11:00 - 11:10 - Introductions

1. Gail Grammarossa, (facilitator)
3. Alice Barber (BHN)
4. Chau Lui (EEC)
5. Gail Brown, Enable Inc.
6. Suzanne Ryan - Deerfield Elementary School
7. Linda Gillespie - senior training and tech specialist from 0 to 3 in Stockbridge, involved in Healthy Steps program
9. Mary Watson Avery - Wheelock college at the Aspire Institute
10. Larissa Mendez-Pinate - Dept. of Public Health - state coordinator of Project Launch grant.
11. Stephanie Gabrielle, MSPCC

11:15 - 11:25 - Group brainstorm: Add to Challenges

Notes/comments upon review of challenge questions:
● How do you bring down data to classroom level, as opposed to statewide add to pt (2)
● Dosage – piece we should touch on
● How do we measure the outcomes/impacts on children
● How do we use generalized measures to examine progress
● Engage those involved that can make a change they can create their own measure; make small changes, adjust

FINAL ORDER (of Challenge Questions)

TOP 3 Challenge Questions (most dots each):
1. How can we increase compensation and decrease job stresses for the EC workforce? 7 votes
2. How can we cross train the workforce - those working with children need to understand the family issues and those working with families, need to understand impact of parent issues on children. 6 votes
3. How can we ensure there are appropriate higher ed. programs to social emotional development for EC workforce and training. How can we make sure IECMH is covered in higher education programs and courses? 5 votes

Did not get on top three challenge question list, but also received 5 dots:

- How can we improve the skills of the EC workforce in coaching and teaching families? - 5 votes

Middle group of challenge questions (received 1-2 dots)

4. How can we increase the number of high quality IECMH clinicians? - 2 votes
5. How can we increase Prof. Dev. opportunities to support social emot. growth of children and the EC workforce? -2 votes
6. How can we establish an IECMH credentialing system in MA? - 2 votes
7. How can we educate college students on IECMH as a career choice? - 1 vote

Last group of challenge questions (received 0 dots)

8. How can we increase the diversity of the EC workforce to mirror MA’s demographics?
9. How can we identify advocates to increase EC workforce compensation - especially workers with less education?
10. How can we provide adequate support for mental health providers, including reflective supervision?
11. How can we increase funding for IECMH services (cut by 75% in recent years)?
12. How can we better integrate the work with families with many different state agencies and providers
13. How can we create career ladders and training for home care givers providing the majority of care in the Latino community?
EXAMPLES (of top Challenges)

- Challenge: How can we increase Compensation…
  - Needs to be someone that takes care of making sure that something happens; moves the needle
  - Big hiring crisis and this also is the same as clinicians
  - Behavior of children and crises in families growing together

- Challenge: How can we Cross Train…
  - Don’t get funding for parent support work and education.
  - Child development centers have faulted. Head Start took off, they did not.
  - Cross training amongst agencies.

- Challenge: Higher Ed (blank)

Reflection - what the group says cuts across all of the issues:

- Needs to be a massive public awareness and organizing campaign for each of these challenges!
- You can have a baby on your hip or a hamburger in your hand - you will be paid the same for both!!

SOLUTIONS to: CHALLENGE QUESTION #1

How can we increase compensation and decrease job stresses for the EC workforce? - 7 dots

<table>
<thead>
<tr>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prioritize existing resources toward increasing compensation. - - 5 dots</td>
</tr>
<tr>
<td>- Provide scholarships and grants so folks don’t go into debt</td>
</tr>
<tr>
<td>- Change norms to increase the value of “women’s work”</td>
</tr>
<tr>
<td>2. Reflective supervision training for supervisors as well as time off to do it. ($ for nurturing the nurturers decreases turnover and increases social emotional environment - 7 dots</td>
</tr>
</tbody>
</table>
3. Raise public awareness of pay scales of actual early childhood educators and clinicians. Highlight the difference between pay of teachers in public schools versus private centers. - 7 dots
4. Build partnerships with business, community and philanthropic to increase compensation; build workforce development support; show economic impact of loss of childcare for the business community; provide admin. Support - 6 dots
5. Money - 3 dots
6. Massive public awareness campaign - 0 dots
7. Cultivate participation of business leaders like Digger(sp) at local levels and create advocates - 0 dots
8. Define who is working with families - public school, Head Start, Early Head Start, Clinicians, Community health workers, Private Child Care, DCF, EI, Public School - 0 dots
9. Understanding Family Engagement as different than family participation/involvement -2 dots
10. Training understood as part of Family Engagement Efforts: a focus on Family Engagement. - 1 dot

