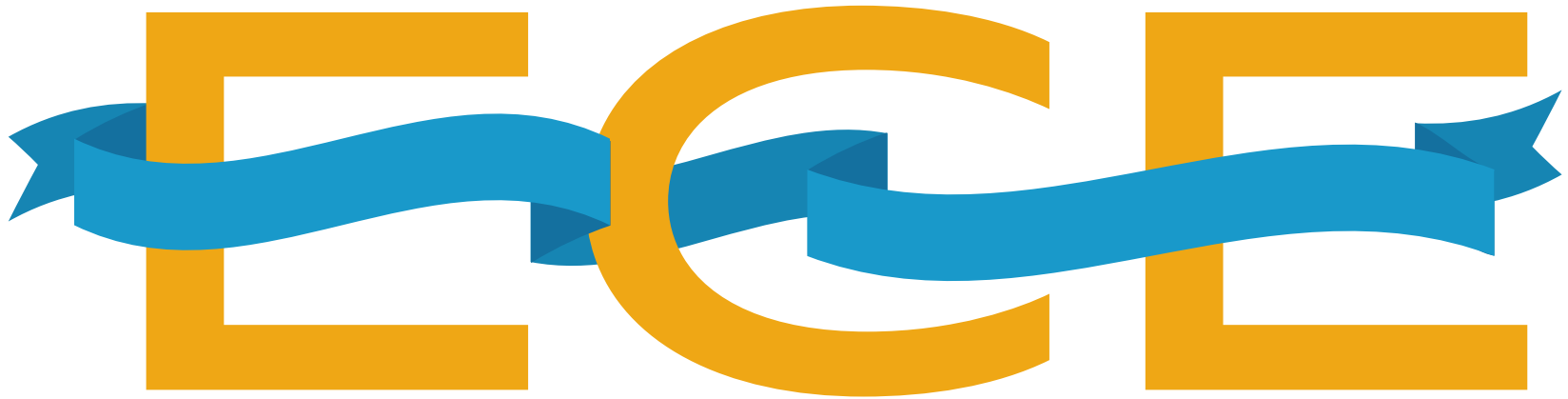


CA ASSEMBLY BLUE RIBBON COMMISSION



ON EARLY CHILDHOOD EDUCATION

Thursday, May 3, 2018



TRANSFORMING THE FINANCING OF EARLY CARE AND EDUCATION

Committee on Financing Early Care and Education with a
Highly Qualified Workforce

Study Sponsors

Administration for Children and Families, U.S. DHHS

U.S. Department of Education

Alliance for Early Success

Buffett Early Childhood Fund

Caplan Foundation for Early Childhood

Foundation for Child Development

Bill and Melinda Gates Foundation

Heising-Simons Foundation

Kresge Foundation

W. K. Kellogg Foundation

National Academies' of Sciences, Engineering, and Medicine

Presidents' Funds



Abbreviated Statement of Task

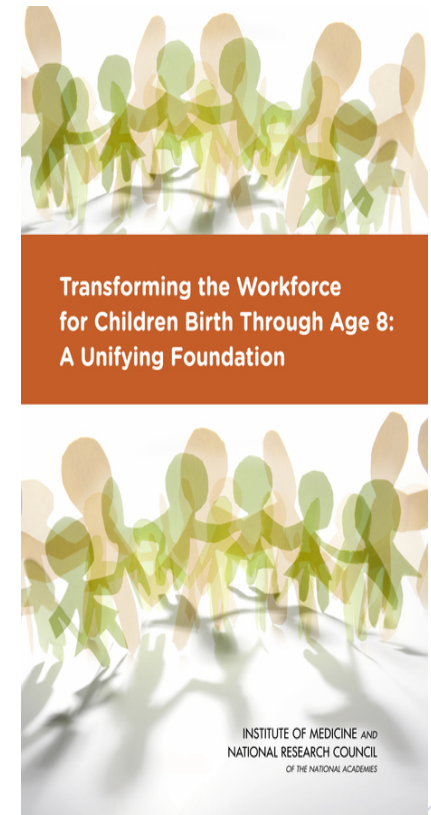
The committee will study how to fund early care and education for children from birth to kindergarten entry that is accessible, affordable to families, and of high-quality, including a well-qualified and adequately supported workforce, consistent with the vision outlined in the report, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*.



