Massachusetts Department of Early Education and Care

Annual Legislative Report FY2013

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MASSACHUSETTS
Department of
Early Education and Care

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Glossary of Acronyms

ACF	Administration for Children and Families
AIM	Action, Implementation and Momentum
ARRA	American Recovery and Reinvestment Act of 2009
ASOST	After–school and out-of-school time
ASQ	Ages and Stages Questionnaire
BCM	Boston Children's Museum
CBTI	Connected Beginnings Training Institute
CCDF	Child Care Development Fund
CCR&R	Child Care Resource and Referral Agency
CCSSO	Council of Chief State School Officers
CTF	Children's Trust Fund
CEU	Continuing Education Unit
CFCE	Coordinated Family and Community Engagement
CLASS	Classroom Assessment Scoring System
CMHCC	Comprehensive Mental Health in Child Care Program
CSEFEL	Center on the Social and Emotional Foundations for Early Learning
CSSP	Center for the Study of Social Policy
DCF	Department of Children and Families
DHCD	Department of Housing and Community Development
DHE	Department of Higher Education
DHS	Department of Human Services
DLL	Dual Language Learners
DMH	Department of Mental Health
DPH	Department of Public Health
DTA	Department of Transitional Assistance
DYS	Department of Youth Services
ECERS	Early Childhood Environment Rating Scales
ECE	Early Childhood Educators
ECIS	Early Childhood Information System
ECMH	Early Childhood Mental Health
ECRC	Early Childhood Resource Center
EEC	Massachusetts Department of Early Education and Care
EEFI	Early Educators Fellowship Institute
EI	Early Intervention
ELL	English Language Learners
EOE	Executive Office of Education
EOHHS	Executive Office of Health and Human Services
EPS	Educator and Provider Support
ERS	Environmental Rating Scales
ESE	Department of Elementary and Secondary Education
FAQ	Frequently Asked Questions
FCC	Family Child Care
FCCERS	Family Child Care Environment Rating Scales
HSSCO	Head Start State Collaboration Office
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
IHE	Institute of Higher Education
IMLS	Institute of Museum and Library Services

ISA	Interagency Service Agreement
ITERS	Infant Toddler Environment Rating Scales
LEA	Lead Education Agency
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
MELD	Massachusetts Early Learning and Development Assessment System
MFLC	Massachusetts Family Literacy Consortium
MHVI	Massachusetts Home Visiting Initiative
MIECHV	Maternal, Infant and Early Childhood Home Visiting Initiative
MKEA	Massachusetts Kindergarten Entry Assessment
MOU	Memorandum of Understanding
MRS	Market Rate Study
NIEER	National Institute for Early Education Research
ORI	Office of Refugees and Immigrants
OSFA	Office of Student Financial Assistance
PAC	Peer Assistance and Coaching
PCG	Public Consulting Group
PCHP	Parent Child Home Program
PIWI	Parents Interacting with Infants
PQR	Professional Qualifications Registry
PSCCE	Preschool Child Care and Education
QRIS	Quality Rating and Improvement System
RCP	Regional Consultation Program
RFR	Request for Responses
ROR	Reach Out and Read
RTT- ELC	Race to the Top – Early Learning Challenge Grant
SAC	State Advisory Council
SACCRS	School Age Child Care Rating Scales
SASID	State Assigned Student Identification
SLT	State Leadership Team
SPP	State Performance Plan
STEM	Science, Technology, Engineering and Math
TANF	Temporary Assistance for Needy Families
UDL	Universal Design for Learning
UPK	Universal Pre-Kindergarten Program
WEAVE	Web-based Analysis and Visualization Environment

Introduction

Compelling evidence shows that one effective solution for strengthening the broader range of children's educational experiences is through high-quality early learning and development programs. In Massachusetts, state leaders, local educators, and the public have responded to this evidence. A key goal of Governor Patrick, and of the Department, is to ensure all children enter school ready to succeed and to eliminate school readiness gaps between high needs children and their more advantaged peers. Through strategic planning, grounded in research, and an expansive, inclusive, statewide information gathering process, the state is taking charge to use what we know—and building on what we have done—to take the next leap forward in building a truly high-quality, birth to career system.

A Commitment

The 2010 Census reported the Massachusetts' population to be 6.5 million. Children from birth to age 5 accounted for only seven percent (442,592) of this total. A significant proportion, however, may be categorized as "high need". Close to one-third of all children birth to 5 are low-income, according to the National Center for Children in Poverty, while 17.4% are English language learners, 6.7% have special needs, and .9% are homeless. These children are most at-risk of developmental delays and most likely to benefit from high-quality early learning and development experiences.

Massachusetts defines "high needs children" as those with sufficiently low household incomes, those in need of special education assistance, and other priority populations who qualify for federal and/or state aid. Massachusetts has moved toward a broader definition of "high needs children", to include children who have multiple risk factors linked to poor school and life outcomes, including:

- Children and parents with special needs;
- Children whose home language is not English;
- Families and children involved with multiple state agencies;
- Recent immigrants;
- Children with parents who are deployed and are not living on a military base;
- Low-income households;
- Parents with less than a high school education; and
- Children who are homeless or move more than once a year."

As the state has confronted the prevalence of high-needs children in certain localities and across the state, Massachusetts has gone beyond simply understanding the research on "toxic stress" and healthy child development; it has used a science-based framework to enact smart, forward-thinking legislation and create a high quality early learning development system, which provides access to comprehensive services. Our approach is predicated on meaningful engagement—of families, of communities, and of the public and non-profit organizations, both state and local.

Refinement of Strategic Directions and Indicators of Success

In July 2012, the EEC Board identified seven Strategic Directions and developed proposed goals to guide the Department's work for the next three years of the Department's Strategic Plan. The strategic areas work together to achieve the departments vision, grounded in the legislative intent. The board will work to adopt an updated strategic plan, this spring. The plan will include measureable goals and indicators of success. The seven strategic directions are as follows:

- **Finance**- to develop a financing strategy for a comprehensive system of early education and care and out of school time for all children based on established Department of Early Education and Care standards.

- **Governance**- to develop policy directions for the comprehensive system of early education and care and out of school time in Massachusetts.

- **Standards, Assessment and Accountability**- to provide a foundation for a comprehensive system of early education and care and out of school time built upon program standards and early learning standards.

- **Regulations**- to develop regulations that articulate the rights and allocate the responsibilities across the systems of early education and care, out of school time, adoption, foster care, and residential

- **Workforce and Professional Development**- To facilitate a system that prepares an early education and care workforce who can engage with children and families to support their growth and development in all domains.

- **Early Education and Care and Kindergarten to 3rd Grade Linkages**- To create policies and practices that ensure the alignment of structures that support child development from birth through grade 3 across all developmental domains, with a focus on early literacy, numeracy, and social/emotional development.

- **Informed Families and Public**- To communicate regularly with families and the public about the essential conditions for positive growth and development of children with respect for culture, language and other aspects of diversity of those constituencies

Looking Ahead

The primary challenge in the coming year is three fold.

1. The first challenge is the ability to **reach all the educators** in formal and informal settings. These educators touch and/or influence children and families through service or policy which impacts the development of children. The state wants to support these educators to have the skills, knowledge and abilities to create opportunities for children that create measurable gains in all domains of development. This requires knowledge and tools to ensure educators can be guided by the Early Learning Standards that provide an outline of what we want our children to know and be able to do.

2. The second challenge is **reaching all 450,000 children birth to age five years** in our state, who may or may not be engaged with formal early education and care programming. In order to serve them, we need to ensure that parents and caregivers, as children's first teachers, have the information they need to create protective relationships, are knowledgeable about and provide high quality opportunities, and have access to screening and assessments so that they can intervene early when children appear to be off the expected developmental course.

3. Finally, the challenge of **access to formal and informal programming** that supports early learning and development that is affordable and accessible to all children. Currently, over 30,000 children are on the waitlist from birth to 5. These families are requesting financial assistance to assist in paying the cost of formal early education and care opportunities.

Massachusetts Department of Early Education and Care (EEC)
Purpose and Goals

In 2005, the Commonwealth of Massachusetts became the first state in the nation to create one agency to oversee early education and care and out-of-school time programs for families. The Department of Early Education and Care (EEC) was created by consolidating the former Office of Child Care Services with the Department of Education's (now the Department of Elementary and Secondary Education) Early Learning Services unit. In 2008, the Executive Office of Education (EOE) was established to support the work of the three education departments in Massachusetts (EEC, the Department of Elementary and Secondary Education, and the Department of Higher Education) for the purpose of developing an education pipeline extending from birth through higher education and beyond.

The work of the Massachusetts Department of Early Education and Care (EEC) is steeped in the notion that *brain building is in progress* for young children in enriching environments with caring adults and meaningful and engaging interactions. The latest science shows that these early experiences actually build the architecture of the developing brain; much like a house is built from the bottom up. Each sequential step lays the groundwork for the next set of skills – like reading and math—and a lifetime of learning, success and productive, responsible citizenship.

When you understand the sequence and process by which brains are built, it's easy to understand why it's wiser to start every child out strong. Trying to change behavior or build new skills on a weak foundation requires more work and is less effective than providing brain building interactions and environments early in life. Brain building is an investment that yields high returns; an investment in the economic prosperity of everyone in Massachusetts.

EEC fulfills a critical role in advancing important public policy goals. Research shows that access to high quality early education and care is vital to helping all children, especially low-income and at-risk children, to gain early literacy skills, academic and social school readiness skills, and increases a student's chances of successfully completing high school, attending college, and becoming a tax-paying citizen.

EEC work is guided by a strategic plan, which is being updated this year and will continue to be guided by the vision developed in 2009.

- EEC and the whole field of early education and care are highly regarded, publically recognized and supported, and clearly understood to be a value to the Commonwealth.
- EEC's system offers an array of high quality, comprehensive and affordable programs designed to meet the diverse, individual needs of children and families.
- The early education and care workforce is respected, diverse, professional, qualified, and fairly compensated.
- EEC is an effective, responsive, efficient, and resilient system.
- EEC has clear standards for accountability and evidence that those standards are being met.
- Families are engaged as partners integral to the healthy development and learning of their children, and they have access to the necessary resources to do so.
- All preschool children have access to high quality Pre-kindergarten programs that meet family needs.
- Children and families experience seamless transitions throughout their early learning and later developmental experiences.

The work of the agency is structured in four core areas: educator quality, program quality, screening and assessment and community family engagement. The work of the department seeks to support 1.3 million children and their families from birth to age 13 years.

Submission of Annual Report

This reports satisfies the Board's legislative reporting mandates, as codified in M.G.L. c. 15D, §§ 3(g), 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. Specifically, EEC is required to submit an annual report, which includes, at a minimum, the following topics:

- Progress in achieving goals and implementing programs authorized under M.G.L. c. 15D;[1]
- Progress towards universal early education and care for pre-school aged children;[2]
- Rules and regulations promulgated by the Board related to civil fines and sanctions, including the types of sanctions and the amount of the fines;[3]
- Progress in reducing expulsion rates through developmentally appropriate prevention and intervention services;[4]
- Behavioral health indicators:[5]

[1] *See* M.G.L. c. 15D, § 3(g)
[2] *See* M.G.L. c. 15D, § 3(g)
[3] *See* M.G.L. c. 15D, § 10
[4] *See* M.G.L. c. 15D, § 3(g)

- Estimates of annual rates of preschool suspensions and expulsions;
- Types and prevalence of behavioral health needs of children served by the Department;
- Racial and ethnic background of children with identified behavioral health needs;
- Existing capacity to provide behavioral health services; and
- Analysis of best intervention and prevention practices, including strategies to improve delivery of services and to improve collaboration of services.

- Findings and recommendations related to the study on the programmatic financing and phase-in options for the development and implementation of the Massachusetts universal pre-kindergarten program.[6]

This report further provides an annual update on the strategic plan ratified by the Massachusetts Department of Early Education and Care's (the Department or EEC) Board in February 2009. A copy of the strategic plan can be viewed at: http://www.mass.gov/edu/docs/eec/research-planning/state-planning/eec-strategic-plan.pdf.

In addition, this report satisfies the Board's mandate to develop and annually update an implementation plan for a workforce development system, which is 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. See M.G.L. c. 15D, § 5 (See Appendix A for the Legislative reporting language).

2013 Context (February 2012 – February 2013)

Accomplishments and activities included in this report are from the time period February 2012 – February 2013. Below are several events which set the context for the Department's work over this past year.

Federal Funding Support

A comparison of EEC's state funding for FY13 to the amount of state funds received in FY09 -- the apex of our funding – shows that EEC's resources have decreased by $66M. Federal funds awarded to EEC have helped to offset this change in funding. This includes $23.97 million in additional Child Care Development Funds that EEC received as a discretionary obligation through the American Recovery and Reinvestment Act of 2009; $1,301,837 in federal State Advisory Council (SAC) on Early Childhood Education and Care funding to support children from birth to school entry; $50 million in federal Race to the Top - Early Learning Challenge (RTTT-ELC) funding to improve the quality of the state's system of early education and care and out-of-school time, and $175,000 annually for the Head Start State Collaboration Project.

Priorities for Building the System

EEC's statewide system of early education and care and out-of-school time is comprised of a linkage of four systems of support for improving the outcomes of the Commonwealth's children, families, educators and communities. These four systems are:

- Educator/Provider Supports (EPS)
- Coordinated Family/Community Engagement (CFCE)
- Mental Health
- Child Care Resource and Referral (CCRR)

The EPS, CFCE, CCR&R and Mental Health systems are regionally/locally-based but allow for differentiation to meet local needs. They are focused on the needs of adults in supporting adult/child interaction. The early education and care and out of school time system is designed to be a strengths-based model of family support – inclusive of all, with prioritization of those most at risk. It is not *primarily* focused on family income, though it does prioritize families with greater needs. The overall system expands upon and supports quality in the 2010 licensing regulations and the 2011 Quality Rating and Improvement System (QRIS). In support of the states efforts, EEC gives priority to Gateway communities, level four schools and districts, and communities which have been identified by the Department of Public Health (DPH) as home visiting communities.

[5] *See* M.G.L. c. 15D, § 3(g)
[6] *See* M.G.L. c. 15D, § 13(d)

Community/ District	Gateway Community	District with Level 4 Schools	Home Visiting Communities
Barnstable	X		
Boston		X	X
Brockton	X		X
Chelsea	X		X
Chicopee	X		
Everett	X		X
Fall River	X	X	X
Fitchburg	X		X
Haverhill	X		
Holyoke	X	X	X
Lawrence	X	X	X
Leominster	X		
Lowell	X	X	X
Lynn	X	X	X
Malden	X		
Methuen	X		
New Bedford	X	X	X
North Adams			X
Pittsfield	X		X
Quincy	X		
Revere	X		X
Salem	X	X	
Southbridge			X
Springfield	X	X	X
Taunton	X		
Westfield	X		
Worcester	X	X	X

The state of Massachusetts was privileged to be recognized for its work in early education and care by receiving the Early Learning Challenge Grant. The $50 million dollar award provides resources to accelerate the efforts to increase educator skills, knowledge and abilities; program efforts to ensure growth and development for children; increase access to screening and formative assessment; and intentional community and family engagement activities. **The work of the department happens in four core areas: Educator Quality, Program Quality, Screening and Assessment and Community and Family Engagement.**

Highlights

Educator Quality

- The Professional Qualifications Registry provides new data on the 68,000 early educators who are working in the over 10,000 licensed early education and care and out of school time programs in the state.
- The Educator Provider Support System, provides a system of learning opportunities. Nearly 300 opportunities from July 2012 to June 2013. Over 900 individual development plans have been written with educators in the first six months of this fiscal year.
- For FY2013, $3.2M in state funds was available for the Early Childhood Educators scholarship; 1,190 educators (of over 2,300 applicants) were approved for this funding.

Program Quality

- In 2011, the state fully defined quality for early education and care programs in Massachusetts. Over 50 percent, approximately 5000 programs, are now participating in meeting the new standards.

- Programs, which primarily support children who receive financial assistant from the state, are experiencing additional hardship. Reportedly, this is due to increase standards as well as a reduction in the number of children who receive financial assistance over the last two years. This has lead to instability in some programs. For programs to be stable they require consistently full enrollment, collection of parent fees and rates from the state which support cost.

Screening and Assessment

- Universal screening was made available in July 2012, through the Coordinated Family and Community Engagement grantees. The Ages and Stages Questionnaire is available in all communities across the state.
- The use of evidence based formative assessment which has been used in early education and care programs for several years, has begun to be used by teachers in Kindergarten classrooms, in all five developmental domains. This information is intended to be used to individualize teaching and learning and support parental communication.

Community and Family Engagement

- Community and Family Engagement grantees have participated in focused training and practice improvements.
    - The training has included child growth and development, evidenced based literacy and post partum depression.
    - Practice enhancements have been made with regard to play groups, evidence based literacy, as well as, screening of child growth and development.
- *Over the last year the demand for subsidized early education has increased while only 8400 eligible children have been removed from the wait list.*

Interagency work

- This past year has provided multiple opportunities for working with other child serving agencies. The interagency work has three foci;
    - creating a child development lens on policy and practice through joint professional development,
    - simplification of the requirements for families through the review of intake practices, and
    - developmental screening of young children to ensure family plans include opportunities for young children who present with or are at risk of developmental delay.

Birth to 3rd grade alignment

- Increase focus has been placed on organizing at the community level to ensure partnership and shared responsibility of children from birth to 3rd grade. This requires new partnerships between organizations and programs who serve children from birth to 3rd grade. Partners include home visiting; early education and care programs; pediatricians; museums; libraries and individual public schools and their district leadership.

***Brain Building in Progress* Campaign**

Our Brain Building in Progress communication strategies in 2012 continued to expand awareness of the campaign among new constituencies, including legislators and policy-makers, community-based organizations across the state, and partnerships such as Thrive in 5. Three events on Beacon Hill promoted the campaign -- Early Care and Education and After School and Out of School Time Advocacy Day, United Way's Legislative Breakfast at the Parkman House, and Brain Building in Progress Day, where Lieutenant Governor Tim Murray, along with legislators, read to young children at the State House. In what is considered Phase Two of the *Brain Building in Progress* communications initiative, EEC is working with United Way to collaborate with key partners and leverage collective resources to raise parents', families', and the public's understanding of the importance of a child's earliest years, the value of early education and care, and the definition of program quality through the Massachusetts Quality Rating and Improvement System (QRIS). United Way is currently finalizing the key messages and preparing the first set for distribution as collateral material. The key messages about quality are as follows:
Whenever you see children interacting and learning in quality environments, what you're really seeing is Brain Building in Progress. These early experiences create the foundation for a lifetime of learning, achievement and

productive, responsible citizenship. By investing in the success of our youngest citizens, we're ensuring a more prosperous future for everyone in Massachusetts. Whether you're a parent, educator, business leader or legislator, all of us have a stake in supporting Brain Building in Progress. Here are five ways that you can be a Brain Builder:

Make Any Moment A Brain Building Moment
Take a moment in a busy world to engage and interact with a child. Children's brains are built through back-and-forth interactions and meaningful conversations with caring adults. Create lasting connections that build a child's brain!

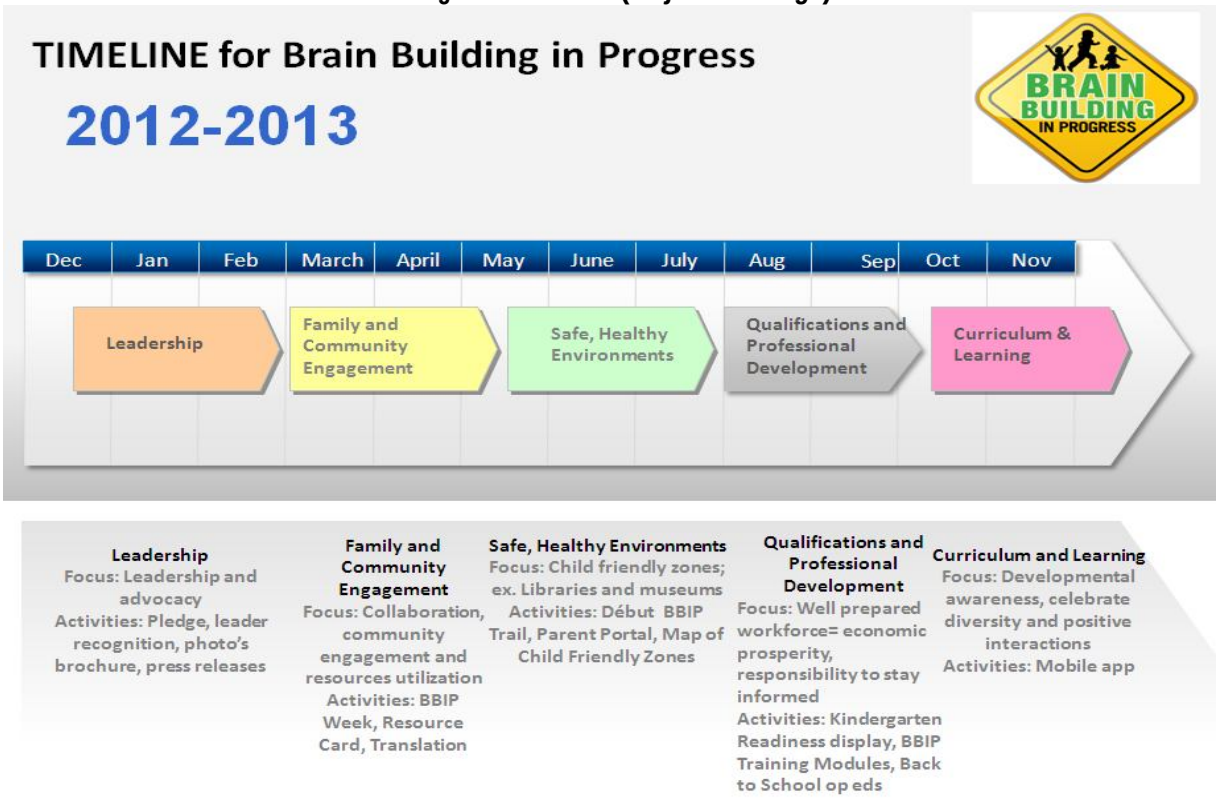
Look for Brain Building Zones
Physical environments provide a framework for children's learning and development. Seek out and support the rich network of children's museums, libraries and community centers existing throughout the Commonwealth. While Brain Building can happen anywhere, these especially stimulating environments play a critical role.

The more we know, the more we'll help children grow
A knowledgeable community and well-qualified education workforce give children the support they need to succeed in school and life. The more that everyone understands the importance of brain building, the more prosperous Massachusetts' future will be.

Make the Connections that Build Young Brains
Brain building is a community-wide commitment with a network of supports. Connect with your local resource centers, Coordinated Family and Community Engagement, go to brainbuildinginprogress.org or call 2-1-1 to learn more about resources in your area.

Lead So That Young Children Succeed
Effective leaders are needed to champion brain building. Show your commitment by sharing Brain Building information among your networks, taking leadership within your child care program, signing the Brain Building Pledge or supporting investments that focus on young children. With so much at stake, now's the time to take action.

The timeline for release of these messages is as follows (*subject to change*):



Board of Early Education and Care

On May 13, 2011, Governor Patrick appointed Cheryl Stanley to the Board of Early Education and Care as an at-large representative.

On July 11, 2012, Governor Patrick reappointed Sharon Scott-Chandler to the Board, replacing Mary Pat Mesmer as the early education and care provider with management and administrative experience.

Also on July 11, 2012, Mary Walachy was appointed by the Governor to fill the at-large representative seat vacated by Sharon Scott-Chandler.

On November 26, 2012, the Governor appointed Joni Block to the EEC Board, replacing Carol Craig-O'Brien as the early education and care teacher representative.

On January 14, 2013, Dr. Matthew Malone was sworn in by the Governor as Secretary of Education, replacing Paul Reville.

On January 22, 2013, Governor Patrick swore in John Polanowicz as the Secretary of Health and Human Services, replacing JudyAnn Bigby, M.D.

The EEC Board meets monthly, except in the summer months (July and August). The meetings are open to the public and 30 minutes is made available at the beginning of every meeting for public testimony. The Board holds most meetings in the EEC Boston office, however, this past year the Board also held meetings in Westfield (March 13, 2012), Fall River (May 8, 2012), and Worcester (December 11, 2012), to allow for greater participation of stakeholders across the state. Board members also participate as members on three subcommittee; descriptions of the subcommittees' missions, membership and staffing are listed below:

Planning & Evaluation Committee

The Planning and Evaluation Committee of the Board of Early Education and Care provides an organized structure that facilitates greater Board engagement and input into relevant EEC planning and evaluation initiatives that are brought to the full Board for discussion and decision making.

Membership:

Committee Chair:	Eleonora Villegas-Reimers (effective December, 2012) Carol Craig O'Brien (former Chair)
EEC Board Members:	Cheryl Stanley, Joni Block (effective December, 2012), Mary Walachy (effective July 2012)
Ex-Officio Members:	EEC Board Chair (J.D. Chesloff) and EEC Commissioner (Sherri Killins, Ed.D)

Policy & Research Committee

The Policy and Research Committee works in concert with the Fiscal and Planning and Evaluation Committees of the Board to guide and support EEC's policy development and implementation of a system to improve and maintain program quality, accessibility, and affordability meeting the diverse needs of children and families statewide.

Membership:

Chair:	Joan Wasser Gish, Esq.
Members:	Sharon Scott-Chandler, Chi-Cheng Huang, M.D.
Ex- Officio Members:	EEC Board Chair (J.D. Chesloff) and EEC Commissioner (Sherri Killins, Ed.D)

Fiscal Committee

The Fiscal Committee reviews EEC budget related activities that are brought to the full Board for discussion and decision making, and supports EEC's efforts to implement a system to improve and support quality statewide and to offer an array of high quality, comprehensive, and affordable programs designed to meet the diverse, individual needs of children and families.

Membership:

Chair:	Elizabeth Childs, M.D.
Members:	Marilyn Anderson Chase
	Mary Pat Messmer (former Board Member)
Ex- Officio Members:	EEC Board Chair (J. D. Chesloff) and EEC Commissioner (Sherri Killins, Ed.D)

Appendix B details the Board members and changes in membership over the past year.
Appendix Q details the votes and actions the Board took over this past year.

2012 EEC Board Retreat

At the July 12, 2012 EEC Board Retreat, Board members began the process of updating the existing Strategic Plan plan and both developing and updating strategies to complete the cycle of the existing Strategic Plan. Part of this process included defining a systemic framework to support policy decision making and resource allocation. The Board members reviewed a systemic approach framework for the implementation of new Strategic Directions. The seven components of the framework were defined as follows:

- **Standards, Assessments and Accountability**
- **Informed Families and Public**
- **Early Ed & Care and K-12 Linkages**
- **Regulations**
- **Governance**
- **Finance**

The Board of Early Education and Care will complete the revision of its updated strategic plan this spring. The Planning and Evaluation committee of the Board will make recommendations regarding this plan to the full Board during a retreat to be held on March 12th. This will be followed by a full vote of the Board during the April meeting.

EEC Budget

Governor Patrick has routinely demonstrated his commitment to early education in his budget recommendations, and continually through challenging fiscal climates. A comparison of EEC's state funding for FY13 to the amount of state funds received in FY09 -- the apex of our funding – shows that EEC's resources have decreased by $66M. Federal funds directed to EEC have helped to offset this change in funding.

Federal Funds

ARRA Funds: President Obama enacted the American Recovery and Reinvestment Act of 2009 (ARRA) in mid-February 2009. The federal economic stimulus package contained significant resources for the early education and care and after school and out of school time field. Massachusetts received $23.97 million as a discretionary obligation from the CCDF, representing an additional 23% over its FY2009 CCDF allotment ($102 million). The EEC Board approved thirty one projects/initiatives to be funded by ARRA CCDF. This funding allowed EEC the ability to expand child care financial assistance by serving additional children and families as well as new families. Additionally, many of these projects targeted systematic improvements in early education and care programs, including investments in professional development. EEC's projects/initiatives also included targeted funds for overall quality along with quality care for infants and toddlers. EEC disbursed all of the $23.97 million received in CCDF by the conclusion of the grant in September 2011.

SAC Funds: The Improving Head Start for School Readiness Act of 2007 required the Governor of each State to designate or establish a council to serve as the State Advisory Council (SAC) on Early Childhood Education and Care for children from birth to school entry. To be eligible to receive a grant, a state had to prepare and submit an application for a three-year period that addressed select criteria. MA received $1,301,837 in SAC funds to be fully liquidated by July 31, 2013. SAC activities included programs that aligned with our mission and focused on

- Needs Assessment
- B-8 Community Planning and PreK-3 Partnerships
- Early Education/Higher Education Workforce Preparation Partnership
- Policy and Best Practices for Children & Families with Limited English Proficiency and/or Developmental Delays or Multiagency Involvement
- ARRA Council Implementation Support and Accountability

RTTT-ELC Funds: In late Summer 2011, the Obama Administration released the application for the Race to the Top Early Learning Challenge (RTT-ELC) to provide $500 million in state-level competitive grants to improve early learning and development programs. The goal of the RTTT-ELC was to better prepare more children with high needs for kindergarten because children from birth to age 5, including those from low-income families, need a strong foundation for success in school and beyond. In their applications, states had to demonstrate a commitment to building coordinated systems, aligning resources and policies, and increasing access to high-quality early learning and development programs for children who need them most. MA submitted an application which received the second highest score in the nation and was awarded $50M for four years beginning January 1, 2012. We have successfully created 12 projects being successfully delivered through 51 activities with approximately $24.1M devoted to statewide infrastructure investment programs and $25.8M directed toward direct community investment programs. These funds are managed by a network of sister state agencies, institutions of higher education, non-profit agencies, and training and research firms. In FY2012 EEC utilized $1M from the Race To The Top Early Learning Challenge Grant to support a deficiency in scholarship funds for the Spring and Summer 2012 semesters. These funds were used to support educators who had their scholarship awarded reduced, and were available to 269 educators who met the eligibility requirement of working in a program that was currently or planning to participate in the Quality Rating and Improvement System (QRIS).

Head Start State Collaboration Project: This is a five year grant awarded by the Administration for Children and Families (ACF) that is renewed annually during the grant period. We are now in the second year of a five year grant cycle. The total grant amount varies state to state and is based on the number of federally funded Head Start children in the State; MA receives $175 annually. The work of the Head Start Collaboration project highlights the importance of the work and commitment to all children and families in the Commonwealth. The HSSCO's goals, key priority areas, and activities are aligned with EEC's enabling legislation and include school transitions, professional development with higher education, and early childhood systems development and coordination.

State Aspirational Budget

EEC's receipt of several short term federal resources over the last four years, including the American Reinvestment and Recovery Act (ARRA), the state advisory council (SAC) grant and most recently the Early Learning Challenge Grant have accelerated the Department's efforts to improve educator and program quality, provide screening and assessment and support community and family engagement. More specifically, these resources have lead to the building and implementation of the Quality Rating and Improvement System, efforts to enhance the partnership with the department of higher education, support for educators to attain degrees, design or build a birth to 3 rd grade infrastructure in the community, and in one instance provide access to additional children from the waiting list who qualified for subsidized early education and care and/or out of school time care.

In 2012 the Board created an FY14 aspiration budget framed around the values, strategic directions, and indicators of success in the EEC Strategic Plan. Recommendations were framed in three significant areas: an investment in quality, an investment in our children and families, and an investment in health and safety. These funds would be in addition to EEC's core funding through the maintenance budget.

An Investment in Quality

Additional Funding: $15,594,821

Aligned with our mission and Strategic Plan, EEC seeks to invest in quality through and by the categories presented below.

- Investment in Workforce Quality: A rate increase of 3% or $13,790,577 supports an increase in salaries, benefits, and stipends for child care workers. The last rate increase was in March 2009 when we gave .45%.
- Investment in Quality Program Sustainability / Quality Rating Improvement System (QRIS): A set-aside of $1,000,000 in its own appropriation supports our investment in QRIS and helps sustain program improvements supporting children in care.
- Quality Infrastructure: $804,244 to support staffing which holds child care providers accountable for health and safety, quality care, and quality programs. These funds would be added to 3000-1000, Administration.

An Investment in our Children and Families

Additional Funding: $36,209,423

EEC seeks to ensure that parents of birth to age eight children have access to high quality early education and care experiences. The addition of $36M to 3000-4060 (Income Eligible child care) would allow us to serve approximately 4,900 children which, when added to our current IE caseload of 30,283 children, returns us to the level of children we served in November 2010.

An Investment in Transportation

Additional Funding**:** $17,586,713

The last transportation rate increase was May 2006 when the one way rate increased from $5 to $6 and the round trip rate increased from $7.50 to $9.00. The request for funds affirms the Board's vote in June 2012 to increase the rate paid for transportation to support improvements in the system and the addition of one adult monitor on all vehicles carrying infants, toddlers, and preschool children.

Governor's Education Investment Plan

When Governor Patrick released his FY2014 budget recommendation, the Board of Early Education and Care was pleased to see its alignment with their FY14 aspirational budget request for the Department. The Governor's budget proposal included all of the Department's funding requests, and with it he also filed an education investment package that calls for approximately $550 million in additional education spending in FY14 and increases to nearly $1 billion annually over the next four years. The Governor's nearly $350 million proposed aggregate investment ($131 million in FY14) in our early education and care system will:

- Eliminate EEC's current birth – age five waitlist by providing universal access to high quality early education for all infants, toddlers, and pre-school children in Massachusetts;
- Expand initiatives to ensure the highest educational quality among providers of early education and care through EEC's Quality Rating and Improvement System, and to assist early educators and providers attain higher levels of proficiency, skill and quality; and
- Increase educational programs and supports for parents and family members to further engage them in their child's success, and expand efforts to provide comprehensive support services to children and their families.

The Governor will also dedicate new Chapter 70 funding to incentivize more school districts to offer pre-school to their 4-year olds. Currently, the Chapter 70 formula only reimburses districts for pre-school children who are in special education inclusive classrooms. The Governor's proposal would allow every pre-school student to count toward a district's Chapter 70 calculations.

Budget Concerns

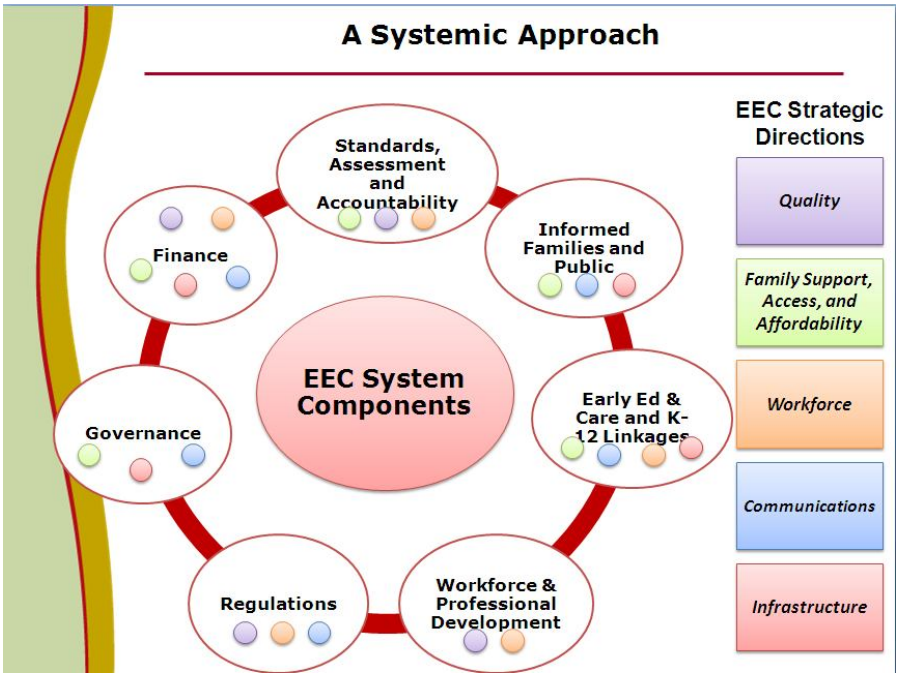
There are several areas of concern that could adversely impact cost projection and EEC's ability to carry out its mission in FY14, most particularly in the caseload accounts. The main areas of concern are:

- *Union Bill*: Chapter 189 of the Acts of 2012, AN ACT RELATIVE TO EARLY EDUCATION AND CARE BY FAMILY CHILD CARE PROVIDERS, allowed these providers to unionize and requires EEC to negotiate with them on rates and other areas. SEIU509 is the union representative. Initial demands that have significant cost implications include a 20% rate increase, 23 paid days off (excluding holidays), transportation for all subsidized children, and placement of all children from the waitlist.
- *Federal Funds*: The Executive Office of Health and Human Services (EHS), as the custodian of the Commonwealth's TANF funds, utilizes qualified EEC TANF expenditures toward the state's TANF block grant claim (estimated $190M in FY13). A reduction in EEC caseload TANF spending will reduce this claim and thus the amount of federal reimbursement to the Commonwealth.
- *Access*: Access to Income Eligible voucher care is currently restricted. This limitation of access is not and should not be considered the standard policy of EEC. Access was originally restricted in February 2011 in response to an anticipated FY11 IE deficiency. If access were to remain limited throughout FY13 then it would be closed for an unprecedented 28 month span.
- *Fingerprinting:* Governor Deval Patrick signed H4307, "An Act Relative to Background Checks" in mid-January. This bill closes an existing criminal history background checks loophole by authorizing the Department of Early Education and Care (EEC) and school districts to conduct fingerprint-supported national criminal history background checks on all teachers, school employees, and early education providers in Massachusetts. Presuming the information on fingerprints comes back to EEC in the same manner as BRC and CORI (funneled through the Department of Criminal Justice Information Services / DCJIS) we will need at least two staff persons to handle this responsibility. The estimated cost for this could be as much as $120,000. Without additional staff, we will delay the hiring process by weeks if not months. We also have to review our IT system to see what will need to be done to track this added task. We do not have a cost for this yet.

See Appendix C for complete list of RTT-ELC grant awards and expenditures. See Appendix D for EEC Budget FY2013 Appropriation

Organizational Framework

This report will be framed by the **Board's Strategic Directions** and **Indicators of Success**. Accomplishments of this past year and activities planned are organized and reported within the framework of EEC's five Strategic Directions and listed under each Indicator. **Please note that some indicators cross multiple strategic directions. For the purposes of this report, where there is overlap, the indicators were joined and EEC's accomplishments and next steps were reported in a combined section. This is noted in the applicable sections of the report.**



Three Year Strategic Direction:

Create and implement a system to improve and support quality statewide (2009)

Align resources to implement a system that supports high expectations and quality outcomes for all children and communities and high standards for all programs (2011 focused strategic direction)

Quality Indicators of Success:

- ***Quality Indicator 1: MA Quality Rating and Improvement System (QRIS) has been developed, validated, funded and implemented with full involvement of EEC's community partners and EEC staff.***
- ***Quality Indicator 2: MA has standards for quality in early education and care programs that are research-based, broadly understood, successfully implemented, culturally appropriate, and aligned with a quality-building support system.***
- ***Quality Indicator 3: Programs seeking to improve their quality have access to a range of resources and supports.***
- ***Quality Indicator 4: Parents understand and use information about quality to make informed decisions about early education and care programs.***
- ***Quality Indicator 5: UPK system design has been finalized and full-scale implementation has begun.***
- ***Quality Indicator 6: MA has a system that collects, analyzes, and disseminates program quality and child outcome data to inform policy and program development and implementation.***
- ***Quality Indicator 7: Licensing regulations that reflect best practices have been promulgated, translated, clearly communicated to the field, and enforced consistently throughout all regions.***
- ***Quality Indicator 8: Comprehensive services, including mental health consultations, are embedded in the delivery of services for families and children.***
- ***Quality Indicator 9: Children in residential and placement programs receive quality and appropriate services and are placed in the least restrictive settings.***
- ***<u>NEW 2011</u> Quality Indicator 10: Identify ways to quantify progress, particularly in the context of the whole child agenda***

The Commonwealth's new Quality Rating and Improvement System (QRIS) is a key tool, among many, that Massachusetts developed to help families, communities, and policymakers understand what constitutes quality. Building on a strong foundation of licensing, the QRIS is designed to support all children and youth (birth to 13) served in settings across the Commonwealths'mixed delivery System.

To foster the integration and use of child development principles and practices linked to quality, a set of QRIS Standards were adopted by the Board of the Massachusetts Department of Early Education and Care on December 14, 2010. The QRIS Standards incorporate learning standards, curriculum and assessment, educator preparation and leadership, and family and community engagement to ensure the strongest outcomes for children.

Quality Indicator 1: MA Quality Rating and Improvement System (QRIS) has been developed, validated, funded and implemented with full involvement of EEC's community partners and EEC staff.

This indicator was further defined in 2011 to include beginning alignment of QRIS with a rate reform initiative.

Accomplished this year

Quality Rating and Improvement System (QRIS):
A Quality Rating & Improvement System (QRIS) is a method to assess, improve, and communicate the level of quality in early care & education and after-school settings[7]. The Massachusetts QRIS offers guidance to professionals in early education and care and out of school time settings on a path towards quality, recognizing that higher expectations of programs must be matched with increased supports that include a better-articulated career ladder, financial incentives, and professional development and technical assistance, which are grounded in the science of child development.

The MA tiered QRIS is directly linked to the state's rigorous licensing system for early learning and development programs. Participation in the tiered QRIS is available to programs that are legally licensed as well as those that are statutorily exempt from licensure. License-exempt programs demonstrate they meet licensing requirements to participate in the tiered QRIS. As a result, when license-exempt programs complete their self-assessment, a plan is created and monitored to address any gaps in meeting the licensing standards at Level 1. The licensing requirements, regarded as among the most rigorous in the nation, serve as a much higher-than-average, formidable foundation for the tiered QRIS standards. In meeting the state's licensing requirements, a program is entering the tiered QRIS in high quality standing and the tiered QRIS higher levels provide additional specific educational supports to help high needs children attain school success.

Verification of Program Quality
Programs that are engaged in the Quality Rating and Improvement System are verified at two levels.

- The **first level** is the self assessment. The self assessment includes the presentation of documentation as well as the completion of several evidence based tools to review the environment, relationships and business practices.
- The **second level** is validation. This requires an independent evaluation visit to collect the Environmental Rating Scale (ERS), as well as a renewal of practices and an onsite visit with the program to discuss strengthens and opportunities for growth to ensure child outcomes within the program.

QRIS verification starts when a program has submitted their complete on-line QRIS application and self- assessment to EEC. In December of 2011, EEC instituted an automated verification process for programs that had completed the basic self-assessment. During the period of January 31, 2012 through January 1, 2013, 4,291 applications have been processed through the automated process. During this same period, an additional 640 programs have been verified through the advanced self-assessment process, which requires a full review of the program's documentation by EEC.

For the second level, or validation of a program's self-assessed QRIS level, Wellesley College for Women conducts the independent observation visits required for the Environmental Rating Scales (ERS) applying for the validated levels in QRIS. To date, 36 programs representing approximately 139 classrooms met the criteria to receive a visit and to be considered validated. 29 program visits were completed representing 111 classroom observations. Some programs felt unprepared for the visit when it was scheduled.

[7] Stair Steps to Quality, Anne W. Mitchell (2005); United Way Success by Six, p. 4

The verification process is an on-going process. Using Race to the Top - Early Learning Challenge funds a regional infrastructure of EEC staff in place, as programs complete their applications and submit them, reviews and verifications have become timelier. The regional staff also provides technical assistance through in-person site visits and phone calls to support programs efforts in obtaining validation.

Moving Toward Limited Universal Participation and Quality Improvement

As a result of notification and policy decisions in 2011, during 2012, EEC programs serving subsidized children or seeking other types of grant funds such as Head Start, Universal Pre-School, and Inclusive Pre-School were required to participate in QRIS.

It is the Department's goal to achieve maximum participation in the Massachusetts tiered QRIS, and this began with mandatory participation among programs serving the 55,761 children receiving subsidy (state financial assistance). The Commonwealth is using the QRIS to ensure that all children with high needs are enrolled in high quality early learning and development programs.

- For FY2012, 33% of Head Start grant recipients are required to participate in QRIS and in FY2013, 66% are required; As of January 2012, 128 Head Start programs participated in QRIS, which represents 56% of all Head Start grantee programs.
- For FY2012, all programs that receive a Quality Rating and Improvement grant must participate in on-line training, designed to increase knowledge of the QRIS;
- The FY2012 Universal Pre-Kindergarten grantees are required to be at least a Level 2 QRIS programs to participate;
- Family Child Care and Out of School Time Programs that have contracted slots (subsidies) will be required to participate by June 2012; and
- By the end of FY2012, new grantees, such as the Early Literacy Support grant, have required participation in the QRIS as a condition for application.

On-line System for Programs to Manage QRIS Participation-

The QRIS Program Manager (QPM) application is a secure, web based program that allows programs to rate themselves against the QRIS Standards and then submit documentation justifying their ratings. The QPM includes self-reported program data on the number of children enrolled, number of educators employed, and self-assessment as it relates to each Standard, which may include providing additional documentation.[i] Since the launch of the on-line, QRIS Program Manager (QPM) in January 2013 **4,757 programs** (unique count) have created a total of 5,794 QRIS applications (final status) using the QPM system. 5,003 applications have been granted a QRIS Level.

Data as of January 2013	QRIS Applications Submitted as Final by QRIS Program Type and Region					
QRIS Program Type	**Western**	**Central**	**Northeast**	**Metro**	**Metro Boston**	**South East/Cape**
Center/ School Based	277	131	234	274	216	363
Family Child Care	536	569	1144	213	697	428
ASOST	102	37	133	164	91	185
Grand Total	915	737	1511	651	1004	976

QRIS On Line Course

EEC commissioned the development of an on-line 12 hour course on the fundamentals of the Quality Rating and Improvement System. This course is designed to provide early education and out of school time educators with an introduction to the Massachusetts Quality Rating Improvement (QRIS) System. The first two-hour module of the course introduces the QRIS and explores the current science of brain development. The next four modules introduce the five categories of the QRIS Standards and the tools that measure process and structural quality indicators. The final module covers how to apply this knowledge to an early education or out of school time program to identify areas for program improvement. The course is hosted on the "Together for Quality" website (http://wheelock.educommons.net/courses/qris-training). Since its launch, 1520 educators have accessed the course. The course is available in English, Spanish, Chinese, Haitian Creole and Portuguese.

QRIS Quality Improvement Grants

The FY2012 QRIS Individual Program Quality Improvement Grants were given to eligible programs who were enrolled in QRIS. $800,000 of funding was awarded directly to programs for QRIS improvement Grants to support and strengthen the capacity of early education and OST program leaders to identify, prioritize, and implement improvements that move them forward in the state's Quality Rating Improvement System (QRIS). We received 376 applications for funding, from the following program types:

AfterSchool: 73
Center Based: 159
Family Child Care: 144

The state awarded 217 QRIS Program Improvement grants to center based and family child care programs, with priority to those serving high need children, to assist them with QRIS participation. Due to demand and the level of need, EEC identified additional funds through the Race-to-The-Top, Early Learning Challenge grant to provide awards totaling $315,004.00 to eligible programs in May. An additional 90 received funding. This grant application's purpose was to provide QRIS Program Quality Improvement Grants to eligible programs/educators in the mixed delivery system during spring 2012 to make quality program improvements, in pursuit of upward progress on the levels defined in the QRIS system.

Planned for Next Year

Verification of Program Quality
EEC staff will continue their on-going efforts of verification of a program's on-line application with site visits and phone calls to support targeted technical assistance to programs. Additional visits have begun. This year, there will be 164 program visits, which will cover 582 classrooms. To date 7 program visits, representing, 28 classrooms have been completed. In the upcoming year Wellesley College for Woman will complete additional classroom observation visit to verify the Environmental Rating Scale at a program level. EEC staff will be trained this spring to complete the Environmental Rating Scales so that based on demand this function can be moved inside the department.

QRIS On Line Course
Additional courses are in development to support the full depth of understanding of the theory and practice as defined by the QRIS standards. The following modules will be developed and made available to educators in FY 13/FY14:

- QRIS Standard 1:
    - Curriculum and Learning (6)
        - Curriculum Goals and Child Development
        - Curriculum Planning
        - Using Observation for Assessment, Curriculum Planning and instruction:
        - Developing Cultural Competence in Early Childhood Settings:
        - Integrating Diversity in Early Childhood Settings
        - Teacher-Child Interactions in Early Childhood Settings
- QRIS Standard 2:
    - Safe, Healthy Indoor and Outdoor Environments (1)
    - Nutrition in Early Childhood Education:
- QRIS Standard 4: Family and Community Engagement (1)
    - Cultural competency and family engagement:
- QRIS Standard 5: Leadership, Administration and Management (2)
    - Financial Management:
    - Supervision and Staff Development

QRIS Quality Improvement Grants
For FY13, the first grant request was released in February 2013. It is expected that additional grants will be released in June 2013, and December 2013. Two types of grants will be available to programs; A Durable Goods and Services grant in which a program must be at least at a level 2 in QRIS and A Planning Time Grant, in which a program may be any level. The planning grant was added this year in response to feedback from programs about the amount of time required to complete the self assessment tools required by QRIS. The new category of eligible funding will cover short term, regular coverage to assist programs to complete and respond to the self assessment tools, as defined by the standards. Programs will be eligible to receive one or the other grant in a calendar year, but not both grants. Grants funds will be available and released in cycles to support program movement within the QRIS system as programs meet standards over the next 3 years or until resources are expended.

An on-line portal for programs to apply for the funding will be available in early March 2013. A series of webinars and in-person events will be held to train educators/programs regarding how to use the on-line system and how a program can maximum these funding opportunities.

Quality Indicator 2: MA has standards for quality in early education and care programs that are research-based, broadly understood, successfully implemented, culturally appropriate, and aligned with a quality-building support system.

EEC has a variety of standards. These standards include QRIS standards for programs and Early Learning Standards for children birth to 5. This year's efforts have included review of the QRIS standards, development of implementation of infant and toddler standards, alignment with k to 12 for development of math and literacy standards to support the MA Curriculum Frameworks, development and alignment of science standards, and a validation study of all Early Learning Standards birth to kindergarten.

Accomplished this year

QRIS Standards
The Massachusetts QRIS Standards outline key indicators of quality and are presented in the following five primary categories: Curriculum and Learning; the Environment; Workforce Qualifications and Professional Development; Leadership, Management and Administration and Family Involvement.

As part of EEC's language access plan to ensure meaningful access for Limited English Proficiency (LEP) individuals, the Massachusetts QRIS Standards for Family Child Care were translated into five additional languages and are available in Chinese, English, Haitian, Khmer, Portuguese, and Spanish on the EEC website.

Standards Review
The initial intent of QRIS systems was to improve the quality and infrastructure of formal early education and care programs. Current thinking is that QRIS should primarily focus on standards that can be linked to improved outcomes for children. The board does recognize the effect of business practices and the environment in the ability to attain outcomes for children and has continued to support practice that is measurable and evidenced based in these areas. As with any system, EEC is always reviewing the QRIS process, application and standards. This year this process has lead to changes in the online system and a review of the standards, which led to a reduction in the number of standards.

At the January Planning and Evaluation Committee Meeting, the Committee reviewed and discussed the methodology and standards that are recommended to be removed from the QRIS standards. During the February meeting of the full board, the board will vote to accept or reject the recommendation to reduce the standards. The current standards fall into the following categories:

- Evidence based
- Measurable
- Linked to Child Outcomes
- Already measured in an evidenced based tool used in QRIS
- Not Linked to Child Outcomes
- Not Measurable

The Planning and Evaluation Committee focused on the standards that fall into the following categories.

- Already measured in an evidenced based tool used in QRIS
- Not Linked to Child Outcomes
- Not Measurable

The Board of Early Education and Care voted to remove the standards that fall into these categories with the exception of family child care educator qualifications. The number of standards that were approved to be removed are:

Standard category	Family Child Care	Center Based	AfterSchool
Already measured in an evidenced based tool used in QRIS	8	11	9
Not linked to Child Outcomes	9	3	3
Not Measureable	4	12	3
Totals	**21**	**26**	**15**

The standards that the Board voted to remove come from all 5 of the core areas. The breakdown by core area is below:

Core Areas	Family Child Care	Center Based	AfterSchool
Curriculum, Assessment and Diversity	3	2	1
Safe, Healthy Indoor and Outdoor Environments	3	3	1
Family and Community Engagement	5	2	4
Leadership, Management and Administration	8	13	9
Workforce Development and Professional Qualifications	2	6	0

Alignment of Preschool Curriculum Frameworks with the Common Core Standards K to 12

EEC and the Department of Elementary and Secondary Education (ESE) worked together to develop the first Massachusetts Common Core Standards that include English Language Arts and Math standards for preschool. The Readiness Centers and the EPS Grantee Partnerships trained preschool programs on the Frameworks in 2012.

Early Learning Standards are key to providing guidance to families and educators a like about what we want children to know and be able to do. In our state we are proud to have created standards which cover children from birth to 5. These standards alone provide solid guidance regarding what opportunities children need to grow and develop, however, it is important that they are aligned as growth and development happens in multiple domains and at varying rates depending on experience and opportunities.

Massachusetts Alignment Study Plan

In Massachusetts, state leaders and educators believe children grow and develop continuously through intentional and un-intentional activities, and therefore are engaged in an ambitious effort to improve the quality of early childhood learning opportunities. Central to these efforts is a focus on creating the highest quality early learning and development standards for young children that articulate multi-domain expectations for children's growth and support continuity in early education from birth through kindergarten. At the same time, these early learning and development standards provide a foundation for creating learning and growth opportunities for children across all communities and families and across both informal and formal environments. EEC commissioned a study across toddler, preschool, Kindergarten and Head Start standards across Massachusetts to analyze vertical and horizontal alignment. EEC is working with Teachers College at Columbia University to evaluate alignment between the state's early learning and development standards for infants, toddlers, preschoolers, and kindergarteners, and to evaluate alignment between the state's standards and selected assessments.

The researchers analyzed the alignment of the Early Learning Guidelines for infants and Toddlers, Guidelines for Preschool Learning Experiences, Kindergarten Learning Experiences, Massachusetts Curriculum Frameworks for Language Arts and Literacy and Mathematics (Pre-K and Kindergarten), and the Head Start Child Development and Early Learning Framework (HSCDELF). Sharon Lynn Kagan and associates presented the report findings at the Board of Early Education and Care meeting in December 2012. The key finding from this study was that while MA has solid standards for infants, toddlers, Preschoolers and Kindergarteners from multiple sources, they are not aligned nor do they provide scaffolding of learning across all domains in a consistent method, and that the creation of an aligned set of standards from birth to kindergarten covering all domains where gaps now exist is needed.

Major Findings Overall

- Massachusetts has a solid set of standards that address the birth-through-five age continuum.
- The Department has made a good effort to align its standards across a broad age spectrum and with seminal documents, particularly the Common Core.

