



MASSACHUSETTS
**Department of
Early Education and Care**



April Board Meeting

April 9, 2025

Agenda




- Routine Business
 - Approve Minutes from February Meeting – **VOTE**
- Items for Discussion and Action
 - Key Performance Indicator (KPI) Dashboards
 - Preschool Development Grant (PDG) Birth to Five
 - Family Advisory Council Development
 - Early Childhood Needs Assessment
 - EEC Capital Investment Programs
 - Commonwealth Cares for Children (C3) Program Updates



Key Performance Indicator (KPI) Dashboards

Key Performance Indicator (KPI)

GOALS

-  Identify key performance metrics aligned to EEC's strategic objectives and priorities
-  Develop data dashboards to support using these metrics to track progress on EEC's strategic priorities
-  Increase transparency and public access to KPIs and other data metrics of importance

Key Performance Indicators

BY STRATEGIC OBJECTIVE



Family Access

- Percent of children enrolled in formal early education and care (overall) over time
- Percent of children in households with incomes at or below 50% SMI participating in CCFA over time
- Number of children active on waitlist by month
- **NEW!** Proportion of EEC licensed/funded programs participating in CCFA
- Child Care Financial Assistance (CCFA) caseload over time



Program Stability

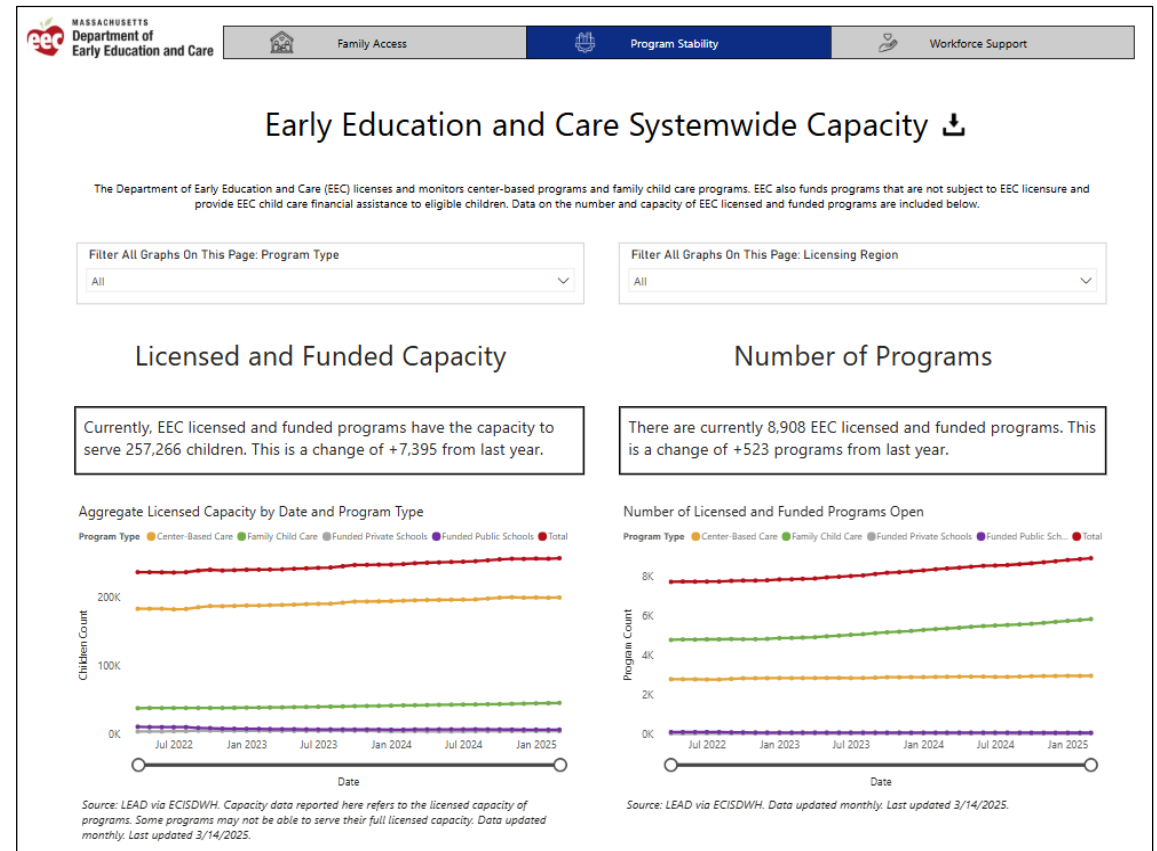
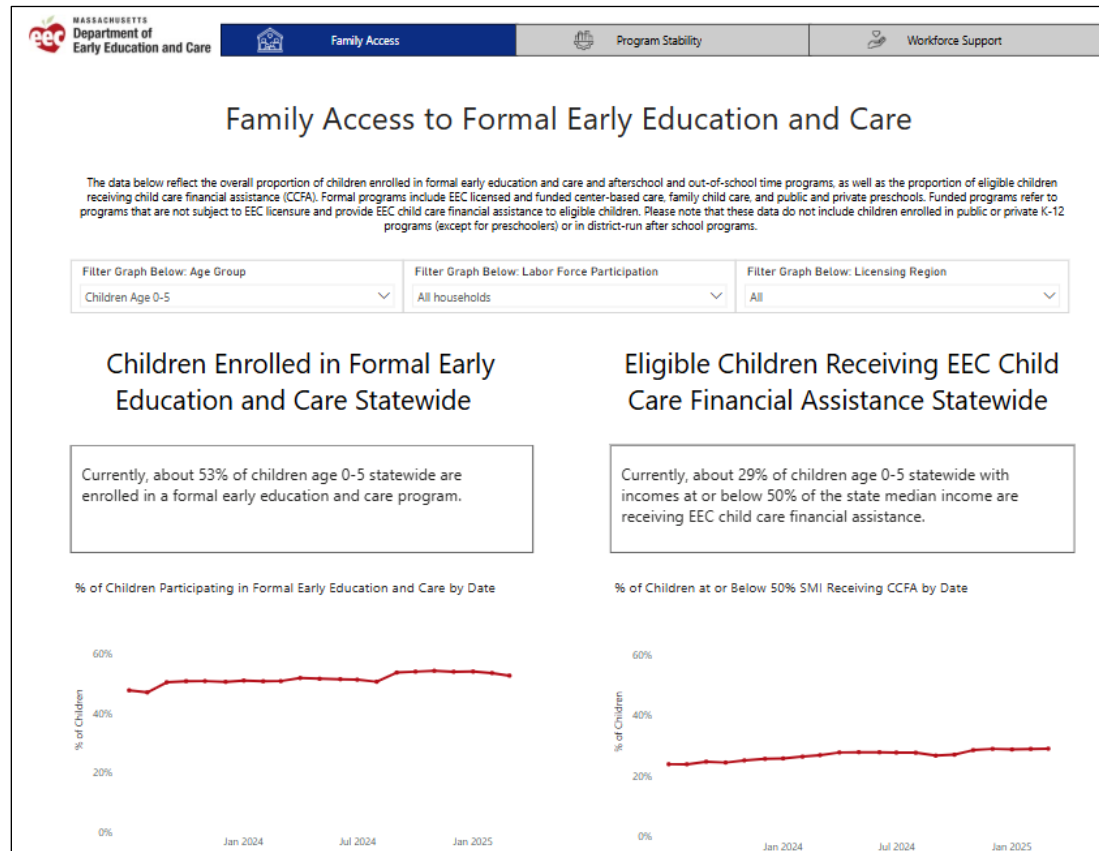
- Licensed/funded early education and care capacity over time
- Number of licensed/funded early education and care programs over time
- Number of early education and care programs opening/closing by month
- **NEW!** Number of licensed Residential and Placement (R&P) programs
- **NEW!** Capacity of licensed Residential programs



Workforce Supports

- Number of educators statewide
- Educator wages by role over time

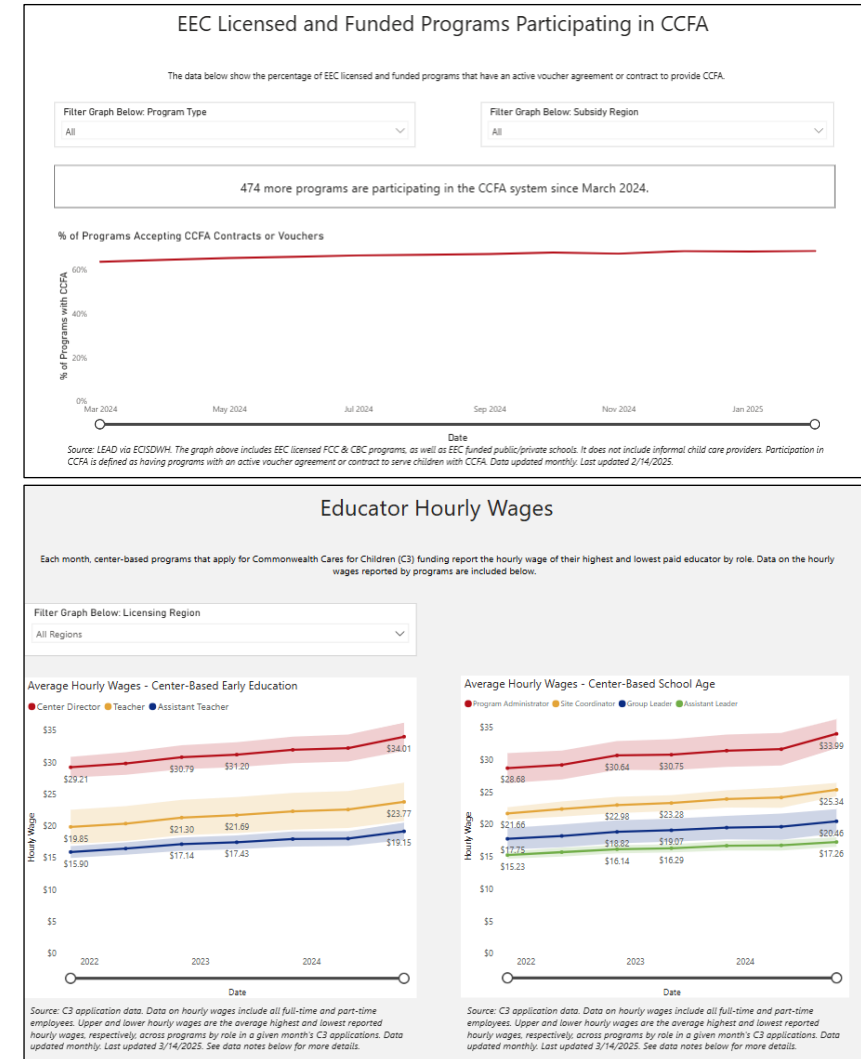
Key Performance Indicator Dashboard



Click [here](#) to access the dashboard.

New Dashboard Updates in February include:

1. New data on the percent of programs participating in Child Care Financial Assistance (CCFA)
2. New data on licensed Residential and Placement (R&P) programs
3. Added region filters to all visuals, including educator wages
4. Added open/close trend line to Program Openings and Closings visual





Preschool Development Grant Birth to Five

Disclaimer: *This presentation is supported by Grant Number 90TP0095-03-00 from the Office of Early Childhood Development within the Administration for Children and Families, a division of the U.S. Department of Health and Human Services. Neither the Administration for Children and Families nor any of its components operate, control, are responsible for, or necessarily endorse this presentation (including, without limitation, its content, technical infrastructure, and policies, and any services or tools provided). The opinions, findings, conclusions, and recommendations expressed do not necessarily reflect the views of the Administration for Children and Families and the Office of Early Childhood Development.*

Preschool Development Grant Birth Through Five






In 2022, EEC was awarded \$36 million in federal Preschool Development Grant (PDG) Birth Through 5 funding to support early education and care system building efforts and projects from January 2023 through December 2025.

Federal goals for this grant include:

- Updating needs assessment and strategic plan
- More meaningfully engaging parents and providers in programs and policy
- Maximizing family choice and knowledge
- Building and supporting the workforce
- Expanding access to mixed delivery programs and services
- Improving overall quality
- Improving childrens' transitions into kindergarten



PDG-Supported Project Status

	Completed	Underway
 FAMILY ACCESS	CCFA Reforms: Regulation Revision; Contract Re-procurement; Case Tracking IT Improvements	Launch Family Advisory Council
 WORKFORCE SUPPORT	New Educator Credential: Design	New Educator Credential: Training Development, Implementation IT Infrastructure: Educator Portal, Learning Management System Apprenticeships
 PROGRAM STABILITY		Family Child Care Pre-Licensing Support
 PROGRAM QUALITY	Curriculum Rubric Behavioral Health Supports: Regional BH Specialists; STREET Initiative	CQI Training and Toolkit CLASS Pilot Behavioral Health Supports: Inclusion & Support Toolkit
 AGENCY INFRASTRUCTURE	Early Childhood Needs Assessment	Child Care Management System Pilot 2026-2030 EEC Strategic Action Plan

PDG-Supported Interagency Partnerships



Literacy Screening;
PK-K Transition Toolkit



**Massachusetts
Department of
Public Health**

Health and Safety Needs Assessment



**MASSACHUSETTS EXECUTIVE OFFICE OF
LABOR & WORKFORCE DEVELOPMENT**

Apprenticeship Support;
Early Implementation Program Evaluation



STREET Initiative: Strategies for Trauma Responsive
Early Educator Training



Preschool Development Grant Birth to Five

FAMILY ADVISORY COUNCIL DEVELOPMENT

Purpose

The Family Advisory Council will be a link threading families, educators, and other stakeholders.

The Council will help build a more inclusive, responsive and effective early education system by:

- Informing policy and program decisions
- Elevating parents' voices and embedding an approach that partners with families in leadership spaces
- Help EEC optimize connection of high priority families with programming and resources

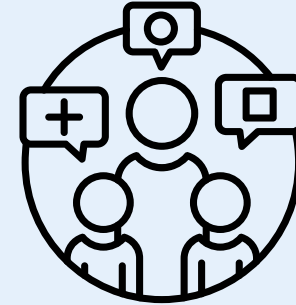


Proposed Composition



Membership

The council will be composed of diverse family representatives from across the Commonwealth, including parents, caregivers, and guardians of children currently enrolled in early education, residential, and out of school time programs.