Transforming the Workforce

Vision

A care and education workforce for children birth through age 8 that is unified by a foundation of the science of child development and early learning, shared knowledge and competencies, and principles to support quality professional practice at the individual, systems, and policy levels.



Key Terminology

- **Early Care and Education:** paid, non-parental care and education provided outside the home for children, including child care and early learning settings across the 0 to 5 spectrum
- **ECE Workforce:** practitioners working in ECE settings, e.g. educators (lead educators, assistants, and aides), administrators, and coaches and mentors, etc.
- **Financing Mechanisms:** the methods by which funds are distributed to entities such as providers, families, the workforce, and system-level actors



Landscape of ECE Financing

- Financing for ECE is a layering of separate programs, with different funding streams, constituencies, eligibility requirements, and quality standards
- Funding comes from the public sector and private sources



Principles for High-Quality ECE

High-quality ECE requires:

- 1) A diverse, competent, effective, well-compensated, and professionally supported workforce across the various roles of ECE professionals.
- 2) All children and families have equitable access to affordable services across all ethnic, racial, socioeconomic, and ability statuses as well as across geographic regions.
- 3) Financing that is adequate, equitable, and sustainable, with incentives for quality and that is efficient, easy to navigate, easy to administer, and transparent.
- 4) A variety of high-quality service delivery options that are financially sustainable.
- 5) Adequate financing for high-quality facilities.
- 6) Systems for ongoing accountability, including learning from feedback, evaluation, and continuous improvement.



Principle 1: Financing a Highly Qualified Workforce

- Overall compensation for ECE practitioners is low
- Workforce-oriented financing mechanisms tend to be temporary and do not create the predictable and steady salaries necessary for recruiting and retaining a highly qualified workforce
- Financial supports for ongoing professional learning and higher education are generally provided only on a limited basis



Principle 2: Affordability and Equitable Access

- Large burden to pay for ECE directly on families in the form of fees and tuition
- Even for those families that qualify for subsidized programs, many are not receiving assistance due to inadequate funding
- Lack of harmonization among financing mechanisms leads to gaps in ECE affordability for low-income families and under-utilization by middle-income families



Principles 3-6: Ensuring High Quality across Settings

- Typically, receipt of funding is not directly linked to attaining or maintaining quality standards
- Levels of support to providers and to families are rarely based upon the costs of offering high-quality ECE services and thus are insufficient to drive quality improvements
- Financing supports for systemwide quality improvement are limited and often not sustained



Estimating the Cost of High-Quality ECE

- Account for Onsite Costs
 - Staffing levels and structures
 - Staff qualifications and compensation
 - Onsite professional responsibilities and learning
 - Operating hours and days
 - Facilities and other non-personnel costs
- Account for System-level Costs
 - Workforce Development Costs
 - Quality Assurance and Improvement Costs



Estimating the Cost of High-Quality ECE

Key Assumptions for Illustrative Cost Estimate:

- Lead educators with a BA degree
- Resources for coaching and mentoring
- Paid release time for professional development
- Specialists for children with special needs
- Paid non-child contact time



Estimated Total Cost of High-Quality ECE System

- OECD countries spend an average of 0.8% of GDP on ECE
 - Phase 1: amounts to 0.4% of current U.S. GDP
 - Phase 4: amounts to 0.75% of current U.S. GDP
- Total cost of high-quality ECE less than K-12 spending
 - Phase 1: about 12% of total K-12 expenditures
 - Phase 4: about 22% of total K-12 expenditures



