• Board Meeting Dates for FY23 - VOTE
• Program & Educator Support
  • Commonwealth Cares for Children (C3): April Survey Findings
  • Educator Qualifications, Credentialing & Minimum Hiring Requirements
• Family Access
  • Financial Assistance for Child Care (Subsidy)
    • Proposed Regulation Change: Continuation of Subsidized Care Services Pending Request for Review – VOTE
• Executive Session: Litigation Update
Vote on FY23 Meeting Times

For fiscal year 2023, the Board proposes the following meeting schedule:

- September 13, 2022 (1:00PM-4:00PM)
- October 11, 2022 (1:00PM-4:00PM)
- November 8, 2022 (1:00PM-4:00PM)
- December 13, 2022 (1:00PM-4:00PM)
- January 10, 2023 (1:00PM-4:00PM)
- February 14, 2023 (1:00PM-4:00PM)
- March 14, 2023 (1:00PM-4:00PM)
- April 11, 2023 (1:00PM-4:00PM)
- May 9, 2023 (1:00PM-4:00PM)
- June 13, 2023 (1:00PM-4:00PM)

Vote: That the Board of Early Education and Care, in accordance with G.L. c. 15D, § 3(b), shall meet in accordance with the schedule set forth above, and that all meetings will begin at 1:00 p.m. and will be held at 50 Milk Street, Boston MA, unless otherwise announced and duly posted.
**Strategic Plan Pillars**

**Children, Youth, Families**
Children are on track for success in school and to reach their full potential. Their families are empowered to work, build their skills, and attain economic mobility while supporting their children’s education and development.

**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.

**Programs**
Programs will increase their sustainability, engage in continuous quality improvement, and promote high-quality education and healthy development among children and youth.

**System**
To efficiently and effectively steward public investments in early education and care with utmost integrity, transparency and accountability to the people of Massachusetts.
Operationalizing the EEC Strategic Action Plan
Implementation Framework & Operational Focus

Human/user-centered restructuring of agency operations and business processes to modernize and improve the staff and user experience

Key User Groups

- **Children, Youth and Families**
  - Maximize access, streamline procedures and expand early education and care options

- **Programs**
  - Provide consistent, ongoing supports that promote stable financing, quality services and health and safety

- **Educators**
  - Facilitate meaningful career pathways, professional advancement and retention of educators in the field

Enabling Mechanisms

- Data-driven decision making
- New and expanded technology
- Staff expertise and engagement
- On-going stakeholder engagement
- Targeted Program Integrity

June 21, 2022
Educator and Program Support
C3 Grant April Survey Findings

Key Takeaways:

• Providers continue to spend the majority of C3 funding on operational expenses, although a smaller proportion of funds are covering past expenditures and occupancy costs in the spring relative to the fall.
  • GSA programs are increasingly using grant funds to address staffing costs, while FCCs continue to invest in their business viability and operational stability.
• Providers continue to struggle to hire staff, with more than 65% of center-based programs reporting educator openings and 23% of center-based programs reporting that they are unable to serve their full license capacity due to unfilled staff openings.
• Providers that do not currently participate in the subsidy system cite various barriers, including that their programs are already full with private pay families, reimbursement rates are too low, and the administrative burden is high.
In April, EEC launched the second in a series of surveys for C3 grantees to gather additional information about programs’ use of grant funds, ongoing financial need, investments in educators, and services provided to families.

The survey launched on April 19, and providers were required to complete the survey when they logged in to apply for their next monthly C3 grant.

This analysis includes responses from **5,689 providers (~87% of applicants)** who completed the survey prior to May 24, 2022. Respondents include:

- 1995 GSA programs (~81%), which include group and school age, private school, and license exempt programs
- 3694 FCC programs (~90%)
Among providers who responded to the November and April survey, enrollment increased

While we collect enrollment data as part of the monthly C3 application process, the survey data allows us to further differentiate between full and part time enrollment.

Among the 4,910 providers who reported survey data in both November and April, the number of children enrolled within programs has increased by 5 percent, driven almost entirely by an increase in full time enrollment.

