

Wednesday, October 2, 2019 • 12:00 p.m. – 2:00 p.m.

Pacific Oaks College
 45 Eureka Street, Classrooms 7,8 and 9
 Pasadena, CA 91103

AGENDA

- | | | |
|-------------|---|---|
| 1.
12:00 | Welcome and Introductions
▪ Opening Statement and Comments by the Chair | Julie Taren, Chair |
| 2.
12:10 | Approval of Minutes
▪ September 4, 2019 | Action Item
Ernesto Saldaña, Vice Chair |
| 3.
12:15 | Progress and Potential: A Snapshot of Los Angeles County in California's Early Care and Education Workforce Registry | Fiona Stewart, Child Care Alliance of Los Angeles |
| 4.
12:30 | Exploring the Real Costs of Early Care and Education in Los Angeles County
▪ Comprehensive Fiscal Analysis Update: Data, Expense Modeling and Recommendations
▪ Nonprofit Finance Fund | Jeanna Capito, Karen Yarbrough, and Simon Workman, CFA Consultant Team
Annie Chang, Nonprofit Finance Fund |
| 5.
1:45 | Preschool Development Grant
▪ Recruitment for Ad Hoc Advisors | Michele Sartell, Staff |
| 6.
1:50 | Announcements and Public Comment | Ernesto Saldaña |
| 7.
2:00 | Call to Adjourn | Julie Taren |

Next Meeting

Wednesday, November 6, 2019 • 12:00 – 2:00 p.m.
 Center for Healthier Communities at The California Endowment
 1000 North Alameda Street, Big Sur Room
 Los Angeles, California 90012

MISSION STATEMENT

The mission of the Child Care Planning Committee is to engage parents, child care providers, allied organizations, community, and public agencies in collaborative planning efforts to improve the overall child care infrastructure of Los Angeles County, including the quality and continuity, affordability, and accessibility of child care and development services for all families.

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COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

Meeting Minutes – September 4, 2019

Members in Attendance (43)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Rebecca Bernard	Rocio Bach	Norma Amezcua	Ranae Amezcuita	Christina Acosta
Alejandra Berrio	Lourdes Caracoza for Sandra Flores	Mallika Bhandarkar	Eileen Carrillo-Lau	Anupama Joshi for Toni Isaacs
Mallika Bhandarkar	Andrea Joseph	Samitha Givens	Nora Garcia-Rosales	Kimberly Dobson-Garcia for Kelly O'Connell <i>1st Supervisorial District</i>
Karen Lim for Jessica Chang	Nicole Lopez	Alex Himmel	Gary Huff	Dianne Philibosian <i>5th Supervisorial District</i>
Cathy Coddington	Deborah Paratore	Elyssa Nelson	Gabriel Muñoz	Kelly Meyers-Wagner for Michael Shannon
Nellie Ríos-Parra	Leticia Santos-Cuevas	Melissa Noriega	Daniel Orosco	Sarah Soriano <i>4th Supervisorial District</i>
Ernesto Saldaña	JoAnn Shalhoub-Mejia	Ariana Oliva	Ricardo Rivera	Julie Taren <i>3rd Supervisorial District</i>
Sachin Sangani	Lisa Wilkin	Joyce Robinson	Maria Vera	Veronica Torres
Delia Vicente		Victoria Tarango		
		Roberto Viramontes		

Guests and Alternates: Deborah Ajao – California Department of Social Services/Community Care Licensing Division, Carolina Alvarez – Child360, Alejandra Alvarran Moses – City of Long Beach Department of Health and Human Services, Avis Boyd – Alternate for Alex Himmel, Yecenia Cardenas – Think Together, Rachel Champagne – Continuing Development, Inc., Sharon Greene – California Department of Social Services/Community Care Licensing Division Shoghig Khadarian – California Department of Social Services/Community Care Licensing Division, Elizabeth Lim – Alternate for Nicole Lopez, Ana Lopez – Alternate for Ricardo Rivera, Marcella McKnight – Alternate for Joyce Robinson, Crystal O'Grady – Alternate for Dianne Philibosian, Magdalena Pereyra – Alternate for Delia Vicente, Cherise Roper – Alternate for Ranae Amezcuita, Ancelma Sanchez – Alternate for Lisa Wilkin, Liliana Sanchez – Alternate for Samitha Givens, Lorena Soto – Alternate for Leticia Santos-Cuevas, Ruth Tiscareño – Department of Mental Health, and Emma Watson – Alternate for Ernesto Saldana

Staff: Michele Sartell

1. Welcome and Introductions

Julie Taren, Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:04 p.m. She welcomed members and guests and then read the opening statement. Ranae Amezcuita read the mission statement. Julie next asked members, alternates and guests to make self-introductions.

Julie announced the theme for the new fiscal year – Lifting Up Leadership – noting that opportunities for engaging in exercises and conversations around the theme will be embedded in meetings throughout the year. She reflected on thoughts about leadership offered by participants in the

orientation meeting as follows: learning from others, building relationships, preparing the workforce and being a voice. Julie then reviewed the agenda of the meeting with a focus on preparing for Census 2020.

2. Approval of Minutes

Ernesto Saldana, Vice Chair, reviewed the minutes from June 5, 2019 and asked for a motion to approve. Dianne Philibosian made the motion to approve the minutes; Norma Amezcua seconded the motion. The motion on the minutes passed with abstentions from Andrea Joseph. Members new to the Planning Committee effective July 1, 2019 also abstained from voting on the motion.

3. What's Your Story?

Ernesto led meeting participants in a leadership exercise, asking them to share in groups of two how a child has shaped their ideas of leadership. Lively discussions ensued among the members with a few willing to share their learning about leadership from children.

4. The Road Ahead

Julie welcomed Debra Colman as the new Director of the Office for the Advancement of Early Care and Education (OAECE). Debra prefaced her presentation with her history of participation with the Planning Committee beginning as an alternate through her service as Vice Chair, helping to facilitate the work on the last iteration of the needs assessment. She expressed her gratitude to the work of the Planning Committee and is excited to lead the work of the OAECE inclusive of the Planning Committee and Roundtable in her new role as Director.

Debra referred members to her PowerPoint presentation, which began with a brief history of the OAECE and its transition from the County's Chief Executive Office to the Department of Public Health. She spoke to the intersect between early care and education and determinants of health and well-being of children, families and communities. Next, Debra reviewed the roles of the OAECE as convener, workforce development supporter, advisor, and thought partner and how those roles are achieved through the work of the Planning Committee, Roundtable, the workforce support programs (Investing in Early Educators Stipend Program and California Transitional Kindergarten Stipend Program, and the employee child care and development centers) as well as contributors to the work of Quality Start Los Angeles, the development of the comprehensive fiscal analysis, and the preparation of the County child care facilities motion.

Next, Debra provided an update on the status of finalizing the strategic plan in preparation of approval at upcoming meetings of the Planning Committee and Roundtable. She reviewed the process for preparing the strategic plan that has landed on positioning the OAECE as an agent of change and the four priority areas – access, quality, workforce, and families and communities. Next steps including reconvening the Strategic Plan Workgroup, submitting it to DPH leadership for review, presenting the plan for approval at the respective meetings of the Planning Committee and Roundtable, and filing it with the Board of Supervisors before submitting to the California Department of Education/Early Learning and Care Division. Planning is underway for a joint retreat in January 2020 to develop the implementation plan.

Members will receive the final draft of the plan prior to the meeting when it will be on the agenda for approval.

5. Preparing for the Census 2020: Context of the Political Climate and Why Important to Count

Julie commented briefly on the forthcoming census and its relevance to meeting the needs of children and families for early care and education services. She referred to the meeting packets for the speaker bios and then turned the meeting over to Alejandra Ramirez-Zarate, Policy and Research Analyst for Political Voice at the Advancement Project.

Alejandra pointed to her PowerPoint presentation entitled Los Angeles Counts – Census 2020 – Ensuring a Fair and Accurate County in the Region – Building Power for California. She discussed the importance of the census in: determining the allocation of federal funding for health care, education, housing and other services; and reapportionment of seats in the House of Representatives and the redrawing of political districts at the federal, state and local levels. Alejandra reviewed shifts in census operations that include using online methodologies as the primary mode for collecting data followed by a reminder and then paper questionnaires as needed. She noted the controversy over the question about citizenship that was being pushed by the President; as a result of intense advocacy, there will be no citizenship question on the census questionnaire. The challenge for California residents is a lack of understanding of purpose and who should be counted. Historically, undercounted populations include children birth to five years old, communities of color, persons with disabilities, seniors and others considered hard to reach. Los Angeles is considered the “hardest to count county”; Los Angeles and Long Beach rank in the top 30 cities with the highest numbers of children living in hard to count census tracts.

Alejandra concluded her presentation with efforts underway in California and Los Angeles to complete the count with investments to local communities to support outreach and add people in completing the census. Her PowerPoint listed some concrete suggestions for organizations to implement with the families enrolled in their programs.

6. Preparing for the Census 2020: Strategies and Tools for Helping Families with Completing the Census

Tina Ochoa, Vice President of Programs, provided a brief introduction to Families In Schools and their on the ground work to engage families in research and research-based practices. She summarized their focus on impacting the lives of children from cradle to career. With respect to the census, Families In Schools intends to influence educational, health, and social services of children ages 0-5 and beyond.

Families In Schools has identified the early care and education community as a resource for ensuring that children birth to five are counted in the upcoming census. To that end, they have developed a toolkit that includes lesson plans for children and parents and other materials, which are currently being piloted. The materials will be available in multiple languages and trainings on the toolkit are forthcoming. There will be a cost for participation in the training, which includes the toolkit. Tina's PowerPoint listed ways that early educators and others can support the work census work.

Julie thanked Alejandra and Tina for their presentations and commitment to working with the early care and education community on census work.

7. Announcements and Public Comment

- EveryChild California is exploring early education in Finland! To learn more about joining this trip, visit their website at <https://www.everychildca.org/> for contact information.
- The California Department of Social Services/Community Care Licensing Division office in Monterey Park will be hosting a stakeholder meeting in on November 21, 2019 from 1:30 – 3:30 p.m. More information is forthcoming.

- The Infant Development Association of California is hosting the 4th Annual Vivian Weinstein Leadership Day on Monday, September 23, 2019 from 9:00 a.m. to 4:30 p.m. at The California Endowment. For more information and to register, visit www.idaofcal.org.
- The Advancement Project is hosting their 2nd Annual Birth to Twelfth Grade Water Cooler Conference on October 14-15, 2019 in Sacramento, CA. For more information, visit <https://www.advancementprojectca.org/what-we-do/educational-equity/early-care-education/birth-to-twelfth-grade-water-cooler-network>.

8. Adjournment

The meeting was adjourned at 1:58 p.m.



Speaker Bios - October 2, 2019

Los Angeles County in California's Early Care and Education Workforce Registry: 2018 Report on Progress and Potential

FIONA STEWART, M.A. – PROGRAM DIRECTOR, CHILD CARE ALLIANCE OF LOS ANGELES

In her more than 25 years in the early childhood education field, Fiona has worked as a teacher and director in early childhood programs, a college instructor, grant administrator, program director and trainer/speaker on leadership and early learning and care. As the Program Director of the Child Care Alliance of Los Angeles, she develops and oversees all county-wide training, coaching, and quality improvement programs, including the Gateways for Early Educators™ professional development system and the California Early Care & Education Workforce Registry. In 2016 Fiona was chosen as a Master Leader from the Exchange Leadership Initiative. She is the author of "Building Together: Collaborative Leadership in Early Childhood Systems" (Redleaf Press 2019). Fiona has a Master's Degree in Human Development from Pacific Oaks College and a Bachelor's Degree in Human Development and Family Studies from Cornell University.

Exploring the Real Costs of Early Care and Education in Los Angeles County

JEANNA CAPITO, COMPREHENSIVE FISCAL ANALYSIS (CFA) CONSULTANT TEAM LEAD

Based in Chicago, Jeanna has worked at the state and local levels including the management of child care programming, Early/Head Start, developmental pediatrics, national home visiting models, collaboration building and child welfare programming. Jeanna led the San Francisco CFA, has done fiscal work for Early Head Start, family child care, collaborations and home visiting, has expertise in budget creation and management, and building complementary fiscal, governance and management systems to support quality programming.

KAREN YARBROUGH, COMPREHENSIVE FISCAL ANALYSIS CONSULTANT TEAM

Based in Chicago, Karen has extensive experience in early childhood systems building. Karen oversaw development and implementation of public policy and advocacy strategy and systems change initiatives for the policy division of a statewide early childhood organization. She has also written and overseen production of policy research and analysis on a number of diverse topics. Karen has provided consultation on systems design and strategy to other state advocates and policymakers.

SIMON WORKMAN, COMPREHENSIVE FISCAL ANALYSIS CONSULTANT TEAM

Simon Workman is the Director of Early Childhood Policy at the Center for American Progress in Washington, D.C. His work focuses on elevating the need for high-quality, affordable early childhood programs and identifying policy solutions that improve program quality and increase access and public investment. Simon has developed interactive comprehensive ECE systems cost models for numerous states and communities, allowing policy makers to model the fiscal impact, and impact on enrollment, of making certain changes to their ECE systems, including changes to QRIS. He developed the Where Does Your Child Care Dollar Go? interactive and is the co-developer of the Provider Cost of Quality Calculator, an online tool from the U.S. Office of Child Care that helps estimate the cost of providing high-quality child care in various settings.

ANNIE CHANG, NONPROFIT FINANCE FUND (NFF)

Annie partners with nonprofits, funders and systems leaders to strengthen the financial health of the social sector. Annie's work at NFF includes providing direct capacity building and TA to nonprofit service providers, training and facilitating workshops of providers, and thought partnership with funders who are seeking to strengthen how dollars are deployed to achieve outcomes in vulnerable communities. Before joining NFF in 2015, she was a Senior Policy Program Officer at First 5 LA, working with Los Angeles funders and early care and education organizations to develop programs and coalitions to help young children and their families thrive. She was also a management consultant with Deloitte Consulting's Human Capital practice, where she supported Fortune 500 and government clients with leading organizational change and served as a Jesse M. Unruh Assembly Fellow with the California Legislature. Annie received her Bachelor of Arts in political science from University of California, Los Angeles, and her Master in Public Policy from University of Southern California. Annie is inspired daily by her three young children to make their community brighter and more just.



CA ECE Workforce Registry
LA Child Care Planning Committee Presentation
Wednesday October 2, 2019
Presenter: Fiona Stewart – Program Director

What is the California Early Care & Education Workforce Registry?

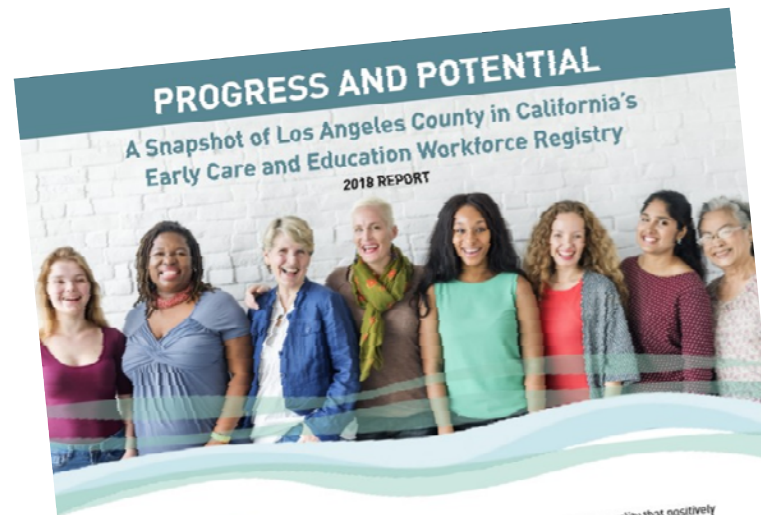
- Statewide, online database designed for ECE professionals
 - Track & promote education, professional development, QRIS staff qualifications, and stipend participation
- Secure & confidential
- Free



Early Care & Education Workforce Registry

Progress and Potential

LA Registry Data Report



INTRODUCTION

The early years are a critical time of development for young children. It is important, therefore, that early educators have the skills, knowledge, and preparation to support children in their early years. The Institute of Medicine states, "the adults who provide for the care and education of young children bear a great responsibility for these children's health, development, and learning."¹

The California Early Care and Education (ECE) Workforce Registry provides robust, verified data and information on the ECE workforce. The Registry is a secure, web-based data system that tracks the education, professional development, and experience of the ECE work force. This high quality data can be used for planning, policy, budget allocation, and data system development. The Registry also promotes

professionalism and workforce quality that positively impacts children and serves as a crucial support for the ECE workforce, and the programs that serve them, in Los Angeles County and throughout California.

This data report provides a snapshot of the Los Angeles County ECE workforce in 2018 and highlights the Registry's potential to provide the high-quality, verified data that is crucial for future workforce research, policy, practice, and advocacy. It also offers recommendations for creating a fully integrated and functional registry to advance the ECE work force throughout the state.

¹ Institute of Medicine. *Transforming the Workforce for Children Birth Through Age 8: A Unifying Vision*. Report Board 2015 page 15. https://www.nap.edu/resource/17111/twocd/fig1_1a.pdf



Early Care & Education Workforce Registry

Who are the Workforce members in the Registry?

