



Commonwealth of Massachusetts Department of Early Education and Care

Meeting of the Board

April 13 2021



1. Engagement Update
2. Strategic Plan Implementation - Educator Initiatives
 - BRC update
 - Professional Registry
 - Credential Development
3. Budget Updates
 - Grants Update
 - FY21/ FY22 updates

Voices of the Commonwealth: Engagement to Date



Methodologies: From December-March, EEC has hosted 21 live engagement sessions and 8 surveys across subjects aligned to the Strategic Action Plan, focusing on several initiatives with upcoming directional decisions for stakeholders to inform.

Responses: These methodologies have garnered 7,064 responses* from constituents across the Commonwealth.

Interest: Simultaneously, EEC has launched a Strategic Action Plan Engagement Portal, which offers the core elements of its plan in an accessible and easily consumable format. There, EEC has rapidly posted videos and session comment summaries to ensure a two way feedback loop with high transparency and ongoing development for key initiatives.

Engagement with the portal has included **12,933 unique visitors** who together have made 16,200 visits to the site, with 33,100 page views.

Accessibility: The web site, surveys, and live engagement are offered in both English and Spanish, with live engagement sessions available during the work day, as well as in the evening. Surveys are designed to capture similar information from those who cannot participate in synchronous activities.

Most system and program topics have been offered by program type, with separate sessions for Family Child Care, Group and School Age Care, and programs working only with School Age children.

Strategic Plan Pillar	Topics
System	Licensing Regulations
Programs	Program Quality Financing Models for Early Education and Care
Educators	Educator Regulations Credentialing Professional Registry
Families	Affordable Care Subsidy Regulations including Parent Fees Family and Community Supports

*this figure may not represent unique participants

Highlights from Engagement Sessions and Surveys



Pillar	Highlights
System	<ul style="list-style-type: none">• Less than 5% of respondents feel Licensing Regulations should continue to group all program types together; broad support for an approach that separates FCC, GSA, OST• Respondents asked for regulations that balance flexibility with the need for consistent interpretation by licensors and simplicity for implementation
Programs	<ul style="list-style-type: none">• Strengths to define quality differed by program type. All spoke to the strength of family relationships. In speaking about Educators, FCCs focused on experience, GSA focused on commitment, quality, and leadership of staff members, while OST programs spoke to staff quality over experience.• Across respondents focused on the quality of adult-child interactions as primary to high quality early education and care; family engagement was also a common theme• The top data sources programs use to improve their quality are ECERS/FCCERS/SACERS, CLASS, and family feedback, progress reports, and testimonials, and observations from visitors, peers, supervisors
Educators	<ul style="list-style-type: none">• Majority of respondents believe the primary role of a credentialing system is to support educator career advancement (65%) or provide a clear professional pathway (50%)• To recognize growing Educator competencies through a credentialing system, respondents indicated a need for balancing a combination of field work experience and credit-bearing coursework• Participants especially emphasized the importance of validating expertise gained through experience
Families	<ul style="list-style-type: none">• Stakeholders indicated a priority to raise the income benchmark for subsidy entry if more funding is allocated• Changes recommended in subsidy system included recognition of the difference between gross income and net income, offering more flexibility, and creating eligibility checklists for families• Constituents offered broad support and enthusiasm for the new parent fee structure adopted by the board• For all families seeking care, affordability was the top priority and concern, far outranking safety, quality, and location of services

Spotlight: Important Factors to Increase 3rd Grade Success



This feedback from Family and Community Support sessions will inform a collective understanding of how we will know a child is on track for third grade success, starting at birth. Participants shared what they see as the most important indicators of future success at the child, family, and community levels.

- Common themes across all age groups
- The most important child-related factors were **safety** and **social-emotional development**
- Most important family-related factors were **family stability** and **mental health**
- Most important community-related factors were **safety and basic needs** as well as **affordable programs** and services

	All Ages	0-3	3-5	K-3rd
Child-Related Factors	<ul style="list-style-type: none"> - Safety - Social-emotional development - Play-based opportunities 	<ul style="list-style-type: none"> - Social-emotional development - Nurture - Physical health - Family involvement 	<ul style="list-style-type: none"> - Play-based learning - Early literacy - Social-emotional development - Safety 	<ul style="list-style-type: none"> - Quality of adult child relationships - Safety - Social-emotional wellbeing
Family-Related Factors	<ul style="list-style-type: none"> - Access to healthcare - Family engagement - Family stability 	<ul style="list-style-type: none"> - Strong support systems - Meeting basic needs - Mental health resources 	<ul style="list-style-type: none"> - Family stability - Mental health - Community support - Family engagement 	<ul style="list-style-type: none"> - Meeting basic needs - Family stability - Feeling loved
Community-Related Factors	<ul style="list-style-type: none"> - Affordability of services - Safety - Public libraries - Transportation 	<ul style="list-style-type: none"> - Safety - Meeting basic needs - High-quality community services 	<ul style="list-style-type: none"> - Affordability of services - Safety - High-quality care - Community programming 	<ul style="list-style-type: none"> - Safety - Community engagement - Public libraries - Meeting basic needs

*Targeted for Appendix



This feedback from Family and Community Support sessions will inform EEC's contracted program supports and the development of innovative models to meet the changing needs of families through the pandemic recovery and beyond.

