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Report on the Commonwealth Preschool Partnership Initiative (CPPI) Grant FY 2025

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Table of Contents

Purpose of Report

Commonwealth Preschool Partnership Initiative History

FY25 Commonwealth Preschool Partnership Initiative

Year in Review

Priority I

Priority II

Priority III

Workforce Support and Quality Improvement

Future Directions and CPPI Roadshow

Appendix A

Executive Summary

FY 2025 CPPI Grantees, Number of Children Served, and Award Amounts		
GRANTEE NAME	NUMBER OF CHILDREN SERVED	FY 2025 TOTAL AWARD AMOUNT
Boston Public Schools	164	$670,000
Holyoke Public Schools*	111	$566,800
Lawrence Public Schools*	212	$1,000,000
Lowell Public Schools*	250	$1,000,000
New Bedford Public Schools*	180	$1,000,000
North Adams Public Schools	101	$316,000
Northampton Public Schools	227	$1,000,000
Somerville Public Schools	282	$1,000,000
Springfield Public Schools*	114	$1,000,000
Brockton Public Schools*	116	$966,812
Fall River Public Schools*	32	$494,000
Framingham Public Schools	81	$750,000
Lynn Public Schools*	238	$942,602
Malden Public Schools*	362	$750,000
Salem Public Schools*	133	$1,000,000
Sandwich Public Schools	131	$1,000,000
Gloucester Public Schools	93	$609,905
Haverhill Public Schools*	139	$1,000,000
Hoosac Valley Regional Schools	73	$1,000,000
Plymouth Public Schools	68	$494,000

Westfield Public Schools*	142	$1,000,000
Planning Grantees		
Barnstable Public Schools	N/A	$250,000
Chicopee Public Schools*	N/A	$250,000
Fitchburg Public Schools*	N/A	$250,000
Gateway Regional Schools	N/A	$250,000
Quincy Public Schools*	N/A	$250,000
Pittsfield Public Schools*	N/A	$250,000
Taunton Public Schools*	N/A	$250,000
Wareham Public Schools	N/A	$250,000
Worcester Public Schools*	N/A	$750,000
TOTAL *Indicates Gateway City	3,249	$20,310,119

In FY 25, the Commonwealth Preschool Partnership Initiative (CPPI) provided $20,310,119 in funding to 30 grantees, supporting 3,2449 children. CPPI continued to strengthen workforce capacity through coordinated community-wide professional development systems, expanded use of CLASS® informed data to drive continuous quality improvement, and provided targeted investment in early literacy and social-emotional learning initiatives to support instructional quality and workforce sustainability.

Purpose of Report

This report satisfies the requirement set forth in the Fiscal Year (FY) 2025 General Appropriations Act (GAA), line item 3000-6025 and Education and Transportation Fund 1596-2410, that the Department of Early Education and Care (EEC) report to the Joint Committee on Education and the House and Senate Committees on Ways and Means on the status of the Commonwealth Preschool Partnership Initiative (CPPI) implementation activities, including but not limited to: a listing of recipients of grant funding, the number of children served by the

grant recipients, the size of awarded grants by recipient, and the recipients' workforce development efforts. This report covers FY 2025 grant activities during the period of September 2024 – June 2025.

Commonwealth Preschool Partnership Initiative History

The state first established the Commonwealth Preschool Partnership Initiative (CPPI) in the FY 2016 GAA as a planning grant aimed at encouraging local communities to identify the infrastructure, resources, and partnerships necessary to expand access to high-quality preschool opportunities. The initiative sought to foster collaboration between public school districts and EEC-licensed programs to address early childhood needs at the community level. Over the past eight years, CPPI has evolved from a planning initiative into a strategic investment in local systems-building.

FY 2020: Laying the Foundation for Implementation

In FY 2020, CPPI awarded its first round of implementation funding to nine (9) communities**:** *Boston, Holyoke, Lawrence, Lowell, New Bedford, North Adams, Northampton, Somerville, and Springfield.* These grants supported the development of local models and strengthened collaboration between school districts and local EEC-licensed programs to expand access to affordable, high-quality preschool for three- and four-year olds.

FY 2022: Renewed Investment and Strategic Planning

In FY 2022, CPPI received a $5 million increase in funding, which enabled the launch of two new competitive grant opportunities: the FY 2022 Planning Grant and the FY 2022 Implementation Grant. The Planning Grant supported the coordinated efforts of public schools and community-based partners in conducting comprehensive needs assessments and developing strategic implementation plans to guide local preschool expansion. Nine (9) communities were awarded planning grants**:** *Brockton*, Fall River*, Falmouth, Hoosac Valley*, Lynn*, Malden*, Milton, Sandwich*, and Worcester*. Of these, five (*) transitioned into implementation in FY2023. The FY 2022 Implementation Grant funded three (3) communities: *Boston, Framingham, and Salem* who were already engaged in established partnerships and blended funding to expand preschool access and deepen partnerships across the mixed-delivery system. FY 2022 marked the first formal use of the CPPI priorities: ***access, quality, and inclusion*** which served as a unifying framework for grantees to align planning and implementation efforts with local needs and statewide educational goals.

FY 2023: Scaling Local Capacity and Cohort Expansion

In FY 2023, CPPI continued its expansion with a strategic focus on scaling local implementation and deepening infrastructure across participating communities. Through three competitive procurements, EEC awarded implementation funding to sixteen (16) communities, including both new awardees and returning "maintenance" grantees from the original FY 2020 cohort. Communities used the grant to expand access to high-quality preschool, strengthen public-private partnerships, and embed their preschool programs within broader local infrastructure efforts. Grantees were organized into two implementation cohorts, reflecting phased entry points into the grant structure: Cohort 3 which began in September 2022 and Cohort 4 which launched five (5) grantees in April 2023. All grantees aligned their implementation efforts with at least one of the three CPPI priorities. The grant also emphasized collaboration with local Coordinated Family and Community Engagement (CFCE) partners to ensure resources and efforts were integrated across systems of care and support for children and their families.

Maintenance Grantees: *Boston, Holyoke, Lawrence, Lowell, New Bedford, North Adams, Northampton, Somerville, and Springfield*

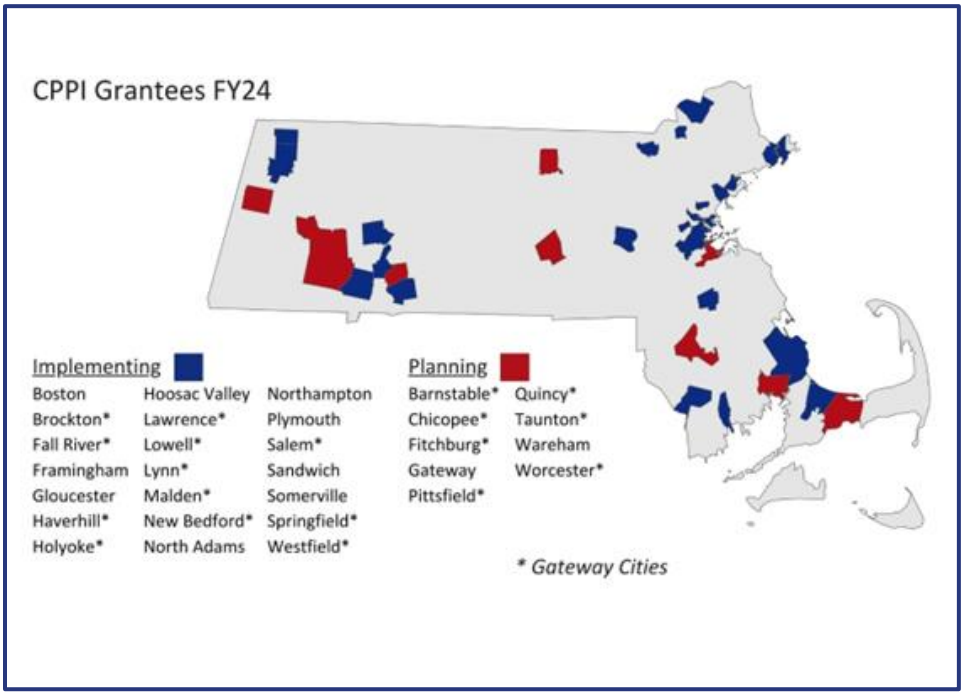
Cohort 3: *Brockton, Fall River, Framingham, Lynn, Malden, Salem, and Sandwich*

Cohort 4*: Gloucester, Haverhill, Hoosac Valley, Plymouth, and Westfield*

FY 2024: Broadening Reach Through Targeted Investments

In FY 2024, CPPI reached its largest scale to date. EEC maintained funding for existing grantees while also awarding targeted expansion and planning grants to deepen community-level impact. A total of twenty-one (21) implementation grantees received over $13.1 million in funding to support preschool classrooms operations aligned with CPPI priorities. In total, 189 classrooms were supported with 81% in community-programs serving an average of 16 children per classroom. The grant also supported funding for 6-hour (full day) / five day-a-week public preschool classrooms to offer families more options within the mixed-delivery system. These programs continued to prioritize equity, quality, inclusion, and responsiveness to local family needs, particularly for underserved populations.

