



MASSACHUSETTS Department of Early Education and Care

2020 Annual Report

Commonwealth of
Massachusetts



Table of Contents

	<i><u>Page</u></i>
<i>Submission of Annual Report</i>	<i>1</i>
<i>Mission of Department</i>	<i>1</i>
<i>Governance</i>	<i>2</i>
<i>Statutory Responsibilities</i>	<i>4</i>
<i>2020 Activities and Accomplishments</i>	<i>6</i>
<i>Appendix A: Annual Reporting Requirements</i>	<i>11</i>
<i>Appendix B: Subsidized Child Care Enrollment data</i>	<i>15</i>
<i>Appendix C: Regulations on Civil Fines and Sanctions</i>	<i>16</i>
<i>Appendix D: Preschool Age Children and Universal Pre-Kindergarten Implementation</i>	<i>17</i>
<i>Appendix E: Mental Health Consultation Grant</i>	<i>18</i>
<i>Appendix F: Early Education and Care Workforce Council Members</i>	<i>21</i>



Submission of Annual Report:

This report 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 calendar year 2020. See Appendix A for the reporting language.

On March 10, 2020, Governor Baker declared a state of emergency due to the Coronavirus disease 2019 (COVID-19), an ongoing worldwide pandemic which created an immediate threat to the health and safety of the public and required emergency protective measures to be put in place by the Department of Early Education and Care. To help accommodate the needs of essential workers, the Governor issued an executive order temporarily closing child care programs across the Commonwealth and authorized the creation and operation of emergency child care programs (EECCP) for the children of essential workers. Throughout 2020, EEC worked to refine its policies and implement additional programs and supports to continue to support children, families, providers and educators.

As the reopening of child care began during the summer of 2020, EEC worked to support providers by making extensive changes needed to accommodate to the new pandemic landscape. EEC submits this 2020 report with the acknowledgement of the evolving needs of families, communities, and providers as we move through 2021 amidst the continuing public health crisis.

The Department also embarked on an ambitious Strategic Planning process beginning in September 2019, the centerpiece of which was a widespread campaign to solicit feedback from key stakeholders, including:

- A series of two 'listening tours' in fall 2019 and winter 2020 drawing over 500 providers, educators, partners, and families at each session; a survey and listening tour focused exclusively on Residential and Placement programs licensed by EEC
- A far-reaching survey conducted throughout the fall of 2019 - with responses from over 700 participants, representing 11,000 voices
- A 'cost of quality' survey and webinars with over 300 center-based early childhood programs, out of school time programs, and family childcare homes, and
- Workshops with higher education stakeholders and expert advisors to build an operational plan for EEC's new vision for quality, with coalitions and partnerships to understand family and community assets and needs, and with constituencies across the Commonwealth whose work intersects with or impacts EEC licensed programs

These efforts resulted in the EEC's Strategic Action Plan for 2020-2025, which was voted on by the Board of Early Education and Care in early March 2020.



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.*"

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.

In early 2020, EEC continued to build a high-quality, mixed-delivery child care system, including monitoring and quality support for 8,219 private non-profit and for-profit licensed providers across the state. The total capacity among these providers suggested the ability to provide care for 228,000 children between 0 and 14 years old. Fifty-five thousand of those children were supported by the Department's childcare subsidy system, which underwrites the cost of care for lower-income and/or vulnerable families. Programs participating in the subsidy system included 5,331 small and large center-based care programs, and 5,331 Family Child Care (FCC) or home-based care programs. See Appendix B for full Subsidized Child Care Enrollment data.

The Department of Early Education and Care endeavors to be 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.

The Department's vision is that children, youth, and families reach their full potential now and in the future. Its role within that vision is to create the conditions for children, youth, and families to thrive socially, academically, and economically by:

- Working across organizations and sectors to build an equitable **system** of safe, affordable, high quality early education and care
- Supporting residential, placement, out of school and after school, and early education and care **programs** and **educators** in their essential work with children and youth
- Increasing opportunities for **families** to support their children and attain economic mobility

Established in 2020, EEC's five-year strategic plan established goals across three core constituencies:



1. **Children** are on track for success in school and to reach their full potential. Their **families** are empowered to work, build their skills, and attain economic mobility while supporting their children's education and development.
2. The early childhood and out-of-school time **workforce** is professionally prepared, well supported, adequately compensated, and culturally and linguistically representative of the population it serves.
3. **Programs** increase their sustainability, engage in continuous quality improvement, and promote high-quality education and healthy development among children and youth.

To sustain these goals, the Department of Early Education and Care made a commitment to efficiently and effectively steward public investments in early education and care with utmost integrity, transparency and accountability to the people of Massachusetts.

Governance:

The Department of Early Education and Care (EEC) is part of the Executive Office of Education (EOE), one of nine secretariats 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 Samantha Aigner-Treworgy manages the Department of Early Education and Care and assumed this position in August 2019, replacing Tom Weber who stepped down in June 2019.