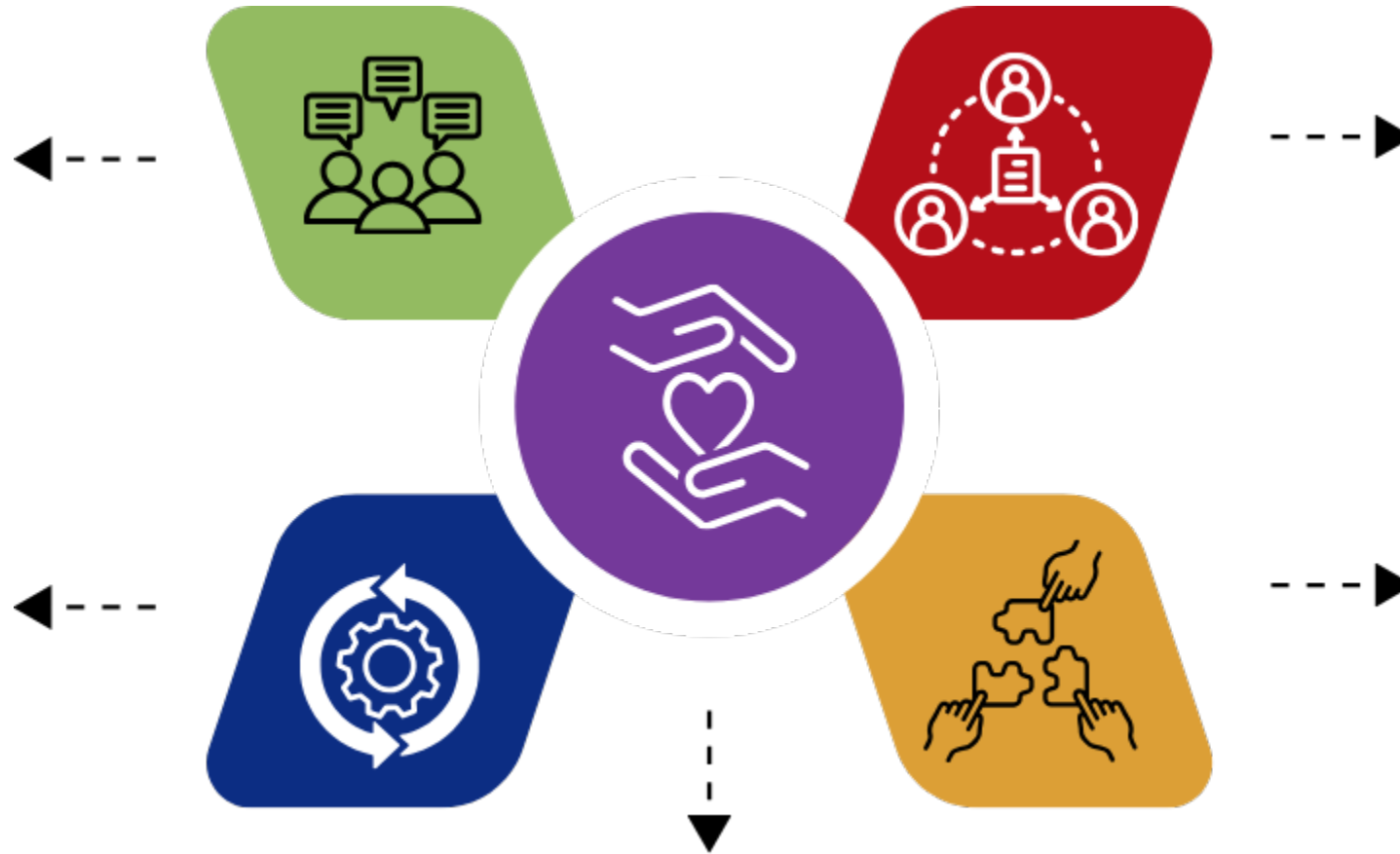
Representation

The council will strive for diverse representation based on factors like family structure, socioeconomic status, cultural background, language, and geographic location.

Goals

To provide a forum for families to offer input on EEC policies and programs at the state level

To promote family engagement in the decision-making process to improve mixed delivery system



To inform and advocate for state-level resource allocation that supports high-quality programming

To strengthen partnerships between families, providers, and state agencies

To identify the unique needs and challenges faced by diverse families in accessing and benefiting from early education

Focus Areas

Family Transitions

Scaffolding resource
supports



Language and culture

Supporting inclusion and
connection efforts



**Birth through
Adolescence programs**
Access, user friendliness,
and quality

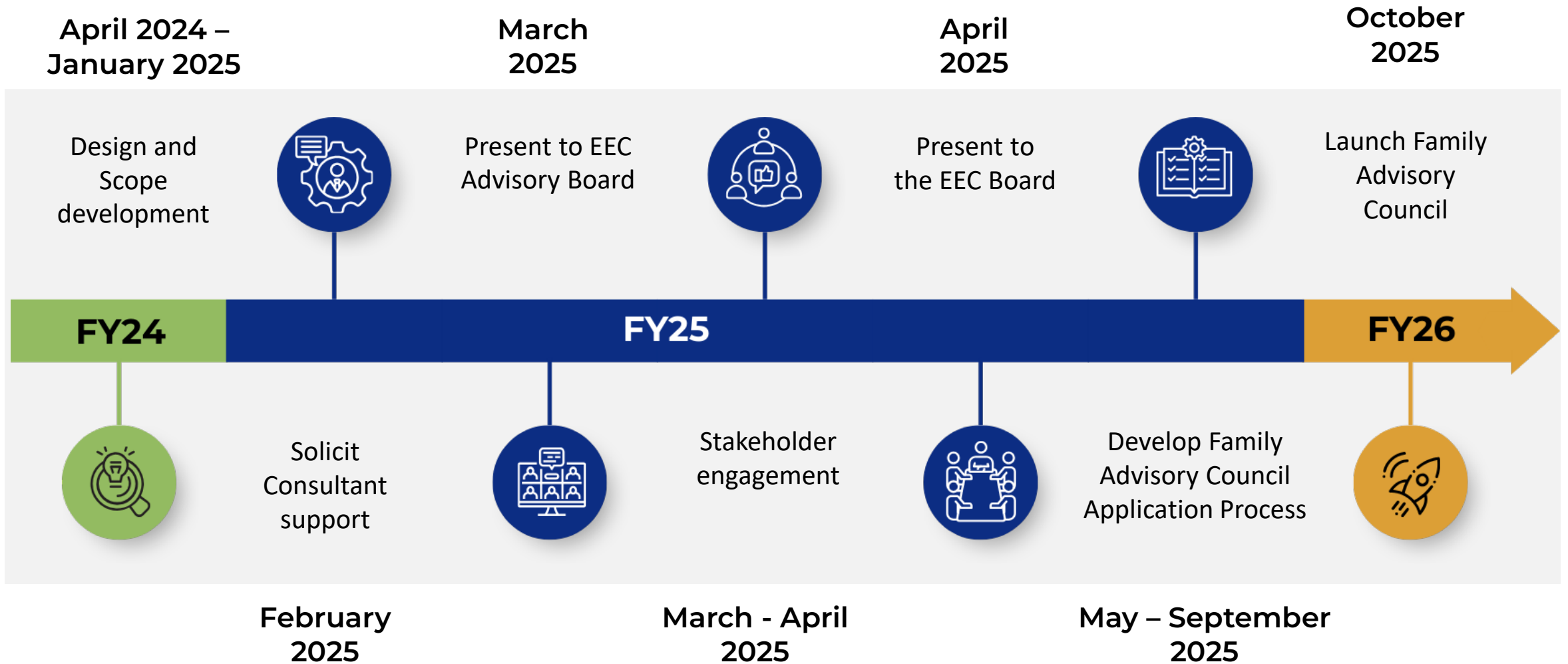


Family Engagement
Strengthening
Partnerships Framework



EEC policies and procedures
Family friendly voice

Timeline



For More Information

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Preschool Development Grant Birth to Five

EARLY CHILDHOOD NEEDS ASSESSMENT

Early Childhood Family Needs Assessment

- Federally required to conduct a Needs Assessment
- EEC used as opportunity to better understand the family experience
- Completed by research partners at MEF Associates and Tufts Interdisciplinary Education Research

Goal 1

Understand the extent to which families access and use care and early education services

Goal 2

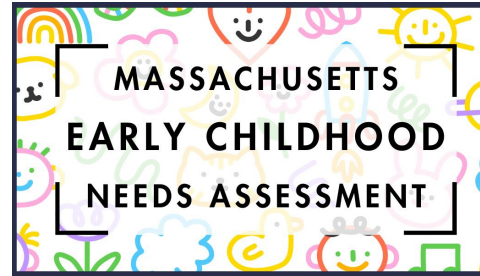
Understand how and why families access and utilize care and early education services (or not)

Goal 3

Understand the extent to which there may be variation in access and utilization

Goal 4

Understand how care and early education systems be more responsive to families



Massachusetts PDG B-5 Family Needs Assessment: Summary of Findings from the Survey and Focus Groups

April 9, 2025





Family Needs Assessment Activities

Survey



- Caregivers with children up to age 12
- 1,446 caregivers responded
- In-person and virtual
- English, Spanish, Haitian Creole, Portuguese, and Simplified Chinese
- Questions focused on the youngest child

Focus groups



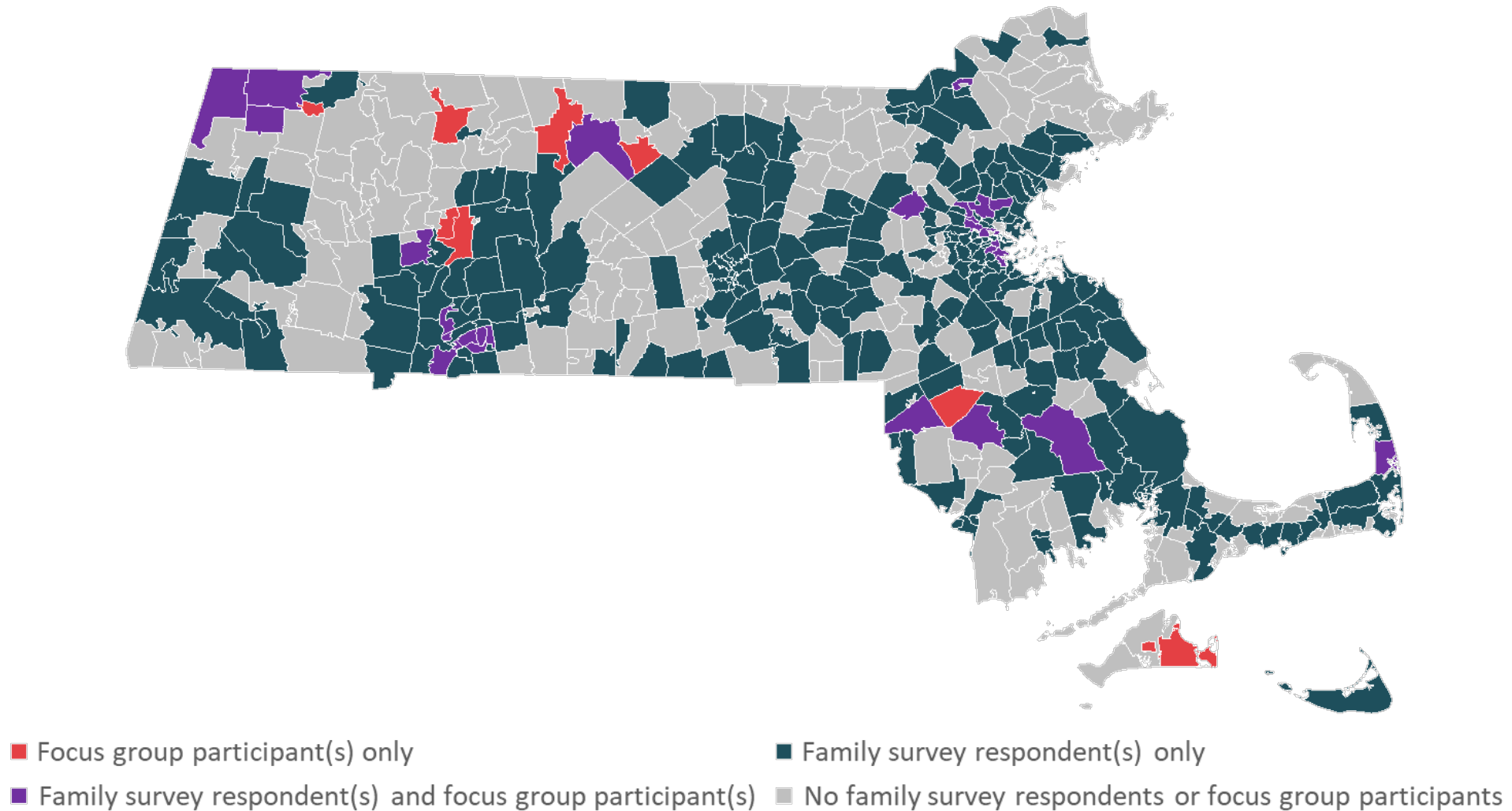
- Caregivers with children up to age 12
- 17 focus groups
- 105 caregivers participated
- In-person and virtual
- English, Spanish, and Haitian Creole
- Discussion & journey mapping

Needs Assessment and Evaluation Working Group “NEW Group”

