Commonwealth of Massachusetts
Department of Early Education and Care

Meeting of the Board

September 14, 2021

eec Department of Early Education and Care

Agenda

- Fall 2021 Updates

- FY21 State Grant & FY22 ARPA Grant Update
  - Application trends & Impact on Compensation

- Streamlining Hiring Requirements
  - Policy and Operational Modifications
  - Professional Registry

- Supporting Educator Pipelines
  - Expanding Access to Higher Education
  - Strengthening Linkage between Recruitment, Training, and Employment
  - Building Towards the EEC Credential

- Budget Updates
  - FY21 Recap
  - FY22 Spending Planning

Fall 2021 Updates

Continued Supports for Child Care Operation and Access

EEC will continue to provide the following supports for child care to maintain operations through the fall:

- Ongoing monthly PPE ordering and delivery to all licensed providers (~5,000)
- Pooled testing program for child care programs in partnership with non-profit partner
- Rapid-response COVID testing sites statewide available to staff and families
- Mandating health-related requirements to ensure safety precautions (i.e. masking)

EEC Subsidy Supports that will continue through December

Policy Outline	Description
<u>Maintain Parent Access Modifications through December:</u> • No limit on absences for children to maintain subsidy • Extended job search timeframe from 12 weeks to 26 weeks • Streamlined reauthorization process to eliminate documentation barriers • Waive parent co-pays (required by FY22 Budget language) ***EEC will no longer support full-day services for school-age children, as schools are required to be in-person by DESE***	• Elimination of attendance policies ensures families have no disincentive to stay home when sick or in case of exposure. • Extended job search provides needed stability for parents to maintain their subsidy while seeking or starting employment. • Parent fees will be waived until the implementation of a revised parent fee scale, per legal requirements

FY21 Operational Grants and FY21 ARPA Grants Updates

- EEC has worked to disburse funding throughout the pandemic, including grants specifically for programs to support their workforce
- In FY21 EEC used state funding to provide grants to family child care providers and subsidized center-based providers; although many providers participated, most used funding for one-time expenses such as stipends or bonuses instead of compensation
- In FY22 EEC launched the ARPA grants, which are allocated based on the C3 formula
- Data collection tied to ARPA grants include staffing schedules, shortages, and compensation; data EEC can analyze for the first time at scale
- Understanding the choices programs make related to workforce and compensation can help EEC determine the drivers at the program level and inform adjustments to future funding support accordingly

FY21 Operational Grants to Support Providers

EEC invested $30M in state funding to address compensation for the workforce who provided in-person education and supports throughout the pandemic to date.

Center-Based Workforce Grants
- Eligibility: Center-based providers who served at least one subsidized child since 7/1/18 (1,378 or ~50%)
- Funds distributed based on capacity
  - $150 * licensed capacity; $30 per remote learner bonus if open for remote learning supports
  - 90% of funds must be used to support compensation for staff directly serving children
- ~17% providers reported increasing salaries
- ~86% providers reported spending the funds on one-time bonuses, supports or stipends

Family Child Care Facilities Grants
- Eligibility: All Family Child Care providers (5,500)
- Flat grant per provider
  - $3,000/home; $150 bonus if open for remote learning support
  - Funds to address health and safety program investments or quality enhancements; can reimburse themselves for improvements already made or invest in new enhancements

	Center-Based Workforce	Family Child Care Facilities
Total	1,197 (80% of eligible)	3,617 (65% of eligible)

FY22 ARPA Grants

ARPA Grant Structure

- Monthly grant structure, targeting to support a minimum of ~10% of operational business costs
- Supports 6 months of stipends (Jul-Dec) for programs open for care and licensed as of 3/11/21
- With a baseline of $500/slot for 6 months ($83/slot/month), the *Commonwealth Cares for Children (C3)* formula adjusts funding based on licensed capacity, investments in staff wages, and services available to vulnerable communities to ensure equity in fund distribution
- Based on feedback from program grants provided in Spring 2021, EEC procured a vendor to:
  - Develop an online Salesforce application that links to EEC licensing database for ease of use
  - Create and staff a help desk to provide real-time support for all applicants
  - Serve as a fiscal intermediary to distribute funding efficiently as EEC did not have mechanisms in place to pay non-subsidized providers

Key Metrics as of 9/9/21

Region and Type	% providers applied for ARPA grants
1 – Western FCC	~70%
1 – Western GSA	~59%
2 – Central FCC	~73%
2 – Central GSA	~60%
3 – Northeast FCC	~80%
3 – Northeast GSA	~55%
5 – Southeast & Cape FCC	~72%
5 – Southeast & Cape GSA	~60%
6 – Metro Boston FCC	~78%
6 – Metro Boston GSA	~48%
Total	~72%

5,052 programs submitted applications for funding (~72% of all eligible programs)

~65% of applicants are from **subsidized** programs

FY22 ARPA Grants

*SVI= Social Vulnerability Index

(Data as of 9/1/21)	Overall Take-Up Rates	Majority BIPOC Census Tract	Gateway Cities	Low SVI* (0-.25)	Highest SVI* (.75-1)	Serving No Children Receiving Subsidies	Serving Children Receiving Subsidies
FCC	72%	83%	80%	61%	81%	53%	88%
Center Based	49%	52%	59%	43%	56%	40%	56%

The percentage of FCC providers who submitted at least one application is notably higher than the percentage of Center-Based providers who submitted one application

Center-Based providers in Gateway Cities, Highest SVI areas, and those who serve children receiving subsidies had the highest take-up rates

FCC providers in majority BIPOC census tracts, Highest SVI areas, and those who serve children receiving subsidies had the highest take-up rates