Sharing the Cost

- Variety of approaches to determining a reasonable share of costs for families to pay
- If no fees are charged:
 - Family payments would be \$0 for all income levels
- If fees are charged:
 - Family payments at the lowest income level reduced to \$0
 - Family payments as a share of family income increase progressively as income rises



Report Conclusions: A Vision for Financing Early Care and Education



Report Conclusions

A Vision for Financing Early Care and Education

- Recommendations 1-3: An Effective Financing Structure
- Recommendations 4-5: Sharing the Costs
- Recommendation 6: Planning for the Transition
- Recommendation 7-8: Financing Workforce Transformation
- Recommendations 9-10: Assessing Progress toward Quality



An Effective Financing Structure

Recommendation 1

- Federal and state governments should establish **consistent standards** for high quality across all ECE programs.
- Receipt of **funding should be linked** to attaining and maintaining these quality standards.
- State and federal financing mechanisms should ensure that providers receive **payments that are sufficient to cover the total cost of high-quality ECE.**



An Effective Financing Structure

Recommendation 2: Access to affordable, high-quality ECE for all children and families, that is not contingent on the characteristics of their parents.

2a. ECE programs and financing mechanisms (with the exception of employer-based programs) should not set eligibility standards that require parental employment, job training, education, or other activities.

2b. Federal and state governments should set uniform family payment standards that increase progressively across income groups and are applied if the ECE program requires a family contribution (payment).

2c. The share of total ECE system costs that are not covered by family payments should be covered by a combination of institutional support to providers who meet quality standards and assistance directly to families that is based on uniform income eligibility standards.



An Effective Financing Structure

Recommendation 3

In states that have demonstrated a readiness to implement a financing structure that advances principles for a high-quality ECE system and includes adequate funding, **state governments or other state-level entities should act as coordinators** for the various federal and state financing mechanisms that support ECE, with the exception of federal and state tax preferences that flow directly to families.



Sharing the Cost for High-Quality ECE

Recommendation 4: To provide adequate, equitable, and sustainable funding for a unified, high-quality system of ECE for all children from birth to kindergarten entry, **federal and state governments should increase funding levels and revise tax preferences to ensure adequate funding.**

Recommendation 5: Family payments for families at the lowest income level should be reduced to zero, and if a family contribution is required by a program, that contribution, as a share of family income, should progressively increase as income rises.



Planning for the Transition to High Quality

Recommendation 6: A coalition of public and private funders should support the development and implementation of a first round of local-, state-, and national-level strategic business plans to guide transitions toward a reformed financing structure for high-quality ECE.



Financing Workforce Transformation

Recommendation 7

- The **ECE workforce should be provided with financial assistance** to increase practitioners' knowledge and competencies and to achieve required qualifications through higher-education programs, credentialing programs, and other forms of professional learning.
- The **incumbent ECE workforce should bear no cost** for increasing practitioners' knowledge base, competencies, and qualifications, and the entering workforce should be assisted to limit costs to a reasonable proportion of postgraduate earnings, with a goal of maintaining and further promoting diversity in the pipeline of ECE professionals.



Financing Workforce Transformation

7a. Existing grant-based resources should be leveraged, and states and localities, along with colleges and universities, should work together to provide additional **resources and supports to the incumbent workforce** as practitioners further their qualifications as professionals in the ECE field.

7b. States and the federal government should provide **financial and other appropriate supports** to limit to a reasonable proportion of expected postgraduate earnings any tuition and fee expenses that are incurred by prospective ECE professionals and are not covered by existing financial aid programs.



Financing Workforce Transformation

Recommendation 8:

- States and the federal government should provide **grants to institutions and systems of postsecondary education** to develop faculty and ECE programs and to align ECE curricula with the science of child development and early learning and with principles of high-quality professional practice.
- Federal funding should be leveraged through grants that provide **incentives to states, colleges, and universities to ensure higher-education programs are of high quality** and aligned with workforce needs, including evaluating and monitoring student outcomes, curricula, and processes.