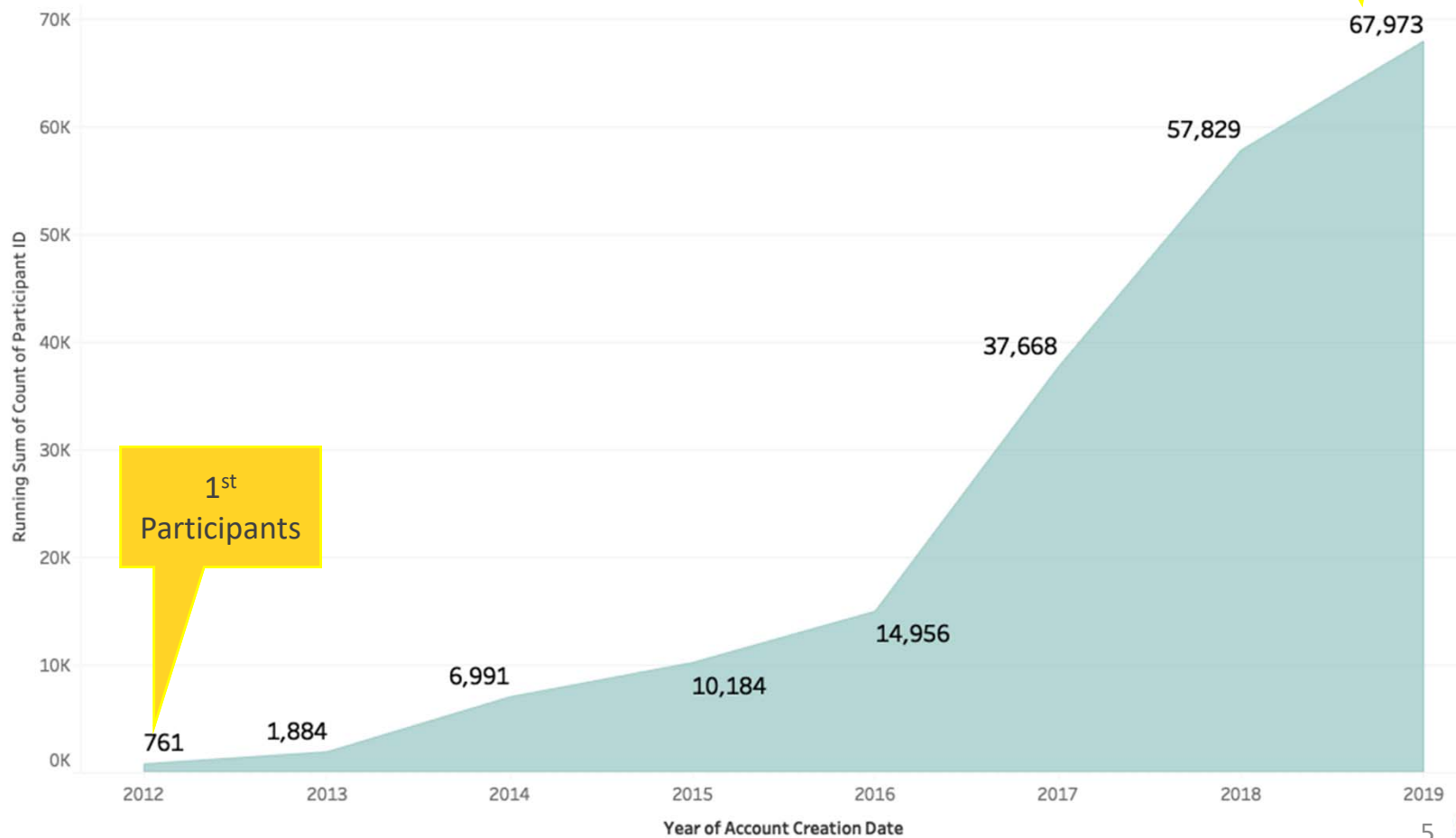


Now over 70,000
statewide and 11,443
total and 9,578 active
users that work in LA
County !!



Early Care & Education Workforce Registry

Number of Registry Accounts by Year of Account Creation
Statewide
2012-2019 (thru 7/8/19)



Training Calendar Participation

LOS ANGELES COUNTY ECE LICENSED FACILITIES

5,517 FCCH
FACILITIES

14% OF FCCHs HAVE
ACTIVE USERS

3,059 ECE
CENTERS

32% OF ECE CENTERS
HAVE ACTIVE USERS

Early Care & Education Workforce Registry

JOB ROLES OF THOSE WORKING DIRECTLY WITH CHILDREN

31%
ASSISTANT
TEACHER

49%
TEACHER

5%
SITE
SUPERVISOR

4%
DIRECTOR

11%
FCCH OWNER

Assistant Teacher and Teacher includes those who work in child care centers or FCCH sites.

Possible Implications

Aging workforce

Particularly among

- Directors
- Family Child Care Owners

AGE BY JOB ROLE LOS ANGELES COUNTY 2018

ASSISTANT TEACHER

38%	39%	23%
UNDER 30 YEARS	30-49 YEARS	50 OR OLDER

TEACHER

15%	51%	34%
UNDER 30 YEARS	30-49 YEARS	50 OR OLDER

SITE SUPERVISOR

8%	58%	34%
UNDER 30 YEARS	30-49 YEARS	50 OR OLDER

DIRECTOR

3%	48%	49%
UNDER 30 YEARS	30-49 YEARS	50 OR OLDER

FCCH OWNER

3%	40%	57%
UNDER 30 YEARS	30-49 YEARS	50 OR OLDER

Assistant Teacher and Teacher includes those who work in child care centers or FCCH sites.

Early Care & Education Workforce Registry

KEY FINDINGS

1. Just over a third (37%) of the ECE workforce in Los Angeles County currently participates in the Registry.
2. Participation is particularly low for licensed family care child providers.
3. A small percentage of Registry users submit their qualifications for verification by Registry staff.

PROFESSIONAL DEVELOPMENT SYSTEM

The Registry includes a training module and calendar, which are designed to allow professional development organizations and their training instructors to post and manage training events, the training enrollment process, and the payment process, as well as post completed trainings directly to participant's profiles and generate reports.

In 2016, seven of the Los Angeles County Resource and Referral (RR&R) agencies and five organizations operating in San Francisco began using the Registry to post, track, and report all training workshops. Additional professional development organizations and projects funded by the California Department of Education - Early Learning and Care Division (ECE-ELCD) and other local initiatives began using the Registry to offer and track training participation in 2017.

By the end of 2018, 19 organizations, 12 of which are located in Los Angeles County, posted professional development opportunities offered in Los Angeles County on the Registry Training Module and Calendar. These organizations employ or contract with 117 professional development staff to support the provision of services. In 2018, they offered 874 in-person trainings in Los Angeles County.

Understanding the full range of professional development opportunities and the characteristics of all who participate in these programs is essential to developing relevant and targeted professional growth and development strategies.

KEY FINDINGS

The data presented here provide a snapshot of the ECE workforce in Los Angeles County who participated in the Registry in 2018. It demonstrates the potential of the Registry to be the primary source of verifiable, accurate, and up-to-date workforce data. Although the data is still limited as participation in the Registry is voluntary, this snapshot begins to provide an understanding of those who work with and on behalf of young children in Los Angeles County.

KEY FINDINGS FROM THE DATA INCLUDE:

1. Just over a third (37%) of the ECE workforce in Los Angeles County currently participates in the Registry.
2. Participation is particularly low for licensed family care child providers.
3. A small percentage of Registry users submit their qualifications for verification by Registry staff.

Participation in the Registry is steadily growing, especially as it is integrated with other county systems. Registry participation is not required for any members of the ECE workforce other than those participating in QSLA, those enrolled in AD 212 (a California Department of Education-funded stipend program for the ECE workforce that requires participants to have a Registry identification number), or those working as trainers with professional development training organizations using the Registry. Furthermore, in Los Angeles, only QSLA participants are required to submit transcripts and other qualification documents for Registry verification. Participation may also be hindered by a reluctance of some to enter their personal or work information into an online database or by differing levels of access to or comfort with technology.

TRAININGS OFFERED IN MULTIPLE LANGUAGES

Language Category	Percentage
English Only	54%
Spanish Only	25%
More Than One Language	21%

* Trainings were offered in more than one language, including Spanish, English, Cantonese, Mandarin, American Sign Language, and other languages.



Early Care & Education Workforce Registry

RECOMMENDATIONS

RECOMMENDATIONS FOR A FULLY INTEGRATED AND FUNCTIONAL REGISTRY TO ADVANCE THE ECE WORKFORCE

Access to high quality, verified data is crucial for local- and state-level workforce research, policy, practice, and advocacy. To fully realize the Registry's potential, data must be accessible, accurate, verified, and up-to-date. This data collection, data entry, data reporting, and data verification processes, an efficient data system infrastructure to support the ECE field, and the inclusion of all sectors of California's early care and education workforce.

1 RECOMMENDATION

Develop legislative and regulatory strategies to ensure the Registry extends to all segments of California's diverse ECE workforce. This would include child care center staff and family child care owners and their staff, working in both private and publicly funded early childhood settings.

To fully realize the Registry's potential as a source of workforce information for evaluation and planning in Los Angeles and statewide, all members of the professional development community, Registry sites and CDE-ELCDO funded professional development programs integrated with the Registry and required participation. This policy should be expanded to require Registry participation by:

- All ECE professional development programs funded by public agencies, including CDE-ELCDO, First 5 California, and Community Care Licensing
- All staff in CDE-ELCDO funded preschool and child development programs
- All staff in child care centers and family child care homes regulated by Community Care Licensing

2 RECOMMENDATION

Build the capacity, expansion, and integration of the Registry as the central source of ECE workforce data.

As a critical component of integrated data systems, effective data collection and verification approaches are essential to ensuring the Registry's potential as a publicly funded component of California's ECE system. To ensure the Registry is an efficient and cost-effective data system, and to provide the ECE workforce increased access to professional development opportunities vital to providing children with high-quality early learning experiences. Doing so requires developing:

- Policy recommendations and data reports outlining the need for ongoing public investment
- A communication strategy encouraging ECE stakeholders to support Registry integration in Los Angeles County.

3 RECOMMENDATION

Implement regulatory and internal program changes to ensure state agencies use Registry data through integrated data systems and procedures.

Local stakeholder advocacy support for state agency integration of data systems and modification of program procedures will enable state agencies to take full advantage of verified Registry workforce data and benefit from local data collection in Los Angeles County by using Registry workforce data, data entry, reporting, verification, and certification activities. This would include, but is not limited to, using Registry data to:

- Integrate the Registry with local ECE workforce programs and require participation by both those working directly with children and those in indirect support roles.
- Integrate the Registry with state-funded investments that are administered locally, such as AB 312
- Ensure the Registry office has state staff resources and technological capabilities to integrate into other ECE program data systems.

Legislators, policymakers, and program administrators can realize these recommendations from the California Assembly through various legislative, regulatory, and programmatic policies. Doing so can help support the ECE workforce and the broad range of programs and providers that serve young children in Los Angeles County and throughout California.

4 RECOMMENDATION

Extend the California Early Care and Education Workforce Registry to all counties as a source of information for evaluation and planning statewide. The Registry is a web-based track the employment, training, and education accomplishments of early care and education teachers and providers.

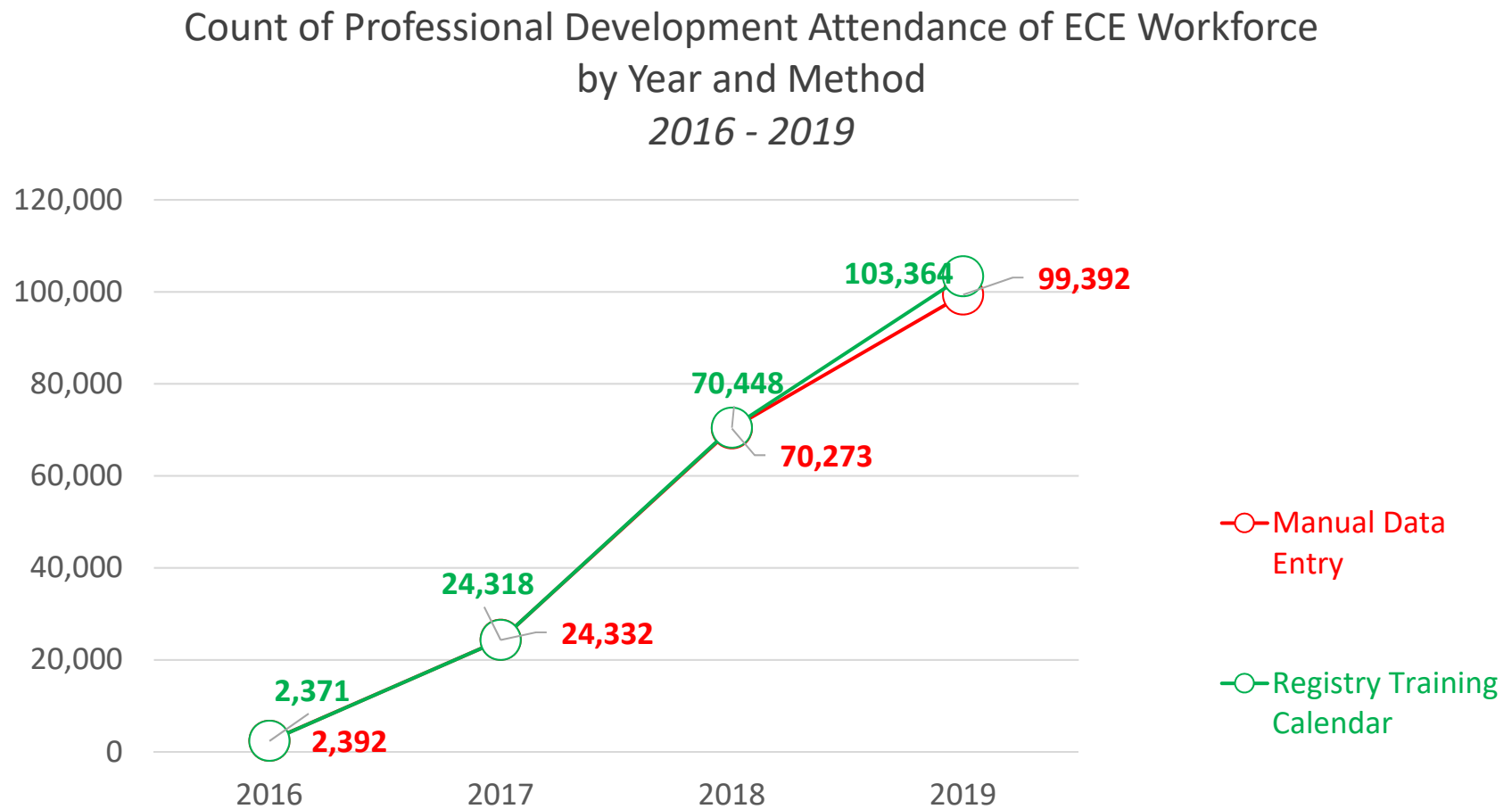
California Assembly Bill 312, Chapter 1, Statutes of 2015

1. Develop legislative and regulatory strategies to ensure the Registry extends to all segments of California's diverse ECE workforce.

2. Build the capacity, expansion, and integration of the Registry as the central source of ECE workforce data.

3. Implement regulatory and internal program changes to ensure state agencies use Registry data through integrated data systems and procedures.

Volume of PD Attendance Data





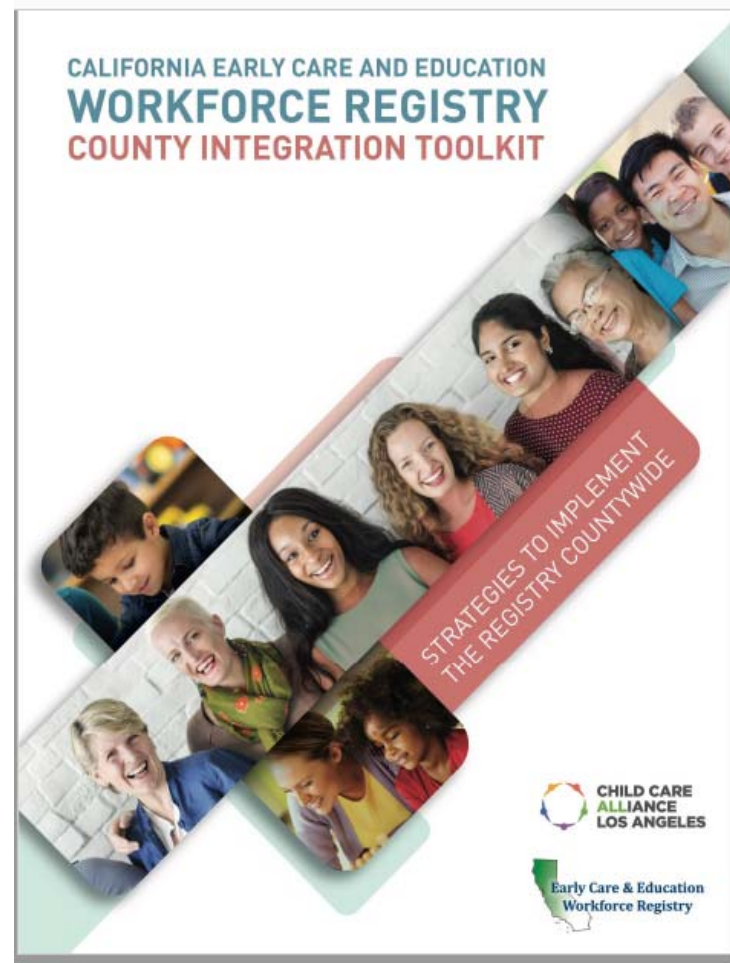
Early Care & Education Workforce Registry

Registry Systems Updates

New Resources

County Toolkit available NOW!