- In applications, programs are reporting staffing levels at only 85% of EEC estimates
- Early analysis indicates that programs are also using these new funds for one-time costs

Discussion Questions:
- **How can we leverage stakeholders to continue to publicize this grant opportunity and increase up-take?**
- **How can the department use this data to improve funding supports to providers?**

Addressing the Workforce Crisis
Overview

- The top barrier to growth in the child care industry is provider difficulty finding qualified educators to open and fill classrooms and care settings
- Worker shortages across industries and geographies, including hospitality and service – paired with child care business model challenges (ongoing volatility, thin margins) – inhibit the potential to compete for workers
- There are significant logistical barriers to supporting rapid employment from both the employee recruitment and employer support perspectives, including lack of career pathways and advancement, bureaucratic requirements that slow the process, and disparate systems of support that complicate entry to the field for new employees
- As the workforce is one of the most valuable assets in supporting quality interactions with children that drive child outcomes, it is important that we don't undermine the expertise of the profession while we address this on-going crisis inhibiting recovery of the EEC field

What we know about our workforce

The workforce is diverse, needs sustainable wages, and desires career advancement: A pre-COVID survey of educators conducted by UMass Boston in 2019 found:

- Strong workforce diversity overall, but diversity decreases at higher levels of salary and credential

- 1 in 5 in the workforce is the sole earner and almost half reported dependents in their households

- ECE professionals are highly motivated to pursue degree programs and advance their education, but need support in their primary language, flexibility in options and schedule, and access to mentoring, coaching, and academic advising – as well as concentrated efforts to overcome racial disparities in access to education. Early educators also have extensive experience in the field in all program types.

Who is the Workforce?
92% female
32% people of color, compared to 22% in state
47% more than HS degree
24+ primary languages with English, Spanish, Portuguese, and Chinese most common

EEC Essentials Completion
(required of full workforce)

57,891   1897
1,343
338
216

■ English ■ Spanish ■ Portuguese ■ Chinese
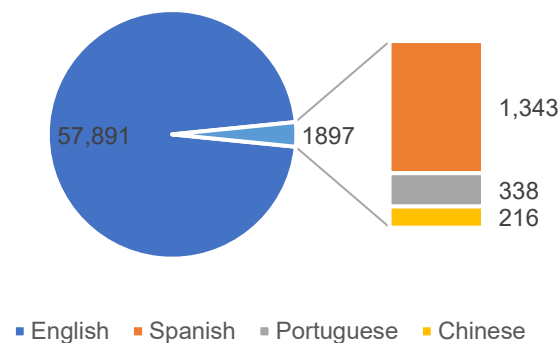
- 58% center-based, 39% FCC educators desire for a college degree
- 31% center-based and 14% FCC educators attended a college course (2018)
- 2,761 students funded for higher education courses by EEC/ DHE
- 12,868 Educators enrolled in Pyramid Model courses (30% completion rate)

Diversity of educators require diverse supports and EEC funded supports may not be fully meeting the needs/ ambitions of the field

Recruitment and Hiring Crisis

EEC's long term strategic vision is to build and sustain a diverse, professionally qualified workforce.

Hiring challenges are impacting available capacity and quality: a May 2021 survey of 35 Center Directors by Neighborhood Villages suggests "crisis-level challenges in recruiting and hiring new teachers." Continued feedback from the field indicates the significant hiring challenges persist.

- **Sustained hiring timelines are costing providers financially** and in human resource hours – between 5-20 weekly
- Competition from other industries: **reject offers for higher paying roles**
- Only **47%** of child care workers have **more than a High school degree**
- **Compensation challenges** are national, systemic, and **pre-date COVID**: 1 in 5 below FPL; salaries 30% below preschool teachers in school districts
- 75% of Directors **have been trying to hire between 6 months – 1 year**
- **Less than 25% of candidates/applicants** reviewed **are qualified** for open roles
- **Impacts = closed classrooms, decreases in hours of care available to families**, and negative effects on the quality of care (Ex. Admins covering classrooms; Directors covering classrooms instead of supervising educators or training new staff)

"I have not been able to hire teachers until last month. I either didn't receive resumes or they wouldn't come for an interview."

Email from a Center Director, Captured in MAAEYC July 2021 Compensation Survey

"The workforce crisis has become untenable."

Western MA Center Director in an email to EEC that focused on teacher certification approval

Creating an Adequate Pipeline of Educators

Discussion Questions:
- **How do efforts across these critical components of the pipeline need to come together to adequately grow the candidate pool?**
- **What is the public role in fulfilling urgent, immediate needs? How can the Department most effectively contribute to public-private partnerships in each area?**

EEC Initiatives:
EEC Educator Credential is intended to establish clear career pathways for the workforce.

EEC Initiatives:
Career Pathways grants, scholarships, cohorts for coursework

Access to Higher Education and Preparation Programs

Clear, Compelling Career Pathways

Workforce Pipeline, Educator Recruitment

Stable Employers, Competitive Compensation

EEC Initiatives:
Business cohorts for child care business owners, including coaching