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 Aigner-Treworgy 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



Nicki Ruiz de Luzuriaga – Vice President of Institutional Advancement at Economic Mobility Pathways
Appointed as a parent of a child receiving early education and care services

Alison Schonwald, MD - Pediatrician; Department of Pediatrics at the Cambridge Health Alliance, and
Associate Professor in Pediatrics at Harvard Medical School
Appointed as pediatrician with a focus on child development

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

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

The Board of Early Education and Care (EEC Board) typically meets monthly from September to June each year, usually at EEC's office in Boston. The meetings are open to the public and include 30 minutes for public testimony. In March 2020, the Board began meeting remotely to ensure adherence with public health guidelines, and met remotely for the remainder of 2020, with members of the public able to submit testimony in advance via email.

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 three times in FY20 and discussed the Department's strategic action planning process, the Massachusetts StrongStart Professional Development System, EEC's Learning Management System, the Quality Rating and Improvement System (QRIS), and workforce funding priorities. (See Appendix F 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 members and 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.

The EEC Advisory Council met four times in 2020 and reviewed the following topics:

Friday, March 13, 2020, 10:00am to 11:30am - Virtual Meeting (Zoom)
Topic: EEC's Strategic Action Planning Process

Friday, June 12, 2020, 10:00am to 11:30am – Virtual Meeting (Zoom)
Topics: COVID-19: Minimal Health and Safety Requirements; COVID-19: EEC's Reopening Plan for the Field

Friday, September 25, 2020, 10:00am to 11:30am – Virtual Meeting (Zoom)
Topics: Strategic Plan for EEC; Current State of Reopening



Friday, December 18, 2020, 10:00am to 11:30am – Virtual Meeting (Zoom)
Topics: Strategic Plan Progress Updates; Educator Goals and Initiatives; Workforce Strategies

Statutory Responsibilities:

The Department of Early Education and Care 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:

- 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;
- Building educator pathways and maintaining a comprehensive registry of certified educators;
- Maintaining a comprehensive waitlist of children expressing interest in services;
- Providing family education and resources in English and other, commonly spoken languages when available;
- Addressing infant and toddler needs, including parent education, early literacy services, and informal developmental opportunities; and
- Stewarding federal funds for early education and care services.



2020 ACTIVITIES AND ACCOMPLISHMENTS

FOCUS AREA: COVID-19

When the pandemic began in March 2020, EEC immediately identified and implemented several strategies to support children and families, and to sustain providers to ensure needed capacity for the return to work. These strategies included the creation and launch of an emergency child care system, changes within subsidies to support families and stabilize programs, direct financial support to underwrite programs' operating and workforce costs, non-financial supports tied to health and safety, and support for school-aged remote learners through increased school district and child care partnerships.

Emergency Child Care

As soon as Massachusetts entered a State of Emergency in March 2020, EEC created the Exempt Emergency Child Care Program (EECCP) to provide needed care to the children of essential workers and families in vulnerable circumstances. With 550 programs with capacity to provide care for 6,000 children 0-14, using drop-in models for families with unpredictable or fluctuating schedules, the EECCP was an innovative approach to address immediate urgent needs through the onset of the pandemic. EEC staff members spoke with emergency programs daily to ensure safe and healthy operating environments, and to respond quickly to operational questions and emerging needs. An investment of \$18M in general operations through weekly provider stipends contributed to a more stable revenue picture for those who served through the closures.

Subsidies for Program and Family Stability

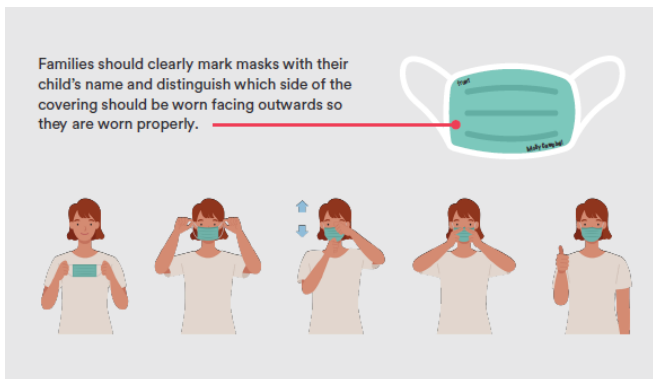
During the state of emergency related to the COVID-19 pandemic from March 10, 2020 – June 15, 2020, EEC continued to pay subsidies to closed programs, with a total cost of ~\$160M. Through reopening, EEC introduced new flexibility within its subsidy policies to respond to health and safety concerns, support families through work and income instability, and ensure stable and predictable income for providers. For more information on these changes, see update on child care financial assistance on page 8.

Direct Financial Assistance to Programs

In addition to the continuation of subsidy and related support through closures, EEC also facilitated the dispersal of financial assistance to child care programs through CARES Act grants or 'Restart Stipends,' which were comprised of \$36M in federal funding. These funds were used to underwrite two months of operations for center-based and Family Child Care programs (distributed in July and August 2020). In keeping with direction from the Legislature, these funds were allocated to providers participating in the childcare subsidy system.

Health and Safety Supports

As programs reopened in summer 2020, EEC released the COVID-19 Child Care Playbook, a centralized resource for child care programs that outlined EEC policies, provided technical assistance and best practices from the CDC and other public health entities, and linked to other key resources and supports. The Playbook was a continuously updated critical resource providing guidance on Implementing the Minimum Requirements for Health and Safety for the Commonwealth's child care providers during the pandemic. The culturally sensitive, illustrated guide offered straight-forward instruction, templates, and resources on a variety of urgent topics.