Major Findings: Balance

- The toddler standards are quite balanced across the five domains in the construct template.
- The preschool and kindergarten standards place more emphasis on Cognitive Development, particularly the subject areas, and less attention on Social-Emotional Development and Approaches Toward Play and Learning.
- The tension between an academic and holistic orientation-- *not unique to Massachusetts*--is thus evident in the toddler, preschool, and kindergarten standards.
- The HSCDELF and preschool standards align well on Language and Communication.
- The preschool standards place a somewhat greater emphasis on Physical Development and a much greater emphasis on Cognitive Development than the HSCDELF.
- The HSCDELF places a much greater emphasis on Social-Emotional Development and Approaches Toward Play and Learning than the preschool standards.

Major Findings: Coverage/Depth

- The coverage of specific constructs was generally good in the toddler standards, with only a few missing constructs, such as nutrition and vocabulary.
- There were more constructs missing in the preschool and kindergarten documents, with several missing constructs related to physical fitness, social-emotional development, approaches toward play and learning, and the cognitive processes.
- Alignment between the HSCDELF and Massachusetts preschool standards is pretty good in some areas, such as physical development.
- The HSCDELF covers a broader array of constructs that address social and emotional development, approaches toward play and learning, and the cognitive processes.
- The HSCDELF devotes a large portion of indicators to English language acquisition; the preschool standards do not.
- In Mathematics, neither the HSCDELF nor the preschool standards covers data and mathematics processes.

Major Findings: Difficulty

- The progression of difficulty from toddler to preschool was particularly strong, and the progression from preschool to K was good.
- There were some examples of equal difficulty between the preschool and kindergarten standards, and some in which kindergarten was much more difficult.
- Alignment with the HSDCELF was mixed; in some areas, the HSCDELF was more difficult, while in others, the preschool standards were more difficult.

Study Recommendations

- Create robust set of standards that do not ignore either of the national documents, but aligns with them as appropriate within the context of Massachusetts.
- Addition of indicators to the preschool and kindergarten standards to fully address Social and Emotional Development, Approaches Toward Play and Learning, the Cognitive Processes, and English Language Acquisition.
- Adjust some of the indicators to make the progression of difficulty between the preschool and kindergarten standards more consistent.

English Language Development Standards

EEC is developing English Language Development Standards, for children 2.5 to 5.5 years old. This project will afford Massachusetts early childhood stakeholders and experts the opportunity to provide feedback and input. This work is design to align with the recently adopted use of the K to 12 assessment of English Language Development by the Department of Elementary and Secondary Education. Through an interactive process to be conducted both in-person, through webinars and conference calls, Massachusetts early education leaders will create a feedback loop on the current draft standards, specifically on the Model Performance Indicators (MPIs), resource development, and resource dissemination. As part of this work, EEC will consider recommendations on methods to train and develop educators on using the standards within their classrooms.

On December 14, 2012 EEC conducted an all day working session with over 40 participants from Public Schools, Higher Education, Department of Elementary and Secondary Education, Head Start programs and Center Based programs on the draft Early Language Learning Standards at Holy Cross College. The Framework of the standards was presented including how the standards fit in the areas of social emotional and physical development and cover the domains of early literacy, math, social studies and science. The standards address both receptive and productive language. (See Appendix G for the languages spoken by children receiving EEC financial assistance.)

Preschool Science, Technology, Engineering, and Mathematics (STEM) Learning Standards and Guidelines

EEC is developing Preschool Science, Technology, and Engineering (STE)[8] Learning Standards and Guidelines to inform the development of STEM curricula in early education programs for preschool children from 2 years and 9 months through 5 years old. The standards and guidelines will be developmentally appropriate for children in this age range, will connect to the Science and Technology/Engineering Standards for preschool through grade 2 being developed by the Department of Elementary and

[8] Preschool mathematics standards are already developed as a part of the Massachusetts Curriculum Frameworks, therefore, are not included in this project. The EEC board approved these standards in December of 2010.

Secondary Education (ESE) and will align with EEC's existing regulations, early learning standards and guidelines, as well as the Head Start Outcomes frameworks.

Planned for Next Year

QRIS Standards Validation
After implementation of the spring pilot modification will be made and during the fall of FY13, the full validation study will begin. Beginning in the fall of 2013, based on refinements to the instruments, sampling and protocols from the Pilot Study, EEC will initiate a full-scale data collection of a representative sample of providers, rooms/classrooms, and children/parents to address all research questions.

QRIS Standards Review: *Intersection with NAEYC Accreditation*
EEC will create and implement a statewide strategy with Group and Center Based Child Care Programs that are currently accredited by the National Association for the Education of Young Children (NAEYC) and are participating in the Massachusetts Quality Rating and Improvement System (QRIS) in order to communicate where NAEYC Accreditation intersects with the QRIS Standards. This project will include developing and communicating to all Group and Center Based Programs, who are NAEYC accredited, the alignment of these standards between NAEYC and QRIS, piloting with a select number of Group and Center Based Programs an assessment protocol that supports this alignment and developing and providing professional development to EEC staff validating QRIS applications and Group and Center Based Program staff in the assessment protocol and tool developed. The goals of this project are:

- Align the NAEYC accreditation visit with the MA QRIS validation visit to reduce and eliminate duplicative processes for group and center based programs;
- Incorporate the Environmental Rating Scales assessment tools in the MA QRIS as part of the NAEYC visit;
- Determine the alignment between the NAEYC accreditation process and the MA QRIS validation process and provide a written report on the findings;
- Determine which documentation is required that meets both NAEYC accreditation and QRIS Standards components and provide a written report on the findings.

This project will result in communications materials, assessment materials, protocols, professional development curricula and a written report by the end of June 2013. The written report will include the crosswalk of NAEYC accreditation with the QRIS Standards, lessons learned from the completed project, and recommendations for future alignment activities between NAEYC and QRIS.

English Language Development Standards
EEC will continue to develop English Language Development Standards, for children 2.5 to 5.5 years old, ensuring alignment with the K to 12 assessment of English Language Development by the Department of Elementary and Secondary Education. In 2013 EEC intends to issue a paper of the theory behind the English Language development Standards, hold a meeting of experts balanced between assessment experts and practice experts to review the standards, and release final standards as guidance to field (in the summer of 2013.)

Massachusetts Alignment Study Plan

On March 4 and 5, 2013, EEC and ESE will host strategic planning sessions with experts to discuss the strategy for alignment of the standards between birth and Kindergarten with experts recommended by ESE and EEC: Early Learning Standards: A Key to Quality Early Learning Systems: *Redesigning and creating a single set of standards from our early learning standards including toddler, MA preschool common core, Head Start Frameworks, and Preschool guidelines and kindergarten.* The strategic planning sessions will bring together key stakeholders to discuss the study's findings, map potential solutions and develop corresponding action steps to guide EEC's and DESE's ongoing work. An additional report on the alignment between the evidenced based formative assessment tools supported by the state and the current early learning standards, is due on April 2013.

Preschool Science, Technology, Engineering, and Mathematics (STEM) Learning Standards and Guidelines

EEC is currently holding stakeholder meetings to receive feedback from the field on the draft preschool science standards. The EEC board will adopt early learning Science, technology and engineering standards during the FY13 calendar year.

Quality Indicator 3: Programs seeking to improve their quality have access to a range of resources and supports.

Workforce Indicator 6: The early education and care workforce has broad diversity that allows families and children to feel welcomed and comfortable to address the changing landscape and needs of the families and children.

EEC seeks to support over 10,000 programs, which service children between birth and 13 within the state of Massachusetts. These programs employ over 67,000 records as of January 2012, according to our Professional Qualifications registry.

Accomplished This Year

FY 2013 Educator and Provider Support (EPS) Grant
The Educator and Provider Support system is designed to provide educators and programs with the knowledge and skills they need to improve practice to ensure outcomes for young children in early education and care; and out of school time programs. The opportunities support educators to gain additional credentials and programs to attain accreditation or advance on the levels of QRIS.

The purpose of the grant is to provide professional development opportunities and support services to early education and out of school time educators and providers (programs) in Massachusetts. The grant focuses on three areas of engagement: educator and provider planning, competency development, and coaching and mentoring. Grantees are required to provide opportunities and support services to all educators and providers working in the mixed delivery system including educators in family child care, center-based, and school age programs. Professional development provided through the grant must include opportunities for educators at all levels, developmental coursework through master's degree level courses.

Professional development opportunities provided through the EPS grant must result in at least 0.5 continuing education units (CEUs) or 1 college credit. Opportunities must align with EEC Regulations, Preschool Guidelines, QRIS, and/or Infant and Toddler Guidelines. Grantees must identify the EEC Core Competency Area(s) addressed, appropriate age group, and focus area for each opportunity. Grantees provide this information through an annual professional development course catalogue; the FY2013 Educator and Provider Support Course Catalogue is available on EEC's website at http://www.eec.state.ma.us/docs1/Workforce_Dev/20120713-fy2013-edu-provider-crse-catalogue.pdf . *See Appendix I for data on the 2012 EPS Catalogue.* the From July 2012 to December 2012, there were 154 courses that 1,777 educators completed. *Data collected from the EPS Monthly Data report for FY 2013 is available in Appendix J.*

There are 5 EPS grantees that operate at a regional level serving as professional development hubs. The EPS grantees are required to function as a partnership. Although the grantees are regional based, the members of their partnerships represent local, regional, and statewide needs of educators and providers in EEC's mixed delivery system. The EPS grantees work in collaboration with other EEC grantees including Readiness Center and Coordinated Family, Community Engagement, and Child Care Resource and Referral grantees.

FY2013 EPS Grantees Lead Partners

Region	Lead Agent
1: Western MA	Preschool Enrichment Team, Inc
2: Central MA	Family Services Organization of Worcester
3: Northeast MA	North Shore Community College
5: Southeast MA, Cape Cod and Islands	Community Action Committee of Cape Cod and Islands, Inc
6: Metro Boston	Action for Boston Community Development, Inc

Assessment Grant – Center for Assessment and Screening Excellence (CASE)
EEC is designing and coordinating training on assessment and screening tools and on QRIS measurement tools to support quality measurement in programs serving children birth to 13 across Massachusetts. EEC established the Center for Assessment and Screening Excellence (CASE) to build infrastructure that supports the state professional development system to provide the training, consultation, materials, and supports that programs need to have access to qualified trainers who are reliable on the

multiple assessment tools required within QRIS. This includes environmental rating tools, formative assessment tools, screening tools and others. CASE is designed as a support to the Educator and Provider Support networks (EPS) so that they have access to trainers who are skilled in using child assessment and screening and in measuring program quality. EEC is working with the regional EPS networks to identify and recruit participants, to deliver training, and to distribute assessment tools. Training is available at introductory, intermediate and advanced levels, and is adapted to address the needs of English Language Learners (both educators and children) as well as children with special education needs. A combination of on-line and face-to-face instruction, followed by on- site work, is being used. Training dates are posted on CASE's website at: http://www.wheelock.edu/academics/centers-and-institutes/aspire-institute/center-for-assessment-and-screening-excellence-/case-trainings.

In calendar year 2012, through CASE, EEC served the following numbers of educators and programs on screening and assessment:

- Educators receiving training on Assessment (including screening and observation) - 2111
- Number of programs receiving Assessment, Screening and Observation tools - 419
- Educators receiving training on the QRIS measurement tools (including PAS, BAS, APT, Arnett, CLASS and ERS) 975
- Number of program receiving QRIS measurement tools - 570

Measuring Growth through the Massachusetts Early Learning and Development Assessment System (MELD) from Birth to 3rd Grade
A key standard in the QRIS system is the ability to measure through evidence based formative assessment tools the growth and development of children across multiple domains. Efforts to support the field to gain access to evidence based assessment began with efforts in the UPK quality grant. The state has now created a system of training and distribution of tools for programs who serve high needs children birth to kindergarten.

Since 2007, EEC has encouraged programs to use evidence based formative assessment. This standard of practice is included in QRIS. Early learning programs use evidence based formative assessment in programs for three core reasons. First, formative assessment provides information for educators to enhance individualize teaching and learning for children. Second, educators can use the information to support parents to first understand growth and development and then provide additional opportunities for growth. Finally, programs can use the information from the assessments to guide individual educator development or program wide development to improve the growth trajectory for children. We have primarily focused on preschool children (30,262) and kindergarten (4,628) this year. We are still collecting data from the fall at this time.

As part of the *Race to the Top-Early Learning Challenge* grant, Massachusetts is required to develop and implement kindergarten entry assessments that will assist in fortifying the existing alignment of early childhood education and elementary school services. To meet this requirement, in collaboration with the Department of Elementary and Secondary Education, EEC is implementing the Massachusetts Kindergarten Entry Assessment (**MKEA)** system, which will support school districts in using formative assessment tools that measure growth and learning across all domains during the child's kindergarten year. As part of the MKEA initiative, school districts will choose one formative assessment tool that is evidence-based and aligned with the *Massachusetts Curriculum Frameworks*. EEC has identified *Teaching Strategies-GOLD* and the *Work Sampling System* as the assessment tools from which districts will select.

The first year of this project established a cohort of 20 school districts to pilot the use of evidence based formative assessment with children entering kindergarten. The formative assessments used in the pilot are ones that are currently used by the educators in the mix delivery system who have Universal Pre-kindergarten (UPK) Programs and receive UPK grant funding.

Race-to-the-Top/Early Learning Challenge Grant Funding and State funds were used to provide the 20 school districts with funding for supplies, stipends/substitute teacher and costs to attend professional development, to purchase the individual child assessment licenses and to provide the professional development for the school districts.

During implementation for the 2012/2013 school year, 809 teachers and administrators were trained in the formative assessment tools. 399 teachers and administrators have received Teaching Strategies Gold training and 410 have received training in Work Sampling. Data collected by the school districts is available to EEC. In September 2012, the Commissioners of EEC and ESE sent superintendents of school districts receiving Quality Full-Day Kindergarten grants a letter inviting the district to participate in MKEA as part of Cohort 2. School districts received the Teaching Strategies GOLD and Work Sampling assessment toolkits. ESE provided a December Cohort 2 update to all invited school districts.

Readiness Centers: Comprehensive Assessment
EEC awarded a Readiness Centers Activities grant to the 6 existing Regional Readiness Centers to provide professional development opportunities to the early education and care workforce in the mixed delivery system and to convene early childhood educators, providers, and stakeholders within the region and across the state. This funding enables the Regional Readiness Centers to work with EEC's regional Educator and Provider Support (EPS) grantees to strengthen and build services for early childhood educators and providers in their region. Specifically, the Regional Readiness Center provide academic advising and career counseling; convene educators and districts participating in the Kindergarten Entry Assessment (KEA); train educators to analyze data for improved individualized teaching; provide training on standards such as the infant toddler and preschool guidelines, the core frameworks, and QRIS standards; and gather data needed to support the Massachusetts Early Learning Plan.

Higher Education
EEC has a visible partnership with both the Department of Higher Education and individual higher education institutions both public and private. First and foremost, we are preparing children with the skills, knowledge and abilities to matriculate through higher education in the earliest years. Secondly, we depend on higher education institutions to prepare the adult workforce who is providing the education and care for the children whom we serve. Finally, higher education has been a partner in the cycle of continuous improvement by participating in or leading research to help advance the work of the department.

Higher Education for English Language Learners
EEC is designing and delivering an innovative program for educators who are English language learners (ELL) to access higher education while providing the immediate content needed to improve practice with children birth to age 5, who are engaged in formal early education and care. Specifically, this funding will target family child care providers, paraprofessionals in the mixed delivery system whose primary language is not English, with the goal of equipping them to effectively assist dual language learner students by achieving higher academic coursework and credentials themselves.

The first cohort will be Spanish-Speaking Family Child Care providers. EEC is in the process of recruiting the second cohort of Family Child Care providers. Classes will occur on Saturdays and the first class began on December 15, 2013. There were 24 students signed up for the class, 18 attended,

Post Master's Certificate in Early Education Research, Policy, and Leadership
EEC is working with the University of Massachusetts Boston to develop a post master's certificate (PMC) program in early education research, policy, and leadership. The program includes 4 post master's level courses that will articulate into a Certificate of Advanced Graduate Study (CAGS) or doctoral program at UMass Amherst, UMass Lowell, or Elms College. The PMC courses include: Early Education and Care Policy and Practice, Advanced Child Development, Translating Research into Practice, and Leadership and Change in Early Education and Care.

EEC anticipates sponsoring 3 cohorts of 15 students each with funds from the RTT-ELC grant to complete the Post Master's Certificate program. The PMC Executive Advisory meets on a monthly basis with quarterly meetings of a larger advisory which invites representatives from all institutions of higher education in Massachusetts with a bachelors, masters, an/or post-graduate degree in early childhood education.

Cohort 1 began coursework on January 5, 2013. More than 100 applications were received for the 15 slots for cohort 1. EEC is conscious of regional distribution, representation from the mixed delivery system, and diversity when reviewing and selecting applicants. Recruitment for Cohort 2 is underway.

(For additional information on the Post Master's Certificate program and cohort 1 data see Appendix K: Post Master's Certificate Program)

Business Planning for Early Educators
In June 2012, EEC began the work to design a course on business planning for early education and care programs. The course is meant to assist educators in both family child care and center-based settings with implementing sound business practices that will result in higher scores on the Program Administration Scale (PAS), Business Administration Scale (BAS) and APT to meet higher level criteria on the QRIS to demonstrate improved program quality. All programs participating in QRIS are required to use QRIS measurement tools at Level 2, Level 3 and Level 4 as part of their QRIS self-assessment process. Once developed, this course will be available both on-line and face-to-face in English, Spanish and Portuguese

Planned for Next Year

FY2014 Educator and Provider Support (EPS) Grant
The Educator and Provider Support grant will be a competitive grant for fiscal year 2014.

Enhancements to the FY2014 EPS grant include the following:

- Provide opportunities that relate to and address program's QRIS professional development needs;
    - o identify the QRIS standard(s) addressed for each opportunity on the Course Catalogue and
    - o ensure that course descriptions identify linkage and alignment to QRIS;
- At least 25% of opportunities directly address:
    a. The practice of the MA Curriculum Frameworks; and
    b. educators working with infants and toddlers;
- Ensure proposed opportunities have been approved for CEUs and/or college credits prior to grant submission;
- Ensure individuals responsible for providing training, coaching, mentoring, and TA related to QRIS must demonstrate knowledge of QRIS and participate in necessary professional development and TA to better serve educators and providers in the field;
- Provide credentials for all individuals who will be responsible for course instruction, coaching and mentoring, or consultation services.

Assessment Grant – Center for Assessment and Screening Excellence (CASE)
EEC will add additional supports for the screening and assessment of infants and toddlers.

Measuring Growth through the Massachusetts Early Learning and Development Assessment System (MELD) from Birth to Grade 3
The assessment grant will include a focus on infants and toddlers beginning this spring. The institute will also provide access to ongoing support for schools included in the MKEA. This will include specific training on alignment of formative assessment with summative assessments, content of the formative assessment, online data collection and the use of data.

EEC is working to ensure all families have access to screening statewide. To ensure follow-up when the screening indicates a specific need, EEC is working with several pediatricians to determine methods link families to the medical home. EEC is also marketing the resources of Community Family Engagement grants to pediatricians as a tool to support opportunities within the community for families**.** EEC will expand grant opportunities to additional school districts and communities.

Creating an Effective Technical Assistance System to Develop High Quality Early Learning Programs Technical Assistance
EEC was selected to participate in the technical assistance 'Learning Table' focused on "Creating an Effective Technical Assistance System to Develop High Quality Early Learning Programs". This is a joint initiative of the BUILD Initiative's QRIS National Learning Network, the National Association for the Education of Young Children (NAEYC), and the National Center for Children in Poverty (NCCP). There were over 30 competitive applications and the Massachusetts team was selected to participate in the face to face meeting of the series.

State teams will engage in a structured dialogue with national experts and other state teams to assess their current state technical assistance system on four levels (early learning programs, technical assistance professionals, sponsoring agencies, and finally, the state level). Teams will be supported to create an implementation plan to establish a more effective and efficient technical assistance system that can promote high quality early care and learning programs and achieve better outcomes for children.

This learning table series will be conducted from February to June 2013. . Participants include: Donna Trayham, ESE; Cheryl Stanley, Westfield State; Joyce Flumer, Chiris Pond and Sherri Killins, EEC; Wendy Valentine, United Way; Marie Enochty, Boston Public Schools; Jody Figuerido; IEPD.

The Learning Table will be facilitated by Billie Young (National Association for the Education of Young Children), Sheila Smith (National Center for Children in Poverty), and Debi Mathias (QRIS National Learning Network/BUILD) with other national experts. The National Center on Child Care Professional Development Systems and Workforce Initiatives & the National Center on Child Care Quality Improvement are supporting the Learning Table as resource staff.

The Massachusetts Kindergarten Entry Assessment (MKEA)
On December 11th and 14th, 2012, webinars were held for the school districts invited to participate in Cohort 2 of MKEA, highlighting the features of Teaching Strategies GOLD and the Work Sampling system. On February 6 2013, EEC sent a new Cohort

2 MKEA update to all invited school districts and all invited charter schools, which included an updated Cohort 2 implementation schedule, and answers to an expanded set of frequently-asked questions. The school districts invited to participate in Cohort 2 of MKEA will decide whether they will participate in Cohort 2, and will indicate their decision by March 1, 2013, via an online survey. Districts that choose to participate in Cohort 2 will indicate by March 15th whether they will be using Teaching Strategies GOLD or the Work Sampling System. To assist districts in the decision-making process, EEC conducted a webinar on February 12, 2013 for school districts invited to participate in Cohort 2. Presenters included Commissioner Killins; Barbara Black from Northampton Public Schools, a Cohort 1 district implementing the Work Sampling System in its kindergarten classrooms; and April Romano from Watertown Public Schools, a Cohort 1 district implementing Teaching Strategies GOLD in its kindergarten classrooms.

Higher Education for English Language Learners
Two additional cohorts will be held including languages other than English. They will be done in partnership with other institutions across the state.

QRIS Health Advisor and Annual Visits
Through an Interagency Service Agreement between EEC and the Department of Public Health (DPH), DPH is hiring four QRIS Health Advisors (QHAs) to provide an annual visit to meet the QRIS level 2 requirement for "an annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program, unless needs of a child require additional consultation."

The QHS is a new role that will help programs develop relationships with Child Care Health Consultant (CCHC) in the community over the long term. The QHA will continue to make joint visits with licensors to explore program needs and how the QHA visit can be designed to be most useful to providers. They will also provide technical assistance by phone, and will begin field testing the QRIS annual visit protocol and tools that we have drafted to guide this work. EEC and DPH expect to hire two additional QHAs, who will sit in EEC's Lawrence and Springfield offices.

Visits will start March 18th, with some field testing of protocol beginning Feb. 25th. DPH and EEC will finalize drafts of the protocols (including what to do if QRIS Health Advisors observe licensing violations) prior to the field testing.

QRIS Incentives: Rate Rewards for Family Child Care Substitute Reimbursement
As a result of notification and policy decisions in 2011, during 2012, EEC programs serving subsidized children or seeking other types of grant funds such as Head Start, Universal Pre-School, and Inclusive Pre-School were required to participate in QRIS. It is the Department's goal to achieve maximum participation in the Massachusetts tiered QRIS, and this began with mandatory participation among programs serving children receiving state financial assistance. The Commonwealth is using the QRIS to ensure that all children with high needs are enrolled in high quality early learning and development programs.

- Beginning in FY2012 Universal Pre-Kindergarten grantees were required to be at least a Level 2 QRIS programs to participate;
- Family Child Care and Out of School Time Programs that have contracted slots (subsidies) were required to participate in QRIS by June 2012; and
- By the end of FY2012, new grantees, such as the Early Literacy Support grant, were required to participate in the QRIS as a condition for application.

In 2013, family child care systems (systems) will be required to have substitute care available when a family child care provider is unavailable to provide care. As an incentive for providers to increase the quality level of care they provide, EEC has provided an increase in the infant/toddler rate for those providers self assessed at Level 2 or higher.

Whenever possible, systems should provide substitute family child care with a family child care provider at the same level QRIS level as the provider that is being substituted. When it is not possible to provide a substitute family child care provider with a provider at self assessed Level 2 or higher, the provider may maintain the original provider placement and be reimbursed for that placement for a maximum of up to and including 10 consecutive billing days. If substitute care is provided for more than 10 consecutive billing days, the provider/CCR&R must, upon submission of billing, end the original placement and enter a new placement for the substitute provider for the children that are in care with the substitute. The system must reimburse the substitute at the rate being paid to the provider for which it is giving substitute care as an incentive for the Level 1 provider to move to Level 2.

Please note that all family child care providers in systems must be at self assessed Level 2 by December 31, 2013. In anticipation of that, System personnel should be visiting providers in an ongoing and consistent basis to provide guidance and document efforts to improve the provider's QRIS level.

Quality Indicator 4: Parents understand and use information about quality to make informed decisions about early education and care programs.

The total population in Massachusetts has increased slightly since the 2000 Census. In 2010, the total population in Massachusetts was 6,547,629. Of the total population, 1,517,090 or 23% are children birth to age 18. There are 442,592 children birth through age 5 living in Massachusetts, which accounts for 6.8% of the population. Of the nearly half million children birth to age five in Massachusetts, close to **one-third** are low-income, according to the National Center for Children in Poverty, while 17.4% are English language learners, 6.7% have special needs, and .9% are homeless. Children birth to age 5 are living in 10.4% (167,026) of the families in Massachusetts, the average family size of which is 3.08.

Accomplished This Year

Child Care Resources and Referral Services

There are three main purposes of the Child Care Resource and Referral Services contract, in addition to complying with state procurement laws, which are: to purchase high-quality subsidy management services for EEC subsidized families and providers/Systems that accept subsidies; to purchase information and referral services for EEC subsidized and non-EEC subsidized families and providers throughout the Commonwealth; and to purchase enhanced consumer education services for families throughout the Commonwealth.

Although the Massachusetts legislature fully funded CCR&R services for FY2012, in response to concerns regarding the status and cost effectiveness of the CCR&R agencies in the Commonwealth, the legislature included language in EEC's FY 2012 Budget requiring the Department to: "*…detail the feasibility of centralizing the following responsibilities … program coordination and support, voucher management, outreach to hard-to-reach populations, intake and eligibility services for families seeking financial assistance to enroll in early education and care programs, resource and referral for families with disabilities in child care programs, and walk-in services for homeless families*". In response, EEC researched this issue through the following studies:

A CAYL Study Circle on CCR&Rs (June 2011)
A State Advisory Council Family Needs Assessment (January 2012)
The National Child Care Resource and Referral Association (NACCRRA) Plan for Massachusetts
Interviews and meetings with the CCR&Rs

At the Board of Early Education and Care on June 12, 2012, the Board voted to approve the proposed budget, goals and criteria for the procurement of the Department's Child Care Resource and Referral Services contract commencing January 1, 2013 through a competitive bid process. The goals of this procurement include: making policies and practices more equitable, development of a CCR&R model to better support family engagement and provider development and engagement, improving the efficiency of the voucher management system, and ensuring equitable access statewide. These goals support EEC's continued progress in building a thriving system of early education and care.

EEC designed a standardized set of protocols, policies and procedures for the delivery of child care resource and referral services in Massachusetts. These required services were incorporated in the Request for Response for a new delivery model.

During the week of July 9th 2012, EEC held information sessions about the child care resource and referral service redesign in EEC's regional offices (Springfield, Worcester, Lawrence, Quincy, Taunton). The meetings were all well attended by a range of organizations, including existing CCR&Rs, early education and care programs, Educator/Provider Support grantees, Coordinated Family and Community Engagement networks, and DCF Family Resource centers. Feedback included comments on the waitlist for child care subsidies, the subsidy administration process, accreditation, training, outreach in rural areas, data collection/reporting, and translation services for families with limited English proficiency.

EEC rebid the Department's Child Care Resource and Referral Services contract through a competitive process, for a contract start date of January 1, 2013. Contracts were granted for an initial term of 2.5 years with one (1) option to renew for an additional two (2) years. EEC has selected the following organizations for the child care resource and referral service contracts to start January 1, 2013:

Region 1 Western MA	New England Farm Workers' Council
Region 2 Central MA	Children's Aid & Family Services
Region 3 Northeast MA	Community Day Care Center of Lawrence, Inc./Child Care Circuit
Region 5/ Southeast MA	Community Action Committee of Cape Cod & Islands, Inc People Acting in Community Endeavors, Inc.
Region 6 /Metro Boston	Action for Boston Community Development, Inc.
	Quincy Community Action Programs, Inc.

Bidders had to demonstrate the ability to provide the key required services below to be eligible for an award:

FAMILY FOCUSED SERVICES

- CCRR is knowledgeable regarding the early education and out of school time care needs of families in the cities and towns it serves.
- CCRR has a depth of understanding of the communities in the cities and towns it serves.
- All families have access to accurate, meaningful consumer information, education and referrals that meet their specific needs and assist them in a quality care decision making process.
- Families receive information and referrals in a manner that meets high quality customer service benchmarks, and is sensitive to the families in their cities and towns including cultural, socio-economic, language and other factors.
- Families are informed about the range of care costs in the cities and towns served, and financial assistance available.
- Enhanced referral services are provided to families that are hard-to-serve/high needs and/or have specialized care needs.
- Families in need of financial assistance for early education and care services are educated about and assisted with placements on EEC's centralized Waitlist and with the voucher application/re-assessment and referral processes.
- Ensure coordination between CCRR and Mass 2-1-1.
- All families are educated on the concepts of high quality care as specified in QRIS.
- Ensure collaboration and coordination between CCRRs and CFCEs.
- Families are made aware of and linked to other agencies and organizations that provide services and information regarding young children.
- CCRR will provide high quality information on child development.
- Family services will be outcome driven and informed by results of service evaluation.
- CCRR is an active educator for high quality early education and out of school time care.

PROVIDER DEVELOPMENT AND ENGAGEMENT

- Recruitment of new providers and new care slots takes place based on the needs of the community served.
- NACCRRAware is used to maintain information on licensed and license-exempt providers, Family Child Care Systems, and in-home/relative providers in service area.
- Provider voucher agreements are executed, reviewed, monitored, enforced, and if applicable, terminated.
- The training and technical assistance needs of the providers in the CCRR service area are assessed as they relate to EEC licensing, health and safety, and voucher utilization.
- Ensure collaboration and coordination between CCRR and EPS grantees.
- Providers/Systems are informed of EPS professional development and training opportunities.
- Ensure high quality trainings on various topic areas are available to providers/Systems and focus mainly on EEC licensing requirements.
- Quality technical assistance is provided to providers/Systems.
- A tracking system for training and technical assistance given to providers/Systems is in place.
- Providers/Systems are educated on QRIS system and how to access trainings that help them achieve their QRIS goals.
- Linkages for providers/Systems are made to agencies that have information pertaining to young children and family services.
- CCRR has knowledge of whether a program's physical space/facility complies with the Americans with Disabilities Act (ADA) and/or is accessible to families and children with disabilities.
- CCRR services are marketed to providers/Systems in the field.
- Education and consultation is provided to informal care providers (e.g. in home and relative care providers).
- CCRR will promote high quality early education and out of school time care in its service area.

Information and Referral –MA211
In addition to the information and referral services provided by Child Care Resource and Referral agencies, EEC contracts with MA211, a state-wide telephone information call center that provides information to the public on local services such as food, clothing and shelter assistance, legal and financial services and, during times of emergency, up to date disaster information from the MA Emergency Management Agency. MA211 services are available 7 days per week, 24 hours per day and in multiple languages. MA211 is contracted with EEC to include information on early education and care programming in their menu of resources for callers. MA211 staff has been trained on the new Kinderwait wait list system, which is available to place families on the waitlist and, when needed, renew their waitlist placements.

In addition to the training on the CFCE grant program last year, EEC will enhance the MASS211 information system by providing them with the results of a survey of CFCE grantees. Mass211 attended a CFCE statewide meeting to provide an overview of their services to all CFCEs. MASS211 joined the CCR&R Advisory Board and has accepted an invitation to serve on the Help Me Grow Steering Committee.

For FY12, MA211 received a total of 6742 calls, with the largest amount of calls in the areas of financial assistance information, how to get on the EEC waiting list and families looking for EEC licensed programs.

***Brain Building in Progress* Public Awareness Initiative**
In 2010, using funding from the American Recovery and Reinvestment Act (ARRA), EEC hired the United Way of Massachusetts Bay and Merrimack Valley (UWMBMV) to assist with creating an overarching statewide communication infrastructure and message to specifically raise public awareness and understanding regarding the importance of quality early education and care experiences during children's earliest years. In partnership with UWMBMV, EEC launched the "Brain Building in Progress" communications initiative linking the science on children's development to individual actions that support the early education of young children, and utilizing collective resources and strategic partnerships with key stakeholders to leverage the varied (state government, local towns and cities, business organizations and partnerships, and foundations) existing local communication efforts and building or expanding the communication capacity of the early education and care field in Massachusetts. "Brain Building in Progress" aims to educate families and the broader public about the importance of investing in young children, and specifically, developmentally appropriate parenting techniques to improve children's chances at healthy growth.

BBIP over the past two years focused on raising the public's awareness about the importance of investing in the early years because of what is now known from research about the connections between early experiences and later educational and health outcomes for children and how these outcomes directly relate to the state's future economic prosperity.

Over the past two years, the BBIP campaign has offered many opportunities for the public to be exposed to the brand and messaging. This campaign met its goal of expanding the awareness of Brain Building in Progress to new constituencies. www.brainbuildinginprogress.org.

Our Brain Building in Progress communication strategies in 2012 continued to expand awareness of the campaign among new constituencies, including legislators and policy-makers, community-based organizations across the state, and partnerships such as Thrive in 5. For example, three events on Beacon Hill promoted the campaign -- Early Care and Education and After School and Out of School Time Advocacy Day, United Way's Legislative Breakfast at the Parkman House, and Brain Building in Progress Day, where Lieutenant Governor Tim Murray, along with legislators, read to young children at the State House. We established a page on Facebook for the event, where we invited people to join the event virtually and submit photos of their local Brain Building in Progress Day activities. Following the event, we created a short video using the community-generated photos to help recap the fun. The press also covered the Brain Building in Progress week activities, including media outlets such as the Boston Herald, Wakefield Observer, Melrose Free Press, Weston Town Crier and Wayland Town Crier.

Quality Child Care Guides for Parents
EEC developed guides for parents to understand how a quality program plays an important role in their child's social, emotional and brain development. The purpose of the guides is to help parents become informed consumers, and to understand that EEC is working to go beyond the standards for licensure to take our community-wide understanding of quality to the next level. (see Family Indicator #3 for more information)

Planned for Next Year

Information and Referral –MA211

To ensure that Mass 211 has the knowledge, information, and capacity to assist parents and families across the Commonwealth, EEC and DPH will be organizing two trainings for Mass 211 staff that will focus on 1) early childhood mental health and 2) the medical home. These trainings will allow Mass 211 to have a more thorough understanding of these areas, which will then increase their ability to provide resources and information to families who need assistance with their child's development and social-emotional well-being.

Quality Indicator 5: UPK system design has been finalized and full-scale implementation has begun.

Accomplished This Year

FY2013 Universal Pre-Kindergarten (UPK) Program

The development and implementation of a universal pre-kindergarten (UPK) program is a statutory responsibility of the Department. Legislation states that the EEC Board "shall, subject to appropriation, establish the Massachusetts universal pre-kindergarten program to assist in providing voluntary, universally accessible, high-quality early education and care programs and services for preschool-aged children in the Commonwealth." The UPK program must be designed to meet and enhance the preschool-aged child's ability to make age appropriate progress in the development of cognitive, linguistic, social, emotional and physical capacities and school readiness based on curriculum frameworks, and shall be delivered through a mixed system of providers and programs, which are sufficiently flexible to serve families with various work schedules. In addition, EEC is required to ensure that all UPK programs demonstrate that they are willing and able to serve and integrate children of diverse abilities and special needs, diverse cultural and linguistic backgrounds and diverse economic circumstances. The purpose of the Universal Pre-Kindergarten (UPK) Program is to:

I. Promote school readiness and positive outcomes for children participating in UPK classrooms and homes;
II. Provide quality grants to programs to meet and maintain the UPK eligibility requirements which are detailed in the Applicant Eligibility section below;
III. Support and enhance the quality of services for children in UPK classrooms and especially for low-income children and/or children living in underperforming school districts;
IV. Maximize parent choice by ensuring participation from all program types within a mixed public and private service delivery system;
V. Support the use of child assessment systems/tools to ensure that programs are effectively measuring children's progress across all developmental domains and using this information to inform practice; and
VI. Inform the longer-term implementation of a program of universally accessible, high-quality early childhood education.

The Massachusetts Universal Pre-Kindergarten (UPK) Program is in its seventh year of implementation. Since FY2007, UPK grants have been awarded for specific classrooms in a program and have been renewed yearly, with additional new grantees awarded UPK funding in FY2008 and FY2009. A portion of each year's funds were allocated to evaluation and planning activities; in FY2007-FY2009, funds were allocated for assessment planning to help programs move towards UPK eligibility. The UPK grant eligibility criteria has also developed and changed since FY2007. UPK grantees must:

- Be EEC licensed or license-exempt;
- Use one of EEC' selected assessment tools for at least one year;
- Have an educator with a Bachelors degree in each UPK classroom, have NAEYC, NEASC, NAFCC accreditation or a CDA credential or higher;
- Serve or be willing to serve children receiving financial assistance; and
- Provide access to full-day, full-year services.

The UPK funding has been determined by the number of children and portion of subsidized children in each classroom, operating hours, and full or part-time/year status, e.g. total classroom enrollment x $500 + total subsidized enrollment x $1500 = total grant award. Beginning in FY2012, EEC required that all UPK grantees participate in QRIS. EEC then undertook a review to establish how UPK requirements aligned with QRIS levels and determined that many of the Level 3 QRIS standards can be documented with accreditation, which is a requirement of UPK grantees.

EEC made changes to the Universal Pre-Kindergarten (UPK) Grant in FY2013 in order to support those new or existing UPK programs who will promote the early learning guidelines to support school readiness and positive outcomes for children participating in UPK classrooms and homes; support and enhance the quality of services for children in UPK classrooms and family child care homes, especially for high needs children and/or children living in underperforming school districts; maximize parent choice by ensuring participation from all program types within a mixed public and private service delivery system; use child evidence based formative assessment systems/tools to ensure that programs are effectively measuring children's progress across

all developmental domains and using this information to inform practice through individualized teaching; and inform the longer-term implementation of a program of universally accessible, high-quality early childhood education. To this end, EEC adopted specific policy objectives with associated new guidelines, in the FY2013 UPK Grant.

EEC's policy objectives for FY13 included the following:

- Further align the UPK programs with the Massachusetts Quality Rating and Improvement System (QRIS): Current UPK programs must be at least self**-assessed level 3 in QRIS** is order to be eligible for the renewal grant.
- Increase access to UPK funds: In addition to being at least a self-assessed level 3 program, current UPK programs **must also demonstrate that they serve "high needs children"*** to be eligible for the renewal grant. Programs will be required to conduct formative assessment(s) and/or screening(s) to identify "high needs children"*
- Increase the Number of Programs Participating in UPK: Any program that attains at least a self-assessed level 3 in QRIS and serves "high needs children" will be considered a UPK program and can apply for the **open competitive grant**

**"High needs children" is defined as children who have multiple risk factors linked to poor school and life outcomes:*

EEC adopted the following guidelines for FY2013 to guide the further development of the UPK program in the Commonwealth:

- Require UPK grantees to demonstrate a Level 3QRIS rating with existing UPK grantees given a one-year exception to achieve this rating;
- Require UPK grantees to demonstrate service to "high needs" children;
- Use formative assessments and screenings to identify "high needs" children;
- Provide competitive compensation packages for lead teachers;
- Mandate use of program funding match; and
- Demonstrate alignment of Pre-Kindergarten to 3rd Grade with local school districts.

For FY13, there were two Universal Pre-Kindergarten (UPK) grants issued: (1) a renewal grant for the existing UPK grantees and (2) an open competitive grant for either new programs or existing UPK grantees. Approximately $5.5 million was allocated for the renewal grant and approximately $500,000 was allocated for the open competitive grant.

EEC distributed contracts for 124 center-based programs and 11 FCCs (for a total of 186 programs) that applied for the FY2013 UPK renewal grant. The total amount of money that was awarded to the grantees totaled approximately $4.7 million (EEC had allocated $5.5 million for the renewal grant).

In an effort to increase the number of programs who participate in UPK, EEC generated an *Open Competitive UPK grant* and originally allocated $500,000 for this grant. Since there was money available from the FY2013 UPK renewal grant, the Board of Education approved EEC's proposal to add money to the FY2013 UPK Open Competitive Grant. As a result, the money allocation for the FY2013 UPK Open Competitive Grant was increased from $500,000 to $800,000. Currently, there are 227 UPK programs, 442 UPK Classrooms, serving 1,953 high-needs children funded through the FY13 grant, including the new 80 expansion classrooms serving 342 high needs children funded through the UPK Open Competitive Expansion Grant.

Child Assessment Data from UPK Assessment Tools

UPK grantees are currently required to enter child assessment data from their UPK classrooms/homes in an electronic assessment system at least twice per year (fall and spring). EEC has coordinated with three publishers of the EEC-approved assessment systems (High Scope COR, Work Sampling, and Teaching Strategies GOLD) to set up a state license for programs interested in participating. The state license gives EEC immediate access to program-level data and offers programs with a reduced price per child to use the assessment system.

Planned for Next Year

FY14 UPK Grant

- Current UPK programs must be at least self-assessed level 3 in QRIS is order to be eligible for the renewal grant.
- Increase the Number of Programs Participating in UPK

Quality Indicator 6: MA has a system that collects, analyzes, and disseminates program quality and child outcome data to inform policy and program development and implementation.

EEC has invested in a variety of efforts to collect, analyze, and disseminate information that provides a platform for practice improvements which lead to growth in children. Data collected through existing systems has been used to advance practice; these systems include: the subsidy system, professional qualification registry and the Quality Rating and Improvement System (QRIS). EEC engaged research institutions to design valid and reliable studies to assess practice in the areas of literacy, numeracy, and social and emotional development as well as document the effectiveness of QRIS.

EEC has commissioned multiple studies over the last four years designed to review current practice and determine program infrastructure implementation and its impact on the growth of children. The research from these studies has informed planning, policy and/or practice towards the state's definition of quality through the five areas of the Massachusetts Quality Rating and Improvement System (QRIS). In the past year, the key studies completed include Home Visiting (addresses QRIS quality areas: Family engagement and Leadership/management); Literacy/Social-Emotional/Numeracy (addresses QRIS quality areas: Curriculum); Common Metric (addresses QRIS quality areas: Assessment); Workforce study on Professional Qualifications (addresses QRIS quality areas: Workforce); and QRIS validation study (Addresses all 5 QRIS areas). Each of these studies connects to the Department's larger work.

Accomplished This Year

QRIS Validation Study

As a recipient of the US Department of Education's Race to the Top Early Learning Challenge Grant, EEC must engage an independent external evaluator to examine the validity of the Massachusetts QRIS. There are federal directives to examine whether the system's tiers (levels) accurately reflect different levels of quality and to assess the extent to which those levels are associated with children's growth trajectories (learning, development, and school readiness).[9] The QRIS validation study that is being conducted will provide EEC and early education and care providers with ongoing validity information that will support continuing development and implementation of the QRIS.

Additionally, there has been an analysis of the QRIS standards and produced the QRIS Validation Study Measurement Map. The Measurement Map presents a tool for independently measuring the key quality standards and for understanding how the standards are related to quality and ultimately to improved child outcomes. In summer 2012, EEC finalized the research design for the validation study. The MA QRIS validation will occur in four major phases:

1. Methods planning and pilot study
2. At-scale validation of key quality components and associated provisional standards, and assessing differences in quality across levels
3. At-scale validation of the link between quality levels and children's development and growth trajectories
4. Final data analysis and reporting

To begin the study, 20 programs have been randomly selected for a pilot. For cooperating sites, data collection will occur between February and April 2013. The pilot is expected to have approximately 20 participants. Phase One of the study is underway as the research plan has been approved by the Institutional Review Board (IRB) and the pilot study has begun.

Professional Development System Validation Project

EEC is working to validate educator competencies in social emotional development, literacy, and numeracy as well as evaluate the use of digital techniques in the classroom to follow this preliminary work. This project includes validating the factors inherent in educator competency based on analysis of effective classroom practice with children birth to age 5 as defined by their achievement of desired outcomes in three key areas, social emotional development, literacy, and numeracy, and to analyze the effectiveness of using research-based digital strategies to enhance the abilities of educators and parents to support children's healthy growth and development in the areas outlined above. The study seeks to answer the following research questions:

- What are the characteristics of individuals who have enrolled in the Professional Qualifications Registry?

[9] *Validation of a QRIS is defined as "An ongoing, iterative process that assesses whether design decisions about program quality standards and measurement strategies are producing meaningful and accurate ratings" (OPRE, 2012). The Massachusetts QRIS validation study will assess the five components of quality used to determine the four levels of quality and examine the connection between the level and child development, exploring these questions across the five settings of early education and care covered by the QRIS. This study will operate in accordance with a set of core values articulated by EEC, fully described herein, which recognize the compelling needs of the state and providers as they work to build capacity to support improvement in the quality of early education and care. By validating the quality levels the research will provide direct and ongoing benefits to EEC, providers, communities, and families and their children, building system-wide capacity to both measure and deliver high quality.*

- What are the characteristics of professional development courses offered to early educators?
- What are the professional development experiences of individual educators attended?
- What are the core competencies that are targeted in these professional development experiences?
- Are the three content areas (social-emotional development, literacy and numeracy) included in the professional development experiences of educators?
- How are professional development experiences, with respect to taking college versus CEU coursework and in relation to the core competencies and content areas covered, being distributed across early childhood programs?

Planned for Next Year

Professional Development System Validation Project
The sample for the pilot includes 80 Family Child Care, Center Based, and Afterschool programs. "Wave 1" data collection will start in late February and continue through May. The analysis and reporting will occur by November 2013. The tools that will be used may include the CLASS, ELLCO, COEMET, ASQ:SE, CDI, teacher and site surveys, and a parent engagement measure. EEC will confirm that the tools can also be used in family child care programs.

QRIS Validation Study
As a follow up to the 2012 pilot study with 20 programs in 2013, EEC will begin a 3 year study to validate the full QRIS system. This study will commence in September.

Quality Indicator 7: Licensing regulations that reflect best practices have been promulgated, translated, clearly communicated to the field, and enforced consistently throughout all regions.

Accomplished This Year

Subsidized Child Care
EEC's subsidized child care regulations codified at 606 CMR 10.00 *et seq.*, sets forth the conditions for eligibility, the provision and termination of child care services, payment, and the review of decisions to terminate or reduce services provided to children and families through subsidized child care programs. These regulations identify the general provisions and eligibility requirements for families with children seeking subsidized child care in the Commonwealth. EEC's child care subsidy program is governed by both federal and state laws and policies, including these state regulations. EEC undertook an extensive review to update and restructure these regulations in FY2011 and FY2012, modifying the existing regulations to ensure that the subsidized child care program is better aligned with federal law. The proposed amendments also intend to place EEC in a better position to combat fraud, waste and abuse with its limited resources.

The more significant changes to the regulations are in the areas of identity, residency & citizenship, child attendance, and place limitations on self-employment and special needs of parent and of child. These changes are as follows:

- Requires verification of applicant's identity and residency, as well as the citizenship/ immigration status of each child seeking assistance.
- Requires children to regularly attend early education and care programs subsidized by the Commonwealth or risk termination and/or non-reimbursement. Absences will now be calculated as up to 30 absences allowed within a six month period or up to 3 consecutive unexcused absences before care will be terminated.
- Imposes restrictions on certain work-related service need activities, in particular, "at home" self-employment.
- Changes methodology for calculating service need – total earnings divided by minimum wage to establish amount of care needed.
- Limits authorization period to two years for a parent with special needs with written authorization required by EEC thereafter.
- Eliminates child with special need as a single service need.

EEC presented a final draft of the amended regulations at the Board meeting of April 10, 2012. The Board approved the amended regulations which were later filed with the Secretary of the Commonwealth and became effective January 18, 2013. Concurrent with these regulation changes, EEC revised its Child Care Financial Assistance Policy Guide. The Department conducted five

trainings across the state for child care resource and referral agencies (CCR&Rs), contracted child care providers, Family Child Care Systems, and other interested parties on the changes in the Subsidy Regulations and is in the process of releasing a FAQ document and an online training for early February, 2013.

Adoption and Foster Care Regulations
EEC's adoption and placement regulations, codified at 102 CMR 5.00 *et seq.*, identify the standards for the licensure or approval of adoption and child placement agencies in the Commonwealth. EEC undertook an extensive review to update and restructure these regulations in FY2011 and FY2012. As part of its review and restructuring, EEC has added and revised the definitions applicable to the adoption and placement regulations. With respect to licensure, EEC has increased the documentation requirements before a provisional license can be issued and has added an enhanced license category, effective for three years from the date of issuance. EEC has also clarified its requirements related to the administration of a placement agency and record retention.

Throughout FY2012, EEC staff continued to meet with the adoption advisory group and other outside stakeholders, including the Department of Children and Families, to review the draft regulations to ensure consistency with other state regulations and to capture best practices in the field. In addition, EEC sought input from the Evan B. Donaldson Institute of its proposed revised regulations which EEC incorporated. A final draft of the proposed regulations is expected to be disseminated for public hearing in the early half of 2013.

The more significant changes to the regulations are in the areas of general case work management, services to birth parents and services to adoptive parents. These changes are as follows:

- Each agency shall designate a Director of Social Services to have overall responsibility for all social service, clinical and casework decisions for the agency; this person shall have an advanced degree in social work, psychology or a closely related field and 5 years of experience in providing foster care or adoption services.
- The social worker assigned to provide counseling to persons considering adoption shall be separate from the worker assigned to the prospective adoptive family. The social worker assigned to provide support to the foster family shall be separate from the worker assigned to the child in placement.
- Birth parent counseling shall be provided by a person with an advanced degree in social work, psychology or a closely related field and two years of experience in child placement, including issues of grief and loss.
- A description of the adoptive parent(s) identified for the child shall not be provided to the expectant parent(s) prior to the third trimester of pregnancy and the completion of intake and an accompanying service plan.
- Payment of living expenses and support services for the birth mother have been increased, shall not be made for more than 9 months including no more than 6 months during the pregnancy and 3 months following birth.
- Prospective adoptive parents may not be charged for birth parent counseling costs or charged for expectant parent living expenses and support services before the beginning of the third trimester.
- If a child is placed in foster care who differs from the home study recommendation as to the age, sex and characteristics of children which the foster care applicant(s)' home can safely accommodate and best serve, the social worker shall provide a written justification for the decision and recommend additional services and/or training that the placement agency will provide to support the placement.
- Foster parents shall be required to attend a minimum of 20 hours of training each year.

Transportation
In January, 2012, EEC convened a working group to gather input from a cross section of stakeholders impacted by the change in policy and to review proposed transportation recommendations. Participants included representatives of Family Child Care Systems, child care programs (centers, Head Start, and after-school programs) that owned or contracted for transportation, large and small transportation providers, and the Registry of Motor Vehicles.

As a result of these meetings and additional stakeholder input, several recommendations were developed for EEC Board review which included:

- Management Responsibility: Anyone who contracts and/or receives monetary compensation for transportation services is the individual or entity responsible for insuring regulatory and policy compliance.
- Adult Monitor(s): Adult monitors will be required for programs that transport infants, toddlers or pre-school children, subject to additional funding.

- Secondary Vehicle Inspections: Vehicle inspections shall occur as soon as possible after the last child is dropped off by both the transportation driver and the adult monitor (or a secondary reviewer if no adult monitor is required).
- Parent/Program Notification: Parents are obligated to contact programs/providers that their child will be absent)
- Implementation of transportation safety training for the field. To date, 461 drivers have registered in the PQ registry and 57 have completed the training. 285 bus monitors have registered in the PQ registry and 16 have completed the training.

On June 12, 2012, the EEC Board approved an increased transportation provider reimbursement rate of $16.51 for round trip transportation ($11.11 for one-way transportation) for all programs that transport infants, toddlers and preschool age children to fund an adult monitor on all vehicles, subject to a supplemental budget appropriation. Additionally, the Board voted that, effective FY2013, all entities that receive transportation payment from EEC will be required to submit a plan for administrative oversight of their transportation program along with yearly certification of participation in EEC's transportation safety training and enroll in the Professional Qualifications Registry (PQR).

The existing Transportation Policy - Procedures for the Drop-Off and Pick-Up of Children by Transportation Providers and Parent/Program Notification 6.06 CMR 7.13 was revised with an effective date of October 1, 2012. The PQR was updated to allow drivers the ability to register and will include the ability for drivers to enter training that they have completed as part of their profile. In response to several questions that were received following the issuance of the revised Transportation Policy and the guidance document, EEC issued a Q&A document to provide additional information to early childhood education and out-of-school time programs.

There over 120 child care agencies that provide transportation. As of Tuesday November 13, 2012, 118 agencies submitted an oversight transportation plan. Five (5) agencies failed to submit an oversight transportation plan. The initial cursory review of the 118 plans showed:

- 70 plans appeared complete
- 48 plans appeared incomplete and will require further review and programmatic follow up.

Of the agencies that provide child care transportation, 59 have listed at least one driver in the PQR.

Recognizing the value of training and the constant communication of its message, EEC developed a narrated PowerPoint posted on EEC's website that includes a self-assessment for participants on the training's content, a certificate of completion, and a handout for broader distribution. The training is intended to:

- Increase awareness in all adults, including parents;
- Relate real-life events about children left in vehicles;
- Explain hyperthermia and other risks;
- Provide information on EEC regulations, policies and best practices; and
- Share links to additional resources.

See Appendix E for EEC's 2012 licensing activity data.

Planned for Next Year

Transportation
EEC contracting staff will be following up with all contracted providers to ensure 100 percent compliance with the new transportation policies.

Quality Indicator 8: Comprehensive services, including mental health consultations, are embedded in the delivery of services for families and children.

Accomplished This Year

Mental Health Consultation Services
In FY2012, EEC procured a statewide early childhood mental health consultation grant model, awarding $1.25M in funds to six regional grantees covering the entire Commonwealth. Since January 2012, EEC, in partnership with the Department of Mental Health (DMH) and the Department of Public Health (DPH), has been working to strengthen the *Comprehensive Statewide System of*

Mental Health Supports for children and families that are available throughout the state. To further address the mental and behavioral health needs of children and their families, EEC DMH, and DPH have been engaged in collaborative efforts to:

- build capacity and awareness of the mental health and behavioral health care needs of very young children to broaden the network of mental health professionals trained to support the needs of children (Birth to 8 years old) and their families;
- enhance the alignment and linkages with the early childhood mental health and health care systems, including the Children's Behavioral Health Initiative, the Massachusetts Child Psychiatry Access Project, and pediatricians across the state
- further the integration of the mental health consultation services as a necessary component in community-based systems of health and mental health care services
- improve dissemination on early childhood mental health services, supports, and resources available to children and families statewide, in coordination with MASS 211, to provide a comprehensive statewide resource that is available 24/7; and
- increase family support opportunities that are attentive to the needs of culturally and linguistically diverse populations to improve service delivery models for families with children (Birth to eight years old), who are at-risk for or have mental health disorders and behavioral health issues.