Needs for All Families

- a common understanding of what defines high quality early education and care
- financial stability
- increased mental health, social-emotional, and behavioral needs
- a diversity of basic needs including housing, food security
- domestic violence interventions
- job training, development, support, & flexible jobs
- family education regarding how to meet the changing needs of their children
- service navigation support incl. translation, help lines, technology
- support to rebuild social connectivity

Working Families' Needs

- access to high quality programs
- affordable care
- more flexible options for part time, remote work

Children's Needs

- smooth transitions back to in-person environments
- opportunities for socialization and to overcome isolation
- opportunities to feel more safe in school and in public places
- strategies to address learning loss, especially in K and early grades & for target populations

Spotlight: Educators by Program Type



This feedback from Educator sessions will inform EEC’s development work on a Professional Registry, revisions to the regulations that govern educators, and early work to build a Credentialing effort to offer a common framework for educator expertise and skills growth.

Role of Early Education and Care	Professional Registry	Educator Regulations	Educator Credentialing
<ul style="list-style-type: none">•Recognize what is unique to each workforce: high proportion of part time or summer staff of varied backgrounds (OST); wearing many hats, working with mixed age groups, and often working alone (FCC); wide range of education and skill levels, high turnover, and often working many jobs (GSA)•EEC should customize approach – with focus on specific training and credentials, with simplified documentation (OST); financial support and training for career advancement (FCC); and a clear financial pathway with streamlined credentials in addition to financial support (GSA)	<ul style="list-style-type: none">•Documentation tied to increased competencies also varies by program type:•Attestations from supervisors and supervisor observation checklists (OST & GSA)•Additional focus on self-assessments and coworker assessments (OST) as well as professional portfolios and child outcomes (GSA)•Family testimonials and photographs of early education environments, followed by licensing visit records, parent reviews, and proof of continued enrollment (FCC)	<ul style="list-style-type: none">•Professional development expectations should be tailored to recognize:•Volunteering, mentoring, observing other programs, and self-guided PD (ex. reading books) (OST)•Years of experience, participation in EEC engagement and other activities, and other training and workshops (FCC)•Mentoring or coaching, documentation from previous roles, and self-guided PD (ex. reading books) (GSA)	<ul style="list-style-type: none">•Building competencies differs by program type:•previous work and life experience/ years in role, leadership roles, and specialized experience, as well as coaching, consulting, volunteering, and advocacy (OST)•Parent feedback, teacher licensure, years of experience, and relationship with FCC System (FCC)•Experience in other program types, adjacent, or other relevant fields, administrator or coach observations, as well as leadership, specialized (ex. age groups), and general years of experience (GSA)

To build career pathways by recognizing increasing competencies, programs asked EEC to consider:

- Field work experience and non-credit bearing coursework (OST)
- A combination of current and previous roles in the field, or only current role (FCC)
- A combination of field work experience and credit bearing coursework (GSA)

*Targeted for Appendix

Spotlight: Financing Models for Early Education and Care



This feedback from Financing sessions will drive priorities within the development of the funding formula for Stabilization Grants using Federal Stimulus Funds, once they are appropriated.

- **Highest spending priorities for stabilization grants** included:
 - Staff **compensation**
 - Maintaining **affordable tuition rates** for families
 - Investing in **higher quality materials** for children
- If funding came with incentives to increase **educator compensation or income**, 75% of respondents said **this goal would be their highest priority**
- Programs hoped stabilization grants might help them **expand enrollment for specific populations**, including DCF supported families and homeless families, low and middle income families. Many wished to be more responsive to **all families** on a **first come first serve** basis.
- **Most pressing needs** for additional funding included:
 - **Increased wages** to decrease staffing turnover and/or expand educator pipeline
 - **Improving quality** to align with COVID regulations
 - **Cost of living** expenses
- **Factors stakeholders thought should determine the funding formula** were largely similar across program type:
 - Total **licensed capacity** and **child-educator ratios** were common across types
 - FCCs also suggested that the numbers of **higher need children** enrolled should be considered
 - GSAs also felt that their **investment in educator compensation** should be considered

Key Findings Across All Topics, Focus on Educators



Topics

Educator Regulations

Credentialing

Professional Registry

The purpose of EEC's Educator work is to ensure the early childhood and out of school time workforce is professionally prepared, well supported, adequately compensated, and culturally and linguistically representative of the population it serves.

