



# Commonwealth of Massachusetts

## Department of Early Education and Care

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### Meeting of the Board

*September 15 2020*





# Agenda

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- Commissioner's Reflections on the Last Year
  - Review of EEC Annual Report (Vote)
- Update on EEC's Strategic Plan
- Current Status of EEC Programs

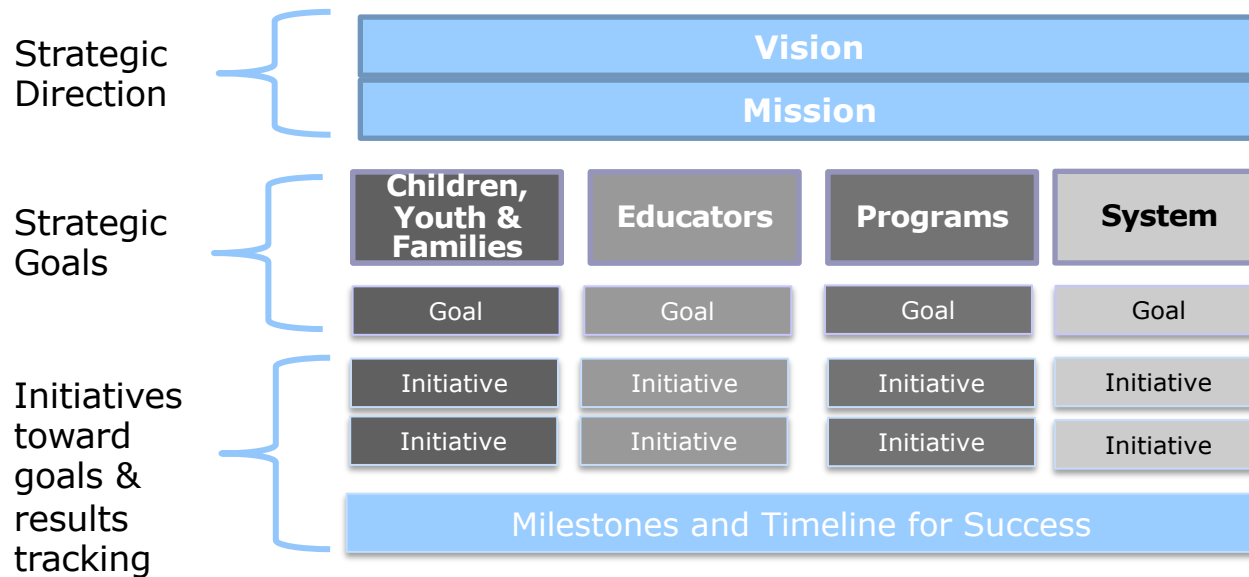


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# Reminder: Strategic Plan Components

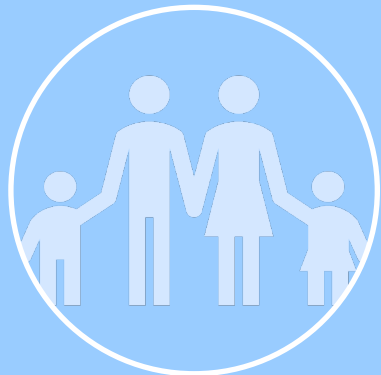


# Vision and Mission



<b>Our Vision—</b> the world we would like to see	EEC's vision is that children, youth, and families reach their full potential now and in the future.
<b>Our Mission—</b> the role we play in achieving the vision	<p>The Massachusetts Department of Early Education and Care (EEC) creates the conditions for children, youth, and families to thrive socially, academically, and economically.</p> <p>We do this by:</p> <ul style="list-style-type: none"><li>• Working across organizations and sectors to build an equitable system of safe, affordable, high quality early education and care</li><li>• Supporting residential, placement, out of school and after school, and early education and care programs and educators in their essential work with children and youth</li><li>• Increasing opportunities for families to support their children and attain economic mobility</li></ul>