Figure 1. Map of FY 2025 CPPI Grantees



Fifteen (15) grantees were able to apply for up to a million dollars in expansion funding to add classrooms in March 2024 to add classrooms, enhance implementation across all CPPI priorities, and participate in cost modeling, needs assessment and strategic planning activities. During this time, EEC also identified and funded nine (9) new planning communities to assess local readiness for future preschool expansion and alignment with CPPI priorities; *Barnstable, Chicopee, Fitchburg, Gateway Regional, Pittsfield, Quincy, Taunton, Wareham, and Worcester* (which transitioned to an early implementation grantee).

Throughout the year, communities worked closely with local partners like CFCE grantees, collaborated with EEC's technical assistance providers, and made steady progress in aligning their preschool expansion goals with broader Birth to Grade 3 strategies. These efforts reflected the unique needs and capacities of each community while reinforcing a shared commitment to equity and quality. FY 2024 highlighted how CPPI can serve as a catalyst for meaningful, sustained change when local leadership, coordinated planning, and targeted funding come together.

FY 2025 Commonwealth Preschool Partnership Initiative

In its ninth year of implementation, the Commonwealth Preschool Partnership Initiative (CPPI) continues to serve as a catalyst for community-driven solutions to expand access to high-quality preschool across Massachusetts. FY 2025 marked a year of steady commitment and deepened impact as all thirty (30) CPPI grantees received level renewal funding to strengthen and sustain

their local mixed-delivery preschool systems. Guided by the three priorities, CPPI empowers grantees to move from vision to implementation.

- ***Priority I: Expansion of Access to Affordable Quality Preschool***. *This priority supports communities in addressing local barriers to affordability and access, enabling more families, particularly those who are underserved or in high need, to enroll their children in high-quality preschool. Funding may also support critical resources such as mental health services, social workers, transportation, and other supports for families, educators, and program leaders that help make preschool more accessible and responsive to community needs.*
- ***Priority II: Alignment of High-Quality Curriculum and Supports Across the Mixed Delivery System***. *This priority focuses on enhancing the overall quality of preschool experiences by aligning and strengthening curriculum, instructional practices, and program expectations across settings. Communities implement professional development opportunities and embedded supports for educators to ensure curriculum delivery is consistent, meaningful, and developmentally appropriate for all children.*
- ***Priority III: Equitable Access to Special Education and Inclusion****. This priority emphasizes inclusive program design to ensure that children with special needs are fully supported in their learning environments. Communities are encouraged to create systems that minimize unnecessary transitions and provide seamless access to special education services. This includes implementing models such as itinerant teams that bring special education services directly to the child's preschool setting.*

Rather than relying on a single model, CPPI supports a flexible locally led approach where communities assess their needs and craft solutions that work in their unique contexts. This FY 2025 report highlights how the CPPI grant continues to shape the early childhood landscape through investments in systems-level infrastructure, professional learning, and family-centered design. Community narratives, data insights, and reflections from the field will illustrate how CPPI is building a stronger foundation for children's learning and community well-being.

FY 2025 Year in Review

In FY 25, the Commonwealth Preschool Partnership Initiative (CPPI) supported 3,249 children across 217 classrooms, spanning 103 early education providers statewide. This marked a notable expansion from FY 24, with 20 additional classrooms integrated into the CPPI network. Consistent with the CPPI's commitment to a mixed-delivery system, most classrooms, serving approximately 80% percent of enrolled children were in community-based center or family child

care settings. FY 25 grant awards ranged from $250,000 (Planning Grants) to $1 million, reflecting specific investments aligned with each community's implementation goals and scale.

In FY 25 there were thirty (30) grantees utilizing funding to implement a program design that met the requirements of their selected priorities. *Appendix A* lists the Grantees and their Partner Programs. Figure 2 provides details about the grantee's selected priorities, classrooms, enrollment, and funding amounts. Of the twenty-one (21) implementation grantees fifteen (15) grantees addressed Priority I, eighteen (18) grantees addressed Priority II, and eighteen (18) grantees addressed Priority III. Additionally, nine (9) planning grantees engaged in the completion of a comprehensive needs assessment report, cost model/fiscal mapping exercises, and strategic plan development.

Figure 2. **FY 2025 CPPI Grantees by Cohort, Priority Engagement, Program Participation, Classrooms, Enrollment Numbers, and Award Amounts**

GRANTEE NAME	COHORT DESISNGATION	PRIORITY	NUMBER OF PROGRAMS	NUMBER OF CLASSROOMS	NUMBER OF STUDENTS	FY 2025 TOTAL AWARD AMOUNT
Boston Public Schools	Maintenance	I and III	3	10	164	$670,000
Holyoke Public Schools*	Maintenance	I, II and III	4	6	111	$566,800
Lawrence Public Schools*	Maintenance	I, II and III	3	15	212	$1,000,000
Lowell Public Schools*	Maintenance	I, II and III	9	14	250	$1,000,000
New Bedford Public Schools*	Maintenance	I, II and III	6	13	180	$1,000,000
North Adams Public Schools	Maintenance	I and II	3	7	101	$316,000
Northampton Public Schools	Maintenance	I, II and III	11	20	227	$1,000,000
Somerville Public Schools	Maintenance	I, II and III	10	18	282	$1,000,000
Springfield Public Schools*	Maintenance	I, II and III	3	7	114	$1,000,000
Brockton Public Schools*	Cohort 3	I, II and III	3	8	116	$966,812
Fall River Public Schools*	Cohort 3	I and III	2	2	32	$494,000
Framingham Public Schools	Cohort 3	I, II and III	4	6	81	$750,000
Lynn Public Schools*	Cohort 3	I, II and III	3	14	238	$942,602
Malden Public Schools*	Cohort 3	I, II and III	6	26	362	$750,000
Salem Public Schools*	Cohort 3	I, II and III	5	8	133	$1,000,000
Sandwich Public Schools	Cohort 3	I, II, and III	9	11	131	$1,000,000
Gloucester Public Schools	Cohort 4	I, II, and III	3	5	93	$609,905
Haverhill Public Schools*	Cohort 4	I, II, and III	5	8	139	$1,000,000
Hoosac Valley Regional Schools	Cohort 4	I, II, and III	3	5	73	$1,000,000
Plymouth Public Schools	Cohort 4	I and III	2	5	68	$494,000
Westfield Public Schools*	Cohort 4	I, II and III	6	9	142	$1,000,000
Barnstable Public Schools	Planning	N/A	N/A	N/A	N/A	$250,000

Chicopee Public Schools*	Planning	N/A	N/A	N/A	N/A	$250,000
Fitchburg Public Schools*	Planning	N/A	N/A	N/A	N/A	$250,000
Gateway Regional Schools	Planning	N/A	N/A	N/A	N/A	$250,000
Quincy Public Schools*	Planning	N/A	N/A	N/A	N/A	$250,000
Pittsfield Public Schools*	Planning	N/A	N/A	N/A	N/A	$250,000
Taunton Public Schools*	Planning	N/A	N/A	N/A	N/A	$250,000
Wareham Public Schools	Planning	N/A	N/A	N/A	N/A	$250,000
Worcester Public Schools*	Planning	N/A	N/A	N/A	N/A	$750,000
TOTAL			103	217	3,249	**$20,310,119**
* indicates Gateway City						

Children served through CPPI represent a diverse cross-section of the Commonwealth. Figure 3 outlines child demographics and among the 3,249 children enrolled, 47% were age 3, and nearly 53% were age 4 or older as of September 1, 2024. Nearly 14% identified as Black or African American, over 37% as Hispanic or Latino, and 5% identified as multiracial. Nearly 30% of children spoke a primary language other than English at home and more than 40% of children are multilingual learners, with Spanish, Portuguese, and Haitian Creole among the most spoken languages across CPPI classrooms.