- All felt **adult-child interactions** are the key to program quality and for child outcomes
- Different areas of focus for what characteristics in the workforce might drive adult-child interactions:
 - Family Child Care focused on educator experience
 - GSA programs zeroed in on the commitment, quality, and leadership of staff
 - OST programs prioritized staff quality over years of experience
- In considering the potential for increased operational funding, respondents prioritized **educator wages and income** as the most pressing pain point they hoped to address
- As a result of increased wages, respondents hoped to **attract more candidates** to the field and **increase educator retention** to ensure more stability and the ability to meet licensed capacity
- Educator **expertise building** showed a variety of existing pathways to increasing the skills and knowledge of the workforce:
 - Out of School Time Only - previous work and life experience and volunteer background
 - Family Child Care – learning from parent feedback, undergoing teacher licensure, through years of experience and through FCC System affiliation
 - Group and School Age - experience in other program types or fields, coaching, specialized experience, and leadership experiences
- There was **not a shared definition or understanding of increasing expertise** – including how it should be defined, ways that it should be built, and/or how it might tie to increased responsibilities and compensation

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The Problem EEC Seeks to Address for Educators

Validation of Expertise Gained Across Settings and Roles

- Individuals who progress across roles throughout their career have no mechanism to build towards a common metric of professional growth
- Need to more officially endorse a balance between formal education / training and practical expertise developed on-the-job – both of which contribute to increasing expertise

Common Measure of Expertise Gained Over Time

- Within the field at large, there is no common definition of how skills and expertise grow over time – this limits ability to support a professional trajectory
- Additional need to ensure common metrics to consistently distinguish “highly qualified” individuals across employers
- These factors limit the professional growth for an individual - and create inconsistencies in the standards and compensation offered across employers


Barriers in Aligning EEC Requirements and Resources for Educators

- Dated requirements do not prioritize recruiting and sustaining workforce based on current research
- Insufficient technology within key functions (TQ, PQ, BRC) can exacerbate delays and increase confusion for individuals required to navigate multiple EEC units
- Siloed EEC functions prevent effective communication with educators and limits to a common understanding of full educator requirements and available supports



The early childhood and out-of-school time workforce is professionally prepared, well supported, adequately compensated, and culturally and linguistically representative of the population it serves.

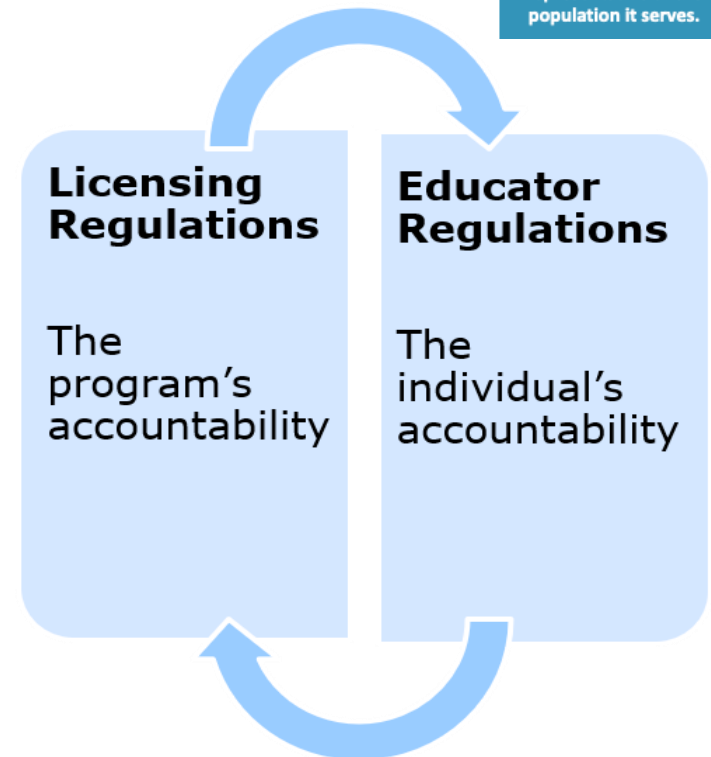
Addressing Key Barriers: Requirements for Programs Versus Those For Educators



The early childhood and out-of-school time workforce is professionally prepared, well supported, adequately compensated, and culturally and linguistically representative of the population it serves.