Workforce and Stabilization Grants designed to target investment in educator compensation and hiring incentives
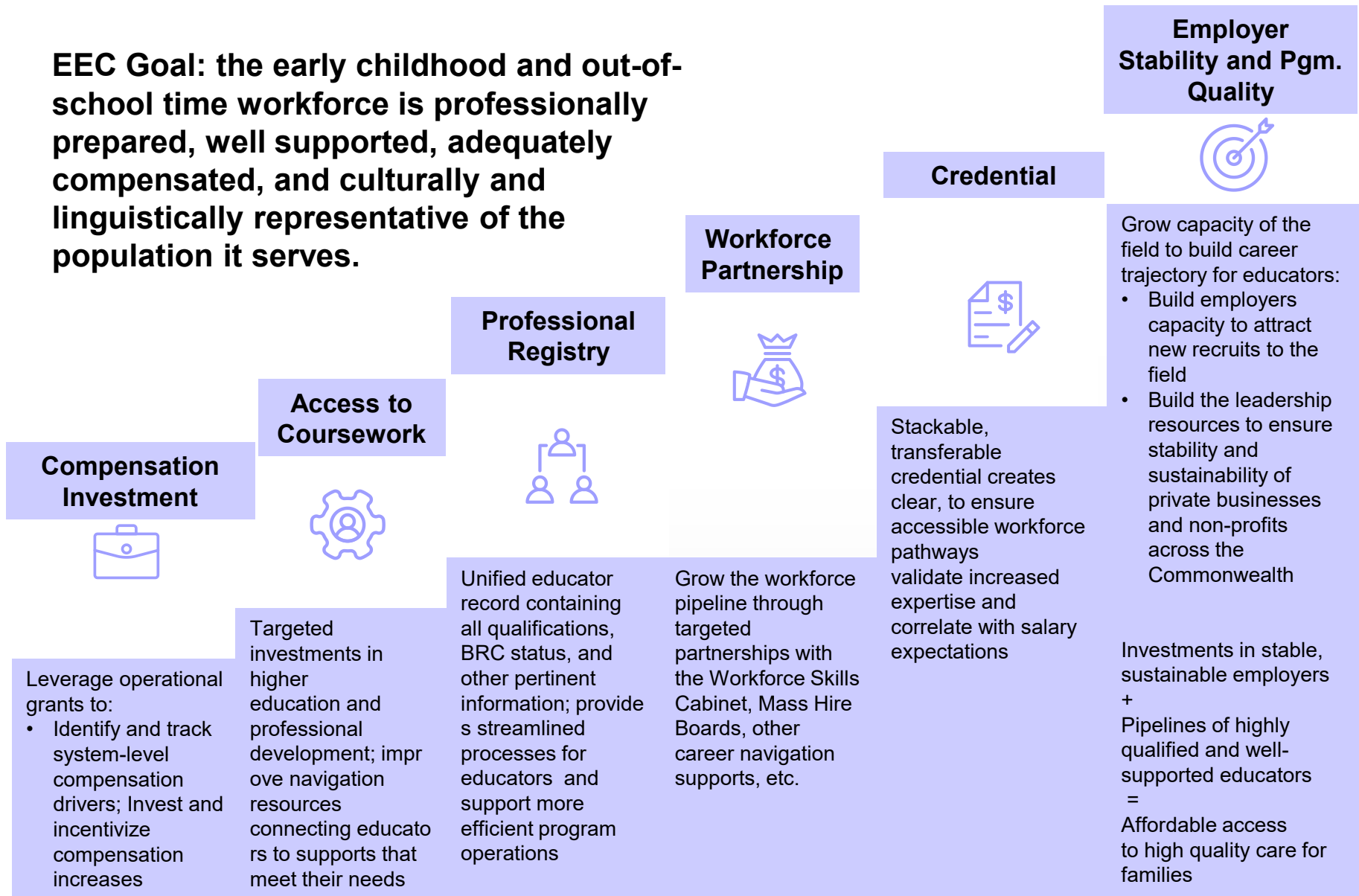
EEC Initiatives:
Work through MassHire Boards, Neighborhood Villages, Commonwealth Corps partnership to address recruitment and hiring challenges

Future Vision & Initiatives: Educator Supports

EEC Goal: 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.

Employer Stability and Pgm. Quality

Credential

Workforce Partnership

Professional Registry

Access to Coursework

Compensation Investment

Grow capacity of the field to build career trajectory for educators:
- Build employers capacity to attract new recruits to the field
- Build the leadership resources to ensure stability and sustainability of private businesses and non-profits across the Commonwealth

Stackable, transferable credential creates clear, to ensure accessible workforce pathways validate increased expertise and correlate with salary expectations

Grow the workforce pipeline through targeted partnerships with the Workforce Skills Cabinet, Mass Hire Boards, other career navigation supports, etc.

Unified educator record containing all qualifications, BRC status, and other pertinent information; provides streamlined processes for educators and support more efficient program operations

Targeted investments in higher education and professional development; improve navigation resources connecting educators to supports that meet their needs

Leverage operational grants to:
- Identify and track system-level compensation drivers; Invest and incentivize compensation increases

Investments in stable, sustainable employers
+
Pipelines of highly qualified and well-supported educators
=
Affordable access to high quality care for families

Summary of Workforce Road Map

EEC is presenting a multi-faceted plan for addressing the workforce crisis and build towards our long-term strategic goals of building supports for a managing professional ladder.
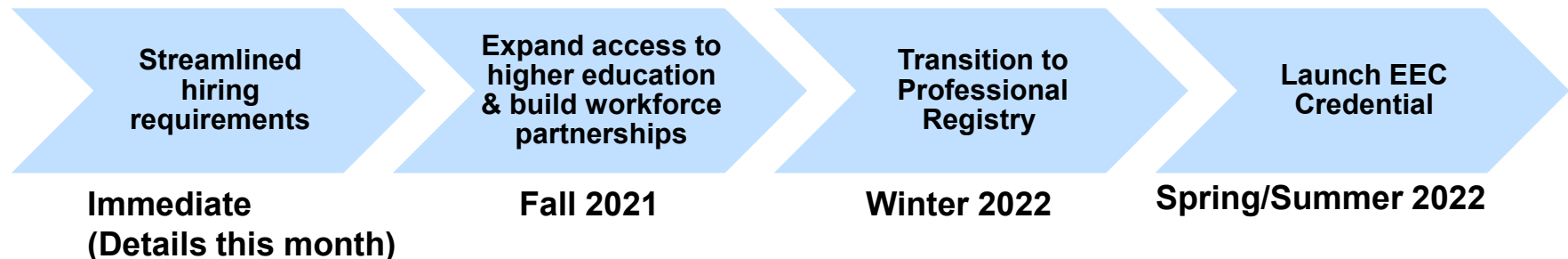
EEC Initiatives to Address the Workforce Crisis