Assessing Progress Toward Quality

Recommendation 9: The federal and state governments, as well as other funders, should provide **sustained funding for research and evaluation on early childhood education**, particularly during the transition period to ensure efforts to improve the ECE system are resulting in positive outcomes for children and in the recruitment and retention of a highly qualified and diverse workforce.

Recommendation 10: The federal government should align its data collection requirements across all federal ECE funding streams to collect comprehensive information about the entire ECE sector and sustain investments in regular, national, data collection efforts from state and nationally representative samples that track changes in the ECE landscape over time, to better understand the experiences of ECE programs, the ECE workforce, and the developmental outcomes of children who participate in ECE programs.



Key Messages

- High-quality ECE is critical to positive child development and has the potential to generate economic returns.
- The current financing structure is inadequate to support the recruitment and retention of a highly qualified workforce and ensure and incentivize high-quality services across settings.
- Only a small share of children currently have access to high-quality programs.
- The total cost of providing access to affordable, high-quality ECE for all children exceeds current funding amounts.





http://nas.edu/Finance_ECE

#FinancingECE

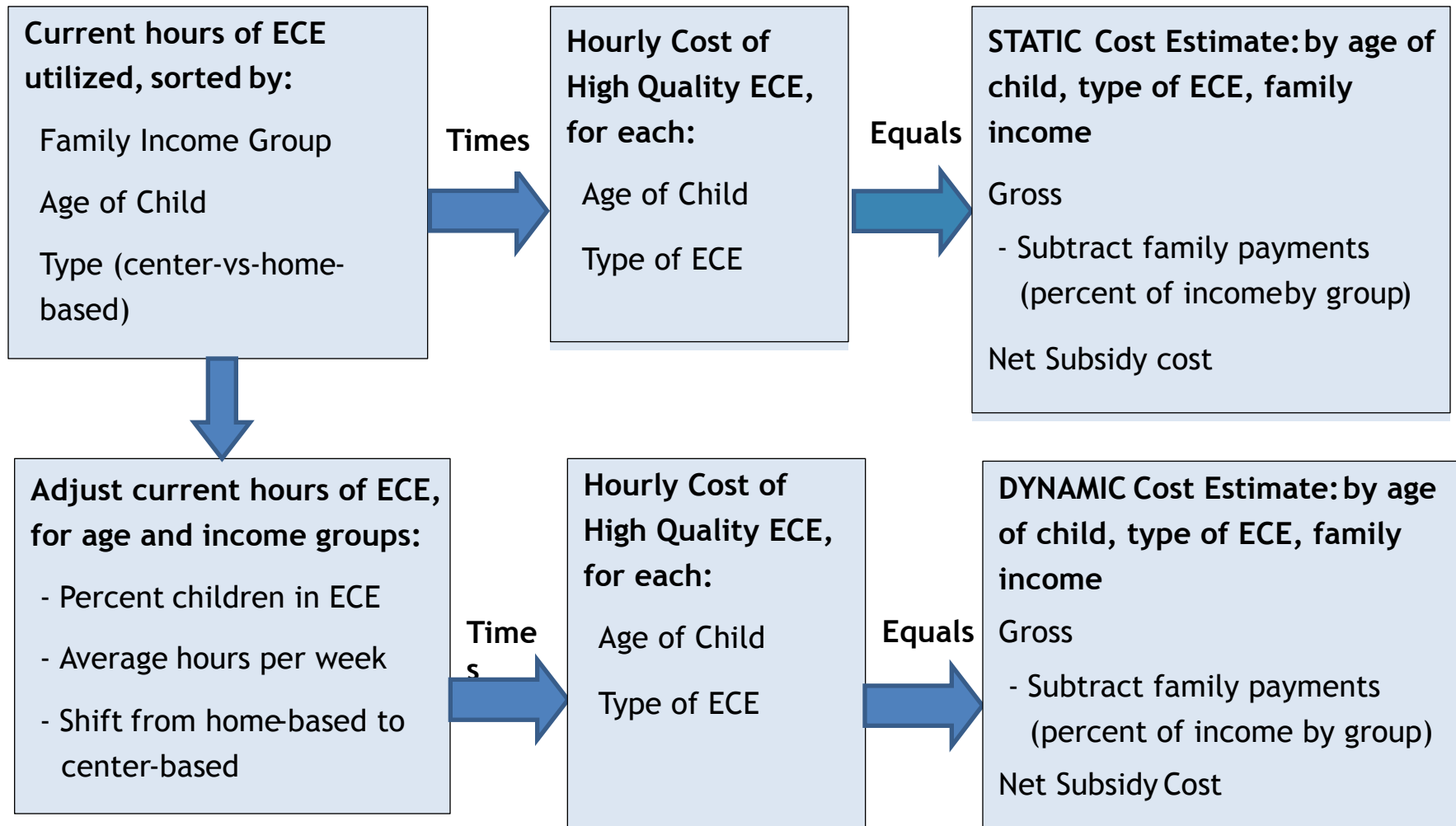


APPENDIX



Committee's Illustrative Cost Estimate