**SQUEEZE TEST: CHALLENGE QUESTION #1 (if money is no object....)**

How can we increase compensation and decrease job stresses for the EC workforce? - 7 dots

<table>
<thead>
<tr>
<th>Solutions</th>
<th>Doable</th>
<th>Powerful</th>
<th>Scalable</th>
<th>Measurable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Reflective supervision training for supervisors as well as time off to do it. ($ for nurturing the nurturers decreases turnover and increases social emotional environment</td>
<td>Green Orange</td>
<td>Green ++</td>
<td>Orange</td>
<td>Green</td>
</tr>
<tr>
<td>2) Raise public awareness of pay scales of actual early childhood educators and clinicians. Highlight the difference between pay of teachers in public schools versus private centers.</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Orange</td>
</tr>
<tr>
<td>3) <strong>Prioritize existing resources toward increasing compensation.</strong> - - 5 dots</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>o Provide scholarships and grants so folks don’t go into debt</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>o Change norms to increase the value of “women’s work”</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
</tbody>
</table>
4) Build partnerships with business, community and philanthropic to increase compensation; build workforce development support; show economic impact of loss of childcare for the business community; provide admin. support

Compost Bin:

**SOLUTIONS to CHALLENGE QUESTION #2**

How do we cross train the workforce? Those working with children need to understand families’ issues and those working with families need to understand impact of parents’ issues on kids. - 6 votes

Solutions

1. **Promote and design trainings that deliver content for a diverse range of disciplines in early childhood. OHS National Center of Parent and Family Community Engagement** - and apply to other organizations - 7 votes
2. **Improve dissemination of P.D opportunities & resources across systems and regions** - 6 votes
3. **Vertical & horizontal alignment of training** - 3 votes
4. **Supporting increase of cross-disciplinary opportunities and professional awareness of resources e.g. basic needs** - 5 votes
5. **Massive public awareness campaign**

**SQUEEZE TEST: CHALLENGE QUESTION #2**

How do we cross train the workforce? Those working with children need to understand families’ issues and those working with families need to understand impact of parents’ issues on kids.

<table>
<thead>
<tr>
<th>Solutions</th>
<th>Doable</th>
<th>Powerful</th>
<th>Scalable</th>
<th>Measurable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote and design trainings that deliver content for a diverse range of disciplines in early childhood. OHS</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
</tbody>
</table>
### National Center of Parent and Family Community Engagement - and apply to other organizations

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Green</th>
<th>Orange</th>
<th>Red</th>
<th>Orange?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve dissemination of P.D opportunities &amp; Resources across systems and regions</td>
<td>Green</td>
<td>Orange</td>
<td>Red</td>
<td>Orange?</td>
</tr>
<tr>
<td>Vertical and horizontal training</td>
<td>Red</td>
<td>Green</td>
<td>Green</td>
<td>Red</td>
</tr>
<tr>
<td>Massive public awareness campaign</td>
<td>Orange</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
</tbody>
</table>

**Compost Bin:**

---

### SOLUTIONS to CHALLENGE QUESTION #3

**How can we ensure there are appropriate higher ed programs re: social emotional development for EC workforce and training. How can we make sure IECMH is covered in higher education programs and courses? 5 votes**