1. **Streamline hiring requirements**:
   - Broaden policy flexibility for programs to verify educator qualifications
   - Remove operational roadblocks to rapid hire by relying on program leaders for qualification verification

2. **Support educator pipelines**:
   - Target resources to increase access to higher education coursework, ensure flexible preparation pathways for individuals new to the field and improve system-wide linkages to professional preparation resources
   - Collaborate with the Workforce Skills Cabinet and Commonwealth Corporation to improve industry messaging with MassHire Boards and other employee-recruitment resources
   - Continue to build the EEC Credential that will improve systems of career advancement over time

Streamlined hiring requirements	Expand access to higher education & build workforce partnerships	Transition to Professional Registry	Launch EEC Credential
Immediate (Details this month)	**Fall 2021**	**Winter 2022**	**Spring/Summer 2022**

Streamlining Hiring Processes

- EEC's plans to streamline policy and process requirements related to hiring qualified early education and care workforce; by introducing flexibility to qualification policies and eliminating operational processes, the Department hopes to reduce additional barriers for providers to hire qualified candidates without reducing the expectations for educator competencies
- These procedure shifts will also move EEC towards the launch of a Professional Registry, which will create a unified databased of educator requirements, including BRC results, professional qualifications, and credential status to help expedite educator approvals and hiring and help track workforce trends without adding additional barriers

Summary of Streamlined Workforce Requirements

Policy Direction: Increased flexibility for programs to confirm qualifications and hire; broadened definitions for qualifying educator preparation; updated criteria to demonstrate competency

Operational Direction for Center-Based Programs: Validate teacher qualifications at program level to expedite hiring times, reduce steps for educator approval, and leverage director expertise while maintaining federal BRC requirements

Operational Direction for FCC Programs: Streamline FCC assistant workflow to simplify assistant hiring processes at the program level; Focus on developing certified assistant approvals that can support expansion of FCC services through provider networks

Discussion Questions:
- **As EEC builds out more flexibility for programs to accept a broader range of experience and professional development to demonstrate competencies, what guardrails should we maintain to ensure adequate preparation of the workforce?**
- **What supports might program leaders need to leverage the streamlined operational flexibility?**

Policy Direction to Streamline Hiring Requirements

Policy direction: Increased flexibility for programs to confirm qualifications and hire; broadened definitions for qualifying educator preparation; updated criteria to demonstrate competency

Current State
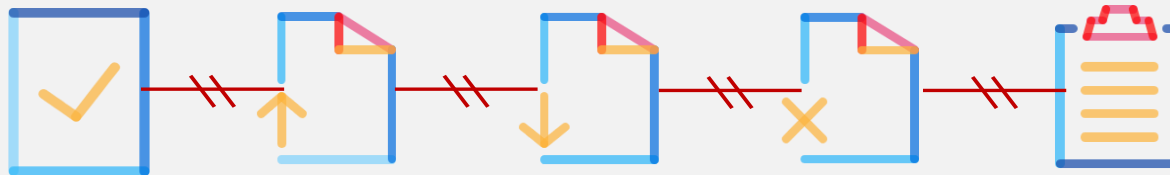
- Narrow definitions of qualifying activities limit application of real-life experiences to demonstrate educator competency
- Limited reciprocity across other professional qualification systems both in Massachusetts and other states
- Focus on specific programs of study in higher education limit ability to apply cross-disciplinary education
- Limited reciprocity across EEC delivery systems, including FCC's, centers, and schools

Policy Modifications

- **Broaden 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**
- **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
- **Address other pain points** that can limit hiring, responsive to feedback from the field
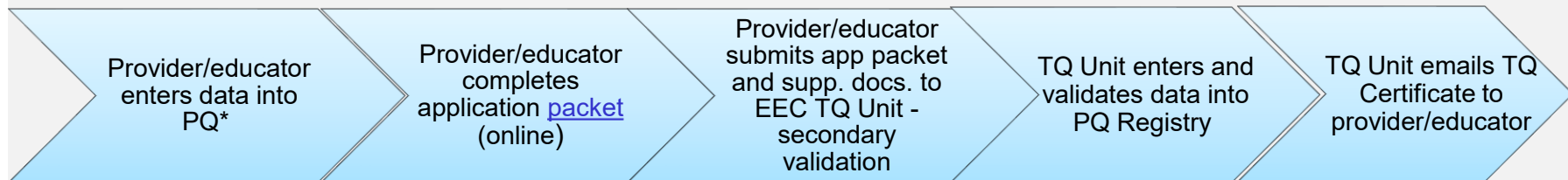
Operational Direction to Streamline GSA Hiring Processes

Operational Direction: *Validate teacher qualifications at program level to expedite hiring times, reduce steps for educator approval, and leverage director expertise while maintaining federal BRC requirements*

Data not verified by EEC until application is received by scan/email or USPS mail

Current State

| Provider/educator enters data into PQ* | Provider/educator completes application packet (online) | Provider/educator submits app packet and supp. docs. to EEC TQ Unit - secondary validation | TQ Unit enters and validates data into PQ Registry | TQ Unit emails TQ Certificate to provider/educator |

Existing Process for EEC Enforcement:
Program Administrators (employers) maintain these records onsite to verify qualifications of hired staff.
Licensors monitor for TQ certifications or alternative documentation during their monitoring visits.