1. Preparing the Environment

A. PREPARING THE PHYSICAL SPACE

All spaces used for child care must be arranged in a way that promotes the Minimum Requirements in this document including:

1. Confirm safe operations, especially after periods of prolonged closure, including checking for safe water and ventilation systems.
 - a. Test and confirm that ventilation systems operate properly prior to reopening for child care services and ensure that regular maintenance is carried out, including changing filters, where applicable.
 - b. Test and confirm that all water systems and fixtures (tap, cooling system) are safe to use to minimize the risk of Legionnaires' disease and other diseases associated with water, excess moisture, or mold.

2. Arrange the physical space to promote physical distancing:

- a. For Group and School Age Programs: A minimum of 40 square feet per child in attendance is required in the program space.*
- b. Programs with large, open spaces used by more than one discrete grouping at the same time are encouraged to create a barrier that defines the separate spaces and ensures a minimum of 3 feet between the groups.

*If a program does not meet this minimum but has health and safety adaptations in place, a Regional Office may approve it for reopening.

6 | COVID-19 Child Care Playbook



Partnerships for Remote Learners

As K-12 school districts navigated implementing schedules that did not return to full-time in-person learning at the start of the 2020-2021 school year, opting for either hybrid or fully remote schedules, EEC and the Department of Elementary and Secondary Education (DESE) worked together to stand up partnerships between child care and school districts, including the use of exemption categories and incentives, so that working families had safe spaces for their children to learn during the day.

Ongoing Engagements with Providers

Finally, as EEC navigated the pandemic, ongoing field engagement and data gathering has included:

- Twice monthly public webinars related to the impact of the COVID-19 pandemic on the field—beginning in March 2020 and continuing into the present;
- Periodic surveys in the spring and summer of 2020 for all licensed EEC providers across the state to better understand their concerns regarding the closures and re-opening of programs; and
- Weekly surveying of licensed providers to get a real-time sense of the changed early care and education landscape, including field capacity by region, program enrollment, adequacy of the workforce, and increased costs as programs have re-opened under new health and safety regulations related to the pandemic.

FOCUS AREA: CCDBG, REGULATIONS, FINANCIAL ASSISTANCE

Child Care Development Block Grant

In 2020, EEC received a substantial supplemental increase to its Child Care Development Block Grant (CCDBG) discretionary funding allocation under the Coronavirus Aid, Relief, and Economic Security (CARES) Act. The CARES Act provided \$3.5 billion in additional funding towards CCDBG to provide child care assistance to emergency and frontline workers and to help stabilize the child care market in the wake of the COVID-19 pandemic. These funds allowed the Department to exercise certain flexibilities to help support the child care field, including supporting providers during closures or decreased enrollment, supporting child care services for essential workers, and exemptions from quality and direct service activities spending requirements. The CARES Act allowed states to disregard income eligibility requirements when providing child care support to essential workers allowed for funding for sanitation



and cleaning, or to help maintain or resume child care services to eligible child care providers regardless of whether they currently serve children receiving child care assistance.

Through this allocation, EEC received a total of \$45,698,950 supplemental discretionary dollars. EEC used this additional funding to support programs who reopened in July and August of 2020 through Restart Stipends as well as funded parent fees.

Regulatory Amendments

In 2020, EEC made emergency amendments to the regulations on Early Education and Out of School Time (EEOST) Capital Fund regulations at 606 CMR 15.00 to provide greater flexibility for the EEOST grant during the COVID-19 emergency. These emergency amendments made specific, discrete changes to 606 CMR 15.00, as follows:

1. Raise the minimum percentage of low-income families enrolled in an EEOST eligible program from 25% to 50% (reflecting statutory change).
2. EEOST applicants must already hold an EEC license and not just be in the process of applying for such (statutory change).
3. Require a pre-application process to determine eligibility for an EEOST Grant (codifying current practice).
4. State that the Land Use Restriction, recorded when an EEOST Grant is awarded and closed upon, must run with the land for the full term of the grant so that the property that benefits from an EEOST grant remains an Early Education or Out-of-School Time Program for the entire length of the Grant (codifying current practice).

Child Care Financial Assistance

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 Income Eligible Child Care Program also funds two specific types of care: (1) Teen Parent Child Care and (2) 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.
- 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.

Throughout 2020, EEC made key changes to its subsidy system to ensure continued support and continuity of operations:

- Continued subsidy payments to programs on behalf of all families who confirmed ongoing interest, even if they did not physically return to care – to ensure spaces for those families when ready;
- Paying for all parent fees through closures, the length of the state of emergency, and continuing into the recovery period – to ensure family ability to continue in care despite income volatility;
- Subsidy payments based on enrollment rather than attendance – this allowed for unlimited absences so families could stay home when sick, or to allow for classroom or care quarantines;
- Streamlined reauthorization of subsidies for families, with extended job search periods of up to 26 weeks for families to maintain eligibility during uncertain employment periods;
- Waiver of requirement that providers charge private pay families a rate equal to or higher than the state subsidy rate;
- Closure policies that could adapt to quarantines, periodic closures, and provider illness; and
- A pioneering parent fee chart that ensures 98% of subsidized families will now pay a fee that is 7% of income or less, with an average fee for all families of 2.4% of income, once implemented. This fee chart excludes all income below the federal poverty level from parent fee calculations, ensuring that when parent fees are reinstated, families will be better able to afford their co-pays.