To support cross-systems collaboration the Mental Health Consultation Services grant, EEC awarded Interim Mental Health grants in FY13. EEC conducted an analysis, with other state agencies and additional partners, to further advance a statewide system of comprehensive mental health supports for children and families.

For FY13, the six regional mental health consultation grantees continued to provide mental health consultations services comprised of telephonic and on-site consultation with programs and families across the state, referrals for services will be met outside of the grant, and utilization of third party insurance billing to maximize the reach of grant funds. Programs serving children through EEC contracts and vouchers continued to be prioritize with regard to access to consultation services. The objectives of the model for FY13 or FY14 continue as follows:

- Promote the healthy social and emotional development of all children, particularly those children whose emotional development is compromised by poverty, biological or family risk factors, or other circumstances which may contribute to toxic levels of stress;
- Build the capacity of early education and care program staff to enhance children's learning through positive, nurturing interactions with children and with their families and to address the needs of children who exhibit behavioral challenges;
- Attend to social-emotional needs of children so they are ready to learn and successful in their early education;
- Reduce the number of children who are suspended or expelled from Early Education and Care funded programs;
- Promote collaboration for better access to supportive services for children and their families; and
- Maximize resources by ensuring that certain mental health interventions are funded, when appropriate, through insurance payments.

In October 2012, the Board approved the FY14 Procurement for the Mental Health Grant which will be released as a competitive grant in February 2013. *See Appendix F for the Mental Health Consultation Services 2012 grant data.*

Planned for Next Year

Mental Health Consultation Services

The priorities include:

- Centralized referral/intake
- Training and coaching on on-site social/emotional consultation
- Improved data collection procedures for performance measures and programmatic efficacy.
- Collaboration with partners and use of 3rd party billing without duplication
- Notification to state of areas where 3rd party mental health services are unavailable to a family
- Referral options for advanced supports (e.g., clinical therapeutic interventions, neurodevelopment)
- Ongoing technical assistance and site visits to mental health grantees
- A more integrated system between the Children's Behavioral Health Initiative (CBHI) and EEC's mental health services

Through the EEC's Interagency Partnership with DMH (Project 7.3) EEC and DMH will have shared programmatic oversight of the Mental Health Grant.

EEC and DPH Collaboration to Assure Inclusion Services for Children with an IEP
In 2013, DMH will provide training to early childhood education providers and to other EEC partners on a variety of topics. Potential training topics include:

- Screening/assessment tools: Overview of how specific tools can be helpful or not for behavioral, trauma, and other issues. How to integrate/access in programs.
- Parent centered services within early childhood education and care centers: How to talk to, involve, and partner with parents when challenging child behaviors are identified, and evidence based practices for parent training.
- Ways to assess and modify environments for children with challenging behavioral and emotional issues
- Understanding the local system of mental health services in the local community and how to refer, access, and work with, and what they can and cannot do.
- New developments in the integration of health care and behavioral health care.

Quality Indicator 9: Children in residential and placement programs receive quality and appropriate services and are placed in the least restrictive settings.

Accomplished this Year

Reduction of Restraints and Behavior Restrictions
EEC is a member agency in the Massachusetts Interagency Restraint and Seclusion Prevention Initiative. These agencies are committed to serving youth and families in the most respectful manner possible and strive to ensure that treatment and educational settings employ behavior support methods that reflect current knowledge about the development impact of early traumatic experiences. The Departments of early Education and Care, Children and Families, Mental Health, Developmental Services, Youth Services and Elementary and Secondary Education are working in partnership with providers, advocates, educators, schools, families and youth to focus on preventing and reducing the use of behavior restrictions in residential settings that can be re-traumatizing, in particular the use of restraint and seclusion.

Programs contracted by the Department of Youth Services (DYS) are eligible to use restraint methods when necessary to bring their residents under control. Injuries can occur when restraining a resident to the either staff or in some cases the residents themselves. In order to record all of the activities the Residential Facility Physical Restraint Quarterly Data Report is used. The purpose of this project is to make additions and modifications to the current Residential Facility Physical Restraint Quarterly Data Report. The improvements made in 2012 include additional data fields on the types of restraint methods and improved reporting on number of restraints that lead to injury. The improvements to the data report were reviewed and tested by the project sponsors, and were successfully deployed in mid-October.

Planned for Next Year

Reduction of Restraints and Behavior Restrictions
The Goals for 2013 are to:

- Promote collaboration and consistency in treatment approaches between schools and community programs to support successful transitions among settings and increase community tenure for children and youth.
- Increase family and youth involvement in the development of positive behavioral support policies and practices at all levels of the system.
- Decrease the incidents of restraint and seclusion across all settings
- Increase the number of schools and programs engaged in formal organization change efforts aligned with the six core strategies to reduce the use of restraint and seclusion.

In the upcoming year, EEC will implement the Departments' enhanced quarterly restraint reporting form containing new data fields in order to better understand and track frequency of restraints among licensed programs. EEC will further create licensing staff access to Restraint Data Reports to better inform our work and provide vital feedback to programs and the community at large

regarding trends in restraint reduction best practices. Finally EEC will utilize EEC Restraint Data Reports to effectuate change on a statewide basis.

NEW 2011 Quality Indicator 10: Identify ways to quantify progress, particularly in the context of the whole child agenda.

Workforce Indicator 7: The early education and care workforce functions collaboratively and effectively among all aspects of the early education and care system.

Family Support Indicator 4: Early education and care services are delivered through a seamless system that is responsive to the needs of all families and provides supports and resources for transitioning children in and out of early education and care programs and services.

This indicator was further defined in 2011 to include building capacity of programs and their partners to serve families in need.

Accomplished This Year

Birth to Grade Three Strategy Development
EEC is committed to building up the state infrastructure to support interagency collaboration on programs and services for high needs children from Birth to 3rd grade. In partnership with the Department of Elementary and Secondary Education, EEC has continued to engage communities in thinking about strategies that support their alignment and address educational needs in both a vertical and horizontal way. Four funding opportunities were offered that supported communities in their alignment between public and private programs both across and up and down to create a community system that supports their high needs children and prepares them for successful learning once they enter the public school system.

Three of these funding opportunities support communities in the beginning stages of building or strengthening existing birth to 3rd grade infrastructure activities. Using State Advisory Council funding targeted to Gateway communities, District Level 4 Schools, and Home Visiting communities, these communities could apply for grants that supported the following functions:Community birth through age 8 ("B-8") three year strategic plans, anchored in local data. Plans needed to be based on child and family needs and the quality and effectiveness of B-8 aligned systems linking local schools, local providers, and families and Birth to 8 Assessment, Screening, and Curriculum Support that aligned these activities within the community.

$94,500 funding opportunity provided one-time grants to support the community birth through age 8 strategic plans, including curriculum and assessment activities that are anchored in local data and aligned with their existing initiatives. Plans are based on child and family needs, and the quality and effectiveness of pre-kindergarten through grade 3 aligned systems linking local schools, local providers and families through grants to communities.

The fourth funding opportunity provided by the RTTT-ELC funding was awarded to communities that demonstrate that a collaborative community Birth to Grade Three infrastructure was in place in their community and that infrastructure could serve as the foundation for enhanced coordination and measured outcomes.
The communities plans needed to focus on the birth to 3rd grade alignment framework supported by EEC and the communities strategies needed to address:

- Mechanisms for cross-sector alignment (Governance, strategic plans)
- Administrators and Leadership Quality (Leadership is inclusive/facilitative and focused on instruction)
- Teacher Quality and Capacity (Focus on credentials and professional development; professional dispositions; professional community)
- Instructional Tools and Practices (Curriculum content; alignment of standards and curricula; pedagogical methods)
- Instructional Environment (Student-centered learning culture (classroom and school)
- Data and Assessments (Data and assessment used to improve instruction)

- Engaged Families (Families and communities engaged in student learning)
- Transitions and Pathways (Focus on children's movement through the continuum)

EEC is also investigating the progress that has been made by these communities. This study includes identifying the ways that changes in the Birth to Grade 3 partnerships, how they are impacting programs, educators and children and to analyze the Birth to Grade 3 Community Implementation or Planning grants to determine implications and lessons learned for programs and children across the age group. The work will include in part:

- Analysis of the Birth to 8 Community Implementation/Planning grants to determine implications and lessons learned.
- Documentation of the process and the trajectory of the implementation of the development of early learning systems according to the frame provided by EEC and documented in the grant.
- Development of a protocol, using site visits, interviews, phone interviews, focus groups, surveys and webinars; monitor the activities pursued, the structures established, challenges encountered and progress made toward achieving the plans and goals of each grantee partnership at regular intervals throughout the grant.
- In the final 3 months of the FY2013 Early Education Partnerships: Birth to Grade Three Strategy grant, documentation will be compiled of the grantees' plans for sustaining the activities enhanced and developed throughout the grant

Birth to Grade Three Strategy: Language, Literacy, and Social-Emotional Development
Nonie Lesaux and Stephanie Jones from the Harvard Graduate School of Education will conduct a series of workshops on Language, Literacy, and Social-Emotional Development. For the past two years, EEC has participated in a joint effort with the Massachusetts Department of Elementary and Secondary Education (ESE) by holding a series of literacy conferences across the state. The purpose of this year's joint literacy initiative is to further this work by generating a strategy for working with teams of educators. The strategy would increase educators' capacity to provide learning opportunities that integrate social-emotional, language, and literacy development for maximum impact on child outcomes and preparation for long-term school success.

Literacy in the first few years of a child's education is built on a firm foundation of the ability to regulate emotions, focus attention, and multi-task in a flexible way. For all children, but especially the most vulnerable, interventions must be multi-faceted and intentionally integrated into curriculum. Intentional integration recognizes that instruction operates along a core set of principles by using rich texts, consistent routines, and language enrichment. Intentional integration simultaneously supports multiple outcome areas, such as academic language and a rich emotions vocabulary.

Lesaux and Jones will conduct a series of trainings on the following areas: 1.) Integration, 2.) Impact and Alignment of Language, and 3.) Literacy and Social Emotional Development. The trainings will link to the Massachusetts Quality Rating and Improvement System (QRIS) standards particularly (1A) Curriculum, Assessment and Diversity and (1B) Teacher-Child Relationships and Interactions as well as the Massachusetts Early Learning Standards

Teams of educators from the mixed delivery system applied to take part in the training. Ten teams were chosen from across the state there are Marlborough, East Wareham, Springfield, New Bedford, Lawrence, Cape Cod, Brockton, Pathways, Malden, and Boston/Thrive. Training is set to take place on February 8 and go till June. Teams will attend three training days each.

Partnerships with Public Schools- Memorandum of Understanding (MOU)
The Department of Early Education and Care (EEC) and the Department of Elementary and Secondary Education (ESE), in partnership with the MA Head Start State Collaboration Office (HSSCO) hosted a third round of regional community meetings during this reporting period. The Federal 2007 Head Start reauthorization requires Head Start agencies to coordinate with school districts via a Memorandum of Understanding (MOU) to promote continuity of services and effective transition of Head Start children into public schools. The purpose of these community meetings is to bring Head Start, local public schools, and other local partners together to fully realize the benefits possible through implementation of the existing Head Start and Public School MOU. Effective implementation of this MOU will strengthen the collaborative relationships that ensure smooth transitions for children and families into Kindergarten. These regional community meetings hosted by EEC and ESE were held in three rounds; with the first two rounds completed in 2011 and the third round completed in the winter of 2012. The regional meetings throughout the state provided:

a. An overview of the requirements of the federally mandated Head Start Act of 2007 Memorandum of Understanding between local Head Start programs and Public Schools;
b. An opportunity to share best practices in activities such as transitions, curriculum and assessment, joint professional development, services to children with disabilities, and parent involvement;

c. An overview of the importance of collaboration between systems that support children's school readiness, including alignment of the Prekindergarten Learning Standards and the HS Child Development and Early Learning Framework.

Participants included Head Start, Public Schools, Early Intervention, and Coordinated Family and Community Engagement grantees, EEC staff, the Head Start State Collaboration Office, and School Superintendents.

Early Educators Fellowship Institute *(formerly known as the "Birth to Eight Leadership Institute 2010-2011")*
In October 2010, using American Recovery and Reinvestment Act (ARRA) funding, EEC launched the Early Educators Fellowship Institute: Birth to Eight Leaders (EEFI) in partnership with ESE during the 2010-2011 academic year. This institute is comprised of a series of the three in-depth leadership meetings with national experts and state leaders focused on three areas of timely importance to the Commonwealth, including: child growth and development; literacy, and dual language learners. The Institute fosters cross-sector collaboration among public school, Head Start, center-based, out of school time, family child care, mental health, and early intervention programs. More than topical meetings, Fellows become part of a statewide learning community through the Institute and the professional development experience provided opportunities for these Fellows to build a learning community and develop a sense of shared purpose, identity, and responsibility. In the first year of the EEFI 2010-2011, 108 educator leaders completed the Fellowship, with 17 choosing to receive college credit for participating in the Institute.

The FY12 EEFI took place over three Saturday sessions (March 3; April 28; and June 2, 2012). Three dynamic meetings were held. Barbara Bowman, the Chief Officer of Early Childhood Education for the Chicago Public Schools, spoke on the topic of *providing a continuum of support for children from birth through third grade*. From Children's Hospital Boston and the University of Massachusetts Boston, Dr. Ed Tronick discussed *social emotional development* of young children. Rebecca Soden from the Clayton Early Learning Center in Denver, Colorado addressed the topic of *effectively promoting STEM (Science, Technology, Engineering and Math)* activities with young children.

EEC intentionally worked to build state-wide and local learning communities for the purpose of creating and building "shared identity" among "all early educators" regardless of sector (public school, Head Start, etc). The Fellows were members of cross-sector teams from the same community, and each Fellowship meeting included time for informal and formal networking. In addition, participants were given access to tools and resources necessary to become fluent in transferring quantitative data into qualitative results. These elements were brought together with the intent to give participants and teams the opportunity to assess, reflect, and develop identifiable goals and action plans based on the information they learned from the speakers and small group discussions. In the second year of the EEFI 2011-2012, 120 educator leaders completed the Fellowship, with 29 choosing to receive college credit for participating in the Institute.

Communities of Practice
EEC's Family/Community, Quality Specialists, in collaboration with the Massachusetts Department of Public Health and Regional Consultation Programs, each year hold Communities of Practice meetings throughout the state to support cross-systems collaborations on inclusive learning environments.

EEC offered the first of three Communities of Practice meetings in EEC's regional offices in the month of December 2012 on *"Engaging families through social emotional development resources: Using the CSEFEL family tools and materials"*. The two and a half-hour presentations focused on the family tools and parent materials created by the Center on the Social Emotional Foundations of Early Learning (CSEFEL). Through discussion and activities, participants were provided with:

- a brief introduction to the CSEFEL Pyramid approach, promoting social emotional development and the prevention of challenging behavior;
- an opportunity to explore some of the materials available through the CSEFEL website
- an opportunity to reflect and discuss how these materials might be used in efforts to engage parents and respond to their needs in a variety of settings.

The Regional Consultation Program Specialists will be following up on this topic with participants and interested guests by facilitating 5 Communities of Learning groups in January 2013. These groups will be a facilitated networking discussion designed to support the sharing of information creating effective implementation and a deeper understanding of the topic. Participants found the downloadable materials to be very useful as a tool to hand out to the parents that are stressed. Participants appreciated the helpful tips for breaking down challenging behaviors for parents on the why, when and how. One participant commented that "I will now evaluate my program and staff development differently". There were 216 attendees across the state that represented Public Schools, Early Intervention, Center Based Programs, including Head Start, Family Child Care, Child Care Resource and Referral Agencies, CFCE Coordinators, Community Service Providers/Social Service Agencies, Out of School Time Programs, ESE, RCP and EEC Staff .

Planned for Next Year

Partnerships with Public Schools- Memorandum of Understanding (MOU)
The MA Head Start State Collaboration Office (HSSCO) reviewed the notes and feedback received by the participants related to the areas of curriculum and assessment, joint professional development, and transition. The common themes identified will be integrated in the FY13 HSSCO Strategic Plan in supporting the implementation of Head Start and Public Schools MOU.

2012-2013 Early Educators Fellowship Institute
EEC is offering the Early Educators Fellowship Institute (EEFI) in 2012-2013 in partnership with CAYL, with funding from the Race to the Top – Early Learning Challenge grant. The 2012-2013 EEFI consists of four in-depth professional development meetings. The additional fourth meeting at the end of the Fellowship will include the previous cohorts of EEFI fellows to share their experiences and expand the new Fellows' network of resources. Each meeting will provide 6-8 hours of instruction in a day-long meeting format. The EEFI will target leaders throughout Massachusetts, prioritizing principals of Level 3 and 4 Elementary Schools, and will also include proportionate numbers of representatives from Head Start, family child care, center-based care and other programs. As a state-wide initiative, this Institute will build a learning community and a sense of shared purpose, identity and responsibility. Teams will hear and learn from national speakers, network with educators from across the state and develop goals and strategies that are meaningful to the team's work settings. The 2012-2013 EEFI sessions will be held on four Saturdays this spring: March 2, April 6, May 4, and May 18, 2013. College credit will be available at a greatly reduced fee. As of January 1, 2013, EEC and CAYL have issued acceptance letters to 17 teams comprising 158 applicants, representing the following communities:

Team	# Team Members
Leominster / Fitchburg	8
Barnstable	4
Seekonk	4
Ayer	10
Boston metro	9
Hatfield	4
South Shore	7
Amherst	10
Northampton	8
Southbridge	3
Woburn	4
New Bedford	7
Dorcester / Roxbury	11
Brockton / Rockland / Norwood	10
Worcester	6
Lawrence / North Shore	8
Higher Ed	7
Cambridge / Boston / Salem	11
Boston metro	8
Boston metro	12
Lowell	7

Communities of Practice
The Regional Consultation Program Specialists will be following up on the topic "Engaging families through social emotional development resources: Using the CSEFEL family tools and materials" with participants and interested guests by facilitating 5 Communities of Learning groups in January 2013.

Birth to Grade Three Strategy Development
EEC will continue to work with the Department of Elementary and Secondary Education, to engage communities in developing and implementing strategies that support their alignment and address educational needs in both a vertical and horizontal way. EEC will expand the funding opportunities to support communities in their alignment between public and private programs both across and up and down to create a community system that supports their high needs children and prepares them for successful learning once they enter the public school system. Grants will support building or strengthening existing birth to 3rd grade infrastructure activities, that build measured child and family outcomes.

Three Year Strategic Direction:

Increase and promote family support, access and affordability (2009)

Increase and Promote Family Support and Engagement (2011 focused strategic direction)

Family Support Indicators of Success:

- ***Family Support Indicator 1: Families are aware of the mixed early education and care system and have access to affordable, high-quality early education and care services.***
- ***Family Support Indicator 2: Families are recognized as full partners in the education of their children and are empowered to be involved with the physical, social, emotional and intellectual development of their children.***
- ***Family Support Indicator 3: Families are informed about child development and aware of family support resources.***
- ***Family Support Indicator 4: Early education and care services are delivered through a seamless system that is responsive to the needs of all families and provides supports and resources for transitioning children in and out of early education and care programs and services.***
- ***Family Support Indicator 5: Families of infants have access to programs and services that support the development of healthy attachment between babies and their primary caregivers and promote early brain development.***
- ***Family Support Indicator 6: Parents are recognized as their child's first teacher and have access to literacy supports that build skills among children and parents.***
- ***Family Support Indicator 7: All families experience seamless transitions throughout their child's early learning and developmental experiences.***
- ***Family Support Indicator 8: Families that are limited or non-English speaking have access to information about early education and care and the services available***
- ***Family Support Indicator 9: Strong partnerships are established between families (parent/caregiver) and educators to maximize high quality early education and care for all children.***
- ***Family Support Indicator 10: Parents of children in residential and placement programs are aware of and knowledgeable about appropriate placement and treatment options that are compatible with the needs of their children.***
- ***Family Support Indicator 11: Parents seeking to adopt are aware of and knowledgeable of available adoption resources and state adoption policies.***
- ***Family Support Indicator 12: Family services are integrated and delivered in a coordinated manner across state agencies.***

EEC continues to utilize the Strengthening Families framework and approach, which has widespread support from social science researchers, early childhood practitioners and policy experts. The Protective Factors are:

- *Parental resilience*: The ability to cope and bounce back from all types of challenges
- *Social connections*: Friends, family members, neighbors, and other members of a community who provide emotional support and concrete assistance to parents
- *Knowledge of parenting and child development*: Accurate information about raising young children and appropriate expectations for their behavior
- *Concrete support in times of need*: Financial security to cover day-to-day expenses and unexpected costs that come up from time to time, access to formal supports like TANF and Medicaid, and informal support from social networks
- *Children's social and emotional development*: A child's ability to interact positively with others and communicate his or her emotions effectively[10]

Family Support Indicator 1: Families are aware of the mixed early education and care system and have access to affordable, high-quality early education and care services.

Accomplished This Year

Access to Child Care

For the period covering December 1, 2011 to November 1, 2012, EEC administered subsidies for an average of 53,208 children to attend an early education and care or out-of-school time program. The breakdown of the funding source and type for these subsides in that same time period, was as follows: DTA: 16,556 children
Income Eligible: 30,895 children
Supportive: 5,748 children

Financial Assistance Programs for Priority Populations: Supportive, Teen Parent and Homeless Child Care Contracts

The Financial Assistance Programs for Priority Population contracts provide access to high-quality early education and out-of-school-time care for families that are identified as belonging to one or more of EEC's Priority Populations. These include:

- families who either have open cases with the Department of Children and Families (DCF) or who are DCF approved for 6 months of continuity of care after their open case has closed (i.e., Supportive Child Care);
- teen parents that are under twenty years old; or are
- homeless and living in a Massachusetts' shelter, or have been found eligible for shelter but are placed in hotels because there are no available shelter beds or are participating in a Department of Housing and Community Development (DHCD) program and are authorized for early education and care services by a regional DHCD Homeless Coordinator.

The contracts were issued in July 2010 for an initial term of three years with two, two-year options to renew. In fiscal year 2012, there were the following number of priority populations contracts and contracted slots provided to children and families:

- 123 supportive contracts serving 5269 children,
- 42 teen parent contracts serving 519 children, and
- 36 homeless contracts serving 593 children

Income Eligible Child Care

Due to prior funding restrictions, subsidies for income eligible children had remained closed prior to January 2013, when 385 new children were added to contracts. This approval is targeted for preschool, toddlers and infants, to reduce the number of children birth to age five on the waitlist.

Income Eligible Waiting List-

EEC maintains a waitlist of Income Eligible families who are seeking child care financial assistance. From December 2011 to December 2012, the total number of children on this waitlist almost doubled in numbers to just over 50,000.

[10] Retrieved from The Center for the Study of Social Policy, Strengthening Families, January 5, 2010. http://www.strengtheningfamilies.net/index.php/main_pages/protective_factors

Waitlist by Age Group (over time)

Waiting List	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13
Infants	3413	3358	3618	3988	3993	4043	4138	4388	4670	4793	4861	4817	4938
Toddlers	6153	6511	6733	7443	7781	7970	8285	8691	8943	9166	9489	9668	9861
Preschool	8957	9668	9963	11176	11881	12487	13003	13575	14056	14217	14488	14742	14967
School Age	11013	11723	12006	13522	14495	15576	16352	17477	18642	19483	20273	21034	22026
Total	**29536**	**31260**	**32320**	**36129**	**38150**	**40076**	**41778**	**44131**	**46311**	**47659**	**49111**	**50261**	**51792**

Waitlist by Department of Elementary and Secondary Education (ESE) Commissioner Districts

ESE Commissioner's Districts	Total December 31, 2012	Total January 31, 2013	General Priority	Child Of Foster Care	Child Of Homeless Family	Child Of Military Personnel	Child Of Teen Parent	Child with Special Needs	Continuity of Care: Prior Year Summer Only	Continuity Of Care: Aging Out	Continuity Of Care: Approved Break in Service	Continuity of Care: ARRA	Continuity Of Care: Geographic Relocation	Continuity Of Care: Homeless Contract	Continuity Of Care: Supportive Referral	Continuity Of Care: Teen Parent Contract	Grandparent/Guardian Families	N/A	No Priority - Other Family Member	Parent with Special Needs	Sibling: Contract	Sibling: Voucher	Summer Only Care
Holyoke	461	468	338	7	10	1	6	15	1	12	2		2		4		8	2	5	15	17	3	20
Springfield	2324	2409	2055	26	9	2	27	59		7	23	1	1	1	4	1	25	24	12	31	27	30	44
Worcester	1661	1720	1331	7	19	7	6	81	5	7	28	6	7	2	10	2	15	14	15	13	31	45	69
Lawrence	2771	2933	2469	2	6	1	85	70	8	9	23	27	3		21	3	9	13	23	17	42	66	36
Lowell	2361	2505	2217	5	16	1	32	62		4	14	2	1	3	13	3	9	10	10	21	27	30	25
Lynn	1809	1900	1606	3	10	2	41	49	1	6	14	4	7	2	6		17	20	7	26	34	31	14
Brockton	1599	1644	1363	2	25	1	2	73	5	28	20	2	13	2	13		12	18	10	22	9	15	9
Fall River	620	637	524	4	7		1	19		3	12	4	10		2		14	2	4	12	5	5	9
New Bedfor	1017	1058	801	5	3		14	41	5	33	16	3	8		34	1	18	8	5	17	23	8	15
Boston	8072	8146	6647	26	96	11	50	260	62	47	87	9	12	3	24	9	56	88	47	125	116	197	174
	22695	**23420**	**19351**	**87**	**201**	**26**	**264**	**729**	**87**	**156**	**239**	**58**	**64**	**13**	**131**	**19**	**183**	**199**	**138**	**299**	**331**	**430**	**415**

Waitlist by Priority Code

Priority	Infant	Toddler	Preschool	School Age	Total January 31, 2013	Total December 31, 202
Child Of Foster Care	15	38	101	134	288	282
Child Of Homeless Family	55	127	179	197	558	536
Child Of Military Personnel	8	29	42	37	116	105
Child Of Teen Parent	177	200	95	17	489	481
Child with Special Needs	59	272	724	1179	2234	2198
Continuity of Care: Prior Year Summer Only	0	2	1	146	149	135
Continuity Of Care: Aging Out	3	11	40	348	402	411
Continuity Of Care: Approved Break in Service	4	36	116	314	470	451
Continuity of Care: ARRA	3	8	14	123	148	149
Continuity Of Care: Geographic Relocation	3	15	49	131	198	186
Continuity Of Care: Homeless Contract	2	7	14	6	29	27
Continuity Of Care: Supportive Referral	15	43	110	120	288	279
Continuity Of Care: Teen Parent Contract	0	8	11	9	28	32
General Priority	4060	8376	12643	16643	41722	40431
Grandparent/Guardian Families	14	90	157	304	565	547
N/A	8	103	164	248	523	541
No Priority - Other Family Member	15	23	45	231	314	295
Parent with Special Needs	30	130	271	374	805	806
Sibling: Contract	191	143	89	291	714	672
Sibling: Voucher	272	189	74	298	833	804
Summer Only Care	4	11	28	876	919	893
Grand Total	**4938**	**9861**	**14967**	**22026**	**51792**	**50261**

In 2012 over 22,491 total children entered the waitlist for the first time: 4,820 infants, 4,530 toddlers, 5,416 preschoolers, 6,031 school age children and 1,694 unborn children.

Active Since Month	Infant	Preschool	School Age	Toddler	Unborn	Total
12/01/2012 To 12/31/2012	300	286	325	233	96	1240
11/01/2012 To 11/30/2012	363	368	320	374	116	1541
10/01/2012 To 10/31/2012	478	546	597	467	169	2257
09/01/2012 To 09/30/2012	567	674	706	512	162	2621
08/01/2012 To 08/31/2012	459	566	680	518	140	2363
07/01/2012 To 07/31/2012	414	469	548	390	145	1966
Total	2581	2909	3176	2494	828	11988
06/01/2012 To 06/30/2012	353	419	657	317	134	1880
05/01/2012 To 05/31/2012	394	470	574	361	155	1954
04/01/2012 To 04/30/2012	374	391	446	356	148	1715
03/01/2012 To 03/31/2012	425	468	461	383	160	1897
02/01/2012 To 02/29/2012	353	392	355	321	149	1570
01/01/2012 To 01/31/2012	340	367	362	298	120	1487
Total	2239	2507	2855	2036	866	10503

Data as of January 3, 2013.

(see Appendix M: Family Support, Access and Affordability Project Details for additional data and charts)

Market Rate Study 2012-2013

In an effort to ensure equal access to low-income families, federal law requires CCDF Lead Agencies to conduct a MRS at least every two years. In Massachusetts, EEC is the CCDF Lead Agency. The purpose of the MRS is to demonstrate that child care subsidy rates are adequate to ensure that eligible children have equal access to comparable child care services provided to children whose families do not receive any financial assistance for child care. EEC last completed a MRS in 2010-2011. The resulting data and findings from the 2012-2013 MRS will give EEC an updated basis upon which to review its present subsidy rate structure, and to make recommendations to the Board of Early Education and Care and the State Legislature for any necessary adjustments to its rate schedules and funding levels. Thus, it is critical that the study data and analysis about the distribution of child care rates and the findings about market rates be credible and withstands strict methodological scrutiny. EEC selected PCG to conduct the 2012-2013 market rate study. PCG will be working with Mass211 to collect the data for the study. The Market Rate Study will be guided by an advisory group.

Rate Reform (Cost of Quality)

During 2012, EEC undertook examining the cost of quality and operating a quality program as compared to the levels in the MA Quality Rating and Improvement System as a means determining rates for child care. The project goals include identifying child care cost drivers of levels from licensing through QRIS levels, creating the interactive model to estimate costs of child care quality in MA, estimating cost implications of changing reimbursement rates and identifying the current and potential financing strategies for child care quality.

The first step of this initiative was to survey providers who were participating in the Quality Rating and Improvement System to gather detailed information on pricing of quality components of child care. 397 respondents participated in this survey. The survey included questions about staff salary and benefits, cost of professional development, occupancy or operational cost, cost for classroom materials, curriculum and assessments and other expenses a program incurs to operate an early educational program.

Following the survey, EEC worked to build an interactive cost model that does the following: (1) uses the current "settings" of Massachusetts' child care system (such as licensing requirements, participation rates, materials required and workforce qualifications); (2) allows those using the cost model to adjust settings for a range of elements tied to the state's QRIS standards; and (3) immediately see the cost implications of the changes made. The cost model also allows users to examine the effects of various methods of allotting money, including modeling the cost implication of changing child care reimbursement rules. Currently, EEC is working to make this cost model available to the public.

Planned for Next Year

Market Rate Study 2012-2013

Data collection began on January 7, 2013 and will end on February 22, 2013. The general email through the Commissioner's Mailbox announcing the Market Rate Study was sent out in mid-December. EEC has also sent out letters to the sample providers.

EEC has conducted a pilot test of the surveys using providers from each setting type that will be involved in the market rate study. The providers who tested the survey provided good feedback and some modifications were made but overall the surveys remained unchanged. PCG has been working closely with Mass211 and held the data collection training webinar on January 3 from 1-3pm. EEC is also working to schedule the first Advisory Group meeting.

Rate Reform/Cost of Quality
The Cost of Quality tool will be made available to early education and care providers.

Family Support Indicator 2: Families are recognized as full partners in the education of their children and are empowered to be involved with the physical, social, emotional and intellectual development of their children.

This indicator was further defined in 2011 to increase parent involvement in various levels of policy development and implementation through existing vehicles (e.g. Advisory Council, State Advisory Council and Coordinated Family and Community Engagement (CFCE) programs etc.).

Accomplished This Year

Coordinated Family and Community Engagement (CFCE) Grant
EEC's mission, vision and strategic plan are built on the recognition that families are essential partners in the agency's work. To this end, EEC continues to build on a local infrastructure of supports and services across the Commonwealth to ensure that all families with young children, especially those with the greatest educational need, experiencing multiple risk factors, and in hard to reach populations, have access in their community to the supports that are essential to their success. Research shows that children are more successful in school and in their social-emotional development when families are engaged in their children's learning and development.[11]

The Coordinated Family and Community Engagement grant is implemented through a network of ninety-nine lead agencies across Massachusetts. The primary goals of the grant are:

- Reaching and meeting the needs of children, especially those with multiple risk factors and/or hard to reach, through universal and targeted outreach strategies;
- Providing families with access to comprehensive services;
- Providing evidence-based early and family literacy opportunities, and
- Providing families with support for continuity through early childhood transitions.

CFCE grantees are required to provide intentional family engagement activities and connections that create trusted relationships with families. Core responsibilities of CFCE grantees include:

- Selecting and implementing an evidence-based literacy model that meets specific criteria and EEC approval;
- Incorporating the use of the Ages and Stages Questionnaire as a tool to enhance families' understanding of child development and to link families with community-based resources;
- Aligning implementation of parent/child playgroups with specific EEC guidelines;
- Engaging in partnerships with local libraries and/or museums, and
- Participating in the Massachusetts Home Visiting Initiative if available in their community as a resource.

CFCE grantees continue to focus on the implementation of coordinated and collaborative community wide plans to enhance family access, education, and support across and within early education and care program models, to realize efficiencies and promote greater outcomes through shared resources and efforts. Grantees provide outreach and consumer education in ways that align with the demographics of the families in their communities. While the resources and supports of CFCE grantees are available for all families in a community, EEC has made it a priority for CFCE grantees to connect with "hard to reach" families to provide them with information and linkages to resources.

[11] Henderson, A. and Mapp, K. (2002). A New Wave of Evidence. Austin, TX: National Center for Family and Community Connections with Schools. http://www.sedl.org/connections/resources/evidence.pdf.

Below are highlights of deliverables provided by the CFCE networks in calendar year 2012:

- Referrals - Number of Families 114,393
- Referrals - Number of Children these families represent 151,564
- Enhanced Referrals - Number of Children these referrals represent 27,338
- Parent Education Opportunities - Number of Children represented by participants 69,120
- Family Literacy Opportunities - Number of Children represented by participants 111,479
- Received Information about Kindergarten Registration - Number of children these families represented 119,064
- Non-Kindergarten Transition Supports - Number of children these families represented 98,525
- Parent/Child Playgroups - Number of children 107,766
- Number of Programs that received referrals to comprehensive services 20,074

In order to build the capacity of the Coordinated Family and Community Engagement grantees, EEC has offered intentional training opportunities to grantee staff to increase the quality of services and supports available to families on the local level. Trainings in 2012 have included**:**

- **Ages and Stages Screening –** all CFCE grantees have been trained in the use of the Ages and Stages Questionnaire in order to help parents to understand the science and the domains of development and to link families to community opportunities to support their children's needs.
- **Brazelton Touchpoints** - the Touchpoints model provides a common language of child behavior and development that enables families, the community and care providers to work more effectively together for the benefit of children. This model also reinforces parents' roles as the first teacher of their children**.**
- **Recognizing and Responding to the Signs of Post Partum Depression –**includes an overview of post-partum mood disorders, with a review of signs, symptoms, risks, protective factors and effects on young children's behavior and development. Training included concrete information, strategies and tools for supporting a family through this experience.
- **Read and Rise** - a six session family-focused program centered on the components of literacy development in children. Model includes research, resources and activities to engage families in how best to support literacy development at home.
- **Financial Literacy** - provides resources and guidance on specific financial issues and problems. It was designed as a toolkit, to be used with families on a one-on-one basis, in small groups or in a classroom setting. Training is available in person and online.

In addition, CFCE grantee staff were provided with access to professional development opportunities to improve their skills and abilities through a variety of conferences, including:

- **A View From All Sides: Multidisciplinary Perspectives on Parenting Education & Family Support** (an annual Children's Trust Fund conference, supported in part with EEC resources)
- **The Journey to Literacy Begins at Birth… and continues in many languages** -a Reach Out and Read training conference This conference provided grantees and other early childhood professionals with an opportunity to enhance their understanding of the building blocks of early literacy for children growing up bilingual.

Finally, to support the integration and alignment of early education and care community in their support of children and families, EEC offers opportunities for access to their partners in Early Child Mental Health (ECMH), Head Start, CCR&Rs, and Education Provider Services (EPS) through regional grantee meetings and Head Start/public school meetings.

In FY14, intentional training in the aforementioned areas will continue, with greater depth and reach, in order to embed high quality, evidence-based practice throughout the Coordinated Family and Community Engagement network.

Museums and Libraries Project

In partnership with EEC, Boston Children's Museum (BCM) engaged in a statewide strategy that will provide a shared framework and set of resources that will increase the capacity of museums and libraries to support the optimal development of all children through intentional family engagement activities and early learning opportunities. The partnership is focusing on four areas in supporting family and community engagement in child development. They are early literacy, school readiness including preparation for Kindergarten, interest and awareness of STEM (Science, Technology, Engineering and Math), and public awareness of the importance of early education and care through the state's *Brain Building in Progress* communications initiative.

The Museums and Libraries project has created a forum for discussion and collaboration around family engagement in these settings with specific attention to the core focus areas of the project.

Planned for Next Year

FY14 Coordinated Family and Community Engagement (CFCE) Grant
The next step in the FY14 CFCE grant renewal process is the finalization of the grant application for release in early 2013.

The FY14 grant will be aligned with the FY13 grant, with the following list of changes that CFCE grantees will be expected to incorporate in their implementation of the FY14 grant.

- Increased expectations in reporting, tracking, data collection and accountability in the following areas:
  - EEC will require a list of children and families with a signed parental consent on file
  - Grantees will need to measure and report their reach in the community: percentage of the number of children birth to 8 in the community by birth to 3, 3 to 5, and 5 to 8 served by CFCE grant compared to population numbers in each age range
- Outreach strategies – grantees will have to specifically identify and implement targeted strategies for the following audiences/activities:
  - for children in age groups birth to 3, 3 to 5 and 5 to 8;
  - for using the ASQ to support parents' understanding of the developmental needs of children at multiple points
  - for early literacy programming
- Grantees will identify and implement methods for maintaining up to date community resource information and document gaps in comprehensive services
- Grantees will identify and implement methods for measuring satisfaction with CFCE services
- Grantees will explicitly link and articulate the linkage between their parent/child playgroup goals to early learning standards
- Grantees will build and/or strengthen intentional partnerships with public school elementary schools for 3 years (for "child find" under the federal Individuals with Disabilities Education Act) and 5 year olds (for kindergarten entry) and 5 to 8 (for out of school opportunities.)
- Grantees will be required to provide detailed reporting on early literacy programming with families.

CFCE grantees will continue to benefit from intentional training opportunities that enhance their capacity to implement the CFCE grant.

Building the Social Emotional Health of Children through Play: Mediating the Impact of Trauma
EEC will offer training opportunities for its Coordinated Family and Community Engagement grantees that provide strategies to bolster the social emotional health of all children, with specific attention to children who have experienced trauma. Strategies must be rooted in an early learning context, blending skills that support optimal child development across domains with a specific focus on healthy social emotional development. In addition, training must create an understanding about the types and impact of trauma on children and families among participants, with strategies for working with parents and children together to mitigate the negative effect of these experiences.

Coordinated Family and Community Engagement (CFCE) grantees have a unique opportunity to bolster optimal development of all children by building knowledge and skills in families that support healthy social emotional development. By providing programming that integrates strategies that support optimal child development across domains, with a specific focus on healthy social emotional development, CFCE grantees have an opportunity to mitigate some of the damaging impact of trauma children may have experienced. This training responds to the need for training that CFCE grantees have identified in their work with families who have experienced trauma.

EEC will offer a full day introductory training in two regions of the state, which will accommodate up to 60 CFCE representatives in each session. The training will focus on awareness building, particularly around the impact of poverty, violence, illness, and trauma on the social, emotional and brain development of young children. In addition, CFCE grantees will be introduced to a framework to address the psychosocial impact of these challenges on children. Technical assistance follow up calls will be scheduled with each grantee to support their integration of the Playmakers' strategies in parent/child playgroups.

Increasing Parent Engagement in Various Levels of Policy Development through Existing Vehicles
EEC will continue to engage parents as key stakeholders in opportunities through the EEC Board and Policy and Research Committee, State Advisory Council and Coordinated Family and Community Engagement (CFCE) programs, etc;
EEC, despite the opportunities for parent and family engagement that are currently being offered, has recognized a need to strengthen that engagement. In the January 2013 Policy and Research Committee meeting, the committee reviewed some of EEC's objectives to promote active engagement in policy and research discussion, design, implementation and evaluation including:

- Increased EEC involvement in community activities, as well as creation of tools, which will expand the current capacity to share with parents and families, policy and research related content.
- Increased EEC involvement in community activities, as well as creation of tools, which will expand the current capacity to collect and consider feedback from parents/families on policy and research related content.
- Leveraging partnerships through inclusion of contractual language that requires grantees to connect parents and families with opportunities for engagement in EEC policy and research related topics.

Museums and Libraries Project
The Museums and Libraries project has created a forum for discussion and collaboration around family engagement in community settings. As a result of her participation in the December collaboration meeting hosted by the Boston Children's Museum, several museums and libraries attended a roundtable focused on family engagement and what it looks like in libraries, hosted by Jessi Snow, the Youth Services Coordinator from the Boston Public Library. This roundtable was held on January 18th. The roundtables in the past have been for Boston Public Librarians and Massachusetts Librarians, but the BPL Youth Services Coordinator is interested in expanding the roundtables to include community partners to enrich the discussions.

Military Families Regional Institute Project
In 2013, EEC will host a Military Families Regional Institute project that will offer a practicum and techinal assistance to CFCE networks and early educators on Living in the New Normal: Helping Children Thrive through Good and Challenging Times. This is a one-day training on supportin the resilience of children who experience transitions as a result of the service of a parent. The technical assistance will include a survey of professional development needs, dissemination of promising practices, utilization of research to provide effective training models.

Family Support Indicator 3: Families are informed about child development and aware of family support resources.

Accomplished This Year

Coordinated Family and Community Engagement (CFCE) Grantee Network
This indicator, along with many others in the Strategic Direction-Family, is met through the work of the local CFCE grantees. As part of the continued implementation of Help Me Grow in Massachusetts, EEC piloted the use of the Ages and Stages Questionnaire (ASQ) screening tool in fifteen CFCE programs, with the goal of integrating this screening tool into the CFCE model across the Commonwealth. The ASQ creates a structured opportunity for grantees to talk with parents about child development, with specific attention to the particular needs of their children. An integral part of the screening process is linking families to locally based resources to support their child's development.

Strengthening Families and QRIS
In the Family and Community Engagement Progression of Standards, Level 2, Early Education and Care programs are required to use the Strengthening Families self-assessment tool and develop a program improvement plan based on the findings including current goals and activities for strengthening family and community engagement. In FY2012, CFCE grantees identified the top five areas within their Strengthening Families self-assessment and provided a plan to build their program capacity to provide support to families in these areas. CFCE Grantees linked all of their planned activities to the specific Strengthening Families protective factor(s) identified from their self-assessments.

Early Childhood Resource Centers
EEC currently funds five Early Childhood Resource Centers (ECRC) located in Public Libraries across the state. The ECRCs provide access to materials and resources for early education and care programs and families statewide; literacy programs for children and their families; professional development opportunities for educators; and outreach activities that support literacy in communities. The primary focus of the services is early and family literacy through child/family interactive events/activities that strengthen the

literacy focus within the parent child relationship. At least 24 hours of activities will be provided over 12 months that provide opportunities to engage the dual language learner in literacy rich activities; promote awareness of free book programs in the community, and connect parents to adult literacy programs. Early Childhood Resource Centers will reach out to homeless shelters within their geographic area to encourage participation in literacy activities and will conduct an annual survey to families and providers regarding the best approach to communicate their services and activities.

In addition the Early Childhood Resources Centers catalogue, house and maintain an established collection of early childhood resources including a portion of their inventory in other languages than English, purchase appropriate early childhood materials to keep resources current (include curriculum, parenting support, children's books, and teacher/provider books), maintain relationships with the coordinators of local public pre-schools and EEC initiatives, including CFCE Programs, CCR&Rs, Head Start, and FCC systems to close the proficiency gap, and promote awareness of family-friendly books, videos, and theme kits available for loan to parents/children/families.

The five Early Childhood Resource Centers located in Falmouth, Norfolk, Cambridge, Springfield and Haverhill have reported that in Fiscal Year 12 they offered the following services:

	End-of-Year-Total	# of People in Attendance
# of Parent/Provider/Teacher Workshops	**28**	**1,265**
# Child/Family Presentations	**585**	**6,982**
# of Adults referred to Literacy Programs	**56**	
# of resources loaned	**4615 - only 1/2 year of Springfield, system issue**	

The Early Childhood Resource Centers continue to be actively involved in the EEC mixed delivery system working closely with the CFCE grantees to prompt literacy related activities. The Early Childhood Resource Centers publish monthly newsletters and flyers to upcoming events held with the 5 libraries and have a wide distribution for these publications. In addition the Early Childhood Resource Centers are part of RTTT – ELC project 4.4 that engages Museums and Libraries in Family Engagement Evidence Based Practices.

Quality Child Care Family Guides

Understanding that parents have the greatest impact on their children's life, especially during the first years of a child's life where there is a time of rapid brain development and learning, EEC created 5 family guides for Infants and Toddlers and 5 family guides for Preschoolers. The family guides were developed with the focus on relationships between all significant people in the child's world.

These materials are designed to inspire a parent into conducting focused activities that become critically important for children as they develop the foundations for learning. The family guides focus on five different domains of development and contain activities that parents can do every day to positively impact their child's brain development and support learning.

The family guides were developed using the Massachusetts common core standards, the Massachusetts Infant/Toddler Standards and The Massachusetts Preschool Standards. The family guides are posted on the website in 6 languages, English, Spanish, Portuguese, Haitian Creole, Chinese and Khmer. http://www.mass.gov/edu/birth-grade-12/early-education-and-care/parent-and-family-support/

Maternal Depression Training

In the policy brief "Reducing Maternal Depression and Its Impact on Young Children," researchers identified maternal depression as a significant risk factor affecting the well-being and school readiness of young children and highlighted the following findings:

- Maternal depression is widespread, particularly among low-income women with young children.
- Maternal depression, alone, or in combination with other risks can pose serious, but typically unrecognized barriers to healthy early development and school readiness, particularly for low-income young children.
- Maternal depression is a known barrier to ensuring that young children experience the kinds of relationships that will facilitate their success in the early school years. Addressing maternal depression through a parenting and early childhood lens can help parents, but importantly, it will also pay off for their children, both in the short term and in the longer term.

EEC is providing training that will strengthen the capacity of Coordinated Family and Community Engagement (CFCE) grantees and staff of MASS 2-1-1 to be responsive to the needs of mothers experiencing post partum depression and their families. Up to three

trainings, in various geographical regions of the state, began to be provided, that will address and focus on the objectives below. The first training was held on September 21st at Worcester State University.

- Participants will have a greater understanding of postpartum depression, its causes and its impact on the infant, young child and family;
- Participants will develop enhanced recognition of the signs and symptoms of postpartum depression, and how it may show itself in interactions within the family and with care providers;
- Participants will understand the ways infants and young children show signs of stress;
- Participants will learn a repertoire of reflective, sensitive responses, including specific skills and strategies to promote parental engagement and foster use of referrals and other resources;
- Participants will learn how to apply information and skills gained in this training in the context of their CFCE grant program; and
- Participants will create specific resource lists for their service areas to be used as referrals for families that require additional supports to address post partum depression.

Planned for Next Year

FY14 Coordinated Family and Community Engagement (CFCE) Grant
The priorities and goals of the FY14 grant will mirror those of FY13. The following is a list of changes that grantees will be expected to incorporate in their implementation of the FY14 grant that impact families. *(see Family Indicator #2 for complete list)*
Coordinated Family and Community Engagement grantees will have to specifically identify and implement targeted strategies for the following audiences/activities:

- for children in age groups birth to 3, 3 to 5 and 5 to 8;
- for using the ASQ to support parents understanding of the developmental needs of children at multiple points
- for early literacy programming
- Grantees will identify and implement methods for maintaining up to date community resource information and document gaps in comprehensive services
- Grantees will explicitly link and articulate the linkage between their parent/child playgroup goals to early learning standards
- Grantees will build and/or strengthen intentional partnerships with public school elementary schools for 3 years (for child find) and 5 year olds (for kindergarten entry) and 5 to 8 (for out of school opportunities.)

Quality Child Care Family Guides
EEC printed guides, designed for parents, which have been translated in several different languages. They will be distributed by the Child Care Resource and Referral (CCR&R) agencies across the State and the Community Family Engagement grantees. The guides include:

- A description of the process to for receiving EEC financial assistance
- A description of the goals and services of the CFCE grant, including what is available. The grantees will be able to put their own local contact information onto the printed guide
- The third and fourth guides that will be developed later in 2013.

Post Partum Depression
A second training will be held for Community Family Engagement grantees.

Family Support Indicator 5: Families of infants have access to programs and services that support the development of healthy attachment between babies and their primary caregivers and promote early brain development.

Accomplished This Year

ZERO TO THREE: Technical Assistance to States on an Infant-Toddler Policy Agenda

Massachusetts is one of the five states that were chosen to participate, along with Illinois, Minnesota, New Jersey, and Pennsylvania, in the ZERO TO THREE's technical assistance to states on moving an infant-toddler policy agenda. Massachusetts representatives in this project include Commissioner Killins, Chris Pond/ EEC Professional Development Specialist, Erin Craft/EEC Western Mass Regional Director, Jane Tewksbury/Thrive in Five, and Amy O'Leary/Early Education for All. Through this project, Massachusetts would like to develop quality supports to establish a balance for supporting families around understanding developmental practices that provide context supports and not organized instruction for infants and toddlers. In addition, Massachusetts also wants to learn and hear from other states what their challenges and strengths are in developing their agenda's for infants and toddlers and what processes or systems they have put in place to improve outcomes for infants and toddlers. Massachusetts would also like to receive technical assistance around developing a focus on informal environments and relationships between infant caregivers and other supports (i.e. pediatricians). In addition, Massachusetts would like to utilize the technical assistance support to address the following:

1. Develop professional development opportunities specifically to support infant and toddler development.
2. Outreach with pediatricians to ensure continuity of care around addressing the basic health needs of infants and toddlers.
3. Provide assessment tools that address the needs of infants and toddlers to inform practice and curriculum.
4. Develop criteria and a system for an infant toddler consultant pool to support the infant toddler field.

Zero to Three is going to hold the state policy action team meeting in April or May 2013.

Affordable Care Act Initial Funding for Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Grants
The Maternal, Infant, and Early Childhood Home Visiting Program, a provision in the federal Affordable Care Act, is designed to strengthen and improve programs and activities carried out under Title V; improve service coordination for at risk communities; and identify and provide comprehensive evidence-based home visiting services to families and children from birth to eight years old who reside in at-risk communities. The Massachusetts Home Visiting Initiative (MHVI) has received $9.05 million to $10.66 million over a five year period. The Massachusetts Department of Public Heath was designated as the lead agency by Governor Deval Patrick. EEC acts as one of the collaborating agencies, and its Commissioner is one of the co-chairs for the program. Additionally, the Massachusetts Children's Trust Fund, the Department of Children and Families, and the Head Start Collaboration are also collaborating agencies for this project.

The Massachusetts Home Visiting Initiative (MHVI) delivers home visiting services to 17 high need communities across the state. These services are located in the cities and towns with large numbers of very young families, families in poverty, and people who have not completed high school. There are five home visiting programs offered through MHVI. While each program has a different focus, all programs have had positive results in helping children and families. In addition, all MHVI models address child development, school readiness, child abuse and neglect, maternal depression, and substance abuse.

The Massachusetts Home Visiting Initiative includes Home Visiting Implementation Teams, which are intended to develop on-going short and long-term work plans. The implementation teams are responsible for various components of MA Home Visiting. The teams are Systems Development & Program Sustainability; Communications; Training; National Models; Evaluation, Data & Reporting, and Universal One-time Home Visiting. EEC has representation on the Leadership, Systems, and the Evaluation, Data and Reporting teams.

MIECHV Data, Evaluation and Reporting Team
As part of the MHVI, EEC is conducting a research project that examines community capacity to support child development. The examination of community capacity is one part of a three-pronged evaluation of MHVI. This work includes and evaluation of the Home Visiting Initiative itself, and of the state systems supporting MHVI. EEC issued a call for feedback on the research work that has been completed thus far by responding to a short web survey you can reach via this link:
https://www.surveymonkey.com/s/P7YRCSZ

During the first phase of the research study, key resource components of community capacity and an operational definition of it were identified. The components and definition were informed by information gathered from several sources:

1. A literature review of community capacity to support child development
2. Meetings with 17 Coordinated Family and Community Engagement (CFCE) councils, which are community-based committees that oversee community-based programs serving families with children birth through school age
3. Interviews with 19 MHVI coordinators in 17 communities

The MIECHV study is going into its second phase of work. From November 2012 to January 2013, the researchers will: identify, acquire, organize, and analyze secondary data; develop primary data collection instruments; and develop community-level data collection plans. In regards to analyzing the secondary data, this portion of the work will continue through March 2013.

Planned for Next Year

Affordable Care Act Initial Funding for Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Grants
The implementation phase of the Home Visiting initiative is moving forward, with each of the implementation teams working on specific aspects of the project. Representatives of the three home visiting models being implemented through the Initiative have been added to the group. There continues to be one representative from EEC and DCF. EEC is represented on the Home Visiting Leadership team as well as the Systems Development & Program Sustainability, Training; and Evaluation, and Data & Reporting teams.

EEC will conduct a research study to understand and examine community capacity to support child development in various Massachusetts communities. Approximately seven communities will be selected to participate in the second phase of the project, which will run from fall 2012 through spring 2014. EEC believes that participation in this project will be of mutual benefit to the agency and to our CFCE grantees. Through this process, CFCEs will get valuable information about their own communities and will be helping EEC understand the best ways that state and local government can create conditions that support families in creating opportunities that support child development in communities that need it most.

Family Support Indicator 6: Parents are recognized as their child's first teacher and have access to literacy supports that build skills among children and parents.