To build a workforce, EEC must disentangle Educator expectations and Program requirements:

- Separate **Educator framework** from program regulations
 - Speak directly to the expertise of the individual distinct from the program licensing standards
- Build a **cohesive system of Educator facing EEC functions**
 - User oriented approach to integrating BRC, Teacher Qualifications, Professional Development and Learning Management
- Enhance the ability for Educators to **build their own professional records and career pathway** through a Professional Registry that follows the individual, rather than the program
- Create a **framework for credentialing** that can incorporate increasing experience, training, and education
 - Establish state-wide recognition of professional validation for increasing expertise



Addressing Key Barriers: Plan for Background Record Check Enhancements



The early childhood and out-of-school time workforce is professionally prepared, well supported, adequately compensated, and culturally and linguistically representative of the population it serves.

Background Record Check Policy Revisions:

- Engagement to begin in May
- Key topics will target user-oriented policies and systems to support efficient operational changes

EEC will consider the following changes through the upcoming process:

- Realignment of internal operations to support clear pathways for individuals across program types
- Process to allow for candidate appeal suitability finding, based on additional information
- Consider acceptable documentation requirements to ensure equity throughout the BRC process

EEC is also looking at strategies to address process and protocols, including improved alignment of decision-making across units.

Addressing Key Barriers: Professional Registry Development



The early childhood and out-of-school time workforce is professionally prepared, well supported, adequately compensated, and culturally and linguistically representative of the population it serves.

EEC will create a professional registry to house all information required to support an educator's employment and professional trajectory:

- Update and view their *personal information*
- Maintain suitability status for *Background Record Checks*
- Contain *Educator Credential* information (when available)
- Track completed coursework within EEC's Learning Management and Strong Start Systems
- Associate with a licensed program in the LEAD portal and confirm qualifications for a specific role

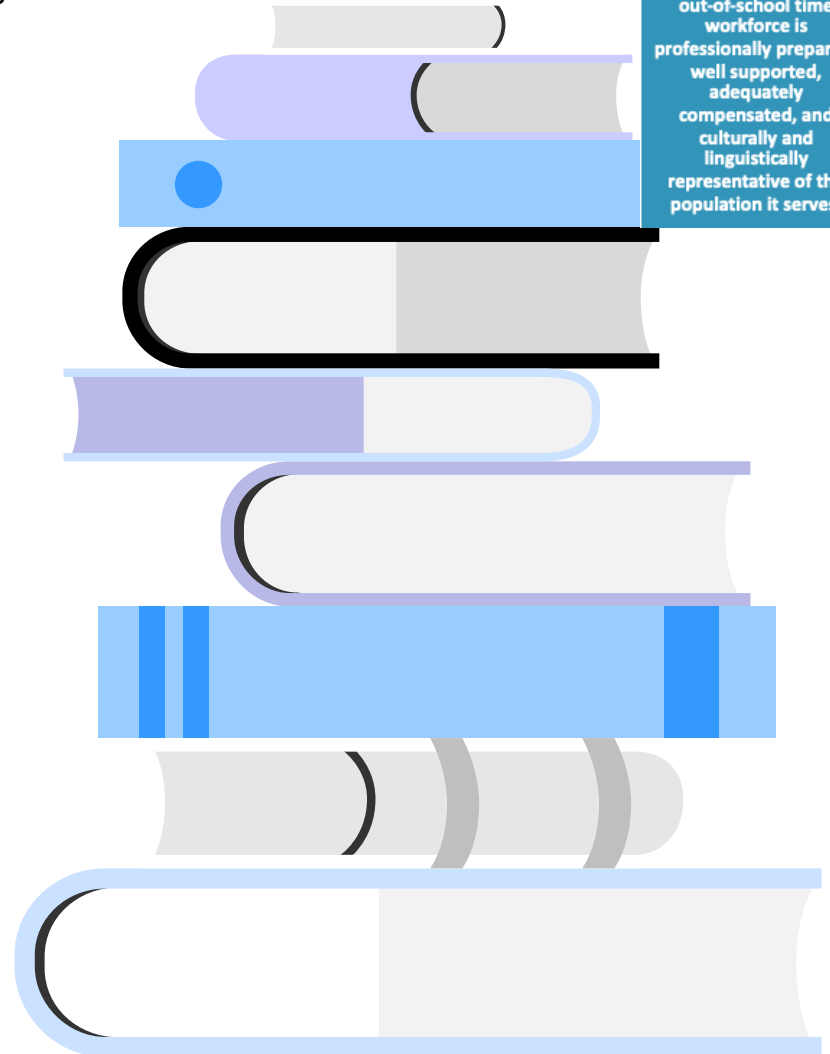
Timeline: EEC will have an initial framework of the registry by end of calendar year 2021.