Advisory group comprising caregivers and providers

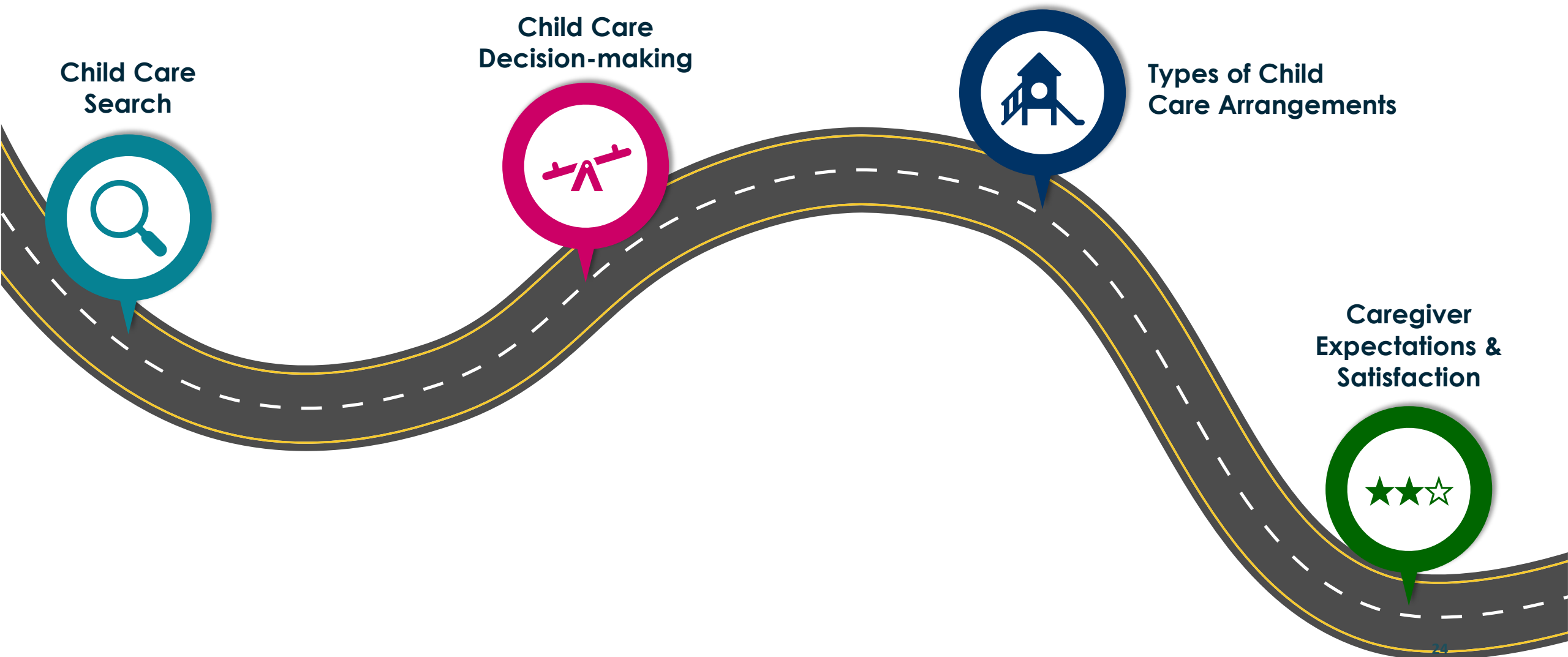


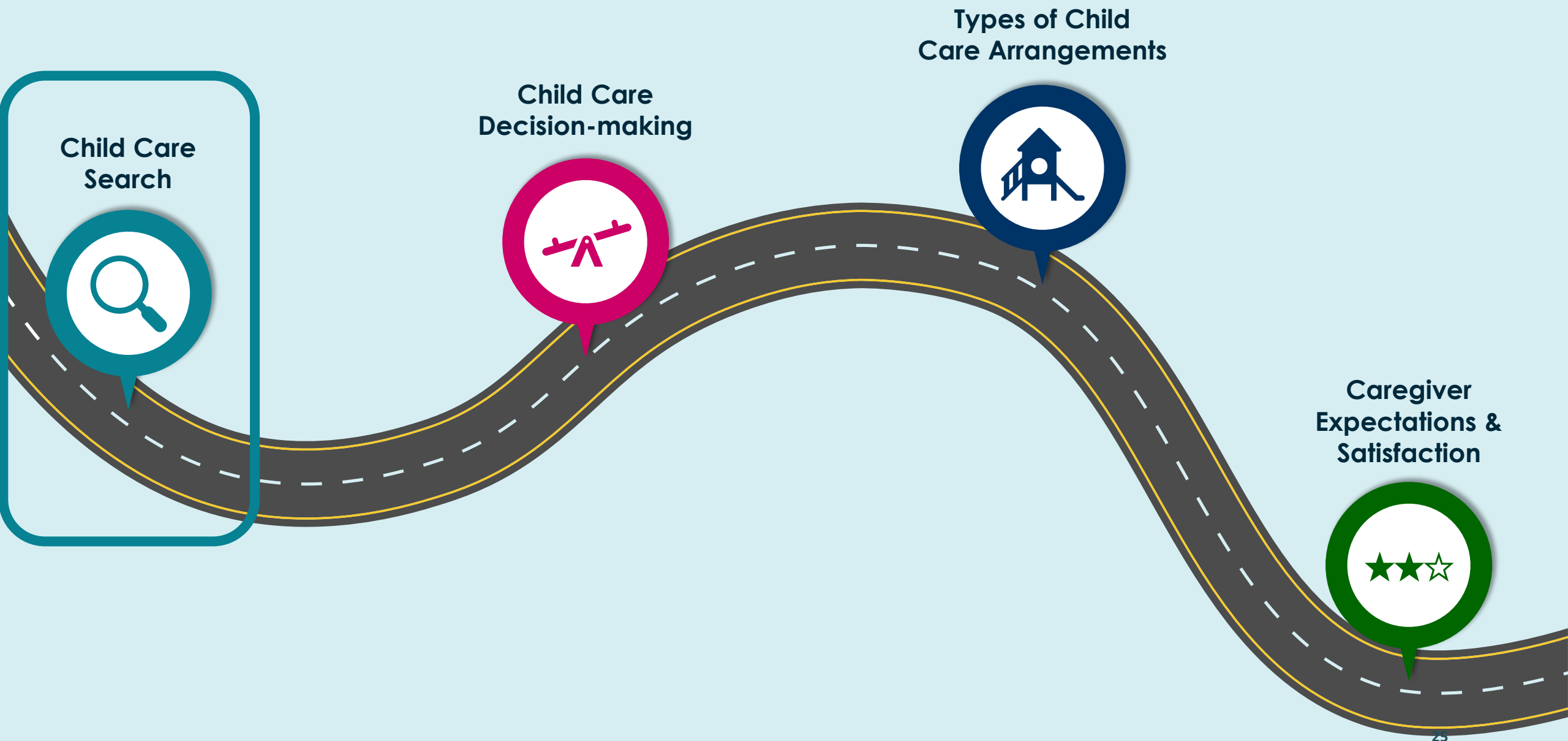
The survey and focus group respondents represented the state population in many ways.





How the Presentation Is Organized



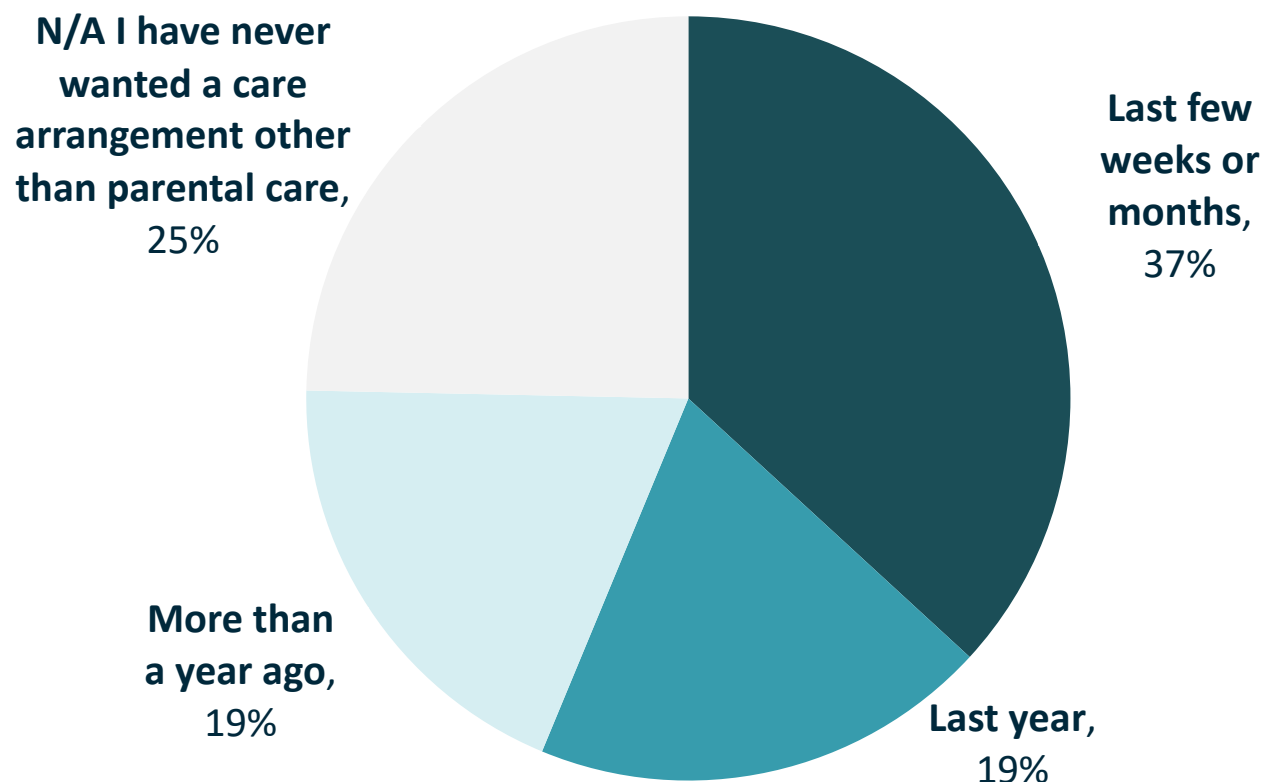




Many caregivers wanted a new child care arrangement

- More than half of survey respondents (56%) **wanted to start a new arrangement** in the past year for their youngest child
- This pattern remained steady across **child age groups**.

When was the last time you wanted to start a new child care arrangement for your youngest child?



Notes: This exhibit presents findings from survey question D1 ($n=1,431$). All eligible respondents were asked this question ($n=1,446$).

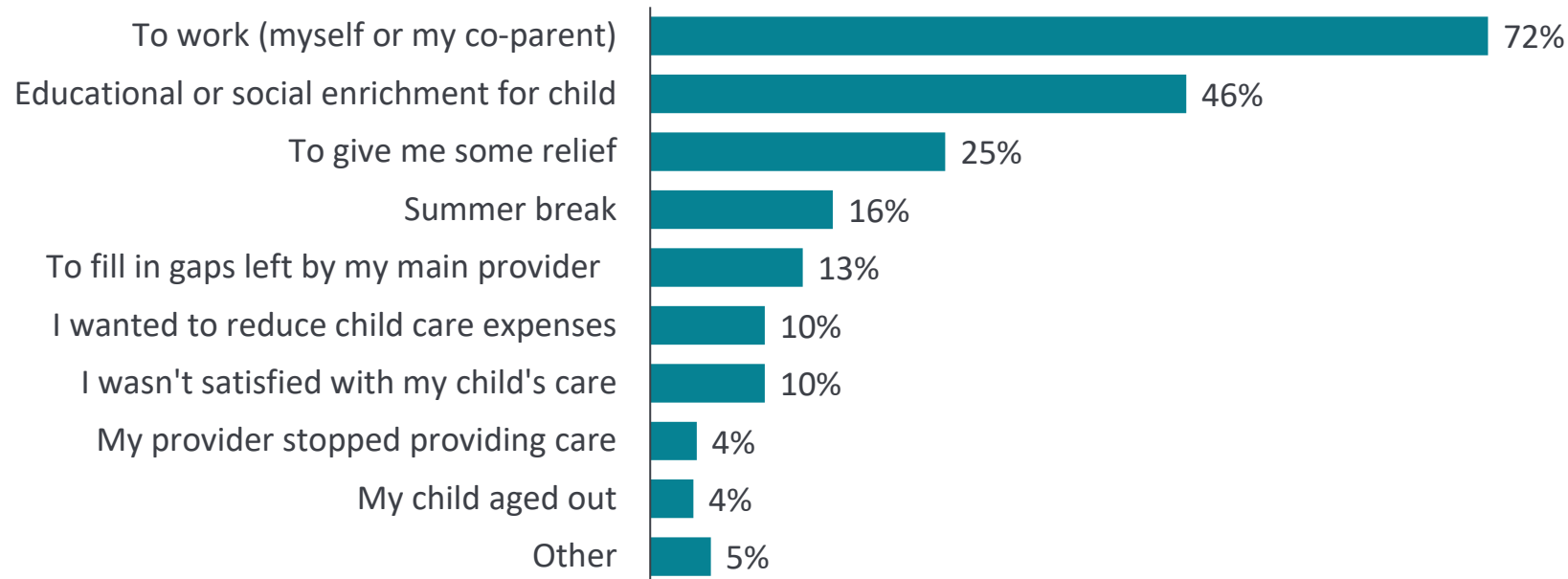




Most caregivers looked for child care so they could work

In the survey, caregivers most commonly reported looking for child care to **work**, provide their child with **educational or social enrichment opportunities**, and for **some relief**

What were the main reasons you were looking for care?



*"No daycare, no job.
It's that simple."*

*"I think the positive
thing is that we not
only have time to
work, but also to do
other things at home.
And what it does is it
allows us to do more
things knowing that
our children are in
good hands."*

Notes: This exhibit presents findings from survey question D2 ($n = 1,078$). Respondents were instructed to select 'all that apply', so percentages do not add up to 100%. Only those respondents who previously searched for child care were asked this question (i.e., those who answered anything except 'Not applicable' to question D1).





Other caregivers did not search for child care

- Among focus group participants, some:
 - Preferred to stay home with their child to **bond** and be there for **developmental milestones**
 - Worried about their child's **safety**
 - Explained that, since their incomes would barely cover the **cost** of child care, it just did not make financial sense to work and have their child in care
- Among survey respondents who used parental care only:
 - 54% wanted a different child care arrangement at some point
 - 46% never wanted a different arrangement

"...growing up, both my parents worked two jobs and everything, so I was pretty much like babysitters, latchkey. So, the fact that I was able to be there from the very beginning was really nice. I totally was grateful for that."

"I would see little different things on the news about daycares ... It just made me really, really nervous. So, I did not do childcare for neither one of my children."

"I would have ended up paying more to get it than I was making. So I took about a year and a half off."





Caregivers expressed a desire for better online search tools

- Many focus group participants used online search tools such as EEC's curated Licensed Child Care Search, United Ways' Mass 211, Care.com
- Many focus group participants saw these tools as limited—
 - Many were overwhelmed by the **long lists** provided (particularly in urban areas)
 - They also **wished the lists included additional information**, like open slots, hours of operation, cost, etc.

"There was no hand-holding--and I'm not asking for hand-holding, but there was like no website [that worked] for me. I'm [typing in] 'child care Cambridge' and you'll get a website: 'Care.com, consider an au pair.'"

"I'm looking [at the list from the EEC website] like, which one's are close to me? Oh, wait, which ones actually still exist? Which ones have space? Which ones are good?"

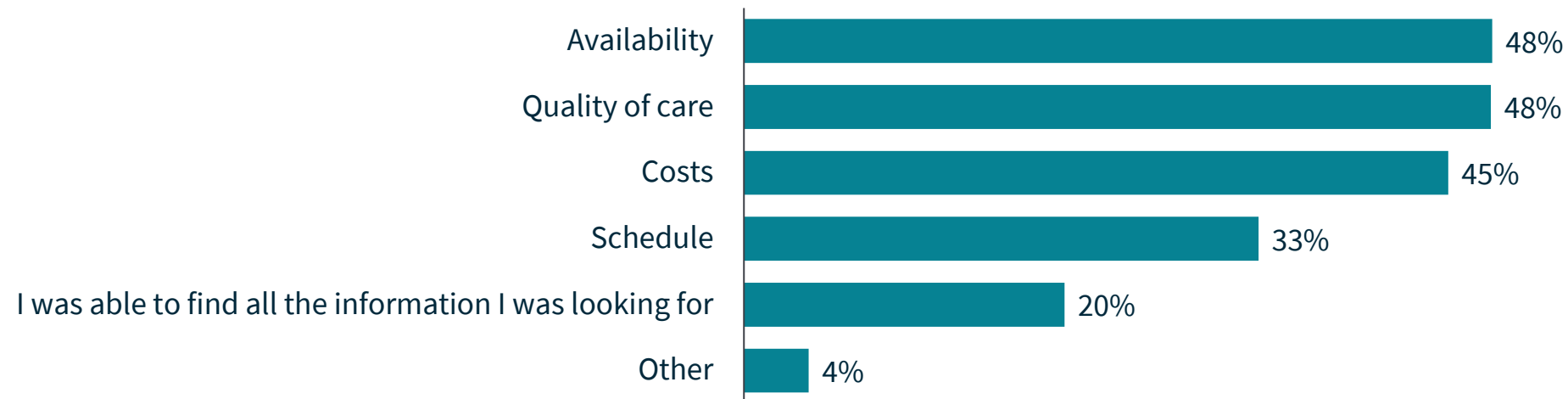




Caregivers wanted more information during their search

- In the survey, most caregivers (80%) reported **wanting more information** about a variety of topics, including availability, quality, cost, and schedule
- Only 20% reported being **able to find all the information** they were looking for

When looking for a provider, was there any information you wanted but was hard to find?