<table>
<thead>
<tr>
<th></th>
<th>GSA Nov</th>
<th>GSA Apr</th>
<th>Change from Nov to Apr</th>
<th>FCC Nov</th>
<th>FCC Apr</th>
<th>Change from Nov to Apr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>36.14</td>
<td>38.74</td>
<td>2.60 (+7%)</td>
<td>4.76</td>
<td>5.18</td>
<td>0.42 (+9%)</td>
</tr>
<tr>
<td>Part time</td>
<td>23.26</td>
<td>23.35</td>
<td>0.08 (+0%)</td>
<td>2.12</td>
<td>2.12</td>
<td>0.00 (+0%)</td>
</tr>
<tr>
<td>All enrolled</td>
<td>59.45</td>
<td>62.13</td>
<td>2.68 (+5%)</td>
<td>6.88</td>
<td>7.29</td>
<td>0.42 (+6%)</td>
</tr>
</tbody>
</table>

Note. These numbers are calculated based on the 4910 programs that reported serving at least one child in both November 2021 and April 2022. This subset captures 86% of April survey respondents.
Providers continued to spend the majority of C3 funding on operational expenses

Overall, providers have spent more than 65% (~$149M) of all grant funds awarded on operational expenses, including:

- Almost $88M on existing payroll and benefits, just over $11M on COVID-related debt and other past expenses, and almost $50M on other operational expenses

Providers have also invested more than 20% (~$47M) of grant funding in new expenses, including:

- Almost $38M in educator salary and benefit increases, as well as bonuses.
- An additional $9M in professional development, mental health supports, and new materials or supplies.
Grant expenses varied by program type

**Group and school age programs** spent, on average, almost half of their grant funding to support existing payroll and benefits, while **family child care programs** spent, on average, almost half on other operational expenses such as rent, mortgage payments, utilities, facilities maintenance, and PPE.

### Average Grant Funds Expended to Date By Program Type

<table>
<thead>
<tr>
<th>Category</th>
<th>GSA</th>
<th>FCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Payroll and Benefits</td>
<td>47%</td>
<td>3%</td>
</tr>
<tr>
<td>Past Costs</td>
<td>3%</td>
<td>12%</td>
</tr>
<tr>
<td>Other Operational Expenses</td>
<td>12%</td>
<td>46%</td>
</tr>
<tr>
<td>Salary/Benefit Increases</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Bonuses</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Other New Investments</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>Unspent Funds</td>
<td>13%</td>
<td>19%</td>
</tr>
</tbody>
</table>

June 21, 2022
Both GSA and FCC programs shifted spending from operational expenses to other investments over the year.

On average, both GSA and FCC programs reported spending a lower proportion of funds on other operating expenses and past costs between the November and April surveys. GSA programs are dedicating these funds to staffing (both existing payroll and new workforce investments).
FCCs spent most “other operational costs” on rent, mortgage, utilities, and insurance through April 2022. Overall, FCC providers spent an average of 46% of their C3 funding on “other operational expenses,” with the majority of these funds allocated for rental, mortgage payments, utilities, and insurance, followed by facilities maintenance and improvements. A smaller portion was also spent on PPE, cleaning and sanitation supplies, equipment, and training related to responding to COVID-19.
More than half of programs reported raising salaries since July 2021.

51% of programs reported raising salaries since July 2021, including investments made with grants funds and funds from other sources, including:

- 85% of GSA programs reported raising salaries since July 2021.
- 40% of FCC programs reported increasing compensation for themselves or their assistant since July 2021.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number of GSA educators who received a salary increase since July ‘21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Educators</td>
<td>10,329</td>
</tr>
<tr>
<td>Assistants</td>
<td>5,016</td>
</tr>
<tr>
<td>Group Leaders</td>
<td>2,205</td>
</tr>
<tr>
<td>Center Directors</td>
<td>1,266</td>
</tr>
<tr>
<td>Program Admin</td>
<td>711</td>
</tr>
<tr>
<td>Site Coordinators</td>
<td>601</td>
</tr>
<tr>
<td><strong>Total Educators</strong></td>
<td><strong>20,128</strong> (73% of the total GSA educators reported in survey)**</td>
</tr>
</tbody>
</table>
Overall, 14% of all responding programs said they were unable to serve their full licensed capacity, citing the following limitations:

- Unfilled staff openings: 23%
- Lack of enrollment: 6%
- Health and safety concerns: 3%
- Space constraints: 3%
- Classroom closures: 3%
- Transportation limitations: 2%
- Restrictions placed by public schools: 0%
- Other: 1%

23% of all GSA programs reported that unfilled staff openings prevented them from being able to serve their full license capacity.
Overall, 65% of providers responding to the survey accepted families with subsidies.