# Goals to Drive Success



## **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.



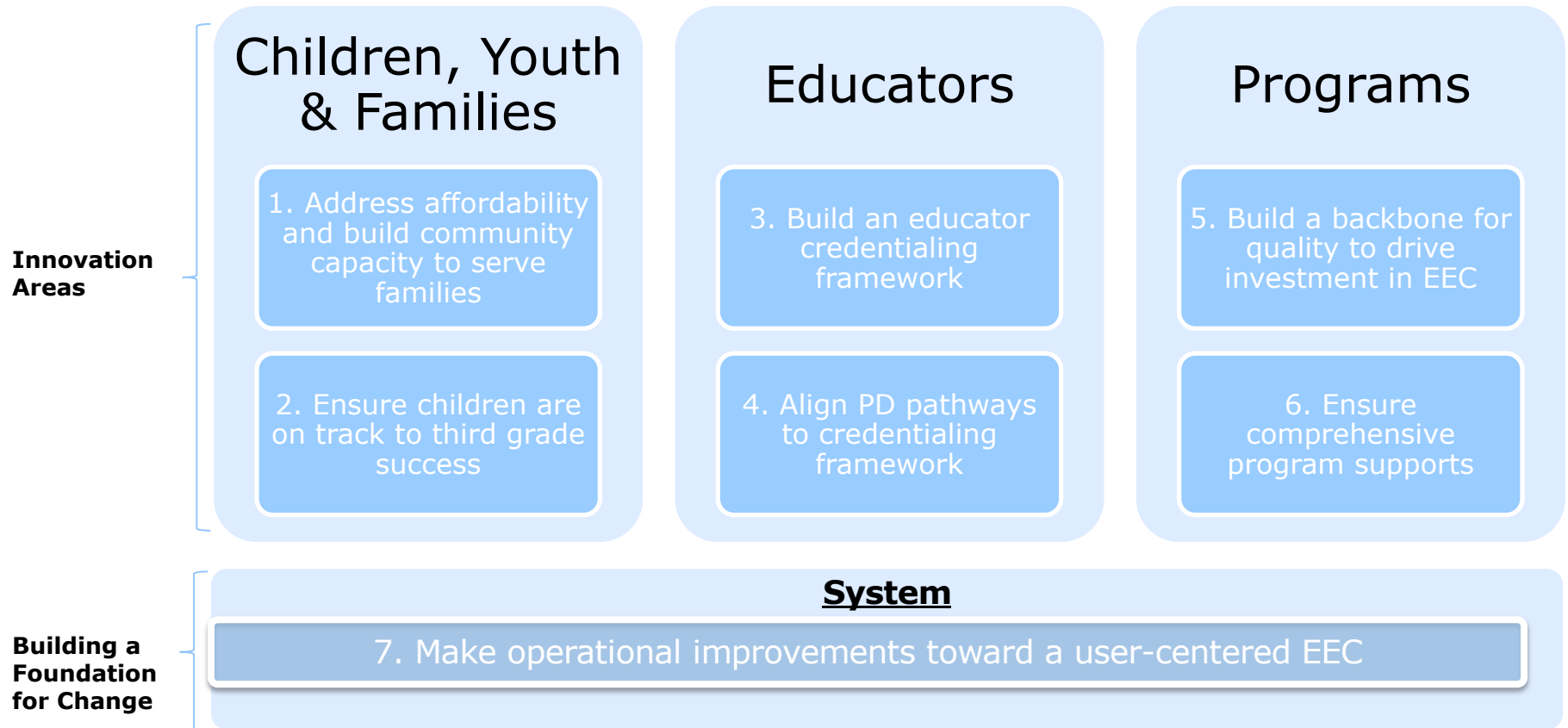
## **System**

To efficiently and effectively steward public investments in early education and care with utmost integrity, transparency and accountability to the people of Massachusetts.





# Supporting Initiatives



# INITIATIVE 1: Address affordability and build community capacity to serve families



## Immediate Actions:

- Design statewide approach for family and community engagement that is responsive to the needs of families and communities
- Build alignment between family support systems, such as CFCE and CCR&R
- Support communities to expand collaboration and resources to engage families as their children's first and most important teachers

## Intermediate Milestones (FY21-FY22):

- Fully integrate Massachusetts **Family Engagement Framework** to create common language and approach to engaging families across sectors/programs through existing systems
- Improve access and experience of families within EEC's subsidized **financial assistance system**

## What are we driving toward?

- Transform subsidy investments to ensure they drive increased affordability and access to high quality programs for families
- Build capacity among communities to help families identify quality programs, access resources



## INITIATIVE 2: Ensure children are on track to third grade success



### Immediate Actions:

- Create an **external engagement plan** to lead EEC's work in defining 'on track' to 3rd grade success including metrics, goals, and benchmarks
- **Ensure alignment** across 'on track' metrics and EEC quality and program support efforts
- **Define progressive measures** and engage the field to coalesce around a shared understanding of 'on track'

### Intermediate Milestones (FY21-22):

- Track to **state longitudinal data system** for ongoing measurement
- Fund and build **local collaborations** to support families in accessing programs that effectively support children birth to third grade through CCPI and other opportunities

### What are we driving toward?

- Build our collective capacity to support children towards 3rd grade success using a developmentally appropriate, shared measurement system



## INITIATIVE 3: Build an Educator Credentialing Framework

### Immediate Actions

- Refine and transform the **educator registry** to integrate core educator-facing components (BRC, teacher qualifications); build its functions for future tracking as educators move through the credentialing framework

### Intermediate Milestones (FY21-22):

- Adopt a statewide **Educator Credentialing Framework**
- Track **professional development pathways** to the credentialing ladder
- **Redesign BRC** operations to integrate with new credentialing systems, licensing

### What are we driving toward?

- Build an Educator Credentialing Framework that translates across settings and geographies and validates increasing expertise through stackable qualifications

# INITIATIVE 4: Align PD pathways to Credentialing Framework



## Immediate Actions

- Partner with MA **higher education** partners to map programs of study to credential

## Intermediate Milestones (FY21-22):

- Increase **institutional alignment** among preparation programs with credentialing approach
- Communication** strategies to ensure educator understanding of how engagement in any MA institution for higher education supports the attainment of specific EEC credentials.

## What are we driving toward?

- Align higher education pathways to support progress for EEC educators: use the Credentialing Framework to direct content, access, and investments among Higher Education and other professional development partners, with a goal of reduced barriers to entry, increased retention and career pathways, more responsive coursework, and a more linguistically and culturally representative teaching force.



## INITIATIVE 5: Build a backbone for quality to drive investment in programs

### Immediate Actions:

- Develop operational plan for the early childhood center-based **QRIS 2.0**, with Family Child Care and Out of School Time frameworks to be developed specifically for each program type, in partnership with the field
- Re-orient and coordinate** the deployment of specific program supports, such as Program Development Coaches (PDCs), Early Childhood Support Organizations (ECSOs), and Family Childcare Systems, to assist programs to advance quality.

### Intermediate Milestones (FY21-22):

- Equip programs with support for **leadership development** through the QRIS system
- Construct **classroom-based funding** model with licensing as the baseline, tied to equity and quality metrics to drive tiered reimbursement
- Restructure EEOST capital grant to be small capital dollars to help providers

### What are we driving toward?

- A unified and universal approach to quality for each program model that prioritizes investments in program improvement and wraparound services, ensuring program sustainability and capacity building



## INITIATIVE 6: Ensure Comprehensive Program Supports

### Immediate Actions:

- Understand opportunities to fill gaps in program support through reopening based on the **changing needs of families** in child care



### Intermediate Milestones (FY21-22):

- Identify the most impactful delivery mechanism for **mental and behavioral health supports** including integration through the regional support structure, rapid response services, and ongoing consultation
- Use impact data to drive the growth and offering of highest impact **comprehensive supports**



### What are we driving toward?

- A more comprehensive & coordinated set of options for programs to draw from in meeting health, mental health, education, child development, youth development, and child and family welfare needs

# INITIATIVE 7: Make operational improvements toward a user-centered EEC



## Immediate Actions

- **External outreach and engagement** to prepare for regulatory, program changes
- **Internal operations/staff restructuring** toward customer reorientation and support for staff
- **Technology assessment** and road map implementation
- **Revamp of internal communications** and governance structures; set timeline and priorities

## Intermediate Milestones (FY21-22):

- Work in partnership with Education and Health Secretariats to coordinate policies, procedures, monitoring, Background Record Check, and PD for shared **Residential & Placement programs**
- **Regulatory overhaul** of licensing, BRC, subsidy, enforcement, and R&P regulations

## What are we driving toward?

- Improve operations to lay the foundation for transformative change by ensuring a seamless, simplified, clarified experience for families, educators, and programs as they interact with EEC policies and regulations, staff and offices, technology and software systems, and communication structures