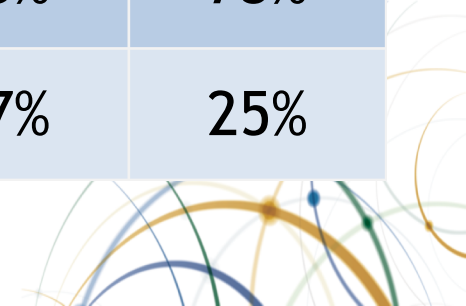
Static and Dynamic Aggregate Cost Estimates: Simplified Calculation Flow-chart



Estimated Total Cost of High-Quality ECE System

Dynamic Estimates of Total Cost and Share of Total Cost by ECE Provider Type and by Scenario Phase (billions of 2016 dollars)

	Phase 1	Phase 2	Phase 3	Phase 4
Total, dynamic estimate	\$74.5	\$89.0	\$114.3	\$139.9
Center-based	\$49.8	\$62.5	\$82.9	\$105.2
Home-based	\$24.8	\$26.4	\$31.4	\$34.7
Share of total by provider type				
Center-based	67%	70%	73%	75%
Home-based	33%	30%	27%	25%



Sharing the Cost

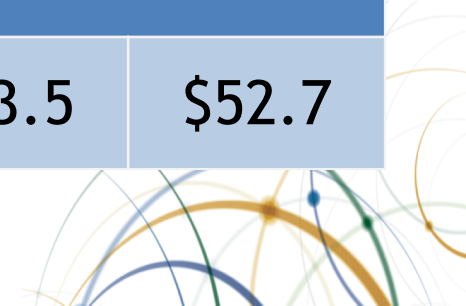
Dynamic Estimate of the Total Cost by Transformation Phase, with Estimated Shares of Public and Family Contributions (billions of 2016 constant dollars)

	Phase 1	Phase 2	Phase 3	Phase 4
Total, dynamic estimate	\$74.5	\$89.0	\$114.3	\$139.9
Family payment	\$40.7	\$45.1	\$51.9	\$58.2
Public/private assistance	\$33.8	\$43.9	\$62.5	\$81.7
Share of total costs				
Family payment	55%	51%	45%	42%
Public/private assistance	45%	49%	55%	58%

Filling the Gap

Dynamic Estimate of the Total Cost by Transformation Phase, with Estimated Shares of Public and Family Contributions and Needed Increase above Current Public Spending (billions of 2016 constant dollars)

	Phase 1	Phase 2	Phase 3	Phase 4
Total, dynamic estimate	\$74.5	\$89.0	\$114.3	\$139.9
Family payment	\$40.7	\$45.1	\$51.9	\$58.2
Public/private assistance	\$33.8	\$43.9	\$62.5	\$81.7
Needed Increase Above Current Public Spending (\$29 billion)				
	\$4.8	\$14.9	\$33.5	\$52.7



Final Thoughts

Reliable, accessible high-quality ECE, can be achieved.