- 62% of GSA programs accept families with subsidies
- 66% of FCC programs accept families with subsidies

Nearly all programs that accept children with subsidies served at least one child with a subsidy (92% of GSA programs, 94% of FCC programs).
Most subsidized providers did not report barriers to serving additional children with subsidies.

Among programs that accept families with subsidies (65%), almost three quarters do not report any barriers to serving additional children receiving subsidies.
Providers that did not currently accept children receiving subsidies reported various barriers to entering the subsidy system.

Among programs that do not currently accept children with subsidies (35%), the top reported barrier to entering the subsidy system is that program capacity is already filled with private pay children.
Providers report concern about future of C3 grants

When asked what changes programs would have to make in the next year if they didn’t have grant funding, more than 80% of GSA providers reported that they would have to reduce compensation and/or defer salary increases.
Educator Qualifications & Credentialing

Key Takeaways:

- EEC has a foundational plan to facilitate meaningful career pathways and several initiatives underway to support professional growth for the early education and care workforce.
- The urgency of the workforce crisis required immediate intervention and flexibility while continuing to define the longer-term vision.
- The Board approved temporary changes to the Minimum Hiring Requirements in December. The Department anticipates bringing back an update to the changes in the early fall.
In the meantime, take immediate steps to address the workforce crisis with support for educators and programs:

- Reduces barriers to quick hiring
- Supports flexibility in hiring
- Encourages on-going learning after hire
- Supports skill development aligned with future credential expectations

Work with partners to develop a career pathway and credentials that are:

- *Inclusive* - All educators and program types
- *Stackable* - A career path that build towards and recognizes certificates and degrees
- *Transferable* - Educators carry their credential record across jobs and roles
- *Skill Building* - Competency-based structure to organize professional learning through concrete activities
Building a Workforce System

**Access to Higher Education and Preparation Programs**

**Clear, Compelling Career Pathways**

**Workforce Pipeline, Educator Recruitment**

**Stable Employers, Competitive Compensation**

**EEC Initiatives:**
- Career Pathways grants, scholarships, Neighborhood Villages, cohorts for coursework
- Future opportunities: Coordination with MassHire Boards, apprenticeship programs to address recruitment and hiring challenges

**EEC Initiatives:**
- EEC Educator Credential is intended to establish clear career pathways for the workforce
- Business cohorts for child care business owners, including coaching
- Workforce and Stabilization Grants designed to target investment in educator compensation and hiring incentives

June 21, 2022
## DRAFT MA ECE CREDENTIAL

<table>
<thead>
<tr>
<th>Levels</th>
<th>Work Experience Path</th>
<th>Degree Path</th>
</tr>
</thead>
</table>
| Foundational | EEC Essentials  
 HS Diploma/GED                                      |                                                  |
| 1        | 1 year + documented work assisting, helping, supporting      | HS Diploma + CGD; Progress towards CDA/Cert.     |
| 2        | 3 years + documented work facilitating, instructing, coordinating care | Associate’s Degree+ Relevant Experience          |
| 3        | 5 years + documented work assisting, guiding practice of others | Bachelor’s Degree + Relevant Experience          |
| 4        | 7 years + documented work planning, designing, leading        | Master’s Degree + Relevant Experience            |

**Work Activities**

June 21, 2022
Current State
Educator Qualifications: Existing Regulations

Qualifications

• Qualification requirements are defined in licensing regulations (606 CMR 7.00)
• Defines experience and coursework requirements by program type and role: different requirements for each program type and qualifications not transferable
• Requires courses in defined courses of study and credits (CEUs allowed in limited circumstances)
  • Child Growth and Development the primary course requirement for teachers must be credit bearing (no CEUs)
  • More flexibility for lead teacher and director courses supported by a listing of available courses and the course of study that they support, with limited relevance to school age only care
• Restricts prior work experience to specific settings and age groups
  • Educators in center-based programs must have certified director sign off on experience, for example.
  • Qualifying experience for FCCs is broader and includes experience as a parent

Pre-COVID Operations

• Review of qualifications were centralized to the teacher qualifications unit.
  • Small unit reviewed every application, often requiring substantial back and forth with candidates
  • Process caused bureaucratic delays that affected hiring timelines
## Current State: Educator Qualifications
Temporary COVID Policies & Procedures 12/2021 - Present