Notes: This exhibit presents findings from survey question D4 ($n = 1,064$). Respondents were instructed to select 'all that apply', so percentages do not add up to 100%. If respondents selected 'I was able to find all the information I was looking for,' they could not select any additional options. Only those respondents who previously searched for child care were asked this question (i.e., those who answered anything except 'Not applicable' to question D1).

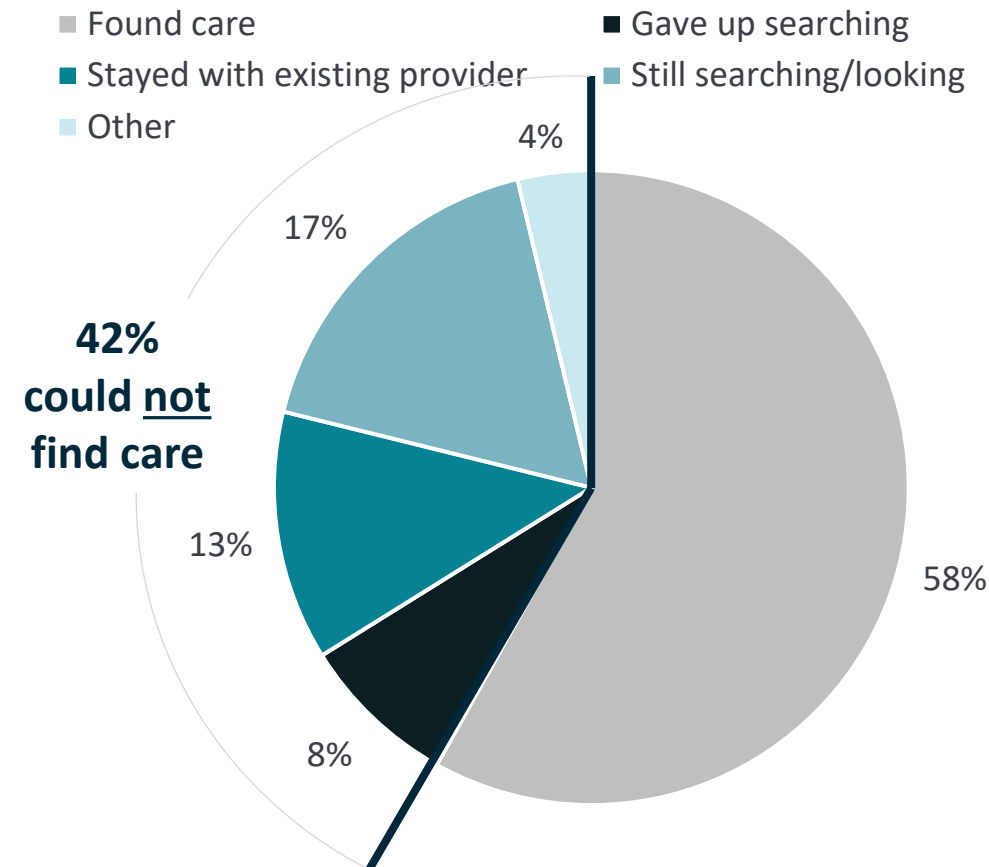




Many caregivers who searched for child care could not find care

- Survey findings show that **about half** (42%) of families who searched for child care **could not find care**
- Families who were **financially secure** reported **more success** finding care (72%) compared to those who were financially insecure (48%)

What was the result of your search for child care?





Child Care
Search



Child Care
Decision-making



Types of Child
Care Arrangements



Caregiver
Expectations &
Satisfaction





The survey asked caregivers “what mattered most” when picking child care

Caregivers picked the top 3 operational characteristics that mattered most

- **Safety and cleanliness (78%)**
- **Cost (49%)**
- **Location (40%)**
- Hours of operation (36%)
- Reputation or reviews (31%)
- Accreditation or licensing (28%)
- Availability (17%)
- Transportation (12%)
- Physical space (10%)

Caregivers picked the top 2 provider characteristics that mattered most

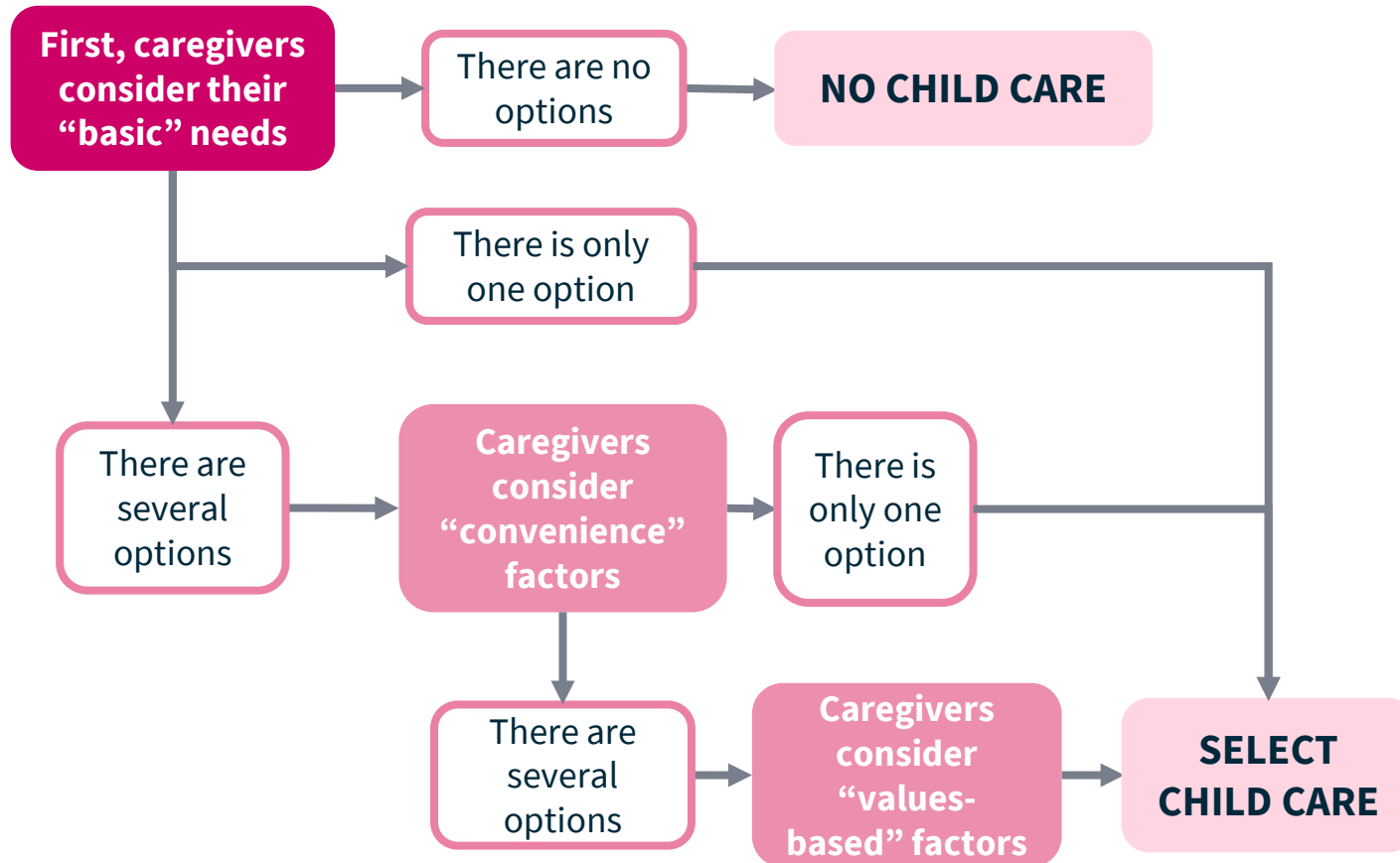
- **Are supportive and engaging with children (73%)**
- **Have qualifications or experience (68%)**
- Discipline children in a healthy and effective way (29%)
- Share the same values as my family (19%)
- Speak my home language (5%)
- Look and/or sound like my family (5%)

Caregivers picked the top 2 opportunities for child development that mattered most

- **Learn social or emotional skills (73%)**
- **Play and explore (54%)**
- Develop academic or school readiness skills (46%)
- Receive individualized attention (14%)
- Receive bilingual instruction (9%)
- Receive supports for my child who has special needs (5%)

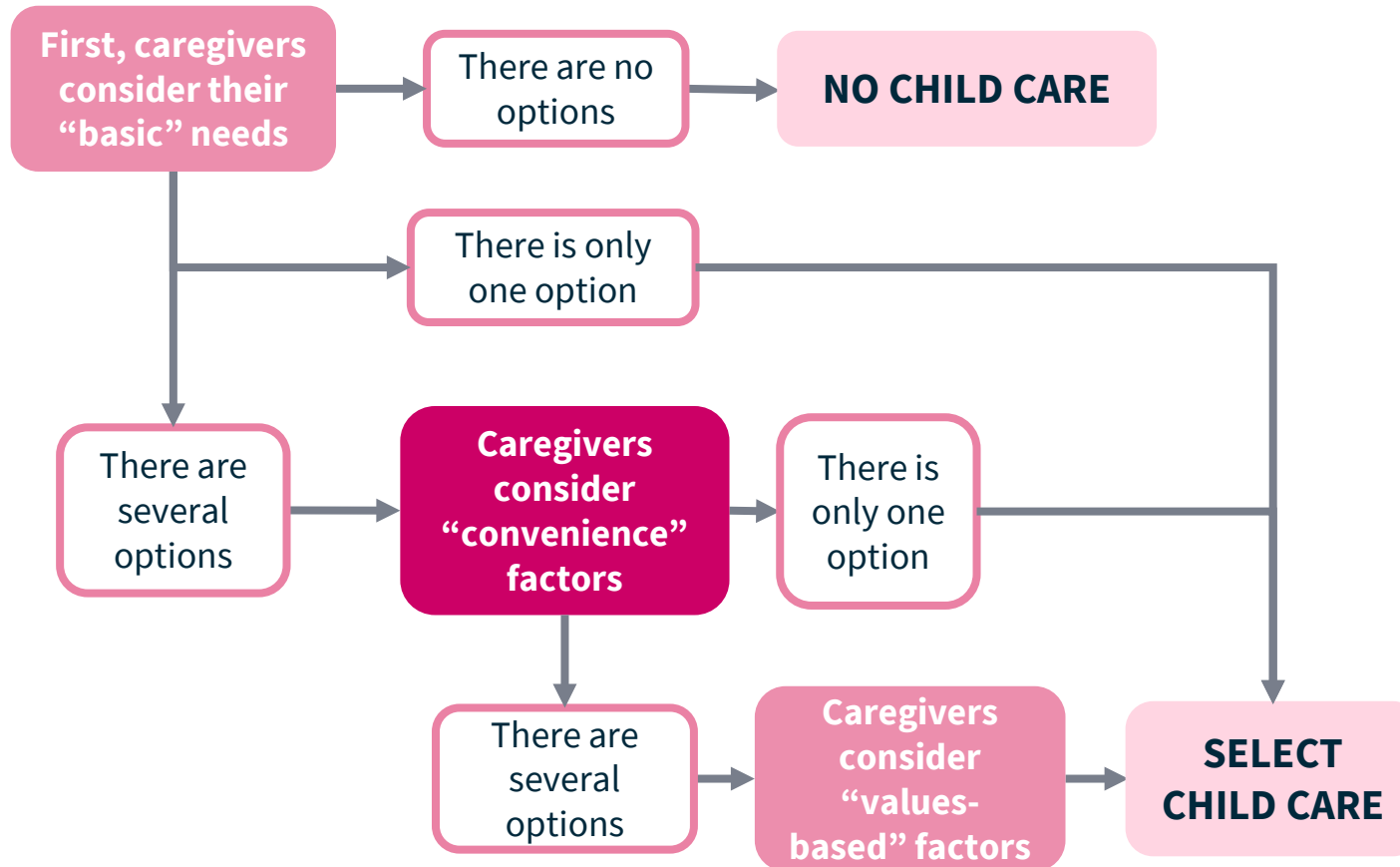


Caregivers' decision-making followed a general pattern



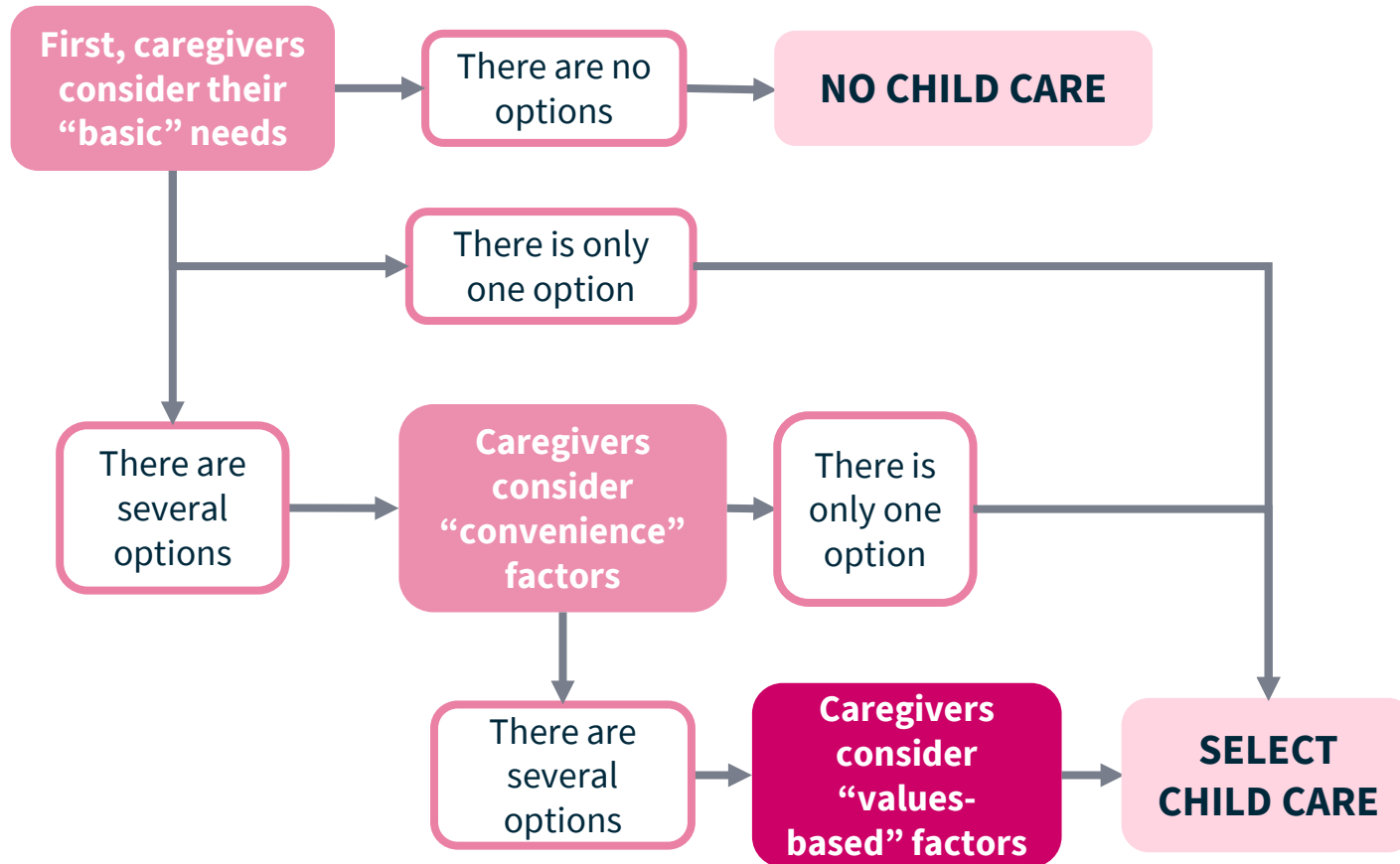
"I'd love to say that other things went into my decision-making process, but it's really just... this is the only one that had an opening when I needed to go back to work."