- Quality Counts California Integration
- Stipend (AB212) Integration





Early Care & Education Workforce Registry

New Resources

Participant Resources

All Registry Users

[Education/Certification/Training Submission \(Chinese\)](#)

[Education/Certification/Training Submission \(English\)](#)

[Education/Certification/Training Submission \(Spanish\)](#)

[General Users - Tri-fold Brochure \(Chinese\)](#)

[General Users - Tri-fold Brochure \(English\)](#)

[General Users - Tri-fold Brochure \(Spanish\)](#)

[Instructions for Creating a User Account in 7 Easy Steps \(Chinese\)](#)

[Instructions for Creating a User Account in 7 Easy Steps \(English\)](#)

[Instructions for Creating a User Account in 7 Easy Steps \(Spanish\)](#)

[Registry Tip Sheet: Participant Document Upload \(Chinese\)](#)

[Registry Tip Sheet: Participant Document Upload \(English\)](#)

[Registry Tip Sheet: Participant Document Upload \(Spanish\)](#)

Employers

[Administrative Access Request Submission \(Chinese\)](#)

[Administrative Access Request Submission \(English\)](#)

[Administrative Access Request Submission \(Spanish\)](#)

[Administrator Planning Guide - Bi-fold \(Chinese\)](#)

[Administrator Planning Guide - Bi-fold \(English\)](#)

[Administrator Planning Guide - Bi-fold \(Spanish\)](#)

[Tip Sheet Employer Document Upload \(Chinese\)](#)

[Tip Sheet Employer Document Upload \(English\)](#)

[Tip Sheet Employer Document Upload \(Spanish\)](#)

County Level Admin materials



County Level Administrators

[County Integration Toolkit - CA ECE Workforce Registry](#)

[Onboarding Brochures for General Users and Employers - CA ECE Workforce Registry - NEW](#)

[Participating Professional Development Providers - CA ECE Workforce Registry - Training Module/Calendar](#)

[QCC - Bi-Weekly Newsletter January 19 2019 - "USE THE REGISTRY"](#)



Early Care & Education Workforce Registry

New Resources

Professional Development Organizations/Providers

- [1. Tutorial Video CA ECE Workforce Registry: Overview Training Module/Calendar - NEW](#)
- [2. Tutorial Video CA ECE Workforce Registry: Contact Sponsor Manager & Instructor Access - NEW](#)
- [3. Tutorial Video CA ECE Workforce Registry: Module/Training Calendar Use - NEW](#)
- [4. Tutorial CA ECE Workforce Registry: CDE-ELCD State Reporting - NEW](#)

[Competency Mapping Tool Resources \(CDTC\)](#)

[Participating Professional Development Providers - CA ECE Workforce Registry - Training Module/Calendar](#)

[Powerpoint - Introduction to the CA ECE Workforce Registry \(Chinese\)](#)

[Powerpoint - Introduction to the CA ECE Workforce Registry \(English\)](#)

[Powerpoint - Introduction to the CA ECE Workforce Registry \(Spanish\)](#)

[QCC - Bi-Weekly Newsletter January 19 2019 - "USE THE REGISTRY"](#)

[Tip Sheet - Instructions for Instructor or Sponsor to share an Unpublished Link for Training Events](#)

[Tip Sheet - Instructor Access Request](#)

[Training Calendar Expansion Policy & Application Links](#)

[Training Module/Calendar Application: All Other Professional Development Providers](#)

[Training Module/Calendar Application: CDE-ELCD Quality Improvement Contractors](#)

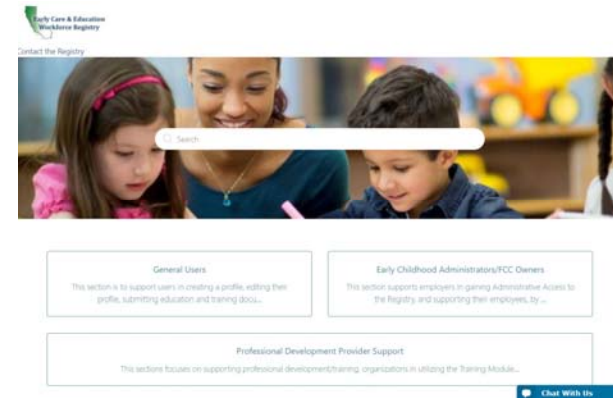
[Training Module/Calendar User Guide - July 2018](#)



Early Care & Education Workforce Registry

Development Completed in June 2019

- Training Calendar – Search from home page
- New Help Desk with chat



On the Horizon – In Progress

- New Home Page + Mobile Friendly + Quick Link Features based on new Style Guide
- Infrastructure Certification Tracking
 - Certification section added to Education and Training Report
 - Certifications added to Instructor Profile
 - Trainer Qualifications and Demographics Report

[Return Home](#)
[Language](#)
[Log In](#)


[Contact Us](#)



Welcome to the

California Early Care and Education Workforce Registry!

We are excited to welcome you to the Early Care and Education Workforce Registry for professionals in California! If you do not already have an account, please join by creating your profile.

The California ECE Workforce Registry is a state, regional and local collaboration designed to track and promote the education, training and experience of the early care and education workforce for the purpose of improving professionalism and workforce quality to positively impact children.


[Search Training Calendar](#)


[How to Create a Registry Profile Video](#)


[Registry Help Desk](#)


[Registry Overview Video](#)


[Registry Resources](#)


[Frequently Asked Questions](#)

DON'T HAVE A PROFILE YET?

[Create a Profile](#)

ALREADY HAVE A PROFILE?

LOG IN HERE:

Email Address

Password

[Log In](#)

[Forgot password? Click here.](#)



Total Participants

8,494



Total Instructors

41




Available Trainings

406

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[Registry Help Desk](#)










Early Care & Education Workforce Registry

Resource Documents

Participant Account

START BY LOGGING IN WITH US
Maintaining an individual professional profile in the CA ECE Registry gives you the opportunity to document and present all of the achievements along your career path. This can be beneficial to both you and your employer.

It is important to keep your profile up-to-date. Luckily, maintaining a current profile is easy! You can submit new training or education information as soon as you complete them. Just email, mail, or upload your documents to the CA ECE Registry and we will make sure they are added to your profile (*processing may take 2-4 weeks).

The CA ECE Registry is for anyone in the early childhood field:

- Family child care providers, teachers, assistant teachers, aides and paraprofessionals
- Directors and administrators
- Trainers, coaches, and consultants
- Early childhood facility and students
- Advocates and other early childhood supporters



CARegistry.org
The California Early Care & Education Workforce Registry is an integral piece of the California professional development system for the early childhood workforce.

CALIFORNIA EARLY CARE AND EDUCATION WORKFORCE REGISTRY
Child Care Alliance of Los Angeles

THE CALIFORNIA EARLY CARE AND EDUCATION

PROPEL YOUR CAREER FORWARD!
The California Early Care and Education Workforce Registry (CA ECE Registry) is an online system that supports early childhood professionals and recognizes the valuable work that you do! We are working to bring increased recognition and professionalism to the early childhood field across California.

With a CA ECE Registry profile, you can take advantage of helpful resources to guide your career choices and plan your professional growth.



"This system shows me I am being learning and keep growing, no matter where I am."
- Maria Garcia, Child Care Director

HOW TO JOIN:
Creating your profile is a simple process that takes only a few minutes.

Go to: CARegistry.org to get started.

STEP 1 Create your online profile
(only one account per person)
Fill out our easy to navigate online application. Tell us about your education, training, and employment history.

STEP 2 Submit your documents
Mail, email, or upload your documents to complete your profile in the CA ECE Registry.

TECHNICAL SUPPORT
Our Registry specialists are available to assist you.

CARegistry@caall.org
Toll free: 888.922.4453
Local (Los Angeles): 323.274.1380

BUILD YOUR CA ECE WORKFORCE REGISTRY PROFILE AND BUILD YOUR FUTURE.
As a member of the CA ECE Registry you will have access to many different items:

CA ECE Registry Membership Card
Print your membership card or save your CA ECE Registry ID number on your cell phone so you can always have your number with you when you attend trainings.

Training Calendar
Search for professional development opportunities throughout California. Completed professional development will be added to your verified Education and Training Report.

Verified Education and Training Report
Print your report of the training and coursework that you have completed and submitted, and verified by the Registry Office. You can use this to build your resume or share with a prospective employer.

Resume Builder
Build your resume with this tool that uses information in your profile into a resume format in Word that you can refine prior to submitting to a prospective employer with your verified Education and Training Report.

Job Board
Search for a range of current job openings in the early care and education field.

Administrator Program Accounts

HELPFUL HINTS:

Identify ambassadors! Identify members that are enthusiastic about the CA ECE Registry and ask them to act as an ambassador for their facility.

Use a targeted approach. Consider sending your team by role and asking each group a different deadline.

Encourage staff to scan their education and training documents for easy upload to the CA ECE Registry.

Encourage staff to check out all of the resources available through the CA ECE Registry website: Training Calendar, Assist staff in registering for trainings.

Early Care & Education Workforce Registry

CALIFORNIA EARLY CARE AND EDUCATION WORKFORCE REGISTRY
Child Care Alliance of Los Angeles
815 Colorado Blvd., Suite C
Los Angeles, CA 90041
We're here to help you succeed.

THE CALIFORNIA ECE WORKFORCE REGISTRY
Planning Guide for Early Childhood Administrators/Directors

MANAGING YOUR CA ECE REGISTRY ORGANIZATION/ PROGRAM ACCOUNT(S)

Early Care & Education Workforce Registry

PLANNING GUIDE FOR EARLY CHILDHOOD ADMINISTRATORS/DIRECTORS

Step ONE

CREATE YOUR CA ECE REGISTRY PROFILE

We recommend that you create your own CA ECE Registry Profile before asking your staff/facility to do so. It is important that you see what the application process looks like so that you can be a resource for anyone on your team who has questions.

Target Date _____
Date Completed _____

Step TWO

ACCESS YOUR ORGANIZATION ACCOUNT

Submit your Administrative Access Request and documentation, if applicable. Then update your program profile in Edit Program Details.

Target Date _____
Date Completed _____

Step THREE

INTRODUCE THE CA ECE WORKFORCE REGISTRY TO ALL PROGRAM STAFF/FACULTY

Let your team know why your program is joining the CA ECE Registry and fill them in on the benefits of maintaining a Registry Profile. Give us a call if you'd like us to send you some brochures or promotional materials to distribute.

Target Date _____
Date Completed _____

Step FOUR

SUPPORT YOUR STAFF/FACULTY TO CREATE THEIR OWN CA ECE REGISTRY PROFILE

Each person will need about 10-15 minutes to complete their profile. Be sure to plan ahead and find coverage for each staff member to complete their CA ECE Registry Profile. Provide staff the facility names and license numbers to expedite their facility search and link to your facility link. Encourage them to start gathering their education and training documents to upload to the CA ECE Registry.

Target Date _____
Date Completed _____

Step FIVE

SUPPORT YOUR STAFF/FACULTY TO SUBMIT DOCUMENTATION

Most of the documents that the CA ECE Registry needs for verification should already be in each person's employee file. The CA ECE Registry accepts photocopies of all original documents. They can be uploaded directly into an employee's profile by the employee or you, or emailed or mailed to the CA ECE Registry Office.

Target Date _____
Date Completed _____

Step SIX

REVIEW AND MAINTAIN ACCOUNTS

We recommend that you log in and go to your organizational account (Program Administration) monthly to make sure everything is up to date. Support your team to send in any new training or education information throughout the year.

Target Date _____
Date Completed _____

*** All Brochures come in English, Spanish, and Chinese translation.

Questions?





Early Care & Education Workforce Registry

Thank you!

Contact information:

Fiona Stewart

Program Director

Email: fiona.stewart@ccala.net

Phone #: 323-274-1387

www.caregistry.org

Thank you!



PROGRESS AND POTENTIAL

A Snapshot of Los Angeles County in California's Early Care and Education Workforce Registry

2018 REPORT



INTRODUCTION

The early years are a critical time of development for young children. It is important, therefore, that early educators have the skills, knowledge, and preparation to support children in their early years. The Institute of Medicine states, “the adults who provide for the care and education of young children bear a great responsibility for these children’s health, development, and learning.”¹

The California Early Care and Education (ECE) Workforce Registry provides robust, verified data and information on the ECE workforce. The Registry is a secure, web-based data system that tracks the education, professional development, and experience of the ECE work force. This high-quality data can be used for planning, policy, budget allocation, and data system development. The Registry also promotes

professionalism and workforce quality that positively impacts children and serves as a crucial support for the ECE workforce, and the programs that serve them, in Los Angeles County and throughout California.

This data report provides a snapshot of the Los Angeles County ECE workforce in 2018 and highlights the Registry’s potential to provide the high-quality, verified data that is crucial for future workforce research, policy, practice, and advocacy. It also offers recommendations for creating a fully integrated and functional registry to advance the ECE work force throughout the state.

¹ Institute of Medicine. *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation Report Brief 2015* (page 1). https://www.nap.edu/resource/19401/BirthtoEight_brief.pdf



**Early Care & Education
Workforce Registry**

BENEFITS TO REGISTRY STAKEHOLDERS

ECE WORKFORCE

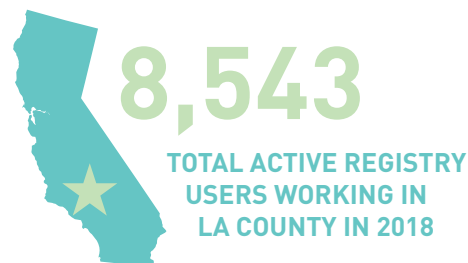
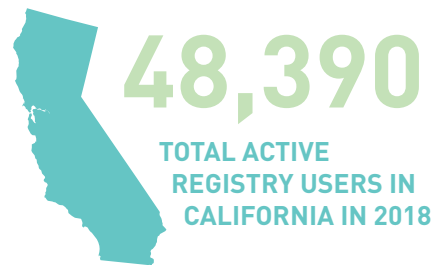
By providing access to a wide variety of professional development offerings in Los Angeles County and across the state, the Registry serves as a lever for professionalizing the workforce. It also provides a secure, central place for the ECE workforce to electronically store and track qualifications, professional development activities, educational attainment, and employment information. The Registry supports professional development and growth by providing verified qualification information to workforce members, employers, and the workforce development system supporting them.

ECE PROFESSIONAL DEVELOPMENT PROGRAMS

The Registry provides an online platform for ECE professional development programs to offer and promote training workshops, as well as easily track and report attendance and program data. Since 2017, professional development organizations funded by the California Department of Education-Early Learning and Care Division (CDE-ELCD) have been required to use the Registry to track training attendance.

STATE LEADERS AND POLICYMAKERS

The Registry houses up-to-date, verified qualification data and has the potential to deliver a comprehensive picture of the ECE professional development activities, higher education course completion, and employment information at both the county and state levels. This data is essential to future workforce research, policy, practice, and advocacy. Moreover, it is a critical component of any future statewide integrated data system, as it provides a cost-effective way to have accurate, verified workforce data readily available to use or integrate with multiple initiatives.



ABOUT THE REGISTRY

The Registry has the potential to collect data from estimated 147,288 individuals living or working in the early care and education field statewide in California. Of those working in settings that directly serve children, approximately 25 percent were members of the Registry,² while approximately 37 percent of the estimated 30,400 members of the ECE workforce in Los Angeles County working directly with children were members of the Registry.^{3,4} These estimates are drawn from a variety of sources, each with its limitations, highlighting the need for one central source of high-quality ECE workforce information.

The data presented in this data report focuses on active Registry users who were direct service providers working in Los Angeles County in 2018. (Active users are defined as individuals who have interacted with the Registry in the last 24 months, in this case, January 2017-December 2018.) At this time, it is optional for the California ECE workforce to join the Registry, so the Los Angeles County Registry data is not representative of all those working in early learning and care settings. But these findings demonstrate the Registry's potential to deliver a comprehensive picture of workforce qualifications, professional development activities, higher education course completion, and employment status at both the county and state levels.

2 Center for the Study of Child Care Employment. *Early Childhood Workforce Index 2018*. <http://cscce.berkeley.edu/files/2018/06/2018-Index-California.pdf>.

3 Center for the Study of Child Care Employment. *California Early Care and Education Workforce Study: Los Angeles County. Licensed Child Care Centers* [page 39] 2006. <https://childcare.lacounty.gov/wp-content/uploads/2018/06/Los-Angeles-center-report-07-28-06-FINAL.pdf>.