Figure 3**. Child Demographics**

Demographic Information	Count	Percent
Age As of Sept. 1, 2024		
3 Years Old	1488	47.0%
4 Years Old	1672	52.8%
Not Reported*	31	1.0%
Gender		
Boy	1663	52.5%
Girl	1518	47.9%
Non-binary	5	0.2%
Not Reported	5	0.2%
Race/Ethnicity		
American Indian or Alaska Native	3	0.1%
Asian	233	7.4%
Black or African American	435	13.7%
Hispanic/Latino	1176	37.1%
Native Hawaiian/ Other Pacific Islander	14	0.4%
Two or more races	172	5.4%

White, Not Hispanic	1029	32.5%
Not Reported	129	4.1%
Language		
Cape Verdean Creole	21	0.7%
Chinese (all)	56	1.8%
English	2216	69.9%
Haitian Creole	82	2.6%
Khmer	17	0.5%
Portuguese	127	4.0%
Spanish	531	16.8%
Other	99	3.1%
Not Reported	42	1.3%
Total	**3249****	
Other Languages include: ASL, Albanian, Amharic, Arabic, Bengali, French, German, Gujarati, Hebrew, Hindi, Ibu, Italian, K'iche', Kabyle, Kazakh, Korean, Kurdish, Turkish, Latvian, Malayalam, Marathi, Nepali, Oromo, Pashto, Polish, Punjabi, Romanian, Russian, Shoana, Tamil, Telugu, Tibetan, Tigrinya, Turkish, Ukrainian, Urdu, Uzbek, Vietnamese, Yoruba		
***31 children did not have birthday information provided, or the birthdate was entered incorrectly **58 children opted out of demographic data collection, therefore above totals equal 3191**		

Figure 4 suggests that the children enrolled in the Commonwealth Preschool Partnership Initiative (CPPI) tend to represent a more racially and ethnically diverse population compared to the statewide K–12 public school population. CPPI programs serve a notably higher percentage of Hispanic or Latino children (37%) and Black or African American children (14%) compared to statewide enrollment (23% and 10%, respectively). In contrast, White, non-Hispanic children represent a smaller portion of the CPPI population (33%) than they do in the overall K–12 system (45%). These differences align with CPPI's broader efforts to increase access in communities where historically underserved children and families are more prevalent. The data suggests that CPPI is reaching communities that often face greater challenges in accessing high-quality early education.

Figure 4. Percentage of Children Enrolled in CPPI Classrooms by Race/Ethnicity

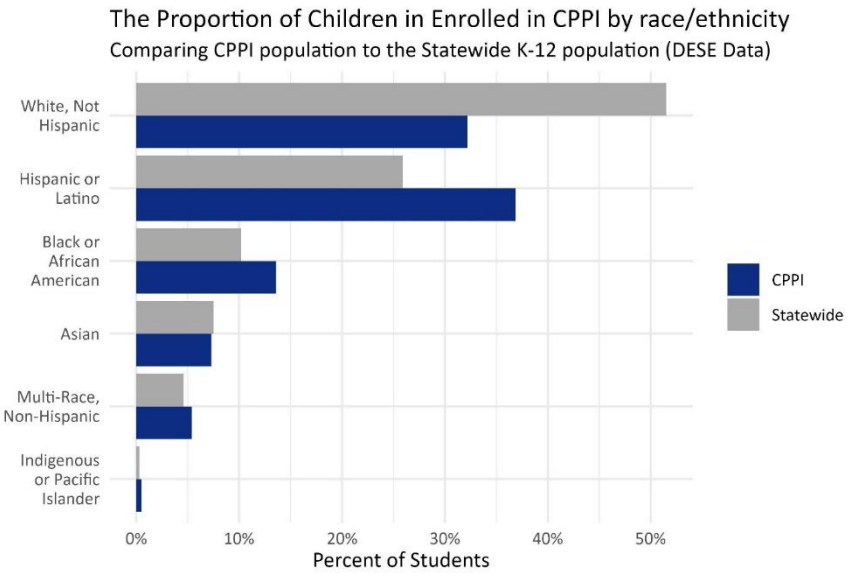


Figure 5. Demographics of Children Enrolled in CPPI Compared to the State K-12 Child Population

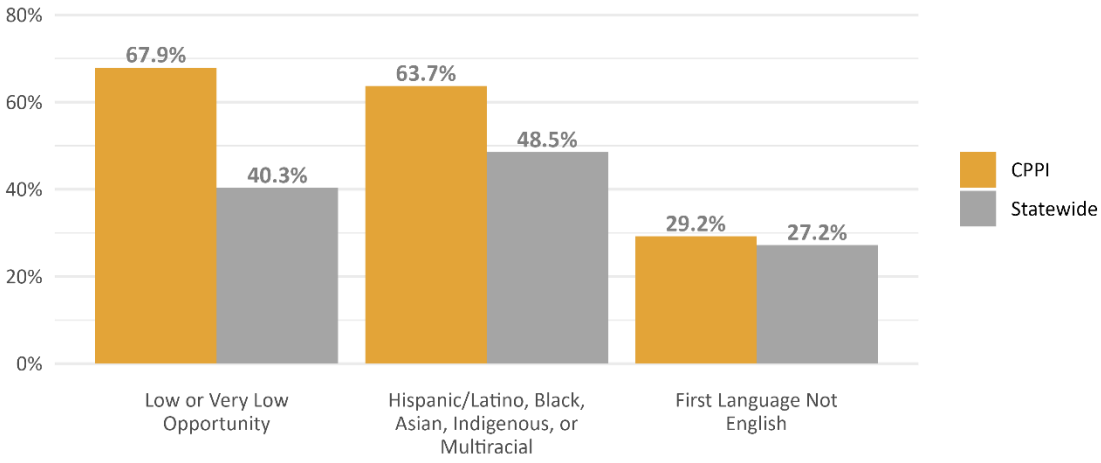


Figure 5 highlights CPPI's continued progress in creating more equitable access to early education opportunities for children who have historically been underrepresented in formal preschool settings. In FY25, 67.9% of children enrolled in CPPI classrooms resided in communities identified as low or very low opportunity, contrasted with the 40.3% of preschool-

aged children in the statewide K-12 public school population. This difference reflects CPPI's strategic commitment to investing in communities where access gaps are most pronounced. In addition, 63.7% of CPPI-enrolled children identified as Hispanic/Latino, Black, Asian, Indigenous, or multiracial, compared to a statewide K-12 public school enrollment of 48.5%.

While 29.2% of enrolled children came from homes where a primary language other than English is spoken, just above the 27.2% reported for the K-12 public school population, this suggests ongoing opportunities to deepen engagement and support for multilingual families which is an essential component of a truly inclusive preschool experience. Together, these patterns reinforce CPPI's role as a driver of change at the local level, offering children and families access to high-quality early learning experiences that are culturally responsive, developmentally appropriate, and community grounded. As communities continue to build and adapt their preschool systems, these data points serve as both a reflection of current impact and a guidepost for where continued growth and investment can make a difference.