These changes continued throughout the full 2020 calendar year, as well as throughout 2021.

FOCUS AREA: PROGRAM LICENSING AND SUPPORT

Commonwealth Preschool Partnership Initiative

In FY2020, through the Commonwealth Preschool Partnerships Initiative Grant (CPPI), the state funded implementation activities in local communities who sought to expand pre-kindergarten or preschool opportunities to children who will be eligible for kindergarten by September 2021. These funds provided the opportunity for high needs communities that had engaged in prior planning efforts to enter a competitive bid to implement preschool expansion and local preschool quality improvement and alignment efforts, utilizing the Massachusetts Preschool Expansion Grant public-private partnership model. Nine communities in Massachusetts with significant populations of high needs children -- Boston, Holyoke, Lawrence, Lowell, Northampton, North Adams, New Bedford, Somerville, and Springfield – have been funded to expand access to high quality full-day, full-year preschool for three and four-year-olds



through public-private partnerships between the local public school district and local EEC-licensed early learning providers.

Table 1. FY 2020 CPPI Grantees, Award Amounts, and Children Served

Grantee Name	Number of Classrooms Funded	Age-eligible children Enrolled Mar. 1, 2020	FY20 Award ¹	Grant Partners
<i>Cohort 1</i>				
Boston Public Schools ²	3	40	\$625,000	Boys and Girls Club of Dorchester
Lowell Public Schools	10	151	\$1,025,000	- Little Sprouts - Community Teamwork - Greater Lowell Family YMCA
New Bedford Public Schools	10	144	\$840,909	- Little People's College - North Star Early Learning - P.A.C.E Head Start - YMCA South Coast
North Adams Public Schools	2	32	\$450,000	Child Care of the Berkshires
Somerville Public Schools	9	157 ³	\$1,000,000	- Elizabeth Peabody House - Somerville YMCA - Dandelion Montessori - Community Action Agency of Somerville Head Start - Open Center for Children - Bigelow Cooperative Daycare
Springfield Public Schools	5	86	\$825,000	- New Beginnings - Square One - YMCA of Greater Springfield
<i>Cohort 2</i>				
Holyoke Public Schools	3	41	\$750,000	Valley Opportunity Council
Lawrence Public Schools	10	103	\$1,025,000	- Greater Lawrence Community Action - The Community Group
Northampton Public Schools	4	49	\$697,325	- Community Action Head Start and Early Learning Center - Smith Childcare Center
Total	56	803	\$7,238,234⁴	

¹ These totals include FY20 funding and funding carried forward from FY19.

² These numbers do not include 23 classrooms using a similar model funded solely by the Boston Mayor's Office.

³ COVID interrupted enrollment reporting in some communities and this number reflects available slots not actual enrollment.

⁴ Grantee totals include \$2,500,000 unspent funds carried forward from FY19. An additional \$261,765 has been granted to Schoolworks to provide CPPI communities technical assistance in their sustainability planning.



Universal Pre-Kindergarten Classroom Quality (UPK) Grant

The Universal Pre-Kindergarten (UPK) Classroom Quality Grant is a statutorily authorized program 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 FY2020, EEC awarded \$5.7 million in UPK Grants through a renewal procurement process to 115 preschool programs consisting of 81 center-based programs, 7 public school programs, and 27 family child care providers. EEC did not make any additional recommendations for grantees for the Massachusetts universal pre-Kindergarten program in 2020.

Early Childhood Mental Health

The Commonwealth, through EEC, has provided funding for early childhood mental health consultation services since 2008, and in FY2020, EEC awarded \$2.5 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. In 2020, EEC included a tiered model approach to triaging supports offered to early care and education programs through the Early Childhood Mental Health Consultation (ECMHC) Grant in order to better ensure that appropriate interventions are provided to programs. The tiered model allows the intake coordinators of the ECMHC grant to triage referrals to provide the best promotion, prevention, and resources to early education and care programs. The tiered model of supports includes the following elements at each tier:

- a. Tier I: Trained staff conduct phone interviews developed by the ECMHC grantee to gather information about the issue and provide strategies and resources based on the need.
- b. Tier II: Trained staff provide short term technical assistance in developmentally appropriate and/or social-emotional supports for behaviors described by the program as more serious and/or where teacher frustration is high.
- c. Tier III: Early Childhood Mental Health Consultants provide 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.



More information on the Mental Health Consultation Grant can be found in Appendix E.

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 framework of evidence-based practices includes:

- 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 build community connections to support children and families who attend multiple settings and sectors to ensure continuity of care.

EEC and the Department of Elementary and Secondary Education (DESE) are continuing to bring the PBS Pyramid Model strategies to programs across the Commonwealth, creating linkages across community-based programs and school districts. In FY20, there were 31 school district implementation sites, 62 EEC community licensed implementation sites, and 3 community-wide implementation sites. Through this initiative, EEC and DESE offer 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. The Pyramid Model Consortium is now part of the EEC StrongStart Training and Technical Assistance Grant to help build capacity within the Commonwealth to implement the Pyramid Model in more early education programs.