## Appendix: Sustainability Dashboard

**For pre-send only**  
**Will not be addressed in meeting**

Outcomes	Leading indicators	Baseline
<b>Programs are stabilized and increase their sustainability</b>	<p>a) Growth in licensed capacity (slots) by region, program type</p> <p>b) Growth in licensed agencies by region, program type</p> <p>c) Decrease in program closings</p> <p>Source: EEC Administrative Records</p>	<ul style="list-style-type: none"><li>• FY19: 236,237 licensed EEC slots available for children and youth across MA</li><li>• FY19: 8,699 there were licensed EEC organizations providing early care and education services across MA</li><li>• In FY19, there were 755 EEC program closings across program types in MA (See Table A)</li></ul>
<b>Increased supply of professionally qualified EEC workforce</b>	<p>a) Increase in professionally qualified EEC workforce across MA</p> <p>b) Increase in qualified EEC workforce diversity by race, ethnicity, primary language</p> <p>c) Increase in average compensation by professional category</p> <p>Sources: EEC Professional Qualifications Registry; 2018 Bureau of Labor Statistics State Occupational &amp; Wage Estimates</p>	<ul style="list-style-type: none"><li>• In 2019: there were 139,877 qualified professionals registered with EEC across all program types</li><li>• In 2019: For 16% of all EEC-registered professionals, their primary language was other than English (23 other languages)</li><li>• In 2019: the EEC workforce was 41% people of color</li><li>• In 2018, the average wage in MA for:<ul style="list-style-type: none"><li>- a preschool teacher was \$39,180 annually (\$18.84/hour)</li><li>- a preschool administrator was \$53,990 (\$25.96/hour)</li><li>- a childcare worker was \$30,090 (\$14.47/hour)</li></ul></li></ul>



## Appendix: Community Dashboard

**For pre-send only**  
**Will not be addressed in meeting**

Outcomes	Leading indicators	Baseline
<b>Families gain equitable access to needed supports</b>	<p>a) Increase in licensed capacity in areas of greatest need</p> <p>b) Increase in #/% of children in low-income families receiving childcare subsidies</p> <p>c) Increase in #/% of infants and toddlers in low-income households receiving childcare subsidies</p> <p>d) Increase in children ages 9-35 months receiving developmental screening with parent-completed tool like ASQ</p> <p>Sources: EEC Administrative Records, 2013-2017 American Community Survey 5-Year Estimates- Age by Ratio of Income to Poverty in the Past 12 Months, 2017-2018 National Survey of Children's Health, Child and Adolescent Health Measurement Initiative)</p>	<ul style="list-style-type: none"><li>• In 2019, there is an estimated EEC capacity gap 45,901 slots for ages 0-4 in 'childcare deserts' across the state (See Table B)</li><li>• FY19: 48,025 or ~36% of all low-income children aged 0-5 received childcare subsidies</li><li>• FY19: 19,198 or 24.6% of all subsidies were for infants and toddlers</li><li>• In 2017-18, 37% of parents completed a developmental screen for their children</li></ul>
<b>Children are on track to 3<sup>rd</sup> grade success</b>	<p>a) Increase in 4<sup>th</sup> grade reading proficiency levels</p> <p>b) Increase in 4<sup>th</sup> grade math proficiency levels</p> <p>Source: Massachusetts Department of Elementary and Secondary Education</p>	<ul style="list-style-type: none"><li>• 2019: 56% of all students and 33% of economically disadvantaged students are meeting or exceeding state proficiency standards for Reading</li><li>• 2019: 49% of all students and 31% of economically disadvantaged students are meeting/exceeding state proficiency standards for Math</li></ul> <p>Note: See Table E for more detail about educational proficiency levels by sub-groups</p>





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# Updates: Reopening Policies and Guidance



- Moving into fall, EEC has extended key provisions to support families and programs through reopening:
  - Subsidy policies established for summer will continue into the fall, including underwriting of parent fees, unlimited absences for sickness or to enable families to return when comfortable without losing subsidy, extended job search periods, and supportive closure policies to account for quarantine
  - Ongoing provision of masks, gloves, and sanitizer to all programs that have reopened
  - Restart Stipends using CARES Act funds through the end of August
- EEC has also made key improvements and changes to respond to feedback and prepare for fall:
  - Re-release of Health and Safety Requirements with a removal of any restriction on group size, so long as programs can meet other operational requirements
  - Alignment with key changes at the state level related to mask-wearing among adults, travel order changes, etc.
  - Conversion of operational guidance into a user-friendly 'playbook' with visual aids to support programs in absorbing and applying requirements to practice

# Updates: Coordinated Solutions to Meet Family Needs

- As families prepare for the school year, EEC has also worked closely with DESE to define solutions for supplemental care while children engage in remote learning
  - Executive Order Number 49 'unlocks' the school day for EEC licensed programs so they can partner with districts and municipalities to provide care options for school aged children; EEC has published expedited processes for programs to expand capacity, license new space, and otherwise meet the needs of local communities
  - The EO also empowers EEC to create a new exemption category, Remote Learning Enrichment Program, for those entities approved by Municipal Approving Authorities to meet specific health and safety standards, also set by EEC
  - Finally, the EO sets parameters around Remote Learning Parent Cooperatives – informal arrangements of families working together to support the learning of their school aged children
- The Executive Order has sparked EEC licensed program partnerships across several municipalities, where expedited processes to support coordinated approaches for working families are sought.
- The field is also responding to increase capacity in both the child care and school age markets where needed. Currently in the EEC system there are:
  - 136 programs requesting increased space (95 GSA and 41 FCC)
  - 154 programs requesting increased capacity (68 GSA and 86 FCC)
  - 91 new licensure applications submitted (57 GSA and 34 FCC)

\*Two abbreviations are used for EEC provider groups. FCC is used to represent Family Child Care homes and GSA represents Group and School Aged Programs.