Figure 6. Distribution of Children by Program Type

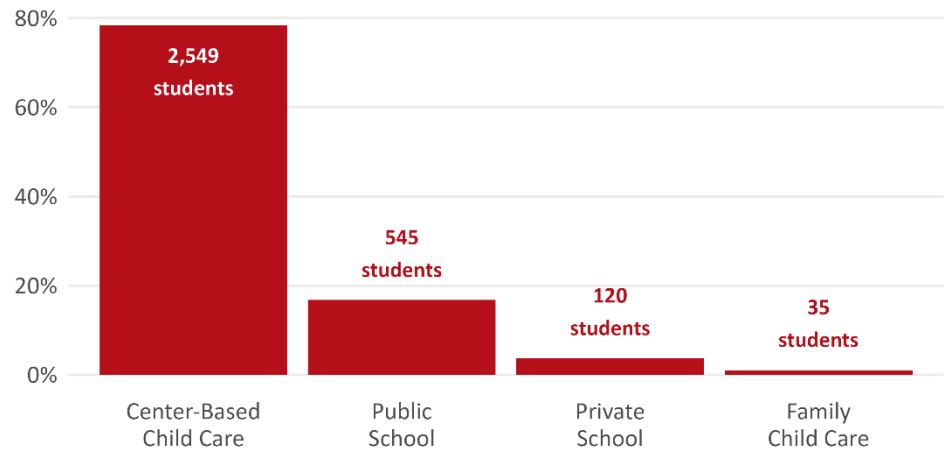


Figure 6 illustrates the distribution of CPPI-enrolled children across different program settings in FY25, underscoring the initiative's commitment to a robust mixed-delivery preschool system. 2,549 students (approximately 78%) were served in center-based child care programs, reflecting CPPI's strong investment in community-based settings as a central strategy for expanding access. An additional 545 students (17%) were enrolled in public school preschool classrooms, with smaller numbers served in EEC-licensed private school settings (120 students) and family child care programs (35 students). While public school settings are not typically funded through CPPI in the same manner as community-based programs, this data reflects how local

partnerships may still support enrollment in these classrooms as part of their broader strategies. This data reflects the diverse implementation strategies used by local communities to meet the unique needs of families, highlighting the flexibility of the CPPI model in supporting a wide range of early education environments. It also reinforces CPPI's role in supporting access to care for working families, particularly those who need full day and full year options which community-based providers are often uniquely positioned to offer. This distribution speaks to both family preferences and the strength of local public-private partnerships that are essential to the success of a mixed-delivery approach.

CPPI remains committed to increasing the number of family child care partnerships within the collaborative models, recognizing the critical role these providers play in meeting families where they are and offering high-quality, culturally responsive early learning experiences in smaller, home-based settings. As CPPI continues to evolve and grow, deepening and diversifying provider partnerships will remain a priority to ensure access and quality are available across all care settings.

CPPI Grant Leadership and Local Governance

Strong, locally driven leadership continues to serve as a foundation of CPPI implementation. In FY25, every participating community sustained a dedicated Leadership Team responsible for shaping local strategies and ensuring implementation efforts aligned with CPPI's core goals: expanding access to preschool, strengthening program quality, and advancing equity for children and families. These teams typically include representatives from the grantee school district, EEC-licensed partner providers, and key community stakeholders such as family engagement coordinators, special education staff, and leaders from local organizations. Most teams met monthly to review progress, assess data, address challenges, and adjust plans in response to the evolving needs of their communities. To support more focused planning and implementation, many communities also established subcommittees dedicated to specific goals such as professional development, inclusion support, curriculum alignment, or tuition assistance for families. This shared leadership approach allows each community to design locally responsive strategies while staying connected to the broader goals of the initiative.

At the center of this work are CPPI Grant Coordinators. These individuals play a pivotal role in facilitating communication, maintaining grant compliance, and cultivating collaboration across diverse early education settings. They serve as both project managers and trusted connectors, helping ensure that the grant operates smoothly across school districts, EEC-licensed providers, and community partners. In several communities, the CPPI Grant Coordinator role is housed

within districts that also oversee the Coordinated Family and Community Engagement (CFCE) grant, further integrating local efforts to reach families who may not yet be engaged with the early education system.

Most school districts subcontracted with two to eight EEC-licensed programs, with many continuing or building upon long-standing relationships. Most grantees used CPPI funds to enhance the quality and accessibility of existing programs, especially those serving families who may not qualify for traditional child care financial assistance but still face financial, logistical, or linguistic barriers to accessing high-quality preschool.

Priority I: Expansion of Access to Affordable Quality Preschool

In FY25, all twenty-one (21) implementation grantees engaged in Priority 1 continued to support their communities in addressing systemic barriers to preschool access, while evolving to emphasize inclusive, sustainable, and family-centered models of care. Grantees are expanding capacity by blending funding sources such as CPPI tuition assistance, municipal support, and Head Start to offer low- or no-cost preschool for families who may otherwise not have financial access. Figure 7 highlights how grantees are strategically leveraging multiple funding approaches to support families and scale quality preschool programming across Massachusetts.

A majority of grantees utilize EEC Child Care Financial Assistance (95%), followed by Local Public-School Funds, Head Start Funds, and Parent Tuition/Fees (each used by 76% of grantees). CPPI Funded Tuition Assistance is accessed by 81%, while City/Municipality Funded Tuition Assistance is the least utilized, used by only 33%. This suggests that most grantees rely heavily on state and federal funding streams, while local municipal funding plays a more limited role in supporting funding for early education and care.

Figure 7. **Grantees Use of Funding Streams**

Grantee	Public School Funds	EEC Child Care Financial Assistance	Head Start Funds	Parent Tuition/ Fees	CPPI Funded Tuition assistance	City/ Municipality Funded Tuition Assistance
Boston	Yes	Yes	No	Yes	Yes	Yes
Brockton	No	Yes	Yes	Yes	Yes	No
Fall River	No	Yes	Yes	Yes	Yes	No
Framingham	Yes	No	No	No	Yes	No
Gloucester	No	Yes	Yes	Yes	Yes	No
Haverhill	Yes	Yes	Yes	Yes	Yes	Yes

Holyoke	Yes	Yes	No	Yes	Yes	Yes
Hoosac Valley	Yes	Yes	No	No	Yes	No
Lawrence	Yes	Yes	No	Yes	No	No
Lowell	Yes	Yes	Yes	Yes	Yes	No
Lynn	No	Yes	Yes	Yes	Yes	No
Malden	Yes	Yes	No	Yes	Yes	No
New Bedford	Yes	Yes	Yes	Yes	Yes	No
North Adams	Yes	Yes	Yes	No	Yes	No
Northampton	Yes	Yes	Yes	Yes	Yes	Yes
Plymouth	No	Yes	No	Yes	Yes	No
Salem	No	Yes	Yes	Yes	Yes	No
Sandwich	No	Yes	No	Yes	Yes	No
Somerville	No	No	Yes	Yes	No	Yes
Springfield	No	Yes	Yes	Yes	Yes	No
Westfield	Yes	Yes	No	Yes	No	No
Percentage of Grantees	**57%**	**90%**	**57%**	**85%**	**90%**	**23%**

Building on the overview of funding sources accessed by grantees, the next figure shifts focus to the students themselves, illustrating the extent to which CPPI-enrolled children benefit directly from these financial supports.

Figure 8. Proportion of CPPI Students Attending for Reduced or No Cost

Figure 8 highlights the extent to which children enrolled in CPPI-supported classrooms benefit from financial assistance to access preschool. Across all CPPI programs, 71% of children attended for reduced or no cost. This trend is even more pronounced in low or very low opportunity communities, where 83% of children attended for reduced or no cost, demonstrating CPPI's effectiveness in targeting areas with the greatest socioeconomic need. In contrast, only 41% of children in moderate to very high opportunity communities attended for reduced or no cost, reflecting more diverse income levels and braided funding strategies. These findings underscore CPPI's role in promoting equitable access to high-quality preschool by reducing financial barriers for families where support is most needed.

Local Implementation in Action

Across the Commonwealth, grantees are applying this funding with creativity and precision, tailoring approaches to reflect local realities. The following community profiles highlight how

CPPI is supporting expanded access through integrated funding, inclusive practice, and family-centered design:

- **Somerville** is advancing a comprehensive, equity-driven approach to expanding access to affordable, high-quality preschool as part of its CPPI Priority I efforts. By leveraging municipal ARPA funds, Somerville has removed cost barriers for up to 50 high-need families, while using a detailed prioritization framework to ensure that resources are directed to those facing the most significant challenges. In addition to tuition-free access, the city has integrated a wide range of wraparound supports; including mental health consultation, individualized behavioral interventions, live interpretation and translation services, and coordinated referrals through trusted local partners. A focus on data collection and analysis, including satisfaction surveys and a formal needs assessment, is shaping continuous improvement, professional development, and long-term sustainability planning. Through braided funding, cross-sector collaboration, and a focus on system alignment, Somerville is building a strong, inclusive foundation for its mixed-delivery early learning system.