FOCUS AREA: *WORKFORCE DEVELOPMENT*

EEC's work in 2020 was largely focused on providing 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. EEC is developing and implementing a system of supports with strategic partners and enhanced internal 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 cycle.

Center-Based Child Care Rate Increase

In May 2019, the EEC Board approved a FY2020 rate increase for state-subsidized center-based providers worth \$7.2 million, which helped bring regional rates closer to the market rates in each region of the state. In October 2019, the Board of Early Education and Care voted to approve a rate increase worth \$20 million, retroactive to July 1, for center-based early education providers who receive state subsidies for childcare. The funding provided a 3.52 percent across the board rate increase and raised the daily add-on rate for children under the supervision of the Department of Children and Families to \$19 a day. The money was used to improve quality and boost salaries of educators and staff. With this increase, early educators have received rate increases worth a total of \$127 million during the past four years.

Workforce Council / Community College Support for Early Educator Workforce Development

Section 79 of chapter 154 of the Acts of 2018 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. Membership is comprised of government, advocacy, and providers in the early education and care field. See Appendix F for a list of the Workforce Council membership.

With the establishment of the EEC Workforce Council, the FY2019 GAA included 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. Through this funding, each of the state's fifteen community colleges offers a Career Pathways program in Early Childhood Education that leads to professional certification or degree attainment.

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. The application period for the 2019-2020 ECE Scholarship Program opened in April 2019. In total, 523 educators were approved for a scholarship that funds the cost of up to six credits in the fall 2019 term and up to six credits in the spring 2020 term. The application period for the 2020-2021 ECE Scholarship Program opened in April 2020. In total, 535 educators were approved for a scholarship that funds the cost of up to six credits in the fall 2020 term and up to six credits in the spring 2021 term.



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. 4:

The board shall by a 2/3 vote of its members submit to the secretary, for the secretary's approval, a recommended candidate to serve as the commissioner of early education and care, in this chapter called the commissioner. The secretary may appoint the recommended candidate as commissioner. If the secretary declines to appoint the candidate, the board shall submit a new candidate for consideration. The secretary may appoint the commissioner only from candidates submitted to the secretary by the board.

The board may in its discretion by majority vote of its members remove the commissioner. The commissioner shall be the secretary to the board and its chief executive officer and shall be the executive and administrative head of the department. The commissioner shall receive a salary to be determined by the board.

The commissioner shall have substantial professional or administrative experience in the fields of early education and care. The commissioner shall devote full-time during business hours to the duties of the office. The commissioner shall be responsible for administering and enforcing the law relative to the department. The commissioner may authorize any officer of the department to exercise in his name any power or to discharge any duty assigned to the commissioner by law, and may at any time revoke that authority.

Subject to the approval of the board of early education and care, the commissioner may apply for and accept on behalf of the commonwealth, any federal, local, or private grants, bequests, gifts, or



contributions to aid in the financing of any of the programs or policies of the department. Such funds shall be received by the state treasurer on behalf of the commonwealth and deposited in a separate account and shall be expended under the direction of the commissioner, with the approval of the board of early education and care. Federal funds paid as reimbursement to the commonwealth shall be deposited into the General Fund.

The commissioner, with the approval of the board, shall establish divisions or other offices considered necessary for the efficient operation of the department. Each division or office shall be under the charge of an associate commissioner who shall be appointed by the commissioner and who shall be subject to the direction, control and supervision of the commissioner. Each associate commissioner shall be a person of skill and experience in the field of appointment and shall be appointed by and may be removed by the commissioner. Each associate commissioner shall devote full-time during business hours to the duties of the office. Sections 9A, 9B and 9D of chapter 30, and chapter 31 shall not apply to the commissioner, to associate commissioners that he may appoint, or to other such supervisory positions that he may create.

The commissioner shall propose a budget to the board. The budget shall reflect the goals and objectives of the board and the secretary. The board shall review and make recommendations regarding the budget to the secretary. The secretary shall then prepare and submit a budget request on behalf of the department to the house and senate committees on ways and means, the joint committee on education, and to the secretary of administration and finance.

The commissioner may make agreements with other departments and agencies of the commonwealth and may contract with other persons, including, but not limited to, private agencies, to carry out this chapter. The commissioner shall establish standards and procedures governing these agreements and contracts, subject to the approval of the board.

The commissioner shall analyze the present and future goals, needs and requirements of early childhood education and care in the commonwealth and recommend to the board comprehensive means to achieve a well-coordinated system that promotes positive social and emotional development, high educational achievement, and quality care in the commonwealth. Following consultation with the board, the commissioner shall prepare and submit to the secretary, for the secretary's review and approval, a 5-year master plan for achieving such a coordinated system. The master plan along with an annual progress report shall reflect the goals and standards established by the board and the secretary.