4 California Assembly Blue Ribbon Commission on Early Care and Education. 2019. "Draft Summary of Recommendations" (page 43). <https://speaker.asmdc.org/blue-ribbon-commission-early-childhood-education>.

LOS ANGELES ECE WORKFORCE REGISTRY DATA

The participation of the ECE workforce in the Registry has been steadily growing in Los Angeles County. Of the 16,763 Registry members who live or work in Los Angeles County, 8,543 individuals are active users employed in Los Angeles County in 2018.



EARLY CARE AND EDUCATION SETTINGS

The early care and education workforce is comprised of those who work in either a private or publicly funded group setting, known as a child care center (Center) or in a family child care home (FCCH) where an adult cares for children in her or his home. Both Centers and FCCHs are licensed by the California Department of Social Services-Community Care Licensing Division.

While a smaller percentage of licensed FCCHs in Los Angeles County (14%) participate in the Registry, approximately 30 percent of the county's child care centers have employed at least one Registry participant or member.

LOS ANGELES COUNTY ECE LICENSED FACILITIES

5,517 FCCH FACILITIES

14% OF FCCHs HAVE ACTIVE USERS

3,059 ECE CENTERS

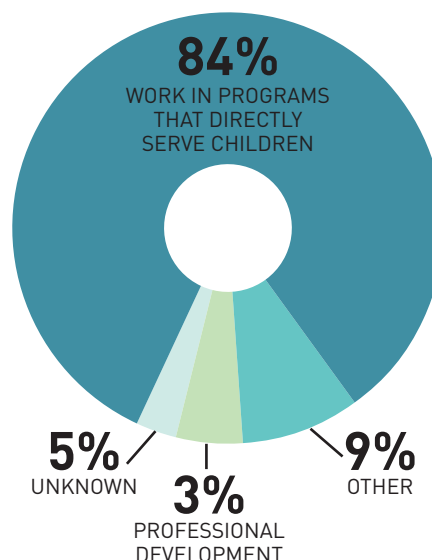
32% OF ECE CENTERS HAVE ACTIVE USERS

JOB ROLES AND DEMOGRAPHICS OF LOS ANGELES COUNTY REGISTRY MEMBERS

Understanding the diversity of those who work with young children is vital to identifying policy needs and systemic issues, inequities, and barriers. This snapshot of Registry demographic data, including language, gender, age, education levels, and race and ethnicity, can help provide a useful introduction to the ECE workforce who work in Los Angeles County.

The vast majority of Los Angeles County Registry participants provide direct services to children in early care and education programs. A much smaller percentage of Registry members are employed in professional development organizations. Registry participants in the "other" category include those in other support roles, such as independent contractors or social workers.

ECE JOB ROLES OF ACTIVE USERS IN LOS ANGELES COUNTY



JOB ROLES OF THOSE WORKING DIRECTLY WITH CHILDREN

31%
ASSISTANT
TEACHER

49%
TEACHER

5%
SITE
SUPERVISOR

4%
DIRECTOR

11%
FCCH OWNER

Assistant Teacher and Teacher includes those who work in child care centers or FCCH sites.

AGE BY JOB ROLE LOS ANGELES COUNTY 2018

ASSISTANT TEACHER



TEACHER



SITE SUPERVISOR



DIRECTOR



FCCH OWNER



Assistant Teacher and Teacher includes those who work in child care centers or FCCH sites.

GENDER



96%
FEMALE



4%
MALE



While approximately three-quarters of assistant teachers and two-thirds of teachers and site supervisors are under 50 years old, over one-half of FCCH owners and almost half of center directors are 50 or older and therefore potentially close to retirement. If this information is true for Los Angeles County as a whole, it highlights the need for a leadership pipeline for directors and continued recruitment of the FCCH workforce.

RACE/ETHNICITY BY JOB TITLES LOS ANGELES COUNTY 2018

RACE/ETHNICITY	ASSISTANT TEACHER	TEACHER	SITE SUPERVISOR	DIRECTOR	FCCH OWNER
American Indian or Alaska Native	> 1%	0%	0%	0%	> 1%
Asian	4%	7%	7%	7%	10%
Biracial or Multiracial	2%	2%	2%	3%	2%
Black or African American	11%	15%	17%	22%	15%
Hispanic/Latino	71%	60%	58%	33%	62%
Other	2%	3%	4%	3%	3%
Pacific Islander	1%	1%	> 1%	0%	1%
White/Caucasian	9%	12%	13%	31%	8%
TOTAL	100%	100%	100%	100%	100%

PRIMARY LANGUAGE BY JOB TITLES LOS ANGELES COUNTY 2018

PRIMARY LANGUAGE	ASSISTANT TEACHER	TEACHER	SITE SUPERVISOR	DIRECTOR	FCCH OWNER
English	79%	85%	88%	95%	46%
Spanish	17%	11%	9%	2%	45%
Cantonese	> 1%	> 1%	1%	> 1%	4%
Mandarin	> 1%	> 1%	0%	0%	2%
American Sign Language	0%	> 1%	0%	0%	0%
Other Languages	3%	3%	2%	3%	2%



QUALIFICATIONS OF REGISTRY MEMBERS WHO WORK IN LOS ANGELES COUNTY

More than one-half of teachers employed in Los Angeles County who participate in the Registry report completion of a bachelor's degree or higher, while about one-half of assistant teachers (49%) and one-third of FCCH owners (33%) report having completed "some college." Overall, 42 percent of Registry members in Los Angeles reporting degree attainment had their degrees verified by Registry staff.

It is important to note that only 29 percent of participating teachers employed in Los Angeles County who have reported attaining a bachelor's degree or higher have submitted transcripts for Registry verification. It is likely that participants in Quality Start Los Angeles (QSLA) account for the largest portion of the verified transcripts, as they are required to submit qualification documents for verification (see below for more information on QSLA). Understanding the educational attainment of all members of the Los Angeles County ECE workforce is essential to developing relevant and targeted professional growth and development strategies.

SELF-REPORTED HIGHEST LEVEL OF EDUCATION BY JOB TITLE LOS ANGELES COUNTY 2018

EDUCATION LEVEL	ASSISTANT TEACHER	TEACHER	SITE SUPERVISOR	DIRECTOR	FCCH OWNER
No High School Diploma/ No GED	3%	> 1%	> 1%	0%	13%
High School Diploma/GED	14%	3%	1%	1%	15%
Some College	49%	20%	14%	7%	33%
Associate's Degree	19%	20%	17%	7%	16%
Bachelor's Degree or Higher	15%	56%	72%	83%	23%

Across the state, Child Development Permits, issued by the California Commission on Teacher Credentialing, are another type of qualification for the ECE workforce. Those working in state-funded child development programs are required to have a Child Development Permit. More than 32 percent of assistant teachers, teachers, and FCCH owners in Los Angeles County participating in the Registry hold a current California Child Development Permit. The number of permits verified in Los Angeles County is also likely skewed by QSLA participants, many of whom work in California State Preschool Program contracted sites. However, the submission of Child Development Permits by FCCHs is an indication of the importance of Child Development Permits as a means of tracking qualifications.



QUALITY START LOS ANGELES

One of the drivers of Registry participation in Los Angeles County is its collaboration with Quality Start Los Angeles, a quality improvement and rating program focused on supporting the provision of high quality early care and education in Los Angeles County. In 2017, the QSLA program began requiring participating ECE providers to use the Registry to assess staff qualifications for quality ratings. As of December 2018, approximately half of the participating QSLA sites had completed the Registry qualification verification process. Nearly 18 percent of the Los Angeles County direct service workforce participating in the Registry are working in QSLA sites.



29%

OF LEAD TEACHERS IN
THE REGISTRY WORK
IN QSLA SITES

PROFESSIONAL DEVELOPMENT SYSTEM

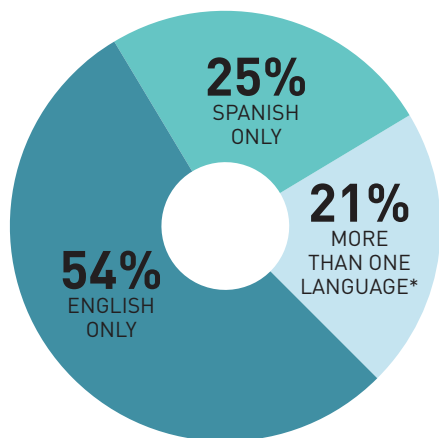
The Registry includes a training module and calendar, which are designed to allow professional development organizations and their training instructors to post and manage training events, the training enrollment process, and the payment process, as well as post completed trainings directly to participant's profiles and generate reports.

In 2016, seven of the Los Angeles County Resource and Referral (R&R) agencies and five organizations operating in San Francisco began using the Registry to post, track, and report all training workshops. Additional professional development organizations and projects funded by the California Department of Education - Early Learning and Care Division (CDE-ELCD) and other local initiatives began using the Registry to offer and track training participation in 2017.

By the end of 2018, 19 organizations, 12 of which are located in Los Angeles County, posted professional development opportunities offered in Los Angeles County on the Registry Training Module and Calendar. These organizations employ or contract with 147 professional development staff to support the provision of services. In 2018, they offered 874 in-person trainings in Los Angeles County.

Understanding the full range of professional development opportunities and the characteristics of all who participate in these programs is essential to developing relevant and targeted professional growth and development strategies.

TRAININGS OFFERED IN MULTIPLE LANGUAGES



** Trainings were offered in more than one language, including Spanish, English, Cantonese, Mandarin, American Sign Language, and other languages*



KEY FINDINGS

The data presented here provide a snapshot of the ECE workforce in Los Angeles County who participated in the Registry in 2018. It demonstrates the potential of the Registry to be the primary source of verifiable, accurate, and up-to-date workforce data. Although the data is still limited as participation in the Registry is voluntary, this snapshot begins to provide an understanding of those who work with and on behalf of young children in Los Angeles County.

KEY FINDINGS FROM THE DATA INCLUDE:

1. **Just over a third (37%) of the ECE workforce in Los Angeles County currently participates in the Registry.**
2. **Participation is particularly low for licensed family care child providers.**
3. **A small percentage of Registry users submit their qualifications for verification by Registry staff.**

Participation in the Registry is steadily growing, especially as it is integrated with other county systems. Registry participation is not required for any members of the ECE workforce other than those participating in QSLA, those enrolled in AB 212 (a California Department of Education-funded stipend program for the ECE workforce that requires participants to have a Registry identification number), or those working as trainers with professional development training organizations using the Registry. Furthermore, in Los Angeles, only QSLA participants are required to submit transcripts and other qualification documents for Registry verification. Participation may also be hindered by a reluctance of some to enter their personal or work information into an online database or by differing levels of access to or comfort with technology.



RECOMMENDATIONS FOR A FULLY INTEGRATED AND FUNCTIONAL REGISTRY TO ADVANCE THE ECE WORKFORCE

Access to high quality, verified data is crucial for local- and state-level workforce research, policy, practice, and advocacy. To fully realize the Registry's potential, data must be accessible, accurate, verified, and up-to-date. This will require an ongoing investment to ensure a sufficient number of highly-quality staff who are well trained on data collection, data entry, data reporting, and data verification protocols; an efficient data system infrastructure to support the ECE field; and the inclusion of all sectors of California's vastly diverse ECE workforce.

1 RECOMMENDATION

Develop legislative and regulatory strategies to ensure the Registry extends to all segments of California's diverse ECE workforce. This would include child care center staff and family child care owners and their staff, working in both private and publicly funded early childhood settings.

To fully realize the Registry's potential as a source of workforce information for evaluation and planning in Los Angeles and statewide, all members of the workforce must participate and submit education and professional development documentation. Registry participation increased significantly when both QSLA sites and CDE-ELCD funded professional development programs integrated with the Registry and required participation. This policy should be expanded to require Registry participation by:

- All ECE professional development programs funded by public agencies, including CDE-ELCD; First 5 California, and Community Care Licensing
- All staff in CDE-ELCD funded preschool and child development programs
- All staff in child care centers and family child care homes regulated by Community Care Licensing

2 RECOMMENDATION

Build the capacity, expansion, and integration of the Registry as the central source of ECE workforce data.

As a critical component of integrated data systems in Los Angeles, the Registry is an efficient and cost-effective data collection and verification approach needed to streamline reporting. Supporting the Registry as a publicly funded component of California's ECE system would 1) allow for accessible, accurate, verified, and up-to-date data housed within a technologically sophisticated data system, and 2) provide the ECE workforce increased access to professional development opportunities vital to providing children with high quality early learning experiences. Doing so requires developing:

- Policy recommendations and data reports outlining the need for ongoing public investment
- A communication strategy encouraging ECE stakeholders to support Registry integration in Los Angeles County.

3 RECOMMENDATION

Implement regulatory and internal program changes to ensure state agencies use Registry data through integrated data systems and procedures.

Local stakeholder advocacy support for state agency integration of data systems and modification of program procedures will enable state agencies to take full advantage of verified Registry workforce data and benefit from local data collection in Los Angeles County. By using Registry workforce data, state agencies can avoid expensive and duplicative data entry, reporting, verification, and certification activities. This would include, but is not limited to, using Registry data to:

- Integrate the Registry with local ECE workforce programs and require participation by both those working directly with children and those in indirect support roles.
- Integrate the Registry with state-funded investments that are administered locally, such as AB 212
- Ensure the Registry office has the staff resources and technological sophistication to integrate into other ECE program data systems.

Legislators, policymakers, and program administrators can realize these recommendations from the California Assembly Blue Ribbon Commission through robust funding, legislative, regulatory, and programmatic policies: Doing so can help support the ECE workforce and the broad range of programs and providers that serve young children in Los Angeles County and throughout California.

“Extend the California Early Care and Education Workforce Registry to all counties as a support to the ECE workforce in tracking and accessing professional development opportunities and as a source of information for evaluation and planning statewide. The registry is a web-based system designed to verify and securely store and track the employment, training, and education accomplishments of early childhood care and education teachers and providers.”

– California Assembly Blue Ribbon Commission Report April 2019 (p.55)



Early Care & Education Workforce Registry

(323) 274-1380 | caregistry@ccala.net
815 Colorado Blvd. Suite C | Los Angeles CA 90041
www.caregistry.org

This report was made possible by the generous contributions of
First 5 LA, First 5 California, and the Heising-Simons Foundation.

The California Early Care and Education Workforce Registry is funded by
**First 5 California, First 5 Los Angeles, the San Francisco Office of Early Care and Education,
First 5 Santa Clara – WestEd E3 Institute, and the Heising-Simons Foundation.**



A close-up photograph of a child's hands, wearing a plaid shirt, stacking colorful plastic blocks. The blocks are stacked in a tower with colors including green, blue, yellow, and red. The background is blurred, showing more toys and a play area.

EXPLORING THE REAL COSTS OF EARLY CARE AND EDUCATION IN LOS ANGELES COUNTY

October 2019

Outline of Joint Presentation

LA County Comprehensive Fiscal Analysis (CFA)

- Overview
- Methodology
- Key Findings
- Recommendations

LA Early Care and Education Financial Analysis

- Overview
- Analysis
- Findings
- Recommendations



Los Angeles County Comprehensive Fiscal Analysis

Key Findings and Recommendations

October 2019

Presenters:

Jeanna Capito

Karen Yarbrough

Simon Workman

Overview

Research Questions

- What funding currently supports early care and education services in Los Angeles County?
- How are these funds being used and are they being fully leveraged?
- What opportunities exist to better coordinate, streamline, and maximize existing funds?