## Updates: FY21 Caseload – June Actuals

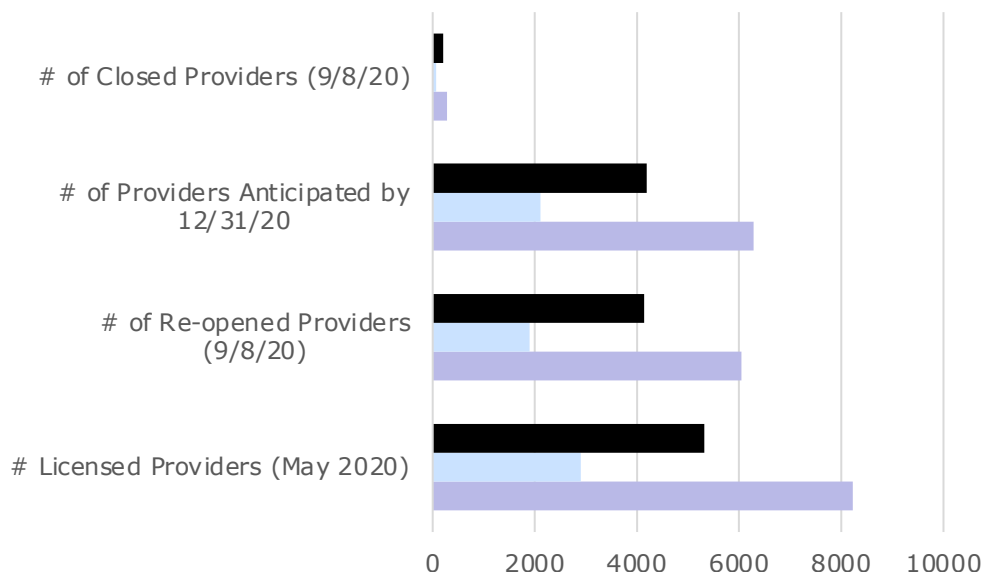
Significant decreases were seen in enrolled children between June and July although providers were given a month to transition families back into care.

<b><u>Number of Billed Children</u></b>		
<b>Type</b>	<b>June Actuals</b>	<b>July Actuals</b>
DCF Voucher	4,613	3,802
DCF Contract	7,443	7,355
DTA Voucher	11,557	9,633
IE Voucher	20,260	16,217
IE Contract	11,229	10,454
	<b>55,102</b>	<b>47,461</b>
<b><u>Comparison to June 20 Actuals</u></b>		
<b>Type</b>	<b>Jun-20</b>	<b>Jul-20</b>
3000-3060 Base Caseload	\$ 26,099,178	\$ 27,178,218
3000-4060 Base Caseload	\$ 23,985,284	\$ 23,077,906
Parent Fees	\$ 6,345,312	\$ 6,258,050
<b>Total:</b>	<b>\$ 56,429,773</b>	<b>\$ 56,514,174</b>
<b>FY2020 July Actual Cost</b>		<b>\$ 56,530,401</b>
<b>Difference</b>		<b>\$ (16,227)</b>

# Provider Survey Data Analysis: EEC Licensed Capacity



## Estimated Licensed EEC Providers\* Re-Opening (as of 9/8/20)



	# Licensed Providers (May 2020)	# of Re-opened Providers (9/8/20)	# of Providers Anticipated by 12/31/20	# of Closed Providers (9/8/20)
■ FCC	5322	4143	4184	207
■ GSA	2902	1895	2107	71
■ Total	8224	6038	6281	278

- 73% of all pre-COVID licensed programs are re-opened; this is expected to rise to 76% by the end of 2020.
- The EEC system has already lost 278 or 3% of all providers, who have indicated that they do not intend to re-open.
  - 207 or 4% of FCCs, representing 1,532 slots or .04% of pre-COVID capacity
  - 71 or 2% of GSAs, representing 3,071 slots or .02% of pre-COVID capacity
- This represents an increase of 26% in program closures since the last board meeting.
- Based on reopening plans, EEC anticipates incremental increases among GSAs and FCCs into the fall.

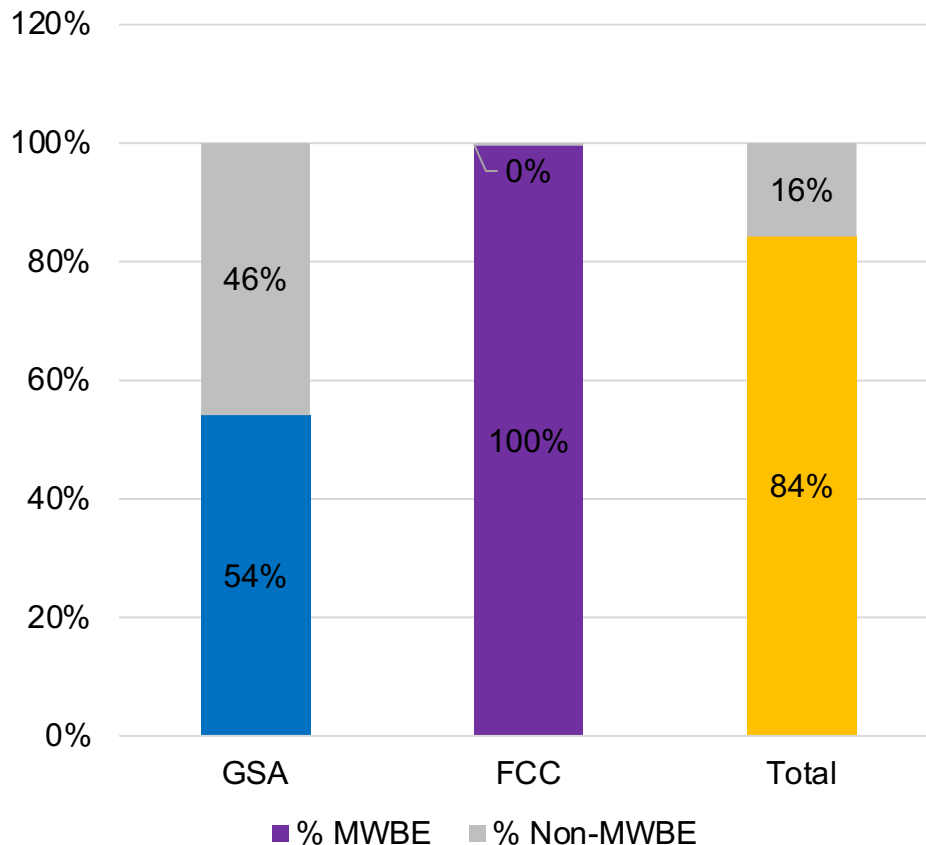
The data analysis on the following pages is formulated using: licensing data from EEC programs over time; weekly survey responses from over 70% of programs; and, subsidy data.

