completed	718	792	1,059	929	881	566	877	610	1,271
Requests for Financial Assistance Hearing	37	60	41	94	83	63	55	71	45
30A Subsidy Appeals in Superior Court	1	0	0	0	1	3	2	2	0

Appendix C: Early Education and Care Workforce Council Members

Budgetary Representatives	EEC Workforce Council Member
Appointed by Speaker of the House	Alice Hanlon Peisch, Representative, Chair of Joint Committee on Education
	Christine Barber, Representative, Joint Committee on Labor and Workforce Development
	Michele Lisio, Senior Advisor, Speaker Robert DeLeo
Appointed by House Minority Leader	TBD
Appointed by Senate President	Michael Moore, Senator
	Jill Dixon, President, Taly Foundation
	Lesley Kinney, Suburban Athletic & Child
Appointed by Senate Minority Leader	Mary Jayne Byrnes
Commissioner of Higher Education	Winnie Hagan, Associate Commissioner for Academic Affairs and Student Success
Secretary of Labor and Workforce Development	Jennifer James, Undersecretary, Workforce Development
Massachusetts Association of Early Education and Care (MADCA)	Stephen Huntley, President
Executive Office of Community Colleges	Gretchen Manning, Deputy Executive Director
President of Community College	David Podell, President, Mass Bay Community College
Massachusetts Head Start Association	Michelle Haimowitz, Executive Director **Alternate:** Anat Weisenfreund, Chair for Massachusetts Head Start Association Board
Massachusetts Association for the Education of Young Children	Lynn Calling, Executive Director
Massachusetts Association of Early Childhood Teacher Educators	Sandra McElroy, President
Massachusetts Business Alliance for Education	Rebecca Fracassa, Director of Community Impact for Comcast
Strategies for Children/ Early Education for All	Amy O'Leary, EEA Campaign Director **Alternate:** Titus DosRemedios, Director of Research and Policy
YMCA Alliance of Massachusetts	Peter Doliber, Executive Director
United Way of Massachusetts Bay	Karley Ausiello, Senior Vice President for Community Impact
Massachusetts Business Roundtable	J.D. Chesloff, Executive Director
Alliance for Business Leadership, Inc.	Jesse Mermell, President **Alternate:** Meagan Greene, Senior Director of Policy & Operations
SEIU FCC Representative	**TBD**
FCC Provider Selected by Commissioner	**TBD**

Appendix D: Licensing Data

New Licensing Enforcement Actions	2010	2011	2012	2013	2014	2015	2016	2017	2018
Sanctions	6	10	5	17	22	19	25	25	18
Acknowledgment of Vol. Surrender	3	1	13	31	17	27	14	10	15
Revocation (Program License and Teacher Qualifications Certificate)	5	9	17	6	17	15	26	46	27
Cease and Desist	8	12	9	24	28	12	30	13	5
C&D w/ Civ. Injunc.	1	2	0	1	0	0	0	2	0
C&D w/ Crim. Pen.	0	0	0	0	0	0	0	0	0
Refusal to Renew/Issue	1	5	3	4	6	6	5	21	12
Emergency Suspension	3	7	8	4	10	19	12	13	8
Legal Agreement	2	3	4	1	8	16	5	6	8
Legal Consult	2	1	2	4	2	11	12	10	16
Appeal of CORI/DCF denial	1	2	0	4	11	16	6	21	18
Enforcement Mtg.	0	1	3	0	1	1	3	4	1
Fine	0	1	1	1	0	0	1	3	5
Correction Order	0	2	0	0	0	0	0	0	0
TOTAL:	32	56	65	97	107	142	139	174	133

NOTE: There may be multiple enforcement actions on a license (e.g., emergency suspension, revocation, fine).

LICENSING COMPLAINTS	Jan '18	Feb '18	Mar '18	Apr '18	May '18	June '18	July '18	Aug '18	Sep '18	Oct '18	Nov '18	Dec '18
# of closed complaints during month	258	268	280	285	339	339	324	330	246	336	303	236
# of new complaints received during month	310	294	354	359	347	380	328	337	312	396	259	259
# of open complaints on 1st day of month	645	706	720	759	834	830	830	830	802	863	876	795

Note: Complaint data is for all types of complaint intakes.
Complaint Data Source: Licensing Education Analytic Database (LEAD).