CFA Activities

- Local Research & Stakeholder Engagement
- Revenue and Expense Models
- Profiling of ECE investments
- Analysis and Recommendations

Approach/Methodology

Funding Catalogue

- Review extant data on federal, state and local public funding streams
- Conducted 45 key informant interviews with fund administrators to create catalog entries

Revenue and Expense Models

- Met with diverse set of providers from different regions of the county (100 providers)
- Reviewed financial records and interviewed providers to obtain detailed understanding of revenue and expenses

Profiles

- Met with systems leaders to identify county departments, school districts, & municipalities with unique approaches to supporting ECE
- Conducted 70 key informant interviews to understand and profile these unique approaches



Key Findings

Funding Catalogue

Direct Service Funding Initiatives

CA Dept. of Education

Transitional Kindergarten (TK), TK Expanded (TKE), and Title I Preschool

CA Dept. of Education T5 Contractors

General Child Care and Development (CCTR)

California State Preschool Program (CSPP)

Emergency Child Care Bridge

Vouchers, Navigation, and Training

CA Vouchers

Cal WORKs Stage 1

Cal WORKs Stage 2, Cal WORKs Stage 3,

California Alternative Payment Program (CAPP)

California Family Child Care Home Education Networks (CFCC)

Early Head Start/Head Start and Early Head Start-Child Care Partnership

Funding Catalogue

Systems Supports Funding Initiatives

CA Dept. of Education

- CA Preschool Instructional Network (CPIN)
- CA TK Stipend Incentive Program
- AB 212 Child Care Salary Retention Incentive Program
- Child Care Initiative Project (CCIP)
- Local Child Care and Development Planning Council (LPC)
- CA State Preschool Program QRIS Block Grant, Infant/Toddler QRIS Block Grant
- Child Care Facilities Revolving Loan Fund (CCFRF)
- Child Care Resource and Referral (CCRR)

First Five California

First Five Los Angeles

LA Co. Library System - Reading Machine

Funding Catalogue

Category
Funded Programs & Primary Service
Source of Funds/Capacity Reached
Administering Entity
Parent /Family Fee or Co-Pay
Provider Eligibility Criteria
Child Eligibility Criteria
Family Eligibility Criteria
Length of Child or Family Eligibility
Eligibility Process
Payment Process and Rates
Rate Policies
Financial Requirements
Program Requirements

Funding Catalogue

Summary Tables in Catalogue

1. Direct Service Funding by Source
2. System Supports Funding by Source
3. Number of Children Funded by Direct Service Initiatives
4. Administering Entity
5. Funding Source by Age Served
6. Funding Source by Program Intensity

Funding Catalogue

Programs by Administering Entity

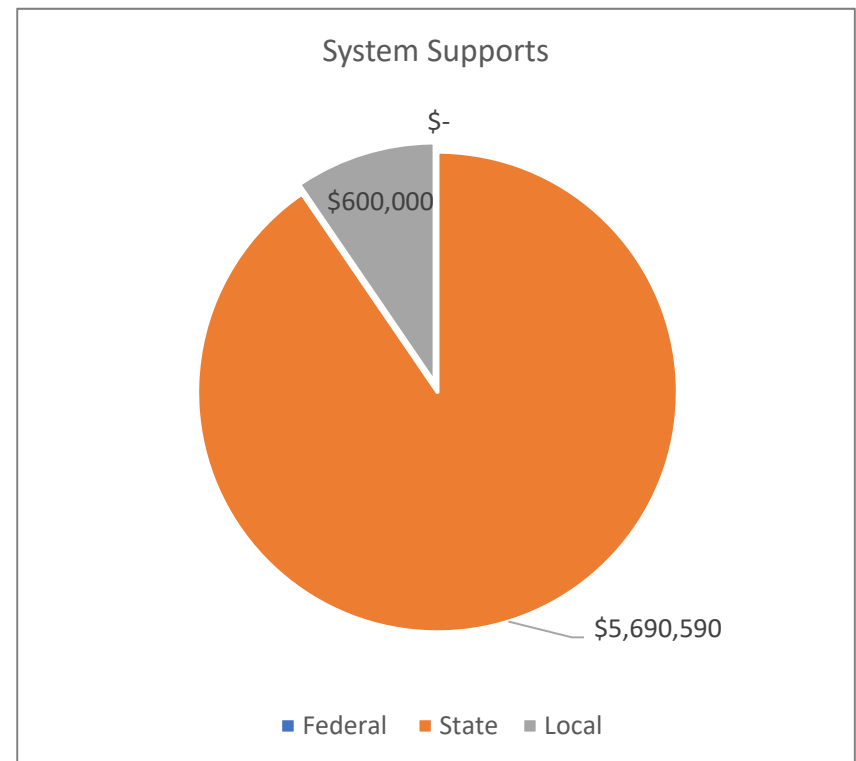
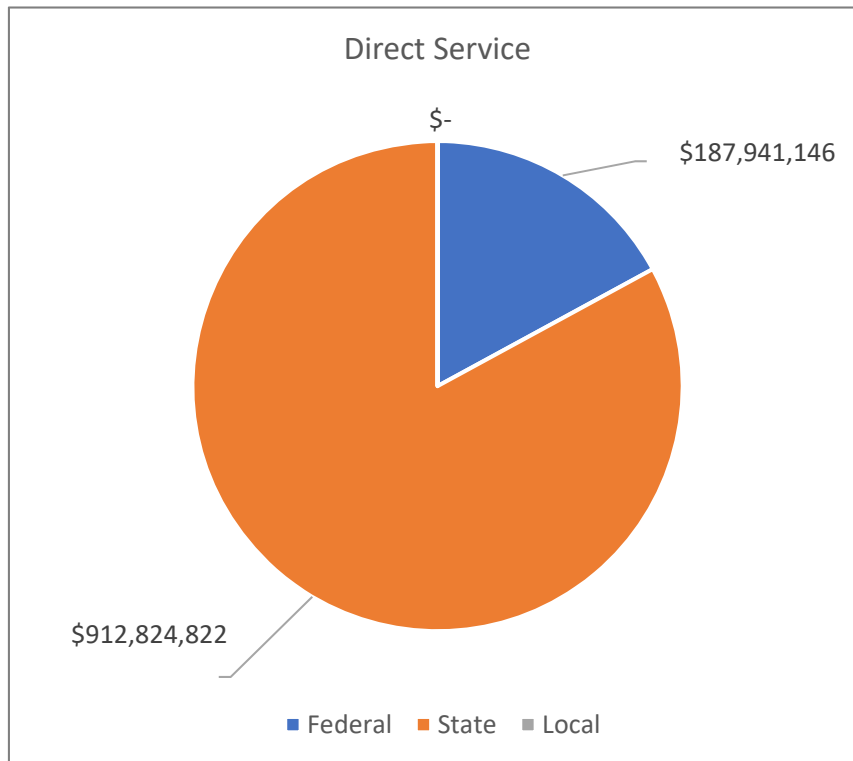
California Department of Education	<p>Direct Service Funding:</p> <ul style="list-style-type: none"> • Alternative Payment Program (CAPP) • Cal WORKs Stage 2 (child care vouchers) • Cal WORKs Stage 3 (child care vouchers) • Family Child Care Home Education Networks (FCCHEN): • General Child Care and Development (CCTR) • California State Preschool Program (CSPP) • Transitional Kindergarten (TK), • TK Expanded (TKE) 	<p>Systems Development Initiatives:</p> <ul style="list-style-type: none"> • CA Preschool Instructional Network (CPIN) • CA TK Stipend Incentive Program • AB 212 Child Care Salary Retention Incentive Program • Child Care Initiative Project (CCIP) • Local Child Care and Development Planning Council (LPC) • CA State Preschool Program QRIS Block Grant, Infant/Toddler QRIS Block Grant • Child Care Facilities Revolving Loan Fund (CCFRF) • Child Care Resource and Referral (CCRR)
California Department of Social Services	<p>Direct Service Funding:</p> <ul style="list-style-type: none"> • Cal WORKs Stage 1 (child care vouchers) 	
California Department of Children and Family Services	<p>Direct Service Funding:</p> <ul style="list-style-type: none"> • Emergency Child Care Bridge Program 	

Funding Catalogue

Programs by Administering Entity

First Five		Systems Development Initiatives: <ul style="list-style-type: none">• Early Childhood Education Credential Advocacy Project (PEACH), ECE Competencies and Registry• Kindergarten Readiness Assessment EDI• Quality Start
US Department of Health and Human Services, Administration for Children and Families	<ul style="list-style-type: none">• Head Start• Early Head Start• Early Head Start Child Care Partnerships	
Los Angeles County of Child Protection		Systems Development Initiatives: <ul style="list-style-type: none">• LA Reading Machine

Funding Catalogue



County and Community Profiles

- Strategy to cover the diversity of LA County
- Share out and raise up examples of investments and approaches to birth to five
- Narrative profiles as an appendix of the report along with direct examples from profiles reinforcing analysis and recommendations

City/Regional Profiles	County Departments/Government Units
Antelope Valley	Department of Children & Family Services (DCFS)
Lennox	Department of Parks & Recreation
Long Beach	Los Angeles Unified School District (LAUSD)
Los Angeles City	Department of Mental Health (DMH)
Northeast Valley/ Pacoima	Los Angeles County Office of Education (LACOE)
Pasadena	County Library System
Santa Monica	Chief Executive Office (CEO): Facilities; Homelessness
Watts-Willowbrook	County Subsidized Child Care for Employees

Themes from the Profiles

- ✓ Establish active cross-sector leadership groups focused on improving Early Childhood system and policy
- ✓ Develop local strategic plans to guide efforts to improve early childhood systems and policy
- ✓ Charge impact fees to private developers to support ECE facilities and programming
- ✓ Change local zoning ordinances and regulations that limit the development of new ECE facilities

Themes from the Profiles

- ✓ Centralize funding so that it can be better leveraged and coordinated to serve more children
- ✓ Fund dedicated early childhood city/county staff
- ✓ Expand programming for early childhood by developing partnerships between early childhood services and other publicly funded programs
- ✓ Support and incentivize school districts to use funds to support early childhood programming/scholarships



Revenue and Expense Modeling

Revenue and Expense Model

- Modeling for multiple types of program, allows you to select which one you want to run:
 - Full day, Full year, 10 hour/day childcare
 - Part-day PreK
- Implement quality variables approach for quality frame in model
- Three levels of quality modeled:
 - “Baseline Quality”
 - “Quality”
 - “Aspirational Quality”

Quality Scenarios: Ratio & Group Size

“Baseline Quality”	“Quality”	“Aspirational Quality”
Infant/toddler 1:4, group size 12	Infant/toddler 1:3, group size 9	Infant/toddler 1:3, group size 8
Toddler 1:6, group size 12	Toddler 1:4, group size 12	Toddler 1:4, group size 8
Preschool 1:12, group size 24	Preschool 1:8, group size 24	Preschool 1:8, group size 17

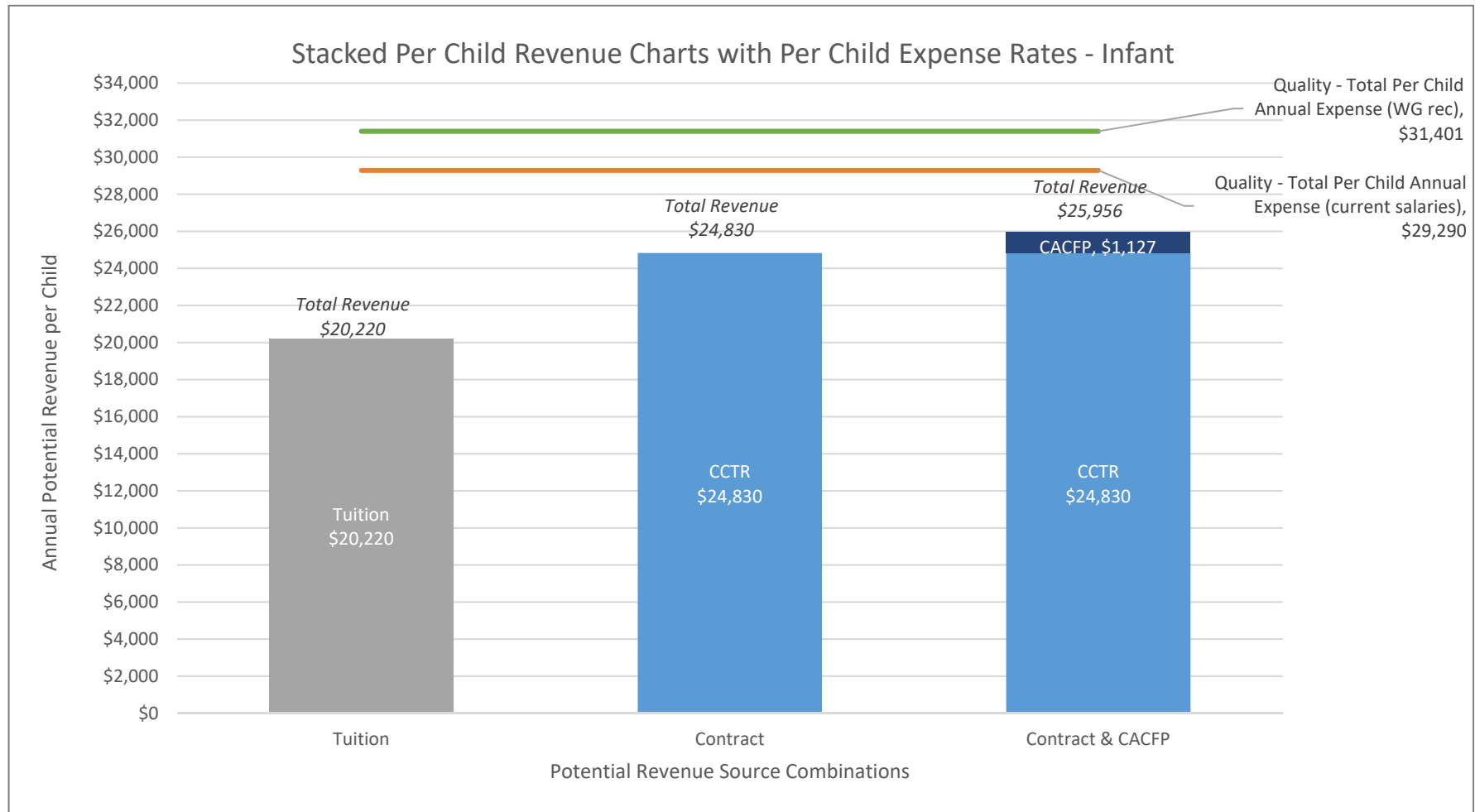
Revenue and Expense Model

- The most commonly occurring size center and composition of children is used in each iteration of child revenue compared to per child expense
- The center size and composition is 69 children: 9 infants, 12 toddlers, 48 preschoolers
- All charts include a cost per child expense line, which is reflective of the quality level

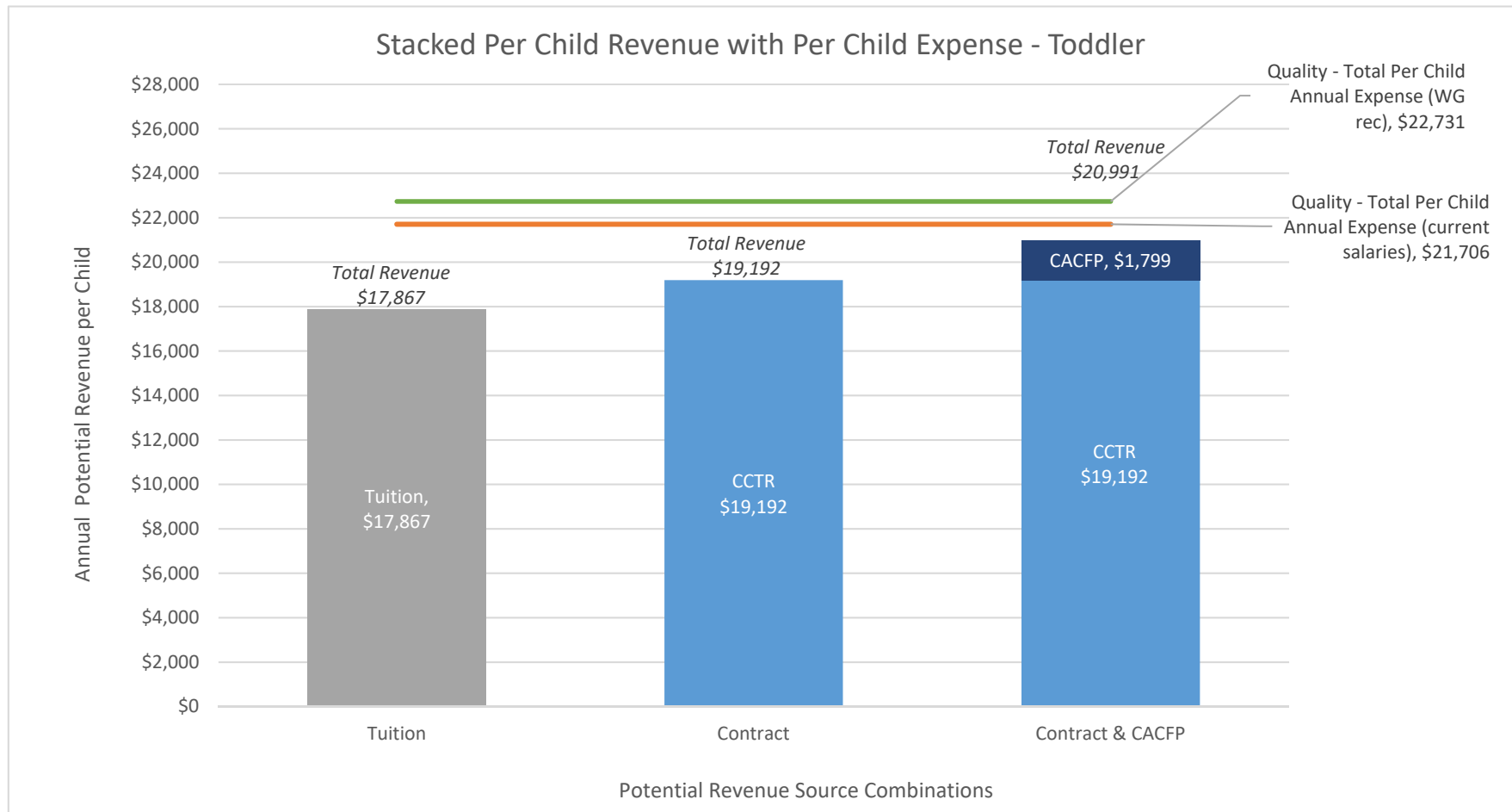
Compensation Assumptions

	“Baseline Quality”		“Quality”	“Aspirational Quality”
	(Current)	(Recommended)		
Lead Teacher	\$38,226	\$40,000	150%	200%
Assistant Teacher	\$29,247	\$33,000	150%	200%
Teacher Aide	\$21,822	\$27,560	110%	120%