Operational Modifications

- **Program leader reviews and verifies qualifications at time of hire and maintains educator qualifications as part of staff records**
- EEC decreases the submission requirements and timeline related to teacher qualification approval, **removing delays caused by approval backlogs**
- Simplify employee recruitment by leveraging the process occurring between the educator and hiring program at time of hire
- **EEC TQ staff will continue to support programs in evaluating qualifying documentation**, as EEC works to transition to implementation of the Professional Registry
- Background Record Check requirements and processes remain in place, per federal regulations

Operational Direction to Streamline FCC Assistant Process

> **Operational Direction**: *Streamline FCC assistant workflow to simplify assistant hiring processes at the program level; Focus on developing certified assistant approvals that can support expansion of FCC services through provider networks*

Current State

- EEC licenses FCC Assistants through a similar process as a FCC Provider themselves
- There are two types of FCC Assistants, Regular Assistants and Certified Assistants. Certified Assistants can serve as substitutes for FCC Providers
- EEC validation process and triage with the provider often results in lengthy delays for FCCs looking to onboard and hire assistants. No reciprocity with the Teacher Qualification system create barriers for those looking to serve in multiple settings.
- EEC gathers robust information from the applicant; however, this information is not used to support career advancement or support coordination across FCC Assistants and FCC Home Providers seeking help and support

Operational Modifications

- **Regular Assistants:**
    - Shortened FCC Assistant Application
    - No required documentation (to EEC) on work experience, educational history and/or advanced coursework. Providers can require this as employers. Additional training dependent upon hours worked.
    - Responsibility of the FCC Provider to maintain required documentation
    - Licensor to validate BRC, CPR/First Aid Certification during scheduled, onsite monitoring visit
- **Certified Assistants (CA):**
    - EEC will use the current application process until Professional Registry is launched. Immediately, EEC will validate each Certified Assistant as "active" and work to distribute an external-facing directory of Certified Assistants willing to seeking to serve as substitutes for FCC Licensees

    *Note: Household Members will continue to be tracked in LEAD. All BRC processes will remain in place, per federal requirements.

Future Operational Changes: Professional Registry

The Professional Registry is a centralized resource for verification and maintenance of all records related to employment qualifications for early education and care programs - including Background Record Checks, credentials, degrees, and certifications, etc. These may be tracked, accessed, and added to over time – enabling streamlined career pathways for individuals and system-level support for employer hiring processes.

– **The EEC Registry will be the "hub" for an individual educator's technological interaction with EEC**, with all other educator-related functionality built off of or within the Registry. These functions will include:

  – **Credentials**: submitting, verifying and renewing educator credentials from EEC; tracking degrees and certifications achieved to support on-going career progression over time

  – **Trainings**: integration with EEC Strongstart Learning Management System; tracking of CEU's and other in-service professional development to demonstrate building expertise

  – **Background Record Checks**: BRCs will be supported through the registry and suitability status will be stored on a registry record, allowing candidates and programs to streamline employment matching

EEC will use a phased approach to launch

Phase 1: Creating registry profiles for all existing individuals in the system with basic information and association with appropriate programs in LEAD. Support programs in tracking employee information for registered educators.

Subsequent Phases: Full integration with the following functions:
- Background Record Checks
- EEC StrongStart Trainings
- Educator Credentialing (replacing TQ, PQ, and FCC Assistant Processes)

Discussion Questions:
- **How can efficiencies for educators and programs created by this new technology be leveraged throughout the phased roll-out?**
- **What lessons or successes from other public credentialing systems for private business employees can EEC look to in order to support effective implementation over time?**

Addressing the Workforce Crisis
Supporting Educator Pipelines

- EEC has increasingly targeted its investments in higher education towards improved access to courses for educators
- Through continuing investments in Career Pathways and DHE's ECE scholarships, there is potential to build on existing infrastructure and accelerate efforts to meet urgent recruitment needs
- Improving integration and collaboration with those focused on industry recruitment and training across the Commonwealth, EEC can help build more robust connections across the educator pipeline and leverage investments to scale promising efforts to link potential employees with employers
- To achieve the larger vision for EEC workforce, these efforts must contribute to the development of the EEC Credential, currently in draft, to help build a framework that creates a pathway for the profession and helps chart the long-term potential as we recruit new people into the field.

Investments in Access to Higher Education

StrongStart to Early Educator Career Pathways:

- Implemented at 15 publicly funded community colleges since 2019
- Offers free coursework, credential cohorts, and academic and non-academic supports to over 8,4000, to date.
- Through Spring 2021, 6,784 educators have completed EEC Credentials, CDA, Certificates and Degrees. Increased focus on student enrollment beginning 2020-2021

2021-2022 Focus for EEC:

- Continued focus on quarterly enrollment targets, increasing funding where demand exists.
- Focus on reducing barriers for students, including covering tuition and fees, flexible online and remote learning modules, and financial support for textbooks and fees.
- Continued data tracking of key metrics and increasing consistency across programs to support field advancement.

Early Childhood Educators (ECE) Scholarship:

- Jointly administered by the Office of Student Financial Assistance (OSFA) at the Department of Higher Education (DHE), with input from the Department of Early Education and Care (EEC).
- Funded through the DHE budget at $3.2M annually
- Approximately 550+ approved scholarships to support study at a public or private Institute of Higher Education in Early Childhood Education or related field per year.
- EEC has been working with DHE to help expand scholarship reach by adapting current eligibility rules, streamlining approvals, and expanding qualifying academic programs.