# EEC Program Trends

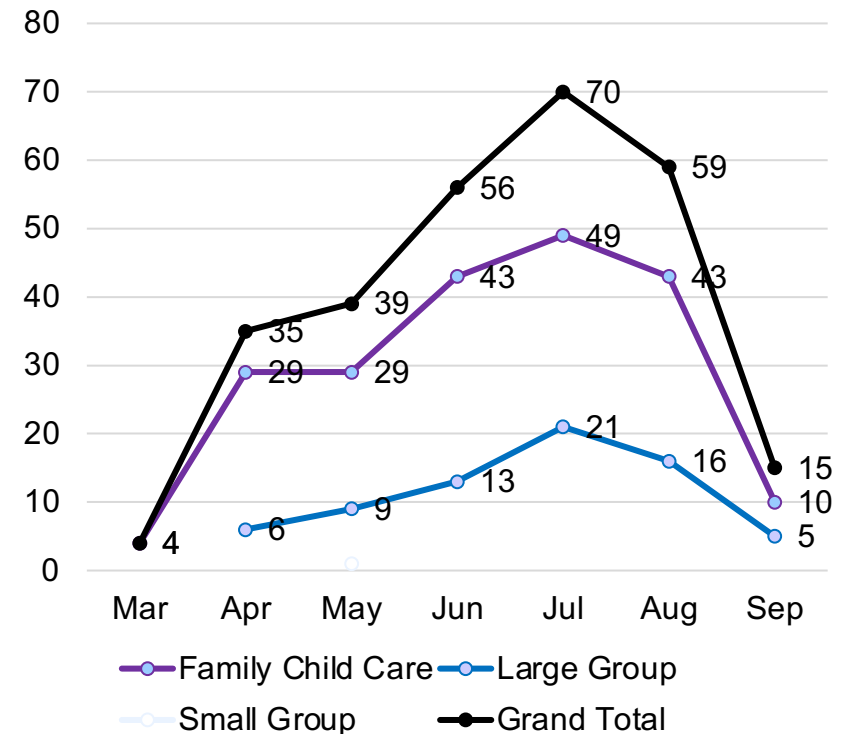
Most (84%) of the providers returning are minority or women owned businesses (M/WBE).

Program closures are slowing since their peak in July.

How many providers are MWBEs?



Provider Closures by Type since March



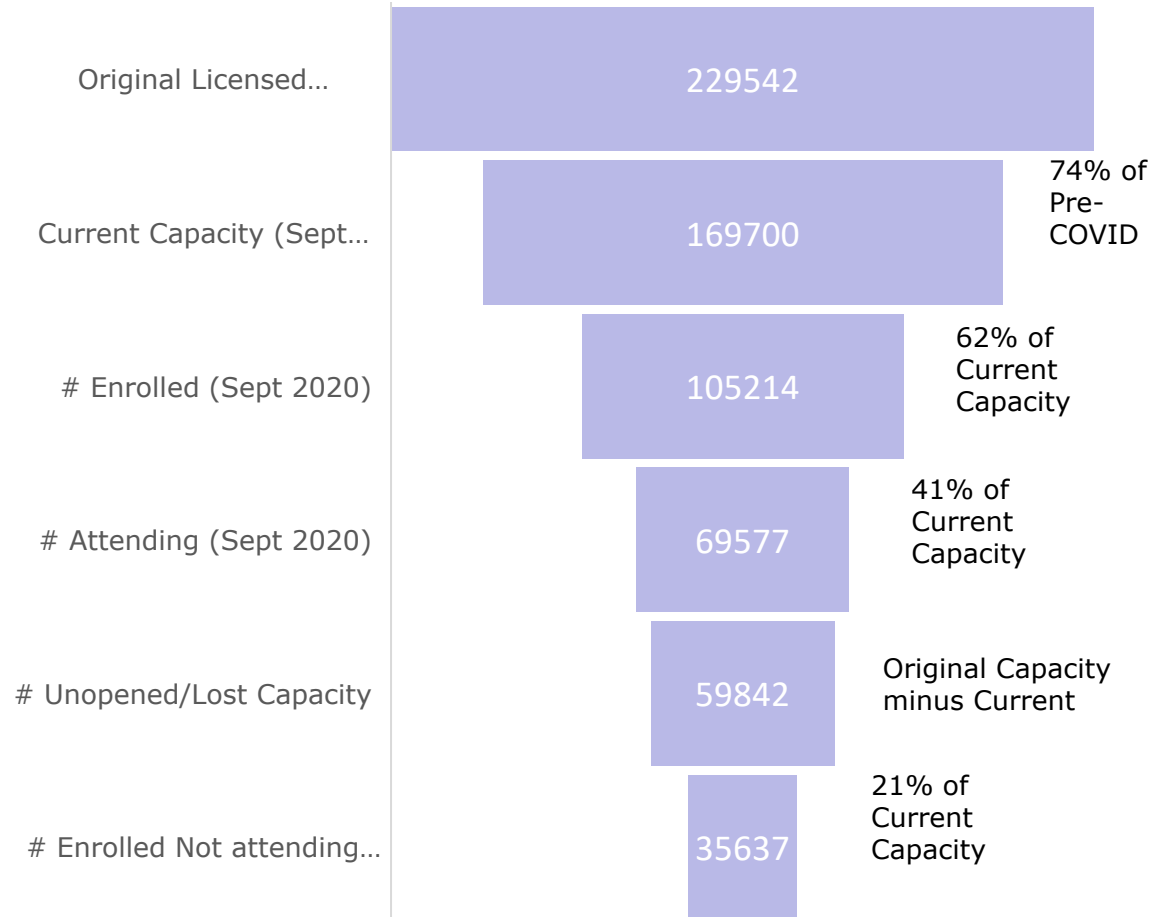


## EEC Current Utilization Estimates

Enrollment and attendance rates are still low, despite removal of group size limitations.

Estimated System-wide Licensed EEC Providers Enrollment & Attendance (as of 9/8/20)

- Field capacity is estimated at 169,700 slots or 74% of the Pre-COVID level.
- However, enrollment and attendance appear to be lagging at 62% and 41% of current capacity, respectively.
- Of those who are enrolled, approximately 1/3 or 35,637 children are not attending.