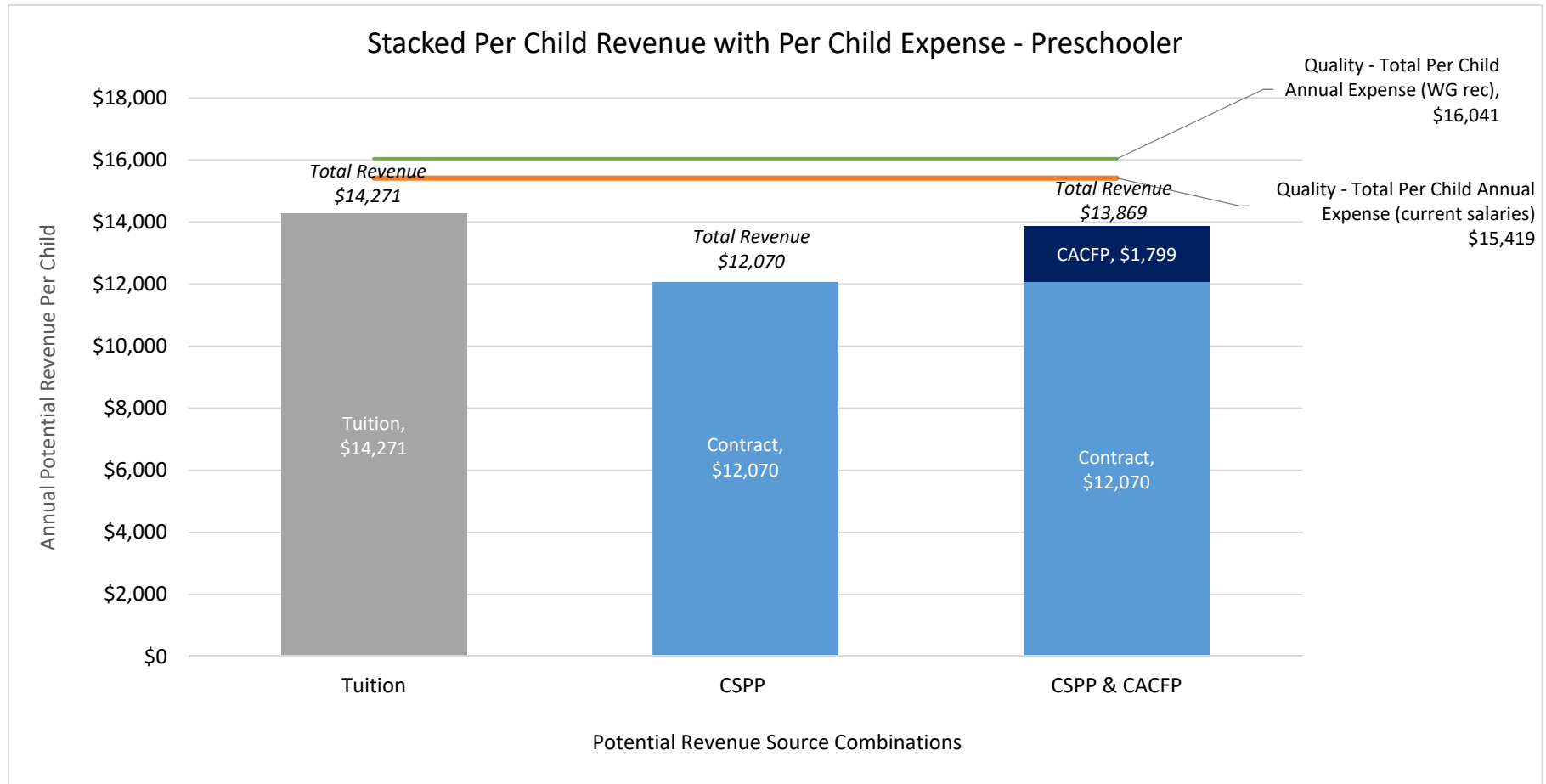
Model Results



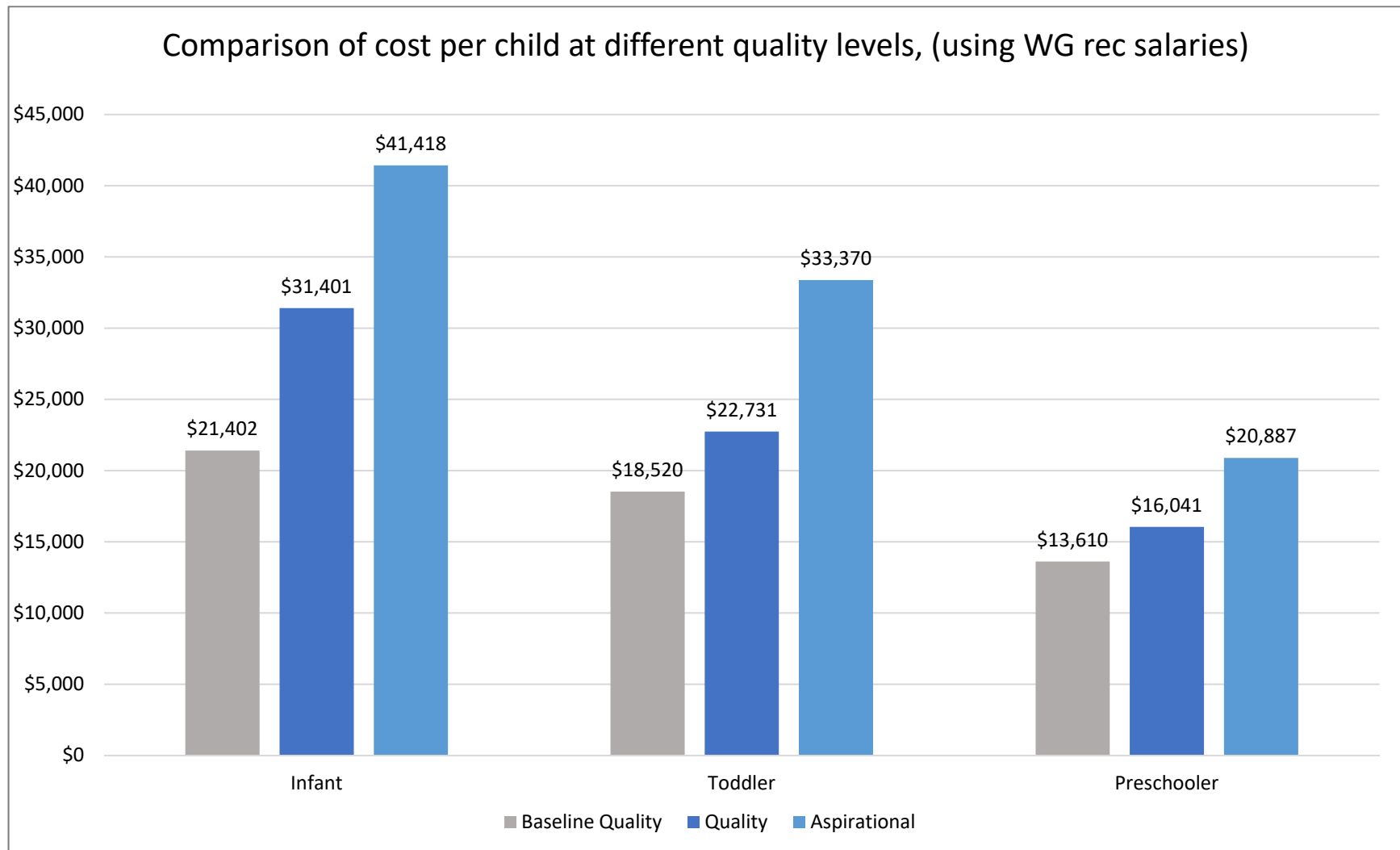
Model Results



Model Results



Model Results





Recommendations

Leverage and fully utilize existing resources

1. Ensure that the full potential of the Cal WORKs program, across each stage of implementation, is utilized.
2. With a systemic approach, implement county-level goals for seeking, drawing down and applying all available funding from CA Department of Education.
3. Support and encourage school districts to use funding for early care and education and develop partnerships to increase access to services.
4. Address the local monitoring burden on the programs administering funding to providers in order to lessen time and resources directed to monitoring.
5. Expand programs that develop the early childhood educator pipeline and access additional funding streams to support the development and professionalization of the workforce.

Maximize Current Structures

6. Empower the Office of Advancement of Early Care and Education as a central organizer for the early care and education system in LA County. Provide adequate funding and staffing for OAECE to:
 - a) Address any inefficiencies in current systems and processes
 - b) Ensure LA County is prepared to fully draw down available resources
 - c) Advance and coordinate additional investments to support program quality for all providers.

Increase equitable access to high-quality ECE for targeted populations and communities

7. Design and implement strategies to better support current infant and toddler care providers and grow the supply of quality child care for this age.
8. Implement strategies to support those delivering family, friend and neighbor care and to provide a pathway to licensed child care for those interested in growing into the profession.

Thank you!

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Quality and Productivity
Commission



LA County Early Care and Education Providers Financial Landscape Assessment Findings

Presented by:

Annie Chang
Associate Director

Los Angeles, CA

October 2019



Photo credit: First 5 LA

Prepared with the generous
support of:

First 5 LA

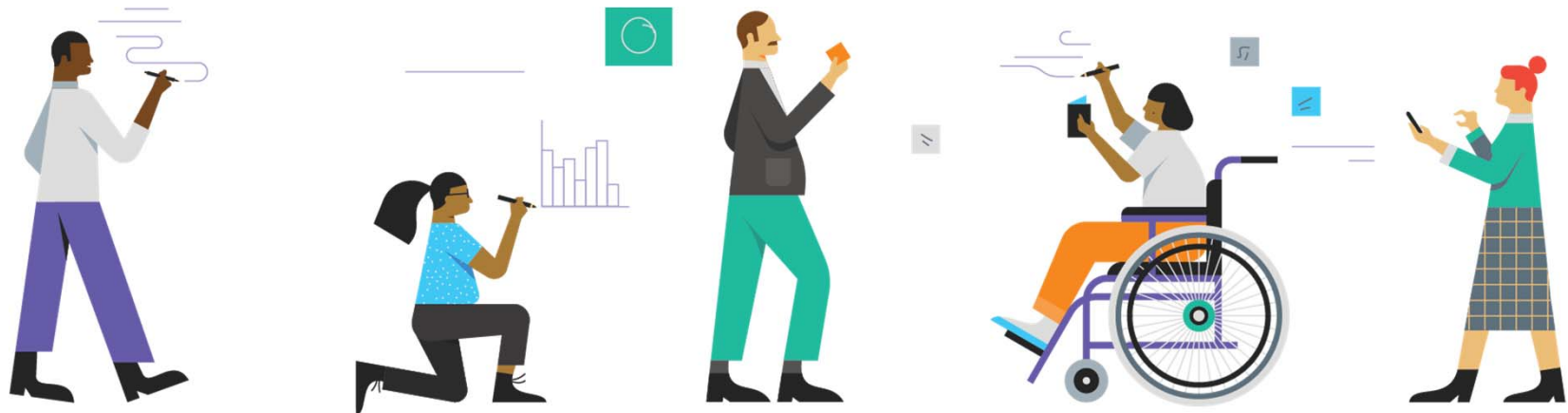
California Community
Foundation

Nonprofit Finance Fund: Where Money Meets Mission

NFF envisions a world where capital and expertise come together to create a more just and vibrant society.

We unlock the potential of mission-driven organizations through:

- **Tailored investments**
- **Strategic advice**
- **Accessible insights**



Presentation Goals



Share our key findings from the LA County ECE providers financial health analysis



Offer key recommendations for systems and policy change to strengthen the financial health of the sector



Discuss approaches applying the key findings and recommendations to your work

LA Early Care and Education Financial Analysis Overview

Origins: In 2008, ECE advocates (Early Childhood Alliance, previously LAPAI) raised the issue of financial health of the sector. ECE Bridge fund was established from 2012-2018. With the end of the LA County Bridge Fund, stakeholders were interested in:

- Understanding the financial health challenges of the ECE provider sector
- Identifying systems changes that would strengthen the sector

Analysis is Partnership between NFF, CCF and F5LA

- Partners recruited providers to participate in analysis and collected financial data *(Sept. 2018 – April 2019)*
- NFF analyzed and synthesized data *(April 2019 – June 2019)*
- Partners reviewed and refined internal and external report *(June – July 2019)*

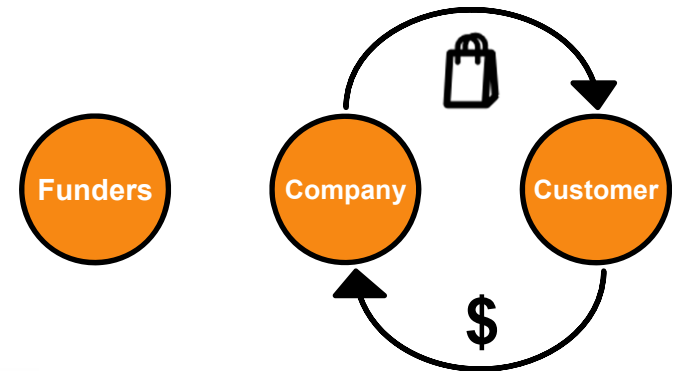
Analysis included:

- Financial trend analysis of data from audits and Form 990 reports for 26 center-based ECE providers that had direct contracts with California Department of Education
- Focus group with ten center-based nonprofit providers
- Focus group with nine family child care providers
- Individual phone interviews with ten providers

Nonprofit Service Providers Operate in a Flawed System

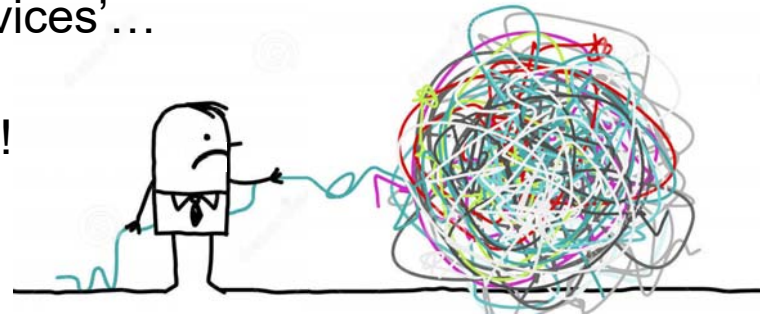
Multi-payor system

- Client often does not pay
- Third parties pay



Insufficient and Restricted Funding

- Donations must go to 'direct services'...
- ...and not to 'overhead'
- Restrictions complicate finances!