Caregivers' decision-making followed a general pattern



"Everybody closes at 3:00, 4:00, 4:30. I mean, I get that it's great for the kids. I work till 6:00. So for me, this has been an endless juggle of managing to figure out how to continue my workday..."

Caregivers' decision-making followed a general pattern



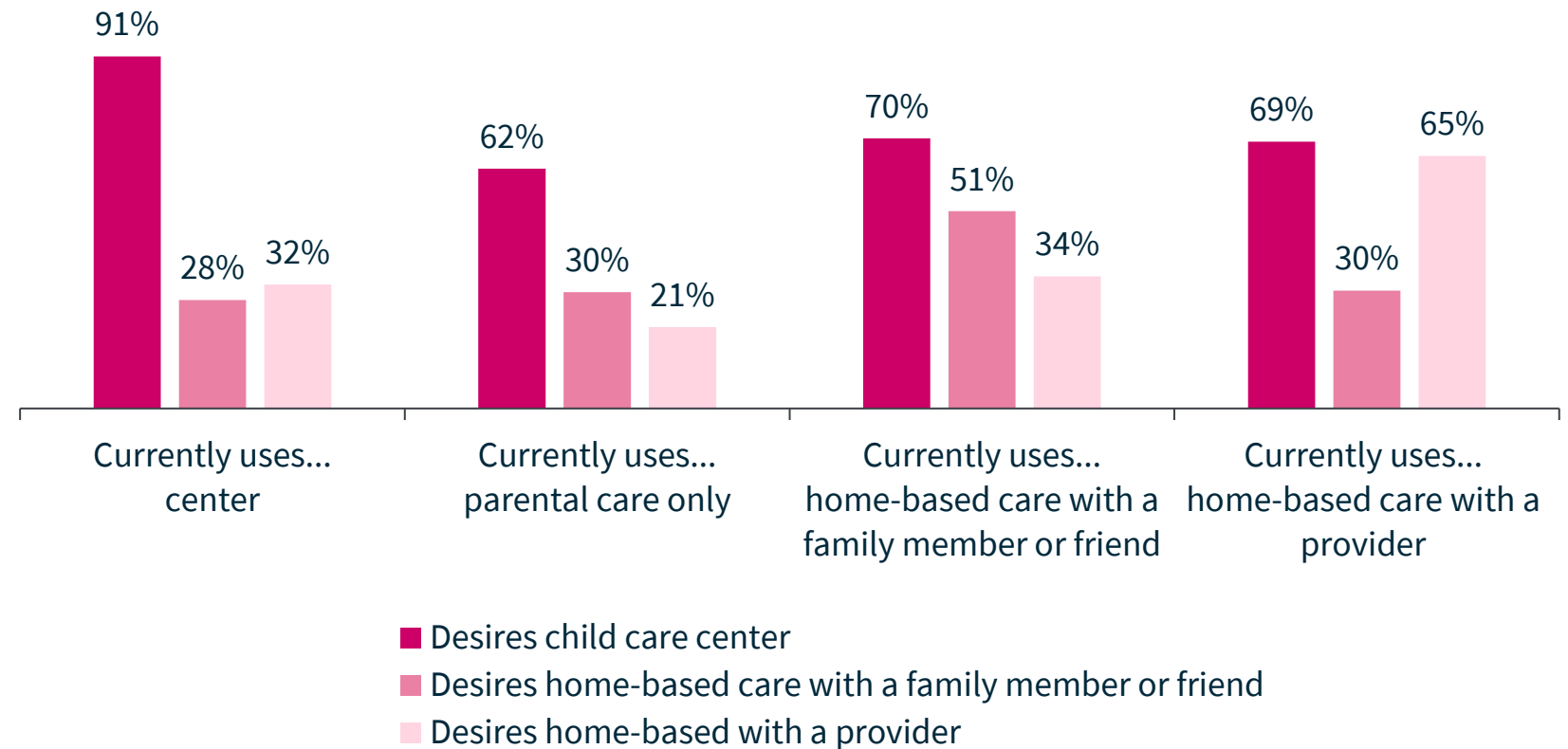
"I've seen what people who aren't trained, to deal with neurodivergent children, how they deal with them, and I don't want that for my daughter. I need someone to understand, her stimming, her tics..."



Families expressed preferences for a variety of care settings

- When asked “*If child care was free for your youngest child, where would you enroll them?*,” **most caregivers (68%) selected “center-based care”**
- This preference held true for caregivers with **infants and toddlers**
- For families using home-based care with a provider, this option was **equally preferred** to center-based care

If child care was free for your youngest child, where would you enroll them?



Notes: Desired care is based on the survey question E13 ($n=1,419$), “If child care was free for your youngest child, where would you enroll them? (Select up to three.)” Current care is based on survey questions C1 “In the past 12 months, has anyone other than you or your co-parent regularly provided care for your youngest child?” and C2 “In the past 12 months, who regularly cared for your youngest child? (Select all that apply.)”



Child Care
Search



Child Care
Decision-making



Types of Child
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Caregiver
Expectations &
Satisfaction





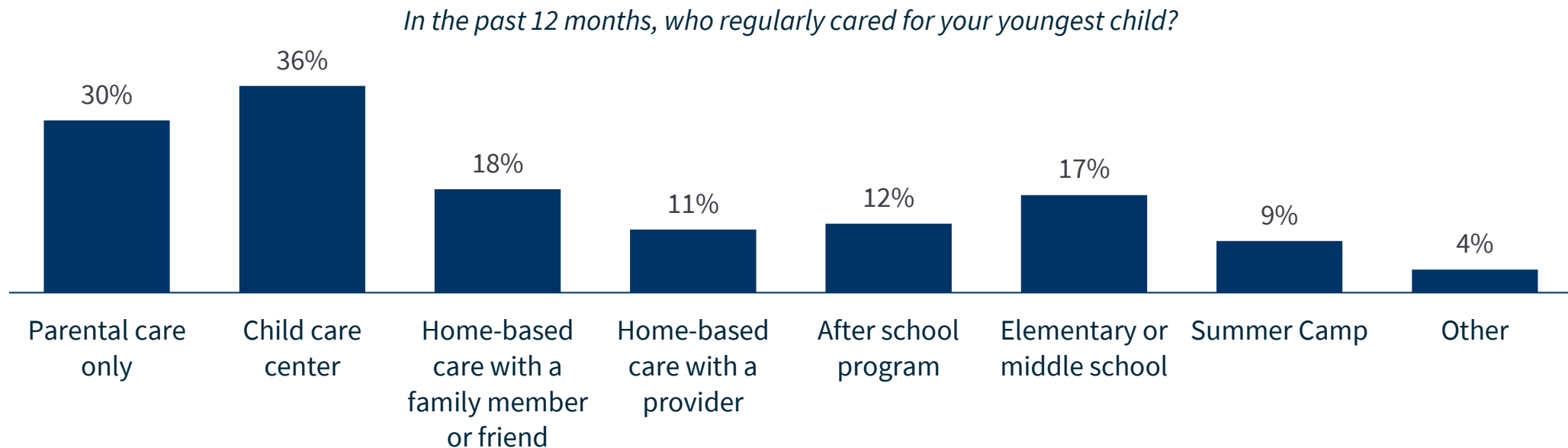
Snapshot of Participant's Current Child Care Arrangements





Caregivers relied on a variety of care arrangements

- Most caregivers (70%) reported using some form of non-parental care in the last 12 months.
- These caregivers used **1.5 care arrangements**, on average (range = 1 to 5 care arrangements).



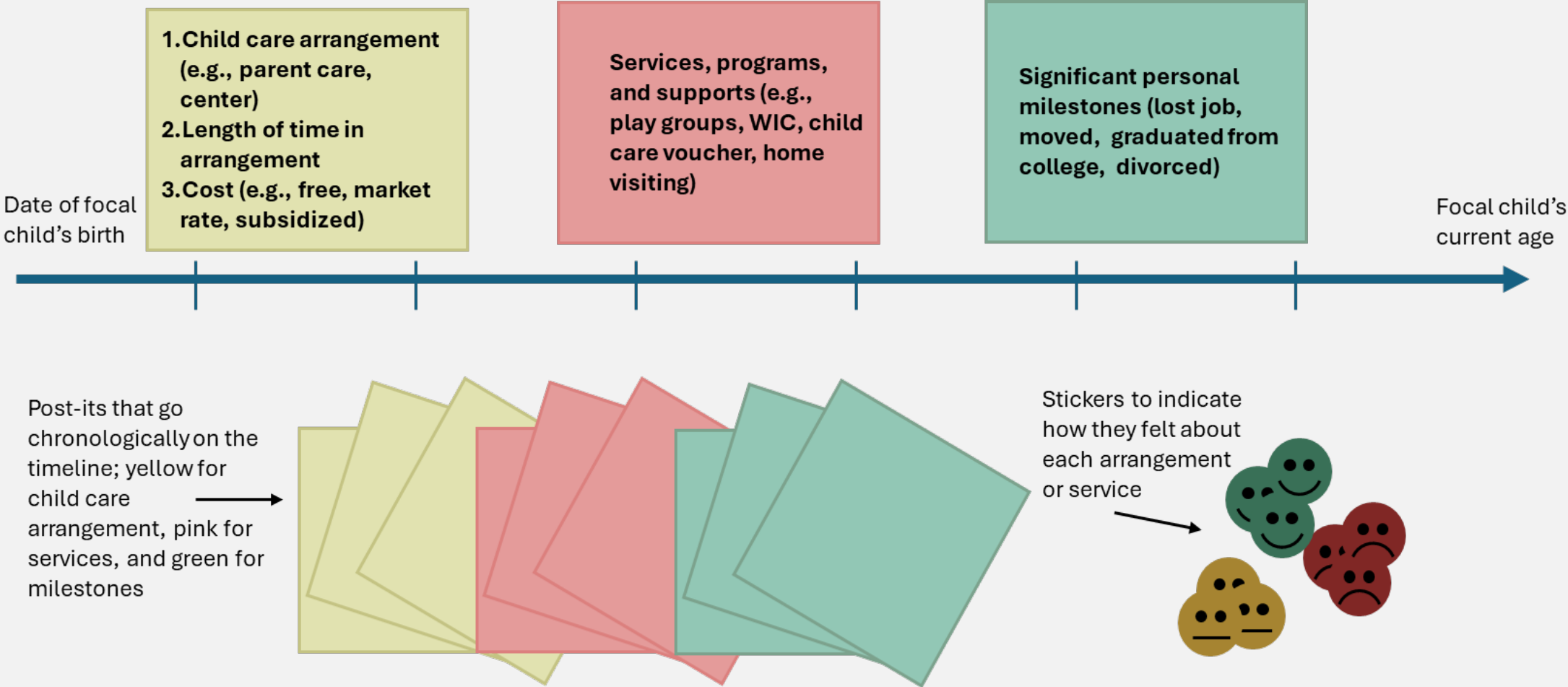
Notes: This exhibit summarizes findings from survey questions C1 ($n=1,442$) and C2 ($n=1,006$). Question C1 asked respondents if anyone other than the respondent or their co-parent regularly provided care for their youngest child in the past 12 months. If they answered “yes” they were directed question C2 which asked who regularly cared for their youngest child in the past 12 months in addition to the respondent or their co-parent. For question C2 respondents were instructed to select ‘all that apply,’ so percentages do not add up to 100%.





Child Care Journeys

Journey Mapping Activity





We identified 5 “Journey Types” based on the data



Mostly seamless formal care ($n = 14$)

- **Sequential formal child care settings** aligned with caregivers' needs



Cobbled-together care ($n = 9$)

- **Multiple simultaneous child care arrangements** over time, usually combo of formal and informal



Primarily parent care (not by choice) ($n = 8$)

- Caregivers **can't find formal infant and toddler care** and have to provide care themselves



Primarily parent care (by choice) ($n = 7$)

- Caregivers **choose to stay home** with their children through infancy and toddlerhood



Primarily family, friend and neighbor (FFN) care ($n = 3$)

- Majority of **infant and toddler care is FFN**



A Focus on the Top 3 Journey Types



Mostly seamless formal care ($n = 14$)

- **Sequential formal child care settings** aligned with caregivers' needs



Cobbled-together care ($n = 9$)

- **Multiple simultaneous child care arrangements** over time, usually combo of formal and informal



Primarily parent care (not by choice) ($n = 8$)

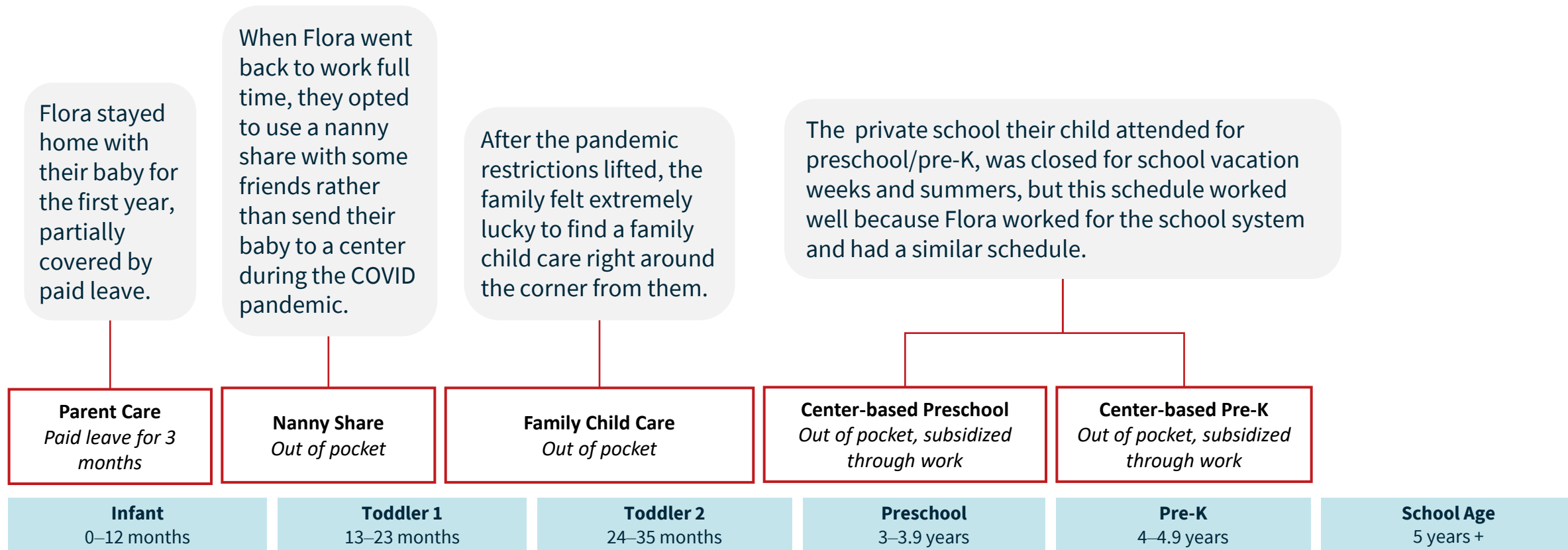
- Caregivers **can't find formal infant and toddler care** and have to provide care themselves