The master plan shall include, but not be limited to: enrollment projections; identification of measures for age-appropriate child development and school readiness; expulsion rate projections; utilization of existing facilities; promotion of research; programmatic excellence; recommendations for construction or acquisition of new facilities; program distribution; the addition of new programs; the elimination of existing programs; and the need for program revisions. The commissioner shall receive reports, undertake research, and facilitate coordination among and between all entities delivering programs or services under this chapter. The commissioner shall promote the partnership of providers of early education and care programs and services with elementary and secondary schools, institutions of higher education and business and civic organizations.

The board may delegate its authority, or any portion thereof, to the commissioner whenever, in its judgment, such delegation may be necessary or desirable. The commissioner shall exercise such delegated powers and duties with the full authority of the board.



The commissioner may, subject to appropriation, appoint such other employees as he deems necessary to carry out his duties and responsibilities. The commissioner shall be provided with adequate offices, and may expend sums for other necessary expenses of the department.

The commissioner shall consult with the commissioner of mental health prior to taking an action substantially affecting the design and implementation of behavioral health services for children under guidelines established by the secretary of health and human services and the commissioner of early education and care under section 16S of chapter 6A.

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 bachelor's 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: Subsidized Child Care Enrollment data

Number of Children Receiving EEC-Subsidized Child Care by Age and Funding Type in 2020

Age Group	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20
Infant	3,027	3,044	2,877	2,476	2,097	1,802	1,657	1,627	1,664	1,690	1,667	1,547
Toddler	9,610	9,467	9,349	8,773	8,487	8,161	7,552	7,156	7,211	7,170	7,088	6,986
Preschool	18,093	17,999	17,860	17,517	17,443	17,428	16,347	15,506	15,856	15,514	15,109	14,741
School Age	25,669	26,355	26,377	26,663	26,734	27,827	24,820	22,583	22,369	20,608	20,338	20,416
Total	56,399	56,865	56,463	55,429	54,761	55,218	50,376	46,872	47,100	44,982	44,202	43,690

Child Care Account	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20
DCF-Related Care	12,380	12,559	12,510	12,137	12,048	12,081	11,537	10,585	10,702	10,262	10,057	9,927
DTA-Related Care	12,230	12,208	12,133	11,797	11,601	11,579	10,427	9,506	9,291	8,731	8,297	7,787
Income Eligible	31,789	32,098	31,820	31,495	31,112	31,558	28,412	26,781	27,107	25,989	25,848	25,976
Total Children	56,399	56,865	56,463	55,429	54,761	55,218	50,376	46,872	47,100	44,982	44,202	43,690

Appendix C. Regulations on Civil Fines and Sanctions

606 CMR 10.12: Sanctions - A Parent determined by the 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 Fees¹. 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, 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

¹ Please note, that as of July 2020, EEC is not enforcing sanction regulations as it pertains to non-payment of fees.



- (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 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.
- (6) A Parent with an active TAFDC case in accordance with 606 CMR 10.05(4)(a) shall be exempt from the termination or disqualification sanctions during the period his or her TAFDC case remains open or through the end of their eligibility period under 606 CMR 10.05(4)(a), whichever is later.
- (7) A Parent with an active DCF Referrals pursuant to 606 CMR 10.06 will be exempt from the termination or disqualification sanctions during the period the Parent receives DCF-related child care pursuant to 606 CMR 10.06(4).

Appendix D: Preschool Age Children in Massachusetts and Universal Pre-Kindergarten Implementation²

Selected Data on Preschool Age (0-5) Children in Massachusetts

Massachusetts Children aged 0-5, 2019	357,542 ³
Massachusetts Children aged 0-5 with all parents working, 2019	229,873 ⁴
Massachusetts Children aged 0-5 living in poverty (with household income <100% FPI), 2019	50,901 ⁵
Massachusetts Children 3-5 years old enrolled in special education, 2018-19	17,462 ⁶
Massachusetts Children enrolled in public PreKindergarten who were homeless, 2017-18	624 ⁷
Massachusetts Children 0-3 with an Early Intervention IFSP, 2017	20,565 ⁸
TAFDC Active Cases with Children aged 3-5 (20 average):	9,994 ⁹

Universal Pre-Kindergarten Classroom Quality (UPK) Grant: Children Served

In FY2029, EEC awarded approximately \$5.7 million in UPK Grants through an open competitive procurement process to 115 preschool programs and a total of 436 classrooms serving 6,927 children.

Age	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20
Preschool	18,093	17,999	17,860	17,517	17,443	17,428	16,347	15,506	15,856	15,514	15,109	14,741

² Data provided pursuant to M.G.L. c. 15D, Sec. 13(d): "...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..."