Money-losing business

- They fill social needs with low/no commercial returns (they do the hardest work!)
 - Subsidy businesses are needed to fill the gap, but they take their own capacities to run and need to grow in proportion to program growth
- Profits are seen as unnecessary – but **nonprofits need profits!**

How Do They Do It? ECE Providers Call Upon Different Strengths To Achieve Their Missions

Financial Strength

Financial assets to pay for what you do



Intellectual Strength

How you know how to do what you do



People Strength

Your people and skills



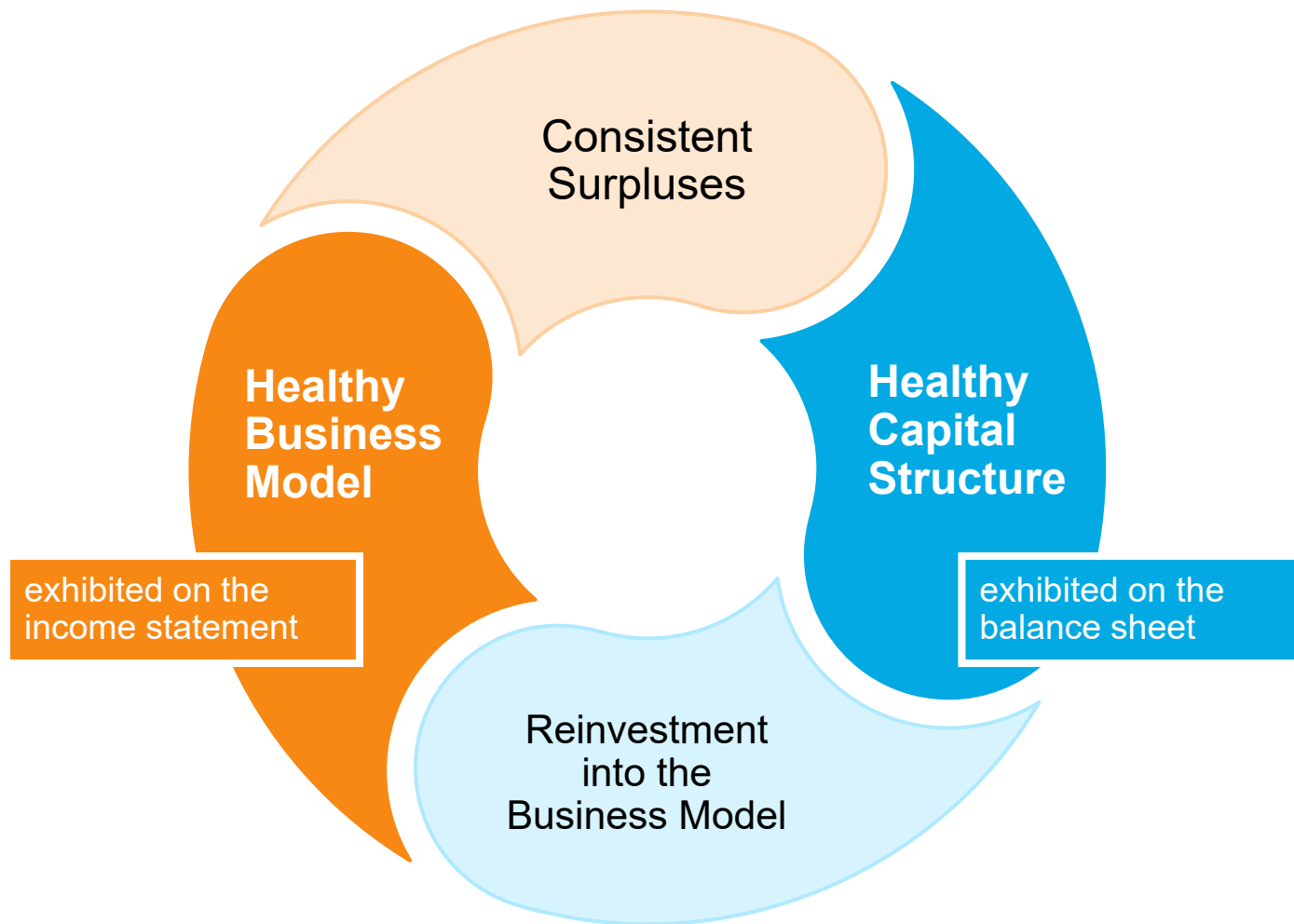
Social Strength

Relationships and reputation

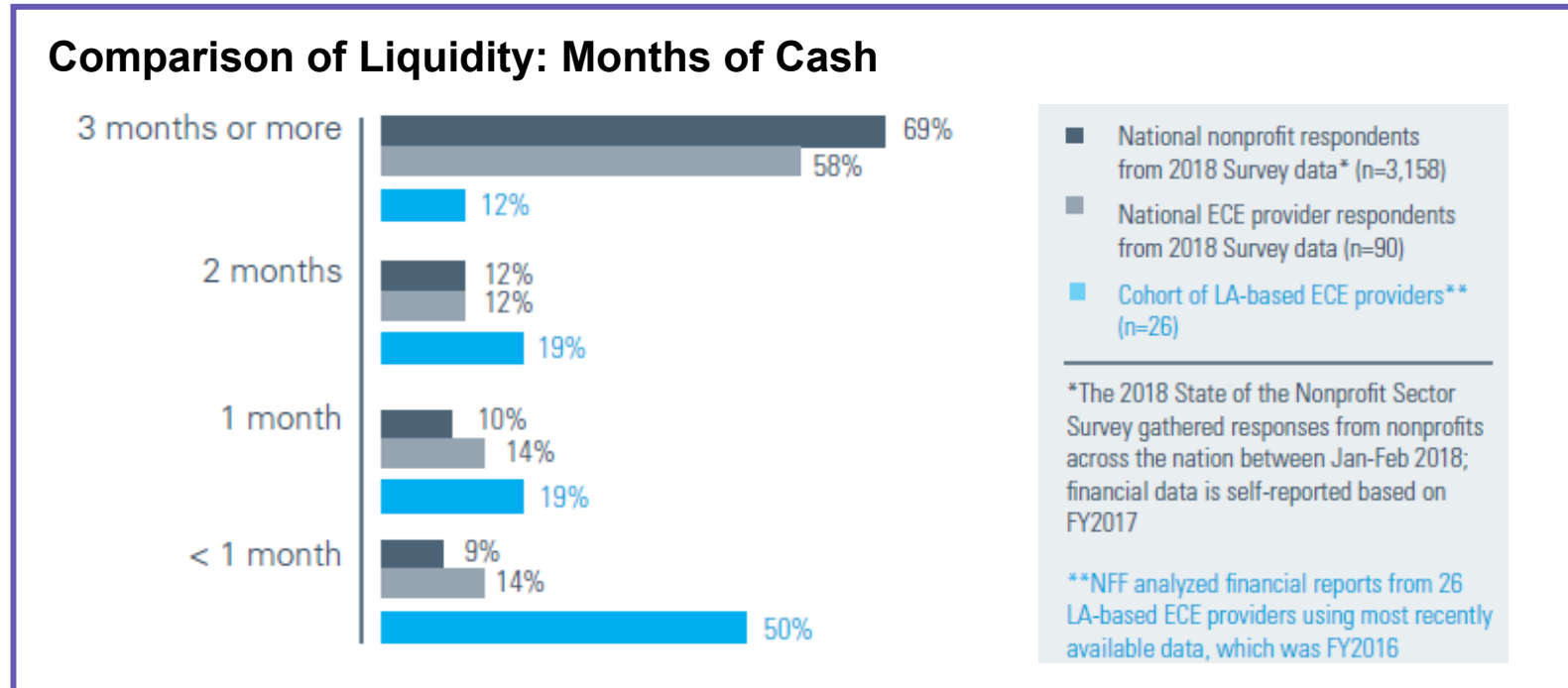


Mission Success

Comprehensive Financial Health



Fostering Young Minds and Developing Brains with Little Margin for Error

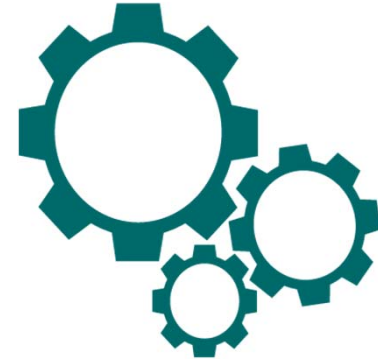


“We serve 300 children who are very low-income [and] we have no other funding source except for a contract from the state ... if there were delays, we would cry. We have no safety net except for a line of credit.”

Working Capital: Preventing Cash Flow Crises Saves Costs

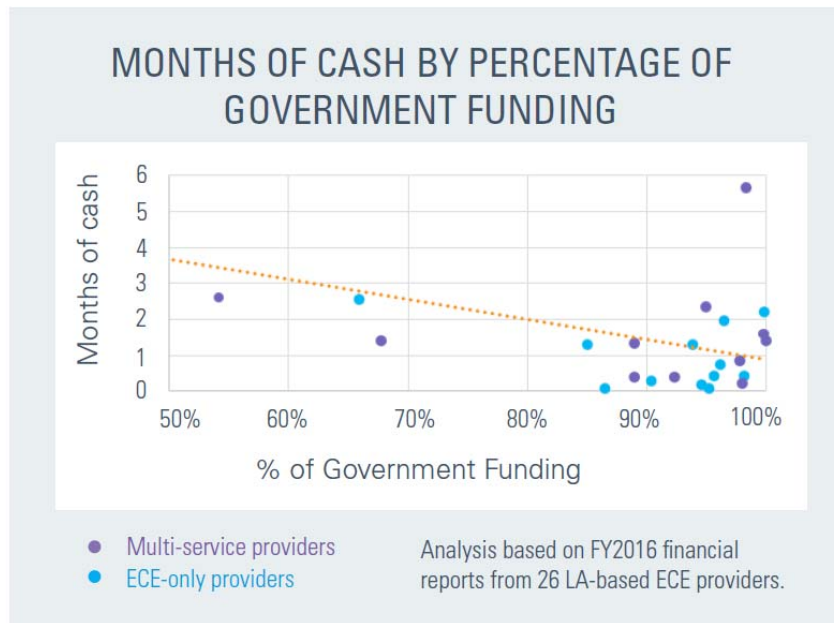
What are the costs of a cash flow crunch?

- All the costs associated with crisis management
 - Diverted time/effort of staff and board
 - Damage to staff morale/confidence/commitment
 - Burn-out
 - Using up social capital (relationships and goodwill with funders, donors, vendors, partners)
 - Lost opportunities
 - Decisions to address short term crisis that result in long term problems (i.e. seeking and accepting off-strategy funding)



Working Capital is funded through surpluses or one-time capital infusions

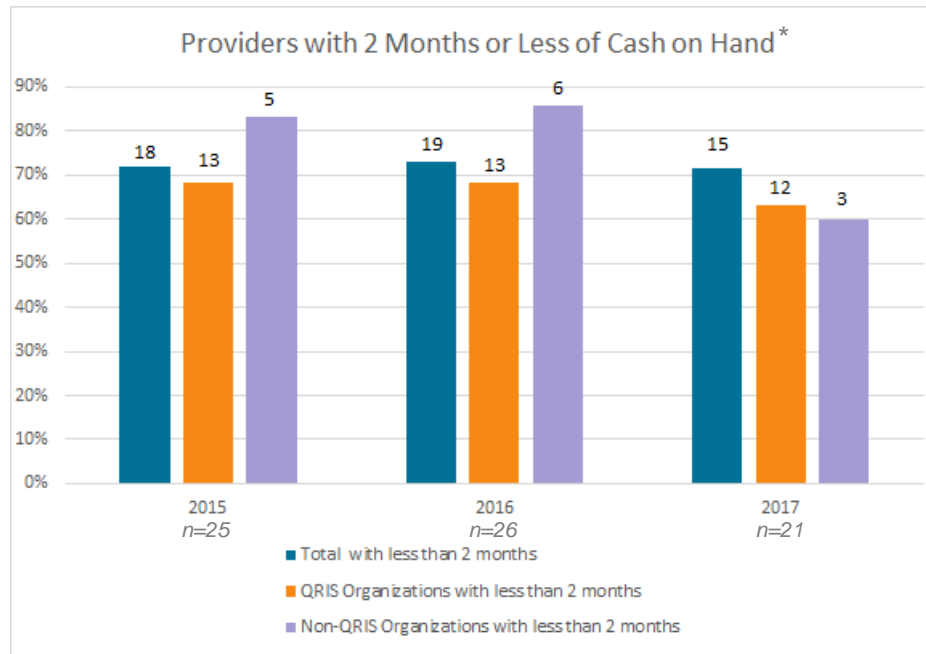
Financial Challenges Driven by Insufficient Level of State Reimbursement Rates



- Providers who deliver primarily ECE services struggle more with liquidity than multi-service organizations
- Providers who relied on government sources had greater cash constraints than those that relied less heavily on government revenue
- NFF finds that government funded organizations necessitate adequate access to working capital for the timing of reimbursement processes

“We have always struggled historically to break-even, especially on infant and toddler centers because of higher teacher-to-child ratios... [The reimbursement rate] is not sufficient to pay for increased staffing needed for infant and toddlers... we had to close our infant care even though the demand is tremendous and the need is tremendous, but the ability for us nonprofits to run them in a financially viable way is really challenging because of the rates and revenues.”

Findings suggest QRIS participants may be in relatively stronger cash position



Median months of cash on hand across all 3 years analyzed:

1.00
ALL

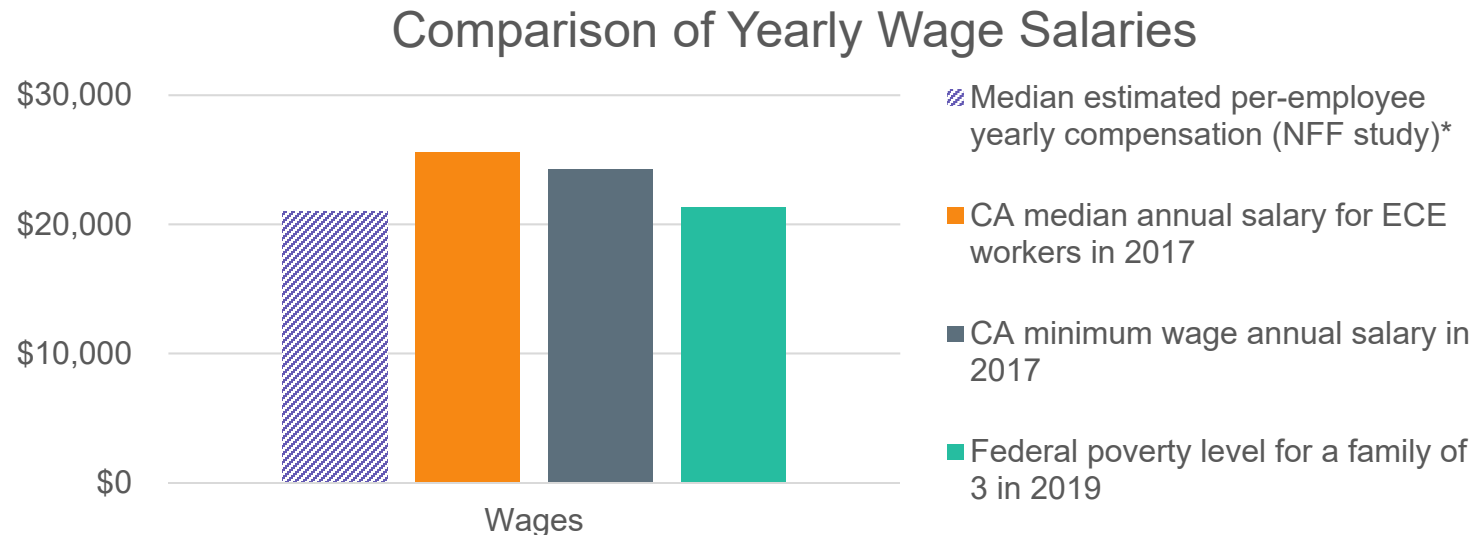
1.07
QRIS

0.58
NON-QRIS

- While all participants struggled with liquidity, QRIS participants (relative to non-QRIS) had relatively higher levels of cash on hand
- Possible interpretations:
 - Providers had a more stable cash cushion and were in better position to take on QRIS
 - Providers are able to leverage QRIS participation to access more flexible funding sources
- Additional exploration could uncover the nature of this trend (also could provide better data as QRIS participation timing may not match fiscal years analyzed)

**Please note limitations in the report due to years of financial data availability aligning with QRIS participation years*

Workforce of Unsung Heroes: ECE workers in this sample mirror the poverty-level wages analyzed from national studies



**Based on limited personnel and FTE data provided by Form 990 reports from 2017-2018, this is calculated as an average per employee annual compensation rate for non-director personnel in this sample*

- *“The [current funding structure] exploits the workforce ... there needs to be more done to fully fund the existing industry [before the state starts to pursue expansion] so that you can pay people a livable wage – and so that you can change the narrative at universities that discourage people from entering the ECE field.”*
- *“What this field needs is reinvestment in the reimbursement rate ... there is so much talk about the need for professional development and training ... what the workforce needs is compensation.”*
- *“Our teachers subsidize this industry – by working sub-standard wages and working without the necessary supports in the classrooms.”*

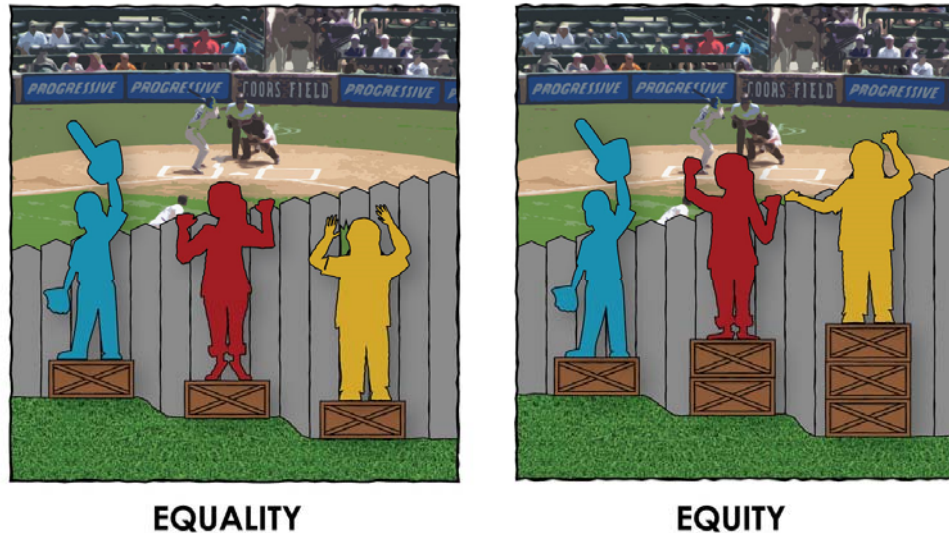
Family Child Care: Need More Inclusive Approaches to Support as Part of the Field

- FCC's provide wrap-around supports that strengthen the family and go beyond the hours they are reimbursed
- Personal finance is tied directly to business finance which is an added layer of risk and complexity
- *"Without money in the bank, we would lose our homes and lose our businesses. We are business owners and without cash flow we don't make it. With two months [of cash on hand], it hurts. We wouldn't survive. We're living paycheck to paycheck."*
- *"We live on eggshells on a day-to-day basis. If a parent doesn't show up or if they don't turn in their paperwork, we get penalized [by having held the seat for them or served them but not getting reimbursed for those services because they didn't submit paperwork]"*
- *"I stopped taking the state subsidy because it doesn't value me and my time."*



The Equity Lens: Who Has Access and Who Is Served?