2021-2022 Focus for EEC:

- Focus on advertising and communicating the scholarship as a benefit of employment in the field.
- Continue to improve data tracking to inform future policy modifications and enhance access.
- Identify gaps in access to the ECE Scholarship and work to supplement DHE efforts with alternative financial supports to students interested in the field.

Community Colleges and Career Pathways Enrollment

Recent focus on expansion has increased quarterly enrollment by 870 between Fall 2019 and Spring 2021.

Community Colleges	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Total
Berkshire	56	89	31	21	40	237
Bristol	0	48	31	14	108	201
Bunker Hill	45	269	110	54	122	600
Cape Cod	42	91	54	51	115	353
Greenfield	36	75	39	63	60	273
Holyoke	20	212	54	57	46	389
Mass Bay	100	301	0	67	150	618
Massasoit	105	193	122	121	142	683
Middlesex	58	160	53	56	83	410
Mount Wachusett	84	110	0	26	36	256
North Shore	279	282	92	234	260	1147
Northern Essex	128	428	229	219	283	1287
Quinsigamond	89	145	12	41	97	384
Roxbury	4	41	0	32	0	77
Springfield Technical	43	117	117	47	134	458
Urban College of Boston	0	378	237	138	285	1038
Total (Across Grantee Sites)	1,089	2,939	1,181	1238	1961	8,411

Higher Education Access: Navigation at Scale

Feedback from the field has consistently surfaced:
- **coursework to candidate supply and demand mismatch** (location, language, times and days, etc)
- **lack of access to information** about available coursework across institutions of higher education
- non-academic **barriers to engaging in coursework** that are beyond traditional services offered in higher education
- need for organization across programs to identify cohort and collaboration opportunities for employers to support employee access to higher education

Based on a successful pilot in Boston, EEC will be working with Neighborhood Villages to immediately build a state-wide navigation infrastructure designed to connect the EEC workforce with institutions of higher education that meets their specific needs:

1. **centralized point of information relevant to accessing coursework and student matching with higher education institutions**

2. Identifying opportunities for cohorts across employers and supporting linkages with institutions of higher education

3. Gap and supply analysis to help target funding to coursework capacity tailored to student feedback and need

4. Identify areas for EEC to address non-academic barriers for the workforce to engage in higher education opportunities

MACareerPathways.com to sign-up to learn more as details are confirmed.

Additional Concepts to Link Employers and Candidates

In addition to leveraging navigation to connect candidates to coursework, EEC sees opportunities to address two additional points in the pipeline. EEC is working closely with Commonwealth Corporation, EOE, EOLWD, and EOHED to identify strategies to address two additional linkages in the workforce pipeline:
1. *Connecting candidates to employers through existing workforce infrastructure*
2. *Supporting child care businesses to better position themselves as potential employers to candidates*

1. **Connecting candidates to employers**: leverage existing efforts of the Workforce Skills Cabinet and investments within the workforce recruitment infrastructure across the state to better position child care as a potential career path:

   – Enhance Career Coaches at the MassHire Boards to educate candidates about a potential careers in the child care industry and required initial training modules

   – Build child care into Career Navigation investments to direct candidates towards relevant child care programs and preparatory programs that meet their specific needs

2. **Connecting employers to candidates:** Improve child care businesses ability to position themselves as employers to potential candidates based on best practices emerging from the job placement field:

   – Explore scaling tools and coaching for child care employers to improve their recruitment strategies in a competitive job market

   – Scale delivery of business training curriculum to build the budget management skills for employers to build sustain employee benefits and compensation over time.

Discussion Questions:
- **Are there other considerations we need to take into account as EEC build linkages between professional supports and those seeking to enter the field?**
- **What are other industries that EEC should look to inform public recruitment efforts for private business employers?**

EEC Credential- In Development

The EEC Credential is intended to create a career pathway that builds on existing systems to offer a clear, usable framework for career advancement based on demonstrating emerging expertise. Documentation of knowledge, skills, and competency within the Registry will enable a streamlined verification process for obtaining the EEC Credential and allow for ease of transferability across program types. Initial credential levels will be aligned to current roles and educational achievement, with opportunities to amend based on additional professional development or demonstrated achievements.

Streamlined Operations With Registry:

– Documenting all credential activity through the Registry is intended to remove barriers and hurdles along the professional pathway, better tracking professional progression and trainings offered by employers

– Registry will enable ties between current role and professional growth, giving credit for professional development opportunities offered through employment

– EEC will integrate as much existing data as possible when transitioning to the EEC Credential, minimizing required data entry and improving tracking with Strong Start module completion

Leveling:

– Current educators will be leveled to their current job role, including qualifications validated by the employer only (those not holding a TQ certificate)

– EEC will use both higher education, professional development and activities completed through work experiences to help verify expertise

– Multiple pathways for educators to demonstrate their level of expertise in initial roll-out and to maintain levels for renewals

– Consistent framework for credential verification supports alignment of educators and employers to know what job activities will support progression in the EEC credential

Framework: Working Draft*

DRAFT MA ECE CREDENTIAL

Levels	Work Experience Path	Degree Path
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

Emerging Credentialing System

- **Inclusive-** Will include all educators and program types

- **Renewable-** Will be maintained and/or advanced through renewal cycles

- **Accessible-** Will have career paths via certificates and degrees and via professional development

- **Skill Building**- Will have a structured professional development plan aligned to educator's credential level that will build and validate their expertise

We are developing a new credential framework so that ALL educators can demonstrate their knowledge, skills and expertise, carry that with them from job to job throughout their career, and know how to build their professional practice and expertise over time, and be recognized for that.