³ Source: 3Si (Third Sector intelligence) via U.S. Census 2019

⁴ Source: 3Si (Third Sector intelligence) via U.S. Census 2019

⁵ Source: 3Si (Third Sector intelligence) via U.S. Census 2019

⁶ Source: <http://www.doe.mass.edu/infoservices/reports/enroll/default.html?yr=sped1819>

⁷ Source: <http://www.doe.mass.edu/sfs/mv/2017-18districtdata.html>

⁸ Source: mass.gov/doc/part-c-state-performance-plan-spp-annual-performance-report-apr-ffy17/

⁹ Source: Massachusetts Department of Transitional Assistance



Appendix E: Mental Health Consultation Grant Information

Early Childhood Mental Health Consultation Program

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 the grant program 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 FY2020, EEC competitively awarded the Early Childhood Mental Health grants to six agencies:

FY20 Grantees	Award	Region	Cities/Towns
Behavioral Health Network	\$495,621	Western	102
Community Healthlink	\$364,572	Central	65
Enable, Inc.	\$283,347	Northeast, Metrowest, Southeast	47
Justice Resource Institute	\$473,129	Southeast, Cape and Islands	69
MSPCC	\$630,239	Northeast	63
The Home for Little Wanderers	\$253,092	Metro Boston	5
Total	\$2,500,000		351

EEC awarded the same grantees in FY21.

Below are data on the Early Childhood Mental Health (ECMH) Grant program in 2020:

1. Most children who received child/family-focused referrals were identified with more than one behavioral issue. The average child was identified with 4.5 behavioral issues ($SD = 2.6$). The top 5 reasons for referral include **aggression, oppositional behavior, impulsivity, social skills, and overactivity**, with at least half of children being referred for at least one of these 5 reasons.

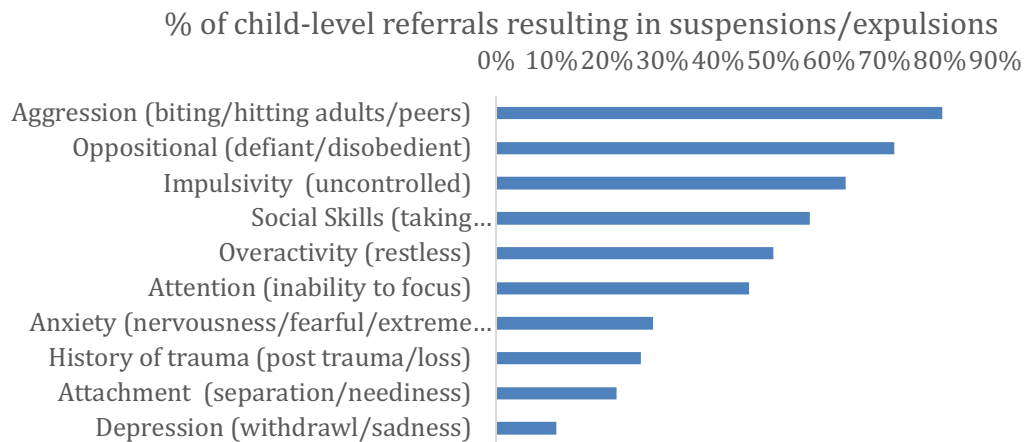


Figure 1. Behavioral issues identified as the reason(s) for referral

- 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. On average, consultants reported using 2.9 prevention strategies ($SD= 2.4$) and 2.6 intervention strategies ($SD = 2.8$) per referral. Below are the intervention and prevention strategies used by the ECMH consultation providers in 2020.