Accomplished This Year

Coordinated Family and Community Engagement (CFCE) Grant –*Evidence-Based Literacy Models*
As one of the core goals of the CFCE grant, grantees are required to incorporate the use of an evidence-based, EEC approved early literacy model into their practice. Use of evidence-based early literacy curriculum enhances the capacity of CFCE grantees to help parents promote early literacy skills development in their children. By focusing on a small number of effective literacy models, EEC will create more consistency in the strategies that CFCE grantees use to help families cultivate their children's literacy skills before they enter elementary school. The Massachusetts RTTT-ELCG application identifies eleven core strategies and foundational plans to moving towards a unified approach to improving child outcomes, including:

- Development of formal and informal child development programs and opportunities;
- Development of skills, knowledge and abilities to create effective practices by those who engage with children;
- Measuring and creating intentional actions of adults based on evidence based tools which document and benchmark child development to support measured growth; and
- Creating community and family contexts which support child development.

One of the priorities of the FY13 CFCE RFR states that CFCE grantees must "Provide evidence-based early and family literacy programming." In alignment with the core strategies of the RTTT-ELCG, this grant opportunity seeks to enhance existing literacy programming through the use of evidence-based early literacy models by CFCE grantees to help parents promote early literacy skill development in their children. EEC is funding programs that can integrate the use of evidence-based early literacy models into their existing practice and provide ongoing/year round opportunities for parents and children to learn and practice early literacy skills together.

CFCE grantees were eligible to submit proposals to the "Evidence-based Literacy Models" RFR. FY13 CFCE grantees were eligible to submit proposals to implement the following evidence-based literacy models/practices in their communities:

- *Raising A Reader*
- *Every Child Ready to Read @ your Library*
- *CELL model (Center for Early Literacy Learning)*
- *Read and Rise (Scholastic model)*
- *Dialogic and Interactive reading models- using PEER and CROWD sequences*

In response to the competitive RFR, 48 CFCE grantees responded to a variety of questions, including: identifying the model/practices they propose to implement in their communities; the number of children/families that will be served, the cost per child, and how the proposed model/practice will be sustained within the CFCE program after two years of EEC-RTTT funding. In addition, grantees are required to monitor children's participation and progress at two points in time during each year of funding with an evidence-based tool and parental consent.

Up to $400,000 of ELC-RTTT funding per year for at least the first two years was available to support this initiative. Award recommendations included consideration for grantees who are designated Gateway, Home Visiting or Level 4 School Districts. Recommendations have been made and approved and 24 CFCE grantees were awarded Evidence-based Literacy grants.

CFCE Lead Agency	Gateway Community	Home Visiting Community	Level 4 District	Funding Amount	Model
Leominster Public Schools	X			$20,000.00	CELL - dialogic
Concord Children's Center				$30,000.00	Read and Rise dialogic
Community Action Of the Franklin				$30,000.00	Dialogic and interactive reading models PEER and CROWD sequences
Cape Cod Children's Place				$30,000.00	Raising a Reader
Revere Public Schools	X	X		$50,000.00	Raising A Reader
Newton Public Schools				$30,000.00	Raising a Reader; Every Child Ready to Read @ the Library
North Adams Public Schools		X		$50,000.00	Raising a Reader
Sandwich				$18,750.00	CELL, Read and Rise, Dialogic Reading
Winchendon				$10,842.00	Raising a Reader; Imagination
Northampton				$12,970.00	Read and Rise, CELL, Dialogic
Montachusett Opportunity Council (includes Fitchburg)	X	X		$42,798.00	CELL; Raising a Reader; PEER
Whitman-Hanson				$14,640.00	Dialogic
Barnstable Public Schools	X			$11,600.00	CELL
CAPIC (Chelsea)	X	X		$50,000.00	Raising A Reader
Clinton Public Schools				$15,000.00	Dialogic
Springfield Public Schools	X	X	X	$50,000.00	Raising a Reader
Greater Lawrence Community Action, Inc.	X	X	X	$50,000.00	Every Child Ready to Read, CELL and Read and Rise
Worcester	X	X	X	$50,000.00	Raising a Reader; Every Child Ready to Read @ the Library; CELL/dialogic
Fall River Public Schools	X	X	X	$28,650.00	Every child ready to read @ your Library; Dialogic Reading
Lynn Public Schools	X	X	X	$50,000.00	Raising A Reader
Brockton Public Schools	X	X		$50,000.00	Raising a Reader, CELL, Dialogic Reading
Community Action, Inc. (includes Haverhill)	X			$50,000.00	Primarily -Read and Rise; Every child read to read @ your library; CELL;
Oxford (includes Southbridge)		X		$14,230.00	Raising a Reader
Pittsfield	X	X		$42,375.00	Every Child Ready to Read @ your library; Dialogic and Interactive reading.
				$801,855.00	

WGBH Media-Based Literacy Support for Families and Educators

As EEC's media partner, WGBH is employing a series of research-based digital strategies to enhance ongoing efforts to build an effective early childhood education workforce and family support system in the Commonwealth. WGBH is developing a robust set of media-based curricular resources to build the capacity of preschool classroom teachers and family daycare providers to promote the growth of young children, and to support and engage parents in their role as their child's first teacher. The centerpiece of this work is the production of a "digital hub", a free, online platform that will feature a centralized library of these resources, direct links to related materials, and customized pathways to guide teachers, parents and other care providers through the site.

WGBH is creating professional development videos to be used by teachers and parents on early literacy, STEM and social-emotional skill development. WGBH has also provided 2 ELA and STEM curriculum units for teachers and a draft of the wireframe for the digital hub. In December 2012, EEC previewed the pilot videos created by WGBH and participated in a conference call with WGBH and United Way to discuss the best way to brand the digital hub so that it is aligned with the Brain Building in Progress communications campaign.

On January 3, WGBH informed EEC that they received the Krueger Family Foundation grant of $75K to purchase books for children and their families.

Adult, Child and Family Literacy Partnership with IBM

EEC has entered into a new partnership with IBM to increase family literacy and support early childhood development. This collaboration supplements existing adult education programs with proven family literacy resources that will help to strengthen parents' literacy skills and give them tools to support their children's reading and language development, and provide resources to early education and care programs to support literacy acquisition in children ages 3 to 7 years old. Through this partnership, IBM is donating early literacy educational technology to the state, including its Reading Companion software and KidSmart Early Learning Program.

Six programs have received awards totaling $90,000 from EEC in the first year of funding. These Adult Education programs are Boston Public Schools, Department of Adult Education; Julie's Family Learning Program, South Boston; Mujeres Unidas Avanzando (MUA), Dorchester; Worcester Public Schools, Worcester Adult Learning Center; Holyoke Community College; and Operation Bootstrap in Lynn. First progress reports from programs indicate that some experienced technical difficulties with the IBM software during the first phase of use, but all are prepared to move forward at scale in upcoming months.
The participating adult literacy program sites implemented an early literacy strategy that integrates the new family literacy initiative with their existing adult literacy program, and staff at these programs will complete training in early childhood literacy development to enhance their capacity to support parents and families. Educators were able to create and manage online classrooms for parents and students via the IBM Reading Companion website. Both parents and children have access to and benefit from the software, which tracks the increase in their language and literacy skills over time. The programs worked with EEC's local Coordinated Family and Community Engagement (CFCE) network, and the children's museums, public libraries, and community centers in their area, to inform families of the availability of the new family literacy services, and IBM Reading Companion software, at their sites.

Additionally, through its KidSmart Early Learning Program, IBM donated its Young Explorer Computers to 57 not-for-profit early education and care programs serving children between the ages of 3 and 7 years old, to help children learn and explore concepts in math, science and language. The Young Explorer Computers include access to related professional development webinars and technical assistance for early education and care preschool programs participating in the state's Quality Rating and Improvement System (QRIS) at Level 3 or higher that operate on a full-day and full-year basis and serve children with high needs.

Reach Out and Read

Reach Out and Read (ROR) is a national, evidence-based nonprofit organization that promotes early literacy and school readiness in pediatric exam rooms nationwide by giving new books to children and advice to parents about the importance of reading aloud. Developed at the Boston Medical Center, ROR incorporates books and early literacy counseling into an already existing infrastructure: the routine health care visits of young children. Currently, 272 hospitals and clinics in Massachusetts participate in the Reach Out and Read program, serving 200,399 children and families in the Commonwealth.

EEC continues to work in partnership with ROR pediatric practices across the state in order to build awareness about the resources and supports CFCE grantees can provide to all families. Building awareness in the staff that interface with families who receive pediatric care through those practices provides another access point for parents. In addition, EEC will continue to partner with Reach Out and Read in our shared commitment to promoting early and family literacy.

In April 2012, Reach Out and Read offered a conference in Brockton, entitled "The Journey Toward Literacy Begins at Birth…and continues in many languages." This conference provided professionals with an opportunity to enhance their understanding of the building blocks of early literacy for children growing up bilingual. While the target audience for the conference was the Coordinated Family and Community Engagement grantees and Reach Out and Read practitioners, ROR expanded the invitation list to include a wider audience of stakeholders engaged in early education and family support programming. The 150 attendees included representatives from a wide array of programs, including CFCE, public school early childhood coordinators,

representatives from local libraries, staff from the local housing authority, adjunct faculty from a local community college, and representatives from Smart from the Start, Thrive in Five, Healthy Families and Parent Child Home programs.

In December of 2012, Reach Out and Read, in partnership with EEC and the Parent-Child Home Program, offered another high quality, research based training, "Journey to Literacy," conference in Pittsfield. Marilyn Augustyn, MD, Chair of the Department of Developmental and Behavioral Pediatrics at Boston Medical Center provided the keynote speech. Jean Cibrowski Fahey, PhD, provided participants with an overview of early literacy research and the Parent-Child Home Program provided interactive workshops. Five EEC professional development hours were available for attendees.

In 2012, Reach Out and Reach accomplished the following key activities (during the period of January 1 – December 31, 2012):

- ROR served 192,755 children
- ROR raised more than $1.34 M matching dollars
- ROR held two "Journey to Literacy Conferences" for 257 participants, including CFCE grantees, public school early childhood coordinators, representatives from local libraries and housing authorities, college faculty, family child care providers, center based early education and care staff, and representatives from programs and initiatives including, Smart from the Start, Thrive in Five, Healthy Families and the Parent Child Home programs.
- 434 medical providers were trained or retrained in the ROR model
- Initial planning began for Spring 2013 literacy conference in South Eastern MA
- ROR explicitly linked the SF Protective Factors to ROR their literacy conference presentations.
- ROR incorporated the Brain Building in Progress logo into their website
- ROR distributed more than 332,190 books in the Commonwealth
- ROR added 16 new program sites serving 11, 330 children annually

(*See Appendix O for the Reach Out and Read Mid-Year Report that covers July 1 – December 31, 2012, and the statistics on the Parent Child Home Program.*)

Planned for Next Year

Reach Out and Read
As Reach Out and Read (ROR) is a specific model, we would expect to continue to support their statewide implementation of the ROR evidence-based model that promotes early literacy and school readiness in pediatric exam rooms by giving new, developmentally and culturally appropriate children's books to children and advice to parents about the importance of reading aloud.

In addition, we expect ROR to support high needs children (children who have two or more risk factors as defined by EEC), and have a particular focus on services to children and families in Gateway Communities, Home Visiting Communities and communities that include Level 4 schools. Finally, we would continue to expect ROR to offer two opportunities for training in literacy development for early education and care programs, including CFCE grantees.

Read and Rise Training for CFCE grantees
The Read and Rise interactive professional development Train-the Trainers model is designed for training up to 50 CFCE coordinators from February- June 2013. Each workshop session will address specific literacy principles and benchmarks to guide classroom activities and experiences and will build on the commitment and capacity of all families to support optimal development in their children. Each CFCE coordinator that participates in the Train-the-Trainers model will develop a method to include the content of the 'Read and Rise' modules in existing activities, as well as new literacy activities that require repeated engagement with families.

Adult, Child and Family Literacy Partnership with IBM
All grants have been renewed for 2013. Subject to funding availability, additional Adult Education program sites will receive a $15,000 grant from EEC over two to three years to equip their programs with adult literacy tools, including IBM Reading Companion software, to assist families that are working to improve their English language and literacy skills.

Family Support Indicator 7: All families experience seamless transitions throughout their child's early learning and developmental experiences.

Accomplished This Year

Transitions for Families
Supporting coordinated transitions for families in a broad context continued to be a priority for CFCE grantees, Head Start grantees, and public schools in FY2013.

EEC has made on-going efforts this year to expand the understanding and definition of the word "transition" to refer to all transitions children make during their years birth to age eight (e.g. transition from the home into formal early education and care; from a toddler classroom to a preschool classroom; from the school-day to after-school; from a home where one language is spoken to a program where another language is spoke; from preschool to Kindergarten, etc.).

Head Start and Public Schools Regional Meetings
EEC and the Department of Elementary and Secondary Education (ESE) in collaboration with the Head Start State Collaboration Office (HSSCO) conducted a total of 13 regional community meetings during the months of May and June 2011 and October and November 2012 and have scheduled an addition round of four meetings for FY2013. The purpose of these meetings is to bring Head Start and the public schools together to fully realize the benefits possible through implementation of the existing Memorandum of Understanding (MOU) required by the federal Office of Head Start.

As of December 19, 2012, four Head Start and Public Schools MOU Statewide meetings were conducted, one in each of the following regions: Region 1, Region 2, Region 5, and Region 6. A total of **147** participants attended these meetings, as follows: Head Start (45), Public Schools (73), Coordinated Family and Community Engagement (20), and Early Intervention (9), and EEC Staff attended these meetings. See schedule below:

PROGRAM NAME	DATES	REGION
Community Action of Franklin, Hampshire, and North Quabbin in Greenfield	November 30	Region 1Western MA
Worcester Community Action Council in Southbridge	December 4	Region 2 Greater Worcester
Communities United Head Start in Watertown	December 5	Region 6 Greater Boston
Community Team Work in Lowell	December 19	Region 5 Northeast

Through effective implementation of this MOU, the Departments are strengthening collaborative relationships between Head Start and public schools related to early childhood curriculum, assessments, joint professional development and services and to ensure smooth transition for children and families into Kindergarten.

Interagency MOU Development: Early Childhood Special Education Transition
In December 2011, EEC, the Massachusetts Department of Elementary and Secondary Education (ESE), the Massachusetts Executive Office of Health and Human Services (EOHHS), the Massachusetts Department of Public Health (DPH), and the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Region 1 and XII (ACF) finalized the MOU. This MOU was developed to promote coordination and collaboration in the provision of services to eligible infants, toddlers and preschool children with disabilities and their families, as applicable, through Early Intervention and early education and care programs including Head Start, Early Head Start, Migrant and Seasonal Head Start, public school pre-schools, for children with disabilities in the Commonwealth. The MOU has been used as a guide to help strengthening local collaboration for developing regional and/or local agreements, and for strengthening relationships among agencies and programs serving young children, with and without disabilities, and their families, with an emphasis on local collaboration between Early Intervention, Head Start, local school districts, and other community-based early education and care programs.

Planned for Next Year

Transitions for Families
In collaboration with DMH and Jewish Family Services EEC will host the second round of Communities of Practice meetings. "Helping All Parents Be Successful in Early Childhood Transitions". This two and a half-hour presentation will focus on developing skills in working with parents who have mental health, substance abuse, or homeless issues and where cultural and language differences present challenges to the child's successful transition. Through discussion and activities, participants will have

- Increased understanding of parental challenges in connecting with their own child's development
- Learn new ways to support parents with differences to understand their own child's differences and needs

- Learn new ways to establish trusting relationships with parents
- Develop new communication skills in talking to parents about their child's development
- Structure and frequency of parent meetings within program for successful outcomes

Regional Consultation Programs
The Regional Consultation Programs (RCP) support the successful placements of infants and toddlers in Early Intervention (EI) and preschoolers with disabilities (ages 3-5). RCP provide within, community based settings, consultation and technical assistance to families, Early Intervention providers, child care staff, CCR&Rs, and other community partners by creating natural learning environments that enhance the growth and development of children of all abilities.

Early Childhood Special Education Transition Professional Development (Indicator 12)
EEC Staff, DPH Early Intervention staff, and ESE Special Education Planning and Policy Development Office Staff met on October 19, 2012 to discuss Early Childhood Special Education Transition activities for FY13. The agenda included discussion on dissemination plan for the FAQ Transition and planning ideas for the forthcoming Transition Trainings on Indicator 12 that will be offered to Early Intervention programs in ESE-identified Cohort II communities during the Spring of FY13 and updates to the Early Intervention's Connecting the Dots sessions. DPH also offered an update on the ISA with ESE regarding the sharing of potentially eligible children from EI and discussed that EI would like to receive information about children who are eligible and receive services from school districts, which is a requirement under the revised Part C IIDEA regulations.

Head Start and Public School Regional Meetings
The Head Start State Collaboration Office is currently in the process of reviewing the notes and feedback received by the participants in the Head Start and Public School Regional meetings, related to the areas of curriculum and assessment, joint professional development, and transition. The common themes identified will be integrated in the FY13 HSSCO Strategic Plan in supporting the implementation of Head Start and Public Schools MOU. In FY13, the Head Start State Collaboration Office will participate in the roll-out of the Early Childhood Special Education Transition MOU implementation.

Family Support Indicator 8: Families that are limited or non-English speaking have access to information about early education and care and the services available.

Accomplished This Year

In an effort to support English Language Learners, the Department has integrated a series of activities in many of its current initiatives that support English Language Learners in early education and care and out of school time programs such as the following:

Engagement of Immigrant and Refugee Families: Office of Refugees and Immigrants (ORI)
The Office of Refugees and Immigrants (ORI) has agreed to collaborate with EEC to hire a full-time Early Education and Care Liaison to increase awareness of the needs of immigrant and refugee families in the early childhood education community, increase awareness of the early childhood education resources within immigrant and refugee families, as well as increase the safety and supply of quality licensed care in immigrant and refugee communities.

In April 2012, EEC initiated a new interagency service agreement (ISA) with the Office of Refugees and Immigrants (ORI) as a participating State Agency in the Race to the Top-Early Learning Challenge (RTT-ELC) Grant (funding of $344,688.00 over three years). Through this ISA, an ORI/EEC liaison was hired. The ORI/EEC Liaison is responsible for: 1) Increasing awareness of the needs of immigrant and refugee families among the early education community 2) Strengthening the development of licensed early education programming in refugee and immigrant communities; 3) Supporting EEC's work related to Dual Language Learners by informing EEC of relevant policies, effective strategies, national models that support refugees and immigrants and 4) Providing EEC with coordination of outreach and interpreter services.

In November 2012, ORI selected the Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA) as the vendor to conduct EEC and ORI regional trainings for FY13 through FY15. The trainings will cover the following areas: Demographics and Services, Basic Immigration Law, Immigration Issues related to Children; and information on Quality Rating Improvement System (QRIS) and Ages and Stages Questionnaires (ASQ) systems.

In December 2012, the EEC/ORI Liaison met with EEC Regional Directors to discuss strategies to increase the number of quality licensed care in refugee and immigrant communities through: a) developing a region specific work plan to inform EEC regional offices of refugee and immigrant community demographics, assess availability of services in the area offered to refugee and immigrants to connect regional offices to these populations; b) providing information to refugee and immigrants about the value of becoming a licensed Family Child Care (FCC) provider, including information on how to become licensed, and C) creating relationships and maintaining connections with ethnic media outlets for EEC media and outreach campaigns to inform diverse communities of early education and care needs and regulations.

Planned for Next Year

Engagement of Immigrant and Refugee Families: Office of Refugees and Immigrants (ORI)
In FY13, ORI will conduct 5 regional trainings for early education and care partners of the mixed-delivery system and immigrants and refugees providers. The trainings will be conducted by the Massachusetts Immigrant and Refugees Advocacy (MIRA) in partnership with the Multilingual Action Council (MAC) from Aspire at Wheelock College. The regional trainings will be offered to approximately 200 to 250 participants for FY13. The focus of the trainings is to support the development and enhancement of leadership opportunities in immigrant and refugees communities to participate and learn about early childhood within EEC's current system.

- EEC/ORI Liaison will conduct a series of informative presentations for staff from EEC , CFCE grantees, Education Providers Support (EPS) grantees, Head Start, and CCR&Rs, on topics related to services provided by ORI, promising practices for early education and care providers who serve refugee and immigrant children and families, understanding cultural, political, and social context of refugee and immigrant population, and share resources available at ORI.
- EEC/ORI Liaison, in partnership with EEC Regional Directors and staff, will conduct a minimum of 5 to 10 community presentations to inform refugee and immigrants about the value of becoming a licensed Family Child Care Provider or an In Home Relative Care Provider.
- Outreach to local ethnic media to support the *Brain Building in Progress* Campaign and other EEC initiatives that inform diverse communities of the value of early education and care programs and services will be conducted by ORI throughout the year. The target goal is to outreach to two to three ethnic media outlets in Central Mass, Metro-Boston, Northeast, South East and Cape and Western Mass

Family Support Indicator 9: Strong partnerships are established between families (parent/caregiver) and educators to maximize high quality early education and care for all children.

Accomplished This Year

Coordinated Family and Community Engagement (CFCE) Grant *(see Family Indicator #6 for additional information))*

First Annual Massachusetts Fatherhood Leadership Summit
EEC and the Department of Children and Families (DCF) hosted the *Strengthening Families Through Fatherhood Engagement* on October 3, 2012 in Marlborough, Massachusetts. The purpose of this event was to bring together executive level leaders from inside and outside of government with fathers and fatherhood leaders to raise awareness about the research and benefits of engaging father's in their children's lives; identify challenges that fathers face in engaging with their children/families; and develop strategies to support fathers to safely, consistently, and with evidence-based support engage with their children/families.

Planned for Next Year

First Annual Massachusetts Fatherhood Leadership Summit
EEC recognizes that all males who play a significant role in a child's life (including fathers, grandfathers, etc.) are integral in fostering a child's growth across all developmental domains, and supports their success in this role. In the upcoming year, the primary goals for advancing fatherhood leadership will be to review the internal and external opportunities to engage all males who play a significant role in a child's life. To this end, EEC will:

Review Internal Opportunities to Engage All Males Who Play a Significant Role in a Child's Life:
EEC will review its current open competitive and renewal grants to see where there are opportunities for grant recipients to intentionally engage males who play a significant role in a child's life and/or build capacity in the field to work with males who play

a significant role in a child's life. If possible, EEC will incorporate language about engagement and/or building field capacity to work with males who play a significant role in a child's life in the Grant RFRs for FY14. EEC will review the following grants:

- Coordinated Family Community Engagement Grant
- Universal Pre-Kindergarten Grant
- Head Start Grant
- Inclusive Preschool Learning Environments Grant (391) Grant
- Early Childhood Special Education Allocation (262) Grant
- Educator and Provider Support Grant
- Child Care Resource and Referral Agencies

EEC will add a link and page on its website that focuses the roles of males in promoting a child's healthy development, including a list of resources. Additionally, EEC will provide links to other resource guides from outside agencies such as CTF and Head Start.

EEC will conduct a survey of various EEC units in the central and regional offices to determine whether they have direct interactions with males who play a significant role in a child's life. Additionally, this survey will address staff members' perceptions of males who play a significant role in a child's life and how the staff members engage with them on a daily basis. Based on survey results, EEC will provide professional development for staff members on engaging males who play a significant role in a child's life and the males' involvement in the child's education and healthy development.

Review External Opportunities to Engage All Males Who Play a Significant Role in a Child's Life:
EEC will review engagement activities of males who play a significant role in a child's life undertaken by other state agencies and private vendors to: (1) determine whether there are gaps in services for males who play a significant role in a child's life; (2) determine whether there are potential partnership opportunities that EEC can incorporate into its efforts to engage males who play a significant role in a child's life; and (3) determine how resources may be shared/allocated to better serve males who play a significant role in a child's life.

EEC will develop interagency partnerships and agreements that will create cross-training opportunities to engage males who play a significant role in a child's life. EEC will incorporate language into the ISAs that will assure that the fatherhood programs around the state are using the early learning standards as a way to support males who play a significant role in a child's life to know how to support a child's healthy development. EEC will develop a professional development curriculum on early literacy that the fatherhood programs around the state can use.

EEC will conduct a survey of the CFCE grantees to determine how they are intentionally engaging with males who play a significant role in a child's life and to determine what type of training and technical assistance that they require. The long term goal is for EEC to infuse the training opportunities of working with males who play a significant role in a child's life into the EPS professional development delivery system.

Family Support Indicator 10: Parents of children in residential and placement programs are aware of and knowledgeable about appropriate placement and treatment options that are compatible with the needs of their children.

Accomplished This Year

Trainings on Early Education Resources and Service Delivery for Family Shelter Providers
EEC and the Department of Housing and Community Development (DHCD) are creating a more comprehensive early learning and development system for high need families with young children from birth to five years of age, including those that are homeless and those formerly homeless and recently housed. The goal of this is to offer information and training to early education and care providers and DHS contractors who provide shelter and stabilization services to present an enhanced and standardized understanding of the developmental needs and risk factors of young children experiencing homelessness. EEC and DHCD are providing three statewide trainings targeted to shelter supervisors/program directors and early childhood providers. This joint training will help to strengthen the relationship between our sheltering system and the child care provider network to ensure on-going access to the 600 homeless daycare slots that EEC has made available to DHCD. These trainings will ensure that all early education and care providers and family shelter providers are aware of the resources available to homeless children, and that they have the ability to access a standardized screening tool for each child ages 0-5 in their program while expanding the capacity of all

programs to promote the most effective practices that foster child development and learning outcomes. Three trainings across the state were held in October and November 2012.

Reduction of Restraints and Behavior Restrictions
EEC is a member agency in the Massachusetts Interagency Restraint and Seclusion Prevention Initiative. These agencies are committed to serving youth and families in the most respectful manner possible and strive to ensure that treatment and educational settings employ behavior support methods that reflect current knowledge about the development impact of early traumatic experiences. The Departments of early Education and Care, Children and Families, Mental Health, Developmental Services, Youth Services and Elementary and Secondary Education are working in partnership with providers, advocates, educators, schools, families and youth to focus on preventing and reducing the use of behavior restrictions in residential settings that can be re-traumatizing, in particular the use of restraint and seclusion.

Programs contracted by the Department of Youth Services (DYS) are eligible to use restraint methods when necessary to bring their residents under control. Injuries can occur when restraining a resident to the either staff or in some cases the residents themselves. In order to record all of the activities the Residential Facility Physical Restraint Quarterly Data Report is used. The purpose of this project is to make additions and modifications to the current Residential Facility Physical Restraint Quarterly Data Report. The improvements made in 2012 include additional data fields on the types of restraint methods and improved reporting on number of restraints that lead to injury. The improvements to the data report were reviewed and tested by the project sponsors, and were successfully deployed in mid-October.

Planned for Next Year

Reduction of Restraints and Behavior Restrictions
The Goals for 2013 are to:

- Promote collaboration and consistency in treatment approaches between schools and community programs to support successful transitions among settings and increase community tenure for children and youth.
- Increase family and youth involvement in the development of positive behavioral support policies and practices at all levels of the system.
- Decrease the incidents of restraint and seclusion across all settings
- Increase the number of schools and programs engaged in formal organization change efforts aligned with the six core strategies to reduce the use of restraint and seclusion.

In the upcoming year, EEC will implement the Departments' enhanced quarterly restraint reporting form containing new data fields in order to better understand and track frequency of restraints among licensed programs. EEC will further create licensing staff access to Restraint Data Reports to better inform our work and provide vital feedback to programs and the community at large regarding trends in restraint reduction best practices. Finally EEC will utilize EEC Restraint Data Reports to effectuate change on a statewide basis.

Family Support Indicator 11: Parents seeking to adopt are aware of and knowledgeable of available adoption resources and state adoption policies.

Accomplished This Year

New Normal: Supporting Families (adoption, LBGT and dual language learners)
EEC sponsored a family engagement conference for public school teachers / education professionals and early education and care educators working with families dealing with the issues of adoption, non-traditional gender identity and dual language learners. Key speakers were Dr. Joyce Maguire Pavao, speaking about the challenges faced by adoptive families; Kim Westheimer, co-creator of the Welcoming Schools Project, speaking about families dealing with non-traditional gender identity, and Joelle Auguste of Wheelock / Multilingual Action Council, speaking about the challenged faced by dual language learners. The goal was to assist educators in identifying ways that they can alter their curricula, practices and techniques to better support family engagement, school success and healthy child growth and development.

Family Support Indicator 12: Family services are integrated and delivered in a coordinated manner across state agencies.

Accomplished This Year

Interagency Partnerships *(See also Infrastructure Indicator 7)*

Race to the Top- Early Learning Challenge Grant Memorandums of Understanding (MOUs)
The state plans to devote Race to the Top Early Learning Challenge Grant funds to building up the state infrastructure to support interagency collaboration on programs and services for high needs children from birth to age 5. This initiative will include staff training and professional development for workers in the field, support for personnel with expertise in child development and early education, learning collaborative on key issues (e.g. children's mental health), and support for successful programs at participating state agencies. This work has been agreed to across agencies and is outlined in the following MOUs.

- Department of Public Health (DPH): The state will fund DPH over four years to support the hiring of one EEC Clinical Health and one Mental Health Specialist to embed health guidance for families with high-needs children in multiple programmatic systems via staff training, training on medication administration, data sharing and aligning programmatic and staff resources that can benefit young, high needs children.
- Department of Mental Health (DMH): over four years, the state will direct funds to DMH to work with EEC to hire one full-time specialist in early childhood mental health, and one-part-time child psychiatrist. The agencies will collaborate on the *Statewide Community Crisis Intervention Project,* the *Massachusetts Child Psychiatry Access Project,* and establishing links between EEC's CFCE grantees and DMH's *Parent Support Groups* for parents of children with mental illness.
- Office for Refugees and Immigrants: over four years, in a key part of our high quality plan for family engagement, the state will hire an Early Education and Care Liaison and execute plans to increase two-way communication between the early education and care community and programs serving immigrant and refugee families.
- Massachusetts Department of Housing and Community Development (DHCD): DHCD and EEC are collaborating to improve the joint management of early education and care and out-of-school-time programming for homeless families via data sharing and access to EEC's Kinderwait system. DHCD and EEC will empower homeless families to support their children's healthy growth and development through access to screening via their local Coordinated Family and Community Engagement (CFCE) grantee. DHCD will also embed healthy child growth and development in its services. These efforts will be coordinated by an Early Education and Care Liaison hired by DHCD.
- Massachusetts Department of Children and Families (DCF): The Massachusetts Department of Children and Families (DCF) is collaborating with EEC to embed early childhood developmental knowledge and support throughout DCF. This will be accomplished through policy revisions, development of new practice guidance and technical assistance, and establishment of enhanced procedures for connecting DCF families with young children to needed services and supports. EEC and DCF are continuing to collaborate on integrating services to promote positive educational, developmental and overall outcomes for the Commonwealth's children and families. This includes the goal of maximizing access to Supportive child care for DCF-served children and families. While at any given time about 5,000 DCF-served children and their families receive child care and additional services from Supportive child care providers, many other DCF-served children and their families are on waitlists for Supportive child care – in spite of the fact that anywhere from 3% to 5% of all contracted Supportive child care slots are not being utilized on any given day.

  To help identify the barriers to accessing Supportive child care services, EEC and DCF staff organized and participated in local-level meetings with Supportive child care providers and local DCF child care coordinators. These meetings were held in Springfield on December 5th, in Lowell on Dec. 13, 2012, and in Greenfield on Dec. 20 2012.

  At the December 5th meeting, participants included Commissioner Killins and DCF Commissioner Angelo McClain, Staff from EEC's Springfield and Worcester offices, DCF regional and local office staff, and representatives of 13 Supportive child care providers. The Dec. 13th meeting in Lowell was held Child Development and Education, Inc. (CDE), and included representatives of CDE, Acre Family Day Care, Clarendon Family Day Care, Community Teamwork, Inc., DCF's Lowell Area Office and central office, and EEC's Northeast Regional Office and central office.

  The Dec. 20th meeting in Greenfield was held at the headquarters of Community Action of the Franklin, Hampshire and North Quabbin Regions, and included representatives of Community Action, the Girls Club of Greenfield, Little Tots Day Care, DCF's Greenfield Area Office and central office, and EEC's Western Regional Office and central office.

The top Issues raised in these meetings were as follows:

- The need for additional Supportive slots and increased program capacity,
- DCF access to real-time Supportive slot enrollment and availability data,
- Challenges encountered by Supportive providers in meeting their obligation to provide transportation to DCF-referred children and families,
- Consistency across DCF's Area Offices, providing information about the mixed delivery system to DCF social workers, and the challenges some families face in paying the family fee after transitioning out of Supportive care.

EEC and DCF are developing responses targeting the need for more Supportive slots in some locations, transportation issues, access to real-time Supportive slot enrollment and availability data for DCF staff, and consistency of practice across DCF's Area Offices. EEC and DCF held regional meetings focusing on the EEC-DCF partnership and opportunities to improve access to Supportive child care for DCF-served children and families, in Brockton (DCF's Southern Region, Jan. 28, 2013), Bradford (DCF's Northern Region, Jan. 31) and Boston (DCF's Boston Region, Feb. 6).

- Department of Transitional Assistance (DTA)**:** EEC and DTA met in conjunction with EOHHS to determine where their agencies can realize efficiencies for families who receive TANF funded child care. As a result of these discussions, several initiatives were developed including TANF vouchers will be authorized for six months to prevent disruption in services as families move from welfare to work.

Planned for Next Year

INTERAGENCY PARTNERSHIPS

Department of Children and Families
Two Early Childhood Specialists will be hired by DCF in 2013. In December, the Department of Children and Families (DCF) posted two positions funded by the Race to The Top Early Learning Challenge Grant, to spearhead inter-agency collaborative initiatives: an Early Childhood Policy Analyst position, and an Early Childhood Program Coordinator position. These are two of several positions being hired by partner agencies to help integrate support for healthy child development into services provided to young children and their families. The grant is also funding a total of 11 positions across DCF, the Department of Mental Health, the Department of Public Health, the Department of Housing and Community Development, and the Office for Refugees and Immigrants. Additional next steps this year also include cross-agency participation at each Department's staff meetings.

Department of Housing and Community Development
In 2013, DHCD will hire an Early Education and Care Liaison, to coordinate partnership activities with EEC.DHCD staff and caseworkers at homeless shelters will be trained on the Ages and Stages Questionnaire, and will help families served by DHCD to connect with their local Coordinated Family and Community Engagement grantee to obtain developmental screening for their children and obtain services as needed.

Department of Transitional Assistance (DTA)
DTA has committed to improve access to early education and care programming for DTA-involved families through screening. Additionally, DTA will develop cross-training professional development opportunities about important issues of early education and care.

Three Year Strategic Direction:

Create a workforce system that maintains worker diversity and provides resources, supports, expectations, and core competencies that lead to the outcomes we want for children (2009)

Support development of workforce skills and core competencies to lead to quality outcomes for educators and children (2011 focused strategic direction)

Workforce Indicators of Success:

- ***Workforce Indicator 1: The early education and care workforce has clearly defined education and professional development standards that are understood and embraced by the field.***
- ***Workforce Indicator 2: The early education workforce has access to affordable education and professional development resources that support core competencies.***
- ***Workforce Indicator 3: The early education and care workforce has a well-defined career ladder that adequately and fairly compensates educators as professionals.***
- ***Workforce Indicator 4: Educators are adequately compensated to assure equitable access to high-quality care in all areas of the state, with emphasis on increasing compensation in communities with greatest need.***
- ***Workforce Indicator 5: Early education and care professionals are respected and complete their professional responsibilities with confidence and competence.***
- ***Workforce Indicator 6: The early education and care workforce has broad diversity that allows families and children to feel welcomed and comfortable to address the changing landscape and needs of the families and children.***
- ***Workforce Indicator 7: The early education and care workforce functions collaboratively and effectively among all aspects of the early education and care system.***
- ***Workforce Indicator 8: A Professional Development Registry and Workforce Management System are in place to observe and measure the efficacy of the workforce and measure the impact of the workforce system on child outcomes.***

Previously, much of the emphasis of workforce training centered on competencies related to licensing, including such skills as CPR training and following regulations related to hygiene and attendance. The newer set of skills and competencies are higher-order in nature—including literacy, positive behavior management, fitness and nutrition, and the sciences. With a focus on the adult learning principles of "theory, practice, and reflection," formal training ensures that those who work with children come to understand themselves as serious professionals on a path toward proficiency and career growth.

For the last three years, EEC has submitted the Workforce Development System Building Update as a separate report. In recognition of EEC's integrated infrastructure described in the Strategic Plan developed by EEC's Board this update is now included in EEC's Annual Legislative Report.

Since its inception in 2005, the Board and Department of Early Education and Care have been charged under its enabling statute to develop, implement, and annually report on progress towards a Workforce Development System for the early education and out of school time field. Through this system, the goals of the Board and EEC are to produce positive outcomes for children by supporting the education and professional development of those who work with them directly or indirectly in a variety of roles and settings every day.

Workforce Indicator 1: The early education and care workforce has clearly defined education and professional development standards that are understood and embraced by the field.

Accomplished This Year

Core Competencies

EEC continues to utilize and promote the eight areas of Core Competency issued February 2011. EPS grantees are required to identify the area(s) of core competency addressed in each of the professional development opportunities offered through the grant. The FY2013 EPS Professional Development Course Catalogue included nearly 300 credit-bearing opportunities; each opportunity addresses one or more core competency areas. The following list identifies the number of professional development opportunities by Core Competency area.

Area 1: Understanding the Growth and Development of Children and Youth: 110 (38%)

Area 2: Guiding and Interacting with Children and Youth: 96 (33%)

Area 3: Partnering with Families and Communities: 88 (30%)

Area 4: Health, Safety, and Nutrition: 37 (13%)

Area 5: Learning Environments and Implementing Curriculum: 127 (43%)

Area 6: Observation, assessment, and documentation: 84 (29%)

Area 7: Program planning and development: 81 (28%)

Area 8: Professionalism and leadership: 39 (13%)

EEC's Core Competencies can be accessed at http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/core-competencies-for-educators.html

EEC also developed an on-line Core Competencies course so that educators can assess their knowledge and skill levels and determine what additional professional development would be most beneficial to them. This free competency-based training is available for self-study, continuing education units (CEUs), or college credits. CEU and college course opportunities are supported through the EPS grantee network. One hundred (100) educators and providers completed this course last year.

The course is available in both English and Spanish at http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/training-and-orientation-resources/free-competency-based-training-online.html.

Orientation to the Field

A 5 hour pre-service orientation for FCC applicants, which was based on the recommendations of the Workforce Development Task Force, went into effect in August, 2010. A second 5 hour module for FCC educators was developed and implemented in the fall of 2011. This module is intended for new FCC educators after they have 6 months of experience under EEC licensure. Educators will receive .5 Continuing Education Units (CEUs) upon completion of each orientation module. Together these orientation modules will satisfy the required 10 hours of professional development for family child care educators for their first year. Both orientation modules and the supporting materials are available in English, Spanish, and Portuguese. Approximately 478 new, first time licensed Family Child Care educators attended the orientation trainings last year.

EEC developed and posted a new online training that is required for all educators on SIDS Risk Reduction and Transportation Safety. These trainings are available in five languages. Under Transportation Safety, an additional training module is required for drivers and other staff that are responsible for transportation services.

Planned for Next Year

Core Competencies
EEC will continue to provide professional development opportunities through the EPS grantees and Readiness Centers that incorporate EEC's Core Competencies. In addition, Readiness Centers will work with the institutions of higher education to identify if college level early childhood courses are also imbedding EEC Core Competencies.

Orientation to the Field
EEC will be reviewing the content of the 5 hour Family Child Care Orientation modules (1 and 2) to determine what changes, if any, should be made before the renewal of the CEU certification to MAEYC. Training for 14 new trainers to conduct the Family Child Care pre-service orientation was offered on January 23, 2013 at the Worcester Regional Office. EEC will continue to offer FCC orientations throughout the year and throughout the EEC regions in three languages, English, Spanish and Portuguese.

Professional Development System Validation Project
EEC hired the American Institutes for Research (AIR) to validate educator competencies in social emotional development, literacy, and numeracy as well as evaluate the use of digital techniques in the classroom to follow this preliminary work.

Workforce Indicator 2: The early education workforce has access to affordable education and professional development resources that support core competencies.

Accomplished This Year

Early Childhood STEM Special Education: 2-day Summer Institute
EEC conducted a two day training on STEM on July 16th & 17th at Worcester State University. The training engaged participants in understanding the core concepts in STEM education (Science, Technology, Engineering and Math). The training focused on how to make these concepts accessible to students with and without disabilities using universal design for learning (UDL). Each day of the training featured two 45-minute interactive whole-group sessions, two 60-minute hands-on workshops, and one to two hours for participants to work on instructional tools and STEM units for their early childhood settings.

Pre-STEM Meeting and 2012 STEM Summit
For the third year of the STEM initiative, EEC convened a Pre-STEM Workshop for EEC's Educator and Provider Support and Coordinated Community and Family Engagement grantees. The Pre-STEM Workshop was on October 17th in preparation for the annual STEM Summit on October 18, 2012.

One goal of this year's Pre-STEM Workshop and STEM Summit was to develop early childhood education specific guidelines for the MA STEM Plan 2.0 at individual, program, and state level. Both events included a presentation of the draft science standards to be completed in 2013, and demonstrations of hands-on STEM activities for infants and toddlers, preschoolers, and school age children. Each year EEC reports on STEM activities and professional development supported by the Department, this report is shared at the Pre-STEM Workshop and STEM Summit. The report is also available on EEC's website.

Early Childhood Educators (ECE) Scholarship Program
In collaboration with the Department of Education's Office of Student Financial Assistance (OSFA) EEC supports an annual scholarship to early education and out of school time providers working in an EEC licensed or license-exempt program that are also earning an associate's or bachelor's degree in early childhood education or a related field at a Massachusetts college or university. The intent of the ECE Scholarship is to support individuals currently working in an EEC licensed or license-exempt program that are interested in attaining an associate's or bachelor's degree in early education or a related field.

The ECE Scholarship is supported with state funding, approximately $3.2M. The scholarship has been available since 2006 and has grown in demand each year. To be eligible for the Early Childhood Educators Scholarship, an applicant must:

- Be a permanent legal resident of Massachusetts.

- Be a United States citizen or eligible non-citizen.
- Be eligible under Title IV Regulations and not in default of a state or federal education loan or grant.
- Enroll, as a matriculated student, in an undergraduate degree program (full or part-time) in Early Childhood Education, or a related field (i.e., elementary education, sociology, psychology)
- Be employed, for at least one year, as an educator or provider in an early education and care program or out of school time program that is licensed or authorized by the Massachusetts Department of Early Education and Care (EEC) and continue employment in this field while pursuing the approved course of study
- Have not previously earned a bachelor's degree
- Sign an agreement to continue employment as an early childhood educator or provider in Massachusetts upon completing the degree requirement, or repay funds as defined.[12]

The priority deadline for the 2012-2013 Early Childhood Educators Scholarship was June 1, 2012. OSFA received over 2300 applications; this is an increase of more than 600 applicants from last year. As in years past OSFA processes the applications first and records that meet OSFA's qualifications are sent to EEC to verify employment information. This year EEC will also be responsible for ensuring that recipients are active in the Professional Qualifications Registry. EEC received the first batch of scholarship applications from OSFA on June 26, 2012.

Since its inception in 2006, the demand for the Early Childhood Educators (ECE) Scholarship has grown each year. In fiscal year 2012 the scholarship was supported with approximately $3.2M in state funds. In March 2012 EEC learned through OSFA that there would be insufficient funds to support recipients full spring 2012 or any summer scholarships. ECE Scholarship recipients are eligible to apply for a maximum of 9 credits per semester.

For the spring 2012 semester, all awards were reduced to 6 credits. With funds from the RTT-ELC grant, ECE was able to honor ECE recipients, who were currently working in a program that was participating in Massachusetts' Quality Rating and Improvement System (QRIS) or were willing to participate, full spring, remaining 3 credits, and 3 credits for the summer 2012 semester. Interested ECE recipients were required to complete a brief on-line application for each semester. Program directors were required to submit written confirmation that their program would begin the QRIS process if they had not done so already.

(For additional data on the ECE Scholarship please refer to Appendix H: ECE Scholarship)

Center on Social Emotional Foundation for Early Learning (CSEFEL

FY 2012 marked the third year of the Massachusetts Pyramid Model Partnership with the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). The training and technical assistance partnership with CSEFEL has allowed Massachusetts to roll out the Pyramid Model – a conceptual model of evidence-based practices for promoting young children's social and emotional competence and for preventing and addressing challenging behavior – statewide. As the formal partnership with the national Center comes to an end, the Massachusetts Pyramid Partnership State Leadership Team (SLT) continues to move forward to sustain its efforts in building the capacity of infant and early childhood practitioners and family members to nurture young children's social and emotional development. Since being selected in 2009, Massachusetts has made significant headway in accomplishing the four goals of the partnership:

- An enhanced capacity to adopt the Pyramid Model;
- An increased number of high quality Trainers and Coaches;
- A cadre of local Demonstration Sites; and
- Evaluation of these three outcomes

More than 2000 early childhood practitioners have been trained in the Pyramid Model – including 1800 early childhood educators who participated in the 15 hour *Foundations of the Pyramid Model* training funded through EEC's ARRA funds, in 66 trainings offered around the state. The Pyramid Model SLT continues to provide support and technical assistance to the 97 trainers and 45 coaches trained since 2010, as well as to 3 Demonstration Sites and 5 Implementation Sites, who are working to implement the Pyramid Model into all aspects of their programs. Demonstration and implementation sites are collecting fidelity measures as well as child level measures for long term assessment of change within their programs.

[12] *Scholarship recipients must continue employment in Massachusetts as an educator or provider in the field of early childhood education and care or out of school time for a minimum of six months for each semester of scholarship assistance received, not to exceed two years for an associate's degree or four years for a bachelor's degree.*

In April 2012, the SLT hosted a second training on CSEFEL's Family Modules, including Positive Solutions and the PIWI (Parents Interacting with Infants) modules for 90 mental health consultants, early childhood programs administrators, and family support specialists from around the state. And in June, a Pyramid Model Higher Education Institute introduced 24 faculty from 2 and 4 year institutions to strategies for incorporating information from CSEFEL's Pyramid Model into existing early care and education coursework. These trainings were supported by two federal SAMHSA grants (Project LAUNCH and MYCHILD System of Care grant).

The SLT continues to work with Connected Beginnings in adapting the curricula to increase ease of implementation. In 2012 we adapted both the train the trainer and coaching curricula; the coach training was piloted in the summer and included two communities of practice sessions that brought new Pyramid coaches together with experience coaches

Peer Assistance and Coaching (PAC)
EEC has begun embarking on a Peer Assistance and Coaching (PAC) project, with a particular focus on the peer coaching model. Peer coaching combines the promise of coaching as an effective strategy and the reality that the existing early childhood teachers and directors may be well-equipped to support one another's practices. Massachusetts PAC is promoting the use of training and coaching methods that give teachers opportunities to see and try out effective practices and receive feedback about these efforts to improve those educator competencies. Research has shown the importance of teacher or caregiver-child interactions that are emotionally supportive, responsive to children's individual and developmental needs, and rich in their provision of support for children's exploration and understanding of new concepts. This initiative aims to promote career advancement, professionalization and accessible professional development opportunities in the field of early education, and are intended to improve the education, training, and compensation of early childhood educators to promote effective practice and alignment with EEC's workforce core competencies, increase workforce retention, and strengthen adult-child interactions, especially among high needs children. In July 2012, EEC began design on the PAC model for the pilot.

At the first PAC Advisory Panel meeting held in November 2012, the Commissioner addressed the three goals for the PAC project: to increase application of learning to practice, result in a targeted approach to mentoring/consultant teaching that targets the triad of an instructional leader, consulting teacher, and mentee working together, and address the needs of a diverse population. At the second PAC Advisory Panel meeting held on January 14, 2013, the panel reviewed and commented on selection criteria for the Consultant Teachers (CTs) and the Mentees, as well as the PAC Model overview. The panel also looked at each of the aspects for use in the various setting types; family child care, center-based and school-based and afterschool and out-of-school time settings. Suggestions by the panel have been incorporated into the PAC Model and selection criteria and are currently under final approval. Massachusetts PAC will also include use of the Classroom Assessment Scoring System (CLASS) to determine the area of coaching and mentoring needed and to support teachers' unique professional development needs.

Planned for Next Year

Early Childhood Educators (ECE) Scholarship Program
EEC will continue to collaborate with OSFA to administer the ECE Scholarship program to best meet the needs of early childhood and out of school time educators. EEC and OSFA anticipate the timeline of the ECE Scholarship for the 2013-2014 academic year to remain the same as in previous years. EEC and OSFA will meet in the beginning of the calendar year to discuss the 2013-2014 application, process, and potential changes to the application and process.

Preschool Science, Technology, Engineering, and Mathematics (STEM) Summit 2013
EEC will continue to participate in the Governor's STEM Advisory Council and specifically to coordinate the early childhood strand at the annual STEM Summit. EEC will continue to provide grantees with a Pre-STEM Workshop to help grantees prepare for the annual summit. EEC will also provide an update to the Department's annual STEM report.

Preschool Science, Technology, Engineering, and Mathematics (STEM) Learning Standards and Guidelines
EEC is currently working on setting up dates to present to the early education and care field in late January and early February 2013 to share and receive feedback from the field on the draft preschool science standards. Information on these meetings will be shared with the field through the Commissioner's email blast, Readiness Centers, Educator and Provider Support (EPS) grantees and through the Coordinated Family and Community Engagement grantees who will share this information with families.

Early Childhood Educators (ECE) Scholarship Program
The Office of Student Financial Assistance in the Department of Higher Education will use remaining RTTT funds that were appropriated in FY12 ($1M total, which will be used over the next three years); for the spring 2013 semester.

EEC will continue to collaborate with OSFA to administer the ECE Scholarship program to best meet the needs of early childhood and out of school time educators. EEC and OSFA anticipate the timeline of the ECE Scholarship for the 2013-2014 academic year to remain the same as in previous years with the applications becoming available in April, with a priority deadline of June 1, 2013. EEC and OSFA will meet in the beginning of the calendar year to discuss the 2013-2014 application, process, and potential changes to the application and process. The 2013-2014 application for the Early Childhood Educators Scholarship program is scheduled to be available on April 1, 2013.

Center on Social Emotional Foundation for Early Learning (CSEFEL)
The CSEFEL train the trainer model will be piloted in the spring of 2013. In the winter of 2013, through Race to the Top funding, EEC will train the CFCEs in the Interacting with Infants (PIWI) module, with summer training on PIWI and Positive Solutions modules in six regions of the state for the Mass Home Visiting Initiative. In the spring of 2013, the SLT will host a Pyramid Model Summit to celebrate the successes of the Pyramid Model Partnership and highlight programs that have been able to incorporate CSEFEL tools and practices to support children's social emotional development.

Peer Assistance and Coaching (PAC)
Using lessons learned from the pilot, Massachusetts will bring the model to scale in four years. The grant includes a 2-year term for Consultant Teachers and the use of CLASS as an assessment measure. Another goal is to create a learning community for Consultant Teachers. EEC will continue to work with the Advisory Panel Members in refining the peer assistance and coaching model for the field of early childhood education in Massachusetts that will continue through June 2013. The next meeting of the PAC Advisory panel will be on March 14th in Milford.

Workforce Indicator 3: The early education and care workforce has a well-defined career ladder that adequately and fairly compensates educators as professionals.

This indicator was further defined in 2011 to include use of assessment/data of Commonwealth ECE workforce by community and alignment of professional development resources to support increased financial support for ECE workforce education (coming from different sources), that would include evidence that the professional knowledge and skills of the workforce are better as measured by specific outcomes.

Workforce Indicator 4: Educators are adequately compensated to assure equitable access to high-quality care in all areas of the state, with emphasis on increasing compensation in communities with greatest need.

This indicator was further defined in 2011 to include implementation of a rate reform and compensation strategy.

Accomplished This Year

EEC Career Ladder for Early Education and Out- of- School Time Educators
The education and skills educators bring to their work has a direct impact on the quality of the overall program. In September 2010, the Bessie Tartt Wilson Initiative for Children (BTWIC) issued its "Blueprint for Early Education Compensation Reform." A key recommendation of the report was that attention be refocused on the development of a career ladder for Massachusetts. In collaboration with the Bessie Tartt Wilson Initiative (BTWIC) EEC developed a basic career ladder for the early education and out of school time field. BTWIC and EEC hosted focus groups on the proposed ladder and presented to the EEC Board in May 2011. The EEC Board endorsed the career ladder as a resource tool for educators and providers across the mixed delivery system. Programs are not required to use the career ladder; but are encouraged to use the ladder as a reference for programs and educators to:

- *Develop a career ladder that is specific to their program;*
- *Assess and improve a ladder that already exists;*
- *Map intentional professional growth for educators;*
- *Plan professional development for different levels of responsibility;*
- *Aid supervisors and directors as they guide and mentor staff.*

EEC and BTWIC are using salary data from the PQ Registry to better understand what educators make in comparison to workers in other sectors with similar qualifications. The career ladder and accompanying materials are available on EEC's website at: http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/eec-career-ladder-for-educators.html

BTWIC has worked to examine salary data available through EEC's Professional Qualifications Registry. Information gathered was presented to the Fiscal Committee of the EEC Board. The Career Ladder developed by EEC and the Bessie Tartt Wilson Initiative for Children (BTWIC) continues to serve as a resource for early childhood and out of school time educators in the mixed delivery system.

Planned for Next Year

EEC Career Ladder for Early Education and Out- of- School Time Educators
For FY13 as more early childhood educators continue to enroll in the Professional Qualifications Registry, EEC will use the information gathered to get a more accurate picture of the workforce and its needs. EEC and BTWIC will continue to examine salary data from the PQ Registry in the frame of the career ladder. The goal is to illustrate and inform the ongoing discussion on adequate compensation for the early education and out of school time workforce.

Workforce Indicator 5: Early education and care professionals are respected and complete their professional responsibilities with confidence and competence.

Accomplished This Year

Massachusetts Early Education and Care Exceptional Educator and Instructional Leader Award
EEC continues to honor exceptional educators and instructional leaders who have demonstrated quality skills in contributing to the early childhood education and out of school time field. EEC, in collaboration with regional grantees who provide professional development, mental health consultation, and family support services to EEC's mixed delivery system, honored the contributions of outstanding educators and instructional leaders in each of its 6 regions. In 2012 EEC selected seven exceptional instructional leaders and six exceptional educators from across the state in family childcare, center-based programs and out of school time settings. The awardees were recognized at the State House in May 2012. Each recipient received an award and a certificate recognizing their accomplishments. The award recipients were as follows:

Western Massachusetts:

Laurie Smith is an exceptional educator who works in a family childcare program. She has been a Family Child Care Educator since 1997. Currently, Ms. Smith is enrolled at UMass/ Amherst and will receive her BA degree in the spring of 2013. Ms. Smith is interested in advocacy and leadership and through this interest she enrolled in a course at Wheelock College called "Leadership in Early Education and Care". Ms. Smith also created the Family Child Care Association which provides supports for fellow family child care educators.