Budget Updates

EEC has targeted investments towards subsidized caseload and flexible policies, department staffing to ensure stronger supports and response time to programs and educators, and targeted supports and funding programs for providers throughout FY21 and FY22

FY21 Budget Update

Caseload

- **Child Count**: The child count in SFY21 steadily declined from the July '20 starting point through Feb. '21, but the **child count surged through last quarter and is nearly recovered to July '20 levels**.

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21
Child Count	50,375	46,864	47,098	44,982	44,202	43,690	43,446	43,432	44,338	45,002	45,161	48,077
% change		-6.97%	0.50%	-4.49%	-1.73%	-1.16%	-0.56%	-0.03%	2.09%	1.50%	0.35%	6.46%

- **Expenditures**: In FY21, EEC had $697.6M available to support the FY21 caseload accounts and expended $601.5M. **These funds enabled EEC to provide stable supports for providers and families** through uncertain times through policies such as:
  — Payment based on enrollment
  — Covering Parent Fees throughout FY21
  — Extended Job Search
  — Allowing for unlimited absences
  — Full Day Care for School Age Children through remote and hybrid learning

Even after making every effort to remove barriers to care and maximize flexibility for families and providers, **there remained a** $96.1M **surplus** that, per legislative mandate, is carried forward into the FY22 Workforce and Operational Reserve account.

Staffing:

FY21 Staffing Update: EEC successfully solidified the senior staff structure in order to support the upcoming investment in staffing needed to successfully implement the strategic direction approved by the Board in March 2020.

FY22 Budget Priorities

EEC has been working with EOE and ANF to build a spending plan for this fiscal year that invests in the FY22 Board Priorities with appropriated funding

During FY22, EEC will have ~**$1.54B** in supports:

- **$800.1M** in the FY22 GAA
- **$100.9M** FY21 Carryover Funds
- **$314.4M** in ARPA Stabilization Funds
- **$196.6M** in ARPA CCDF Sup. Funds
- **$131.1M** in CRRSA Funds

Discussion Question:
- **How can EEC Board priorities for FY23 budget recommendations respond to changes in landscape?**

FY22 Budget Priorities

Staffing	Workforce Development	Field Supports
• In FY20, EEC developed a Strategic Action Plan for the agency that was approved by the Board in March 2020 • Commissioner has built significant leadership structures to support Department functioning • This will enable EEC to drive the innovation envisioned in the Strategic Action Plan and continue the momentum of change needed through recovery	• EEC is planning investments for recruitment in the child care workforce and increasing business capacity of employers • EEC will target funding to address compensation challenges while continuing to build sustainable career pathways, including incentivizing compensation, improving technology infrastructure, and improving linkages across workforce pipelines to support that can be responsive to family needs	• Legislature & Governor have maintained significant flexibility to enable EEC to meet the needs of the field through system-wide investments in operations • EEC will utilize these tools and continue many of the child care policies employed in FY21, such as providing flexible subsidy policies to support families and providing PPE and COVID-19 testing supports in order to maintain operations across the Commonwealth

FY21 Caseload Account Spending Update

Number of Billed Children												
	July Actuals	Aug Actuals	Sept Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	June Actuals
DCF Voucher	4,136	3,835	3,948	3,878	3,878	3,872	3,908	3,910	3,948	4,037	4,034	4,519
DCF Contract	7,401	6,750	6,754	6,384	6,179	6,055	6,009	5,899	5,976	5,997	6,098	6,419
DTA Voucher	10,427	9,506	9,291	8,731	8,297	7,787	7,332	6,985	7,023	7,077	7,049	7,390
IE Voucher	17,550	16,637	16,867	16,215	16,067	16,131	16,087	16,084	16,342	16,661	16,732	18,056
IE Contract	10,861	10,136	10,238	9,774	9,781	9,845	10,110	10,554	11,049	11,230	11,248	11,693
	50,375	46,864	47,098	44,982	44,202	43,690	43,446	43,432	44,338	45,002	45,161	48,077

Actual Costs with Comparison to Prior Fiscal Year's Actual Costs												
	July Actuals	Aug Actuals	Sept Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	June Actuals
3000-3060 Base Caseload	$ 29,213,736	$ 22,589,451	$ 23,266,974	$ 21,762,668	$ 20,287,533	$ 21,630,349	$ 19,100,486	$ 18,004,517	$ 20,291,361	$ 20,241,302	$ 19,646,897	$ 21,276,524
3000-4060 Base Caseload	$ 25,175,321	$ 20,292,914	$ 20,059,931	$ 19,926,492	$ 19,212,930	$ 21,185,136	$ 19,527,416	$ 19,226,361	$ 22,849,233	$ 22,213,411	$ 21,551,341	$ 23,243,647
Parent Fees	$ 6,674,781	$ 5,553,670	$ 5,296,682	$ 5,244,748	$ 5,086,819	$ 5,628,842	$ 5,230,363	$ 5,207,163	$ 6,214,348	$ 6,029,267	$ 5,836,346	$ 6,436,199
Total:	$ 61,063,838	$ 48,436,035	$ 48,623,587	$ 46,933,908	$ 44,587,283	$ 48,444,327	$ 43,858,264	$ 42,438,041	$ 49,354,942	$ 48,483,980	$ 47,034,584	$ 50,956,370
FY2020 Actuals	$ 56,569,709	$ 51,730,643	$ 43,458,469	$ 48,810,475	$ 45,231,499	$ 47,632,789	$ 50,285,332	$ 43,924,906	$ 50,350,652	$ 55,185,322	$ 51,227,880	$ 56,736,392
Difference	$ 4,494,129	$ (3,294,608)	$ 5,165,118	$ (1,876,567)	$ (644,216)	$ 811,538	$ (6,427,068)	$ (1,486,865)	$ (995,710)	$ (6,701,343)	$ (4,193,296)	$ (5,780,022)