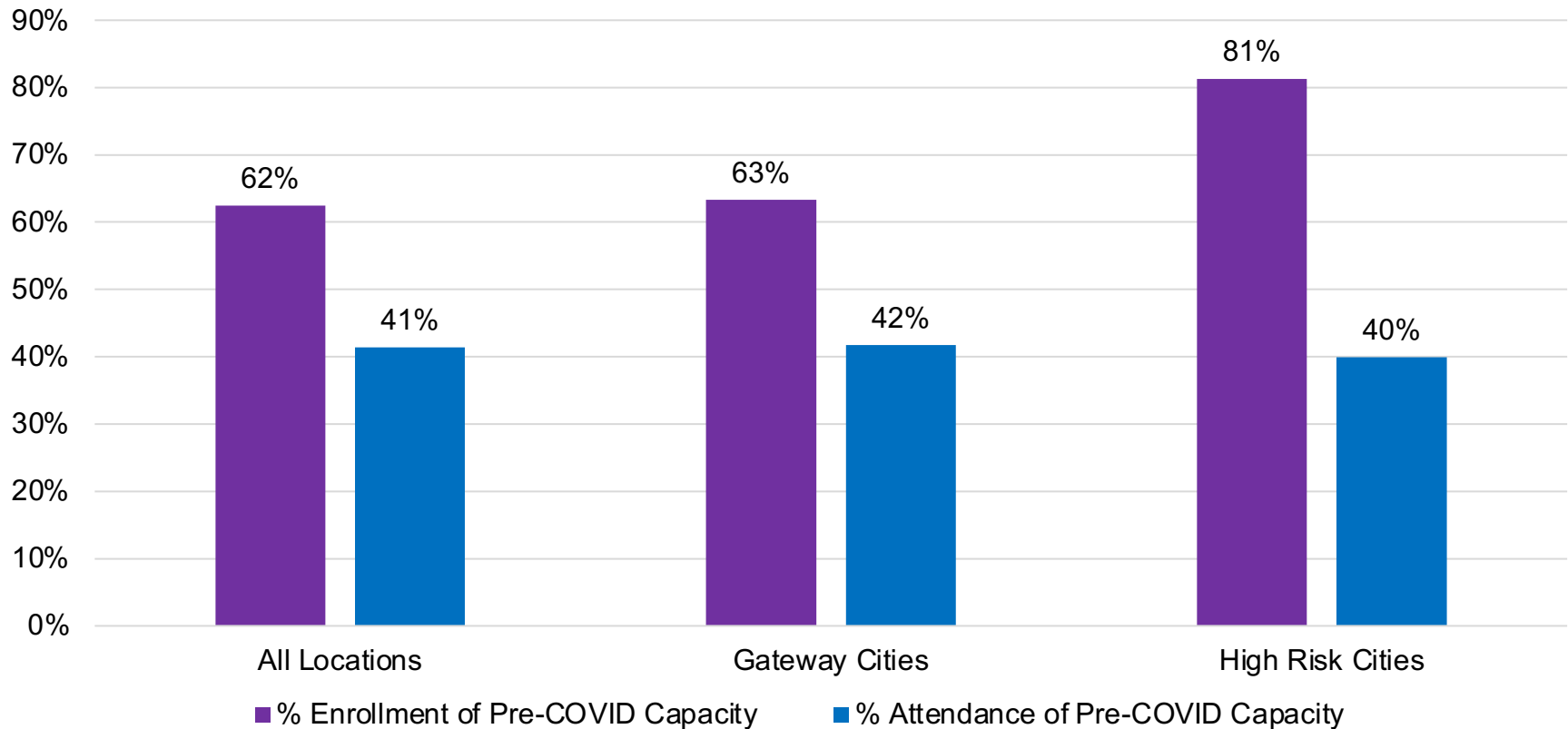
\*Note: these are estimated figures extrapolated from provider survey averages of enrollment (62%) and attendance (41%) that were calculated from surveys submitted in the past month.



## Utilization Estimates by Geography

Attendance trends are the same across geographies, but the enrollment % is higher in the 11 MA communities at highest risk\* for COVID-19.

Estimated Attendance & Enrollment of Re-opened EEC Providers by Geography  
(as of 9/8/20)



As of mid-August, 2020, the highest MA COVID-19 risk communities (>8 cases per 100,000):  
Revere, South Hadley, Winthrop, Lawrence, Everett, Brockton, Saugus, Holyoke, Lynn, Chelsea, Salem