- Greater harmonization and coordination among multiple financing mechanisms and revenue streams
- Greater uniformity in standards to incentivize quality
- Significant mobilization of financial and other resources shared across the public and private sector
- More equitable distribution of the share from family contributions and a commitment to major increases in public investment



Information Gathering Mechanisms



Committee Membership

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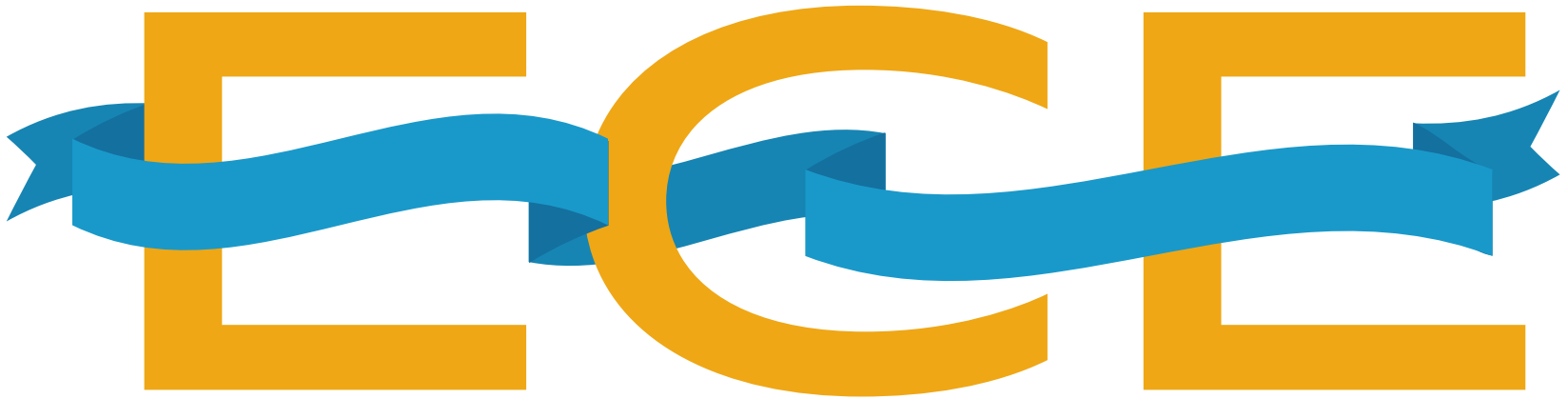
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Erin Hammers Forstag, Technical Writer



CA ASSEMBLY BLUE RIBBON COMMISSION



ON EARLY CHILDHOOD EDUCATION

Thursday, May 3, 2018



*Beyond Universal and Targeted
Approaches:
Targeting Within Universalism*

Stephen Menendian

Assistant Director, Haas Institute for a Fair & Inclusive Society

May 3, 2018

Targeted Universalism

- Targeted Universalism is an equity policy framework.
- It is not a policy, nor is it a strategy to achieve a particular policy. Rather, it is a process by which equity strategies – and policies - may be derived.
- It is a commitment to ***process*** and equity ***outcomes*** over particular policies.
- Targeted Universalism is an alternative to either universal or targeted strategies with the potential to bridge our most intransigent policy divisions.

Defining Universalism & Targeting

- Universal policies are those that aspire to serve everyone without regard to group membership, status or income. They establish a goal or uniform set of benefits or minimum protection.
 - For example, national universal health care policies, such as single-payer systems, apply to everyone in the jurisdiction; there are no qualifying standards that must be met. Similarly, minimum wage policies provide a uniform floor of benefits for all persons regardless any group membership or other differences among membership, such as race, religion, or sexual orientation.
- Despite the framing, universal policies have also been adopted to address problems or needs that are not universal. For example, the Family and Medical Leave Act (FMLA) was designed for new parents, but was universal in scope, allowing anyone to take off at least 12 weeks of leave without fear of termination.