Shad Hanrahan is an exceptional instructional leader who supports center-based and out of school time programs. Mr. Hanrahan provides leadership to his staff and promotes guidance around best practices and promotion of quality services for children and families. Mr. Hanrahan is an effective communicator and he provides opportunities for his staff to engage in professional development. Mr. Hanrahan works with community organizations and is currently collaborating with Chicopee community schools providing a weekend recreational program for many of the homeless children being served by the Chicopee School system.

Central Massachusetts:

Denny Acero is an exceptional educator who works in a family child care program. She has received her CDA. Ms. Acero is dedicated to supporting children and families and continues to increase her knowledge and skills by regularly participating in professional development opportunities. Ms. Acero is an active member of the National Association for Family Child Care.

Northeast Massachusetts:

Lisa Jones-Melo is an exceptional instructional leader who works in a center-based program. She provides support to her teachers and views herself as a coach, taking opportunities to point out teachable moments. Ms. Jones-Melo shares resources with her staff to keep them up to date on the most current research in the early childhood field. She also continues to improve her skills by participating in training opportunities to strengthen her coaching techniques. Ms. Jones-Melo is currently a Literacy Coach and Mentor within multiple preschool classrooms.

Denise O'Neil is an exceptional educator who also works at a center-based program. Ms. O'Neil is a dedicated educator and has been described as self sufficient and willing to look for opportunities to increase her learning. She takes the initiative to learn new techniques and uses multiple styles of teaching to support children. Ms. O'Neil works well with families and provides opportunities for them to learn and participate in classroom activities to support continuity between home and school. Recently she worked with Loews store and received materials to support activities where she included parents in the experience.

Sheila Costa is an exceptional educator who works at a family child care program. Ms. Costa has applied for and received grants to support her childcare and she regularly seeks to increase her skills and knowledge through professional development opportunities to support high quality services for children and families. Ms. Costa received her Associate's Degree with Honors in Early Education and Care from North Shore Community College in May 2012. In the fall she will matriculate at Gordon College and has been honored with one of their highest merit-based awards, the Presidential Scholarship. Ms. Costa will pursue a Bachelor's degree and intends to double major in Early Childhood Education and Arts. Ms. Costa was awarded a QRIS grant to support quality in her program. An interest of Ms. Costa's is literature and one of her goals of furthering her education is to write and illustrate via pictures and books.

Deniece Rodriguez is an exceptional instructional leader who works at an afterschool program. She is supportive to her staff and generously shares her knowledge on topics that will support staff around good practices for children. Ms. Rodriguez enrolled in a degree program at Springfield College and has completed classes in early childhood; she continues to take classes to increase her knowledge in the early childhood field. Ms. Rodriguez has encouraged a staff member to volunteer his time as a cheerleading coach. She sees this as an important role for staff to form working partnerships between school, families and various local organizations to increase their understanding of supporting children within the context of a larger community. Ms. Rodriguez stated that her program was the first to pilot the "Creative Minds" curriculum which is a curriculum that supports art and is effective in reaching young people at risk of failure by providing tools to explore and interpret their experiences.

Southeast Massachusetts, Cape Cod and Islands:

Suzanne Brzezinski is an exceptional educator who works at a center-based program. She has been employed at her program for over 10 years. Ms. Brzezinski works closely with her administration to align her experiences gained from professional development opportunities to provide consistent and quality services for children. She works with a wide range of age levels from preschool, kindergarten and elementary programs and is also certified by the Department of Elementary and Secondary Education. Ms. Brzezinski holds a Master's degree which she obtained while working at her current program. She is completing a post graduate program from UMass/Boston to obtain her special education certification. Ms. Brzezinski is certified in "Open Circle", "The Skillful Teacher", and "Wilson Reading", to enhance her teaching skills. Through her connection with P.A.C.E. organization she runs the "Family Fun Day", at a vocational school.

Patricia Plummer-Wilson is an exceptional instructional leader who works at a center-based program. She provides training opportunities for staff to increase and expand educator development. Ms. Plummer-Wilson has established planning time for educators across age levels to come together as teams to learn from each other and improve existing programs for children. She regularly seeks out professional development opportunities to stay current with the latest research to ensure her staff continues to provide quality opportunities for children. Ms. Plummer-Wilson supports collaboration with community partners such as early intervention, Department of Children and Families, public schools and Community Care Services and others to provide a wealth of resources for children and families. Her agency also hosted classes from Massasoit Community College and Fisher College on site. In addition, her agency has also piloted a worksite practicum. Her agency is also participating in "Raising a Reader Program", which includes a lending library for families and a series of parent trainings.

Julie Vareika is an exceptional instructional leader who works at a center-based program. She continues to attend professional development opportunities to provide support to her staff and share the latest research to support high quality services for children. Ms. Vareika works closely with her educators to move them along a path to build their skills and competencies through completing professional development plans. Ms. Vareika's agency has partnered with two colleges (University of Massachusetts and Providence College) who have supported staff to attend college courses in education at reduced cost.

Metro Boston

Tracey Nardone is an exceptional instructional leader who for 20 years has been the director at a center-based program. Ms. Nardone promotes team building and describes herself as a hands-on director. She believes in keeping current with the latest research to better support learning for children. Ms. Nardone also challenges her staff to continue to build their own knowledge by introducing current events related to children to spark conversations and engage educators to improve their own practices. Ms. Nardone supports her staff by allowing them opportunities to participate in site visits with a different early childhood programs to see other practices.

Andrea Urbano is an exceptional instructional leader who also works at a center-based program. She has been employed at her program for 3 years and has cultivated a cohesive environment by aligning three centers with the program's mission and vision, focusing on children's individual social, emotional and educational development as the important values required to support children's needs. Ms. Urbano encourages her staff to problem solve situations to further develop their own thinking and abilities to support the needs of children in their classrooms. She keeps current with the latest research and professional development opportunities to support her staff and encourages them to build and enhance their own learning. Ms. Urbano participated in the Center for Social Emotional Foundations for Early Learning (CSEFEL) training which supports children's social-emotional development and she implemented this approach into every classroom.

Doris Spoor is an exceptional educator who works at a family child care program. She earned her CDA from Urban College and then went on to receive her Associates Degree in 2010 by attending school at night. Ms. Spoor continues to expand her knowledge and growth in the early childhood field by pursuing professional development opportunities. She works closely with families, providing take-home activities for them to reinforce the continuity between school and home. Ms. Spoor is a member of many networks in her community which she feels supports her learning and ability to provide resources to families. Ms. Spoor has been trained and certified in the Ages and Stages Questionnaire Screening, which is a tool to support professionals around supporting families and children's in their developmental and social-emotional needs.

Planned for Next Year

Massachusetts Early Education and Care Exceptional Educator and Instructional Leader Award
EEC is pleased to offer for a second year the opportunity to honor exceptional educators and instructional leaders who have demonstrated quality skills in contributing to the early childhood education and out of school time field. EEC will issue up to 10 awards in each of the 5 regions. Award recipients will be honored at gatherings across the state. Applications are due to the regional Educator and Provider Support Grantee on March 1, 2013. There are two separate awards one can be nominated for:

1. Exceptional Educator award- this award is for educators who are in a classroom.
2. Exceptional Instructional Leader award- this award is for instructional leaders who provide support to staff, the field and observe classroom practices of staff (i.e. supervisors, lead teacher etc).

Workforce Indicator 6: The early education and care workforce has broad diversity that allows families and children to feel welcomed and comfortable to address the changing landscape and needs of the families and children. See Quality Indicator 3: Programs seeking to improve their quality have access to a range of resources and supports.

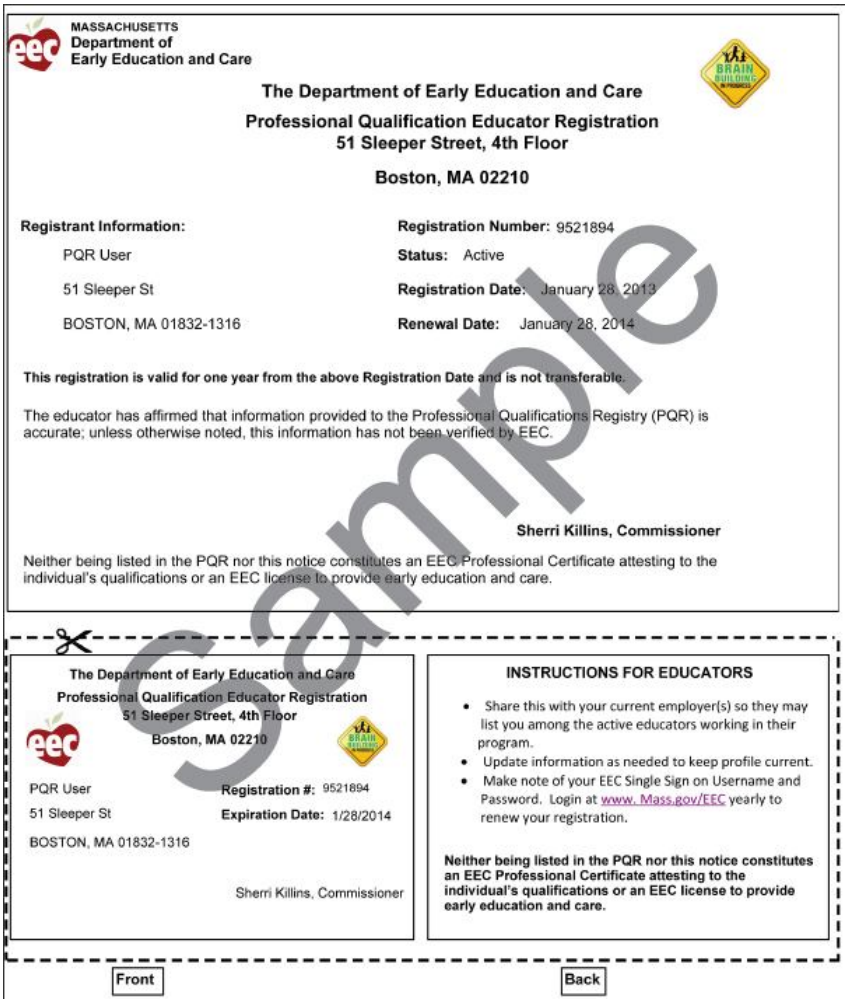
Workforce Indicator 7: The early education and care workforce functions collaboratively and effectively among all aspects of the early education and care system. See Quality Indicator 10: Identify ways to quantify progress, particularly in the context of the whole child agenda.

Workforce Indicator 8: A Professional Development Registry and Workforce Management System are in place to observe and measure the efficacy of the workforce and measure the impact of the workforce system on child outcomes.

Accomplished This Year

Professional Qualifications Registry (PQ Registry)

All educators, and Educator's Assistants, who currently work in a Department of Early Education and Care (EEC) licensed center-based program or family child care home serving infants, toddlers, preschoolers and/or school aged children in Massachusetts are required to register annually with the EEC's Professional Qualifications Registry to comply with licensing regulations.[13]* The Professional Qualifications Registry gathers important information on the size, composition, education, and experience of EEC's current workforce, including information about the retention and turnover of educators working in early education and care and out-of-school time programs. This information will help EEC's workforce development system respond to the needs of all educators working in EEC-licensed center-based and family child care programs in Massachusetts. Since the Professional Qualifications Registry (PQ Registry) went live on June 18, 2010, over 67,531 educator records have been added to the Registry (Data as of January 1, 2013 -- see Appendix L: PQR Data) Access to the Professional Qualifications Registry is online through the following website: https://www.eec.state.ma.us/PQRegistry/. Instructions on how to register are listed on this webpage. Once an educator completes their online registration, s/he will be able to print a certificate that verifies their registration in the Professional Qualifications Registry, from the summary page in their account. This certificate contains the registry number and expiration date along with identifying information and may be laminated and carried with the educator as proof of registration. To see a sample registration card, visit: http://www.eec.state.ma.us/docs1/PQRCard.pdf The Professional Qualifications Registry card provides educators with their information in an easily accessible format to register for EEC funded professional development opportunities. It also may serve as evidence to receive educator discounts at retailers who offer that benefit to teachers (such as Barnes and Noble or The Loft) and free or discounted entry at certain museums.



MASSACHUSETTS
Department of
Early Education and Care

The Department of Early Education and Care
Professional Qualification Educator Registration
51 Sleeper Street, 4th Floor
Boston, MA 02210

Registrant Information:
PQR User
51 Sleeper St
BOSTON, MA 01832-1316

Registration Number: 9521894
Status: Active
Registration Date: January 28, 2013
Renewal Date: January 28, 2014

This registration is valid for one year from the above Registration Date and is not transferable.

The educator has affirmed that information provided to the Professional Qualifications Registry (PQR) is accurate; unless otherwise noted, this information has not been verified by EEC.

Sherri Killins, Commissioner

Neither being listed in the PQR nor this notice constitutes an EEC Professional Certificate attesting to the individual's qualifications or an EEC license to provide early education and care.

Sample

The Department of Early Education and Care
Professional Qualification Educator Registration
51 Sleeper Street, 4th Floor
Boston, MA 02210

PQR User
51 Sleeper St
BOSTON, MA 01832-1316

Registration #: 9521894
Expiration Date: 1/28/2014

Sherri Killins, Commissioner

INSTRUCTIONS FOR EDUCATORS

- Share this with your current employer(s) so they may list you among the active educators working in their program.
- Update information as needed to keep profile current.
- Make note of your EEC Single Sign on Username and Password. Login at www. Mass.gov/EEC yearly to renew your registration.

Neither being listed in the PQR nor this notice constitutes an EEC Professional Certificate attesting to the individual's qualifications or an EEC license to provide early education and care.

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Back

[13] *The Professional Qualifications Registry is also open to (but not required of) educators working in public preschools and other programs that are not subject to EEC-licensure. In Massachusetts, a license is required to provide most child care services. A Family Child Care License is required to care for children, not related to the educator, on a regular basis in a home. There are two types of center-based licenses. A Small Group and School Age Child Care License is required for programs that care for ten or fewer unrelated children on a regular basis in a center or building that is not a home. A Large Group and School Age Child Care License is required for programs who care for 11 or more unrelated children on a regular basis in a center or building.*

Educator Certifications
EEC received 6395 applications for certification between January 1, 2012 and January 1, 2013. EEC processed a total of 5063 (79%) applications during this period. The median time to process an application is currently 12 days. The certification unit continues prioritizing teacher applications and those that affect licensing activities or applicant employment. The Professional Certification unit will be down by 1 staff member at least until the middle of January. There were 408 pending application as of January 1, 2013 and some of these applications may be duplicates.

Professional Development Calendar
EEC's On-line Professional Development Calendar allows educators to search for trainings by geography, training category, credit type, age group, type of setting, position level, and level of experience and education. All entities receiving professional development funds from EEC must list their professional development opportunities on the calendar. The calendar collects data on opportunities offered throughout the state, allowing EEC to identify and respond to gaps in professional development as well as demographics on the educators accessing professional development.

EPS Professional Development Catalogue
An important adjunct to the PD Calendar is a listing of all the professional development opportunities that the Educator and Provider Support (EPS) grantees will offer in FY 2013. This resource is a compilation of over 300 professional development opportunities that are funded through EEC's EPS grant. This catalogue helps educators plan their professional growth for the entire academic year.

This catalogue only includes grant funded coursework and is not a complete catalogue of all professional development opportunities happening statewide for early education and out of school time educators and providers; additional opportunities may be found in EEC's Online Professional Development Calendar.

The intent of the EPS Professional Development Catalogue is to serve as a resource for early education and out of school time educators and providers to help map out and plan in advance professional development that best meets individual needs and interests. For support in determining what opportunities are best for individual educators as they develop their individual professional development plans, educators are encouraged to contact the EPS grantee in their area. EPS grantee contact information is included in the catalogue and may also be found on EEC's website at Educator and Provider Support Grant.

The opportunities included in the catalogue are aligned with EEC's Licensing Regulations, MA Curriculum Frameworks, EEC's Guidelines for Preschool Learning Experiences, and MA Early Learning Guidelines for Infants and Toddlers, and support the MA Quality Rating and Improvement System (QRIS). Courses within this catalogue are intended to support the professional development of educators and providers at all levels. Additional resources to support professional and workforce development include EEC's Early Education and Out of School Time Career Ladder.

Planned for Next Year

Professional Qualifications Registry (PQR)
EEC is reviewing the required fields in the Professional Qualifications Registry to ensure that the data needed to support decision making and policy are reliable and complete.

Professional Development Data Management System: *Professional Development Calendar*
The on-line calendar will continue to be developed and expanded. A near term priority is developing the data reporting capacity of the calendar so the information it collects can be more readily accessed.

Goals for Increasing Qualifications and Competencies from FY12
EEC has worked to increase the qualifications of educators by identifying the competencies they should be able to demonstrate and by QRIS standards that require higher staff qualifications to achieve higher program quality ratings. Although the "floor" established by EEC's regulations compares well with the requirements of other states, EEC is beginning to dialogue about whether that regulatory baseline should be raised, what the likely effects might be, and how that might be accomplished. EEC's goal in the state's Early Learning Challenge Grant application is to improve the education, training, and compensation of early childhood educators to promote effective practice with EEC's workforce core competencies, increase retention, and strengthen adult-child interactions, especially among high needs children. To measure the increase in qualifications, EEC has proposed ambitious benchmarks:

- Increase access to practice-based trainings and support through the six EPS grant regions across the state and state Readiness Centers.
- Increase to 58 (from 26) the number of IHEs aligned with EEC's workforce core competencies, including 100% of public IHEs and 9 private institutions, over the four-year grant period.
- Increase to 1,341 (from 1,017) the number of early childhood educators credentialed by an aligned IHE, an 8% increase in each year of the grant.
- Increase the number of early childhood educators achieving professional credentials at each level of the higher education system, including:
    - CDA/EEC Certificates to 4,571 (from 4,001);
    - Associate degrees to 2,320 (from 1,020)
    - Bachelor's degrees to 1,357 (from 557)
    - Post graduate degrees to 303 (from 103)

Three Year Strategic Direction:

Create and implement an external and internal communications strategy that advocates for and conveys the value of early education and care to all stakeholders and the general public (2009)

Provide leadership by: a) implementing an external communication strategy that conveys the value of early education and care to all stakeholders and the general public and b) advocating for the infrastructure to support and achieve our vision (2011 focused strategic direction).

Communication Indicators of Success:

- ***Communication Indicator 1: The public understands and values the purpose of EEC. This indicator was further defined in 2011 to include: continuous improvement of public understanding of the Department's work, with a special focus on public officials; and inspiring and leading recognition that it will take a whole community effort to close the proficiency/achievement gap.***
- ***Communication Indicator 2: Families of all languages understand the services and resources offered by EEC.***
- ***Communication Indicator 3: All stakeholders in the field and consumers are aware of EEC initiatives, policies and procedures and have access to information to facilitate advocacy.***
- ***Communication Indicator 4: State and local leaders understand how EEC initiatives serve and benefit their communities.***
- ***Communication Indicator 5: EEC is fully aware of and responds to the type, style and nature of the information needed by external stakeholders and consumers.***
- ***Communication Indicator 6: All EEC staff members are knowledgeable of agency initiatives, operations, key staff functions, and the agency's community partners.***
- ***Communication Indicator 7: EEC is known among major press outlets and institutions of higher education as the authoritative resource on early education and care issues in the state and for leading developments in the field.***
- ***Communication Indicator 8: EEC is known as a national education leader, at the forefront of Universal Pre-Kindergarten and unrivaled in the development of quality standards for all early education and care programs.***

This strategic direction supports the creation and implementation of an external and internal communications strategy that advocates for and conveys the value of early education and care to stakeholders, consumers and the general public while positioning EEC as a national education leader. This communications effort will take into account the multiple on-going community-level efforts across the state and will aim to serve as an overarching infrastructure with which local efforts can align and connect.

All communications efforts are listed below, and not segregated by Indicator of Success due to the overlapping nature of the work.

Broadly and strategically communicating with the early education and care field as well as EEC's stakeholders continues to be a priority for the Department, as information exchange is critical to effective systems delivery and improvement. In 2012 EEC had a visible presence at external events, meetings, and program and grant sites across the state. EEC also continued to engage with various partners and constituencies at the EEC Board, Committee and Advisory Council meetings, as well as meetings with providers and trainings for business users. Additionally, EEC partnered with multiple state agencies to strengthen and integrate service delivery for families and children. EEC continued to leverage its relationships with early education partners to disseminate information broadly, by collaborating on briefings and events such as the Brain Building in Progress week, and using external vehicles to share updates/announcements. EEC's own systems have a wide reach, with an email listserv for announcements that contains over 15,000 subscribers.

Accomplished This Year

Communication with State and Local Leaders

The Commissioner and EEC staff held regular meetings across the state to keep stakeholders informed of the work of EEC. On a quarterly basis, Regional Provider and stakeholder meetings are held across the state. EEC met regularly with the Provider Working Team (PWT), which is a collective meeting of early education providers and systems representatives and EEC legal, fiscal and procurement staff to address current issues such as financial assistance policy, access, and other items of timely importance. The PWT membership includes representatives from the Massachusetts Association of Day Care Agencies (MADCA). Commissioner Killins also participated in MADCA Board meetings and their annual membership meeting at the State House. Commissioner Killins also maintained communications with early education campaign leaders including Early Education for All, and United Way of Massachusetts Bay and Merrimack Valley. Additionally, the Child Care Resource and Referral agencies met regularly with EEC staff members to review policy and receive updates.

An EEC staff member has been dedicated to responding to legislative inquires in a timely manner and on a regular basis important agency events and accomplishments are submitted to the Secretariat's Office to be included in information that is shared with the Governor's Office.

Legislative Briefings and Events- 2012 Highlights

(For a full listing of meetings/events see Appendix N: Communications Projects)

2/22: Wheelock legislative informational session on advancing early childhood education in MA (State House) – Commissioner Killins provided a briefing on EEC's accomplishments in FY11 and priorities for FY12.

2/23: Ways and Means budget hearing – Commissioner Killins provided a briefing on EEC's accomplishments in FY11 and priorities for FY12, that included fully implementing QRIS and the Early Childhood Information System (ECIS), evaluating and measuring child growth, and de-coupling access to services from parental work status

3/1: EEC Advisory/Legislative subgroup – EEC conducted a briefing at the state house on the Massachusetts Kindergarten Entry Assessment pilot; Sen. Clark and Chair Peisch attended

4/26: Brain Building in Progress day at the State House – EEC partnered with lead agencies the United Way of Massachusetts Bay and Merrimack Valley, and Early Education for All to host a Brain Building in Progress day at the State House, as part of the Governor's declaration of Brain Building in Progress week in the Commonwealth during the national Week of the Young Child. This event was intended to raise legislative awareness of the importance and value of early education and care among young children and towards the future prosperity of the Commonwealth. Participating legislators and state leaders engaged with children from the Associated Early Education and Care program, by reading and interacting with them in a positive, meaningful way. Attendees included Lt. Governor Tim Murray, Education Secretary Paul Reville, EEC Board Chair JD Chesloff, Senator Katherine Clark, Representative Alice Peisch, Representative Alice Wolf, Representative Paul Brodeur, Representative Elizabeth Poirier, Representative Geraldine Creedon, Representative Geoffrey Diehl, and staff from the offices of Senator DiDominico, Rep. Khan, and Rep. Galvin.

6/7: EEC Advisory Council/ Legislators subgroup meeting -- EEC conducted a briefing at the state house on the Peer Assistance and Coaching project

9-14-2012: Worcester Area Association for the Education of Young Children (WAAEYC) Annual Legislative Breakfast – Commissioner Killins briefed the Worcester area legislative delegation and early education and care providers on the state's Brain Building in Progress communications initiative and why quality matters in early education and care

12/13: EEC Advisory Council legislative subgroup meeting – EEC conducted a briefing at the state house on the FY14 budget and Standards Alignment

EEC Advisory Council
EEC's Advisory Council has continued to meet in its entirety four times a year annually. Expertise groups also meet between each full Advisory meeting in order to maximize focused, relevant and in-depth conversations with multiple stakeholder types. The following six expertise groups met:

a. Agencies with Vendor/Contract Relationship;

b. Legislators;

c. Business/Civic;

d. Higher Education;

e. State Associations; and

f. K-12 Linkages.

Based upon feedback from the committee members, starting in FY 12, Advisory meeting topics were reduced to allow in-depth discussion on one or two key issues. Subcommittee meetings were also combined in groups of two to allow for discussion across groups. All members are invited to attend all subcommittee meetings.

Topics for FY 13 have included: Rate Reform/Cost of Preparation, Alignment of the STEM standards, Aligning Universal Pre-Kindergarten (UPK) with Quality Rating Improvement System (QRIS), Peer Assistance and Coaching (PAC) Project, Child Care Resource & Referral Agencies (CCR&Rs), Race to the Top Early Learning Challenge Grant Initiatives and Strategic Plan Review.

(For full schedule of meetings/topics see Appendix O: Communications Project Details)

Staff Development
EEC staff members continue to be able to attend agency sponsored conferences as requested as a professional learning opportunity, to network with EEC community partners and to keep up-to-date the latest information.

In 2012, EEC staff members attended and helped to facilitate the following trainings on Brazelton Touchpoints, CFCE Post Partum, STEM Summit, Early Literacy Panel Discussion and Resource Fair, Children's Trust Fund's 'View from All Sides' conference, the New Normal School Family Engagement conference and Developmental Needs and Risk Factors of Young Children Experiencing Homelessness.

The Commissioner holds regular all staff conference calls with EEC staff members, staff members are sent routine agency updates through the Commissioner's list serve and routine staff unit meetings are held. EEC staff members are also invited to attend and participate in EEC Board meetings, EEC Board Committee meetings, EEC Advisory Council and agency partnership councils and meetings throughout the year.

Planned for Next Year

***Brain Building in Progress* Public Awareness Campaign**
In 2012, EEC accelerated the work of the Brain Building in Progress through funding from the Race to the Top – Early Learning Challenge, by formally extending our partnership with United Way of Massachusetts Bay and Merrimack Valley to further expand the Brain Building in Progress communications initiative. This acceleration will increase interagency and public understanding of the role of early education and care in Massachusetts and the Readiness System that the Commonwealth is building. United Way will work statewide will advance the *Brain Building in Progress* communications initiative, which aims to raise parents', families', and the public's understanding of the importance of a child's earliest years, the value of early education and care, and the definition of program quality through the Massachusetts Quality Rating and Improvement System (QRIS).

The second phase of this work supports EEC in collaborating with key partners and leveraging collective resources to continue moving the *Brain Building in Progress* communications initiative forward in support of EEC's system building efforts including the QRIS, Educator/Provider Supports, Family and Community Engagement Networks, and the Massachusetts Early Learning and

Development Assessment System including the state's early learning and development standards. EEC's intent to utilize the *Brain Building in Progress* initiative to advance public understanding of high quality early education and care, and to have this effort:

- target multiple audiences for direct consumer education and communication
- include the role of families (and partnerships with families) in the development of children
- align with the EEC strategic plan, the Governor's Readiness Action Agenda report, and the recommendations of the Birth to School Age Task Force
- align with other agency efforts and initiatives, and state government strategies for young children and their families across multiple agencies
- connect to public schools, and local towns and cities

The first wave of the campaign created research-based messaging that explained how young brains are built, the importance of brain building and why investing in it is key to the future prosperity of everyone in Massachusetts. The next phase of messaging builds upon this foundation to create action points that promote and highlight brain building interactions and environments. The execution stage will visually show or demonstrate brain building interactions and environments in a way that reinforces the importance of quality. United Way is in the process of finalizing the key messages and preparing the first set for distribution as collateral material. On December 14th, United Way convened the full Action Planning Team with 93 participants. At the meeting, Commissioner Killins communicated her vision for the second phase of the campaign; United Way outlined the APT tasks, conducted an activity to assess participants' knowledge of Brain Building in Progress, and obtained feedback on the key messages and proposed dissemination. United Way has drafted a BBIP newsletter, which will include the timeline for launching the messages. United Way also hosted a Brain Building Zone at the Lowell Family Fair on December 11th.

Legislative Briefings
Commissioner Killins is committed to working with partners in the Legislature to provide information about early education and care and to work collaboratively toward achieving the Department's mission.

EEC Advisory Council
EEC will continue to meet with the Advisory Council to engage stakeholders in the agency's work.

Public Comment at Monthly Board Meetings
EEC will continue to make 30 minutes available at each monthly EEC Board meeting for public input and has scheduled 3 of the 2013 Board meetings in various locations throughout Massachusetts including higher education institutions and museums.

Three Year Strategic Direction:

Build the internal infrastructure to support achieving the vision (2009).

Establish a comprehensive approach with state agencies, other external stakeholders, and the local community in support of positive growth and development for children and families (2011 focused strategic direction)

Quality Indicators of Success:

- ***Infrastructure Indicator 1: With user input and involvement, EEC has transformed the existing technology infrastructure into a state-of-the-art, unified and comprehensive system.***
- ***Infrastructure Indicator 2: The operational roles of EEC's community partners have been clearly defined, aligned to support the agency's vision and accepted by stakeholders.***
- ***Infrastructure Indicator 3: EEC regions have the staff, resources and stakeholder partnerships required to achieve the breadth of the agency's readiness vision.***
- ***Infrastructure Indicator 4: EEC continues to implement policy initiatives that are backed up by research, developed through stakeholder collaboration, and coordinated with agency operations.***
- ***Infrastructure Indicator 5: All EEC staff, community partners and families have comprehensive information about educators and early education and care programs.***
- ***Infrastructure Indicator 6: EEC staff is diverse, knowledgeable and adequately trained to perform assigned functions and to understand the operations of the agency and its community partners in the field.***
- ***Infrastructure Indicator 7: EEC has developed active relationships with other state agencies, community partners, public schools and other stakeholder organizations to meet its mission.***

EEC's investments in 2012 continued to recognize the critical importance of building an infrastructure to both support the long-term sustainability of investments for children and families, and to be ready and able to accelerate the work as new resources become available. EEC's mission is to provide a seamless system of high-quality early education and care and strengthen families' ability to support children's learning and development, that ultimately leads to their positive outcomes and a prosperous future for the Commonwealth. To do this, EEC must have the systems in place that includes data tracking and sharing, building staff capacity, and community partnerships.

Infrastructure Indicator 1: With user input and involvement, EEC has transformed the existing technology infrastructure into a state-of-the-art, unified and comprehensive system.

Accomplished This Year

Implementing the Early Childhood Information System (ECIS)

The design and vision of creating the ECIS is to provide the data necessary to plan for, supply, and evaluate necessary supports and services for young children and their families across the Commonwealth. The Massachusetts ECIS will include improvements in the department's child, program, and workforce data, as well as ensure solid linkages with K-12, higher education, and other state and local agencies serving young children. Below is the table of ECIS child-level reports available on the EEC intranet at http://eec-sps-prd-001/general-reports/rttt-reports/SitePages/Home.aspx:

Report Title	Description	Timeframe	Limitations
ECIS: Children by Ethnicity - All Regions	Counts of child ethnicity for a given age range.	User selectable date range, ethnicity, region.	Ethnicity data not captured reliably until 2007/2008.
ECIS: Children by Federal Race Classification - Trend	This report shows five (5) federal race classifications from 2006 onwards. Unique child totals presented for the entire calendar year, so counts are greater than the number of active children in subsidized care per month.	2006 - present	Race data not available for all child billing records.
ECIS: Children by Federal Race Classification- All Regions for Prior FY	Child counts for race data by region for the prior fiscal year. Charts rendered for each region.	Prior fiscal year.	n/a
ECIS: Children by Primary Language - Trend	This report provides a count all children by their primary language and depicts the trend over time.	2006 - present	Language data not available for all child billing records.
ECIS: Children by Second Language - Trend	Report provides a count of all children from 2006 onwards by their secondary language and depicts the trend over time. *Note: The data on second language is not considered reliable given data quality issues.*	2006 - present	Second language data is especially poor quality, but trends are relevant.
ECIS: Children by Age Group - Trend	Age groups of children by month.	User selectable date range.	n/a
ECIS: Children by Age Group By Funding Source Across Regions	Complex report. Region, funding source and age group.	Previous 12 months	Grid only.
ECIS: Children by Age Group - Trend	Gender by age group.	Current active children.	n/a
ECIS: Children by Top 7 Primary Languages - All Regions for prior 12 months	Counts of children for each of the 7 major language categories.	All regions for the prior 12 months.	Many records in the system are unknown in terms of language.

Data Visualizations – Web-based Analysis and Visual Environment (WEAVE)
The Department of Early Education and Care recently launched its data visualization project on the EEC website. The data visualizations are a culmination of our shared effort over the past 6 months across projects to support child and family outcomes, including the Early Childhood Information System and the State Advisory Council on Early Education and Care. The data visualizations demonstrate key Massachusetts demographics including the location of licensed early education and care, public PreK and Head Start programs across the state, the most at-risk communities in terms of child and maternal health, the location of children that attend early education and care programs through EEC subsidies, and the locations of other informal supports such as museums/libraries, zoos, and parks across the state. The images were created using the Web-based Analysis and Visualization Environment (**WEAVE**) open source software. EEC developed a test site which displays a number of interactive visualizations using WEAVE and the WEAVE software was uploaded to EEC's Web server to get the full interactive visualizations functioning in January 2013.

The visualizations show snapshot in time data; The maps not only serve as resources for parents, families, programs, legislators, policymakers and the general public on information about communities and the availability of services, but they will also help inform the Department on funding and strategic investment decisions. To access the data visualization website click here: http://www.eec.state.ma.us/Datavisualization/Firstpage.aspx or you can go to the Department of Early Education and Care's front page on the website and click Data Visualization under Key Resources**.**

Longitudinal Data Systems Grant
EEC is involved in four project charters that comprise the Longitudinal Data System, a grant that was received by the Department of Elementary and Secondary Education, the Early Warning Indicator Charter, the P-20 Data Charter, the Early Identification of Educators and the Data Quality Charter.

The focus of the Early Warning Indicator Project was to identify children who were at risk of failing off track through a number of researched risk factors that included parent income, attendance at programs, and parent's level of education to determine what educational supports were needed so these children would be successful in school and proficient in reading and mathematics by grade 3.

As EEC created the model of risk indicator, it was discovered that due to the EEC data limitations which include the sample size of children that EEC could provide to test the model, it was determined that the data would be statistically skewed in the model.

At the time of this project, EEC collected data on approximately 5% of all children in the population. These children represent those who are identified in the EEC billing system as receiving subsidized care and therefore are known as possibly having at least 1 of the risk factors, parent income. To understand if the model is accurate, a larger percentage of the child population ages 0-5 were needed to test the model.

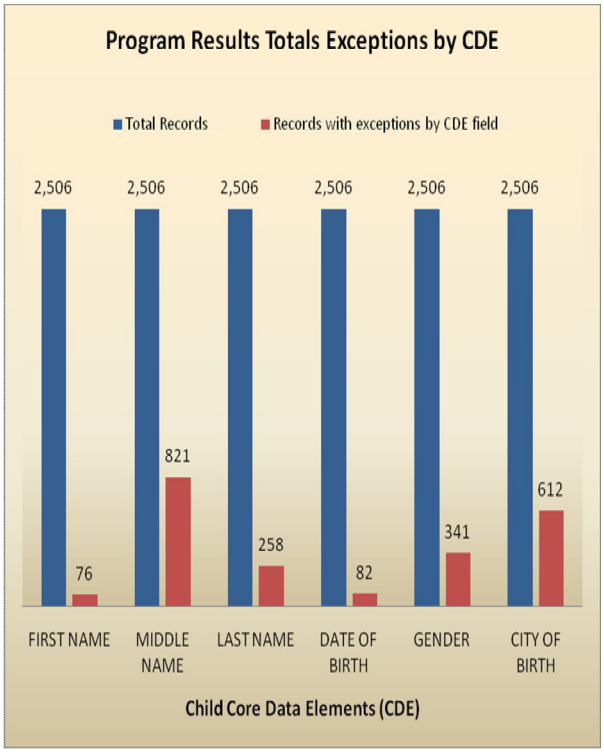
The focus of the Data Quality Charter was to audit the quality of data entered into EEC applications and to develop training curriculum that was customized for EEC to improve the data quality. Beginning in January of 2012, EEC initiated its data quality campaign. A pilot monitoring tools was developed that included Core Data Elements used by the Common Educational Data Standards. Thirteen data audits were conducted using this tool that monitored what source documents programs are using to enter their data on children and how complete the data entry was as it compared to information that is pulled from EEC's ECCMIS and CCMIS. The main goal of the data audits were to determine if the providers' data practices ensure quality data entered into EEC financial system.

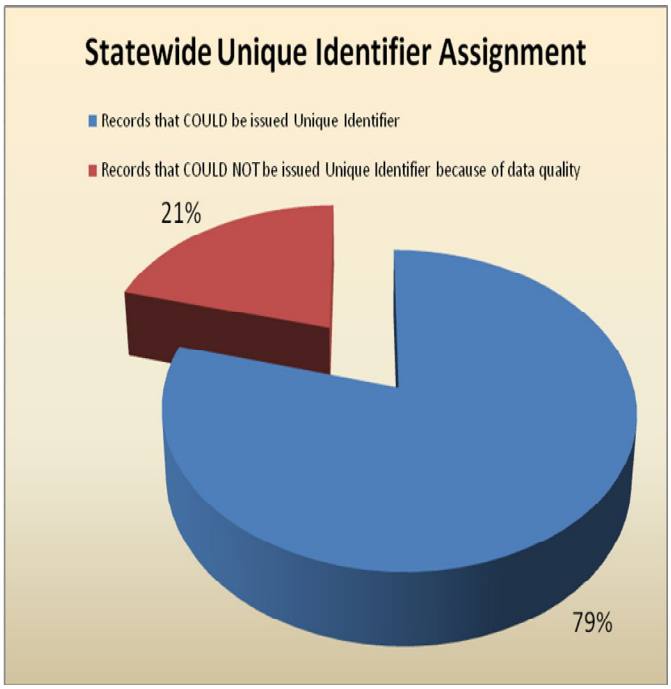
This information was also used to inform the development of the Data Quality Curriculum Course, which is in three modules; Establishing a Culture of Data Quality, Improving Data Quality, and Collecting and Managing Quality Data. This curriculum was designed to educate providers on the importance of quality data and their part in assuring quality data in EEC applications. The providers who participated in the initial pilot audits were invited to participate in the data quality curriculum course and provide their feedback to make final adjustments to the curriculum.

During the late summer and early fall of 2012, EEC visited an additional 22 providers, including all the CCRR and large Family Child Care Systems, to conduct a data quality auditing visit using the established monitoring tool developed earlier in the year. From these providers, 2573 child records were selected for review to determine the quality of each record's core data elements, which include first name, middle name, last name, date of birth, gender and place of birth. These elements are required to assign a unique identifier or Statewide Unique Identifier assignment (SASID) and ensure that child level data that will be used within our Early Childhood Information System is accurate.

Of the 2573 record selected , 2506 records were reviewed when the programs were visited. The most common error in data was the middle name on the children's record that had been entered into EEC's finiancial billing systems (CCMIS or eCCMIS).

In conclusion, 79% of the 2506 records reviewed at the program level could be assigned a unique idenitifier or SASID for the child.





Planned for Next Year

Data Visualizations -WEAVE
EEC is moving forward and coordinating with UMass Lowell to ensure all web images are adaptable and ADA compliant and data secure and to make them customizable before June 30, 2013.

Infrastructure Indicator 2: The operational roles of EEC's community partners have been clearly defined, aligned to support the agency's vision and accepted by stakeholders.

Accomplished This Year

Stakeholder Involvement
Many stakeholders are involved with the work of EEC and the Massachusetts Early Learning Plan. In addition to the EEC Board (also known as the State Advisory Council/SAC), the EEC Advisory Council, is another vehicle for stakeholders to be involved. The EEC Advisory Council includes members which represent a reasonable geographic balance and reflect the diversity of the Commonwealth in race, ethnicity, gender and sexual orientation. All members have a special expertise or interest in high quality early childhood education and care and represent a mix of representatives of the early childhood community, the civic, labor, and business communities, academics, parents, teachers, social service providers, and health care providers. The Advisory Council reviews and offers comments on any rules or regulations before promulgation by the EEC Board, 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 Advisory Council meets four times a year. Three expertise groups, Business/Civic and Contract Relationship, K-12 and Higher Education, and State Associations and Legislators, also meet between each full Advisory meeting.

In order to benefit from the expertise that exists in our field and to promote investment in this work, EEC has required that each Massachusetts Early Learning Plan initiative be guided by an advisory from early education and related professions. The Massachusetts Early Learning Plan Advisory Committees Include:

- Research to Validate Core Competencies – Advisory Committee is statewide and consists of reps from higher ed, researchers, educators, directors, parent, and foundations
- Higher Education for English Language Learners - Large advisory from higher education defines broad direction; small executive group addresses implementation decisions
- Post Masters Certificate – Large advisory from higher education defines broad direction; small executive group addresses implementation decisions
- Peer Assistance and Coaching – Advisory panel established to provide input on the formative and summative evaluation process of the model, and selection process for consultant teachers and mentees.
- Communications Strategy and Messaging – Study Circles from the initial Communications project attended a brainstorming session on expanding the work and can apply to participate on the ELC Advisory Committee; invitations also extended to EEC's listserv.
- Using Media-Based Resources for Early Learning in ELA and STEM – Small group of content experts in various areas and age groups. Larger group of educators and parents who will review the draft products.

Infrastructure Indicator 3: EEC regions have the staff, resources and stakeholder partnerships required to achieve the breadth of the agency's readiness vision.
This indicator was further defined in 2011 to include attracting resources (either in-kind or funds), to support achieving the vision and work.

Accomplished This Year

Implementation of the *From Birth to School Readiness: Massachusetts Early Learning Plan*

The Race to the Top – Early Learning Challenge grant has allowed Massachusetts to continue strengthening our current system of early education and care and allow many initiatives to go to scale. The work associated with the RTT-ELC is woven into the body of this Report, as it reflects strengthening and advancements of the current work in progress. Specific projects will be carried out by both public and private sector partners and will result in full implementation of the Massachusetts Early Learning Plan. The projects are either direct community investments or are statewide infrastructure investments with secondary gains for communities. Projects can be categorized within the following categories:

- Tiered Quality, Rating, and Improvement System (QRIS): Universal Participation and Quality Improvement
- Measuring Growth through the Massachusetts Early Learning and Development Assessment System (MELD) from Birth to Grade Three
- Universal Engagement of Families and the Public Using Evidence-Based Practice
- Sustaining Program Effects in the Early Elementary Grades
- Standards: Validation and Alignment
- Ensuring Competency through Workforce Knowledge, Skills and Practice-Based Support
- Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment
- Implementing the Early Childhood Information System (ECIS)
- Pre-K to Grade Three Alignment for Educational Success

Engaging the Private Sector Support

Massachusetts has made progress in engaging the private sector to support the implementation of the state's early learning plan. The following is a list of key private sector supporters:

- WGBH
- United Way of Massachusetts Bay and Merrimack Valley
- Boston Children's Museum
- Business Partnership with Early Education
- IBM

WGBH: As EEC's media partner, WGBH is developing a robust set of media-based curricular resources to build the capacity of preschool classroom teachers and family daycare providers to promote the growth of young children, and to support and engage parents in their role as their child's first teacher. Good progress has been made in 2012 as the curriculum units, professional development modules and digital hub are nearly complete and will be ready for use in spring 2013. WGBH was awarded $75,000 from the Krueger Charitable Foundation for the 2013 Massachusetts Early STEM and Reading Initiative. This initiative, a joint collaboration between WGBH, EEC, United Way of Massachusetts Bay and Merrimack Valley and the Boston Children's Museum, will provide early childhood educators with new books and PBS Kids-branded items to help them promote STEM engagement and a love of reading among preschoolers across the Commonwealth.

United Way of Massachusetts Bay and Merrimack Valley: EEC and United Way of Massachusetts Bay and Merrimack Valley launched the *Brain Building in Progress* campaign to raise the public's awareness of the importance of early years to the development of young children. *Brain Building in Progress* highlights the need to provide the Commonwealth's youngest residents with high quality and enriching experiences to ensure healthy brain development. EEC and United Way partnered with representatives from state government, foundations, advocacy organizations, child care programs, and early intervention to develop a common message for engaging communities across the state.

Boston Children's Museum- Museums and Library Project: EEC and the Boston Children's Museum (BCM) is engaged in a statewide strategy that will provide a shared framework and set of resources that will increase the capacity of museums and libraries to support the optimal development of all children through intentional family engagement activities and early learning opportunities. The partnership is focus on four areas in supporting family and community engagement in child development: Early literacy, School readiness including preparation for Kindergarten, Interest and awareness of STEM (Science, Technology, Engineering and Math), and Public awareness of the importance of early education and care through the state's *Brain Building in Progress* communications initiative.

Business Partnership with Early Education: In fall 2012, EEC attended a roundtable on business partnership investment early education as a foundation for the nation's economic success. Rob Dugger, Advisory Board Co-Chair for Ready Nation, spoke to local business leaders and early education advocates at the meeting. The Economic Development Council of Western Massachusetts, the Chicopee, Holyoke and Springfield Chambers of Commerce and the Regional Employment Board of Hampden County sponsored the event. Dugger gave a national overview on the importance of investments in young children and its impact on building a sustainable national economy. EEC's involvement with the business partnership investment in early education started in 2011 where EEC was part of the landmark 2011 National Business Summit on Early Childhood Investment. The summit drew attendees from 34 states to Boston for in depth discussion on innovative solutions and contributions businesses can make to support high quality early education.

Adult, Child and Family Literacy Partnership with IBM: EEC has entered into a new partnership with IBM to increase family literacy and support early childhood development. This collaboration supplements existing adult education programs with proven family literacy resources that will help to strengthen parents' literacy skills and give them tools to support their children's reading and language development, and provide resources to early education and care programs to support literacy acquisition in children ages 3 to 7 years old. Through this partnership, IBM is donating early literacy educational technology to the state, including its Reading Companion software and KidSmart Early Learning Program. Up to twenty Adult Education program sites will receive a $15,000 grant from EEC over three years to equip their programs with adult literacy tools, including IBM Reading Companion software, to assist families that are working to improve their English language and literacy skills. Additionally, through its KidSmart Early Learning Program, IBM is also donating its Young Explorer Computers to not-for-profit early education and care programs serving children between the ages of 3 and 7 years old, to help children learn and explore concepts in math, science and language.

Infrastructure Indicator 4: EEC continues to implement policy initiatives that are backed up by research, developed through stakeholder collaboration, and coordinated with agency operations.

Accomplished This Year

Integrating Research into Practice

EEC continues to remain focused and committed to integrating research into practice with stakeholder collaboration and throughout this annual report, these projects have been described in further detail. Current research studies that have looked at early education and care policies and practices include:

1. QRIS Validation Study- UMDI
2. Maternal, Infant, and Early Childhood Home Visiting (MIECHV)Evaluation
3. Literacy/Social-Emotional/Numeracy
4. Common Metric Study
5. Professional Development System Study
6. Massachusetts Alignment Study- Teacher's College at Columbia University
7. English Language Development Standards- WIDA- Univ. of Wisconsin

Planned for Next Year

QRIS Validation Study
Beginning in the fall of 2013 and continuing until Fall 2015, based on refinements to the instruments, sampling and protocols from the Pilot Study, EEC will initiate a full-scale data collection of a representative sample of providers, rooms/classrooms, and children/parents to address all research questions. This process will begin in July 2013 with the refinement of study measures and protocols and the finalizing of the QRIS Program Manager (QPM) database that will be used for sample selection.

The "at scale" data collection sample will occur in 3 stages. The stages include selecting providers out of an eligible list of providers participating in QRIS, selection of classrooms within the chosen providers, and selection of specific children within those classrooms. Measurements include interview as well as self administered surveys and externally conducted surveys and assessments on the program as well as on a sample of children.

Common Metric
Depending on the results of Phase 1 of the Common Metric project, Phase 2 would entail developing a common set of items with a common metric that could be employed in a longitudinal study of children's development across time. The specific plan for this phase will be determined by the results of Phase 1 which is currently being conducted.

Literacy/Numeracy/Social Emotional and Digital Strategies
American Institute for Research will be conducting the analysis of the data collection in the Spring of 2013. Preliminary research finding for each of the 4 studies (literacy, numeracy, social emotional and digital strategies) will be submitted to EEC in August 2013. Final reports will be submitted in November 2013 for the social emotional and digital strategies projects. For the literacy and numeracy projects, wave 2 of data collection will occur in winter and spring 2014 with data analysis being conducted in June and July 2014. Final reports for these projects are due in September 2014.

Infrastructure Indicator 5: All EEC staff, community partners and families have comprehensive information about educators and early education and care programs. See Quality Indicator 4: Parents understand and use information about quality to make informed decisions about early education and care programs. ? See also Communications section

Infrastructure Indicator 6: EEC staff is diverse, knowledgeable and adequately trained to perform assigned functions and to understand the operations of the agency and its community partners in the field.

Accomplished This Year

Staff Professional Development Opportunities
EEC staff members continue to be able to attend agency sponsored conferences as requested as a professional learning opportunity, to network with EEC community partners and to keep up-to-date with the latest information. In addition, other professional development opportunities to attend local, statewide or national conferences are intentionally distributed to EEC staff. Several of the 2012 conferences that EEC staff has attended included: Strengthening Families National Summit, Office of Head Start, BUILD, Zero to Three**,** Council of Chief State School Officers (CCSSO) , and Race-to-the-Top/Early Learning Challenge Grant Annual Conference.

Planned for Next Year

Staff Professional Development Opportunities
EEC will continue to diversify the staff attending and presenting at professional conferences and trainings throughout the state, regional and national conferences.

Infrastructure Indicator 7: EEC has developed active relationships with other state agencies, community partners, public schools and other stakeholder organizations to meet its mission.

This indicator was further defined in 2011 to include:
Creating a clear/specific alignment of the work of the Departments Early Education and Care, Elementary and Secondary Education and Higher Education to improve the preparation of the EEC workforce;
Continuing to develop legislative relationships at the state and federal levels;
Developing an inter-agency agenda and an implementation plan for that agenda which supports positive development for each child;
Implementing ECIS and Unique Child Identifier.

Accomplished This Year

State Agency Partnerships

The **Department of Early Education and Care (EEC)** is working with its state agency partners and in the private sector to implement the state's six high quality plans for: Early Learning and Development Standards, Comprehensive Assessment Systems, Family and Community Engagement, Workforce Development, Kindergarten Entry Assessment, and Early Learning Data Systems.

Executive Office of Education (EOE) is supporting, implementing and/or developing: the Massachusetts Early Learning Guidelines for Infant and Toddler and the Massachusetts Curriculum Frameworks (Pre-K Common Core); Massachusetts licensing regulations; the state's Tiered QRIS; workforce development strategies; the Early Childhood Education Transfer Compact; data sharing through the Early Childhood Information System and the Statewide Longitudinal Data System; and screening and formative assessment tools, including the development of a comprehensive kindergarten entry assessment system.

The **Department of Higher Education (DHE)** is working with EEC on professional development, including the Educator Provider Support (EPS) grantees bolstering the Early Childhood Education Scholarships; fine-tuning the Early Educator Transfer Compact; and coordinating the role of IHEs as managers of the Readiness Centers. EEC transferred $40,000 to DHE to enable the agency to hire a half-time manager for FY 12 with lead responsibilities in these areas.

The **Department of Elementary and Secondary Education (ESE)** is working with EEC on aligning and implementing all pre-K activities, curriculum, standards, assessments and professional development activities with the K-12 system. The two agencies will also continue to collaborate on key activities that include programs for children with special needs; growing the Wrap-Around Zones; setting up a joint data collection system; collaborating on Head Start and public school pre-K programs, and serving children receiving funds through Title I, IDEA, and state-funded pre-school programs.

The **Head Start State Collaboration Office (HSSCO)** is working to encourage full participation by individual Head Start programs in the state's high-quality plans, including: shared training across CCDBG and Head Start; linking infant and toddler and preschool standards to practice; conducting screenings and formative assessments on enrolled children; engaging parents and the larger early education and care community, including joint enrollment in childcare and head start when possible; supporting workforce development opportunities for employed educators; reporting data into the ECIS; and strengthening existing partnerships with public schools.

The **Children's Trust Fund (CTF)** is collaborating with EEC in four main areas: 1) using resources from CTF's recent Maternal, Infant, and Early Childhood Home Visiting (MIECHV) grant to advance the Reform Plan. The grant supports expansion of the CTF Healthy Families home-visiting program to all 17 of the state's high need communities; 2) continuing to work with DPH and EEC to embed key components of its Strengthening Families self-assessment model in the operation of state services; 3) joint professional development between CTF and EEC; 4) local-level coordination between family support programming offered by CTF and EEC; and 5) data sharing with the ECIS.

The **Office of Refugees and Immigrants (ORI)** hired staff to work at ORI on the local and state-wide levels to: increase awareness in the early childhood education community of the needs of immigrant and refugee families and increase awareness of immigrant and refugee families of the early childhood education options available to them (by training CFCE grantees, child care resource and referral agencies, staff of the state's MASS 211, and early education and ORI provider agencies on how best to communicate this information to the families).

Department of Mental Health (DMH) is working with EEC on the Statewide Community Crisis Intervention Project (which helps families in the aftermath of crises) and on the Massachusetts Child Psychiatry Access Project–teams of regional mental health consultants who work with primary care physicians and others to improve children's access to treatment for mental health disorders. DMH will also establish linkages between EEC's CFCE grantees and DMH's Parent Support Groups for parents of children with mental illness; and through the Children's Behavioral Health Initiative, DMH will train EEC providers on programs available for the MassHealth (Medicaid) population, such as eligibility for a mental health screening at an annual well-child visit.

Department of Transitional Assistance (DTA) is working with EEC to help families move toward financial independence by continuing to determine eligibility for state supported voucher child care and referrals to early education programs; providing training to DTA employees and program participants on the use of screening tools ASQ and ASQ-SE; committing to sharing data through the ECIS; and coordinating with the DPH and other agencies to refer children who are involved with DTA to additional supports if the child does not meet the eligibility criteria for Early Intervention services.

Help Me Grow: The University of Connecticut Health Center has awarded a grant to EEC to replicate the Help Me Grow model in Massachusetts. Help Me Grow is a prevention program designed to identify children at risk for developmental or behavioral problems and to connect these children to existing community resources. Families, health care providers and other community based providers can call an informational phone line to receive assistance with any concerns about a child's development or behavior.

In 2012, EEC partnered with the Department of Public Health (DPH) and the United Way of Massachusetts Bay and Merrimack Valley. EEC worked to define their Help Me Grow system model as a "universal referral system that works to supports parents understanding of their child's growth and development and assists with connecting children identified at-risk of a developmental delay with community based services." The four (4) key components of the Massachusetts Help Me Grow model are 1)Parent Outreach and Child Growth and Development Education, 2) Child Health Care Provider and Community Outreach, 3) Statewide Telephone Access Point, and 4) System Data Collection. EEC, DPH and United Way have collaborated to form a working group that continues to evaluate the project's progress, and to inform their continuous quality improvement plan and best practices to support families and the Commonwealth's youngest children.