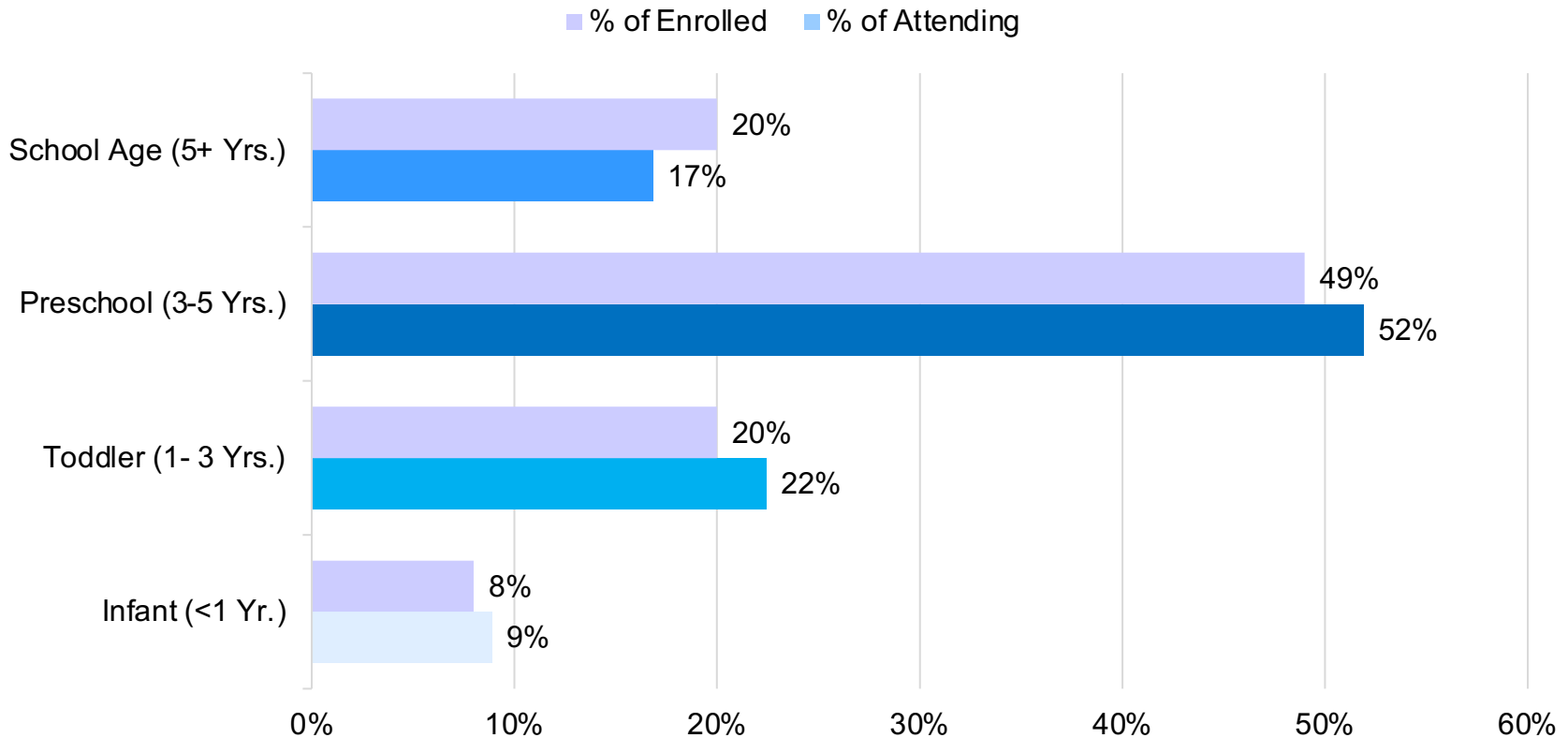




## Age of Attending individuals

Of those attending, 83% are under 5 years of age, and half are preschoolers.

Estimated Re-opened EEC Licensed Provider Attendance & Enrollment by Age  
Snapshot (as of 9/8/20)



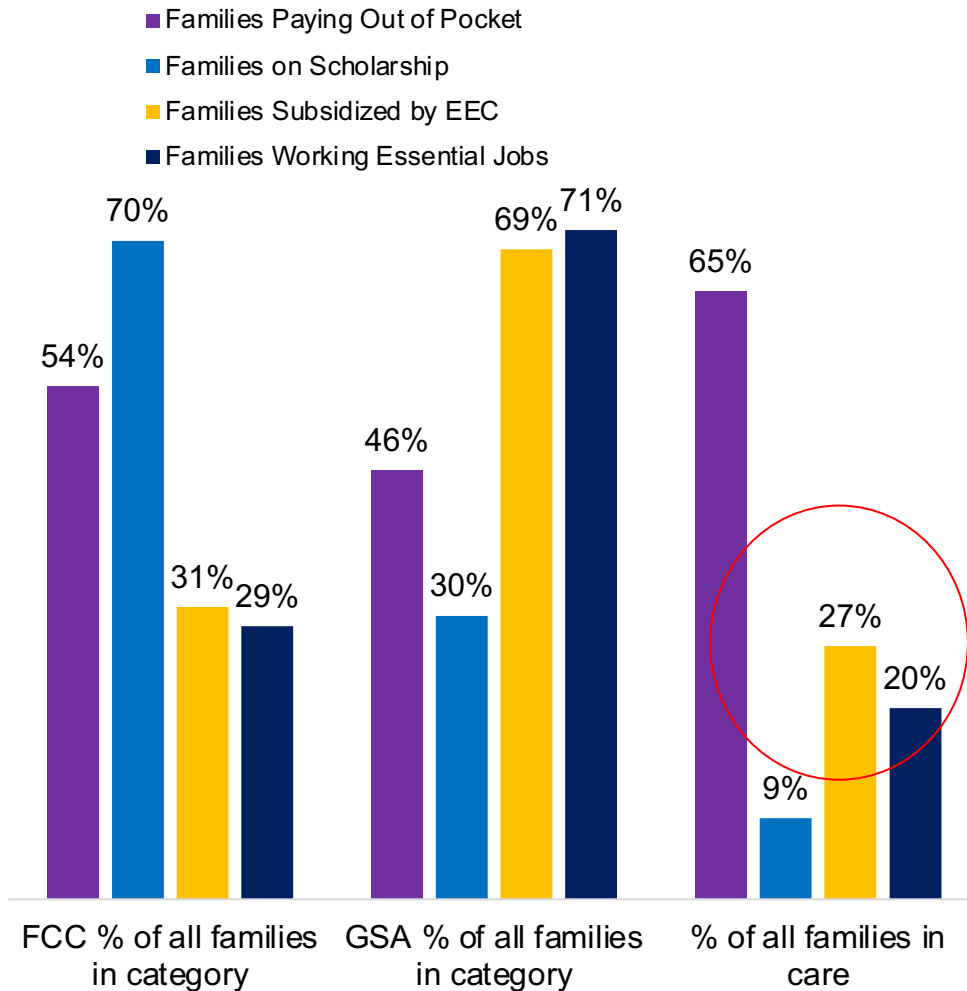
Note: The size of the enrolled and attending populations are different, so one can observe that school-aged kids are underrepresented in the attending group compared to enrollment. (They are 20% of those enrolled, but only 17% of those attending.)

Pre-COVID age distribution is not available, as this is the first survey of providers estimating attendance data beyond those children who are subsidized.

## Snapshot of Families Attending

Of those families with children attending care, 1/3 have financial assistance & 1/5 are essential workers.