Mostly Seamless Formal Care —Case Study A

Peter and Flora's Story: From Paid Leave to Private Pre-K



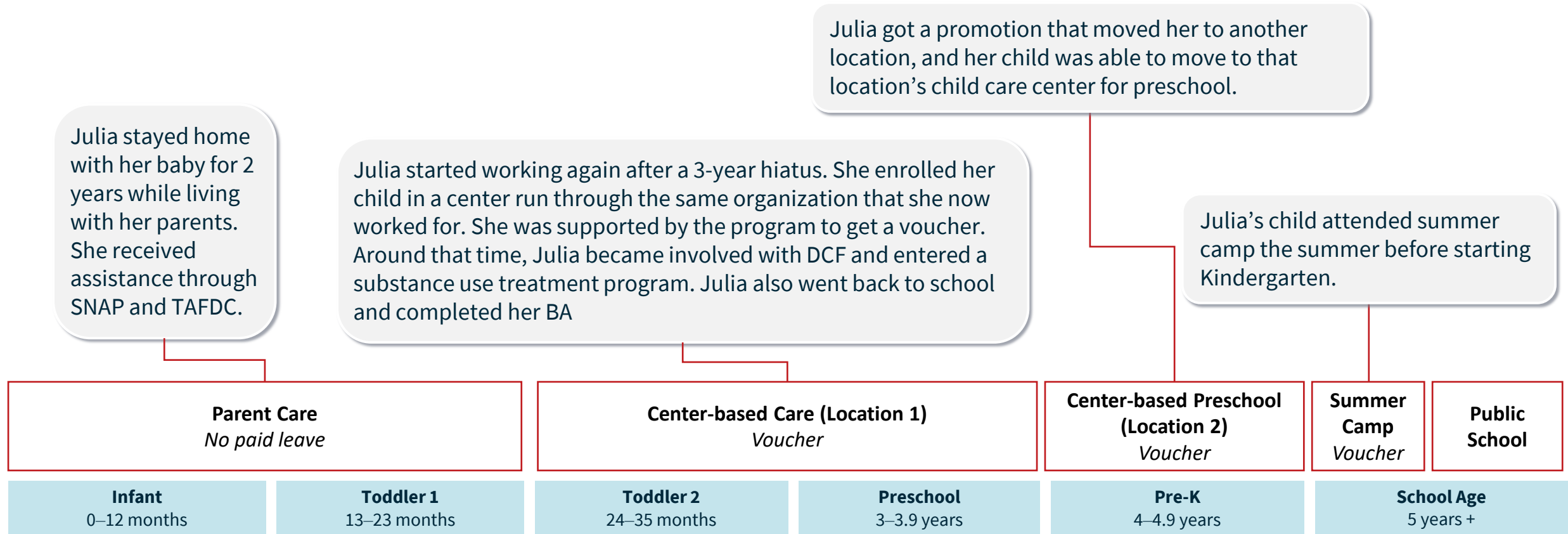
–I wouldn't change anything about this learning environment for our kids. I think it's perfect, except for that it's really, really expensive.

–Convenience was really, really important to us. Like being able to walk or easily bike from our house to where daycare was felt really important.



Mostly Seamless Formal Care — Case Study B

Julia’s Story: Well-Supported by Family, Work, and Government Programs



I basically I asked for help and DCF got involved in my life, so it was frustrating to me because... I was trying to be proactive and I felt like it was, you know, I'm getting almost punished for it... thankfully, because I had a wonderful caseworker and he was able to connect me with all of these resources, DCF ended up being a good thing in my life, and I ended up realizing I needed more help when it came to my mental health.



Cobbled-Together Care—Case Study

Callie's Story: 7 Long Years of Scattered, Piecemeal Care

The family child care they were able to get into when the child was 2 years old was part-time and expensive, requiring changes to work schedules and continued supplemental FFN care.

Callie and her husband spent the first 2 years of their child's life piecing together parental, family, and friend care, along with some back-up babysitting, while waiting on several child care center waitlists.

After 2 years on a waitlist, got into a child care center they wanted, but it was expensive so they could only afford 2 days/week.

A few months later, the child got off another waitlist for a different preschool, which they could only afford for 3 days/week.

Once the child started public school, the family relied on babysitters (2–3 days/week) and extended family to cover out-of-school hours. They could not afford after-school or summer camp.

Care at this center ended due to COVID and child was home full-time again.

Family Child Care, part-time
Out of pocket

Center, part-time
Out of pocket

Center, part-time
Out of pocket

Public Pre-K, part-time

Public school

Babysitter, part-time
Out of pocket

Parent Care
No paid leave

Parent Care
Work from home during Covid

Parent Care, Part-time

Grandparents, other extended family, and friends
Free

Infant
0–12 months

Toddler 1
13–23 months

Toddler 2
24–35 months

Preschool
3–3.9 years

Pre-K
4–4.9 years

School Age
5 years +



–If you have a two-income household. You literally qualify for nothing

–You don't work, you change your job...you never see your partner—yeah, you work it out





Primarily parent care (not by choice)

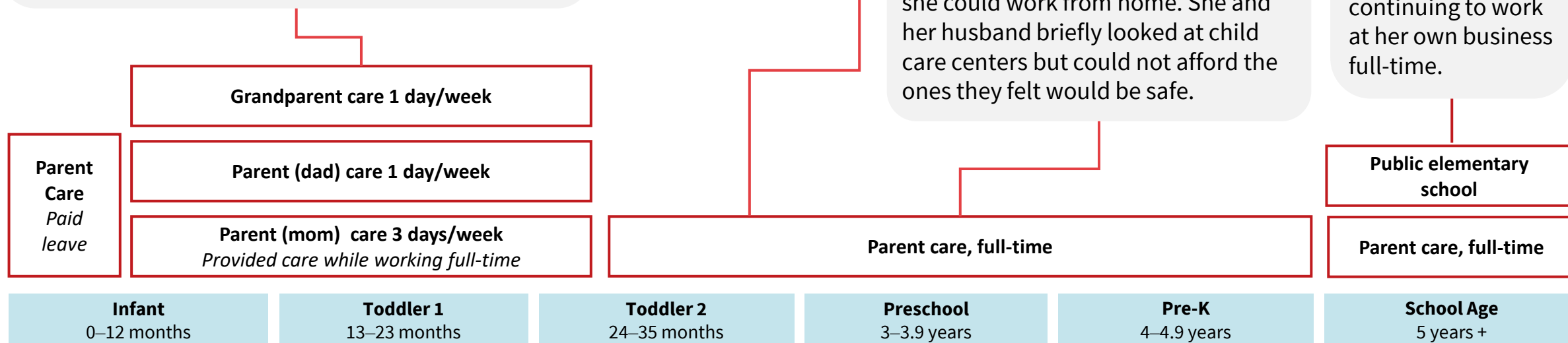
Miriam's Story: Full-time Job and Full-time Parent Care

When Miriam's maternity leave was over, she was able to arrange a hybrid work situation where she worked 3 days/week at home and 2 days/week at the office. Her husband and extended family covered the days she was at work, but it was stressful to coordinate with her husband's rotating work schedule.

The birth of Miriam's second child and the COVID pandemic happened at the same time, and Miriam had to leave her job to stay home full-time.

Miriam started her own business so she could work from home. She and her husband briefly looked at child care centers but could not afford the ones they felt would be safe.

Her child is now in elementary school but Miriam continues to cover after school, school breaks, and summers while continuing to work at her own business full-time.



—Trying to compare my salary to the cost of child care...we couldn't justify me working full time just to basically pay for child care...

—I had to work with an infant and a toddler at home...things weren't good. It was not easy. It was really hard. And it really took a toll on my mental health...



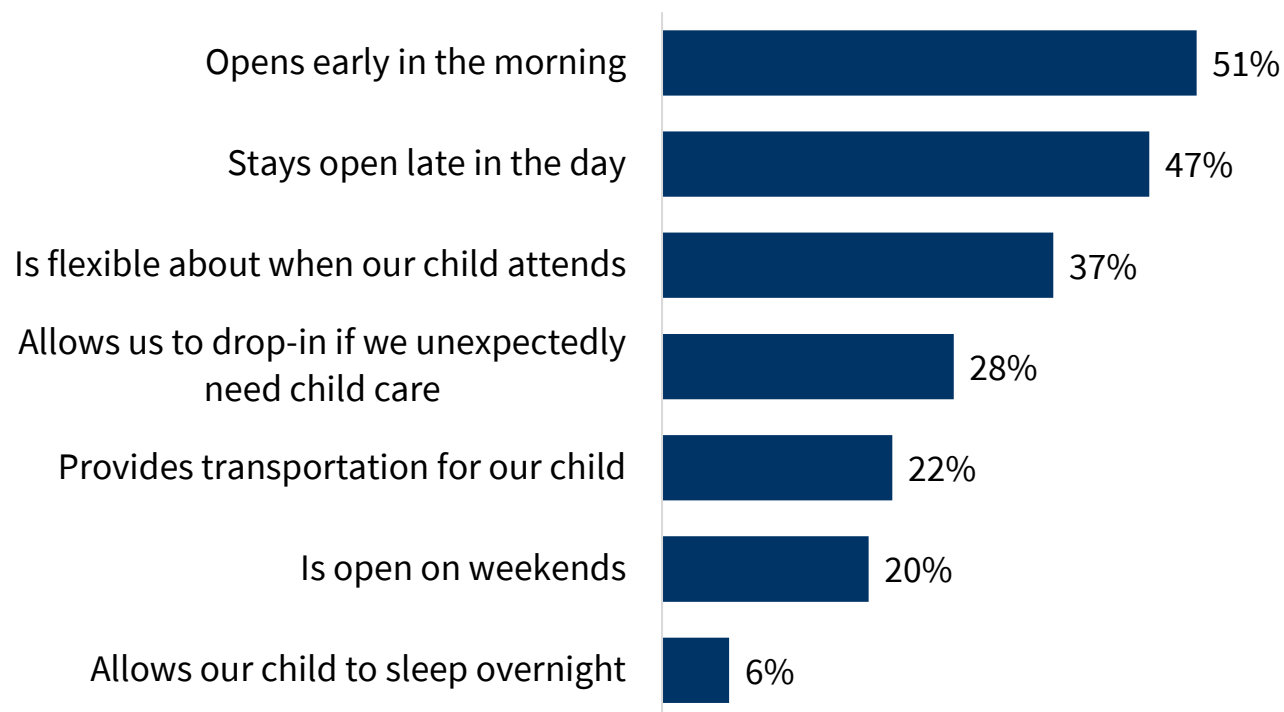


Mismatch Between What's Available and What's Needed



Caregivers need extended hours and flexible care options to work

If child care was free for your youngest child, what would best allow you and your co-parent (if applicable) to work?



Notes: This exhibit presents findings from survey question E12 (n=1,419). Respondents were instructed to select 'all that apply', so percentages do not add up to 100%. If respondents selected 'None of the above would help us work' or 'Not applicable – we are not working or looking for work' they could not select any additional options. All eligible respondents (n=1,446) were asked this question.

- Follow-up analyses showed some differences based on **families' financial security**.
- When compared to those who are most financially secure, **families that were less financially secure** seemed to care more about care that:
 - Opens early
 - Stays open later
 - Offers transportation
 - Offers weekend care

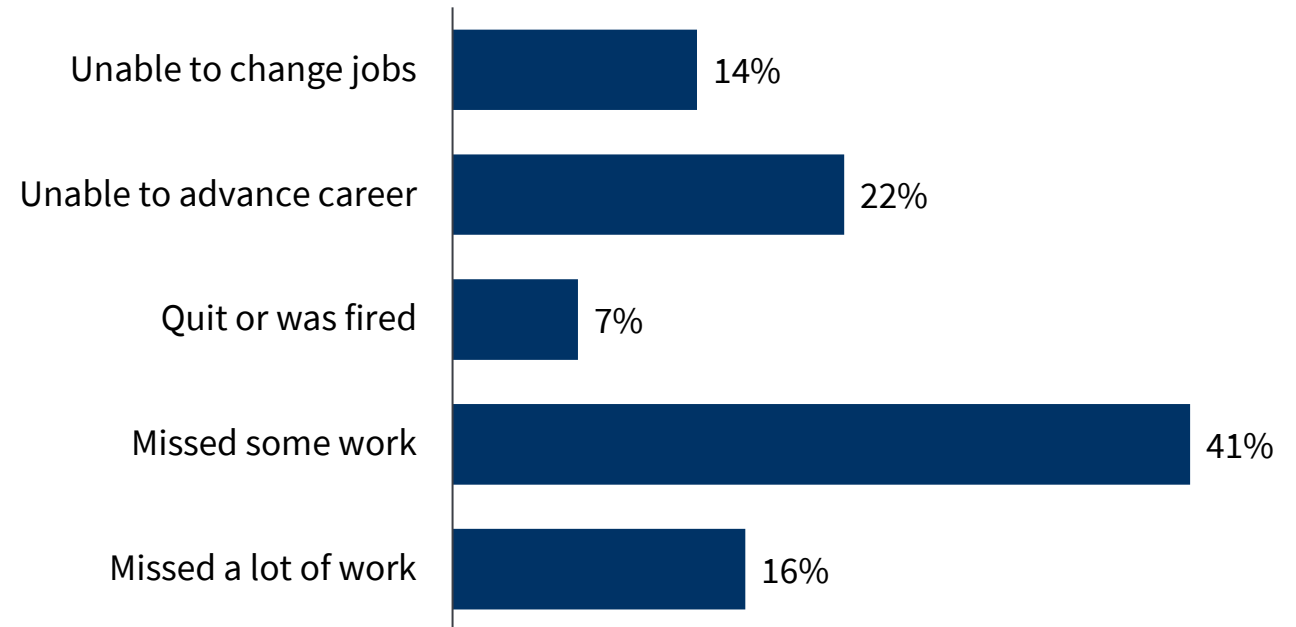




Challenges associated with child care impacted caregivers' ability to work

- Two-thirds (66%) reported negative work impacts from child care challenges
- Almost half of caregivers (41%) reported that they had missed work due to child care challenges

In the past 12 months, how have challenges with child care affected you and your co-parent's (if applicable) ability to work? (Select all that apply.)