Fireman Foundation: EEC, and staff from the Department of Transitional Assistance and the Department of Housing and Community Development (DHCD), are working with the Fireman Foundation on their Secure Jobs Fund (SJF) initiative. SJF supports three grantees across the state to help recently-homeless families participating in DHCD's HomeBASE program move towards self-sufficiency through employment and child care supports. EEC is supporting the SJF grantees to help participating families connect with their local Coordinated Family and Community Engagement network for developmental child screenings, in order to help parents acquire and act on information about their child's development, and to facilitate measurement of the impact of program participation on child well-being. This initiative supports EEC's efforts to provide a child focus lens on state agency services for families and to broaden the focus of early education beyond workforce support to promoting overall child development needs for long-term outcome success.

APPENDICES

Appendix A: Legislative Reporting Requirements

Annual Legislative Report Language:

- (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.

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.

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.

Effective: November 18, 2008
Massachusetts General Laws Annotated Currentness
Part I. Administration of the Government (Ch. 1-182)
Title II. Executive and Administrative Officers of the Commonwealth (Ch. 6-28A)
Chapter 15D. Department of Early Education and Care (Refs & Annos)
Workforce System Update Legislative Report Language:

§ 5. Workforce development system; implementation plan
The board shall develop and annually update an implementation plan for a workforce development system designed to support the education, training and compensation of the early education and care workforce, including all center, FCC, infant, toddler, preschool and school-age providers. The board shall solicit input from organizations and agencies that represent a diverse spectrum of expertise, knowledge and understanding of broader workforce development issues and of the professional development needs of the early childhood and care workforce. In order to inform the plan, the board shall conduct:
(1) an inventory and assessment of the current resources and strategies available for workforce and professional development in the commonwealth, including but not limited to Head Start trainings, community-based trainings, higher education programs, child care resource and referral agency trainings, state and federally funded workforce development trainings/programs, public school system trainings/credentialing, and other trainings that address the

needs of those who work with children and make recommendations for coordinating the use of those existing resources and strategies;
(2) analyses using current data on the status of the early education and care workforce, including work experience, certifications, education, training opportunities, salaries, benefits and workplace standards; and
(3) an assessment of the workforce capacity necessary to meet the state's early education and care needs in the future.

In the development of the plan, the board shall consider:
(1) core competencies, a common and shared body of knowledge, for all those working in the early education and care fields;
(2) streamlined and coordinated state certification, credentialing, and licensing within the early education and care fields including teacher and provider certification and licensing, the child development associate, public school teacher certification, and other program standards as appropriate for director, teacher and provider credentialing requirements;
(3) a mandatory and regularly updated professional development and qualification registry;
(4) agreements among IHEs for an articulated system of education, training, and professional development in early education and care;
(5) approval of early education and care training programs and academic coursework, incentives for associates and bachelors programs to meet best practices and to modify curricula to reflect current child development research, and certification of trainers and teachers;
(6) coordination of existing workforce resources among public agencies, including establishing regional workforce support resources in coordination with child care resource and referral agencies;
(7) a range of professional development and educational opportunities that provide appropriate coursework and degree pathways for FCC as well as center-based providers at all levels of the career ladder that are available in locations, days, and times that are accessible;
(8) credit for prior learning experiences, development of equivalencies to 2 and 4 year degrees, and the inclusion of strategies for multiple pathways for entry into the field of early education and care;
(9) recruitment and retention of individuals into the early education and care workforce who reflect the ethnic, racial, linguistic, and cultural diversity of Massachusetts families based on the current census data;
(10) incentives and supports for early education and care professionals to seek additional training and education, such as scholarships, stipends, loan forgiveness connected to a term of service in the field, career counseling and mentoring, release time and substitutes;
(11) guidelines for a career ladder or career lattice representing salaries and benefits that suitably compensate professionals for increases in educational attainment and with incentives for advancement, including a salary enhancement program;
(12) public and private resources to support the workforce development system;
(13) a data collection and evaluation system to determine whether the workforce and professional development activities established pursuant to this chapter are achieving recruitment, retention and quality of the workforce goals;
(14) ways to recognize and honor advancement in educational attainment among early educational and care professionals;
(15) professional development opportunities that are provided in languages other than English, and incorporation of these opportunities into any broader, articulated system that is developed; and
(16) alignment of the core competencies, course offerings and other professional development opportunities, where appropriate, with the program quality standards established under section 11.
(17) training to identify and address infant toddler and early childhood behavioral health needs.

CREDIT(S)
Added by St.2004, c. 205, § 1, eff. Mar. 1, 2005. Amended by St.2008, c. 215, § 35, eff. July 31, 2008; St.2008, c. 321, § 5, eff. Nov. 18, 2008.
HISTORICAL AND STATUTORY NOTES
2009 Electronic Update; 2004 Legislation; St.2004, c. 205, § 1, an emergency act, was approved July 23, 2004, and by § 2 made effective Mar. 1, 2005.; 2008 Legislation; St.2008, c. 215, § 35, an emergency act, approved July 31, 2008, effective July 31, 2008, in the second paragraph, in cl. (13), deleted “and” from the end; in cl. (14), substituted “advancement” for “advancements” and added “; and” to the end; and added cls. (15) and (16).
St.2008, c. 321, § 5, approved Aug. 20, 2008, effective Nov. 18, 2008, added cl. (17).
(c) 2009 Thomson Reuters.

Link to last year’s report: http://www.mass.gov/edu/docs/eec/fy12-legis-rpt/fy12-legis-rpt.pdf

Appendix B: EEC Board Members

EEC's Board members are as follows:

Jondavid "J.D." Chesloff, Chairperson
Executive Director, Massachusetts Business Roundtable
Appointed as business representative with demonstrated commitment in education

Matthew Malone, Ph.D.
Secretary, Executive Office of Education

Chi-Cheng Huang, M.D., Vice Chairperson
Lahey Medical Center
Appointed as a parent of a child receiving early education and care services

John Polanowicz (Designee: Marilyn Anderson Chase)
Secretary, Executive Office of Health and Human Services

Elizabeth Childs, M.D., M.P.A.
Appointed as psychologist recognized for research in field of educational psychology

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

Sharon Scott-Chandler, Esq.
Executive Vice President, Action for Boston Community Development
Appointed as early education and care provider with management & administrative experience

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

Joan Wasser Gish, Esq.
Principal at Policy Progress; At-large Representative

Eleonora Villegas-Reimers, Ph.D.
Chair of Elementary Education Department and Associate Professor at Wheelock College
Appointed as an expert in evaluation & assessment of pre-schools

Cheryl A. Stanley, Ed.D
Dean of Education, Westfield State University; At-large Representative

In July 2012, Mary Walachy filled the At-Large Representative seat vacated by Sharon Scott-Chandler. Ms. Scott-Chandler replaced Mary Pat Mesmer as the Early Education and Care Provider with Management and Administrative Experience.

In December 2012, Joni Block replaced Carol Craig O'Brien as the Early Education and Care Teacher.

In January 2013, Dr. Matthew Malone replaced Paul Reville as the Secretary of Education.

In January 2013, John Polanowicz replaced JudyAnn Bigby, M.D. as the Secretary of Health and Human Services.

Appendix C: Summary of Race to the Top- Early Learning Challenge (RTT-ELC) Grant

Appendix C: Summary of RTT-ELC Grant

Project	Program	Total Amount Budgeted	Total Amount Spent	Total Amount Encumbered	Amount Committed	Remaining Uncommitted Balance
1	Systems Infrastructure	4,301,489	$ 406,326.33	$ 26,171	$ 432,498	$ 3,868,991
2	Tiered Quality, Rating, and Improvement System (QRIS): Universal participation and Quality Improvement	$ 11,963,290	$ 781,201.21	$ 8,789,991	$ 9,571,193	$ 2,392,098
3	Measuring Growth Through the Massachusetts Early Learning and Development Assessment System (MELD) from Birth to Grade Three	5,018,072	$ 576,165.90	$ 586,513.62	$ 1,162,680	$ 3,855,392
4	Family Engagement Evidence Based Practice	$ 2,819,851	$ 42,260.96	$ 825,350	$ 867,611	$ 1,952,240
5	Sustaining Program Effects in the Early Elementary Grades	6,775,000	$ 73,878.81	$ 1,691,462	$ 1,765,341	$ 5,009,659
6	Standards: Validation and Alignment	$ 3,005,288	$ 442,730.42	$ 257,870	$ 700,601	$ 2,304,687
7	Interagency Partnerships	5,453,702	$ 130,949.79	$ 254,245	$ 385,195	$ 5,068,507
8	Ensuring Competency through Workforce Knowledge, Skills, and Practice-Based Support	$ 6,124,222	$ 256,573.15	$ 2,447,286.85	$ 2,703,860	$ 3,420,362
9	Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment	724,996	$ 157,659.41	$ 63,314	$ 220,973	$ 504,022
10	Implementing the Early Childhood Information System	$ 1,213,783	$ 5,647.36	$ 222,020	$ 227,668	$ 986,116
11	Pre-K to Grade Three Alignment for Educational Success: Communications	500,000	$ -	$ 375,000	$ 375,000	$ 125,000
12	Pre-K to Grade Three Alignment for Educational Success: Content Based Media Partnership	$ 2,100,306	$ -	$ 2,100,306	$ 2,100,306	$ 0
		$ 50,000,000	**$ 2,873,393**	**$ 17,639,531**	**$ 20,512,925**	**$ 29,487,075**

Appendix D: EEC Budget: FY2013 Appropriation

EEC Budget :FY 2013 Appropriation

Line Item	Descriptor	FY13 Total Available*
3000-1000	Administration	$ 12,112,954
3000-2000	Access Management	$ 5,933,862
3000-3050	Supportive	$ 77,330,875
3000-4050	TANF Related Child Care	$ 125,495,740
3000-4060	Income Eligible Child Care	$ 231,870,452
3000-5000	Grants to Head Start	$ 8,000,000
3000-5075	Universal Pre-Kindergarten	$ 7,432,383
3000-6075	Early Childhood Mental Health Consultation Services	$ 750,000
3000-7050	Services for Infant and Parents/Quality	$ 18,164,890
3000-7070	Reach Out and Read	$ 750,000

***Post 9C reductions**

Appendix E: Licensing Activity 2012

New Licensing Enforcement Actions	# in 2009	# in 2010	# in 2011	1/12 – 3/12	4/12 – 6/12	7/12 – 9/12	10/12	11/12	12/12
Sanctions	7	6	10	1	0	3	0	0	1
Acknowledgment of Vol. Surrender	2	3	1	0	4	2	2	2	3
Revocation (license and TQ)	10	5	9	1	1	12	1	0	2
Cease and Desist	9	8	12	0	3	0	2	3	1
C&D w/ Civ. Injunc.	0	1	2	0	0	0	0	0	0
C&D w/ Crim. Pen.	0	0	0	0	0	0	0	0	0
Refusal to Renew/Issue	4	1	5	0	0	0	1	1	1
Emergency Suspension	6	3	7	0	0	7	1	0	0
Legal Agreement	1	2	3	0	2	0	0	1	1
Legal Consult	1	2	1	0	0	0	1	1	0
Appeal of CORI/DCF denial	3	1	2	0	0	0	0	0	0
Enforcement Mtg.	2	0	1	0	0	1	1	1	0
Fine	1	0	1	0	0	0	1	0	0
Correction Order	0	0	2	0	0	0	0	0	0
TOTAL:	**46**	**32**	**56**	**2**	**10**	**25**	**10**	**9**	**9**

**NOTE: Many licensing legal referrals require multiple actions (i.e. emergency suspension/revocation, sanctions and fine, etc.)*

Commissioner's Monthly Report for Field Operations

	August FY 2013	September FY 2013	October FY 2013	November FY 2013	December FY 2013	January FY 2013
Total Number of Programs	**10,953**	**10,902**	**10,895**	**10,837**	**10,799**	**10,759**
Central MA	2,042	2,027	2,034	2,019	2,015	2,009
Metro Boston	2,371	2,370	2,366	2,366	2,367	2,367
Northeast MA	2,885	2,866	2,853	2,829	2,815	2,806
Southeast and Cape MA	1,838	1,827	1,829	1,811	1,806	1,796
Western MA	1,817	2,370	1,813	1,812	1,796	1,781
Total Licensed Capacity	**235,611**	**235,662**	**235,741**	**235,319**	**234,959**	**234,523**
Family Child Care	55,854	55,627	55,650	55,374	55,261	55,106
Small Group and School Age	175	191	217	250	240	239
Large Group and School Age	172,396	172,738	172,828	172,697	172,474	172,186
Residential and Placement Child Care	7,186	7,106	7,046	6,998	6,984	6,992
Total Licenses Issued	**436**	**355**	**393**	**363**	**353**	**311**
New	80	60	74	48	38	40
Renewal	300	257	272	284	280	241
Reopen	15	8	272	284	10	9
Moves	41	30	32	22	25	21
Close Programs	**122**	**127**	**99**	**117**	**98**	**102**
New Applications Received	**128**	**97**	**84**	**59**	**52**	**57**
Complaints						
Total # of open complaints on the 1st day of the month	392	433	390	403	380	370
Number of new complaints received during the month	266	213	247	195	170	206
Number of open complaints on the 1st day of the month with interim report done	25	22	30	30	43	46
Number of closed complaints during the month	225	256	234	217	172	239
Total Number of Visits	**465**	**400**	**433**	**340**	**283**	**367**
Central MA	71	69	81	70	68	74
Metro Boston	97	69	97	65	62	74
Northeast MA	150	145	143	116	83	118
Southeast and Cape MA	66	69	57	43	38	68
Western MA	81	48	55	46	32	33

Appendix F: Mental Health Consultation Services Grant Information

Mid-year Data Comparison:
(July to December)
FY2012 Mental Health Consultation Grant & FY2013 Mental Health Interim Grant

A. Contextual Information			
Fiscal Year	**Grant Funds**	**Number of Grantees**	**Coverage Area**
2012	1,250,001	7[14]	Statewide (regional grantees)
2013	1,250,000	6	Statewide (regional grantees)

B. Children Referred, Receiving Services, and Waiting for Services					
Fiscal Year	**New Children Referred for Services**	**New Children Receiving Services**	**New Children Referred but Not Receiving Services**	**Number of Children Continuing to Receive Services**	**Total Number of Children Served**
2012	448	371	109[15]	854	1,225
2013	573	499	55	734	1,250

C. Classrooms Served, Children Impacted, and Number of Consultation Hours Received			
Fiscal Year	**Number of Classrooms/Homes Receiving Consultation**	**Estimated Number of Children in Classrooms/Homes**	**Number of Consultation Hours Received**
2012	664	8,496	4,669
2013	673	10,694	6,120

D. Children Who Received On-site Consultation: Emotional/Behavioral Issues Identified
From mid-year FY12 to mid-year FY13 the top five emotional/behavioral issues identified in children receiving on-site consultation is as follows. (January 1, 2012 - December 31, 2012
Aggression (biting, hitting, etc.--peers and adults)
Peer relations/social skills (difficulty taking turns, sharing, negotiating, social bullying)
Oppositional (defiant, disobedient)
Over activity/Impulsivity (restless, uncontrolled)
Attention (inability to focus, follow directions)

[14] In FY12 Two grantees conducted services in Region 1 during the first two quarters of FY 12.

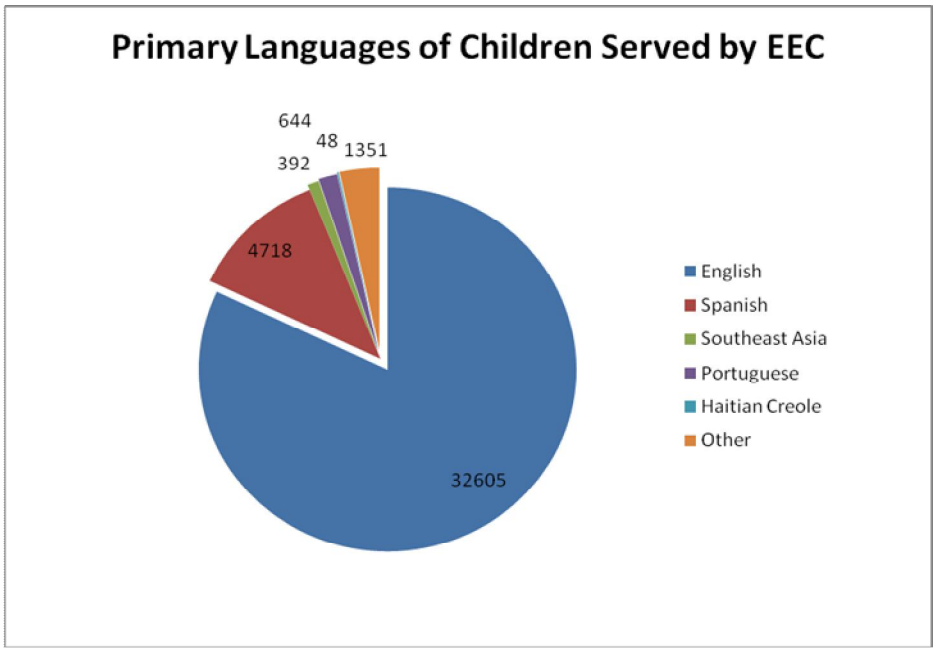
[15] [2] Children referred but not receiving services are children whose services are in process and will be served within two weeks (delay in service may be due to appointment scheduling, paperwork completion, etc.). FY12 grantees are also asked to report children on their agency's waiting list for grant services. Data collected in November and December, 2011 showed 25 children waiting more than two weeks to receive services.

Appendix G: Languages Spoken of Children Receiving EEC Financial Assistance

EEC serves thousands of children whose primary language is not English. Please see the break down below.

(Data as of January 22, 2013)

Language	Number of Children
American Sign Language User	3
Amharic	3
Arabic	55
Armenian	8
Cantonese	15
Chinese	363
Croatian	18
English	**32605**
French	187
German	0
Haitian Creole	48
Italian	2
Japanese	0
Laotian	3
Polish	3
Portuguese	644
Russian	27
Serbian-Cyrillic	0
Slovenian	4
Spanish	**4718**
Tagalog	1
Vietnamese	11
Other non specified	1040
Grand Total	**39758**



Appendix H: Early Childhood Educators (ECE) Scholarship Program Demographics

Early Childhood Educators (ECE) Scholarship Program Demographics

More than 2,300 educators applied for the 2012-2013 ECE Scholarship. EEC received 1,569 applications from the Office of Student Financial Assistance (OSFA). OSFA approves applications first and then submits those that are approved to EEC for work verification. EEC approved 97% of scholarship applicants. EEC approved records include 365 students from Eastern Nazarene College. The degree program at Eastern Nazarene College is currently under investigation with the Department of Higher Education, OSFA has held payments to Eastern Nazarene College during this investigation.

EEC denies educators if their application does not meet the employment qualifications of the program. The ECE Scholarship requires applicants to be working in an EEC licensed or license-exempt program as an educator or a provider.

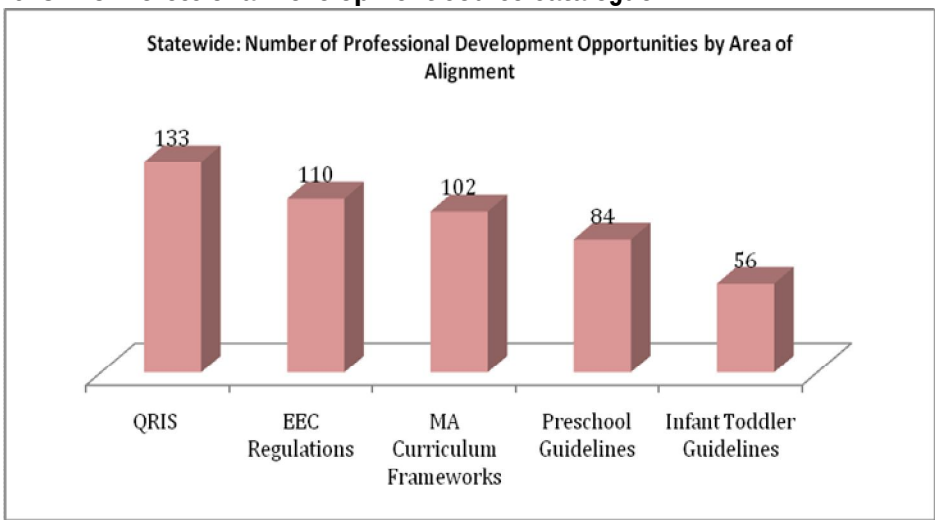
The demand for the ECE Scholarship has grown with each year. In FY2012 EEC utilized $1M from the Race To The Top Early Learning Challenge Grant to support a deficiency in scholarship funds for the Spring and Summer 2012 semesters.

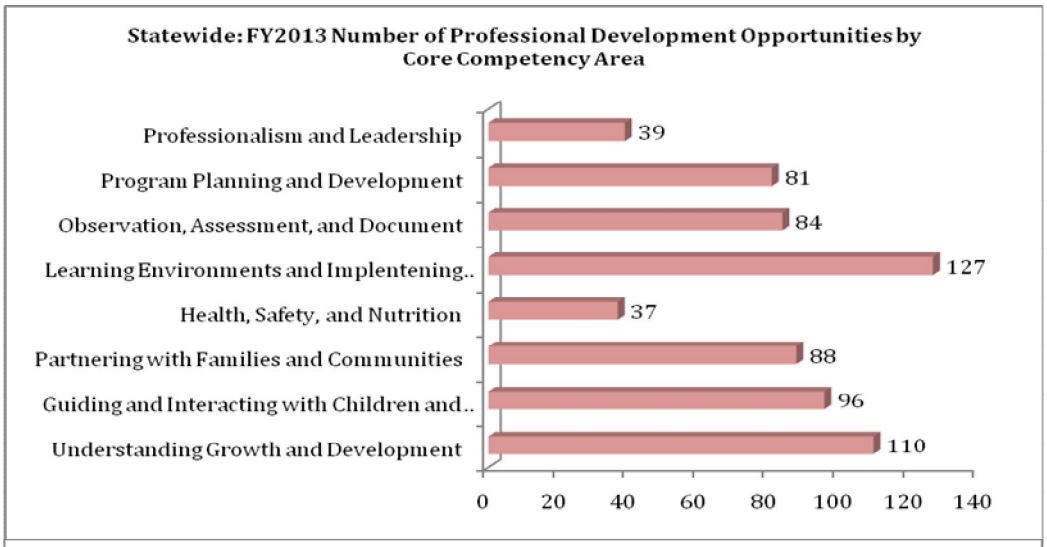
Fiscal Year	Appropriation	ECE Scholarship Applicants	MA IHEs
2013	$3.2M	1,190 applicants approved by EEC	33% attending public institution 63% attending private institution 4% institution not indicated on EEC file
2012	$3.2M	1,004 applicants approved by EEC	59% attending public institution 41% attending private institution
2011	$3.2M	860 applicants approved by EEC	59% attending public institution 41% attending private institution
2010	$3.2M	857 applicants approved by EEC	58% attending public institution 42% attending private institution
2009	$4M	1018 applicants approved by EEC 907 scholarship recipients	57% attending public institution 43% attending private institution
2008	$4M	980 applicants approved by EEC 814 scholarship recipients	54% attending public institution 46% attending private institution
2007	$4M	743 applicants approved by EEC 671 scholarship recipients	55% attending public institution 45% attending private institution
2006	$1M	614 applicants approved by EEC 372 scholarship recipients	59% attending public institution 41% attending private institution

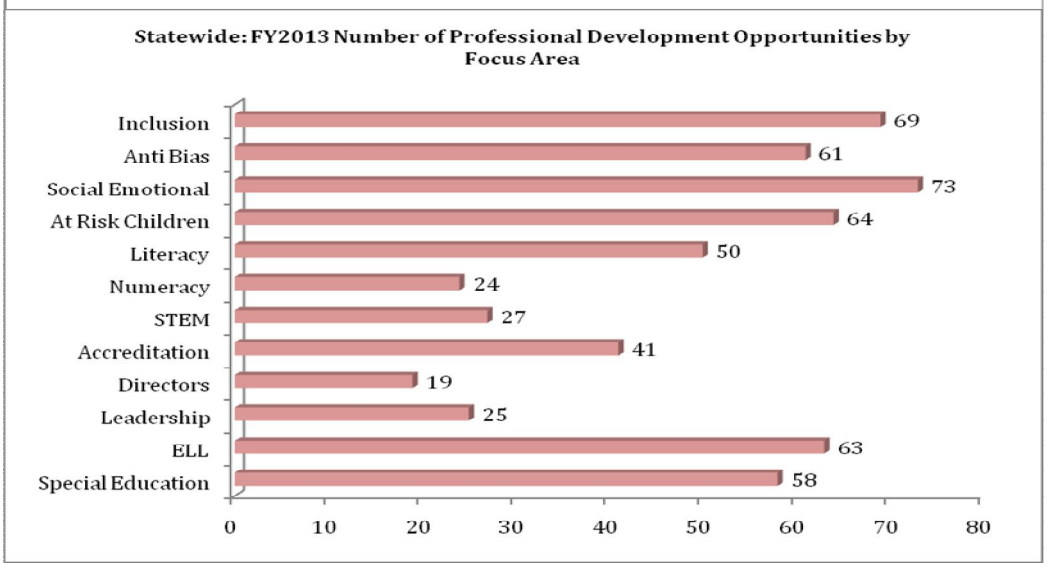
Appendix I: Professional Development Opportunities

FY2013 EPS Professional Development Course Catalogue

This data is from EEC's Educator and Provider Support grantees who are required to provide for-credit professional development opportunities across the state. The EPS grantees will be supporting nearly 300 continuing education or college courses between July 1, 2012 and June 30, 2013. The charts are a breakdown of the professional development opportunities provided through the EPS grant.





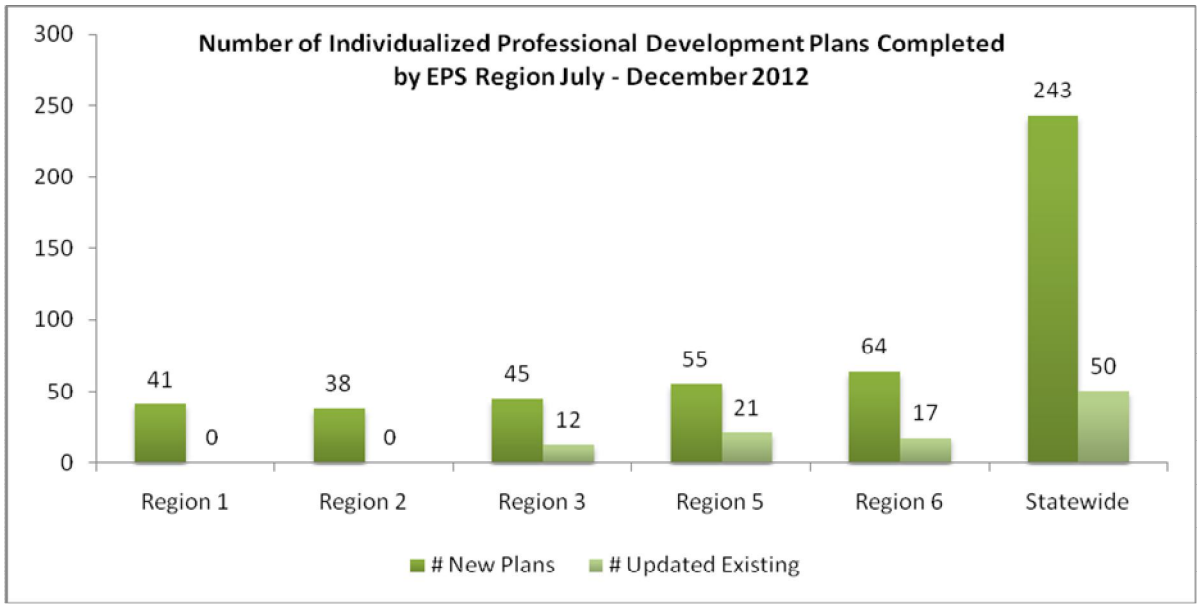


Appendix J: FY2013 Educator and Provider Support Grant

FY2013 Educator and Provider Support Grant
Monthly Data Report: Statewide Aggregate July – December 2012

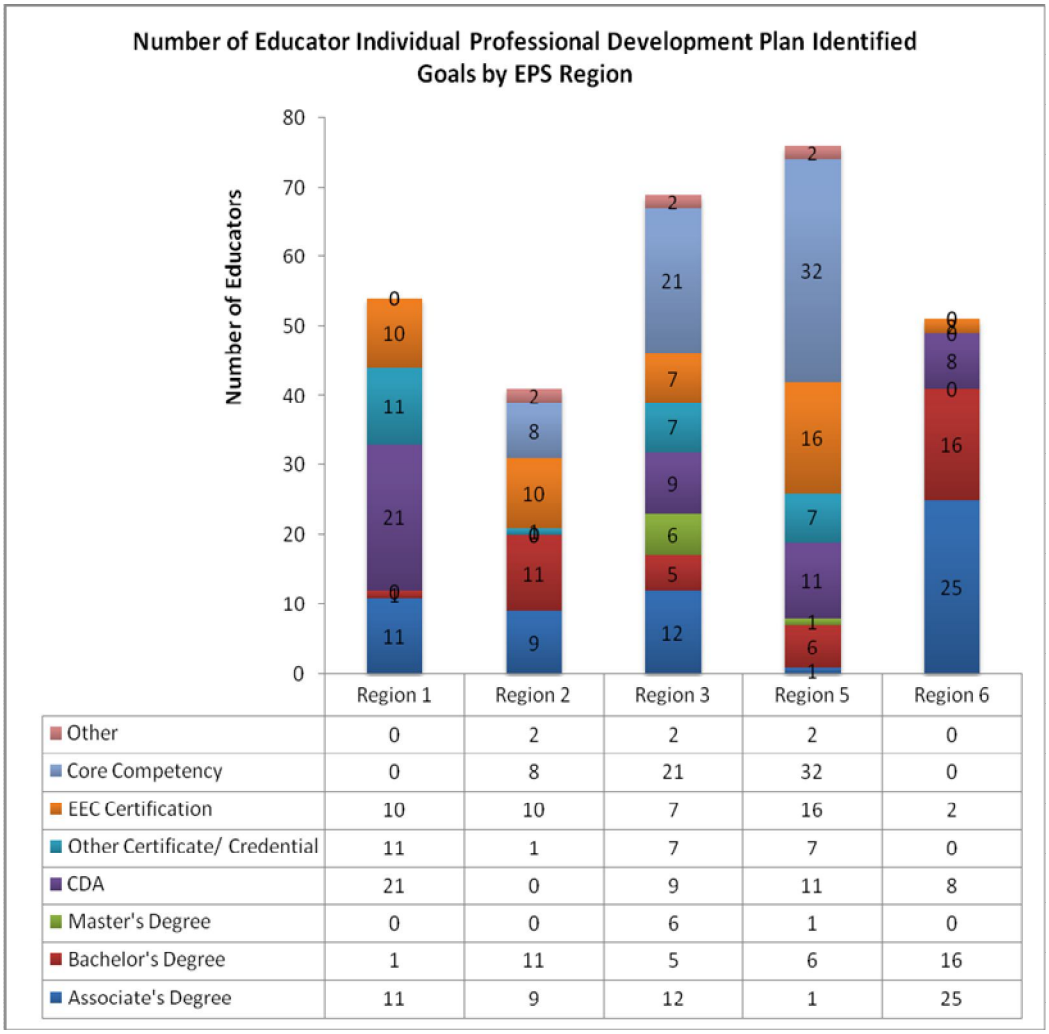
- The unduplicated number of **educators** who ***completed*** an individual professional development plan for the first time or updated an existing plan.

	Number of Educators
Completed **NEW** IPDP	654
Updated **EXISTING** IPDP	263
TOTAL	**917**



- Professional development goal(s) identified by educators included above. Educators may have more than one goal and be included in more than one category.

Professional Development Goal	# of Educators	% of Educators
Degree Attainment Total:	**464**	**51%**
Associates Degree	260	28%
Bachelors Degree	185	20%
Masters Degree	19	2%
Credential/Certificate Attainment Total: (college level)	**122**	**13%**
Child Development Associate (CDA)	92	10%
Infant/Toddler Certificate	8	1%
School Age Certificate	13	1%
Administrator Certificate	6	1%
Other Certificate	3	0%
EEC Certification Total:	**227**	**25%**
Teacher Certification	58	6%
Lead Teacher Certification	122	**13%**
Director I Certification	33	4%
Director II Certification	14	**2%**
Specific Core Competency Area:	**174**	19%
Other Goal:	**26**	**3%**
TOTAL	**1,013**	



The number of educators who have **met a professional development goal** between July and December 2012; the chart below includes all educators who have completed an IPDP over the life of the EPS grant, FY2010 – FY2013.

Professional Development Goal MET	# of Educators
Degree Attainment Total:	**13**
Associates Degree	7
Bachelors Degree	6
Masters Degree	0
Credential/Certificate Attainment Total: (i.e. college level certificate)	**29**
Child Development Associate (CDA)	29
Infant/Toddler Certificate	0
School Age Certificate	0
Administrator Certificate	0
Other Certificate	0
EEC Certification Total:	**71**
Teacher Certification	53
Lead Teacher Certification	17
Director I Certification	0
Director II Certification	1
Specific Core Competency Area:	**18**
Other Goal:	**78**
TOTAL	**209**

- The number of professional development opportunities funded by the EPS grant in part or full from July 2012 through December 2012 and **the number of educators whom completed each**.

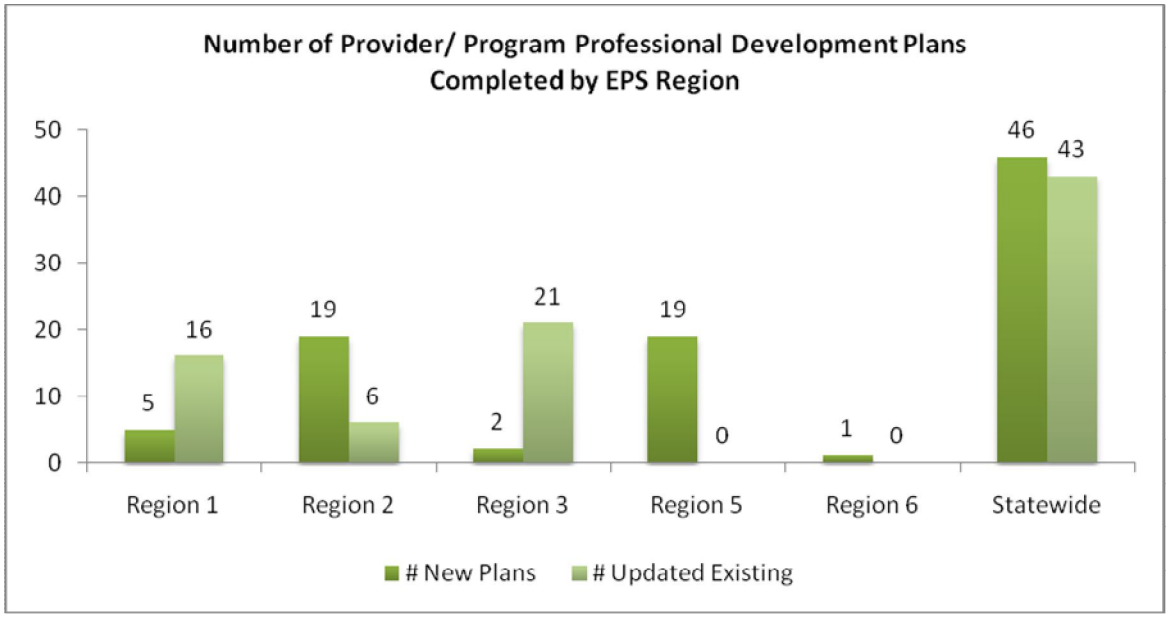
Professional Development Opportunity	# of Opportunities	# of Educators Completed
Individual College Course	53	109
Cohort College Course	29	475
CEU Course	67	1,089
Developmental/ College Prep/ ABE/ESOL Coursework	5	104
Information Sessions (i.e. QRIS, Professional Qualifications Registry, or Accreditation non-credit opportunities)	36	359
Other Opportunities	16	128
Total	**206**	**2,264**

- EEC developed online courses offered through the Educator and Provider Support network between July 2012 and December 2012.

EEC Developed Online Courses: For Continuing Education Units (CEUs)	# of Times Offered	# of Educators
EEC Core Competencies	1	9
Infant and Toddler Guidelines Course	1	14
EEC Language and Literacy	0	0
Preschool Learning Standards and Guidelines	6	160
Foundations of the MA QRIS	0	0

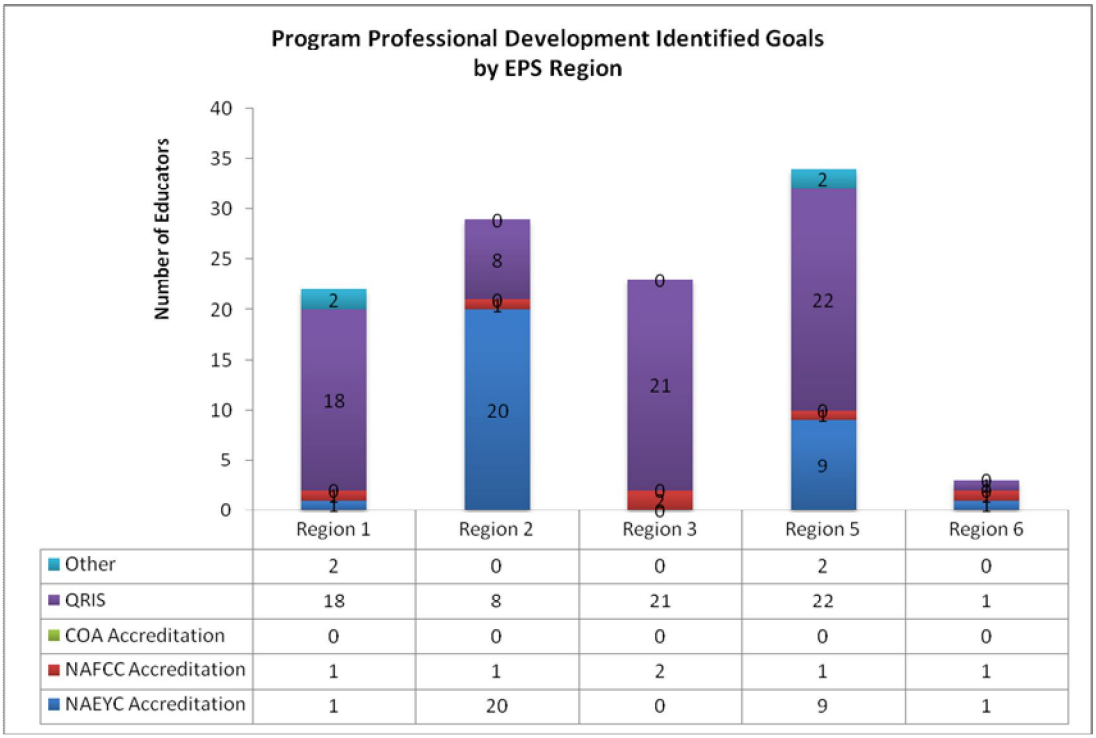
- The unduplicated number of **providers/ programs** that **completed** a professional development plan for the first time or updated an existing plan.

	# of Providers/ Programs
Completed **NEW** Plan	126
Updated **EXISTING** Plan	167
TOTAL	**293**



- Professional development ***goal(s) identified*** by providers/ programs included above. Providers may have more than one goal and be included in more than one category.

Professional Development Goal	# of Providers/ Programs	% of Providers/ Programs
Accreditation Goal Total	**90**	**31%**
NAEYC Total	69	77%
NAFCC Total	21	23%
COA Total	0	0%
QRIS Goal Total	**214**	**73%**
1. Level One	23	11%
2. Level Two	137	**64%**
3. Level Three	49	23%
4. Level Four	5	2%
Other Goal	**12**	**4%**
TOTAL	**316**	



- The number of outreach activities conducted by the EPS Partnership to educators and providers/ programs by activity type.

Outreach Activity Type	# of Activities	% of Activities
E-mail/electronic communication for outreach purposes	4110	60%
Informational sessions	52	1%
Mailings	170	2%
Newsletters	78	1%
Phone calls for outreach purposes	1047	15%
Presentation at Meetings	112	2%
Other outreach activities	1295	19%
TOTAL	6864	

- The # of providers/ programs ***who completed professional development*** supported by the EPS grant by opportunity type.

Opportunity Type	Number of Providers/ Programs
Accreditation Activities	185
QRIS Activities	460
Other Opportunities	165

- The total number of educators and providers/programs that received coaching and mentoring support services through the grant from July – December 2012 and the specific coaching and mentoring support services that they have participated in, educators and providers may participate in more than one coaching and mentoring opportunity.

	Total Served
Number of Educators	2008
Number of Providers/ Programs	936

Coaching and Mentoring Activities	# of Educators	% of Educators	# of Providers/ Programs	% of Providers/ Programs
Individual One on One Coaching and Mentoring	344	17%	200	21%
Academic Advising	653	33%	38	4%
Career Counseling	511	25%	48	5%
CDA Advising	256	13%	57	6%
Group Coaching and Mentoring	929	46%	603	64%
PDP Implementation and Monitoring	469	23%	159	17%
Accreditation Consultation	280	14%	272	29%
QRIS Consultation and Support	143	7%	415	44%
Professional Qualifications Registry Supports	85	4%	29	3%
Other Coaching and Mentoring Support Services	168	8%	14	1%

- The number of providers/ programs who have **met a professional development goal** from July to December 2012; the chart below includes all providers/ programs who have completed a professional development goal over the life of the EPS grant, FY2010 – FY2013.

Professional Development Goal	**# of Providers/ Programs**
Accreditation Goal Total	**209**
NAEYC Total	162
1. Enrollment/ Self Study	27
2. Application/ Self-Assessment	15
3. Candidacy	32
4. Meeting Program Standards	21
5. Accreditation/ Reaccreditation	67
NAFCC Total	47
1. Enrollment/ Self-Study	28
2. Application	7
3. Observation	2
4. Decision	8
5. Renewal	2
COA Total	0
1. Application/ Financial Agreement	0
2. Intake	0
3. Self Study	0
4. Site Visit	0
5. Pre-Commission Review	0
6. Accreditation Commission	0
7. Final Accreditation Report	0
8. Accreditation/ Renewal	0
QRIS Goal Total	**129**
1. Level One	54
2. Level Two	69
3. Level Three	6
4. Level Four	0
Other Goal	**0**

Educator/Provider Support: Professional Development Goal Attainment by Educators

Monthly Report Question	January - June 2012	July - December 2012	2012 Total
1.A. Number of Educators that Completed IPDP	996	917	1913
1.B. PD Goal: Degree Attainment Total	430	464	894
1.B. PD Goal: Associates Degree	220	260	480
1.B. PD Goal: Bachelors Degree	156	185	341
1.B. PD Goal: Masters Degree	46	19	65
1.B. PD Goal: Certificate/ Credential Total	199	122	321
1.B. PD Goal: CDA	177	92	269
1.B. PD Goal: Infant/Toddler Certificate	5	8	13
1.B. PD Goal: School Age Certificate	12	13	25
1.B. PD Goal: Administrator Certificate	1	6	7
1.B. PD Goal: Other Certificate	5	3	8
1.B. PD Goal: EEC Certification Total	205	227	432
1.B. PD Goal: Teacher Certification	59	58	117
1.B. PD Goal: Lead Teacher Certification	110	122	232
1.B. PD Goal: Director I Certification	44	33	77
1.B. PD Goal: Director II Certification	5	14	19
1.B. PD Goal: Specific Core Competency Area	285	174	459
1.B. PD Goal: Other	39	26	65
1.B. PD GOAL CHECK	1158		1158
1.C. PD Goal MET: Degree Attainment Total	45	13	58
1.C. PD Goal MET: Associates Degree	42	7	49
1.C. PD Goal MET: Bachelors Degree	3	6	9
1.C. PD Goal MET: Masters Degree	2	0	2
1.C. PD Goal MET: Certificate/ Credential Total	28	29	57
1.C. PD Goal MET: CDA	36	29	65
1.C. PD Goal MET: Infant/Toddler Certificate	0	0	0
1.C. PD Goal MET: School Age Certificate	0	0	0
1.C. PD Goal MET: Administrator Certificate	0	0	0
1.C. PD Goal MET: Other Certificate	1	0	1
1.C. PD Goal MET: EEC Certification Total	35	71	106
1.C. PD Goal MET: Teacher Certification	9	53	62
1.C. PD Goal MET: Lead Teacher Certification	25	17	42
1.C. PD Goal MET: Director I Certification	3	0	3
1.C. PD Goal MET: Director II Certification	0	1	1
1.C. PD Goal MET: Specific Core Competency Area	24	18	42
1.C. PD Goal MET: Other	46	78	124
2. PD Opportunity: Cohort College Course	69	29	98
2. PD Opportunity: Individual College Course	128	53	181
2. PD Opportunity: CEU Course	99	67	166
2. PD Opportunity: Developmental Course	15	5	20
2. PD Opportunity: Information Session	137	36	173
2. PD Opportunity: Other	48	16	64
2. PD Opportunity: Total Opportunities	494		494
3. Number of Educators: Individual College Course	276	109	385
3. Number of Educators: Cohort College Course	768	475	1243
3. Number of Educators: CEU Course	2159	1089	3248
3. Number of Educators: Coaching & Mentoring Services	650	104	754
3. Number of Educators: Other	392	359	751
3. Number of Educators: Total	4245	128	4373
4.A. Number of Providers that Completed a Plan	255	293	548
4.B. PD Goal: Considering Accreditation	36	N/A	36
4.B. PD Goal: Accreditation	167	90	257
4.B. PD Goal: NAEYC Accreditation	70	69	139
4.B. PD Goal: NAEYC Accreditation: Enrollment	16	N/A	16
4.B. PD Goal: NAEYC Accreditation: Application	9	N/A	9
4.B. PD Goal: NAEYC Accreditation: Candidacy	2	N/A	2
4.B. PD Goal: NAEYC Accreditation: Meeting Standards	17	N/A	17
4.B. PD Goal: NAEYC Accreditation: Reaccreditation	44	N/A	44
4.B. PD Goal: NAFCC Accreditation	96	21	117
4.B. PD Goal: NAFCC Accreditation: Enrollment	100	N/A	100
4.B. PD Goal: NAFCC Accreditation: Application	0	N/A	0
4.B. PD Goal: NAFCC Accreditation: Observation	1	N/A	1
4.B. PD Goal: NAFCC Accreditation: Decision	0	N/A	0
4.B. PD Goal: NAFCC Accreditation: Renewal	1	N/A	1

Monthly Report Question	January - June 2012	July - December 2012	2012 Total
4.B. PD Goal: COA Accreditation	3	0	3
4.B. PD Goal: COA Accreditation: Application	1	N/A	1
4.B. PD Goal: COA Accreditation: Intake	0	N/A	0
4.B. PD Goal: COA Accreditation: Self-Study	0	N/A	0
4.B. PD Goal: COA Accreditation: Site Visit	0	N/A	0
4.B. PD Goal: COA Accreditation: Pre-Commission Review	0	N/A	0
4.B. PD Goal: COA Accreditation: Accreditation Commission	0	N/A	0
4.B. PD Goal: COA Accreditation: Final Report	2	N/A	2
4.B. PD Goal: COA Accreditation: Renewal	0	N/A	0
4.B. PD Goal: Considering QRIS	13	N/A	13
4.B. PD Goal: QRIS	130	214	344
4.B. PD Goal: QRIS: Level 1: Awareness	66	23	89
4.B. PD Goal: QRIS: Level 2: Emerging Practice	68	137	205
4.B. PD Goal: QRIS: Level 3: Focused Development	18	49	67
4.B. PD Goal: QRIS: Level 4: Full Integration	1	5	6
4.B. PD Goal: QRIS: Level 5: Best Practice	0	N/A	0
4.B. PD Goal: Other	13	12	25
4.C. PD Goal MET: Considering Accreditation	39	N/A	39
4.C. PD Goal MET: Accreditation	198	209	407
4.C. PD Goal MET: NAEYC Accreditation	115	162	277
4.C. PD Goal MET: NAEYC Accreditation: Enrollment	27	27	54
4.C. PD Goal MET: NAEYC Accreditation: Application	34	15	49
4.C. PD Goal MET: NAEYC Accreditation: Candidacy	18	32	50
4.C. PD Goal MET: NAEYC Accreditation: Meeting Standards	29	21	50
4.C. PD Goal MET: NAEYC Accreditation: Reaccreditation	51	67	118
4.C. PD Goal MET: NAFCC Accreditation	83	47	130
4.C. PD Goal MET: NAFCC Accreditation: Enrollment	69	28	97
4.C. PD Goal MET: NAFCC Accreditation: Application	5	7	12
4.C. PD Goal MET: NAFCC Accreditation: Observation	9	2	11
4.C. PD Goal MET: NAFCC Accreditation: Decision	12	8	20
4.C. PD Goal MET: NAFCC Accreditation: Renewal	5	2	7
4.C. PD Goal MET: COA Accreditation	0	0	0
4.C. PD Goal MET: COA Accreditation: Application	0	0	0
4.C. PD Goal MET: COA Accreditation: Intake	0	0	0
4.C. PD Goal MET: COA Accreditation: Self-Study	0	0	0
4.C. PD Goal MET: COA Accreditation: Site Visit	0	0	0
4.C. PD Goal MET: COA Accreditation: Pre-Commission Review	0	0	0
4.C. PD Goal MET: COA Accreditation: Accreditation Commission	0	0	0
4.C. PD Goal MET: COA Accreditation: Final Report	0	0	0
4.C. PD Goal MET: COA Accreditation: Renewal	0	0	0
4.C. PD Goal MET: Considering QRIS	4	N/A	4
4.C. PD Goal MET: QRIS	98	129	227
4.C. PD Goal MET: QRIS: Level 1: Awareness	62	54	116
4.C. PD Goal MET: QRIS: Level 2: Emerging Practice	30	69	99
4.C. PD Goal MET: QRIS: Level 3: Focused Development	8	6	14
4.C. PD Goal MET: QRIS: Level 4: Full Integration	1	0	1
4.C. PD Goal MET: QRIS: Level 5: Best Practice	0	0	0
4.C. PD Goal MET: Other	2	0	2
5. Number of Providers: Accreditation Activities	161	185	346
5. Number of Providers: QRIS Activities	726	460	1186
5. Number of Providers: Coaching & Mentoring Services	502	N/A	502
5. Number of Providers: Other Opportunities	128	165	293
5. Number of Providers: Total	1517		1517
6. Accreditation Fees: NAEYC: EPS Grant	37	18	55
6. Accreditation Fees: NAEYC: CCQ Amendment	50	2	52
6. Accreditation Fees: NAEYC: Total	87	20	107
6. Accreditation Fees: NAFCC: EPS Grant	3	4	7
6. Accreditation Fees: NAFCC: CCQ Amendment	28	4	32
6. Accreditation Fees: NAFCC: Total	31	8	39
6. Accreditation Fees: COA: EPS Grant	0	0	0
6. Accreditation Fees: COA: CCQ Amendment	0	0	0
7. Number of Educators: CDA Initial: EPS Grant	23	6	29
7. Number of Educators: CDA Initial: CCQ Amendment	55	13	68
7. Number of Educators: CDA Initial: Total	78	19	97
7. Number of Educators: CDA 2nd Setting: CCQ Amendment	2	0	2

Monthly Report Question	January - June 2012	July - December 2012	2012 Total
7. Number of Educators: CDA 2nd Setting: Total	2	0	2
7. Number of Educators: CDA Renewal: EPS Grant	6	0	6
7. Number of Educators: CDA Renewal: CCQ Amendment	10	9	19
7. Number of Educators: CDA Renewal: Total	16	9	25
8. MOUs: Number of Providers	31	58	89
8. MOUs: Number of Educators	294	297	591
9. Assessed for Coaching & Mentoring Needs: Educators	878	N/A	878
9. Assessed for Coaching & Mentoring Needs: Providers	510	N/A	510
9. Received Coaching & Mentoring Services: Educators	1838	2008	3846
9. Received Coaching & Mentoring Services: Providers	992	936	1928
10. Coaching & Mentoring: Educators: Individual	1074	344	1418
10. Coaching & Mentoring: Educators: Academic Advising	1163	653	1816
10. Coaching & Mentoring: Educators: Career Counseling	705	511	1216
10. Coaching & Mentoring: Educators: CDA Advising	320	256	576
10. Coaching & Mentoring: Educators: Group Coaching & Mentoring	1240	929	2169
10. Coaching & Mentoring: Educators: Plan Implementation & Monitoring	688	469	1157
10. Coaching & Mentoring: Educators: Accreditation Consultation	982	280	1262
10. Coaching & Mentoring: Educators: QRIS Consultation & Support	803	143	946
10. Coaching & Mentoring: Educators: PQR Supports	160	85	245
10. Coaching & Mentoring: Educators: Other Support Services	402	168	570
10. Coaching & Mentoring: Providers: Individual	547	200	747
10. Coaching & Mentoring: Providers: Academic Advising	512	38	550
10. Coaching & Mentoring: Providers: Career Counseling	223	48	271
10. Coaching & Mentoring: Providers: CDA Advising	79	57	136
10. Coaching & Mentoring: Providers: Group Coaching & Mentoring	798	603	1401
10. Coaching & Mentoring: Providers: Plan Implementation & Monitoring	233	159	392
10. Coaching & Mentoring: Providers: Accreditation Consultation	453	272	725
10. Coaching & Mentoring: Providers: QRIS Consultation & Support	736	415	1151
10. Coaching & Mentoring: Providers: PQR Supports	99	29	128
10. Coaching & Mentoring: Providers: Other Support Services	177	14	191
11. Outreach: Number of Activities: Newsletter	116	78	194
11. Outreach: Number of Activities: Mailing	129	170	299
11. Outreach: Number of Activities: E-Mail	5880	4110	9990
11. Outreach: Number of Activities: Informational Sessions	163	52	215
11. Outreach: Number of Activities: Presentation at Meetings	192	112	304
11. Outreach: Number of Activities: Other	1719	1295	3014
11. Outreach: Number of Activities: Total	7771	5817	13588
12. EEC Courses: Core Competencies: CEU Offerrings	4	1	5
12. EEC Courses: Core Competencies: CEU Educators	70	9	79
12. EEC Courses: Core Competencies: College Course Offerrings	1	0	1
12. EEC Courses: Core Competencies: College Course Educators	5	0	5
12. EEC Courses: Infant/Toddler Guidelines: CEU Offerrings	4	1	5
12. EEC Courses: Infant/Toddler Guidelines: CEU Educators	60	14	74
12. EEC Courses: Preschool Guidelines: CEU Offerrings	5	6	11
12. EEC Courses: Preschool Guidelines: CEU Educators	106	160	266

Appendix K: Post Master's Certificate in Early Education Research, Policy, and Practice

EEC is delivering an innovative 12-credit post master's certificate program that advances research, policy, leadership, and data-driven practice in early education and care. The program is comprised of four courses: Leadership and Change; Advanced Child Development and Early Learning; Early Childhood Policy; and Translating Research into Practice. This program will be delivered to three cohorts of 15 early educators from across the state between 2012-2015. Participants will be provided funding to cover the full cost of student tuition and fees, books, and a stipend. In addition, educators will be offered a wide range of support services, including the development of an individualized professional development plan, academic and career advising, mentoring, and individualized tutoring and academic supports. Top early education leaders locally and nationally will work together with the educators in the post master's certificate program to foster a powerful leadership network of connected research, policy and practice leaders in the field. The 12 credits are fully transferable and will articulate into doctoral and advanced graduate (CAGS, EdS) programs across the state. Four partnerships have been initiated: UMass Amherst, UMass Lowell, Salem State University, and Elms College. The goal is to create a model that can be easily replicated in order to cultivate a new generation of leaders who will create centers of excellence in early education and care programs across Massachusetts, ultimately promoting positive outcomes for children and families. The PMC will include 3 cohorts of educators (15 educators each) supported in full by EEC. One hundred and thirty-four educators started the application process of those that applied 50 applications were able to be removed and included for selection of 15 educators for the first cohort. Eligible applicants have the ability to apply for future EEC funded cohorts. In the selection process of the 15 candidates for Cohort 1 EEC made concerted efforts to balance the participants by region, setting type, and ethnicity. The data included in the preceding charts is of the applicants whose applications were ultimately eligible for review and those that were ultimately selected to participate.