**Solutions**

1. 1 required course on children’s IEC social emotional health for EEC and MH degrees - - **10 dots**
2. Development of an integrated (across disciplines) seminar on the EC SEL standards -- **7 dots**
3. **Change Dept. of Higher Ed.'s policies in regard to educator preparation to include more SE content (and ESE and EEC) (AACU - advocacy group for private and liberal arts colleges influences them.)**
   - **6 dots**
4. Massive public awareness campaign
5. NAEYC type accreditation of EEC degrees in terms of social emotional development - **0 dots**
6. Professional IMH Competency Guidelines and Endorsement standards within and above DESE’s - **0 dots**
7. CBHI to present to Higher Ed degree programs to address the need for understaffed workforce - **1 dot**
8. Required course on working preventing and addressing challenging behavior - **5 dots**
9. Teach grad students that ECMH is a thing that might be rewarding. - **0 dots**
10. Increase teaching and practicum opportunities for clinician students - **1 dot**
How can we ensure there are appropriate higher ed programs re: social emotional development for EC workforce and training. How can we make sure IECMH is covered in higher education programs and courses?

<table>
<thead>
<tr>
<th>Solutions</th>
<th>Doable</th>
<th>Powerful</th>
<th>Scalable</th>
<th>Measurable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of an integrated (across disciplines) seminar on the EC SEL standards</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Changing Dept. of Higher Ed.’s policies in regard to educator preparation to include more SE content (and ESE and EEC) (AACU - advocacy group for private and liberal arts colleges influences them.)</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>1 required course on children’s IEC social emotional health for EEC and MH degrees</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Massive public awareness campaign</td>
<td>Green</td>
<td>Green</td>
<td>Orange</td>
<td>Orange</td>
</tr>
</tbody>
</table>

Compost Bin:
### Deep Dive - on the solutions that “won” the Squeeze Test under each Challenge Question

<table>
<thead>
<tr>
<th>Solutions</th>
<th>Action Steps</th>
<th>Policy recommendations</th>
</tr>
</thead>
</table>
| **Promote and design trainings that deliver content for a diverse range of disciplines in early childhood. OHS National Center of Parent and Family Community Engagement - and apply to other organizations** | 1. Hierarchy of trainings (re: trauma, behavior) that we want to be statewide rather than willy nilly trainings.  
2. Scan existing training categories according to disciplines it can serve. E.g. the currently updating DPH Compendium of IECMH trainings. Link to ECE Registry for cross-disciplinary training.  
3. Crosswalk what already exists between the Touchpoints Approach Training and REflective Mentorship to the IMH Competency Guidelines. | 1. |
| **Changing Dept. of Higher Ed.’s policies in regard to educator preparation to include more SE content (and ESE and EEC) (AACU - advocacy group for private and liberal arts colleges influences them.)** | 1. NAEYC accreditation for EEC higher education? There may be something in place. Check MASSASOIT’s site.  
2. Review all MA higher ed. required curriculum/courses for ECE educators and write report to be shared with all of them. Discuss/hold Summit to explore best practice to address the need for social emotional preparation for educators.  
3. Review EEC CTF for Lead Teacher to determine if SE specific course on list - consider requiring it.  
5. Convene private colleges and universities | Understanding that SEL is a critical competency for any professional working with young children. |
| Prioritize existing resources toward increasing compensation. | 1. State-wide needs assessment e.g. Poll EEC grantee site directors as to preference for grant $ - resources versus pay increase  
2. Find out where the $ would/could come from to provide grants/scholarships.  
3. Petition training vendors to offer reduced fee slots and/or in-kind exchanges | 1. State (legislature?) should mandate that grantee organizations pay a living wage |
|○ Provide scholarships and grants so folks don't go into debt  
○ Change norms to increase the value of “women’s work” | | |
| faculty and deans to learn about SEL knowledge and its importance to the EC workforce.  
6. Convene higher education faculty policy makers to discuss importance of SEL knowledge for early childhood workforce (share research on topic).  
7. Also convene board members of DHE EEC and DESE and commissioners. | | |