Notes: This exhibit presents findings from survey question E14 ($n=1,420$). Respondents were instructed to select 'all that apply', so percentages do not add up to 100%. If respondents selected 'Not applicable – Challenges with child care did not affect our ability to work' or 'Not applicable – We were not working or looking for work,' they could not select any additional options. All eligible respondents ($n=1,446$) were asked this question.





Caregivers described a fragile balance between their formal child care arrangements and ability to work

- Even families that find formal care can still struggle with challenges that result from disruptions caused by child care staff absences, truncated operating hours, and unexpected closures.

"I literally just had to near quit my job at [workplace name] because... the staff [said] 'I'm not coming in today. Oh, we can't open his class today. We don't have enough teachers.' I'm like, it's 7:30 in the morning. I have to be to work at 8 and now you're telling me!"

"There is a fundamental problem in child care that it's so low wage...And it's brutal. We pay so much money...and I get it. They're not—this place is not rolling in the dough by any means. But we pay so much money that that dependability should be there. What we're paying to send our kid here they should be able to be reliable 100% of the time, and they should be able to pay their people well. I think that's my biggest issue. If we could wave the wand, there needs to be some way of either employer subsidy, government subsidy, something to help..."



Child Care
Search



Child Care
Decision-making



Types of Child
Care Arrangements



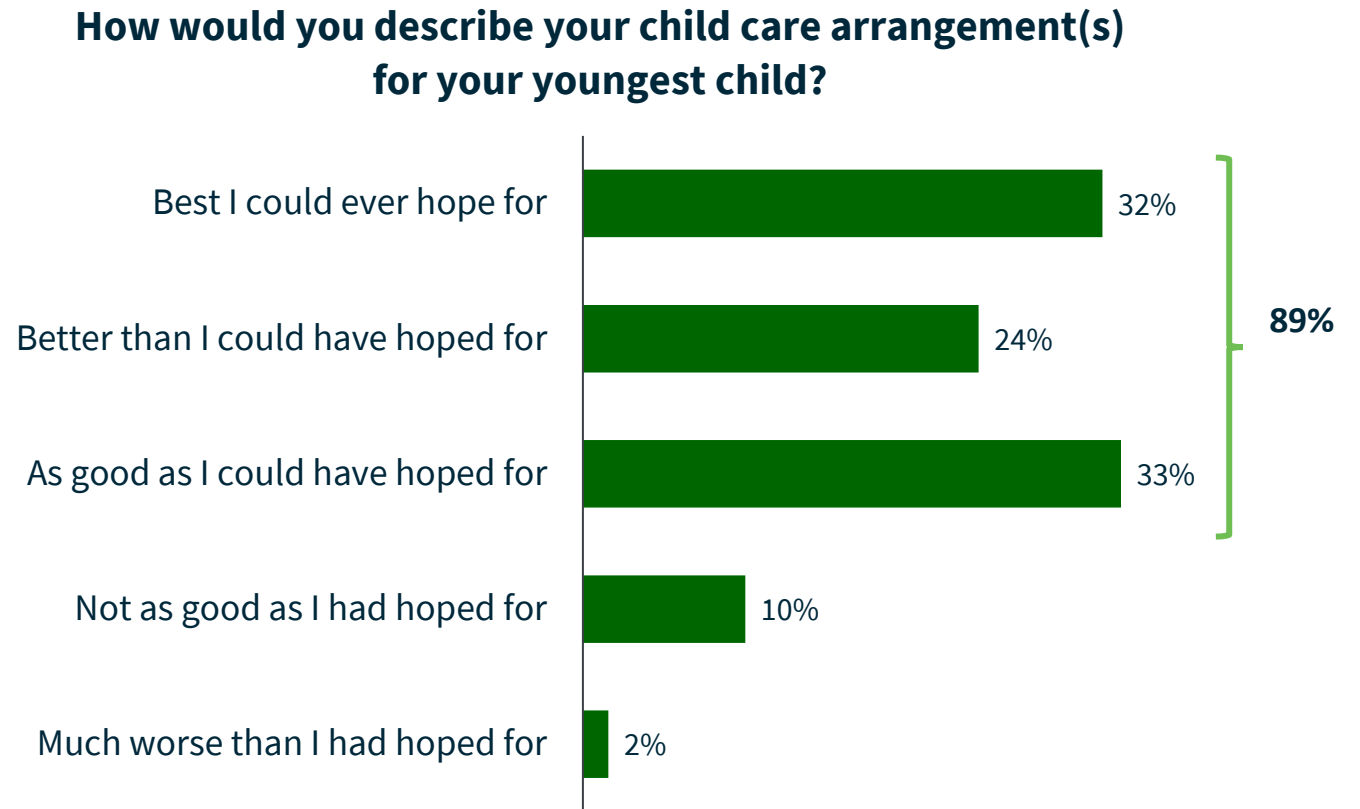
Caregiver
Expectations &
Satisfaction





Child care met many caregivers' expectations

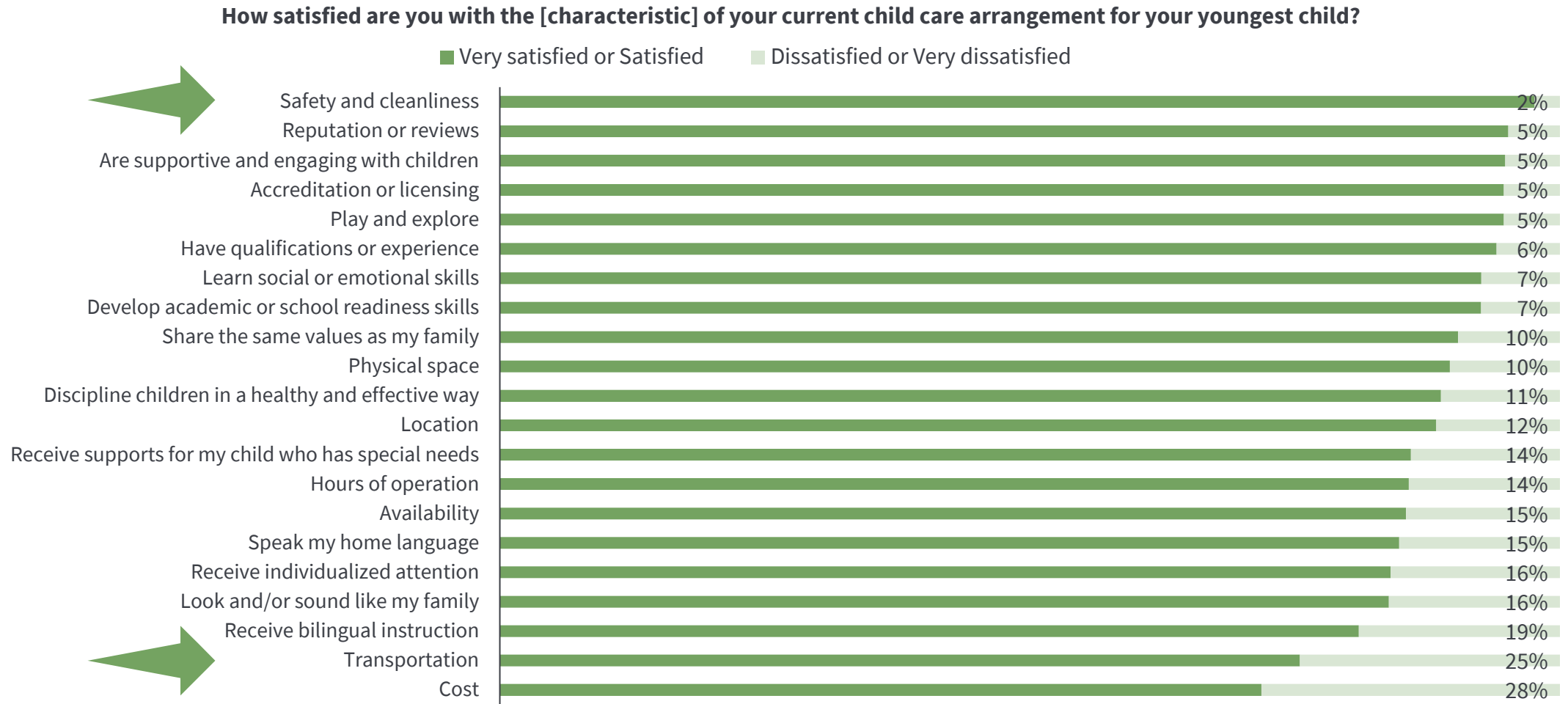
Most survey respondents (89%) indicated their child care was **“as good as they could have hoped for” or better**



Notes: This exhibit presents findings from survey question E1 ($n=1,406$). All eligible respondents ($n=1,446$) were asked this question. Percentages do not all to 100% due to rounding.



Caregivers were generally satisfied with many things that “mattered most” to them



Note: This figure presents survey questions E3–E5, E7–E8, E9–E11. These questions asked “How satisfied are you with the [characteristic] of your current child care arrangement for your youngest child?” Respondents were only asked to report on their satisfaction levels for the characteristics they identified as “most important” in earlier questions. Sample sizes vary by characteristic, from $n=116$ for ‘receive bilingual instruction’ to $n=1,091$ for ‘safety and cleanliness’.



Key Takeaways

Child Care Search



Caregivers were frustrated by the difficult search process and expressed a need for up-to-date, consolidated search options.

Child Care Decision-making



Caregivers felt like they had to “take what they could get” as long as it was available, safe, and semi-affordable.

Types of Child Care Arrangements



While some people navigate their child care journeys with relative ease, the typical story is more complicated—characterized by a general lack of access to affordable options, piecing together arrangements, and career sacrifices.

Caregiver Expectations & Satisfaction



While caregivers expressed frustration with the search and decision-making process, they were largely positive about their child care.



Caregivers working in child care settings benefited from priority access to CCFA through the EEC Staff Pilot

The Early Education and Care Staff Pilot Program ("EEC Staff Pilot") **provides priority access** to Child Care Financial Assistance (CCFA) for income-eligible staff working in licensed and funded early education and care programs.

In 2024, the MEF/TIER team conducted a **survey (n=406) and interviews (n=11)** with EEC Staff Pilot participants. Findings showed:

- About one-third (36%) **changed their child's care arrangement** after receiving CCFA.
- Interview participants reiterated that the EEC Staff Pilot helped them **enroll their child at the same program where they were employed**.
- Many families used CCFA through the EEC Staff Pilot to **access care arrangements that were previously unaffordable**.

*"I would never be able to afford summer camp this year [without CCFA] ... Summer camp's wicked expensive. But now I can—like right now [my son is] at a STEM camp, and today was his first day. He woke up at 5 AM and he was so excited. To be able to give him that opportunity is huge."
—Interview Participant*



Access to CCFA also supports the well-being and stability of the workforce

EEC Pilot Participants who agreed or strongly agreed that the program...



Note: This exhibit presents findings from the EEC Staff Pilot survey. The sample size varied by question ($n = 297$ to $n = 381$).

"Things are working out well for me in this field, I'm getting some support, and I'm feeling appreciated. So, it does make me want to stay. Absolutely."

– Interview Participant

"[Without CCFA], it probably would have been having to take myself completely out of the job and stay home with the two kids because my whole paycheck was pretty much going to child care."

– Interview Participant

Thank you!



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EEC Capital Investment Programs

EEC Capital Programs

Since 2013, Massachusetts has been committed to providing financial support for capital improvements at licensed early education and care programs across the state.

Through investments in physical improvements to child care and out of school time facilities, this commitment has helped to expand capacity and improve the quality and accessibility of learning environments for children, ensuring they have safe, inclusive, and developmentally appropriate spaces to learn, play and grow.



Why Capital Investments Matter



Support High-Quality Learning Environments

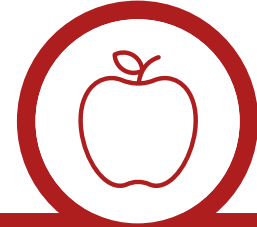
Investments in spaces to improve facilities, creating spaces that are safer and more welcoming.

Encourages purpose-driven designs that specifically address children's needs.



Impact on Children

Supports child-friendly spaces designed specifically to encourage active engagement, curiosity, and healthy development.



Impact on Educators

Enables well-designed classrooms enable teachers to focus on delivering quality education rather than worrying about inadequate facilities.

Promotes facilities designed with educators in mind reduce stress and burnout, helping to retain high-quality staff.

Capital Programs

Through the Governor's annual Capital Improvement Plan and funding appropriated in the state's FY24 budget through Fair Share Amendment revenue, EEC is currently administering 4 capital grant opportunities for licensed early education and care providers, totaling \$18.4 million in available funding for projects.

Early Education and Out of School Time (EEOST) – Large & Small

For licensed non-profit center-based providers

- Large Grant awards:
\$500,000 - \$1,000,000
- Small Grant awards:
\$200,000 - \$500,000

Early Education and Care Provider Capital Grant (EEPCPG)

For licensed for-profit, center-based providers

- Grant awards:
\$200,000 - \$500,000

Family Child Care Capital Grant (FCCCG)

For licensed family child care providers

- Grant awards:
\$500 - \$25,000

Capital Program Partners



Non-profit organization providing technical expertise and financing to non-profit child care centers planning to improve or expand their facilities.



Quasi-governmental agency responsible for economic development and finance, offering financing, real estate expertise, and community development solutions to help businesses grow, create opportunities, and revitalize communities across the Commonwealth.

EEOST Program Background and Overview

The Early Education and Out-of-School Time (EEOST) Capital Fund was created by *An Act Financing the Production and Preservation of Housing for Low- and Moderate-Income Residents* in November 2013 and reauthorized most recently in July 2023. Since 2013, the EEOST capital grant program has awarded more than \$65M to help fund 125 projects across the Commonwealth.



- \$10.8 million in grant funding has been allocated for FY25 for large and small grants.
- Provides grants to develop and/or rehabilitate eligible facilities where at least 50% of the seats in the facility serve families receiving Child Care Financial Assistance support through EEC.
- Funding can be used for a variety of purposes including but not limited to playground upgrades, HVAC upgrades and new additions to increase capacity.

EEOST Funding & Impact

FY14 - FY23
\$4M per year

- 13,144 seats impacted
- 1,303 new seats created

FY24
\$6.85M per year

- 2,130 seats impacted
- 341 new seats created

FY25
\$10.86M per year

Grant Cycle in Progress

- Small Grant: 28 Applications
 - \$16,128,760 requested funds
- Large Grant: 11 Applications
 - \$13,589,036 requested funds



EEC Provider Capital Grant (EECPCG)

Through the FY24 budget and revenue from the Fair Share Amendment, EEC received \$7.5M for capital grants to licensed **for-profit, center-based providers**.