Common Understanding: Credentialing

- **Transferable**
 - Professionals can carry verified qualifications and expertise from setting to setting, rather than re-qualifying for every job or role
- **Stackable**
 - Professionals can follow clear pathways through which experience, training, and education build on each other to show increasing expertise, instead of piecing together job a patchwork or requirements specific to their current role or function
- **Accounts for All Contributions to Professional Expertise**
 - Value the practical expertise earned through experience, instead of limiting professional advancement to formal credit-earning pathways
 - Align all professional supports, preparation pathways, and ongoing professional development requirements to build towards a common validation of professional expertise and growing competency



The early childhood and out-of-school time workforce is professionally prepared, well supported, adequately compensated, and culturally and linguistically representative of the population it serves.



Adapting NAEYC's Model to MA Context



Goal: To create a clear structure for EEC to validate expertise of educators in the field and develop a defined professional pathway that can apply across settings and geographies across the Commonwealth.

NAEYC's P2P in the MA Context

Key Question:

What is the entry point for the large number of educators whose expertise has been honed by decades of experience with children – but who have not had equitable access to traditional higher education pathways?

NAEYC ECE I
Certificate/
Credential
(at least 120 hours)
• Support birth – age 8

Building from a national perspective

NAEYC ECE II
Associate Degree
• Lead birth–age 5*
• Support K–Grade 3
• Guide the Practice of ECE I

MA Context: Less than half the Commonwealth's early childhood workforce (pre-COVID) had coursework or degrees beyond a HS Diploma.

NAEYC ECE III
Bachelor's Degree or Master's Degree (initial prep)
• Lead birth–age 8
• Guide the Practice of ECE I and ECE II

MA Context: 82% of those surveyed indicate credential levels must *recognize experience, as well as formal degrees and training.*

Key Question:

How can MA outline credentialing levels that recognize the practical skills gained through in-the-field experience while building more equitable supports for more formal expertise-building coursework and continuing education?

Key Question:

How can credentialing remain flexible across program settings and populations – yet specific enough to apply to expertise needed within a specific role (i.e. directors)?

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Financing Strategies Update: Workforce Support and FCC Facilities Grants



Reminder: Specifications

- \$15M each for FCC and Center Based grants
- Eligibility includes Center-Based programs participating in subsidies and all FCC programs open at the time of posting
- Eligible spending for Center Based Programs: at least 90% for direct payments and supports for workforce; up to 10% for overhead (\$150 per licensed spot in program + \$30 per school-age child engaged in remote learning)
- Eligible spending for FCC programs: capital improvements to the licensed early education and care spaces within private residences and/or related health, safety, and quality improvement efforts (up to \$3K + \$150 for remote learning supports)
- Funding allocated through an intermediary, that will also conduct data monitoring and accountability functions
- Allocations targeted for late spring

Progress Since March

- Selected candidate and established agreement with Intermediary (PCG)
- Developed Workforce Support and Facilities grant applications
- Determined data collection components for grants monitoring, with a focus on schedule, staffing structure and salary (Center Based), capacity and enrollment by age and participation in remote learning activities (for school-age serving providers)

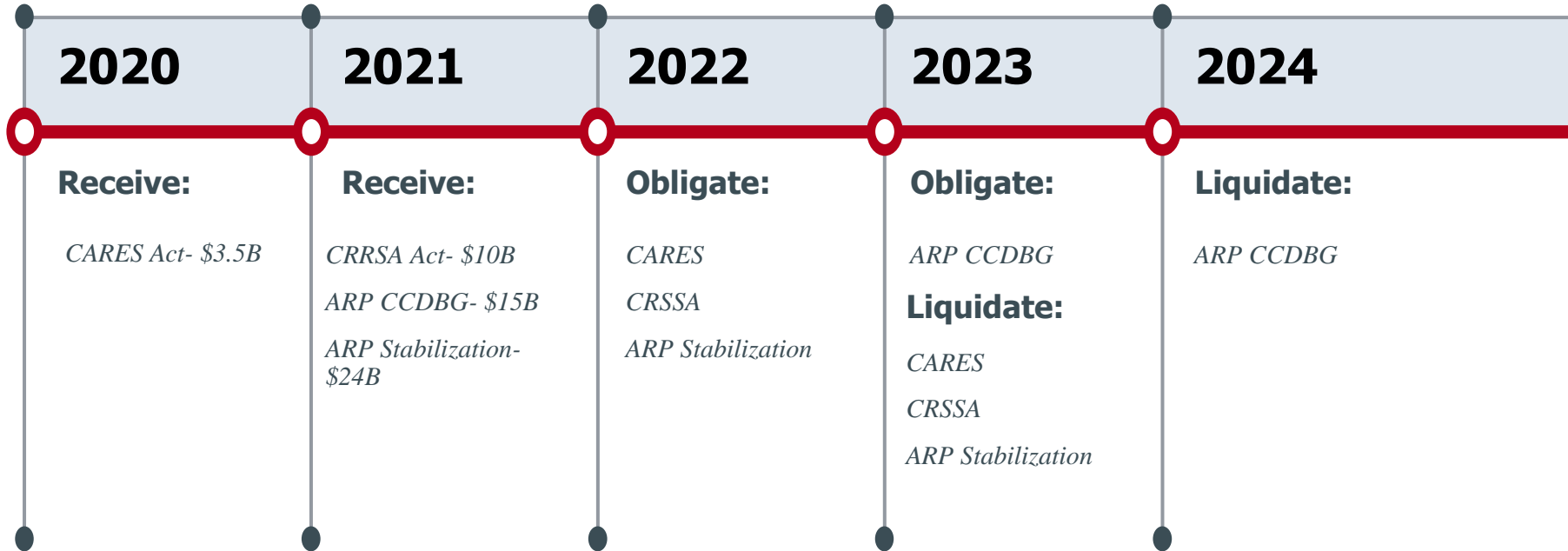
MA Receives:

- CARES: \$47.5M
- CCRSA: \$131.1M
- ARP CCDBG*: \$194.9M
- ARP Stabilization*: \$311.7M

*Anticipated, awards pending.

Federal Child Care COVID Funding

How long do states have to spend their child care relief funds?



Obligate: State has entered into a legally-binding agreement to spend funds

Liquidate: State has made payments.

- **Income Eligible costs and the number of children (contracts) served continues an upward trend:**
 - Still seeing significant costs (daily rate) for school age children and overall costs per child are continuing to increase.
 - After loosening Income Eligible contractual restrictions (flex pool cap), the number of Income Eligible children has begun to show noticeable growth.

- DTA Related and DCF Related childcare continues to decline in cost and in children served. EEC is continuing to discuss caseload trends with DCF and DTA.

- **Waitlist:**
 - The waitlist hovers around 11,300
 - ~2,000 funding letters have been released to families on the waitlist by CCRR's in the past month (~5,600 total funding letters sent FY21, to date)

FY21 Caseload Account Spending Update



Number of Children Billed									
	June Actuals	July Actuals	Aug Actuals	Sept Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals
DCF Voucher	4,626	4,134	3,831	3,941	3,876	3,871	3,855	3,873	3,834
DCF Contract	7,449	7,398	6,744	6,750	6,382	6,177	6,051	6,006	5,885
DTA Voucher	11,575	10,418	9,498	9,281	8,722	8,284	7,771	7,305	6,892
IE Voucher	20,314	17,539	16,617	16,830	16,176	16,015	16,071	15,986	15,833
IE Contract	11,239	10,854	10,132	10,228	9,766	9,773	9,838	10,100	10,522
	55,203	50,343	46,822	47,030	44,922	44,120	43,586	43,270	42,966
Actual Costs with Comparison to Last Year's Actual Costs									
	June Actuals	July Actuals	Aug Actuals	Sept Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals
3000-3060 Base Caseload	\$ 26,267,293	\$ 28,228,488	\$ 21,779,386	\$ 22,462,992	\$ 20,967,700	\$ 19,557,644	\$ 20,866,859	\$ 18,406,135	\$ 17,253,755
3000-4060 Base Caseload	\$ 24,053,105	\$ 24,240,730	\$ 19,519,097	\$ 19,277,961	\$ 19,112,613	\$ 18,433,178	\$ 20,362,572	\$ 18,729,650	\$ 18,368,959
Parent Fees	\$ 6,390,311	\$ 6,671,897	\$ 5,551,078	\$ 5,297,985	\$ 5,244,425	\$ 5,079,047	\$ 5,623,912	\$ 5,219,007	\$ 5,165,448
Total:	\$ 56,710,710	\$ 59,141,115	\$ 46,849,561	\$ 47,038,939	\$ 45,324,739	\$ 43,069,869	\$ 46,853,344	\$ 42,354,791	\$ 40,788,163
FY2020 Actuals		\$ 56,568,314	\$ 51,727,605	\$ 43,456,895	\$ 48,809,270	\$ 45,230,396	\$ 47,632,310	\$ 50,284,737	\$ 43,923,076
Difference		\$ 2,572,801	\$ (4,878,044)	\$ 3,582,044	\$ (3,484,531)	\$ (2,160,527)	\$ (778,966)	\$ (7,929,945)	\$ (3,134,914)

Notes:

- June and July billing numbers reflect families transiting during reopening.
- Despite lower enrollment, school age children enrolled in full-day programming will continue to increase costs.
- School age children represent approximately 50% of the billed caseload



FY21 Caseload Account Spending Update

- Since the start of September, the average daily rate paid across all program types has increased over 10% while the number of children in care has dropped by 10%.
- Compared to the same time period last year, EEC is experiencing significantly higher costs, with markedly lower caseload.
- Expenses in the Income Eligible account have increased, as the child count has gone down.