Appendix D: Licensing Data (CONTINUED)

LICENSED PROGRAMS	Jan '18	Feb '18	Mar '18	Apr '18	May '18	Jun '18	Jul '18	Aug '18	Sep '18	Oct '18	Nov '18	Dec '18
Central MA	1,760	1,789	1,788	1,760	1,775	1,762	1,759	1,762	1,773	1,770	1,784	1,793
Metro Boston	1,977	1,972	1,956	1,954	1,943	1,940	1,914	1,916	1,918	1,905	1,914	1,923
Northeast	2,121	2,056	2,050	2,052	2,045	2,039	2,060	2,048	2,063	2,068	2,072	2,075
Southeast & Cape	1,687	1,697	1,698	1,693	1,690	1,698	1,717	1,714	1,715	1,714	1,717	1,720
Western	1,483	1,481	1,479	1,474	1,464	1,456	1,421	1,421	1,424	1,424	1,427	1,437
Total # Programs	9,028	8,995	8,970	8,957	8,917	8,895	8,871	8,861	8,893	8,881	8,914	8,948
LICENSED CAPACITY	Jan '18	Feb '18	Mar '18	Apr '18	May '18	Jun '18	Jul '18	Aug '18	Sep '18	Oct '18	Nov '18	Dec '18
Family Child Care	44,078	43,855	43,778	43,659	43,439	43,369	44,027	43,937	44,001	43,873	43,987	44,141
Small Group/School Age	351	351	257	257	222	230	212	232	242	242	242	242
Large Group/School Age	182,903	182,906	183,343	183,471	183,414	183,413	181,256	181,375	182,098	182,231	182,709	183,155
Residential & Placement	6,552	6,563	6,505	6,508	6,494	6,508	6,488	6,465	6,450	6,379	6,379	6,398
Total Licensed Capacity	233,884	233,675	233,883	233,895	233,569	233,520	231,983	232,009	232,791	232,725	233,317	233,936
LICENSE ACTIVITY	Jan '18	Feb '18	Mar '18	Apr '18	May '18	Jun '18	Jul '18	Aug '18	Sep '18	Oct '18	Nov '18	Dec '18
New	25	30	147	30	37	51	5	93	63	47	41	50
Renewal	229	235	694	260	300	278	33	231	209	273	169	213
Reopen	9	5	39	7	8	10	0	0	3	1	3	0
Moves	16	20	66	14	13	18	2	24	19	24	23	25
Closed Programs	60	60	71	45	84	85	2	11	18	12	11	10
New Applications	55	49	60	59	78	73	62	80	70	60	52	57
Total Licenses Issued	279	290	946	311	358	357	104	348	294	345	236	288

Licensing Visits	Jan '18	Feb '18	Mar '18	Apr '18	May '18	Jun '18	Jul '18	Aug '18	Sep '18	Oct '18	Nov '18	Dec '18	Total
Central	114	127	126	183	253	153	173	147	183	224	151	129	1963
Metro Boston	191	149	217	219	251	186	152	171	189	276	221	171	2393
Northeast	139	117	163	211	222	204	177	226	150	245	200	186	2240
Southeast & Cape	164	151	195	168	204	165	179	186	181	233	188	109	2123
Western	106	116	140	134	157	126	123	135	109	146	128	105	1525
Total	714	660	841	915	1087	834	804	865	812	1124	888	700	10244

Visit Type	Jan '18	Feb '18	Mar '18	Apr '18	May '18	Jun '18	Jul '18	Aug '18	Sep '18	Oct '18	Nov '18	Dec '18	Total
Capacity Increase	8	17	14	11	9	18	17	34	15	22	9	7	181
Change of Location	16	11	7	16	8	19	18	24	27	20	21	16	203
Change of Space	10	4	8	9	14	10	18	17	6	14	5	8	123
Enhanced Monitoring	5	10	12	17	11	12	12	8	12	15	16	10	140
Follow-up	40	49	56	60	90	62	57	48	45	84	61	46	698
Investigation	107	100	120	111	106	120	113	105	87	110	85	44	1208
License Change	0	0	0	0	1	0	0	1	1	3	0	0	6
License Upgrade	1	0	0	3	5	0	2	4	0	2	2	3	22
Monitoring	105	119	193	214	265	173	199	172	234	321	264	233	2492
Monitoring Outside Diff. Licensing	71	63	64	79	78	52	51	48	36	70	44	35	691
Pre-Licensing	44	39	46	46	66	52	59	102	41	60	39	30	624
Progress	29	16	21	30	42	37	31	34	39	49	40	37	405
Prov License 90-day Monitor	11	2	8	7	4	10	7	2	11	22	22	14	120
Provisional License Renewal	10	15	16	13	10	7	2	7	10	8	13	4	115
Re-Activate Provider	1	2	1	3	2	1	0	1	2	1	2	0	16
Renewal - Enhanced Monitoring	57	52	74	64	122	65	90	85	85	108	66	51	919
Renewal - Full Review	151	130	168	184	187	159	105	146	130	167	163	125	1815
Renewal – Monitoring	44	29	30	46	65	32	20	23	29	42	35	34	429
Technical Assistance	4	2	3	2	2	5	3	4	2	6	1	3	37
Grand Total	714	660	841	915	1087	834	804	865	812	1124	888	700	10244