- **Haverhill** is expanding equitable access to high-quality preschool by fully eliminating tuition for public preschool through district funding, following an initial investment of ESSER funds. The city's mixed-delivery model includes strong collaboration with partners such as Community Action, Inc. (CAI), the YMCA, and Marigold Montessori, all of which offer free or subsidized care supported through CPPI, public contracts, and private donations. For example, 92% of YMCA and 75% of Marigold students receive financial assistance. Additional supports also include mental health consultation, behavioral services, and the Haverhill Child Care Scholarship, which helps bridge funding gaps while families seek long-term assistance. The city prioritizes ongoing needs assessment and family engagement, using surveys to guide strategic planning and improvement. Events like the annual Preschool, Kindergarten, and Community Expo, reaching over 250 families, further expand access to information and early learning services. Haverhill's coordinated, data-informed approach is helping to ensure more children and families can access quality early education, regardless of income or setting.

- **Sandwich** is committed to ensuring no child is denied access to early education due to cost. Through CPPI, partial or full tuition scholarships are offered to families across both the school year and summer months, with priority given to families on the child care voucher waitlist. Families not yet on the voucher list may apply through a needs-based process managed by the CPPI/CFCE Coordinator, who helps assess eligibility and connect families to additional resources when possible. Additionally, scholarship use, and family

demographics are tracked to inform monthly re-evaluations, ensuring sustainable and equitable support. An Itinerant Social Worker provides SEL lessons, counseling, and family outreach across CPPI classrooms, while all participating families gain access to social-emotional workshops and parenting education offered by CFCE. Sandwich's CPPI partnership now includes 12 of the 21 licensed providers in the area, including 6 of the 12 family child care providers, showing growing local collaboration and support. CPPI is building strong connections between Sandwich Public Schools and community providers to ensure families and children have access to quality early learning opportunities.

Across communities, CPPI efforts are creating meaningful pathways to expand access to affordable, high-quality preschool. Grantees are working closely with families and local partners to design solutions that are both responsive and sustainable while prioritizing equity, reducing cost burdens, and strengthening alignment across mixed-delivery systems. Through strategic investments, shared data, and community collaboration, programs are removing barriers to enrollment and laying the foundation for more inclusive early learning ecosystems that meet the diverse needs of children and families.

Priority II: Alignment of High-Quality Curriculum and Supports Across the Mixed Delivery System

In FY25, communities continued to make significant strides in strengthening locally aligned quality across early childhood systems. This work centered on a shared commitment to ensuring that all children regardless of setting have access to quality, culturally responsive, and developmentally appropriate learning experiences. Grantees were tasked with developing and implementing plans that supported alignment of curriculum, learning goals, and instructional quality across the birth-to-third-grade continuum. This included intentional focus on curriculum review and implementation, support for diverse learners, and professional development that is both job-embedded and data-informed.

Throughout the year, communities leveraged a variety of strategies to build quality aligned to local expectations and goals. A few highlighted areas included:

- Reviewing and revising curricula using the EEC Curriculum Rubric Foundational Document to ensure alignment with local cultural and linguistic contexts;
- Establishing systems for ongoing formative assessment and family engagement; and
- Creating opportunities for sustained professional learning and instructional leadership across all settings, despite persistent workforce challenges.

Local Implementation in Action

These strategic approaches have empowered communities to innovate and tailor their work in meaningful ways. The following highlights showcase how different communities are advancing locally aligned quality by applying these priorities in action:

- **Lowell** remains committed to developing a locally aligned curriculum that reflects Massachusetts standards and the community's cultural and linguistic diversity. Building on initial efforts to develop a curriculum for 4-year-olds, Lowell engaged multiple partners including UMass Boston, the University of Pittsburgh, and the American Institutes for Research (AIR) to review and enhance curriculum modules. This collaboration led to the addition of culturally responsive texts and alignment with language and literacy standards that promote rich discussions among children and educators. In FY25, Lowell deepened its Pre-K through 3rd grade framework by increasing engagement of principals and district leaders in programmatic meetings. Strengthening partnerships with family leadership and special education staff was also a priority to ensure collaborative support across systems. The district continues refining its curriculum through a structured revision process involving preschool and kindergarten teachers, informed by data and feedback from AIR and local reviews. Professional development tools and coaching plans are being developed to support curriculum fidelity, including new observation tools to monitor higher-order thinking and emergent writing. These efforts, paired with a strategic plan focused on access, alignment, and equity, are advancing Lowell's goal of ensuring all children in their community build strong foundations for reading success.

- **Boston** Pre-K has demonstrated strong commitment to Priority 2 by advancing curriculum alignment and instructional quality as part of its broader, city-funded UPK program. In Spring 2025, Boston piloted a new quality alignment tool designed for more frequent classroom observations to complement the existing one-time fidelity observation. This tool aims to provide timely data to educators, helping them continuously improve program quality citywide, impacting over 4,700 children across diverse classroom settings. Veteran educators contribute to curriculum development focused on 3- and 4-year-olds, including mixed-age classrooms, especially in the 10 CPPI classrooms. Additionally, CLASS observations from Spring 2025 highlight strengths in positive climate, teacher sensitivity, and classroom organization, with ongoing focus on improving instructional support and language modeling to enhance cognitive development and higher-order thinking skills. Together, these efforts reflect Boston's proactive, data-driven approach to improving early childhood education quality across settings, ensuring strong alignment with developmental goals.

- Holyoke is advancing Priority 2 by enhancing early childhood program quality through strategic partnerships and aligned curricula. The district focuses on early literacy initiatives like Raising a Reader and aligning curriculum across Holyoke Public Schools (HPS), VOC, and the YMCA to create a seamless birth-to-kindergarten learning experience. In SY25, individualized coaching was provided, with a dedicated Pre-K coach supporting CPPI partner programs and a special education teacher integrating services across classrooms. Professional development is a cornerstone within the CPPI partnership, exemplified by a large cross-agency professional development event attended by 130 educators, fostering collaboration on child development, purposeful play, and inclusive practices. Holyoke implements comprehensive onboarding and continuous quality improvement processes, including curriculum reviews using the EEC rubric and alignment work between program partners. Observations and feedback cycles, supported by CLASS refresher trainings, ensure consistent implementation. Additionally, data-driven strategies guide instruction, using tools like TS Gold, STAR Early Literacy, and ASQs. Collaboration between Pre-K and kindergarten teachers is growing to improve transitions, with reciprocal classroom visits planned to build mutual understanding. Holyoke is also strengthening supports for dual-language learners through multilingual instructional coaching demonstrating Holyoke's dedication to equitable, high-quality early learning.

Joint Professional Development Day

Expansion grantees required to participate in joint professional development (PD) days have reported outstanding success in these collaborative efforts. These mandatory full-day PD closures, scheduled between August 2024 and August 2025, bring together all grant-funded staff from district and EEC-licensed classrooms, fostering unified learning and shared growth. Feedback from these sessions has been incredibly positive: Haverhill's March 7th PD Day, for example, drew 45 attendees and was praised as "the best professional development" one participant has experienced in their career. Brockton, inspired by the success of its fall PD Day, planned a second event in the Spring to continue strengthening partnerships among district staff and community providers. These joint PD Days not only fulfill workforce development requirements but also create vital opportunities for cross-agency collaboration, alignment, and professional growth, enhancing the quality of early education across communities.

As communities continue to prioritize the alignment of high-quality curriculum and supports across mixed-delivery early childhood systems, their efforts demonstrate a shared dedication to equitable, culturally responsive, and developmentally appropriate learning for all children.

Through collaborative curriculum review, data-informed professional development, and ongoing formative assessment, grantees are strengthening instructional quality and fostering cohesive birth through 3rd grade learning pathways. These foundational investments set the stage for deeper insight into classroom practices and instructional effectiveness, as reflected in the CLASS data collection and analysis.