FY2021	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21
FY2021 Number of SA Children	24,805	22,552	22,317	20,567	20,281	20,350	20,236	20,117
FY2021 Total Cost of SA Care*	\$19,172,142	\$15,472,250	\$13,980,280	\$13,390,634	\$12,868,977	\$14,143,286	\$12,989,542	\$12,597,355
FY2021 Number of Billable Days	23	21	22	22	21	23	21	20
Average Daily Rate Paid	\$33.60	\$32.67	\$28.47	\$29.59	\$30.22	\$30.22	\$30.57	\$31.31
% Change from prior month		-2.78%	-12.84%	3.93%	2.10%	0.01%	1.16%	2.43%
FY2020	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20
FY2020 Number of SA Kids	27,858	28,249	24,892	24,496	24,887	25,480	25,665	26,348
FY2020 Cost of SA Care*	\$20,649,409	\$18,722,710	\$11,416,117	\$13,049,710	\$12,443,820	\$13,843,088	\$14,167,843	\$13,268,987
FY2020 Number of Billable Days	23	22	21	23	21	22	23	20
FY2020 Average Daily Rate Paid	\$32.23	\$30.13	\$21.84	\$23.16	\$23.81	\$24.70	\$24.00	\$25.18
Comparison	July	August	September	October	November	December	January	February
% Change FY20 to FY21 - # of children	-10.96%	-20.17%	-10.34%	-16.04%	-18.51%	-20.13%	-21.15%	-23.65%
% Change FY20 to FY21 - Daily Rate	4.27%	8.44%	30.38%	27.77%	26.90%	22.36%	27.35%	24.34%

Note: To provide an accurate year to year comparison, the FY20 cost was adjusted to include the FY21 FCC rate increase and the FY21 Cost excludes the value of parent fees paid.

*Targeted for Appendix



FY21 Caseload Account Spending Update

- Monthly Decline in Daily Spending Rate
 - To compare monthly expenses, EEC uses a daily spending rate to account for different number of days in each month.
 - While enrollment rates continue to decline, reductions in Daily Spending Levels have slowed and indicate that they will likely begin increasing in the coming months as more children school age children need full day care.

# of Days	23	21	22	22	21	23	21	20
	July Actuals	Aug Actuals	Sept Actuals	Oct Actuals	Nov Actual	Dec Actual	Jan Actual	Feb Actual
% change from previous month		-13.24%	-4.16%	-3.64%	-0.45%	-0.68%	-0.99%	1.12%
3060 Daily	\$ 1,227,326	\$ 1,037,114	\$ 1,021,045	\$ 953,077	\$ 931,316	\$ 907,255	\$ 876,483	\$ 862,688
3060 Total	\$ 28,228,488	\$ 21,779,386	\$ 22,462,992	\$ 20,967,700	\$ 19,557,644	\$ 20,866,859	\$ 18,406,135	\$ 17,253,755
4060 Daily Cost	\$ 1,053,945	\$ 929,481	\$ 876,271	\$ 868,755	\$ 877,770	\$ 885,329	\$ 891,888	\$ 918,448
4060 Total	\$ 24,240,730	\$ 19,519,097	\$ 19,277,961	\$ 19,112,613	\$ 18,433,178	\$ 20,362,572	\$ 18,729,650	\$ 18,368,959
Parent Fees Daily	\$ 290,082	\$ 264,337	\$ 240,817	\$ 238,383	\$ 241,859	\$ 244,518	\$ 248,524	\$ 258,272
Parent Fee Total	\$ 6,671,897	\$ 5,551,078	\$ 5,297,985	\$ 5,244,425	\$ 5,079,047	\$ 5,623,912	\$ 5,219,007	\$ 5,165,448
Total Monthly Cost	\$ 59,141,115	\$ 46,849,561	\$ 47,038,939	\$ 45,324,739	\$ 43,069,869	\$ 46,853,344	\$ 42,354,791	\$ 40,788,163

Income Eligible Utilization - Overview



Income Eligible Child Care	Anticipated Placements	Current Placements	Difference	Percent Utilized
Voucher	21,665	16,549	5,116	76.4%
Contract	13,716	10,171	3,546	74.2%
<i>Total</i>	<i>35,381</i>	<i>26,720</i>	<i>8,662</i>	<i>75.5%</i>

Source:

- Voucher information based on CCRR weekly report for week ending 4/3/2021.
- Contract information based on contract utilization on 4/1/2021.