- Provides grants to develop and/or rehabilitate eligible facilities where at least 50% of the seats in the facility serve families receiving Child Care Financial Assistance support through EEC.
- Applicants may apply for grants of between \$200,000 and \$500,000.
- Administered in partnership with CEDAC and its affiliate, CIF. CIF is responsible for reviewing grant applications and providing grant award recommendations to EEC.

FY24

- Received 68 applications, requesting \$24,306,431
- Awarded \$2.37M, impacting over 500 seats

FY25

Grant Cycle in Progress

- 24 applications received
- \$16,821,395 in project requests

Family Child Care Capital Grant (FCCCG)

Created through the FY24 budget and revenue from the Fair Share Amendment, EEC received \$7.5M for capital grants to licensed **family child care providers**.

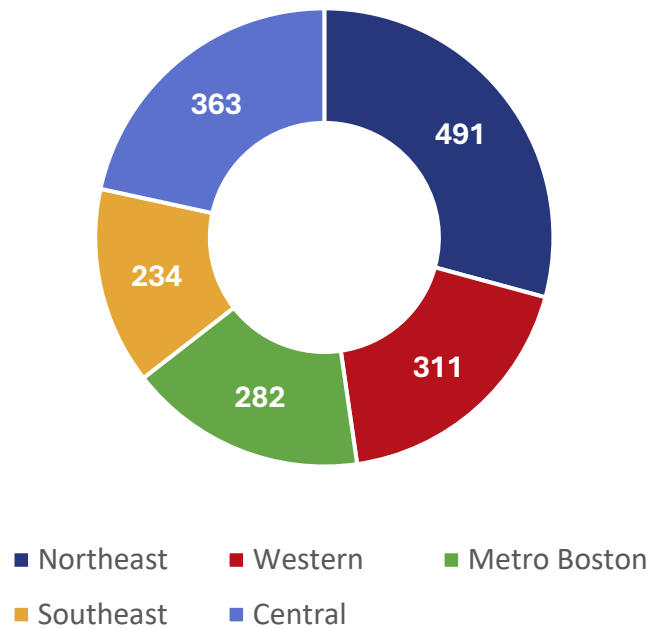
- Currently executing first of two rounds of funding.
- Grants from \$500-\$25,000 to offset expenses for capital improvements or the purchase of durable equipment for use in the program.
- All application materials, outreach, and support were made available in English, Spanish, Portuguese, Simplified Chinese and Khmer.
- Administered in partnership with MassDevelopment
 - MassDevelopment is responsible for reviewing grant applications and providing award recommendations to EEC, as well as manage contracting, disbursement and reporting.



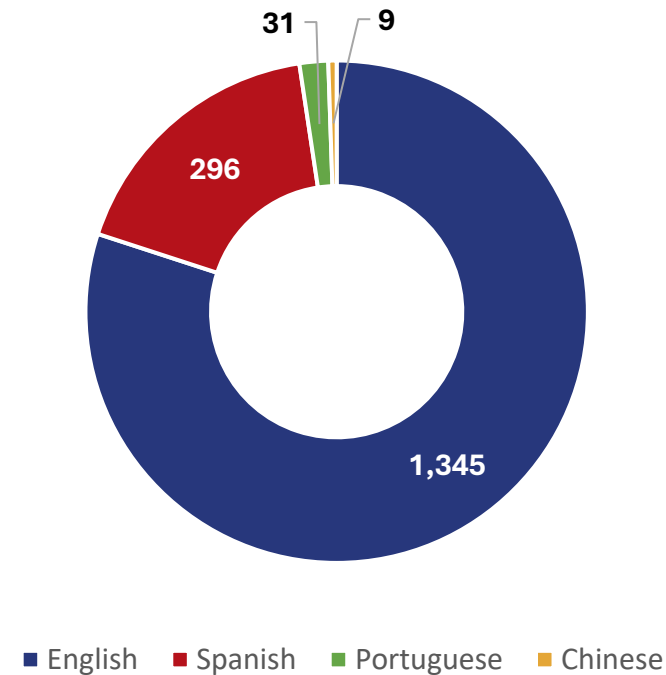
Family Child Care Capital Grant Overview

EEC received 1,685 total applications in Round 1 of this funding opportunity, representing \$36,595,759 million in project requests.

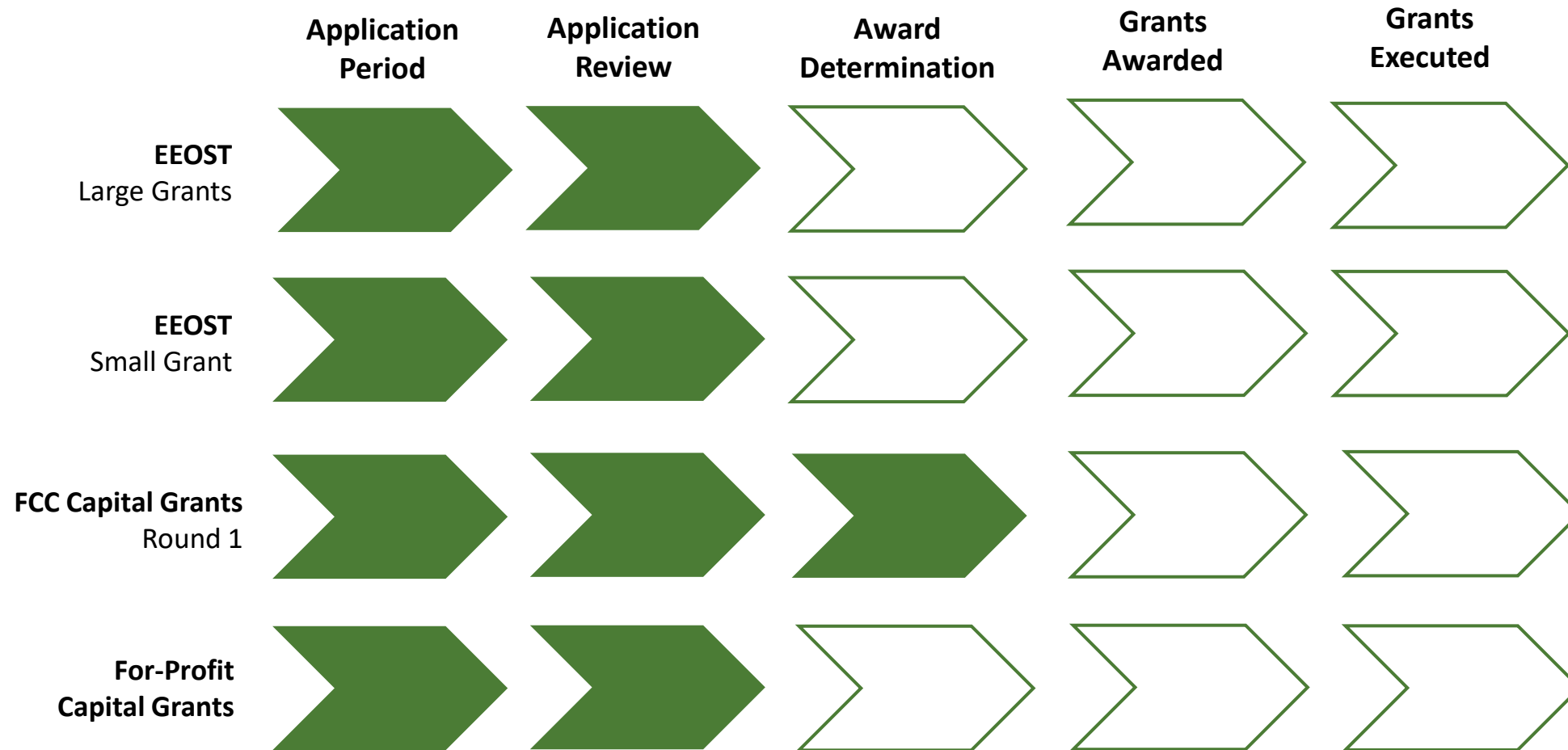
Applications by Region



Applications by Language



FY25 Capital Grant Programs Status





EEC Early Childhood Emergency Fund

Early Childhood Emergency Fund

Funded by the purchase of "Invest In Children" Charitable License Plates through the Registry of Motor Vehicles (RMV), the Early Childhood Emergency Fund supports programs forced to shut down or alter operations due to emergencies (e.g., flooding, fire)



The purpose of the fund is to minimize care disruptions and ensure children have access to safe, nurturing environments.



The Child Care Quality Fund anticipates generating \$100,000 in revenue annually.



Maximum award \$8,775 per site, per year

In FY25: 6 Providers received funding totaling \$44,221

- 3 FCCs supported through fires
- 3 Centers supported through fires and flooding

To apply, programs should contact their licenser or their [EEC regional office](#)

To learn more about the fund, visit the [Early Childhood Emergency Fund](#) website.

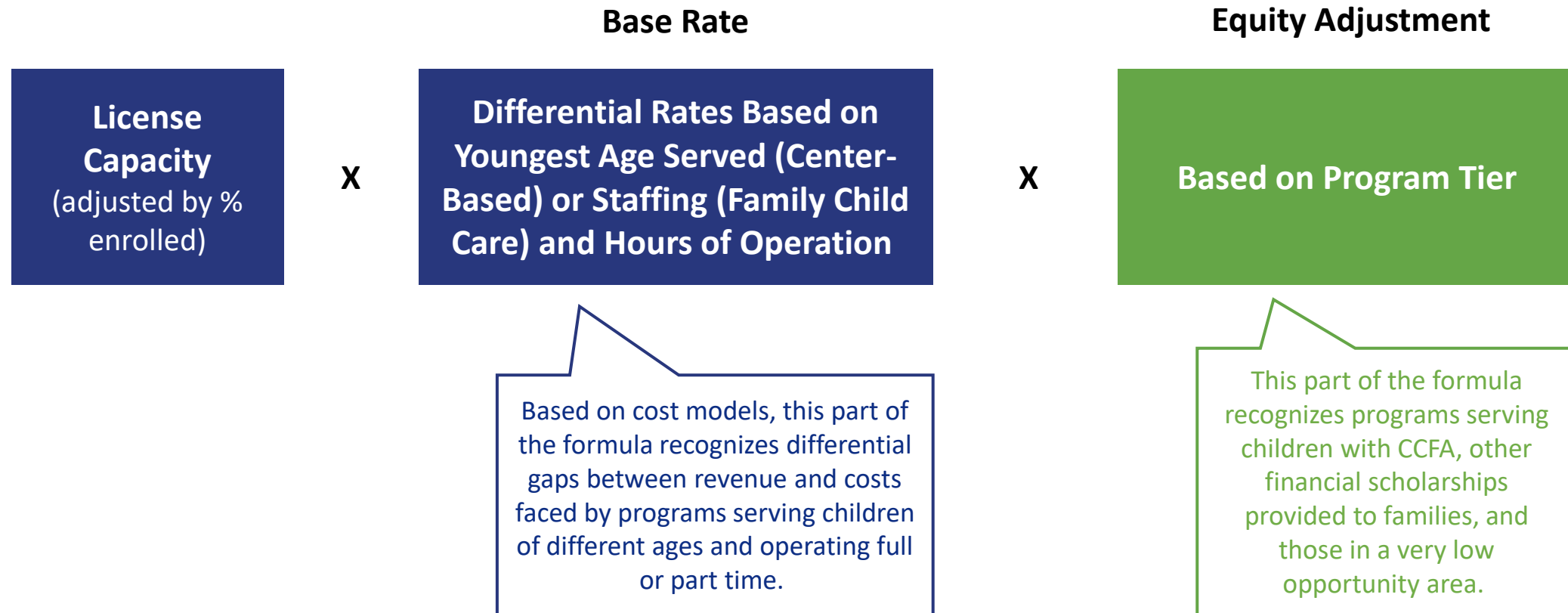


Commonwealth Cares for Children (C3) Program Updates

C3 Goals for FY25

- **Recognize C3 as a critical funding mechanism for the early education and care sector** that provides ongoing operational resources to programs.
- **Maintain C3 universality** to sustain and expand capacity to serve working families, invest in workforce and program quality, and build a system that is more accessible and affordable for all families.
- **Provide more equitable distributions aligned with expected costs and enrollment** to better support all programs serving infants and toddlers, providing longer hours, etc.
- **Direct additional funding to programs that serve low- and moderate-income working families** including supporting and incentivizing programs to serve children that receive EEC Child Care Financial Assistance (CCFA).
- **Ensure funding predictability** at the state and individual program level for planning and budget management.

C3 Formula for FY25



C3 continues to support critical outcomes for the field

As reviewed in the last Board meeting, data on the funding distributed per child slot indicate that the new formula is working as intended and improvements continue for important outcomes.

Tracking Changes Over Time



Program Stability

- The number of programs in the system is now 5% greater than pre-pandemic levels
- Licensed capacity levels continue to increase, with more than 17,000 licensed slots added over the last two years.



Workforce Supports

- Educator compensation continues to grow, increasing almost 20% in the past 3 years.
- Signs of improvement are seen in educator retention, with turnover rates decreasing by 6 percentage points since 2 years ago.



Family Access

- Programs in low and very low opportunity communities are less likely to report annual tuition increases.

Considerations for Additional Program Shifts

- Important to avoid significant changes to:
 - Maintain effectiveness and avoid disruptions at the program level
 - Sustain commitment to predictability after two significant changes in the last two fiscal years
- New formula has only been in effect since November 2024
 - Still gathering learning/feedback about how the formula works in practice and ways it might be improved (unintended consequences of changes)
 - Individual program experiences and questions important to recognize
- New statutory requirements still to be addressed/implemented
 - Encourage programs to meet salary benchmarks
 - Ensure that all programs receiving C3 are willing to accept a child with a voucher if they have space

Feedback following formula implementation

- **Considerations for enrollment requirements**
 - For center-based programs, shifting to capacity necessary to maintain 75% enrollment maximizes grant funds
- **Equity adjustment refinements**
 - Many appeals have been received from programs in largely low opportunity communities, but for whom the census tract does not meet the very low opportunity designation
 - Tier 2 provides significantly more funding to a large range of programs from those serving 1 child with CCFA to 24% of licensed capacity
 - CEO compensation ratio sets a benchmark that precludes some very large programs from incentives to serve low-income families by restricting access to equity adjustments
- **Continued attention to diverse program models**
 - Out of school time programs investing in significant numbers of full time professional staff
 - Additional staffing to address/recognize behavioral/ special needs staffing



THANK YOU

Next Meeting: May 14, 2025, at EEC's Boston Office.

View Agency KPI Dashboard (updated monthly) [here](#).

FY25 Implementation Timeline

May-June

- Continue to review formula and other potential changes
- Gather additional field feedback
- Bring proposed changes to the Board

July-August

- Communicate proposed changes to the field
- Hold public comment period on proposed changes

September-November

- Finalize proposed program changes for Board consideration and vote
- Update recertification process to reflect any Board action

For the most up to date information, program resources & opportunities to learn more and share feedback visit: mass.gov/c3