CLASS Data Collection

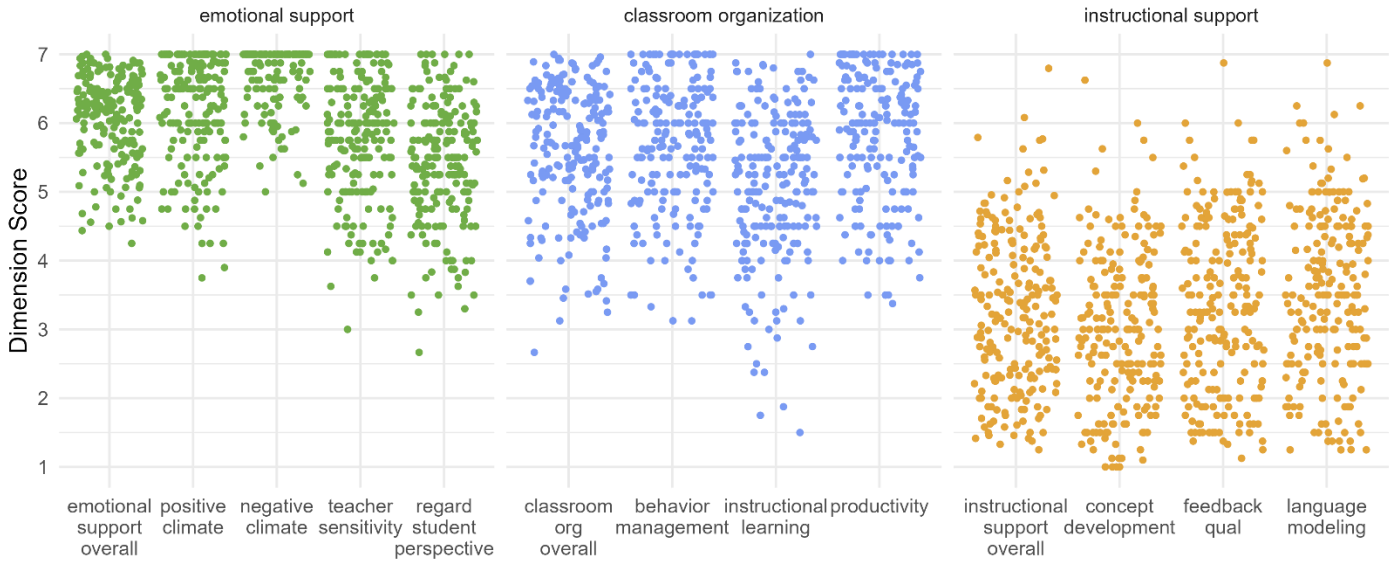
A defining feature of FY25's work was the increased use and reporting of the Classroom Assessment Scoring System (CLASS), which measures the interactions among educators and children through 10 dimensions (under 3 domains) rated on a 7-point scale, from low to high. Recognizing the importance of high-quality teacher-child interactions in supporting early learning outcomes, all implementation grantees collected CLASS data in both the Fall 2024 and Spring 2025. This dual-point data collection provides communities the opportunity to reflect on progress over time and to make responsive adjustments to coaching, professional development, and curriculum implementation efforts.

Across FY25, data was collected in Fall 2024 and Spring 2025 from 202 classrooms across 21 CPPI grantees, with the involvement of 46 reliable raters. **Figure** 9 displays the full distribution of CLASS scores across all dimensions within the three domains: Emotional Support, Classroom Organization, and Instructional Support. Each dot represents an individual classroom observation score.

The data reveal a high level of consistency in the Emotional Support domain, where most classrooms scored in the upper range, particularly in dimensions such as Positive Climate, Teacher Sensitivity, and Regard for Student Perspective. Similarly, scores in the Classroom Organization domain, especially Productivity and Behavior Management, tend to cluster in the mid- to high-range indicating strong classroom routines and structures.

In contrast, the Instructional Support domain typically yields lower scores across early childhood settings. In this context, a score above a 3 indicates emerging strength in promoting effective instructional strategies. The data shows a wider distribution of scores, especially across Concept Development, Feedback Quality, and Language Modeling. This greater variability suggests that while some classrooms are demonstrating strong instructional interactions, others may benefit from additional support in fostering higher-order thinking, extending conversations, and providing feedback that promotes learning. This snapshot provides valuable insights into areas of strength and opportunities for targeted professional development, particularly in enhancing instructional practices across CPPI classrooms.

Figure 9. FY25 Distribution of CPPI Classroom Average CLASS Scores Across Fall 2024 and Spring 2025



Priority III: Equitable Access to Special Education and Inclusion

The CPPI initiative continues to prioritize inclusive, community-driven approaches to delivering special education services through the development and expansion of the Itinerant Team model. In FY25, grantees strengthened program designs that integrated Individual Enrichment Plan (IEP) services directly into EEC-licensed community-based settings. These programs are intentionally designed to reduce the number of transitions a child experiences throughout the day and offer extended care options to meet the needs of working families.

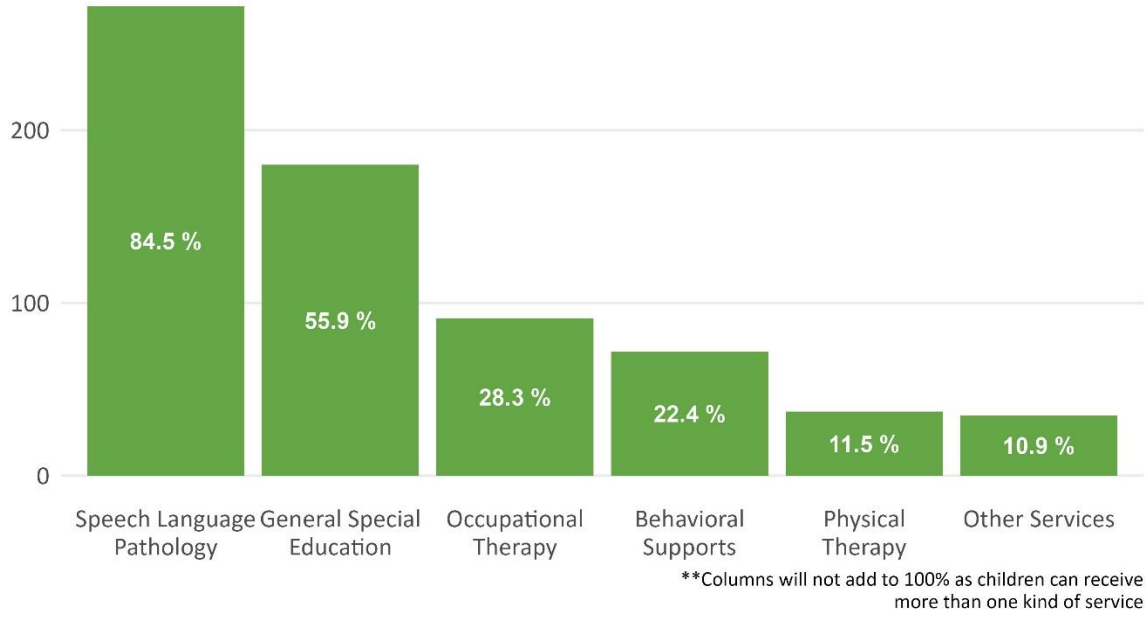
The Itinerant Team model continued to evolve this year, with many districts not only embedding specialists such as Speech and Language Pathologists, Occupational Therapists, and Behavioral Specialists into local classrooms but also serving as mentors and coaches to educators in these settings. The result is a more seamless system of support for both children and educators across a child's full day. In addition to direct services, grantees focused on developing sustainable cost-sharing strategies, leveraging Chapter 70 and other local funds to scale the Itinerant model over time without over-reliance on CPPI funding.

Professional development remains central to CPPI's approach. Through embedded coaching and targeted trainings, educators across community-based programs are building confidence and competence in supporting children with a range of developmental needs. CPPI itinerant teams also play a vital role in strengthening transitions both into preschool special education and across parts of the child's day through aligned referral processes, family support structures, and improved coordination with early intervention providers. In FY25, 16.5% of CPPI-enrolled children received special education services demonstrating the continued reach and necessity of these services in early learning settings. In addition, over 200 children received additional

instruction through tiered intervention supports, highlighting the proactive and accessible nature of CPPI which responds to developmental needs before formal diagnoses or designations are made. This approach allows communities to meet children where they are and reinforce skill-building across natural routines and peer interactions.