FY22 Caseload Account Spending Update

Number of Billed Children	
	July Actuals
DCF Voucher	4,572
DCF Contract	6,438
DTA Voucher	7,347
IE Voucher	17,687
IE Contract	11,774
	47,818

Actual Costs	
	July Actuals
3000-3060 Base Caseload	$ 26,145,591
3000-4060 Base Caseload	$ 24,365,545
Parent Fees	$ 6,957,938
Total:	**$ 57,469,074**
FY2021 Actuals	$ 61,063,838
Difference	*$ (3,594,764)*

Income Eligible Utilization - Overview

Income Eligible Child Care	Anticipated Placements	Current Placements	Difference	Percent Utilized
Voucher	21,665	18,556	3,109	85.6%
Contract	13,541	10,416	3,125	76.9%
Total	*35,206*	*28,972*	*6,234*	*82.3%*

Source:
- Voucher information based on CCRR weekly report for week ending 9/4/2021.
- Contract information based on contract utilization on 9/3/2021.

Income Eligible Utilization – Voucher Detail

CCRR	Voucher Allocation	Current Placements	Difference	Percent Utilized	Current Waitlist
Child Care Circuit (Northeast)	6,274	5,765	509	91.89%	3,737
Child Care Network (Cape & The Islands)	1,114	992	122	89.05%	256
Child Care Choices of Boston (Boston)	3,374	2,685	689	79.58%	2,594
Community Care for Kids/QCAP (Metro)	1,743	1,401	342	80.38%	942
PACE Child Care Works (Southeast)	3,466	3,239	227	93.45%	2,608
Child Care Resources (Central & Western)	5,694	4,474	1,220	78.57%	4,104
Total:	21,665	18,556	3,109	85.65%	14,241

Source:

- Voucher information based on CCRR weekly report for the week ending 9/4/2021.
- Waitlist information based on active children as of 9/8/2021

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	608.5	25	633.5	447.5	58.60%	1,418
	GSA - School Age	593	292.5	21.5	314	279	52.95%	868
	FCC - All Ages	295	227	87	314		106.44%	
	Region Totals	**1,969**	**1,128**	**133.5**	**1,261.5**	**726.5**	**64.07%**	**2,286**
2	GSA - Infant to Pre-School	483	360	14	374	109	77.43%	892
	GSA - School Age	349	330.5	24	354.5		101.58%	512
	FCC - All Ages	562	523.5	183	706.5		125.71%	
	Region Totals	**1,394**	**1,214**	**221**	**1,435**	**109.0**	**102.94%**	**1,404**
3	GSA - Infant to Pre-School	1,122	810.5	46	856.5	265.5	76.34%	2,554
	GSA - School Age	901	763.5	103.5	867	34	96.23%	1,221
	FCC - All Ages	748	703	258.5	961.5		128.54%	
	Region Totals	**2,771**	**2,277**	**408**	**2,685**	**299.5**	**96.90%**	**3,775**
4	GSA - Infant to Pre-School	481	363	16	379	102	78.79%	1,156
	GSA - School Age	529	288.5	17	305.5	223.5	57.75%	562
	FCC - All Ages	423	356	60	416	7.0	98.35%	
	Region Totals	**1,433**	**1,007.5**	**93**	**1,100.5**	**332.5**	**76.80%**	**1,718**
5	GSA - Infant to Pre-School	1,175	674.5	79	753.5	421.5	64.13%	1,831
	GSA - School Age	925	531.5	11	542.5	382.5	58.65%	955
	FCC - All Ages	451	350	0	350	101	77.61%	
	Region Totals	**2,551**	**1,556**	**90**	**1,646**	**905**	**64.52%**	**2,786**
6	GSA - Infant to Pre-School	1,923	903	64	967	956	50.29%	1,476
	GSA - School Age	705	450.5	50	500.5	205	70.99%	796
	FCC - All Ages	795	752.5	68	820.5		103.21%	
	Region Totals	**3,423**	**2,106**	**182.0**	**2,288**	**1,160.5**	**66.84%**	**2,272**
	GSA - Infant to Pre-School Total	*6,265*	*3,719.5*	*244*	*3,963.5*	*2,301.5*	*63.26%*	*9,327*
	GSA - School Age Total	*4,002*	*2,657*	*227*	*2,884*	*1,123.5*	*72.06%*	*4,914*
	FCC - All Ages Total	*3,274*	*2,912*	*656.5*	*3,568.5*	*108*	*109.00%*	
	Grand Total	**13,541**	**9,288.5**	**1,127.5**	**10,416**	**3,533**	**76.92%**	**14,241**

* Negative values have been removed from the "Open Slot" column 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.

Source:
- Contract information based on contract utilization on 9/4/2021; Waitlist information based on active children as of 9/8/2021.

Income Eligible Utilization – Waitlist Detail

Region	Infant	Toddler	Preschool	School Age	Total
Region 1 - Western	341	538	539	868	**2,286**
Region 2 - Central	266	342	284	512	**1,404**
Region 3 - Northeast	825	884	845	1,221	**3,775**
Region 4 - Metro	299	412	445	562	**1,718**
Region 5 - Southeast	484	602	745	955	**2,786**
Region 6 - Boston	484	592	400	796	**2,272**
Total:	**2,699**	**3,370**	**3,258**	**4,914**	**14,241**

Source:

- Waitlist information based on active children as of 9/8/2021