Note: Count of programs and capacity are calculated on the 1st day of the following month.

Data Source(s): Licensed Programs, Licensed Capacity, and License Activity data are from Licensing Manager and LEAD. Visits are from LEAD.

Appendix E: Income Eligible Waitlist Data

EEC maintains a waitlist of Income Eligible families who are seeking child care financial assistance, using the online self-serve waitlist program (KinderWait). EEC's financial assistance procedures provide that "inactive" records (i.e., 12 or more months of no applicant activity) are to be removed and archived from the waitlist; this procedure is utilized in order to keep the waitlist current.

Waitlist by Age Group (over time):

2018	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Infants	3936	3876	3438	3246	3460	3523	3645	3827	3885	3811	3633	3668
Toddlers	4799	4564	3842	3722	3932	4029	4106	4052	4148	4071	3965	3943
Preschool	4259	4219	3829	3845	4268	4434	4442	4201	3868	3579	3126	3133
School Age	7766	7543	6444	5919	6522	7522	7311	7414	7654	7530	7285	6964
Total I/T/P	12994	12659	11109	10813	11660	11986	12193	12080	11901	11461	10724	10744
Total	20760	20205	17553	16732	18182	19508	19504	19494	19555	18991	18009	17708

Waitlist Activity:

2018	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Total WL	20,760	20,202	17,553	16,732	18,182	19,508	19,504	19,494	19,555	18,991	18,009	17,708
# deactivated	3,010	2,279	4,472	3,562	1,372	2,072	2,378	3,016	3,155	3,454	3,153	2,623
# reactivated	260	132	245	253	120	246	166	311	293	243	165	186