### Qualification Changes

- **Broadens the ways that programs can determine requirements** are met for new hires, including accepting DESE licenses; provisional acceptance of 'unofficial' transcripts due to college backlogs; out of state equivalencies; increased range of content and titles for coursework
- **Less restrictive, more responsive ways** for educators to **engage in preparation and coursework** such as allowing educators to complete most coursework prior to hire but to complete some coursework within a few months of hire
- **Expand the specific common courses** that qualify for 'rapid hire'
- **Increase flexibility** considering the ways that **work experience** qualifies an educator for providing unsupervised care for children:
  - For example: allowing programs to count all direct work with children and in programmatic leadership positions, in a variety of settings and roles, towards work experience requirements

### Operational Changes

- Process of sending teacher qualifications to EEC was eliminated
- **Program leaders validate teacher qualifications at program level** to expedite hiring times, and are required to maintain documentation to demonstrate their staff meet specified qualifications—this documentation is being reviewed by licensors during monitoring visits
### Feedback & Lessons Learned: Temporary Policies & Procedures

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
</table>
| **Continued support for a quick hiring process is essential** | - Many programs appreciate the ability to expedite hiring  
- Cannot return to delayed timelines associated with a centralized qualification review process  
- Still in process of understanding whether effective use was made of the flexibilities provided |
| **Providers need Technical Assistance**      | - Complex hiring decisions facing program directors suggests that additional EEC support is necessary, particularly around required courses and experience  
- Educators also need guidance in selecting coursework and training to build towards professional advancement |
| **Educators need a clear pathway to advancement** | - Educators want a qualification path that is portable across programs and independent of individual director decisions  
- Clarification about how courses count towards qualifications will assist educators in identifying the appropriate courses for study |
Next Steps – Immediate Support (Q1 FY23)

Develop and launch technical assistance immediately
• Make consultation available for complex hiring determinations
• Support access to professional development and coursework opportunities for educators to advance professionally

Soft launch the Professional Development Registry to support qualification document gathering and review
• Eliminating paper-based review will streamline the verification process
• Opportunity to move to a “digital” filing cabinet for all (i.e. EEC, directors, educators)
• Pilot launch of registry with programs and educators looking for certification support

Consider returning to optional certification
• Returns an external validation option for the field
• Supports educators who want transferable professional validation
• Supports review processes when onsite options are not sufficient

Provide guidance around utility of current activities in the future credentialling system
• Review available trainings and courses
• Identify both how they count in the current system and the currency they will have in the credentialling system
Next Steps – Long-Term Plan (Through FY23)

Refine and finalize the EEC Educator Credential (Q1 and 2 of FY23)
• Engage with stakeholders around the credential design
• Finalize competency alignment and degree expectations for each level
• Identify supplemental endorsement expectations (i.e. infant/toddler, leadership, etc.)
• Develop documentation and verification systems
• Communicate credential expectations and processes to the field with timeline to launch

Work with higher education partners to design aligned and accessible pathways to credentialling (Planning in Q1 will identify timelines)
• Work with Career Pathways grantees and other partners to identify the opportunities and processes to provide credit for prior learning
• Develop an aligned certification and degree system to support advancement on the credential

Build Career Pathway into Professional Development Registry (Q3 and 4 of FY23)
• Once the credential requirements are finalized, the registry will become the system of record to track and verify educator progress
• Educators, programs and EEC staff will share access to information without need for paper files
Family Access
Financial Assistance for Child Care (Subsidy) Approach

Key Takeaways:

• EEC has begun holistic, listening and feedback-driven and analysis of the child care financial assistance system (subsidy)
• Initial areas of focus have been identified to simplify the process for families, reduce the burden on CCRRs/providers and collect better data on system needs
• EEC project team is focused on increasing placements, reconciling waitlist data, innovative efforts to connect families to referral services, and revising policies to facilitate family access
Financial Assistance for Child Care (Subsidy) Process for Project

In order to ensure a holistic understanding of the current state, data collection and analysis for this project includes interviews with staff at EEC, Mass211, Subsidy Administrators (i.e. CCRRs and contracted providers), families and other key stakeholders, as well as review of key documents (policies, regulations, forms, processes) and systems (Kinderwait and CCFA).