	Cohort 1: Eligible Applicants		Cohort 1: Selected Applicants	
Applicants By EEC Region	# of Applicants	% of Applicants	# of Applicants	% of Applicants
Region 1	7	14%	4	27%
Region 2	11	22%	3	20%
Region 3	4	8%	1	7%
Region 5	9	18%	3	20%
Region 6	19	38%	4	27%
Total	50	100%	15	100%

	Cohort 1: Eligible Applicants		Cohort 1: Selected Applicants	
By Gender	# of Applicants	% of Applicants	# of Applicants	% of Applicants
Female	48	96%	14	93%
Male	2	4%	1	7%
Total	50	100%	15	100%

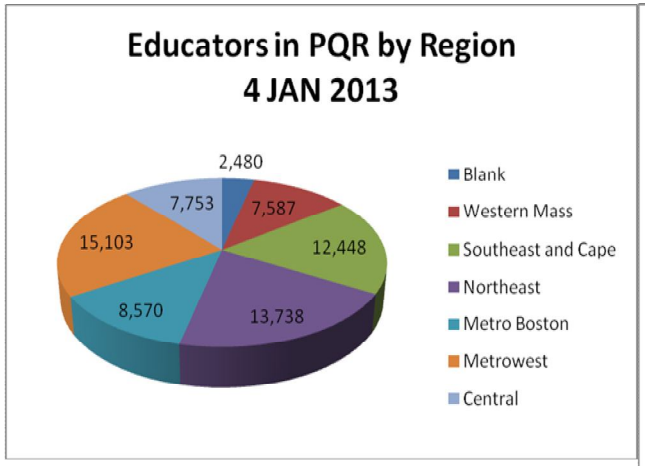
	Cohort 1: Eligible Applicants		Cohort 1: Selected Applicants	
By Race	# of Applicants	% of Applicants	# of Applicants	% of Applicants
Asian or Pacific Islander	1	2%	1	7%
Black (Not of Hispanic Origin)	7	14%	3	20%
Hispanic	2	4%	2	13%
Multi-racial/multi-ethnic	1	2%	0	0%
Not Provided	8	16%	2	13%
White (Not of Hispanic Origin)	31	62%	7	47%
Total	50	100%	15	100%

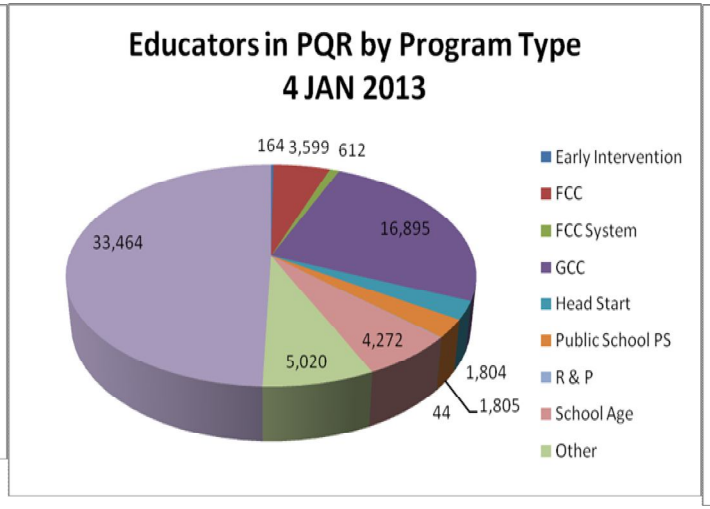
	Cohort 1: Eligible Applicants		Cohort 1: Selected Applicants	
By Program Type	# of Applicants	% of Applicants	# of Applicants	% of Applicants
After School	2	4%	1	7%
Early Intervention	3	6%	1	7%
Family Child Care	5	10%	2	13%
Group Child Care	27	54%	6	40%
Head Start	3	6%	2	13%
Public School	10	20%	3	20%
Total	50	100%	15	100%

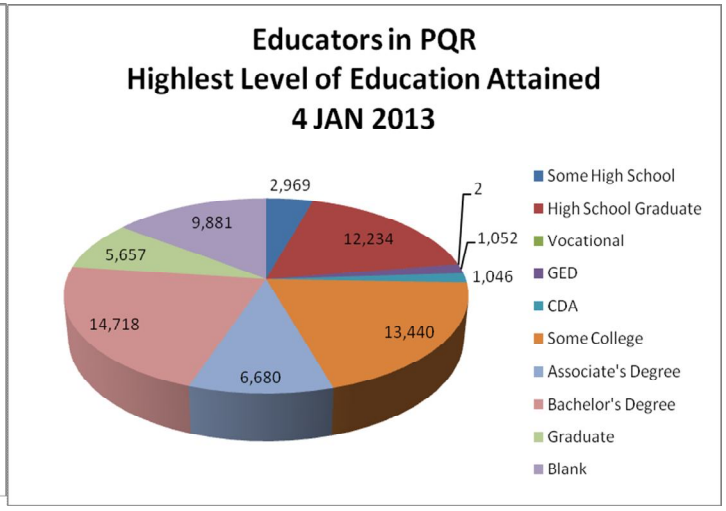
PQR (January 2013)

PQR Status by EEC Region Report (1/2/2013)

	Active	Expired	Pending: Registration not Finished	Pending: Staff Listed by Administrator	Total
Central MA	4845	1684	317	864	**7710**
Metro	8567	3594	638	2144	**14943**
Metro Boston	4967	2214	411	944	**8536**
Northeast	8129	3202	608	1660	**13599**
Southeast and Cape	7542	2789	486	1555	**12372**
Western MA	4495	1537	286	1153	**7471**
Outside MA or ZIP Error	1005	422	112	1415	**2954**
Total	**39550**	**15442**	**2858**	**9735**	**67585**

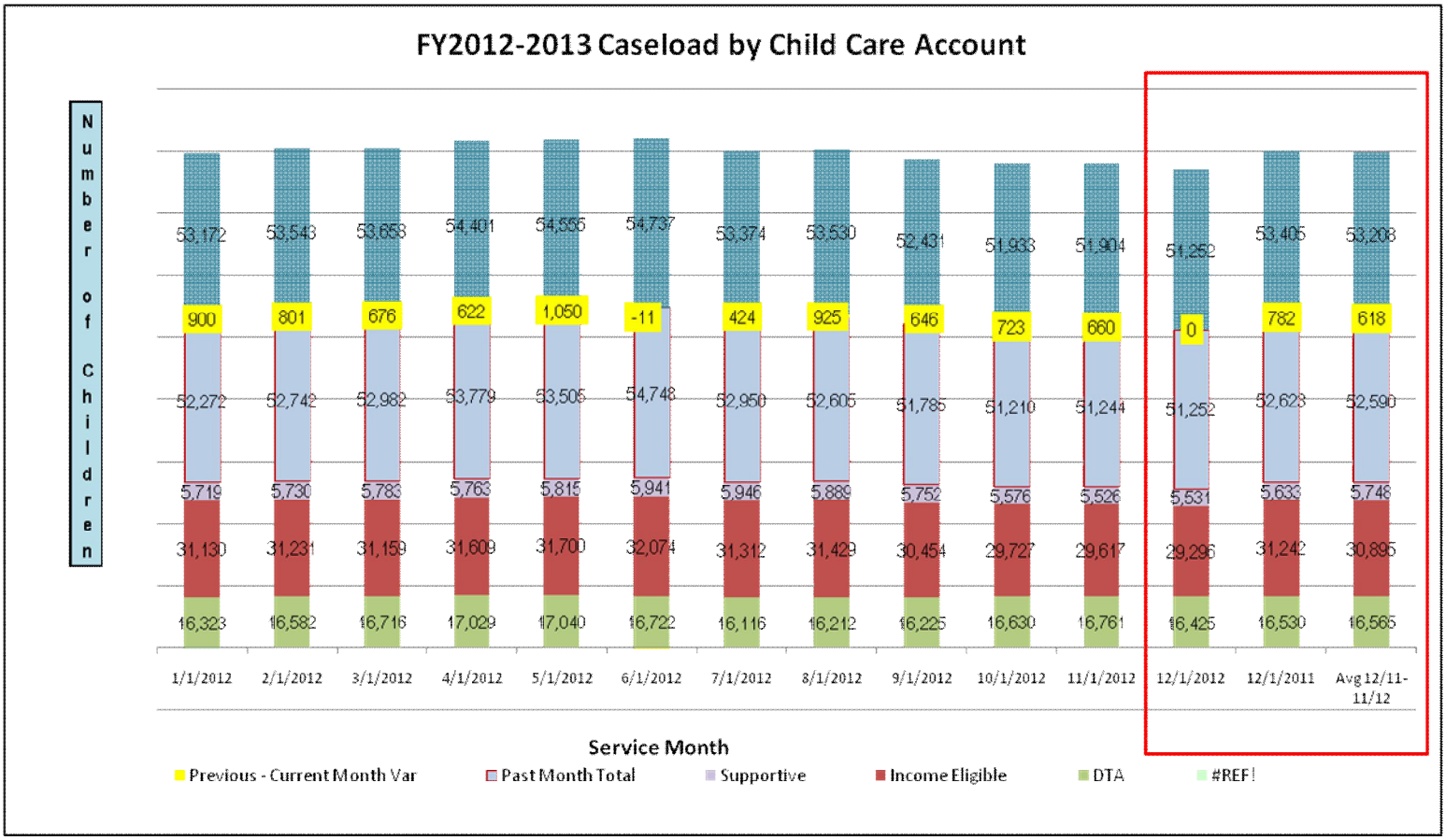




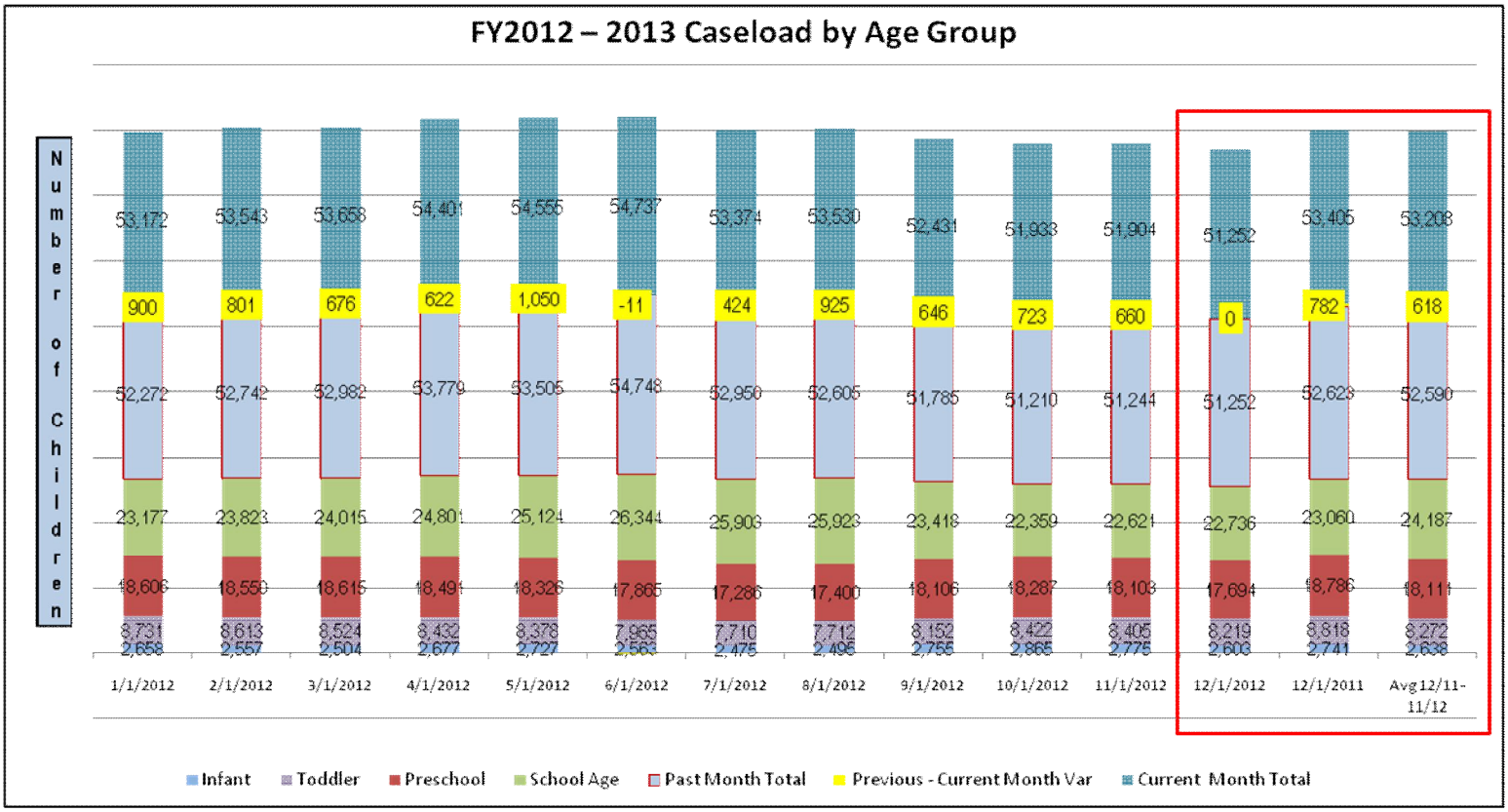


I. **Increasing Access to Early Childhood Services to Families Seeking Financial Assistance**
Caseload by age group, program setting and child care account:

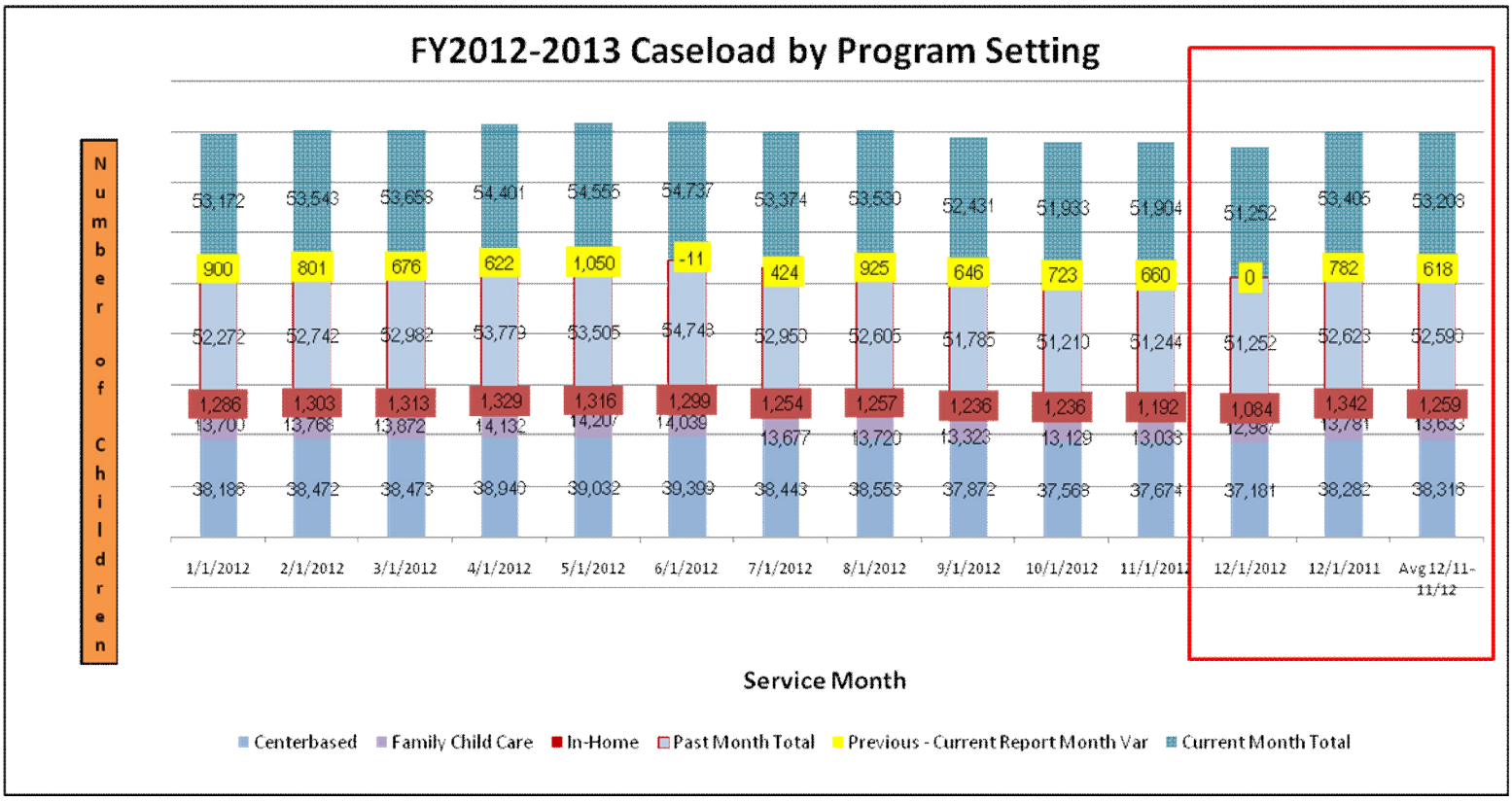
FY2012-2013 Caseload by Child Care Account



FY2012-2013 Caseload by Age Group



FY2012-2013 Caseload by Program Setting



Appendix N: Communications Project Details

Legislative Briefings

2/22: Wheelock legislative informational session on advancing early childhood education in MA (State House) – Commissioner Killins provided a briefing on EEC's accomplishments in FY11 and priorities for FY12.

2/23: Ways and Means budget hearing – Commissioner Killins provided a briefing on EEC's accomplishments in FY11 and priorities for FY12, that included fully implementing QRIS and the Early Childhood Information System (ECIS), evaluating and measuring child growth, and de-coupling access to services from parental work status

3/1: EEC Advisory/Legislative subgroup – EEC conducted a briefing at the state house on the Massachusetts Kindergarten Entry Assessment pilot; Sen. Clark and Chair Peisch attended

4/26: Brain Building in Progress day at the State House – EEC partnered with lead agencies the United Way of Massachusetts Bay and Merrimack Valley, and Early Education for All to host a Brain Building in Progress day at the State House, as part of the Governor's declaration of Brain Building in Progress week in the Commonwealth during the national Week of the Young Child. This event was intended to raise legislative awareness of the importance and value of early education and care among young children and towards the future prosperity of the Commonwealth. Participating legislators and state leaders engaged with children from the Associated Early Education and Care program, by reading and interacting with them in a positive, meaningful way. Attendees included Lt. Governor Tim Murray, Education Secretary Paul Reville, EEC Board Chair JD Chesloff, Senator Katherine Clark, Representative Alice Peisch, Representative Alice Wolf, Representative Paul Brodeur, Representative Elizabeth Poirier, Representative Geraldine Creedon, Representative Geoffrey Diehl, and staff from the offices of Senator DiDominico, Rep. Khan, and Rep. Galvin.

6/7: EEC Advisory Council/ Legislators subgroup meeting -- EEC conducted a briefing at the state house on the Peer Assistance and Coaching project

9-14-2012: Worcester Area Association for the Education of Young Children (WAAEYC) Annual Legislative Breakfast – Commissioner Killins briefed the Worcester area legislative delegation and early education and care providers on the state's Brain Building in Progress communications initiative and why quality matters in early education and care

12/13: EEC Advisory Council legislative subgroup meeting – EEC conducted a briefing at the state house on the FY14 budget and Standards Alignment

Legislative Meetings/Events

1/17/12: Early Learning Challenge celebration at State House

1/30: Rep. Wolf and Cambridge Mayor's Commission on Early Childhood

1/31: Speaker DeLeo, Rep. Durant

2/10: Chair Peisch

2/14: MADCA Annual Advocacy Day at State House

2/21: Meeting with Senator Sonia Chang-Diaz, Chair, Senate Committee on Education

2/22: Wheelock legislative informational session on advancing early childhood education in MA (State House)

2/23: Ways and Means budget hearing

2/27: Rep. Lewis re: afterschool program accessibility issue

2/28: Speaker Pro Tempore Haddad re: ELC and budget

2/28: Senate President Murray re: ELC and funding plans

3/1: EEC Advisory – Legislative subgroup (Sen. Clark and Chair Peisch attended)

3/7: Chairman Stephen Brewer

3/16: Barre Public Schools Visit with Senator Brewer, Quabbin Superintendent, and Quabbin School Committee Members

4/3: Rep. Linda Dorcena-Forry

4/19: Rep. Peisch, Sen. Chang-Diaz, Sen. Tarr

4/26: Brain Building in Progress day at the State House

5/14: Early Learning Challenge State Agency Retreat (Speaker Pro Tempore Patricia Haddad, and Rep Alice Peisch – House Chair, Joint Committee on Education, attended)

6/7: EEC Advisory Council – State Associations and Legislators subgroup meeting at the State House

6/13: Monthly meeting with Chair Alice Peisch (Carmel Sullivan, General Counsel, attended)

8/13: Commissioner Killins met with Representative Alice Peisch

9/6: Meeting with SEIU 509 on Card Authorization

9/12: Commissioner Killins met with Senator Sonia Chang-Diaz and Representative Alice Peisch

9-14-2012: Commissioner Killins on Brain Building in Progress, Why Quality Counts at the WAAEYC Annual Legislative Breakfast

9/26: EEC met with Representative Lewis about program accessibility

9/28: EEC Advisory Council meeting (Sen. Clark's office and Education Committee staff attended)

10/15: Commissioner Killins met with Representative Alice Peisch

10-17: Presented at Representative's Sannicandro's Early Literacy Event at the Pittaway School in Ashland.

10/24: RTTT-ELC Fall Retreat, Chair Peisch participated

11/2: "Wee Read PJ Night" at the Berkshire Museum in Pittsfield with Rep. Farley Bouvier, Sen. Downing

12/13: EEC Advisory Council legislative subgroup meeting, State House

1/9: Post Partum Depression Commission meeting (Rep. Ellen Story)

1/10: Rep. Alice Peisch, House Chair, Joint Committee on Education

Other Legislative Events Held

Wheelock College Legislative Information Sessions

A series of legislative informational sessions on policy topics connected to issues that impact the lives of children and families in the Commonwealth are being held at the State House in support by Wheelock College Government and External Affairs Department in partnership with Representative Kay Khan, House Chair, Joint Committee on Children, Families and Persons with Disabilities. On February 22, 2012, Wheelock College and EEC held a session on "Advancing Early Childhood Education in Massachusetts". At this session, Commissioner Killins discussed the state's plans for supporting improved child outcomes and educator practice through screening, assessment and the Quality Rating and Improvement System (QRIS). Approximately 20 legislative staff attended the session, including staff from the Education Committee.

Massachusetts Reading Conference

At the 43rd annual Massachusetts Reading Association Conference held in Sturbridge, MA, Commissioner Killins was the key note speaker at the Legislative breakfast to an audience of reading educators and those interested in all aspects of teaching and learning . Commissioner Killins' introduction by Evelyn Wall from the MRA's Governmental Relations Board was met with applause in relation to her role in securing the Race to the Top's Early Learning Challenge Grant. After the Legislative breakfast and before the Conference keynote speaker in the Grand Ballroom, Cynthia Rizzo from the MRA's Governmental Relation Board introduced Commissioner Killins to the conference participants as the winner of the 2012 MRA Reading Advocate Award Recipient. Ms. Rizzo highlighted the Commissioner's accomplishments at the Department of Early Education and Care and its impact on the lives of children in the Commonwealth. She also presented the Commissioner with a plaque commemorating the award.

Early Learning Challenge Grant - Interagency Planning Retreat

On May 14, 2012, to advance strong partnerships across these multiple domains, EEC, as lead agent for the Commonwealth's Race to the Top – Early Learning Challenge (RTTT-ELC) grant, hosted a one day retreat for participating state agencies on "Fulfilling the Promise: Building Strong Inter-Agency Partnerships for the Success of Young Children." This retreat served to engage state leadership and initiate planning and a decision-making process for action. Delegations from 16 state agencies attended with over 55 leaders participating, including legislative representatives, the Secretary of Education, Executive Directors, and Commissioners as well as top key managers whose roles are central to the implementation of the state's Early Learning Plan. Substantive source materials including a summary of the grant, research on brain and child development, effective education and care system building and collaboration were provided to retreat participants. The retreat was the first in what will be a series of RTTT-ELCG planning events to build upon existing and reinforce new inter-agency partnerships needed to ensure Massachusetts meets grant performance goals.

Patrick-Murray Administration Proclaims November to be Family Literacy Month

The Patrick-Murray Administration has proclaimed November 2012 to be the Commonwealth's 16th annual Family Literacy Month in recognition of the pivotal role that parents and family members play in the educational success of their children. In celebration of Family Literacy Month, communities across the state will host activities throughout November in support of literacy, lifelong learning, and family-well being. Education Secretary Paul Reville and Deputy Education Commissioner Alan Ingram kicked off the activities by joining legislative leaders and local officials to visit the Intergenerational Literacy Program at the John Silber Early Learning Center in Chelsea on November 1. Commissioner Killins participated in the Berkshire County's family literacy pajama night at the Berkshire Museum in Pittsfield on November 2. The "WeeRead Pajama Party" was held from 6:00 to 9:00 p.m. at the Berkshire Museum and promoted community and family engagement in early literacy development. Participants included Pittsfield Mayor Dan Bianchi, Rep. Farley Bouvier, Sen. Downing, and Police Chief Mike Wynn.

Other Communications:

Media Articles

2/21 – "Looking ahead, preschools add tech to the curriculum" Boston Globe (Michael Farrell, reporter)

2/21 – Touch 106.1 FM interview highlighting Early Education and Care in the Commonwealth and diversity in the Commonwealth

2/23 – WWLP/Ch.22 Springfield "Dunbar center partners with YMCA" (Elysia Rodriguez, reporter)

2/28 – "Murray visits Salem Community Child Care Program" Boston Globe (Justin Rice, reporter)

3/1 – "Massachusetts awards over $950,000 to Educational Assessment Program." Northeast public radio (Lucas Willard)

3/1 – "Sparking a child's interest in science and technology" Boston Globe Editorial (JD Chesloff, author)

3/7 – "Early childhood education program approved." Berkshire Eagle (Jenn Smith, reporter)

3/20 – "Day care service model at risk" (Op-Ed) Worcester Telegram

3/30 – "Early Ed and Care Commissioner Killins visits Quabbin District" The Gardner News

4/25 - Program instills in tots a love of books – Berkshire Eagle (Jenn Smith)

5/17 – Boston Globe OpEd: The Economic Case for Early Education by Senator Katherine Clark

5/18 - Boston Globe OpEd: Massachusetts is the education state, for now By Jim Squires

5/29 - BAM Radio discussion on "But I Don't Know Anything About STEM" (Commissioner Killins participated); Interview is live on BAM and featured on the Educators Channel: http://www.bamradionetwork.com/index.php?Itemid=65&id=35&layout=blog&option=com_content&view=category

6/15 – Boston Globe: In Mass., signs of employment growth, Child care business bounces back as parents return to work

6/21 - Chicopee Register- Arbors Kids executive director Shad Hanrahan receives Exceptional Leader state award

6/21: "Fight Summer Brain Drain" – NECN Morning Show (Commissioner Killins was interviewed on the importance of Summer Learning Opportunities)

8/20: "Reprogramming children's brains for school after spending a long summer away from the classroom" (NECN Morning Show interview segment)

Bloomberg EDU radio interview on the importance of early education and care, posted online at http://www.bloomberg.com/radio/

Press Releases

4/26 – Press Release on Brain Building in Progress/Week of the Young Child

5/7 – Press Release on Museum/Library partnership with Boston Children's Museum

6/5 -- Patrick-Murray Administration Announces Early Education and Care Exceptional Educator and Instructional Leader Awards

8/1: Press Release: "Patrick-Murray Administration Offers New Tools to Support Children and Families in Early Literacy Development"

9/14: Press Release "GOVERNOR PATRICK SIGNS LEGISLATION GIVING FAMILY CHILD CARE PROVIDERS RESOURCES TO DELIVER HIGH QUALITY EDUCATIONAL OPPORTUNITIES FOR OUR YOUNGEST CITIZENS"

9/26: GOVERNOR PATRICK SIGNS LEGISLATION TO HELP CLOSE ACHIEVEMENT GAPS IN READING AND GET ALL STUDENTS TO PROFICIENCY BY GRADE 3

10/3: PATRICK-MURRAY ADMINISTRATION HOSTS FIRST ANNUAL FATHERHOOD LEADERSHIP SUMMIT

10/10: Patrick-Murray Administration Announces Public/Private Partnership to Support Early Literacy Programs for Families

10/12: Patrick-Murray Administration Awards $1 Million in Grants to Strengthen Coordination Between Pre-K Through 3rd Grade Education and Improve Child and Family Outcomes

10/31: Patrick-Murray Administration Proclaims November to be Family Literacy Month

Regional Provider Meetings

Regional Provider meetings were held during the month of April. Topics on the agenda included the Race to the Top Grant, EEC Transportation policy and training, EEC grants and Playground Safety Training. The trainings were held:

Western Massachusetts Office: April 19, 2012:

Central Massachusetts Office: April 26, 2012:

Northeast Office: April 25, 2012:

Southeast and Cape Office: April 24, 2012:

Metro Boston April 26, 2012:

EEC Board Meetings: The EEC monthly board meetings are held both in the EEC Central Office as well as various locations across the state including Westfield State University (March 13, 2012), Bristol Community College (May 8, 2012), and in Worcester (December 11, 2012). Agendas and meeting dates for these meetings can be found at: http://www.mass.gov/edu/government/departments-and-boards/board-of-early-education-and-care/eec-board-meetings/archived-eec-board-meeting-materials/

Committees of the Board of Early Education and Care: (Planning & Evaluation Committee, Policy & Research Committee and Fiscal Committee; and former Committees: Policy & Fiscal Committee, Research & Communications Committee and Ad Hoc Committee on Board Operations). Agendas and meeting dates for these meetings can be found at: http://www.mass.gov/edu/government/departments-and-boards/board-of-early-education-and-care/

Advisory Council Meetings: Meeting dates for these meetings can be found at: http://www.mass.gov/edu/researchers/early-education-and-care/early-education-task-force-and-presentations/eec-advisory-council/fy2012-advisory-council-meeting-dates.html

MEETING DATE	EXPERTISE GROUP(S)	Meeting Topic(s)
Friday, January 13, 2012 10:00am-1:00pm	**Full Advisory Council**	• UPK Alignment with QRIS • Rate Reform/Cost of Preparation
Friday, February 17, 2012 10:00am-11:30am	K-12 & Higher Education	• Massachusetts Kindergarten Entry Assessment (MKEA) Pilot
Thursday, March 1, 2012 10:00am-11:30am	State Associations & Legislators	• Massachusetts Kindergarten Entry Assessment (MKEA) Pilot
Friday, March 30, 2012 10:00am-11:30am	Business/Civic & Contract Relationship	• Massachusetts Kindergarten Entry Assessment (MKEA) Pilot • Transportation Working Group's Recommendations to the EEC Board
Friday, April 20, 2012 10:00am-1:00pm	**Full Advisory Council**	• Updates: QRIS Process and QRIS Framework • Transportation Working Group • Peer Assistance and Coaching (PAC)
Friday, May 11, 2012 10:00am-11:30am	K-12 & Higher Education	• Peer Assistance and Coaching (PAC)
Thursday, June 7, 2012 10:00am-11:30am	State Associations & Legislators	• Peer Assistance and Coaching (PAC)
Friday, June 15, 2012 10:00am-11:30am	Business/Civic & Contract Relationship	• Peer Assistance and Coaching (PAC)
Friday, June 29, 2012 10:00am-1:00pm	**Full Advisory Council**	• Child Care Resource & Referral Agencies (CCR&Rs) • EEC's Strategic Plan Review
Friday, September 28, 2012 10:00am-1:00pm	**Full Advisory Council**	• Quality Rating and Improvement System (QRIS) Validation Study • Rate Reform
Friday, November 16, 2012 10:00am-11:30am	Business/Civic & Contract Relationship	• FY14 Budget • Standards Alignment: Next Steps and Input Including STEM • Building an Infrastructure for Quality: Bond Bill Proposal
Friday, December 7, 2012 10:00am-11:30am	K-12 & Higher Education	• FY14 Budget • Standards Alignment: Next Steps and Input Including STEM • Building an Infrastructure for Quality: Bond Bill Proposal
Thursday, December 13, 2012 10:00am-11:30am	State Associations & Legislators	• FY14 Budget • Standards Alignment: Next Steps and Input Including STEM
Friday, January 18, 2013 10:00am-1:00pm	**Full Advisory Council**	• Governor's Education Investment Plan • Building an Infrastructure for Quality: Bond Bill Proposal • EEC's Strategic Plan: Update and Input

Appendix O: Reach Out and Read MidYear Report; Parent-Child Home Program Statistics

Parent-Child Home Program Status Statistics 2011-2012

876 Children Served

	Completion %	Attrition %
Program Completion rate	76.995%	23.005%

Verbal Interaction Stimulus Materials (VISMs)

	Average # of Books		Average # of Toys		Average # of Activities	
	Offered	Received	Offered	Received	Offered	Received
Program 1	12.09	10.46	10.76	9.25	10.45	9.5
Program 2	12.86	12.3	10.64	10.09	10.62	9.46

Total # of books received	7075
Total # of toys received	5980
Total # of activities received	5829

Primary Language Spoken in Child's Household	**Percent**
African	1.88%
Arabic	1.51%
Cambodian	1.88%
Cape Verdean Creole	0.25%
Chinese	1.01%
English	47.74%
Farsi	0.13%
French	0.25%
Haitian-Creole	3.14%
Indian	0.13%
Italian	0.25%
Multilingual	0.25%
Other	8.92%
Portuguese	2.39%
Russian	0.50%
Spanish	27.89%
Tagalog	0.75%
Vietnamese	1.13%

Child's Native Language	**Percent**
African	1.88%
Arabic	1.51%
Cambodian	1.88%
Cape Verdean Creole	0.25%
Chinese	1.01%
English	46.23%
Farsi	0.13%
French	0.25%
Haitian-Creole	3.39%
Indian	0.50%
Italian	0.13%
Other	8.92%
Portuguese	2.39%
Russian	0.50%
Spanish	29.15%
Tagalog	0.75%
Vietnamese	1.13%

Child's Race/Ethnicity	Percent
American-Indian or Alaskan Native	0.13%
Asian, Non-Hispanic	10.93%
Bi-Racial or Multi-Racial	8.54%
Black/African American, Non-Hispanic	13.57%
Spanish/Hispanic/Latino of any race	35.05%
White, Non-Hispanic (Includes European, Middle Eastern, & North African origins)	31.78%

Family or Program Child Receiving Government Aid	Percent
None	0.38%
Child care subsidy	4.27%
Food stamps	36.56%
Medical	46.11%
None	10.43%
Other	3.64%
Public housing/Section 8	16.96%
Social Security (SSI, SSD)	7.66%
TANF	10.43%
Unemployment	0.75%
WIC	49.87%

Currently Receiving Other Early Childhood and Education Services	Percent
Center-based child care	4.15%
Early Head Start	1.76%
Family child care	4.52%
Head Start	1.51%
None	51.76%
Other	5.90%
Private pre-school	0.50%
Public pre-school	0.75%
Relative care	2.64%

Family Income Distribution*	Percent
Under $10,000	29.02%
$10,001-$20,000	31.41%
$20,001-$30,000	15.96%
$30,001-$40,000	9.17%
More than $40,000	14.45%

** Reporting of annual earned incomes*

Race/Ethnicity	Percent
American-Indian or Alaskan Native	0.27%
Asian, Non-Hispanic	11.54%
Bi-Racial or Multi-Racial	1.51%
Black/African American, Non-Hispanic	13.58%
Spanish/Hispanic/Latino of any race	35.40%
White, Non-Hispanic (Includes European, Middle Eastern, & North African origins)	37.62%

Relation to Child	Percent
Father	23.34%
Foster Parent	0.27%
Grandfather	0.09%
Grandmother	1.42%
Mother	74.00%
Other	0.89%

Child's Gender	Percent
Female	47.49%
Male	52.51%

Age	Percent
21-25	9.05%
26-30	21.38%
31-39	44.63%
40-49	19.88%
50-59	2.40%
60+	1.42%
Under 21	1.24%

Marital Status	Percent
Common-law Marriage	3.28%
Married	54.21%
Never Married	34.34%
Separated/Divorced	7.36%
Widowed	0.35%

Parental Self-Identification	Percent
As a Single Parent	36.38%
As a Teen Parent	8.70%

High School Graduate Prior to Entering The Program	Percent
Yes	73.47%
No	26.53%

Level of Schooling Completed in U.S.	Percent
College +	4.44%
Four-year college degree	4.44%
HS + some college or trade school	14.02%
HS Graduate or some equivalent	14.29%
Less than 3rd grade	0.44%
Less than 9th grade	1.69%
Received GED	5.41%
Some HS, didn't finish	7.99%
Two-year college degree	4.17%

Level of Schooling Completed outside U.S.	Percent
College +	4.53%
Four-year college degree	3.99%
HS + some college or trade school	5.15%
HS Graduate or some equivalent	17.92%
Less than 3rd grade	2.40%
Less than 9th grade	9.49%
Received GED	0.18%
Some HS, didn't finish	7.36%
Two-year college degree	2.04%

Employment Information	Percent
Full-time	27.77%
Not currently employed	55.55%
Part-time	16.68%

Reach Out and Read – FY13 Mid-Year Report (July 1 – December 31, 2012)

Required Services Updates

- Implementation of ROR's evidence-based model that recognizes parents are their child's first teacher and promotes early literacy and school readiness in pediatric exam rooms by giving new, developmentally and culturally appropriate children's books to children and advice to parents about the importance of reading aloud.
  - **Please provide data about the number of parents and children served from July 1 – December 31st. I know you presented information to the Board about ROR in the high needs communities. While all of your utilization numbers are important, highlighting the work of ROR in those high needs communities will be helpful in this report as well.**

    191,000 individual children were served by Reach Out and Read practices during the July 1, December 31 2012 period. 126,000 of these were in high needs communities.

  - **Please share any outcomes during this period related to the families who participated in ROR.**

    Reach Out and Read research demonstrates increased reading aloud and increased appreciation of this activity in families that participate in Reach Out and Read; however, specific family outcomes are not available within the scope of our program.

- Planning and implementation of two regional events to build on the foundation of the FY12ROR/EEC "Journey to Literacy" conferences;
  Please provide attendance numbers, a description of participants and evaluation results from the December 2012 conference. Please provide an update on planning for your second conference in FY13.

  The fourth Journey to Literacy Conference was held in Pittsfield on December 1, with approximately 95 registered attendees, primarily early childcare providers from the Berkshire County area, but including participants from Springfield and even the Cape. A copy of the Agenda is attached. Evaluation responses were overwhelmingly positive, with several participants expressing appreciation for Commissioner Killins' attendance.

  We are considering locations for a late Spring conference in South Eastern MA.

- Matching of not less than $1 in private or corporate contributions for every $1 in state grant funding that supports the ROR program;
  Please provide status of matching dollars.

  Reach Out and Read has raised more than $600,000 to date toward our match.

- Through parental consent, providing families with an opportunity to be entered into the early childhood information system, which will help link early childhood information with children's success in learning through third grade and provide families with opportunities and resources to help their children grow up healthy and learning;
  Please provide an update on use of the parental consent form. Include information about opportunities and barriers related to this requirement.

  The Reach Out and Read Massachusetts Coordinators do not engage with participating Reach Out and Read medical providers about their specific clinical practices other than in relation to their implementation of Reach Out and Read; thus there is no opportunity for Coordinators to use the parental consent form.

- Intentional collaboration with local Coordinated Family and Community Engagement grantees to develop a more integrated approach to supporting children and families at the local level, which includes

collaboratively educating families about the importance of a medical home and an appropriate schedule of care for their children.

Connection with the CFCE grantees has been made primarily through the Journey to Literacy Conferences, through which grantees were made aware of Reach Out and Read's services and the participating practices in their areas. Our Regional Coordinators frequently overlap with CFCE grantees through their participation in community groups such as the New Bedford Early Literacy Consortium, the Cape Cod Early Literacy Consortium, the Pittsfield Promise, and Reading Success by 4th Grade.

- Promotion of the Strengthening Families Protective Factors, which are parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and healthy social and emotional development in children. By building these protective factors in families, ROR will support family stabilization and optimal child development, which link to school readiness and school success.

How are the Strengthening Families Protective Factors embedded in ROR?

The Protective Factors are explicitly included in the presentation on the Reach Out and Read model given at the Journey to Literacy Conferences. They are also implicitly incorporated in the anticipatory guidance about sharing books with children that is given to parents by healthcare providers. For example, the elements of reciprocity and joint attention that are hallmarks of a strong parent-child relationship are components of reading aloud; attention to the developmental stages in a child's literacy development increases a parent's knowledge of child development.

Reach Out and Read grantee is required to incorporate the approved tagline for the *Brain Building in Progress* communications initiative on appropriate marketing and communications materials and resources that are funded in whole or part through this grant. These materials and resources may include, but are not limited to, the following: marketing products (e.g., flyers, brochures, pamphlets); professional development products printed by the grantee (e.g., books/booklets, guides, course readers); websites; and other products as determined by EEC.

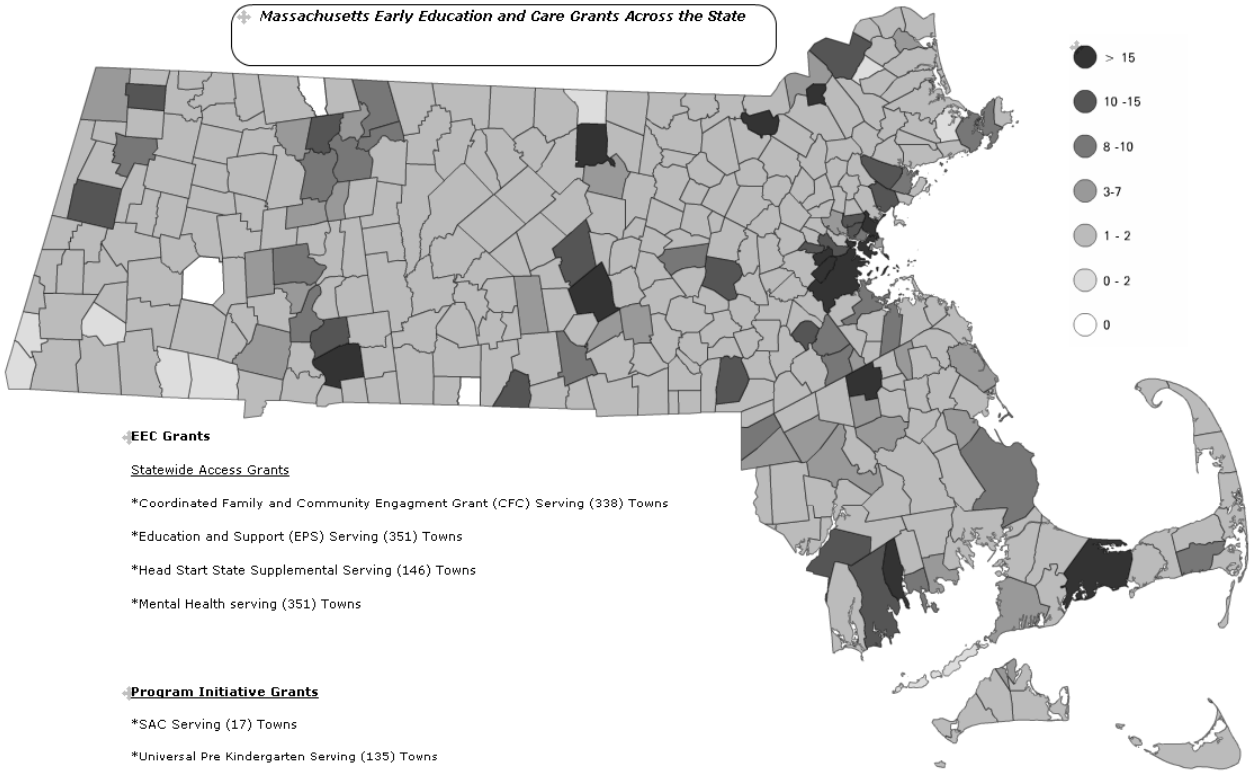
Please provide some examples of how this tagline or the Brain Building in Progress has been incorporated into your communications and products.

*The Brain Building In Progress logo was incorporated into the website (**http://www.eventbrite.com/event/4333981054**) and printed materials for the Journey to Literacy Conference).*

Please list the progress year to date of the ROR FY '13 activities below.

A. ***FY '13 Expansion Goal:*** *Since July 1, 2012 we have brought on 12 new program sites serving approximately 8000 children annually. Eleven other program sites are in the training phase of the application process.*
B. ***FY'13 Training Goal:*** *Between July 1 and December 31, 2012, 187 providers were trained or re-trained through Reach Out and Read's Online CME Course.*
C. ***FY '13 Quality Assurance Goal:*** *In the period from July 1, 2012 through December 31, 2012, 44 formal quality assurance visits were made. These statistics do not include the many additional informal program site support contacts made during this time period.*
D. ***FY '13 Book Goal:*** *We have distributed more than 230,000 books in the Commonwealth as of January 15, 2013.*

Appendix P: EEC Investments by City/Town



EEC Grants

Statewide Access Grants

*Coordinated Family and Community Engagment Grant (CFC) Serving (338) Towns

*Education and Support (EPS) Serving (351) Towns

*Head Start State Supplemental Serving (146) Towns

*Mental Health serving (351) Towns

Program Initiative Grants

*SAC Serving (17) Towns

*Universal Pre Kindergarten Serving (135) Towns

*Quality Rating Impovement System Improvement Serving (217) Towns

Entitlement Grants

*Early Childhood Special Education Allocation (ECSE) Serving (308) Towns

*Inclusive Preschool Learning Enviroments (IPLE) Serving (241) Towns

APPENDIX Q: Summary of Board Votes and Discussion February 2012 – December 2012

DATE	POLICY ISSUE	VOTE	SUMMARY OF DISCUSSION AND VOTE TAKEN
February 14, 2012	Annual Report to the Legislature – Vote	X	Commissioner Killins presented the Board with an overview of the Legislative Report, which represents a compilation of the multiple reporting requirements imposed by both EEC's statute (G.L. c. 15D) and budgetary line item language. She then highlighted some of the key initiatives advanced in FY2012, including: • Child Care Resource and Referral (CCR&R) Reform • Redefining Universal Pre-Kindergarten (UPK) • Race to the Top – Early Learning Challenge • Comprehensive Child Data System • Early Childhood Information System (ECIS): Access to Parental Consent Forms at a Variety of Access Points • Alignment of Quality with a Rate Reform Initiative Board members noted that the Report provides a good summary of the Department's work. **On a motion duly made and seconded, it was: *VOTED that the Board of Early Education and Care approve the Annual Legislative Report for Fiscal Year 2012, as presented and included in the Board materials of February 14, 2012, and authorizes the Department to submit the Annual Legislative Report on its behalf.*** *The motion passed unanimously.*
	FY13 Universal Pre-Kindergarten (UPK) Grant – Discussion and Possible Vote	X	Jay Swanson, EEC Policy Analyst, presented the Board with a summary of the proposed changes to the UPK program for FY2013. He highlighted the three policy objectives: (1) further alignment of UPK with the Quality Rating and Improvement System (QRIS); (2) increase access to UPK Funds; and (3) increase the number of programs participating in UPK. Mr. Swanson reviewed the proposed criteria for the UPK grant and then addressed a two-tiered approach for allocating the FY13 funds. The first round will be limited to existing UPK providers, while a second round will focus on "new" programs that meet the policy objectives of the FY13 grant. In determining program fund allocations, EEC is proposing a new funding formula whereby funding will be limited up to a maximum of 5 "high needs children" per classroom. Based on the number of existing UPK classrooms, EEC estimates that the Department can provide funds to existing programs to serve approximately 1,833 children, which equals $3,009 per child, per classroom. In Round Two, EEC anticipates that there will be funds to serve over 160 children in "new" UPK classrooms. Board members asked for clarification of some of the proposed criteria, such as the program match requirement, whether programs with more than one classroom may receive UPK funds for each classroom or are programs capped at serving 5 high needs children, and how the Department determined funding of five children per classroom. Commissioner Killins responded that the program match will be flexible as programs piece together funds to serve high needs children; the match could be in-kind funds, sliding fee scale, or a professional development relationship, not just cash. She confirmed that the grants are classroom based, not program based; therefore, programs may apply for UPK funding for as many classes as they have. Board Member Scott-Chandler stated that she supports alignment with QRIS, however, she is challenged by the notion of "competitive salary" as we are not competitive in the field. She opined that we are trying to fit this into a box and the field is not ready. Board Member Childs commented that there may be other ways to think about measuring the relative success of programs, such as staff satisfaction and staff retention. Board Member Craig O'Brien suggested that the compensation issue is better suited for the Department to address as opposed to the Board. Board Member Villegas-Reimers added that the Advisory Council desired flexibility in this area. Board Member Villegas-Reimers suggested amendments to the UPK criteria as follows:

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			• A program must be at Level 3 in QRIS and 75% of teachers must have Bachelor's degrees; • A program must demonstrate the practice of salary enhancement with UPK funds over the past two years; • Teacher(s) with an early childhood or related Bachelor's degree(s), must teach in the preschool classroom; • These teacher(s) must have at least a two year tenure at the program; and • The program must demonstrate that the new funding formula is insufficient to meet the salary of the Bachelor's teacher(s) and that 100% of the new formula will be dedicated to teachers' salaries but will not exceed the program's original grant. Board Member Childs expressed her concern by including a salary or compensation requirement, EEC is taking on a role that should be delegated to the programs. Commissioner Killins responded that this amendment could target programs demonstrating salary enhancement over the past two years. If a program can demonstrate that it has used UPK funding for educator stipends or other salary enhancement, it will not be harmed. Board Member Scott-Chandler recommended removing compensation from the proposed UPK objectives until the Department and the Board figured it out. Board Member Craig O'Brien pointed out that grantees have been warned for years that changes to the UPK grant were coming. This program was not intended to cover salary adjustments. Commissioner Killins pointed out that the BAS and PAS tools, required at Level 3 of QRIS, address salary and compensation and that an above average score on the BAS/PAS could substitute for the proposed requirement. Board Member Villegas-Reimers asked whether this would be just for FY2013. Commissioner Killins replied that it could be implemented this year and the Department can learn from it to inform future years. Board Member Washer Gish recommended that the Board "keep it simple", noting that all the points made today are important and that she supports where the Commissioner is leading as it closely aligns UPK to QRIS requirements. She concluded that the Board needs to make sure is the criteria are clear and understandable for EEC and the field. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Department's guidelines and policy objectives for the use of Universal Pre-Kindergarten grants in Fiscal Year 2013 as described in the February 14, 2012 Board presentation. The guideline and policy objective that UPK programs "provide competitive compensation packages for lead teachers" is deleted. The motion is amended to allow existing UPK grantees with established UPK classrooms to apply for level funding in FY2013, to be applied to existing educators' compensation only. This exemption is for FY2013 only. In order to be eligible:** • **A program must be a QRIS Level 3 program and 75% of their teachers must have Bachelor's degrees;** • **A program must demonstrate the practice of salary enhancement with UPK funds over the past two years;** • **The Bachelor's teacher(s), with the early childhood or related degree, must teach in the preschool classroom;** • **The teacher(s) implicated must have at least a two year tenure at the program; and** • **The program will be required to demonstrate that the new funding formula is insufficient to meet the salary of the Bachelor's teacher(s) and that 100 % of the new formula must be dedicated to teachers' salaries.** The motion passed by a majority vote. Board Member Huang was absent at the time of the vote.
	Coordinated Family and Community Engagement Network – Discussion		Gail DeRiggi, EEC Senior Policy Analyst, presented the Board with an overview of the Coordinated Family and Community Engagement (CFCE) Network and the FY2013 grant priorities. She noted that a focus for FY13 will be Evidence-Based Literacy Models and that grantees will incorporate the use of evidence-based, EEC-approved early literacy models that ensure focus on home language development. Ms. DeRiggi explained that the FY13 CFCE Renewal grant will be level-funded, pending approval of the final state budget. Additionally, RTTT-ELC grant funds may be used to enhance the implementation of evidence-based literacy models, provide training to support the implementation of the ASQ and ASQ-SE, and offer financial literacy training for the CFCE grantees.