Income Eligible Utilization – Voucher Detail



CCRR	Voucher Allocation	Current Placements	Difference	Percent Utilized	Current Waitlist
Child Care Choices of Boston (Boston)	3,374	2,374	1,000	70.36%	1,656
Child Care Circuit (Northeast)	6,274	5,078	1,196	80.94%	3,325
Child Care Network (Cape & The Islands)	1,114	819	295	73.52%	541
Child Care Resources (Central)	2,602	2,024	578	77.79%	1,020
Community Care for Kids/QCAP (Metro)	1,743	1,098	645	62.99%	1,050
New England Farm Workers (Western)	3,092	2,251	841	72.80%	1,952
PACE Child Care Works (Southeast)	3,466	2,905	561	83.81%	1,732
Total:	21,665	16,549	5,116	76.39%	11,276

Source:

- Voucher information based on CCRR weekly report for the week ending 4/3/2021.
- Waitlist information based on active children as of 4/7/2021

Income Eligible Utilization – Contract Detail



Region	Program Type Description	Slots Awarded	Slots Used	Flex Slots Used	Total Slots Used	Slots Open*	Percent Utilized	Current Waitlist
1	GSA - Infant to Pre-School	1,081	616	8	624	457	57.72%	1,086
	GSA - School Age	631	273	21.5	294.5	336.5	46.67%	866
	FCC - All Ages	295	233.5	41	274.5	20.5	93.05%	
Region Totals		2,007	1,122.5	70.5	1,193	814	59.44%	1,952
2	GSA - Infant to Pre-School	483	390	31	421	62	87.16%	500
	GSA - School Age	349	315	6	321	28	91.98%	280
	FCC - All Ages	562	528	109	637		113.35%	
Region Totals		1,394	1,233	146	1,379	90	98.92%	780
3	GSA - Infant to Pre-School	1,122	839	63	902	220	80.39%	2,046
	GSA - School Age	901	754.5	27	781.5	119.5	86.74%	1,226
	FCC - All Ages	748	701.0	204.5	905.5		121.06%	
Region Totals		2,771	2,295	294.5	2,589.0	340	93.43%	3,272
4	GSA - Infant to Pre-School	601	368.5	14	382.5	218.5	63.64%	1,092
	GSA - School Age	535	305	15	320	215	59.81%	562
	FCC - All Ages	423	369.5	45	414.5	8.5	97.99%	
Region Totals		1,559	1,043	74	1,117	442	71.65%	1,654
5	GSA - Infant to Pre-School	1,175	690.5	43	733.5	441.5	62.43%	1,356
	GSA - School Age	925	517	6	523	402	56.54%	859
	FCC - All Ages	451	360	1	361	90	80.04%	
Region Totals		2,551	1,567.5	50	1,617.5	933.5	63.41%	2,215
6	GSA - Infant to Pre-School	1,923	915	41	955.5	967.5	49.69%	849
	GSA - School Age	716	455	35	490	226	68.44%	554
	FCC - All Ages	795	746	84	829.5		104.34%	
Region Totals		3,434	2,116	159	2,275	1,194	66.25%	1,403
<i>GSA - Infant to Pre-School Total</i>		<i>6,385</i>	<i>3,819.0</i>	<i>200</i>	<i>4,019</i>	<i>2,367</i>	<i>62.94%</i>	<i>6,929</i>
<i>GSA - School Age Total</i>		<i>4,057</i>	<i>2,620</i>	<i>111</i>	<i>2,730</i>	<i>1,327</i>	<i>67.29%</i>	<i>4,347</i>
<i>FCC - All Ages Total</i>		<i>3,274</i>	<i>2,938</i>	<i>484</i>	<i>3,422</i>	<i>119</i>	<i>104.52%</i>	
Grand Total		13,716	9,376.5	794	10,170.5	3,812.5	74.15%	11,276
<p>* Negative values have been removed from the "Open Slot" column in three regions since they are caused by EEC's current policy of unlimited flex and do not take away from the total number of slots still available.</p>								

Source:

- Contract information based on contract utilization on 4/1/2021; Waitlist information based on active children as of 4/7/2021.

*Targeted for Appendix

Income Eligible Utilization – Waitlist Detail



Region	Infant	Toddler	Preschool	School Age	Total
Region 1 - Western	278	398	410	866	1,952
Region 2 - Central	145	162	193	280	780
Region 3 - Northeast	658	687	701	1,226	3,272
Region 4 - Metro	280	414	398	562	1,654
Region 5 - Southeast	338	441	577	859	2,215
Region 6 - Boston	287	338	224	554	1,403
Total:	1,986	2,440	2,503	4,347	11,276

Source:

- Waitlist information based on active children as of 4/7/2021