- Interviewing Mass211 and CCRRs about pain points and processes
- Conduct interviews with contracted providers and providers with voucher agreements
- Collect feedback on existing subsidy IT systems for needed enhancements
- Reviewing previous engagements, family surveys and EEC strategic plan, and legislative reports
- Reviewing existing policies, procedures, regulations and forms
- Engagement with families and key stakeholders

June 21, 2022
Areas of Focus

• **Simplify policies, processes and procedures** for families seeking subsidy for timely and need-responsive placements

• Align, where possible, subsidy program **eligibility requirements, verifications and definitions with other public benefit programs**

• **Revisit/Update Kinderwait, EEC’s waitlist management system**, to expedite family enrollment and improve data quality/capability

• **Consistent use of eDocuments/eSignature and use of virtual appointments** to hasten document collection, verification process and enrollment

• **Expand access/providers serving families with a subsidy**, in specific regions, for specific age groups and hours of operation
Next Steps

• Targeted family outreach, intake application support and waitlist reconciliation
  • Enroll additional children across all programs (Income Eligible, DCF, DTA)
  • Shorten length of time from waitlist to eligibility determination to enrollment

• Revisions to *Financial Assistance Policy Guide* to facilitate family access and reduce administrative burdens across the system
  • Reduce unnecessary steps to streamline eligibility process
  • Restructure guide for ease of use, understanding and accessibility for key users (families, providers, CCRRs)

• Initiate CCRR and subsidized provider contract procurements
  • Execution of interim contracts to ensure stability for families and providers
  • Launch of procurement/RFR development process
Continuation of Subsidized Care Services Pending Request for Review

Key Takeaway:

- In alignment with EEC’s effort to facilitate family access and stable care for children, the agency is proposing a regulatory revision to support families in maintaining access to subsidy when they are awaiting the results of a request for review.
EEC is seeking authority to publish amended subsidized child care regulations for public comment. These proposed changes aim to streamline the review and hearing process for families:

- Increase the availability of continued subsidized care during the review and hearing process following the termination of care, or denial at reauthorization, to ensure that families have access to stable care as they await the results of their review/hearing.
- Make the appellate process less complex and more user friendly for families by placing tighter timeframes for adjudicating requests for review and hearing, enhancing notice requirements so families are aware of their options and responsibilities, and permitting the use of virtual platforms for hearings to limit the inconvenience for families.
- Eliminate redundancies between regulatory sections to make it easier for stakeholders to navigate the regulatory landscape.

**Vote:** That the Board of Early Education and Care, in accordance with G.L. c. 15D, § 2, hereby approves the draft amended regulations concerning subsidized care and authorizes the Acting Commissioner of Early Education and Care to file these amended regulations with the Secretary of the Commonwealth for publication of a Notice of Public Comment in the *Massachusetts Register* consistent with the Department’s proposed policy directions and subject to the approval of the final regulations, after a Public Comment period, by the Board.
Appendix
Overall system capacity continues to rebound

<table>
<thead>
<tr>
<th>Group and School Age</th>
<th>Number of Licensed Providers</th>
<th>Total License Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Providers* (Pre-COVID)</td>
<td># Providers* (June 14, 2022)</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Family Child Care</td>
<td>2,888</td>
<td>2,784</td>
</tr>
<tr>
<td>Total</td>
<td>5,331</td>
<td>4,799</td>
</tr>
<tr>
<td>Total</td>
<td>8,219</td>
<td>7,583</td>
</tr>
</tbody>
</table>

This represents a net gain of 133 seats, since we last reported data (as of May 1, 2022).

In the second year of the pandemic (March 2021 and Feb 2022), programs (both FCC and GSA) opened at higher rates, compared to the year prior to the pandemic (March 2019 to Feb 2020).