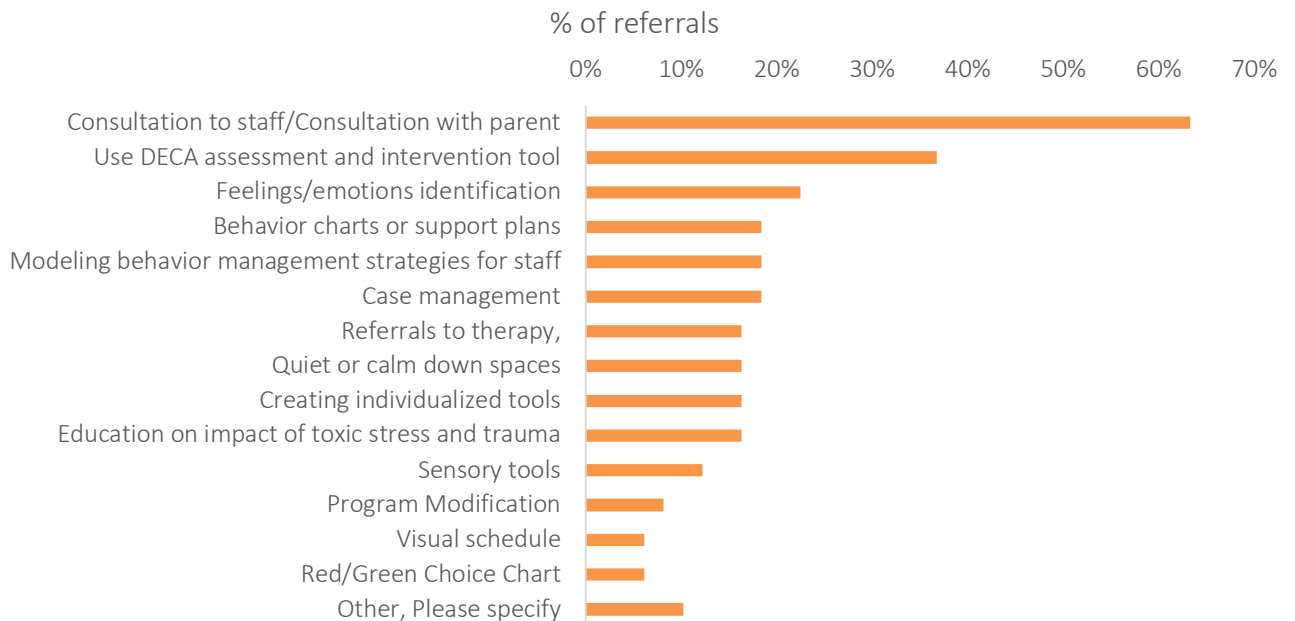


Figure 2. Types of prevention strategies carried out

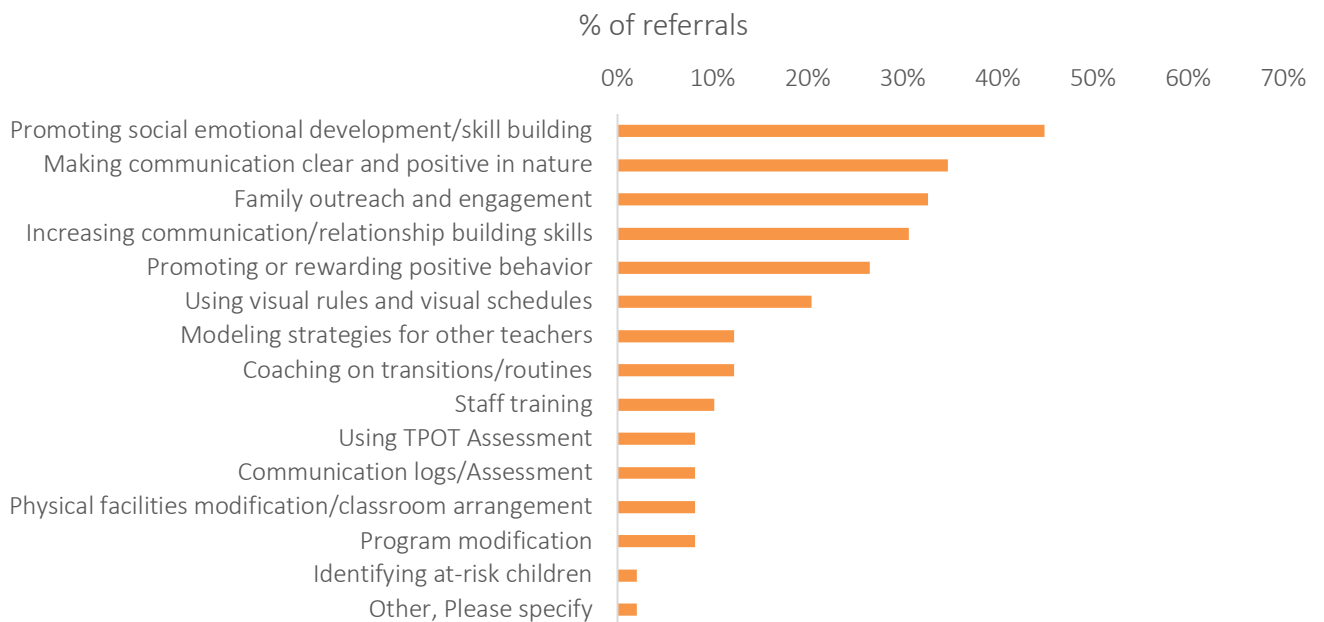
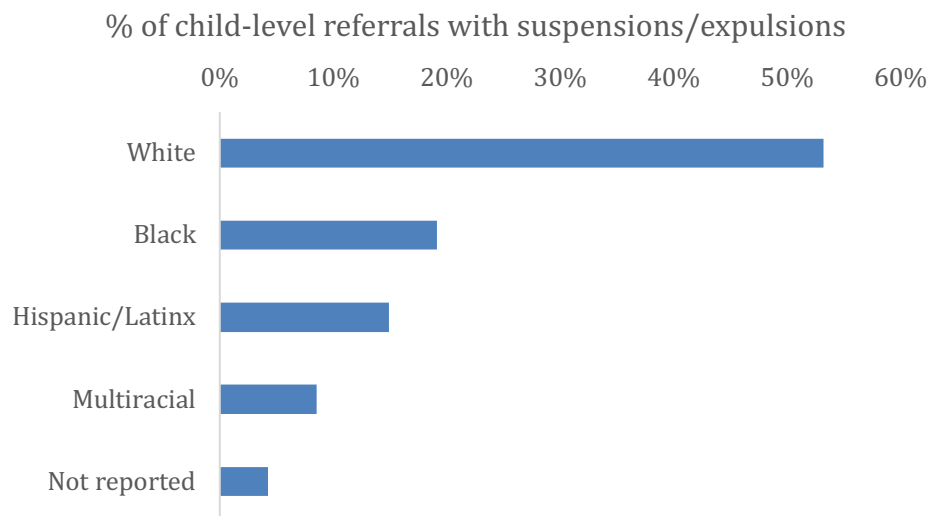


Figure 3. Types of intervention strategies carried out

3. Of referrals resulting in suspensions/expulsions, the following figure depicts the racial/ethnic breakdown of children who received at least one suspension and/or expulsion in calendar year 2020:



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.



Appendix F: Early Education and Care Workforce Council Members as of 2020

EEC Workforce Council Membership	
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