As outlined in Figure 10, the majority of children receiving special education services through CPPI itinerant teams accessed Speech and Language Pathology (SLP) services (85%), followed by General Special Education (56%), and Occupational Therapy (28%). Behavioral supports were also critical, with 23% of children receiving targeted services in this domain. Importantly, half of the children served received more than one type of service, underscoring the comprehensive and coordinated nature of itinerant service delivery in inclusive settings.

Figure 10. Services Received by Children from CPPI's Itinerant Service Teams



*322 students received special education services from CPPI Itinerant Teams

In FY25, the implementation of this priority continued to reflect local adaptation and innovation. While unified in their commitment to inclusive service delivery, CPPI communities offer regionally distinct examples of how districts are building sustainable, collaborative models with community-based partners.

- **Gloucester** has effectively expanded access to inclusive special education services by embedding a full itinerant team within three community-based programs: Pathways, YMCA, and Kindred Gardens. This multidisciplinary team includes a special education teacher, speech-language pathologist, occupational and physical therapists, school

adjustment counselor, paraprofessional, and now also includes a Board-Certified Behavior Analyst (BCBA) and Registered Behavior Technician (RBT) to support students with behavioral needs. Through the CPPI partnership, Gloucester developed a structured, tiered referral process that begins with universal screening and provides targeted interventions before considering formal evaluation. This process has reduced unnecessary referrals while increasing classroom support. Ongoing team meetings, job-embedded coaching, and monthly data reviews ensure services remain responsive and aligned with IEP goals. The itinerant team provides direct services, coaching, and professional development to educators, with biweekly team meetings and embedded supports focused on behavior management, differentiated instruction, and intentional teaching. These efforts align with Gloucester's Birth-to-Grade 3 strategic plan and ensure a seamless, community-embedded system of support for children with disabilities. By aligning CPPI efforts with its Birth-to-Grade 3 strategic plan, Gloucester is strengthening inclusive practices, improving outcomes for children with disabilities, and honoring family choice in placement and service delivery. This integrated model exemplifies how community partnerships can drive equitable access and sustained improvement in early education.

- **Northampton** strategically expanded its inclusive service delivery model by integrating mental health and special education supports into community-based early learning programs. Through CPPI funding, the district hired a licensed Child Therapist to serve as a Mental Health Consultant one day per week, offering direct support to families and educators while facilitating access to community-based services. This role helped establish a new partnership between Head Start and a regional mental health provider, resulting in on-site therapy access for children with MassHealth. Northampton also strengthened its itinerant model by differentiating between coaching and special education teams. Regular joint and separate team meetings improved communication, clarified roles, and enhanced collaboration with families and educators. Parent engagement strategies, such as the development of communication rubrics and planning for family-facing guidance documents, were prioritized to ensure consistent information sharing. The district continued delivering high-quality itinerant services, including speech, occupational, and physical therapies, through licensed professionals and assistants. Professional development stipends supported inclusive teaching practices across settings. The addition of a BCBA, bilingual coach, and inclusion coach expanded tiered supports and mentorship, particularly for multilingual learners and children with behavioral needs. This work underscores Northampton's commitment to building a sustainable, family-centered and inclusive early education system.

- **Plymouth** has strengthened inclusive preschool practices through its CPPI-funded itinerant team consisting of a Special Education Teacher, Speech-Language Pathologist, Occupational Therapist, and BCBA who delivered direct special education services and tiered interventions within Early Learning Partner (ELP) sites. All students in CPPI classrooms were screened using the Brigance Screening Tool, with over 60 students screened and 18 participating in RTI cycles. Several students exited RTI due to progress, while others were referred for evaluation, illustrating a data-driven, responsive model of support. Through regular collaboration with private providers, the itinerant team helped build staff capacity by modeling accommodations and offering professional development on key topics including behavior, self-regulation, and trauma-informed care. A professional development plan for FY26 was developed using staff survey feedback. The district's Special Education Department Head led biweekly support visits, coordinated services, and facilitated early intervention transition planning. A strong partnership with families was maintained with the SEESAW app, team meetings, and clear communication during RTI and IEP processes. This approach has fostered more seamless transitions, individualized services in inclusive settings, and shared responsibility across providers, positioning Plymouth as a model for integrating special education into community-based early learning environments.

- **Quincy's** planning-phase investment in piloting itinerant special education services has already shown strong success and serves as a promising model for other CPPI communities. Drawing on family survey data and community profiles, Quincy identified key barriers to preschool access such as affordability, transportation, limited availability of full day options, and language barriers. To address these challenges, particularly those related to transportation, scheduling, and service accessibility, the district hired an itinerant Speech-Language Pathologist to deliver services directly within CPPI-partnering community-based programs. By embedding specialized support within existing early learning settings, the model eliminated the need for mid-day travel to public school sites, making it easier for families enrolled to remain in their community-based programs without compromising access to IEP-mandated services. Families benefited from more seamless, accessible service delivery, while public school resources were used more efficiently. This initial success has paved the way for plans to expand the itinerant model with additional specialists, implement a new pre-K curriculum across sites, and align professional development across community and district classrooms.

Collectively, the work of within Priority 3 across CPPI grantees exemplifies the strength and adaptability of the CPPI model in fostering equitable access to special education and inclusion. Each community has responded to local needs with thoughtful planning, interdisciplinary collaboration, and strategic investment in personnel, systems, and professional learning. By embedding special education services within community-based early learning settings, these districts have not only expanded access but also improved the continuity and quality of services for young children with disabilities. The use of tiered supports, intentional family engagement, data-informed practices, and cross-sector partnerships has created stronger foundations for inclusive education across regions.

At the same time, challenges persist, most notably the limited availability of qualified special education personnel. Across CPPI districts, ongoing vacancies in key roles have impacted service continuity and placed added strain on existing teams. Grantees have invested substantial effort into drafting new job descriptions, posting positions, and navigating the competitive hiring landscape, yet many report difficulty securing licensed professionals. Despite these barriers, CPPI communities remain committed to scaling inclusive models and are finding creative ways to adapt staffing structures while ensuring compensatory services are provided. As implementation continues, these experiences underscore both the promise of the model and the ongoing need for workforce investment to sustain it.

Workforce Support and Quality Improvement

All CPPI communities are expected to maintain up-to-date, community-wide professional development (PD) plans that address the evolving needs of both district and early learning partner educators. These supports are aimed at strengthening classroom practices, promoting educator development, and ultimately improving outcomes for prekindergarten children. In FY25, grantees reported deepening efforts to align PD plans with educator goals, workforce needs, and community-wide instructional priorities. To support these goals, the Department of Early Education and Care (EEC) offered several opportunities for continued integration in FY25. This included the required Joint Professional Development Day for grantees that received expansion funding, expanded offerings in early language and literacy and social-emotional learning, as well as using grant funding to support coaching, mentoring, and responsive professional learning aligned with CLASS® tool.

CLASS® Data Collection

In FY25, CPPI grantees continued to benefit from no-cost CLASS® training, coaching, and professional development through a multi-year partnership with the Wellesley Centers for

Women. Led by Dr. Wendy Robeson, this work supported both district and community-based educators in applying the CLASS® framework to improve instructional quality and educator-child interactions.

The grant funded Reliable Rater training, recertification support, and Professional Learning Communities (PLCs), alongside job-embedded coaching and an apprenticeship program for new observers. Training participation and certification outcomes improved notably over the year, with 72% of testers passing and 100% re-test success for those receiving individualized coaching. PLCs and coaching sessions addressed real-time challenges like educator stress, turnover, and instructional support strategies. Participants praised the relevance and community-building aspects of the offerings, while the new Apprenticeship Program provided hands-on mentoring to strengthen observation practices. These efforts reflect a growing statewide commitment to building sustainable, data-informed professional development aligned with the CLASS® framework.