### Distribution of Families Attending Care

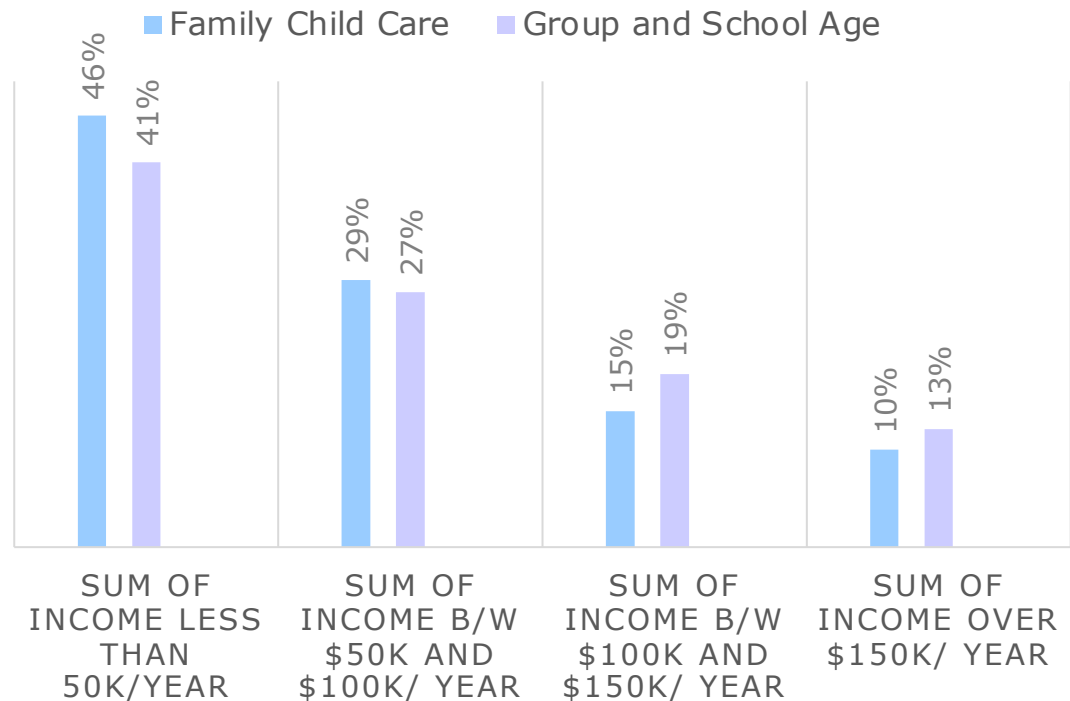


- Pre-COVID, approximately 1/4 of licensed care or an average of 55,755 children were receiving EEC subsidies at any given time.
- 36% of families attending care have financial assistance and 20% are essential workers
- GSAs have the lion's share of families with essential workers (71% of those families) and those with EEC childcare subsidies (69% of those families) at this time.
- FCCs tend to have the most families with "scholarships" or discounts (70% of those families).

## Estimated Income of Families Attending

- For those families estimated to be earning less than \$100,000, there are higher percentages of the total attending Family Child Care
- For those families estimated to be earning more than \$100,000, there are higher percentages of the total attending Group and School Age Care
- The degrees in difference are relatively small (within 2-5 percentage points per category) but consistent in trend
- 70% of families attending are estimated to have income below \$100,000; 43% are estimated to have income below \$50,000

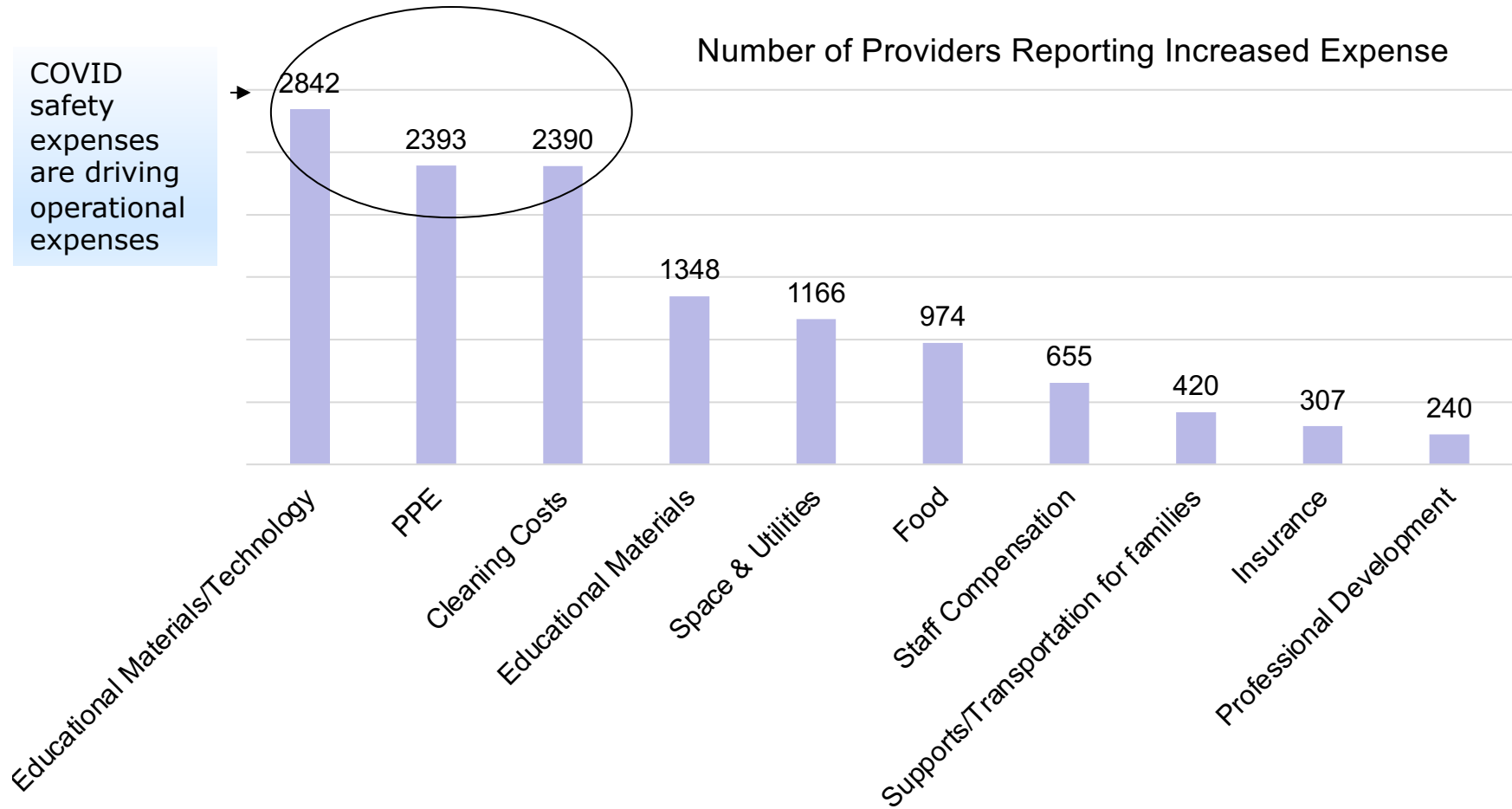
### DISTRIBUTION OF FAMILY INCOME ACROSS GSA AND FCC



NOTE: income is based on unverified provider estimates of family income, which they do not typically collect. Data should be interpreted to be generally indicative rather than a precise snapshot.

## Increased Expenses for Providers

Re-opened providers report increased costs in many areas, though very few have instituted new fees to cover.



Note: New data is being collected on the extent of the costs and types/frequency of fees to cover and will be available in the next round of reporting.