DATE	POLICY ISSUE	VOTE	SUMMARY OF DISCUSSION AND VOTE TAKEN
			Chairperson Chesloff asked for the next step for the grant to move forward. Commissioner Killins replied that the RFR will issue and noted that it does not require a Board vote since the grant requirements are not changing.
	Massachusetts Kindergarten Entry Assessment (MKEA) Pilot – Panel Discussion		Commissioner Killins thanked Donna Traynham along with Associate Commissioner John Bynoe from the Department of Elementary and Secondary Education (ESE) for their leadership and partnership in the Massachusetts Kindergarten Entry Assessment (MKEA) Pilot. She then explained that the goal of the panel discussion is to walk through what the Department would like to accomplish in the MKEA. Panelists included: • Dr. Jose Irizarry, MKEA Project Manager; • Susan Zoll, Wheelock College; specializes in early childhood education, children's language and literacy development; • M. Claire Abrams, Lowell Public Schools, Assistant Superintendent for Curriculum, Instruction and Assessment; • Terry O'Neill, Lowell Public Schools, District Support Specialist for Early Childhood; and • Patricia Murphy-Painchaud, Lowell Public Schools, Early Childhood District Support Specialist Commissioner Killins reviewed the five key areas of the RTTT-ELC grant: successful state systems, high quality, accountable programs, use of standards, workforce support, and measures of progress. She explained that the goal is to provide all children with an opportunity to be screened, whether they are in formal or informal environments. This project will impact 24 communities in 26 school districts, with 874 kindergarten teachers and 1,700 students affected. Districts are now identifying their professional development needs, creating plans, identifying the need for substitutes, attending webinars that offer the opportunity to experience the three approved screening tools, attending meetings in each district as part of a Pre-K to Grade Three strategy and are thinking about which schools should be used to implement the project. She stated that EEC is listening to the school districts' concerns and issues which focus on technology and that only two years' worth of funding may be available. Commissioner Killins added that the goal is to start some assessments in September. The panelists were then asked to offer their perspectives. The Board thanked the panel for sharing their perspectives and asked if the assessment tool is redundant and questioned whether teachers have the time to be responsive to children and engage with parents who may not have the time to practice skills with their children at home. Panelists responded that the district currently uses an on-line system with all data collection recorded on-line under a student portfolio. However, this is a time consuming process. The district is struggling with how to make this real for parents and to understand what parents want to know. When information is sent home and does not get much response, they know it is not the right balance of information.
March 13, 2012	Commissioner's Evaluation – Vote	X	Chairperson Chesloff began by extending his appreciation for the Board Members' full participation in completing the Commissioner's annual evaluation and noted that Department staff feedback was solicited and was tremendously helpful to the process. He recognized the consistent strengths of Commissioner Killins: her support of the Board, her effectiveness, knowledge of issues, work ethic, and ability to get things done. He added that overall there was very positive feedback. Chairperson Chesloff mentioned that the memorandum listed some elements for improvement. He noted that the Board recognized the tremendous efforts of EEC staff to continue to produce quality work despite the great amount of work that needs to be completed. He reported that Commissioner Killins received an evaluation of highly effective. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education approve the Commissioner's 2012 Annual Performance Evaluation, including the Commissioner's performance rating of Highly Effective, as recommended by the Board's Ad Hoc Committee through its March 13, 2012 memorandum.** The motion passed by a majority vote.
	Transportation Policy – Discussion		Jay Swanson, EEC Policy Analyst, summarized the work completed by the Transportation Work Group (TWG) over the past three months, then presented an overview of the TWG's recommendations related to the following areas: Management Responsibility; Parent Notification Requirement; Vehicle Safety: Adult Monitor; Child Safety: Passenger Log; Transportation Performance Standards; Emergency, Accident and Safety Response; and

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			Transportation Provider Rates. Mr. Swanson also reported that the members of the Policy and Research committee requested that EEC provide the Board with information regarding the cost of quality transportation, including the optimal number of children that can be served and the types of children eligible to benefit from transportation. Board members requested clarification of particular recommendations and comments, including the reasoning behind checking the vehicle "when safety allows", the training available to address emergencies and accidents, and the rationale behind the TWG's recommended daily transportation provider rate of $20 round trip/per child. Board members also questioned whether Secretary Reville's concern with vehicle window tinting had been addressed and whether there should be particular child ages that require vehicles to have an adult monitor or an electronic monitoring device on board. Commissioner Killins responded that EEC will provide specific follow-up to the Board in May.
	State Advisory Council (SAC) Rural Communities Initiative Update – Discussion		Commissioner Killins summarized the 5 Focus Ares of the Massachusetts State Advisory Council (SAC): Early Childhood Information System development and use, needs assessment, community planning and PreK-3 partnerships, early education/higher education workforce preparation partnerships, and children and families with limited English proficiency, developmental delays and/or multi-agency involvement. Commissioner Killins explained that there are two core functions of the Rural Communities grant. She noted that EEC will release a second round of competitive funding in FY12 ($95K) to support Gateway cities, federal home visiting programs, and Level 4 schools.
	Department of Children and Families (DCF)/Department of Mental Health (DMH) Joint Procurement of Out of Home Residential Services for Children – Panel Discussion		Dave McGrath, EEC Deputy Commissioner for Field Operations provided the Board with an overview of EEC's role and responsibilities related to residential and placement licensing. The panel included Joan Mikula, Assistant Commissioner for Child and Adolescent Services from the Department of Mental Health (DMH) and Bob Wentworth, Assistant Commissioner from the Department of Children and Families (DCF), who discussed their agencies' involvement in the Children's Behavioral Health Initiative (CBHI) Vision, the current purchasing practices, and the reform practices and requirements of Chapter 257. Deputy Commissioner McGrath noted that it was not common to have three state agencies at the table, working in partnership.
April 10, 2012	Subsidy Regulation Amendments – Vote	X	Carmel Sullivan, EEC Acting General Counsel, and Thomas Weierman, EEC Assistant General Counsel, presented the Board with an overview of the proposed subsidy regulation revisions, which include both technical and substantive changes. Ms. Sullivan noted that these proposed revisions were thoroughly vetted, with six public comment hearings and meetings with the Governor's Council to Address Sexual Assault and Domestic Violence, as well as representatives from legal advocacy groups, including Greater Boston Legal Services (GBLS) and the Massachusetts Law Reform Institute (MLRI). Ms. Sullivan highlighted the common themes from the public comment period. Based on the feedback from both internal and external stakeholders, she provided the following recommendations to the Board for each substantive issue raised during public comment: • **Child Support Enforcement Requirement -** delete proposed requirement. • **Parent with Disabilities/Special Needs –** amend proposed change to clarify that the authorization period for this class of applicants may be extended for up to 2 years with allowance for further extensions approved by EEC for chronic cases. • **Children with Disabilities/Special Needs –** no change to proposed language. Ms. Sullivan exceptional circumstances may be approved on a case-by-case basis through the variance process. • **Citizenship or Immigration Status Requirement for Children –** no change to proposed language. Ms. Sullivan reported that EEC implemented a policy to address the federal non-compliance finding and that this regulatory change merely codifies existing practice, which ensures that EEC is in compliance with the federal citizenship and immigration requirements imposed by ACF. • **Limitations on Self-Employment –** amend proposed change to remove the restriction on self-employed based on the age of the children seeking subsidy.

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			• **Child Attendance –** no change to proposed language. Ms. Sullivan assured the Board that EEC's current Child Care Financial Assistance Project will include an automated attendance tracking and improved monitoring, as well as built in alerts for families nearing certain absence thresholds. • **Including Homework/Study Time for Education/Training as Service Need –** amend proposed change, so that all applicants seeking child care related to education or training needs are provided additional hours for homework or study time. • **Homeless Child Care Services Program –** no change to proposed language. EEC confirmed that the proposed regulations include a provision for both homeless stabilization and diversion programs. • **Denial, Reduction and/or Termination of Services & the Review Process -** EEC does not recommend incorporating a deadline for completing the review process and, as a result, left the proposed revisions to allow reviews to be completed within 30 days or as promptly as administratively feasible. Commissioner Killins recommended the Board give the Department 90 days to look at how to manage this work. Ms. Sullivan noted that the Child Care Financial Assistance (CCFA) project is expected to roll out for July 1, 2012 and the CCFA will have the ability to monitor the review process. She supported Commissioner Killins' recommendation that the Department come back to the Board in 90 days on this issue. Ms. Sullivan then addressed the advocates' demand to eliminate termination of child care because a parent violated the policy of a provider or CCR&R. In reviewing this comment, Ms. Sullivan explained that EEC has received several complaints from both contracted providers and CCR&Rs about abusive, threatening, or harassing behavior of parents towards subsidy administrative staff. Initially, EEC sought to include language that a parent could be terminated for abusive, threatening or harassing behavior toward program or CCR&R staff; however, this proposed language was deleted at the request of the Commissioner who felt it was too subjective. Based on these reasons, the Department does not recommend any changes to the current regulatory language. Ms. Sullivan then reviewed the regulation promulgation timeline, which included the Board vote to approve regulations at today's meeting. If approved, EEC will submit the final proposed regulatory amendments to the Joint Committee on Education as well as the House and Senate Committees on Ways and Means who then have 60 days to review the regulations, before the Department can adopt the new regulations by publication in the Secretary of State's Register. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care, in accordance with G.L. c. 15D, § 3, approve the Department's amended regulations governing eligibility, provision and termination of child care services, payment, and review of decisions to deny, reduce or terminate services provided to children and families through subsidized child care programs. Further, the Board approves the following two amendments proposed at the April 10, 2012 Board Meeting:** • **606 CMR 10.04: Income Eligible Child Care Subsidy: Changes to section (1)(b)1.iv.d. – The service need for parents participating in education or training programs other than college or high school is 2.5 hours of service need for each hour spent in the education or training program per week.** • **The Board vote is contingent upon the proposal of the Commissioner to return to the Board, within 90 days, with a management plan and policy developed in partnership with the Planning and Evaluation Committee to better understand and manage the subsidy review process. This plan will provide recommendations to the Department in order to move forward with subsidy reviews in a more manageable timeframe.** **In addition, the Board authorizes the Commissioner of the Department to submit the proposed regulations to the Joint Committee on Education and the House and Senate Committees on Ways and Means at least 60 days prior to promulgation, as required by G.L. c. 15D, § 3(f), and further authorizes the Commissioner to file the amended regulations with the Secretary of the Commonwealth, in accordance with M.G.L. c. 30A, for publication in the Massachusetts Register.** The motion passed by a majority vote.

DATE	POLICY ISSUE	VOTE	SUMMARY OF DISCUSSION AND VOTE TAKEN
	Information Technology Support of EEC's System Building Efforts – Discussion		Discussion tabled for the May 2012 Board Meeting.
	Alignment of Inclusive Preschool Learning Environments with QRIS – Discussion		Sarah Harding, EEC Director of Operations and Human Resources, presented the Board with an overview of the Inclusive Preschool Learning Environments grant, which are designed to support inclusive preschool learning environments for children with disabilities. All applicants must serve preschoolers with disabilities in inclusive settings with their typically developing peers, provide services in public schools, Head Start programs, and/or EEC licensed child care programs, and limit classroom capacity when there are five or more children with documented disabilities. Ms. Harding then summarized the Level 1 and 2 QRIS requirements for group and center based programs, which govern these programs. Level 1 programs are those that meet EEC's licensing requirements or are license exempt. Level 2 requirements address: o Curriculum and Learning o Safe, Healthy Indoor and Outdoor Environments o Workforce Qualifications and Professional Development o Family and Community Engagement o Leadership, Management and Administration Ms. Harding explained that supports for QRIS are or will be provided with the Readiness Centers providing professional development support starting in 2013, verification of the Environmental Rating Scales provided by EEC, CLASS training offered through the CASE Institute, and Regional Community of Practice Meetings offered three times annually. Ms. Harding explained that the Department recommends that, as part of the FY2013 391 grant funding eligibility criteria, all programs must participate in QRIS and should be participating at Level 2 by January 1, 2013. Chairperson Chesloff inquired about the next steps. Ms. Harding responded that the Department will add language about screening and assessment and high needs children to address the concern of screening out children and limiting access for peer models. Commissioner Killins added that the suggested UPK and Pre-K to 3 alignment language will be added. Once that occurs, the Board will then vote.
	Early Education and Care Assessment Systems – Panel Discussion		Jay Swanson, EEC Policy Analyst, introduced panelists from the field of early education and care with formative assessment experience, which included: Hanna Gebretensae, Director of Early Childhood Education Programs at Aspire Institute, Wheelock College, Wayne Ysaguirre, President and CEO of Associated Early Care and Education, Julie Culhane, representing Pearson Work Sampling, and Suzanne Shield, representing Teaching Strategies. Mr. Swanson then introduced the discussion by explaining how assessment fits into the work of the Department and then briefly highlighted the assessment systems utilized by the field. The panelists then offered their individual experiences in implementing assessment tools in daily practice.
May 8, 2012	Alignment of Inclusive Preschool Learning Environments with the QRIS – Vote	X	Sarah Harding, EEC Director of Operations and Human Resources, presented the Board with an overview of the alignment of Inclusive Preschool learning Environments with the Quality Rating and Improvement System (QRIS). She explained that all applicants must meet specific standards before services can be provided in public schools, Head Start programs, or EEC licensed group care programs. Ms. Harding then summarized the initiative around pre-K to third grade alignment, noting that all programs must demonstrate such alignment with the school district in which they are located. Ms. Harding noted that the proposed alignment of Inclusive Pre-School Learning Environments with QRIS was vetted through several subcommittees and that programs must be participating in QRIS to be eligible for FY13 funding with the expectation that programs will be at Level 2 in QRIS by June 30, 2013. Board Member Craig O'Brien proposed that the Board convene an ad hoc working group that will work with pre-K programs and the public schools for

DATE	POLICY ISSUE	VOTE	SUMMARY OF DISCUSSION AND VOTE TAKEN
			a short term to look at best practices. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Department's guidelines and policy objectives to align the FY2013 Inclusive Preschool Learning Environments renewal grant with the Massachusetts Quality Rating and Improvement System as described in the May 8, 2012 Board Presentation.** The motion passed by a majority vote.
	Information Technology Support of EEC's System Building Efforts – Discussion		Tanuja Gopal, EEC Chief Information Officer (CIO), presented the Board with an overview of how information technology (IT) is used to support the Department's system building efforts. She explained EEC's vision for leveraging IT to meet the Department's Strategic Goals involves support and feedback at the Secretariat, Agency, and User levels. Ms. Gopal then highlighted some of the major FY2012 IT initiatives, including: • KinderWait, the web-based application that replaced EEC's legacy waitlist system; • Voucher Management, to streamline the voucher re-assessment process; and • Child Care Financial Assistance (CCFA), which will be a web-based application for attendance, billing, payment, and compliance. Ms. Gopal also discussed the importance of end-user communication in implementing and enhancing IT applications. She noted that end-users have expressed concerns about being unprepared for past application implementations or failing to have a full set of expectations conveyed in advance of such implementations. Constant communication is critical to the success of a project, including training and end-user guides. Ms. Gopal stated that EEC's vision for the future is built upon an IT environment that: • provides efficient and innovative technical solutions for families, providers and EEC staff; • allows for open and transparent business practices; • establishes accurate and timely data for policy making, service delivery, and results evaluation; and • ensures applications are appropriately integrated and linked. She acknowledged that EEC leadership is proactively seeking ways to increase productivity through the use of technology such as mobile Internet access, single sign-on, and data quality. Ms. Gopal affirmed that streamlined child care system processes, which address user feedback, improve application workflow, ensure ease of connectivity and support, and apply consistent rules and practices, will positively impact the field as well as other state and federal agencies. Undersecretary Weber briefly explained the Patrick Administration's work around a Readiness Passport, which is a set of data elements that will be used to follow children from early childhood throughout the education continuum, in an effort to start delivering education to meet the individual needs of students.
	Management Process for Subsidy Reviews – Discussion		Carmel Sullivan, EEC's Acting General Counsel, explained that due process requires an appellate process to review any denial, termination or reduction of a child care subsidy, then highlighted the reasons whereby a family's subsidy may be denied, terminated or reduced: Lack of service need (i.e. not working or working less than 20 hours per week) • Lack of financial eligibility (i.e. income exceeds eligibility thresholds) • Failure to submit required documentation to verify eligibility • Non-payment or late payment of required parent fees • Unexplained or excessive absence • Submission of false or misleading information/documentation • Failure to comply with EEC, CCR&R or contracted provider policies • Service need changes from full time to part time

DATE	POLICY ISSUE	VOTE	SUMMARY OF DISCUSSION AND VOTE TAKEN
			She then addressed the past two year history of requests for review received by EEC. Ms. Sullivan noted that EEC received 847 requests in 2010 and 1,226 requests in 2011. In the first quarter of the 2012, EEC has received 326 requests. Due to the volume of these requests and limited staff resources, EEC has experienced a large backlog. To address this backlog, EEC proposes the following plan: (1) conduct weekly meetings with Review Officers to expedite outstanding reviews; (2) develop a template for CCR&Rs to quickly determine whether families have remained in care, are no longer in care, and have been recently re-assessed; (3) for open cases, establish weekly contacts with CCR&Rs and contract providers to expedite outstanding caseload and obtain outstanding documentation in order to complete reviews; and (4) triage requests when received to determine what can be immediately acted on or that can be forwarded to an Assistant General Counsel for review. In addition, she reported that EEC will be strictly enforcing deadlines for submission of requests and documentation.
	Informal Supports through Community and Family Engagement - Panel Discussion		Gail DeRiggi, EEC Senior Policy Analyst, introduced the Coordinated Family and Community Engagement (CFCE), which included: Barbara Allard, Director of Early Childhood for the Fall River Public Schools and CFCE Coordinator; Margaret Waddicor, CFCE Parent Outreach Coordinator; Michele Dunse, CFCE Parent Support Coordinator and Social Worker; Angela Silveira, Southbay Early Intervention Clinical Supervisor; Pam Hagberg, CFCE Grant Manager at PACE Child Care Works and Grant Coordinator at Freetown-Lakeville-Berkley CFCE; Leslie Dunn, Project SHARE/Sachem Coordinator and Grant/Fiscal Specialist; and Gina McGarrigle, Parent Support Educational Specialist. The panelists described various activities supported as a result of grant priorities from the CFCE grant. Activities ranged from creating and distributing resource calendars to families with updates in English, Spanish and Portuguese, implementing community playgroups in areas lacking public transportation, family literacy support groups for hard to reach families including a program held at MCI-Norfolk for incarcerated fathers and their children, financial literacy groups, and outreach and support to homeless families. The panelists also discussed the community partnerships they have developed with libraries, public schools, children's museums, local businesses and home visiting programs. Board members asked the panelists about the impact of CFCE grant funding and whether they could continue their programs without it. All panelists emphasized that they would be unable to fund and support staff without the grant.
June 12, 2012	Approval of Fiscal Year 2013 Board Meeting Schedule – Discussion and Vote	X	Chairperson Chesloff presented the motion for the Fiscal Year 2013 Board Meeting Schedule. Commissioner Killins reminded Board members that the September 18th Board meeting falls during Rosh Hashanah. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Fiscal Year 2013 Board Meeting Schedule. The motion passed unanimously.**
	FY13 Universal Pre-Kindergarten (UPK) Grant Amendment – Discussion and Vote	X	Commissioner Killins reported that the two year tenure requirement for teachers contained in the FY2013 UPK renewal grant was negatively impacting some programs' ability to meet the exemption requirements for level funding. She indicated that some programs lost staff to the public school system but replaced those educators with new staff who also hold Bachelor's degrees. Under the terms of the February 14, 2012 Board vote and the provisions of the RFR, some UPK programs were deemed ineligible for the funding exemption despite their efforts to ensure UPK classrooms were staffed by BA level educators. Commissioner Killins explained that the intent of the exemption requirement was (1) to ensure that degreed teachers had been regularly employed in the UPK classrooms and (2) to provide incentives for teacher retention. She recommended that the FY13 exemption criteria be amended to reflect this intent. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Department's proposed amendment to the guidelines and policy objectives for the use of Universal Pre-Kindergarten renewal grants in Fiscal Year 2013 in accordance with the goals and the criteria described in the June 12, 2012 Board materials and summarized above.** The motion passed unanimously.
	Transportation – Discussion and	X	Chairperson Chesloff recapped the events that led up to today's discussion on transportation. Jay Swanson, EEC Policy Analyst, then presented the Board with an overview of the transportation policy, along with TWG's input and recommendations regarding the following provisions:

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	Potential Vote		• Management Responsibility: EEC recommends that anyone who contracts and/or receives monetary compensation for transportation services is the individual or entity responsible for insuring regulatory and policy compliance. • Adult Monitor(s): EEC recommends that adult monitors be required for programs that transport infants, toddlers or pre-school children, subject to additional funding. • Secondary Vehicle Inspections: EEC recommends that the policy emphasize that vehicle inspections shall occur as soon as possible after the last child is dropped off by both the transportation driver and the adult monitor (or a secondary reviewer if no adult monitor is required). Mr. Swanson proposed the following revised recommendations to the Board for discussion and potential vote: • EEC will implement the recommended "no-cost" transportation policy changes that include Management Responsibility, Parent Notification, and Passenger Logs. • To implement the other policies with cost implications, EEC proposes to increase the transportation provider rates to $12.25 per child for round trips and to $8.25 per child for one-way trips. • EEC will modify contracts to require drivers to attend the transportation safety training on an annual basis and enroll in the Professional Qualifications Registry (PQR). Board Member Wasser Gish described how the collective efforts of the Policy and Research Committee and the Fiscal Committee and their discussions helped shaped the conversation towards improving the overall safety and system of the transportation program. She reported that the Policy and Research Committee supported a rate increase but was unsure whether this recommendation could be through existing funds or a supplemental appropriation. Commissioner Killins responded that the proposed transportation rate increase is directly tied to the implementation of safety improvements and that the Department would seek a supplemental appropriation to fund the increase. Board Member Craig O'Brien added that the health and safety requirements should be tailored based on developmental not just chronological age/ability, as not all children within a certain age group will be able to enter/exit vehicles or communicate at the same level. Board Member Childs requested that the motion be amended to read that the proposed increases were subject to "additional" appropriation. She noted that the Fiscal Committee was not willing to perpetuate the existing access issues in order to fund transportation rates. Secretary Reville acknowledged that the primary issue before the Board is to address children's safety and that the rate increase is secondary. He inquired if the Department is making any policy changes to address the issue of window tinting. General Counsel Carmel Sullivan responded that all transportation vehicles must be in compliance with the G.L. c. 90, § 7D, which requires semi-annual vehicle inspections for all 7D vehicles that address allowable window tinting and after-market tinting or alterations. Secretary Reville asked if EEC had reviewed the RMV's regulations with respect to transporting infants, toddlers, and preschoolers or whether there were additional standards that should be considered. Commissioner Killins responded that some children have specific needs that require window tinting; therefore, EEC was not able to eliminate or change the federal standards for window tinting. Board Member Childs commented that transportation services should be considered a value add, not a barrier. Best practice is formulating a parent and school connection and that the Department should use this opportunity to emphasize this fact. Board Member Scott-Chandler added that the face-to-face opportunities between families and educators are very important to supporting positive relationships and fostering children's growth.

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			However, some families are unable to make that connection due to disability, safety or work requirements. Chairperson Chesloff reiterated the importance of addressing safety first and that the implementation of an adult monitor on vehicles will require additional funds, subject to the approval of a supplemental appropriation. He continued that today's discussion does not end the transportation dialogue and that the conversation will continue as items are brought to the Board for further consideration. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Department's proposed recommendations to the existing Transportation Policy (effective December 12, 2011) along with the implementation of transportation safety training for the field. Subject to a supplemental budget appropriation, the Board approves an increased transportation provider reimbursement rate of $16.51 for round trip transportation and $11.11 for one-way transportation for all infants, toddlers and preschool age children with the requirement that, if the recommended reimbursement rate increase is funded, entities that receive transportation payment from EEC for infants, toddlers and preschool age children must dedicate one adult monitor on all vehicles. The transportation rate of $9.00 per day round trip and $6.00 per day for one-way transportation will remain in effect for all transportation providers that transport school age children. Effective FY2013, all entities that receive transportation payment from EEC will submit a plan for administrative oversight of their transportation program to EEC and transportation drivers will be required to submit yearly certification of participation in EEC's transportation safety training and enroll in the Professional Qualifications Registry, as described in the June 12, 2012 Board Presentation.** The motion passed unanimously.
	Child Care Resource and Referral Protocol Development and System Alignment – Discussion and Vote	X	Commissioner Killins welcomed Linda Mills, principle of Mills Consulting, Inc., and explained that Mills Consulting has been working with EEC to develop a common set of policies and procedures for the CCR&Rs and will provide recommendations regarding the nature of child care resource and referral services for FY2013. Commissioner Killins described this study as part of a "ground-up" restructuring that will ensure the right sizing, role, and function of the CCR&Rs. Ms. Mills began her presentation by providing a brief overview of the CCR&Rs, including their overall scope and function, the CCR&Rs' use of technology, voucher management, information and referral services, provider development, customer service, and consumer education. Ms. Mills also described the research that her firm had conducted to develop protocols for future CCR&R services, including a review of previous MA CCR&R studies, discussions with EEC staff, discussions with MA CCR&Rs' staff, discussions with MA Coordinated Family and Community Engagement ("CFCE") grantees, review of Mass 2-1-1, discussions with other states' CCR&R networks/agencies, review of other states' CCR&R procedures documents, and attendance at the NACCRRA Symposium. She explained that the primary purpose of the study was to define the core services for CCR&Rs. Board members requested clarification of some of the proposed criteria, including the requirement that all CCR&R staff have a BA degree, and asked about MA CCR&Rs' implementation of NACCRA best practices. Board members also questioned whether there was a need to revisit the timelines for FY2013. Ms. Mills responded that the BA requirement is aligned with national NACCRA standards and that the Region 1 CCR&R already has strong links to NACCRA best practices. Commissioner Killins stated that revisiting the timeline is not necessary. She added that access to CCR&R services should be geographically distributed and be available statewide; access should not be limited to one regional office. Commissioner Killins noted that there are 29 Department of Transitional Assistance ("DTA") offices, over 100 CFCE grantees, and several Department of Children and Families ("DCF") family centers. She envisions the CCR&R offices to serve as "one stop shopping" with multiple opportunities at a variety of locations to ensure access across the Commonwealth. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care hereby approve the Department's budget, goals and criteria as described in the June 12, 2012 Board Presentation, and as summarized within the motion, for the procurement of Voucher Management and Information and Referral Services to commence January 1, 2013 through a competitive Request for Responses (RFR).** The motion passed unanimously.

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	EEC Budget – Discussion		William Concannon, Deputy Commissioner of Administration and Finance, reviewed the various sources of state, federal, and non-governmental, community-based revenue that comprise EEC's budget and summarized the FY2012 spending patterns. Deputy Commissioner Concannon described how funding furthers the agenda of early childhood education and addressed the State Advisory Council funding and the Race to the Top - Early Learning Challenge funding. This money supports the four priority areas of EEC's work: educator quality, program quality, assessment of child outcomes, and family/community engagement.
	Museums and Libraries Partnership for Parent, Family and Community Engagement – Panel Discussion		Commissioner Killins explained that EEC has partnered with the Boston Children's Museum to implement a statewide strategy to increase the capacity of museums and libraries to support intentional family engagement activities and early learning opportunities. Commissioner Killins then asked Jerri Robinson, Vice President of Education and Family Learning at the Boston Children's Museum to introduce the other panelists who included Kim DeWall, Coordinator of the Early Childhood Resource Center at the Falmouth Public Library; Shelley Quezada, Consultant for the Massachusetts Board of Library Commissioners (the state library agency); and Karen Rubin, Director of Amelia Park Children's Museum. Ms. Robison offered a description of the overall scope of the project and explained that over the next four years, with the support of the RTTT–ELCG funding, this partnership will focus on early literacy, school readiness, increasing interest and awareness of STEM (Science, Technology, Engineering and Math), and raising public awareness of the importance of early education and care through the state's *Brain Building in Progress* communications initiative. The panelists then provided highlights of their successes and outlined the next steps for the project, which include the dissemination of Frequently Asked Questions ("FAQ"), an introductory meeting with CFCE grantees, the utilization of this year's Countdown to Kindergarten celebration as a hands-on training opportunity, and actual visits to museums throughout the Commonwealth.
September 18, 2012	FY13 Universal Pre-Kindergarten Procurement – Discussion and Vote	X	EEC Policy Analyst Jay Swanson reviewed the policy objectives for the FY13 Universal Pre-Kindergarten (UPK) program, which were approved by the Board at its February 14, 2012 meeting: (1) to further align UPK with the Quality Rating and Improvement System (QRIS); (2) to increase access to UPK funding for high needs children; and (3) to increase the number of programs participating in UPK. He noted that the FY2013 allocation for UPK totaled approximately $6 million to be distributed through two separate procurements. The first procurement for up to $5.5 million was distributed through a competitive grant process for existing UPK grantees. The second phase was to be distributed as an open, competitive procurement for interested programs, with an anticipated budget of up to $500,000. Mr. Swanson noted that the number of programs participating in UPK has decreased from 252 programs in FY2011, 208 programs in FY2012, to 186 programs in FY2013. Given the decreased participation, Mr. Swanson stated that additional funds were available for the open, competitive procurement and the Department recommends increasing the available funding from $500,000 to $800,000 for this initiative. Chairperson Chesloff and Board Member Huang requested further analysis of the consistent decline in UPK numbers. Mr. Swanson agreed to provide the board with a chart reflecting UPK program participation. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Department's proposed amendment to increase the funding associated with the Universal Pre-Kindergarten Open Competitive Grant in Fiscal Year 2013 from $500,000 up to $800,000, in accordance with the goals and the criteria described in the February 14, 2012 and September 18, 2012 board materials.** The motion passed unanimously.
	Utilizing the Waitlist for Subsidized Early Education and Care to Understand and Support Families – Discussion		Tanuja Gopal, EEC's Chief Information Officer accompanied by Audrey Willoughby, Director of User Services, reported that EEC launched a new web-based, centralized waitlist system, known as KinderWait, in the summer of 2011. Ms. Gopal noted that through KinderWait, EEC is able to collect and us data to meet the following goals: • To determine the need for access to child care based on waitlist data • To establish policy priorities for serving children and families on the waitlist • To determine the average amount of time children are on the waitlist by age group

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			Ms. Gopal noted that the current waitlist has over 44,000 children and summarized next steps, which include monitoring the amount of time children are on the waitlist, understanding parent choices for program types and geographic preferences, understanding the impact of policy decisions on waitlist reductions, and reviewing access to care as a result of attrition. Ms. Gopal reported that in the past year approximately 24,000 available funding letters were sent, resulting in 9,000 children being enrolled. The presentation reflects one year of data using the new waitlist system; EEC will have better trending and analysis capacity moving forward. Chairperson Chesloff asked if closing access is the sole reason that the waitlist has almost doubled since last year. Ms. Willoughby responded that there are several reasons for the growing waitlist, including the fact that families were added to the list, but not removed, in accordance with policy.
	Community Support Grant: Strategic Planning for Birth to Age 8 Assessment, Screening, and Curriculum Alignment – Panel Discussion		Jessica Fix, EEC Program Funding Specialist, provided the Board with an overview of the State Advisory Council - Community Support Grant (CSG), and highlighted the two core functions of the grant: (1) support for strategic planning at the community/local level that was awarded to existing Coordinated Family and Community Engagement (CFCE) grantees; and (2) alignment of the Birth to Age 8 assessment, screening and curriculum that was awarded to non-profits working in partnership with public schools, school districts and/or charter schools. Ms. Fix then introduced the panelists: David Thomas, Barnstable Public School Early Education & Care Coordinator; Rita Celia, CFCE Coordinator for Triumph, Inc. in Taunton; and Dr. Anne McKenzie, Executive Director at the Lower Pioneer Valley Educational Collaborative. The panelists then described their individual use of the funds, including facilitating meetings between community-based and public school providers, surveying participants about assessment and screening tools, and facilitating a "communities of practice" framework with questions that are meaningful across all levels. Chairperson Chesloff asked if there are any efforts for the grantees to share information and best practices with each other. Secretary Reville offered that the Readiness Centers are a resource to facilitate and continue this dialogue. Dr. McKenzie stated that there is an inability to share child data from preschool to kindergarten and asked about EEC's participation in the longitudinal data system to facilitate data transfer.
October 16, 2012	FY13 Mental Health Services Procurement – Discussion and Vote	X	Commissioner Killins reported that EEC has entered into an Inter-Agency Service Agreement with the Department of Mental Health (DMH) to jointly manage EEC's early childhood mental health consultation grant and to align these services within the system of mental health services provided by DMH. She stated that this connection to DMH will assist in the Commonwealth's effort to provide better services to children and families. Commissioner Killins reported that the Department intends to conduct a competitive bid for these services in July, 2013. EEC Policy Analyst Evelyn Nellum, accompanied by Sandy Wixted, LICSW from DMH, provided a brief overview of the statewide system of mental health supports for children and their families, then outlined the proposed vision for the future of early childhood mental health supports in the Commonwealth. Through this vision, EEC and DMH hope to increase access to mental health consultation services, while developing staff capacity to address the needs of young children so that staff has the knowledge and confidence to deal with challenging behaviors that may arise. Ms. Wixted then highlighted some of the proposed enhancements to the FY2014 grant, which are intended to build linkages to existing programs, including: • Providing more specificity in the referral process, • Making connections for families when services cannot be found in the community, • Obtaining technical assistance from DMH, • Implementing program performance measures, • Expanding access to early childhood mental health services, and • Utilizing standard measurement tools.

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			Ms. Nellum addressed the next steps for the FY2014 early childhood mental health consultation grant, which include the development and design of an intake system through a competitive bid for up to $1.25 million. Board Members asked if the changes to the ECMH model had any impact on the number of children suspended or expelled from programs. Commissioner Killins responded that a study related to early childhood expulsions was conducted about three years ago, but acknowledged that the Department needs a better system to track the number of children that have been suspended or expelled. She noted that we must be careful in how we frame language in these studies because program movement or disruptions in service may inadvertently appear. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care hereby approves, subject to appropriation, the Department's proposal for procuring a statewide consultation system of mental health supports for children and families for Fiscal Year 2014 for up to $1.2 million, in accordance with the goals and the criteria described in the October 16, 2012 Board Presentation.** The motion passed unanimously.
	Review of the Rate Structure for Subsidized Early Education and Care – Discussion		In the interest of time, Commissioner Killins summarized the Quality Cost Model for Early Education and Care and Out of School Time and noted that the full presentation was included in the Board materials and on EEC's website.
	FY14 State Budget – Discussion		William Concannon, EEC Deputy Commissioner for Administration and Finance, highlighted the significant progress EEC has made towards improving the infrastructure and delivery of early education and care over the past three years, while at the same time the Department's overall budget has decreased. Deputy Commissioner Concannon also presented data reflecting current children on the waitlist juxtaposed to current children served by EEC. This data demonstrates the need to open access as the number of children on the waitlist has exceeded the number of children served for the first time. He then set forth the most immediate needs of the Department, which included a rate increase; permission to open access; staffing to support licensing, monitoring and systems implementation; and funding to support the actual cost of transportation, then he offered a plan to request an additional $50 million to address these needs. Board members inquired about the lack of transportation costs in the plan. Undersecretary Weber responded that it is vitally important that transportation is reflected in this request for ANF to assess EEC's priorities for FY2014 and beyond. Deputy Commissioner Concannon stated that he will refine the proposal based upon the discussion, but encouraged more thinking to understand how the quality and access pieces might be implemented. He expressed a need for clear policy objectives to determine the cost of getting where we want to go. Board Member Wasser Gish offered two options: (1) tiered rates based on QRIS levels; and (2) targeted access for pre-school aged children on the wait list. Commissioner Killins questioned the efficacy of targeting funds only to preschool children. She acknowledged that the possibility of tiered rates was discussed, but cautioned that there is not enough national data to suggest that programs at higher QRIS levels actually produce better outcomes for children. EEC needs to have this evidence before attaching money to the levels. Specifically, she stated that EEC does not know at this time whether the 79 standards in QRIS are the 79 things that are needed to improve child outcomes. Board Member Childs offered that it is important politically to emphasize that the additional funds requested have the ability to be claimed to the CCDF grant or other sources. From a fiscal perspective, she stated that EEC should do everything it can to maximize federal revenue. Commissioner Killins noted that from August, 2011 to August, 2012 about 3,000 children have left care and have not been replaced because access is closed. Undersecretary Weber recommended that additional funds to support access should be emphasized in light of caseload reduction in order to make a more compelling argument to the Legislature. Board members asserted that the additional funding request should be presented as an opportunity for EEC to build upon its current successes and

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			stressed the importance of packaging the request as the Department will be competing with other state agencies. Two additional committee meetings were then scheduled to discuss these matters before the next board meeting.
	Educator and Provider Supports – Panel Discussion		Commissioner Killins began by introducing the Educator and Provider Support Grantee panelists: Kathy Gallo from North Shore Community College and Carla Seymour and Yvette Rodriguez from ABCD Head Start. The panelists then discussed their experience as EPS grantees for the Board Board members asked the panelists to describe the challenges they have experienced. The panelists noted that transportation, translation of materials, and accessibility to trainings are big challenges. In regards to transportation, where services are provided can sometimes be a challenge as they need to be centralized so participants don't have to consistently travel far.
November 13, 2012	FY13 Universal Pre-Kindergarten (UPK) Grant Amendment – Discussion and Vote		Commissioner Killins reported that EEC had received several qualifying responses from vendors seeking UPK funding through the second phase of the FY2013 UPK competitive grant program; however, the funding previously approved by the Board was insufficient to fund these proposals. For this reason, the Department is now asking the Board to amend the prior UPK vote and add an additional $185,000 to allow EEC to fund these additional quality programs. Chairperson Chesloff clarified that these additional funds were supported by the existing UPK appropriation. Board Member Carol Craig O'Brien stated that she was very excited about the number of high quality responses to the RFR because she was concerned that the Department would not have enough quality programs after the Board realigned the goals of the UPK program. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve the Department's proposed amendment to increase the funding associated with the Universal Pre-Kindergarten Open Competitive Grant in Fiscal Year 2013 from $800,000 up to $985,000, in accordance with the goals and the criteria described in the September 18, 2012 and November 13, 2012 board materials.** The motion passed unanimously.
	FY2014 State Budget – Vote		William Concannon, EEC Deputy Commissioner for Administration and Finance, shared that the FY2014 budget was built with values, not spreadsheets. Everything in the proposed budget is tied the Strategic Plan and Mission of the Department. He explained that a holistic approach had been utilized to create this budget, focusing on quality, workforce, access, transportation and infrastructure. He also stated that the request for FY2014 funding is framed in the context of long held and firmly developed policies to support: (1) Quality Investment, (2) Access for High Needs Children, (3) Quality Programs, (4) Transportation, and (5) Accountability. The following recommendations were presented to and supported by the both the Fiscal and the Policy and Research Committees of the Board: • An Investment in Quality: $15,594,821 • An Investment in our Children and Families: $36,209,423 • An Investment in Transportation: $17,586,713 • Total Funding Request: $69,390,957 Chairperson Chesloff shared his belief that EEC is ready for this budget as a Board and a department. He applauded the tie-in of the budget to the Strategic Plan, citing that the work of Board retreat lives on and is a valid and valuable document. He applauded the process by which this budget was developed, including the back and forth to ensure that the right questions were being asked, yet recognized that there was still much work to do. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care, in accordance with M.G.L. c. 15D, § 4, hereby adopts the Commissioner's proposed Fiscal Year 2014 annual budget as its budget recommendation, and further authorizes the Commissioner to submit the Board's final budget recommendation to the Secretary of Education.** The motion passed unanimously.
	Early Education and		Board Member Craig O'Brien outlined that the Planning and Evaluation Committee charge for pulling together information on the Strategic Plan (Plan),

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	Care Strategic Plan Review: Part I – Discussion		then set out the Committee's schedule to review and update the existing Strategic Directions over the next four months, which will culminate in a Board vote in March 2013. Chairperson Chesloff summarized the Plan's development and creation for those less familiar with the process and explained that EEC underwent a Strategic Planning process three years ago, which resulted in the current Five Year Strategic Plan that the Board is now updating and refreshing. Board members discussed the similarities and differences between the current planning process and the prior process. They were prompted to focus on the broader goals associated with the Strategic Directions rather than spending time word-smithing. In addition, it was re-affirmed that conversations to update the existing Plan are occurring at the committee level and all are welcome to attend. Board Member Childs emphasized the importance of the Board's participation in developing the Plan, as she felt that it helped EEC move forward with a clear direction. She remarked that this is the time to clarify the Plan through discussion, as opposed to waiting until the March vote. Some Board members raised concerns that these goals of the Plan, as presented, were too specific and did not establish broad-based outcome statements. Board Members Craig O'Brien and Villegas-Reimers reminded the Board that Committee was charged with identifying action items for the final two years of the Plan, and as a result, the goals presented today are intentionally specific. Board Member Wasser Gish opined that it is hard to develop a strategic plan and inquired if the Board would benefit by engaging a third party with strategic plan experience to work with the Board to complete this work. Chairperson Chesloff indicated that he did not think the Board needed a consultant at this point. He added that if the subcommittee conversations are not working, the Board needs to consider an alternative approach. Board Member Scott-Chandler suggested that there might be a way for each committee to put aside time in their respective meetings to move this work forward. Board Member Craig O'Brien noted that future discussions will present the Plan in a format familiar to Board members to avoid any further confusion.
	Draft STEM Standards for Early Education and Care and Update from State Summit – Discussion		Commissioner Killins proudly reported that over 70 individuals attended the Pre-STEM meeting held October 17, 2012 at Intel in Hudson, MA. These individuals represented CFCE or EPS grantees, EEC staff and staff from Wheelock College, then introduced the panel for today's discussion, which included Katie DeVita and Eric Lieberman, EEC Educator and Provider Support Specialists and Karen Worth, Elementary Education Professor at Wheelock College. Ms. DeVita stated that the Pre-STEM meeting provided participants with an opportunity to discuss the draft standards for early childhood, as well as with a hands-on opportunity to engage in STEM activities for infants through school-age children. She also reported on the goals and over-arching questions for the early childhood strand at the STEM Summit. Ms. Worth then provided an overview of the development of the draft Pre-School Science, Technology, and Engineering (STE) Standards, noting that the development of the Pre-School STE standards are not to be viewed separately but must align and correlate with existing standards and frameworks. She emphasized that the standards are a work in progress, which are intended to align with the K-12 standards. She then shared the timeline for the completing the project by the end of June 2013 and noted that Massachusetts is doing something unique, as very few states have substantial STEM standards for Pre-K. Board Member Villegas-Reimers stressed the importance of working with educators to understand the importance of STEM in early childhood. Ms. Worth agreed that we must change the teacher's lens from dramatic play to science and math. Board Member Huang shared his enthusiasm about the Pre-School STE standards and asked how Massachusetts compares globally. Ms. Worth responded that the United States is behind many countries in its efforts to link STEM to early childhood, but we are ahead in the intentionality of our efforts.

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	PreK to 3rd Grade Alignment – Panel Discussion		Commissioner Killins introduced the panelists for today's discussion: Kristie Kauerz, Ed.D. from the University of Washington; Mitchell Chester, Commissioner for the Department of Elementary and Secondary Education; and Maura Banta, Chairperson to the Board of Elementary and Secondary Education. Ms. Kauerz then reviewed the existing education governance structure in Massachusetts, noting its advantages and disadvantages. On the positive end, the structure creates governmental bodies with authority to act; however, it also creates independent bodies with authority to create their own rules and procedures to satisfy their legislative mandates. She also highlighted the national movement towards creating high quality learning opportunities at each level of the PreK-3rd grade continuum and noted that the "magic sauce" is alignment across each level, which has intentionality, is flexible, and makes sense to children, families and educators. She offered the following essentials for PreK-3rd grade alignment: • High quality pre-school learning opportunities; • High quality Full-Day Kindergarten; and • High quality early learning opportunities in grades 1-3 to sustain the gains and lay the foundation for later learning. Ms. Kauerz then identified some of the challenges to aligning high quality educational opportunities across educational sectors, including lack of shared metrics, creation of cylinders of excellence (i.e. QRIS versus Common Core), the need to establish a common vocabulary, and divergent governance structures. In sum, Ms. Kauerz offered eight elements of a comprehensive PreK-3rd grade approach that may assist states in finding common ground: (1) Resources for Cross-Sector work; (2) Administrator Quality and Capacity; (3) Teacher Quality; (4) Instructional Tools; (5) Learning Environment; (6) Data Driven Improvement and Access; (7) Engaged Families; and (8) Pathways for Children. ESE Board Chairperson Banta affirmed much of Ms. Kauerz's presentation, addressed the challenges raised by the different levels of authority between the Massachusetts education agencies, and emphasized the importance of credentials, including the creation of a K-8 license. Commissioner Chester praised Commissioner Killins and highlighted her savvy, persistence, and tenacity to ensure that the PreK- 3rd grade continuum is included in all conversations. He began by noting that we have limited time with children and we have to strive to ensure that that time is purposeful and impactful. He shared that Massachusetts has a long history of setting curriculum standards, including Pre-K and reported that the Commonwealth has recently revised its English Language Arts and Mathematics standards to include early childhood. He took the opportunity to discuss teacher/administrator evaluation, commenting that if done well, evaluations should be deliberate conversations to identify what is working and to support teacher growth. Board Member Childs asked about K-12 attention to social emotional development, adding that it seems more challenging in the K-12 and asked how EEC and ESE could work together on this. Commissioner Chester responded that social emotional development never stops and that this is a hugely important area. However, he expressed concern about the trade-off between being careful and kind to students versus holding students to high standards. Secretary Reville asked Ms. Kauerz to share her ideas on this subject, acknowledging that he believes we have to do a better job at figuring out what the indicators are and taking a balanced approach as Commissioner Chester suggested. Ms. Kauerz replied that high quality instruction includes creating relationships. She offered that the CLASS tool, which has been validated for PreK-5th grade classrooms, offers an assessment system that looks at instructional quality, emotional quality and classroom management. She opined that high quality instruction is both careful and kind and ensures adequate curriculum – it is not an either/or choice. Commissioner Killins added that EEC is currently using the CLASS assessment tool in a pre-school pilot project in Springfield. Board Member Stanley clarified that teacher quality is not just about knowledge, but also about the disposition of teachers. Board Member Villegas-Reimers suggested that any discussion on social emotional development should pay attention to executive function. Board Member Scott-Chandler asked Commissioner Chester to address ESE's approach to English Language Learners. He responded that it is all about

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			language development and that we need to provide language rich environments for all children, regardless of their primary language. Board Member Chi-Cheng Huang asked about the engagement of low income, single parents in the K-12 and how ESE measures it. Chairperson Banta replied that family engagement happens on a school level and that ESE's role in this area is limited to encouragement. Commissioner Chester added that there have been interesting conversations on the state board level about family engagement and how to measure it. He noted that ESE has resources that districts can use but stated that there is a limit to ESE's reach. Ms. Kauerz commented that state level authorities set the context for what is important at the local level. She noted that some of her favorite family engagement strategies are in Boston and shared that K-3 teachers were doing home visits to families who were stressed. She also shared an example from the Seattle public schools whereby family engagement brochures are available in 28 languages for use at the local level.
December 11, 2012	FY14 Grants: Educator/Provider Support and Coordinated Family and Community Engagement – Discussion and Potential Vote		Katie DeVita, EEC Educator and Provider Support Specialist, presented the Board with relevant background to support the FY2014 EPS grant, noting that the priorities, purpose and target audience for the EPS grant remain unchanged. She stated that the EPS grantees serve as a conduit for sharing information with all educators and providers. The EPS grantees also maintain collaborative partnerships for professional development opportunities, highlighting the partnership with Aspire Institute/Wheelock College-Center for Assessment and Screening Excellence (CASE). Board members inquired about the role of the Readiness Centers. Ms. DeVita reported that the Readiness Centers are required partnership members for all EPS grantees but acknowledged that the Readiness Centers operate at different levels. Undersecretary Weber added that the Readiness Centers are operating without any funding commitment and credited Commissioner Killins and EEC for their support. Ms. DeVita outlined the changes to the FY2014 EPS grant as follows: • At least 25% of the professional development opportunities offered must address the practice of the Massachusetts Curriculum Frameworks; • At least 25% of professional development opportunities must address educators working with infants and toddlers; • Grantees are responsible for ensuring that their subcontractors adhere to EEC policies and EPS grant requirements; • Grantees must provide resumes for all individuals who will be responsible for course instruction, coaching and mentoring, or consultation services; • Grantees must ensure proposed professional development opportunities have been approved for CEUs and/or college credits prior to grant submission; • Grantees must identify QRIS standard(s) addressed in each professional development opportunity and ensure that individuals, responsible for providing training, coaching, mentoring, and TA related to QRIS, demonstrate knowledge of QRIS and participate in necessary professional development and TA to better serve educators and providers in the field; • Grantees must provide competency development opportunities that relate to and address programs' QRIS professional development needs; • All course descriptions must identify linkage and alignment to QRIS; • Grantees shall develop a statewide plan to provide EEC developed on-line courses, including any additional courses that have been or will be created. Ms. DeVita reported that EEC anticipates level funding of approximately $3.17M for the FY2014 EPS grants. Commissioner Killins noted that the F20Y14 EPS grant will be competitive, to align with previous board votes. Board Member Childs inquired about the formula for fund distribution. Ms. DeVita responded that the formula is based on an 80/20 split, considering the poverty level of children and the number of programs in a given region of the Commonwealth. She noted that each grant was reduced by 4% last

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			year. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care hereby approves, subject to appropriation, the Department's proposal for procuring educator and provider support services in Fiscal Year 2014 as outlined in the board presentation of December 11, 2012.** The motion passed unanimously. Gail DeRiggi, EEC Senior Policy Analyst, presented the Board with the goals, priorities and budget for the FY2014 CFCE grant. She emphasized that the grant has been intentionally designed to align with the Board's Strategic Plan; to prioritize high needs children; and to continue to utilize the Strengthening Families' framework and approach, then acknowledged that the over-arching priorities, goals and required services for the FY2014 CFCE grants are largely unchanged. Ms. DeRiggi outlined the changes to the FY2014 CFCE grant, including: • Increased expectations in reporting, tracking, data collection and accountability • Demonstrated methods for maintaining up-to-date community resource information and documenting gaps in comprehensive services • Intentional partnerships with public elementary schools for 3 years (for child find) and 5 year olds (for kindergarten entry) and 5 to 8 (for out of school opportunities.) • Detailed reporting on early literacy programming Ms. DeRiggi stated that the Department anticipates level funding for FY2014 with approximately $13.6M from state funds, $437,000 from Federal State Advisory Council Community Support Grant (SACC), and $800,000 from Race to the Top - Early Learning Challenge Grant funds distributed over the next two years. Commissioner Killins noted that the FY2014 CFCE grant is a renewal grant but will be competitive in FY2015, to align with prior board votes. **On a motion duly made and seconded, it was: VOTED that the Board of Early Education and Care approve, subject to appropriation, the Department's proposal for procuring in Fiscal Year 2014 coordinated family and community engagement services as outlined in the board presentation of December 11, 2012.** The motion passed by a majority vote.
	Quality Performance Report to the Administration for Children and Families – Discussion		Thomas Weierman, EEC Assistant General Counsel, provided a brief overview of the Quality Performance Report (QPR), a new federal reporting requirement associated with the Child Care Development Fund (CCDF). He noted that the QPR allows states to report on progress made towards the quality improvement goals set forth in the FFY12-13 CCDF State Plan and to gain insight into the quality program performance indicators that the federal government will review annually. Mr. Weierman also asserted that the QPR represents an opportunity for the Office of Child Care (OCC) to gather consistent state data. He emphasized that the QPR is not a grant application and does not impact existing CCDF funding. Mr. Weierman explained that the QPR requires states to report on a number of data elements, which are indicators of quality, in the areas of health and safety; early learning guidelines implementation; QRIS development, implementation and support; and professional development systems. In reviewing some of the key data elements, Mr. Weierman highlighted the progress that the Department has made in the area of QRIS participation. Specifically, the number of family child care homes participating in QRIS rose from 784 to 3,163 between January 2012 and September 2012; the number of center based programs participating in QRIS increased from 574 to 1,564 during the same period. As of September 30, 2012, approximately 80% of subsidized children in Massachusetts are enrolled in programs that are participating in QRIS.

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			In conclusion, Mr. Weierman informed the Board that the QPR will be submitted to OCC on or before December 31, 2012. He expects that OCC will then follow-up with states and issue a national report during the first quarter of 2013. The Department will use the QPR to inform data collection efforts and to develop goals for the upcoming CCDF Plan, due on June 30, 2013.
	PreK to 3rd Grade Standards Alignment – Panel Discussion		Commissioner Killins welcomed and introduced the Pre-School to 3rd Grade Standards Alignment panelists: Sharon Lynn Kagan, Ed.D., Catherine Scott-Little, Ph.D., Jeanne L. Reid, Ed.D., ESE Deputy Commissioner Alan Ingram; Donna Traynham, head of ESE Learning Support Services; Linda Granville, Director of Children's Services for the YWCA of Central Massachusetts, Superintendent Melinda Boone of the Worcester Public Schools, and Patricia Padilla, principal of Woodland Academy in Worcester. Dr. Kagan provided an update on the progress of her ongoing 18-month study of the alignment of early childhood standards in Massachusetts. She reported that her team was tasked with analyzing the Massachusetts infant-toddler standards, preschool standards, kindergarten standards, the early childhood portions of state English and math standards that incorporate the Common Core State Standards, and the Head Start Child Development Early Learning Framework (HSCDELF). Dr. Kagan noted that the analysis was conducted using both horizontal and vertical alignment, and that the analysis intends to focus on three areas within each standard: Balance, Depth and Coverage, and Difficulty. In summarizing her initial findings, Dr. Kagan acknowledged that Massachusetts has solid standards and reported that the pre-kindergarten and kindergarten standards are aligned with the common core. She suggested that the Commonwealth revisit some of its standards, based on the findings that will be contained in her final report. Dr. Kagan noted an inherent complexity in the alignment of early childhood standards given that the federal common core and HSCDELF are not aligned. However, she cautioned against ignoring the national standards. Deputy Commissioner Ingram congratulated the Commissioner and the Board for their work to align the standards. He noted that collaborative input of ESE and EEC was critical to this project. Ms. Traynham noted the importance of supporting young children from birth to eight and beyond and that the timing of this study is perfect as it affords EEC and ESE time to react and use the tool to guide their work. Ms. Granville commented that cognitive skills cannot be taught without a social/emotional component. Ms. Padilla added that within some school districts almost 75% of the students are English language learners and emphasized that the linguistic piece must be part of this alignment. Superintendent Boone acknowledged the struggle to find the right balance in curricula and that the local context cannot be ignored; there are clear policy implications at the local level. Board Member Villegas-Reimers asked how play was defined in the study. Dr. Kagan noted that Lillian Katz, Ph.D. has recognized that play needs to be intentional and that play might appear in other areas/standards. The importance of play needs to be underscored. Dr. Reid added that play transcends all domains. Board Member Childs opined that social/emotional development is critical to life success and that without it, children pay a huge price downstream with such issues as bullying in middle school. Dr. Kagan replied that it is a matter of implementation, but her study was not to look at how Massachusetts implements its standards although she would be glad to do so. Social/emotional standards are a "massive change" and they are how the tenets of K-12 are being influenced.