EEC Professional Development Offerings in Early Language & Literacy and Social-Emotional Learning Highlights

As part of EEC's continued investment in high-quality professional learning for the early education workforce, CPPI grantees were invited to participate in statewide professional development academies focused on early language and literacy and social and emotional development. These vendor-supported offerings provided training and coaching opportunities for early childhood administrators, coordinators, coaches, and educators across both district and community-based settings and enabled grantees to meaningfully engage their program partners in professional learning aligned to community needs and priorities, while expanding access to high-quality content

Early Language and Literacy PD

Twenty-one program partners participated in the Early Language and Literacy professional development series led by the Children's Literacy Initiative (CLI), with overwhelmingly positive feedback. The professional development included six sessions on designing and implementing research-based literacy activities in the classroom including: emergent literacy, children's literature, phonological awareness and writing skills. Over 350 survey responses, from the course participants, reflected high satisfaction:

- **95%** found the sessions valuable and relevant to their work.
- **100%** of coaching participants reported direct benefits to their instructional practice. Educators praised the collaborative, nonjudgmental support from CLI coaches, who helped refine instructional strategies, improve small group timing, and integrate literacy

into learning centers. Participants noted increased confidence, actionable takeaways, and a renewed focus on student learning. One educator reflected: *"Having a partner who offers objective feedback while also celebrating progress has helped me feel more confident in taking instructional risks."* The enthusiasm for continued engagement underscores the lasting impact of this support on both teaching practices and student outcomes.

Social and Emotional PD Trainings – Pyramid Model

Several program partners also participated in the Pyramid Plus project, led by the UMass Donahue Institute, which supports implementation of the Pyramid Model across early childhood settings. Internal coaches demonstrated flexibility in responding to program needs, navigating challenges related to time, staffing, structure, and language to ensure coaching was meaningful and accessible for each site. UMass Donahue led professional development sessions for both leaders and educators of five sessions for educators and three sessions for leaders. Overall 20 leaders and 49 educators completed the course. Trainings for educators were offered in English, Spanish and Chinese.

- Across the cohorts **96%** of the educators who responded to a survey reported that their confidence in using the Pyramid Model strategies increased as a result of the training series.
- One educator remarked: *"As a teacher new to the model, getting to see how the strategies were used in a classroom by video and then having a forum to discuss what was seen was very useful."*

Local Strategies to Build the Workforce Pipeline

Across CPPI communities, innovative local strategies are emerging to address persistent workforce challenges. In **Wareham**, leaders are piloting a bold approach by proposing a CPPI classroom at Wareham High School, directly connecting students with early education coursework and real-world classroom experience. This initiative not only prepares students to earn their EEC certification but also aligns with broader career pathways such as OT, PT, and SLP helping to build a long-term pipeline of skilled, locally trained professionals to support both district and community partner programs.

In **Fall River**, CPPI partner Citizens for Citizens developed a new apprenticeship model in response to significant workforce disruptions following the COVID-19 pandemic, which saw many early educators leave the field and not return. To rebuild a more sustainable pipeline, they

launched an apprentice program where individuals gain hands-on experience while working toward certification. Currently there are individuals in their CPPI classroom engaging in this process. This approach supports both individual professional growth and broader program staffing needs, offering a long-term, community-based solution to workforce challenges.

FY25 marked a pivotal year in advancing high-quality, community-driven professional development across CPPI communities. Through strategic investments in CLASS®-aligned training, coaching, and vendor-led offerings, grantees deepened workforce capacity, enhanced instructional quality, and strengthened district-partner collaboration. These collective efforts underscore the importance of sustained, responsive supports in cultivating a thriving early education workforce equipped to meet the needs of all young learners

Future Directions Based on a Series of Conversations between EEC Commissioner Kershaw and CPPI Superintendents

The Commissioner visits were an impactful way to close out FY25, offering a first-hand look at local partnerships and the deep commitment across communities to expanding access to high-quality preschool. Visits to Somerville, Northampton, Worcester, Sandwich, and Framingham provided a platform for local leaders, educators, and families to share how CPPI is transforming early education through mixed-delivery models. A highlight of the tour was the participation of Secretary of Education Dr. Patrick Tutwiler, whose visit to Sandwich underscored the administration's investment in early learning and affirmed the local impact of strategic, state-supported expansion.











At each stop, EEC Commissioner Amy Kershaw's presence underscored the significance of this work and offered meaningful opportunities for connection and dialogue. For the CPPI team, these visits were an exciting and energizing opportunity to witness the collaborative efforts of grant coordinators in action, seeing firsthand the vibrancy of classrooms, the strength of public-private partnerships, and the systems-building work happening on the ground. With more stops planned for FY26, the Road Show will continue to shine a light on the people and partnerships at the heart of this statewide effort.

As we look ahead to the upcoming year, the release of the FY26 CPPI grant procurement marks another important step in advancing the Commonwealth's vision for universal preschool. While current funding levels allow us to sustain existing grantees, we recognize the growing demand and need for expanded access across more communities and within current communities. We remain committed to deepening CPPI's impact, strengthening local partnerships, improving quality and inclusion, and continuing to level the playing field for children entering kindergarten. The work ahead builds on the strong foundation already in place, and we look forward to future opportunities for growth and investment that ensure every child and family in Massachusetts has access to high-quality early education.

Appendix A. List of Grant Partners

Maintenance Grantees	
Boston Public Schools • Boston Chinatown Neighborhood Center • Boys and Girls Club of Dorchester • Ellis Memorial Holyoke Public Schools • Valley Opportunity Council • YMCA Lawrence Public Schools • Greater Lawrence Community Action Council • Community Day Care Learning Center • Lawrence Early Achievement Partnership Lowell Public Schools • Lowel Public Schools • Community Teamwork • Greater Lowell Family YMCA • Lowell Collaborative Preschool Academy • Lowell Day Nursery New Bedford Public Schools • New Bedford Public Schools • Little People's College • NorthStar Early Learning • P.A.C.E Head Start • YMCA South Coast North Adams Public Schools • North Adams Public Schools • Child Care of the Berkshires • YMCA • Berkshire County Head Start	Northampton Public Schools • Community Action Head Start and Early Learning Center • Gummybears Family Child Care • Meadowlark Childcare Center • Nonotuck Community Schools • Cloverdale Preschool • New Village / Farm Hands Family Child Care • The Children's House • Peoples Institute • Smith College Center for Early Childhood Education • VSS Head Start Somerville Public Schools • Somerville Public Schools • Elizabeth Peabody House • Somerville YMCA • Dandelion Montessori • Community Action Agency of Somerville Head Start • Open Center for Children • Bigelow Cooperative Daycare • Pooh and Friends Child Care • Tree House Academy • Kingdom Rock Children's Village Springfield Public Schools • Springfield Partners • Square One • YMCA of Greater Springfield
Cohort 3 Grantees	
Brockton • Self-Help Head Start • Brockton Day Nursery Fall River • People Incorporated • Citizens for Citizens Head Start Framingham • Framingham State University Early Childhood Center • Jeanne M. Canelli Child Development Lab at Framingham State University	Malden • Malden Public Schools • Malden Early Education and Learning • Cheverus Catholic Schools • Little Love Bugs Daycare • Malden YMCA • My Little Best Friends Child Care Salem • Salem YMCA • Salem Community Child Care Center • Ashley Preschool and Daycare

<table>
<tr><td>

- Loving Nest
- MetroWest YMCA

Lynn

- Gregg House
- LEO Head Start

</td><td>Sandwich

- Sandwich Public Schools
- School for Early Learning
- Joyful Noise
- Montessori Beginnings

</td></tr>
<tr><td colspan="2">Cohort 4 Grantees</td></tr>
<tr><td>Gloucester

- YMCA of the North Shore (Cape Ann YMCA)
- Pathways for Children

Haverhill

- Haverhill Public Schools
- Community Action Inc.
- Haverhill YMCA
- Marigold Montessori

Hoosac Valley

- Hoosac Valley Public Schools
- Youth Center
- Magic Seasons

</td><td>Plymouth

- Tiny Town
- Bright Ideas

Westfield

- Westfield Public Schools
- YMCA of Greater Westfield
- Boys and Girls Club of Greater Westfield

</td></tr>
<tr><td colspan="2">Planning and Implementation Grantees (Awarded March 2024)</td></tr>
<tr><td colspan="2">

- Barnstable
- Chicopee
- Fitchburg
- Gateway Regional
- Pittsfield
- Quincy
- Taunton
- Warham
- Worcester

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