New Children on Waitlist vs. Children Enrolled per Month CY2018
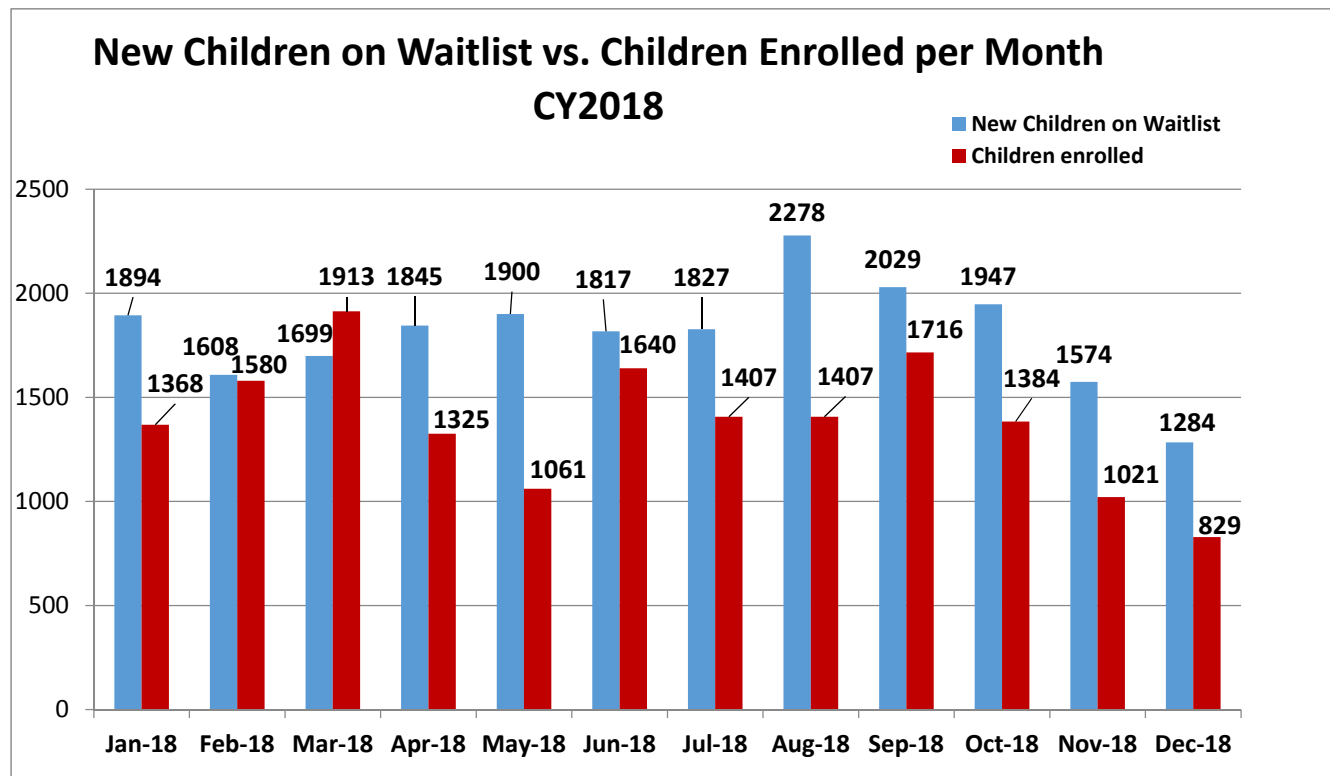
Early Literacy Panel Members
Fiscal Years 2017 and 2018

♣ Ann Reale, Designee of Secretary of Education Jim Peyser and Co-chair Undersecretary and Chief Operating Officer, Massachusetts Executive Office of Education

♣ Nonie Lesaux, Co-chair Professor of Education, Harvard Graduate School of Education

♣ Lisa Antonelli Kindergarten 1 Teacher, John Eliot Innovation K-8 School, Boston

♣ Maryellen Brunelle Superintendent, Auburn Public Schools

♣ Joan Kagan President and Chief Executive Officer, Square One, Springfield

♣ Mariela M. Páez Associate Professor of Education, Boston College

♣ Amy O'Leary, Early Education for All Campaign Director, Strategies for Children (beginning May 2016)

♣ Jessica R. Roth Pediatrician, Children's Hospital Boston and the Martha Eliot Health Center

♣ Wayne Ysaguirre Former President and CEO, Nurtury, Boston

Appendix G: Mass211 Service Data

Mass 211 provides the following Information and Referral services for the EEC:

- Telephonic and web-based information and referral services statewide, in multiple languages, through appropriately qualified and/or trained staff;

- Outreach and marketing to ensure the call center is utilized by families, early education, and out of school time care providers, and/or interested parties looking for high quality early education and care and out of school time programs and resources;

- Call activity monitoring including tracking and submission of aggregate data reports to EEC; and

- Access to "warm body" staff that are able to provide individualized information and referral services to callers.