*Note: This Pre-COVID data is slightly smaller (5 fewer providers) than previously reported due to a data cleaning error that has since been corrected.
## Patterns of recovery vary across regions

<table>
<thead>
<tr>
<th>Region and Type</th>
<th># programs open March 2020*</th>
<th># programs open June 14, 2022</th>
<th>% of pre-COVID programs</th>
<th>Total Licensed Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Western FCC</td>
<td>874</td>
<td>767</td>
<td>87.8%</td>
<td>6,108</td>
</tr>
<tr>
<td>1 – Western GSA</td>
<td>391</td>
<td>378</td>
<td>96.7%</td>
<td>22,297</td>
</tr>
<tr>
<td>2 – Central FCC</td>
<td>1157</td>
<td>1031</td>
<td>89.1%</td>
<td>8,164</td>
</tr>
<tr>
<td>2 – Central GSA</td>
<td>522</td>
<td>505</td>
<td>96.7%</td>
<td>34,879</td>
</tr>
<tr>
<td>3 – Northeast FCC</td>
<td>1296</td>
<td>1147</td>
<td>88.5%</td>
<td>9,224</td>
</tr>
<tr>
<td>3 – Northeast GSA</td>
<td>675</td>
<td>668</td>
<td>99.0%</td>
<td>49,189</td>
</tr>
<tr>
<td>5 – Southeast &amp; Cape FCC</td>
<td>938</td>
<td>861</td>
<td>91.8%</td>
<td>6,892</td>
</tr>
<tr>
<td>5 – Southeast &amp; Cape GSA</td>
<td>614</td>
<td>578</td>
<td>94.1%</td>
<td>36,920</td>
</tr>
<tr>
<td>6 – Metro Boston FCC</td>
<td>1066</td>
<td>993</td>
<td>93.2%</td>
<td>8,096</td>
</tr>
<tr>
<td>6 – Metro Boston GSA</td>
<td>686</td>
<td>655</td>
<td>95.5%</td>
<td>40,129</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8,219</td>
<td>7,583</td>
<td>92.3%</td>
<td>221,898</td>
</tr>
</tbody>
</table>

*Note: This Pre-COVID data is slightly smaller (5 fewer providers) than previously reported due to a data cleaning error that has since been corrected.
FY23 Budget Update: FY23 GAA Timeline

Oct-Jan
- SFY23 Maintenance Process Begins in Oct
- House 2 FY23 Prep

Jan
- Governor’s FY23 Proposal “House 2” is released. Governor must release his budget recommendations within weeks of the start of the legislative year (fourth Wednesday of the calendar year)

Jan-Mar
- H/SWM SFY23 Maintenance submissions due
- Work with H/SWM in preparing the SFY23 budget. Includes H/SWM Budget Hearings in March.

Apr
- HWM releases, and House engrosses, its version of FY23 Budget.

May
- SWM releases, and Senate engrosses, its version of FY23 Budget.

June
- House and Senate enact the Conference Committee recommended budget and send to Governor. Governor can veto (must be submitted 10 days after the budget is enacted by the legislature) and legislature can override with a 2/3 vote in each chamber.

July
- Once the override process is complete the FY23 GAA is finalized.
## FY23 EEC Budget Status

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Line Description</th>
<th>FY22 GAA</th>
<th>FY23 House Final</th>
<th>FY23 Senate Final</th>
<th>FY23 House in Senate Structure</th>
<th>FY23 Senate vs. FY23 House</th>
<th>Conference High Number (exc earmarks)</th>
<th>Conference Low Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000-1000</td>
<td>Administration</td>
<td>$7,069,823</td>
<td>$11,591,537</td>
<td>$7,101,537</td>
<td>$6,591,537</td>
<td>$510,000</td>
<td>$6,591,537</td>
<td>$6,591,537</td>
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<tr>
<td>3000-1042</td>
<td>Center Based Rate Reserve</td>
<td>$20,000,000</td>
<td>$70,000,000</td>
<td>$25,000,000</td>
<td>$60,000,000</td>
<td>$(35,000,000)</td>
<td>$60,000,000</td>
<td>$25,000,000</td>
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<tr>
<td>3000-1044</td>
<td>Parent Fee Reserve</td>
<td>$8,950,000</td>
<td>$-</td>
<td>$250,000,000</td>
<td>$-</td>
<td>$250,000,000</td>
<td>$250,000,000</td>
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<tr>
<td>3000-1045</td>
<td>Operational Reserve</td>
<td>$-</td>
<td>$-</td>
<td>$250,000,000</td>
<td>$-</td>
<td>$250,000,000</td>
<td>$250,000,000</td>
<td>$-</td>
</tr>
<tr>
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- **Total:** $800,910,153 | $892,700,441 | $1,109,462,213 | $892,700,441 | $216,761,772 | $1,158,200,441 | $843,452,213
Department of Early Education and Care -- GAA Budget History

- 

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June 21, 2022