Image © Paul Kuttner www.culturalorganizing.org



- Providers identified disparities in the care that low-income children received—depending on which program and funding source they were able to access
 - *“The experience of the child depends on which pot the money came from ... [and that] is not equitable for the child.”*
- Inequitable compensation of the ECE workforce, who are predominantly women of color and immigrants
 - *This issue pains me. I’m watching it happen to our teachers, and it pains me. I don’t know why it doesn’t pain everyone else ... part of the reason (I think) is because they are women of color who are perceived to be doing domesticated work.”*
- Disparate access to wealth: Providers described the relative lack of access to wealth for organizations serving communities of color, including board members, donors, or philanthropic entities – all of which are instrumental to subsidizing the full cost of quality care.

Systems and Policy Change Recommendations:

- ✓ More public investment:
 - ✓ Know and **cover the full cost** of quality care
 - ✓ **Incentivize FCCs** to participate in subsidized programs
 - ✓ Increase base **compensation**
- ✓ Public ECE contracts should be restructured
 - ✓ **Reduce the complexity and burden** or **compensate** for it (e.g. focus on the experience/viewpoint of providers using the system)
 - ✓ Policymakers and philanthropic donors must **coordinate strategically**
- ✓ Offer **financial health capacity-building** support to ECE providers
- ✓ Further **understand the barriers** to participating in quality improvement programs and ensure **equitable coordination of funding** streams so that supports reach providers who need it the most

Thank You!

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COMPREHENSIVE FISCAL ANALYSIS (CFA) OF LA COUNTY'S EARLY CHILDHOOD EDUCATION SYSTEM

INTRODUCTION

Improving access to early care and education (ECE) programs is one of the seven strategies outlined in LA County's 2017 Paving the Road to Safety for our Children: A prevention plan for Los Angeles County. Working together, the Los Angeles County Office of Child Protection (OCP), the Policy Roundtable for Child Care and Development, First 5 LA and other partners convened the Prevention Plan ECE Workgroup to advise and guide a Comprehensive Fiscal Analysis (CFA) of the ECE system in LA County and make recommendations to strengthen the efficiency and effectiveness of the ECE system.

With funding from the LA County Quality and Productivity Commission, First 5 LA, and the Office of Child Protection (OCP), OCP hired Capito Associates, who are national experts in early childhood systems and financing. The team has experience conducting similar projects in other states and communities, including in California. The CFA began in October 2018 and continues through September 2019.

The guiding questions the CFA addresses are:

- What funding currently supports early care and education services in Los Angeles County?

- How are these funds being used and are they being fully leveraged?
- What opportunities exist to better coordinate, streamline, and maximize existing funds?

APPROACH

Over the course of the past several months, the CFA team collected data at the systems and individual provider level. They reviewed all funding sources available in LA County to support ECE (including federal, state, and local sources) and met with funding administrators to get an in-depth understanding of the goals and activities associated with each funding stream. The team met with center-based and home-based providers across the county to capture revenue and expense data. The team also met with ECE leaders in school districts, county departments, and partner organizations to understand the system challenges and opportunities. The products of this work include:

- Comprehensive resource catalogue and summary tables of funding sources and programs reviewed
- Revenue and Expense Model to support understanding the cost of quality
- Written analysis and recommendations

Funding Catalogue

- Review extant data on federal, state and local public funding streams
- Conducted 45 key informant interviews with fund administrators to create catalog entries

Revenue and Expense Models

- Met with diverse set of providers from different regions of the county (100 providers)
- Reviewed financial records and interviewed providers to obtain detailed understanding of revenue and expenses

Community and County Initiative Profiles

- Met with systems leaders to identify county departments, school districts, and municipalities with unique approaches to supporting ECE
- Conducted 70 key informant interviews to understand and profile these unique approaches

RECOMMENDATIONS

Leverage and fully utilize new and existing resources	1. Ensure that the full potential of the Cal WORKs program, across each stage of implementation, is utilized.
	2. With a systemic approach, implement county-level goals for seeking, drawing down and applying all available funding from CA Department of Education.
	3. Support and encourage school districts to use funding for early care and education and develop partnerships to increase access to services.
	4. Address the local monitoring burden on the programs administering funding to providers in order to lessen time and resources directed to monitoring.
	5. Expand programs that develop the early childhood educator pipeline and access additional funding streams to support the development and professionalization of the workforce.
Maximize the potential and efficiency of current structures	6. Empower the Office of Advancement of Early Care and Education as a central organizer for the early care and education system in LA County. Provide adequate funding and staffing for OAECE to: <ul style="list-style-type: none"> a. Address any inefficiencies in current systems and processes b. Ensure LA County is prepared to fully draw down available resources c. Advance and coordinate additional investments to support program quality for all providers.
	7. Design and implement strategies to better support current infant and toddler care providers and grow the supply of quality child care for this age.
Increase equitable access to high-quality ECE for targeted populations and communities	8. Implement strategies to support those delivering family, friend and neighbor care and to provide a pathway to licensed child care for those interested in growing into the profession.

Consulting Team

The Comprehensive Fiscal Analysis team, Jeanna Capito, Jessica Rodriguez Duggan, Simon Workman and Karen Yarbrough, has substantial depth and breadth of knowledge and expertise in early childhood programs, systems, financing and public policy. Their prior accomplishments as a team include leading change at the state and federal level; developing and advancing fiscal system improvements; analyzing and conceptualizing public policy change strategies to increase quality and improve systems efficiency; and building and managing high quality programs. Their areas of expertise include early care and education, home visiting, parent support programs, financial modeling, community collaboration, technical assistance models and multi-level quality support initiatives. Contact: Jeanna Capito, jeannacapito@gmail.com, 630 797 5154



Los Angeles Early Care and Education Provider Financial Analysis

Successful transition to an expanded and equitable early care and education system in California is dependent on addressing the intersection of quality, a sustainable workforce, and full cost funding.

Early care and education (ECE) programs in Los Angeles County provide critical childcare and pre-school services for families with children birth through age five. In addition to making it possible for parents to work and contribute to the economy, high-quality ECE programs foster healthy brain development, support the social-emotional and cognitive needs of young children, and profoundly influence children's readiness for school and life. ECE providers are the unsung heroes committed to the success of the children and families they serve.

Nonprofit Finance Fund (NFF) partnered with the California Community Foundation and First 5 LA to study the financial and operational challenges faced by 26 ECE center-based providers in Los Angeles County (with California Department of Education contracts) to help identify policy and systems change solutions that enhance the fiscal strength of the sector, so that more providers have the resources needed to provide quality care.



Photo courtesy of First 5 LA



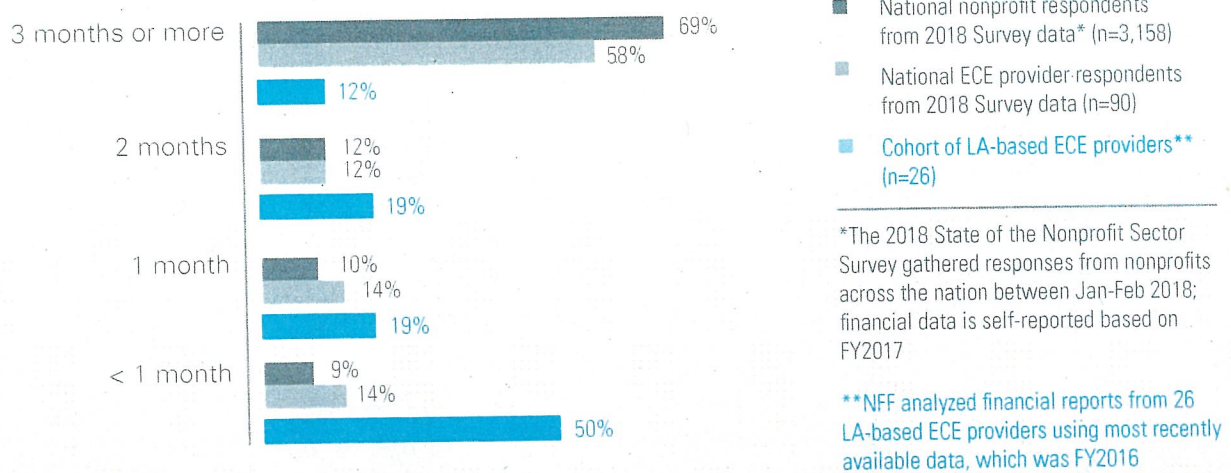
Key Findings

FOSTERING YOUNG MINDS AND DEVELOPING BRAINS WITH LITTLE MARGIN FOR ERROR

Providers struggle to cover year-to-year expenses much less build any “safety net” (i.e., cash reserves). More than 50 percent of LA-based ECE providers studied in this analysis had less than one month of cash on hand (as compared to only 9 percent of national nonprofits from the 2018 State of the Nonprofit Sector Survey).

COMPARISON OF LIQUIDITY: MONTHS OF CASH

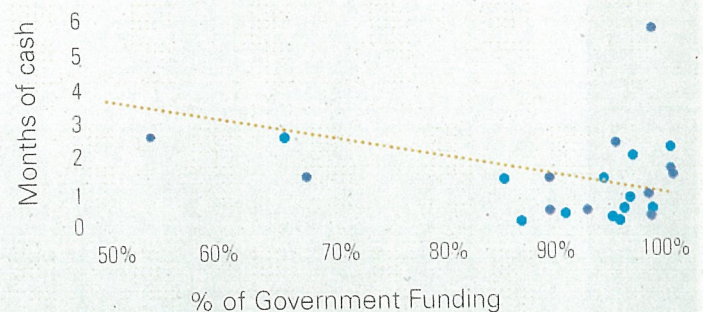
We compared our financial analysis of 26 LA-based ECE providers with results from the 2018 State of the Nonprofit Sector Survey to set context for how their financial positions differ from other ECE providers and nonprofits across the nation.



We found that LAC-based providers who deliver primarily ECE services struggle more with liquidity than multi-service organizations that offer a broader range of services to children and families, which is likely the result of a lack of public investment in ECE programs.

Providers who rely predominantly on government funding consistently experience cash constraints, which they attribute to insufficient reimbursement rates. Others voiced challenges around the onerous burden of managing multiple, disconnected public funding streams.

MONTHS OF CASH BY PERCENTAGE OF GOVERNMENT FUNDING



INEQUITABLE ACCESS TO QUALITY PROGRAMS AND FUNDING RESOURCES

Providers identified disparities in the care that low-income children receive. Funding sources such as California State Preschool Program, Head Start, and Alternative Payment Program all have varying quality requirements, and as one provider described:

“The experience of the child depends on which pot the money came from ... [and that] is not equitable for the child.” LA ECE Provider

ECE providers serving children from LA's most disinvested communities have greater cash constraints relative to peers with more access to wealth. Particularly among organizations serving communities of color, providers described challenges accessing board members, donors, and/or philanthropic entities—all of which are instrumental to subsidizing the full cost of quality care.

WORKFORCE: UNSUNG HEROES

The ECE workforce – made up of predominantly women of color and immigrants¹ – is significantly underpaid and overworked. This project estimated an average annual compensation of \$21,000 per employee, which falls below the 2017 federal poverty threshold of \$24,600 for a family of four.² Additionally, there is significant inequity in wages between ECE workers and the K-12 workforce, despite a similar level of the rigor in work requirements.

“Our teachers subsidize this industry – by working sub-standard wages and working without the necessary supports in the classrooms.” LA ECE Provider

“This is a Fair Trade issue, it's happening right here in the United States and right in California. The government wants to get the best bang for its buck, but the people who are delivering the service are being exploited. It's a Fair Trade issue and exploitation ...we should know what it costs and fund it.” LA ECE Provider

Family Child Care (FCC) providers are proud small businesses that care for children in their own home. Though the focus of this project was on center-based providers, any discussion about California's expanded ECE system must be inclusive of the experience of FCCs, who play a critical role in serving families who are less likely to be able to use center-based care—such as families with non-traditional work hours, infants and toddlers, and children with special needs.³ This project reveals the need for both operational/financial infrastructure support as well as more inclusive approaches to support FCCs as a valued part of the field.

“Without money in the bank, we would lose our homes and lose our businesses. We are business owners and without cash flow we don't make it. With two months [of cash on hand], it hurts. We wouldn't survive. We're living paycheck to paycheck.” LA FCC Provider

1 Johnson-Staub, C. (2017). Equity Starts Early. Addressing Racial Inequities in Child Care and Early Education Policy; CLASP; see also Gould, E., Whitebook, M., Mokhiber, Z., and Austin, L. (2019). Breaking the Silence on Early Child Care and Education Costs; Center for the Study of Child Care Employment.

2 McLeon, C., Whitebook, M., and Roh, E. (2019). From Unlivable Wages to Just Pay for Early Educators, Center for the Study of Child Care Employment; University of California, Berkeley.

3 Henly, J., and Adams, G., (2018). Increasing Access to Quality Child Care for Four Priority Populations; University of Chicago and Urban Institute.

Top Recommendations

1. **More public investment is needed** to:

- Cover providers' full cost of delivering quality care (including FCCs)—starting with increased subsidy reimbursement rates under the current structure. Additional detailed cost-modeling studies are needed to more thoroughly understand the full cost of delivering quality care and inform the reimbursement rate setting.⁴
- Incentivize FCCs, who are well positioned to serve high need communities, to participate in subsidized programs—starting with reimbursing them at 100% of the regional market rate (RMR).
- Increase base compensation (both wages and benefits) with stable funding streams.

2. **Public ECE contracts should be restructured** to (1) reduce the complex, onerous administration burden for already-stretched ECE staff and (2) protect against any delays in payments

3. **Policymakers and philanthropic donors must coordinate strategically** to provide more capital to the field – especially ongoing, flexible funding to support operations and build necessary cash reserves.

4. **Funders need to offer financial health capacity-building support to ECE providers** to: manage the volatility of ECE business models; better understand their full cost; and prepare for the opportunity of ECE expansion in the state of California.

5. **Policymakers need to further understand the barriers for providers to participate in quality improvement programs** so that providers can access the necessary quality supports they need to serve families. Policymakers will want to ensure equitable coordination of funding streams so that supports reach the providers who need it the most.

CONCLUSION

The expansion of quality ECE in California will be dependent on full cost funding to support both the existing and expanded system, including the supply and retention of a qualified workforce. From an equity perspective, the state's expansion efforts will necessitate a reevaluation of the existing funding system—not just in terms of level of investment (increased reimbursement rates & philanthropic support) but the structure in which funding streams flow to ECE providers (coordination and streamlining of funding sources). Ultimately, successful transition to an expanded equitable ECE system in California will be primarily dependent on addressing the intersection of quality, a sustainable workforce, and full cost funding.

⁴ Capito, J. (2019). Comprehensive Fiscal Analysis (CFA) of Los Angeles's Early Childhood Education System; Capito Associates.



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Meeting Schedule – FY 2019-20

Meeting Date	Time	Location
September 4, 2019	New Member Orientation 10:30 – 11:45 a.m. General Meeting 12:00 – 2:00 p.m.	LACOE Head Start and Early Learning Division Conf Center 10100 Pioneer Boulevard, Conference Room 110 Santa Fe Springs, CA 90670
October 2, 2019	12:00 – 2:00 p.m.	Pacific Oaks College 45 Eureka Street, Classrooms 7,8 and 9 Pasadena, CA 91103
November 6, 2019	12:00 – 2:00 p.m.	Center for Healthy Communities at The California Endowment, Big Sur Room 1000 N. Alameda Street Los Angeles, CA 90012
December 4, 2019	12:00 – 2:00 p.m.	Pacific Oaks College 45 Eureka Street, Classrooms 7,8 and 9 Pasadena, CA 91103
January 21, 2020	Joint Retreat with Policy Roundtable for Child Care and Development Strategic Planning – Phase 2 8:30 a.m. – 3:30 p.m.	LACOE Head Start and Early Learning Division Conf Center 10100 Pioneer Boulevard, Conference Room 109-111 Santa Fe Springs, CA 90670
February 5, 2020	General Meeting: 12:00 – 12:45 p.m. Public Hearing – Local Funding Priorities 12:50 – 2:00 p.m.	Center for Healthy Communities at The California Endowment, Catalina Room 1000 N. Alameda Street Los Angeles, CA 90012
March 4, 2020	12:00 – 2:00 p.m.	To Be Determined
April 1, 2020	12:00 – 2:00 p.m.	To Be Determined
May 6, 2020	12:00 – 2:00 p.m.	To Be Determined
June 3, 2020	12:00 – 2:00 p.m.	To Be Determined

** The Child Care Planning Committee generally meets the first Wednesday of the month from 12:00 – 2:00 p.m. at various locations throughout the County. The public is welcome to attend the Committee meetings and participate in its work groups. To confirm meeting schedule and verify meeting locations, check the Office for the Advancement of Early Care and Education website at childcare.lacounty.gov or contact Michele Sartell by e-mail at msartell@ph.lacounty.gov or by telephone at (213) 639-6239.