Number of Inquiries Fielded by Mass211 -- Topics	JAN 18	FEB 18	MAR 18	APR 18	MAY 18	JUN 18	JUL 18	AUG 18	SEP 18	OCT 18	NOV 18	DEC 18	Total
Financial assistance info (wait list updates, confirmations, renewals)	1725	1697	1802	1686	1973	2353	1722	2143	1798	1835	1426	1273	21433
How to get on the EEC waiting list (families added to wait list)	371	310	415	413	397	434	383	480	407	366	355	247	4578
Third Party Referrals	220	226	306	322	338	404	320	346	214	344	375	321	3736
Referrals to Coordinated Family & Community Engagement Grantees	148	144	231	181	186	193	214	237	188	227	208	205	2362
Looking for EEC licensed program (child care referrals)	144	172	183	175	157	139	155	165	129	144	96	104	1763
Check on the Licensing History of a Program (Consumer Ed packet)	144	89	73	80	157	65	155	165	129	144	88	104	1393
Tips for selecting a program	144	89	73	80	157	139	155	165	129	144	0	104	1379
Number of Calls Referred to EEC	24	20	35	18	59	53	53	101	59	69	66	65	622
Financial Assistance Reviews/Hearings	7	14	15	15	27	28	34	78	47	49	48	51	413
Enhanced Public or Special Needs Referrals	21	26	31	26	19	13	17	28	21	13	7	9	231
Background Record Checks	10	13	18	7	32	17	11	17	7	11	11	12	166
Complaint Information	7	1	2	3	4	8	8	6	5	9	7	2	62
Professional Qualifications	1	6	3	5	6	3	5	5	5	4	1	2	46
Child Care Regulations	2	5	2	3	7	3	8	6	5	3	0	2	46
How to open an early education and care or out of school time program	1	5	3	5	1	2	3	5	1	1	0	2	29
Educator Core Competencies	0	0	0	5	2	0	0	1	0	0	0	0	8
Early Childhood Educators (ECE) Scholarship Program	0	0	0	0	0	0	0	0	0	0	0	1	1
Quality Rating and Improvement System (QRIS)	0	1	0	0	0	0	0	0	0	0	0	0	1
Total Inquiries	2969	2818	3192	3024	3522	3854	3243	3948	3144	3363	2688	2504	38269
Total Number of Calls Received	2285	2184	2366	2309	2543	2579	2321	2896	2411	2404	1960	1704	27962

Appendix H: Federal Preschool Expansion Grant Classroom Sites

Boston (15 Classrooms)

Roxbury YMCA

East Boston YMCA

Walnut Grove Head Start/ABCD (4 classrooms)

Nurtury (3 sites)
- Learning Lab,
- Tremont Street
- Horadan Way

Wesley Education Center

Ellis Memorial

Boys and Girls Club of Dorchester

Paige Academy, Inc.

Catholic Charities (Nazareth)

Catholic Charities (Yawkey)

Holyoke (4 Classrooms)

Holyoke Chicopee Springfield Head Start
- Churchill Head Start
- Lawrence Full Service Community School

Valley Opportunity Council
- Sullivan School
- Morgan Full Service Community School

Lawrence (10 Classrooms)

Lawrence Early Achievement Partnership
- GLCAC Inc., Head Start (4 classrooms)

The Community Group (6 classrooms)

Lowell (8 Classrooms)

Lowell Collaborative Preschool Academy

Springfield (11 Classrooms)

Springfield Public Schools' Early Childhood Center (5 classrooms)

Square One

Holyoke Chicopee Springfield Head Start
YMCA of Greater Springfield

Appendix I: Mental Health Consultation Grant Information

<u>Early Childhood Mental Health Consultation Program</u>
EEC receives state funding to administer an Early Childhood Mental Health Consultation program, which provides resources to support young children and their families experiencing emotional and behavioral challenges. The Early Childhood Mental Health Consultation program promotes school success and healthy social-emotional development, and aims to reduce the suspension and expulsion rate in early education and care settings. The consultation services involve general classroom/program and on-site child focused observations, which may include the use of evidenced based observation tools used to identify strategies for improving the learning environment and to assess children's social-emotional and behavioral skills. Consultants meet with educators and families to discuss the strengths and needs of the classroom and/or the child and work together to develop classroom management plans and/or individualized behavior plans to support the needs of specific children. Consultants also provide on-site modeling/coaching to educators to provide guidance on how to provide appropriate responses to address challenging behaviors. If the child presents with behaviors that may require more intensive services, beyond the scope of consultation, the consultants will assist programs and families in locating and accessing appropriate additional services, which may include Early Intervention, special education services and/ or behavioral health services through a community-based mental health service provider.

In FY2019 EEC renewed the Early Childhood Mental Health grants to six agencies:

FY19 Grantees	Award	Region	Cities/Towns
Behavioral Health Network	$272,643	Western	102
Community Healthlink	$181,095	Central	65
Enable, Inc.	$170,079	Northeast, Metrowest, Southeast	60
Justice Resource Institute	$231,793	Southeast, Cape and Islands	69
MSPCC	$211,820	Northeast	47
The Home for Little Wanderers	$182,570	Metro Boston	8
Total	$1,250,000		351

Below are data on the Early Childhood Mental Health (ECMH) Grant program in 2018:

ECMH Services - Mid Year Comparison: *Numbers Served and Hours of Consultation Provided*					
Period	Programs	Classrooms	Educators	Hours of Consultation	# of Children Served
Jan. - June 2018	326	586	1,411	4,645	6,229
July - Dec. 2018	307	470	1,182	4,317	5,297

ECMH Services - Mid Year Comparison: *Child and Family-Focused Intensive/Special Services*				
Period	Children Served	Hours of Consultation	Children/Families Received Intensive Therapy	Children/Families Received Early Intervention/Special Ed
Jan. - June 2018	456	5,630	108	1,249
July - Dec. 2018	396	5,546	85	69

Behavioral Issues Identified in Children who Received Child / Family Focused Consultation (CY 2018)
Aggression (biting, hitting, etc.--peers and adults, throwing items) Oppositional (defiant ,disobedient)
Peer relations/social skills (difficulty taking turns, sharing, negotiating, social bullying)
Attention (inability to focus, follow directions)
Oppositional (defiant, disobedient)
Overactive/Impulsive (restless, uncontrolled)Attention, (inability to focus, follow directions)
History of trauma/peer relations/social skills (difficulty taking turns, sharing, negotiating,bullying)
Anxiety (nervous, fearful, extreme shyness), Attachment(separation distress

Frequency of behavioral concerns for the children receiving child / family focused consultation services.*

Behavior Concern Identified	Infants	Toddlers	Preschoolers	School Age
Depression	0	0	20	17
Attachment	1	0	78	11
Anxiety	0	4	91	24
Other	0	9	174	18
Post trauma	0	4	180	19
Overactivity/Impulsivity	0	14	239	51
Attention	0	8	210	21
Oppositional	1	21	324	32
Peer relations/social skills	2	22	428	32
Aggression	2	33	411	32

Children with more than one behavioral concern were counted for each concern.

Racial/ethnic background of children who received ECMH consultation services

	Infants	Toddlers	Preschoolers	School Age
African-American or Black	0	8	107	11
Hispanic or Latino	1	11	160	20
Asian	1	5	20	19
Native American	0	1	9	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	2	29	360	25
Multi-race, Non-Hispanic	0	5	35	9
Unknown	0	4	69	41

Outcomes of children at risk of suspension or expulsion, by age.

Outcomes of At-Risk Children Served	Infant	Toddler	PreK	SchoolAge	Total	2018 %	2017 %
Retained successfully in program	3	47	579	32	661	66.2%	62.3%
Retained but at risk of suspension/expulsion	0	5	34	11	50	5%	4.4%
Transitioned to program better met needs	0	3	27	1	31	3.1%	7.4%
Suspended from program	0	0	9	2	11	1.1%	1.2%
Expelled from program; has new program	0	0	16	0	16	1.6%	3.5%
Expelled from program; no new program	0	1	26	3	30	3.0%	6.5%
Aged out of program	0	1	150	1	152	15.3%	4.4%
Other	0	2	40	5	47	4.7%	10.3%
TOTALS	3	59	881	55	998		

ECMH clinicians focus on both preventive strategies and interventions to support child social emotional development and prevent school expulsion. Prevention and intervention strategies are relational, individualized, strengths-based, developmentally grounded, and culturally informed. Below are the intervention and prevention strategies used by the ECMH consultation providers in 2018.

Intervention Strategies Most Frequently Used by ECMH Consultants

- Consultation to staff/ Consultation with parent
- Behavior charts or support plans
- Referrals to therapy, special education or…
- Modeling behavior management strategies for staff
- Case management
- Use DECA assessment and intervention tool
- Sensory tools
- Feelings/emotions identification
- Visual schedule
- Red/ Green Choice Chart
- Program modification
- Quiet spaces or calm down spaces
- Creating individualized tools
- Education on impact of toxic stress and trauma

Prevention Strategies Most Frequently Used by ECMH Consultants

- Staff training
- Using TPOT Assessment
- Communication logs/Feedback meetings
- Physical facilities modification/classroom arrangement
- Modeling strategies for other teachers
- Promoting social emotional development/skill building
- Promoting or rewarding positive behavior
- Family outreach and engagement
- Additional staff support (e.g., paraprofessionals)
- Program modification
- Increasing communication/relationship building skills
- Coaching on transitions/routines
- Identifying at-risk children
- Using visual rules and visual schedules
- Making communication clear and positive in nature
- Firm but loving approach in facing challenging behaviors