Defining Universalism & Targeting

- Targeted policies single out specific populations or make provisions for selected groups. Benefits or protections based on targeted policies depend on group membership or another categorical basis of eligibility. In this respect, they neither set nor pursue a universal goal, at least not explicitly. Rather, the goal is tailored to the needs of the people it aims to serve.
- Examples of targeted policies include the Americans with Disabilities Act, which requires not only equal treatment, but also special accommodations for persons with disabilities, including the provision of ADA accessible easements, entrances, and seating.
- Similarly, any social provision that conditions benefits on income or other requirements are targeted, rather than universal. E.g. UBI v. Negative Income Tax, or SNAP v. Single-Payer.



Equality

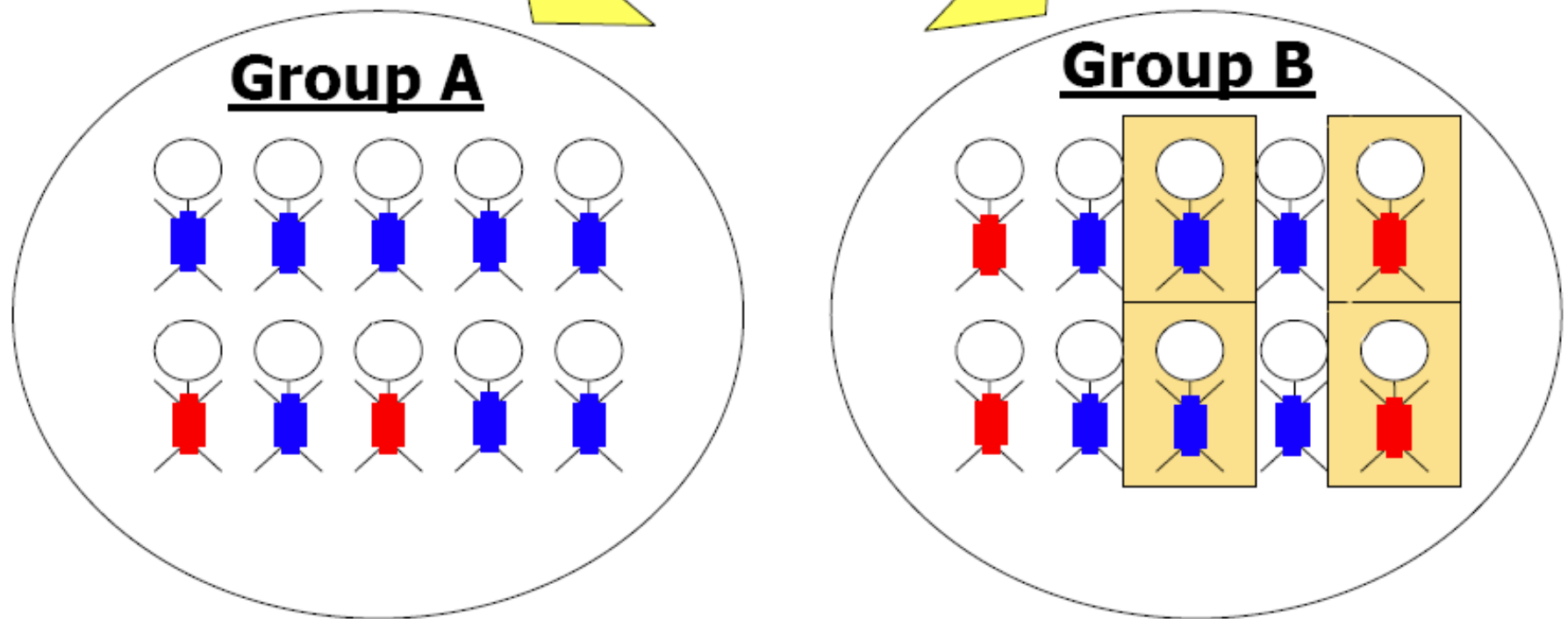
doesn't mean



Equity

Key:
Red = job training
Boxes = isolated neighborhood (not addressed by universal program)

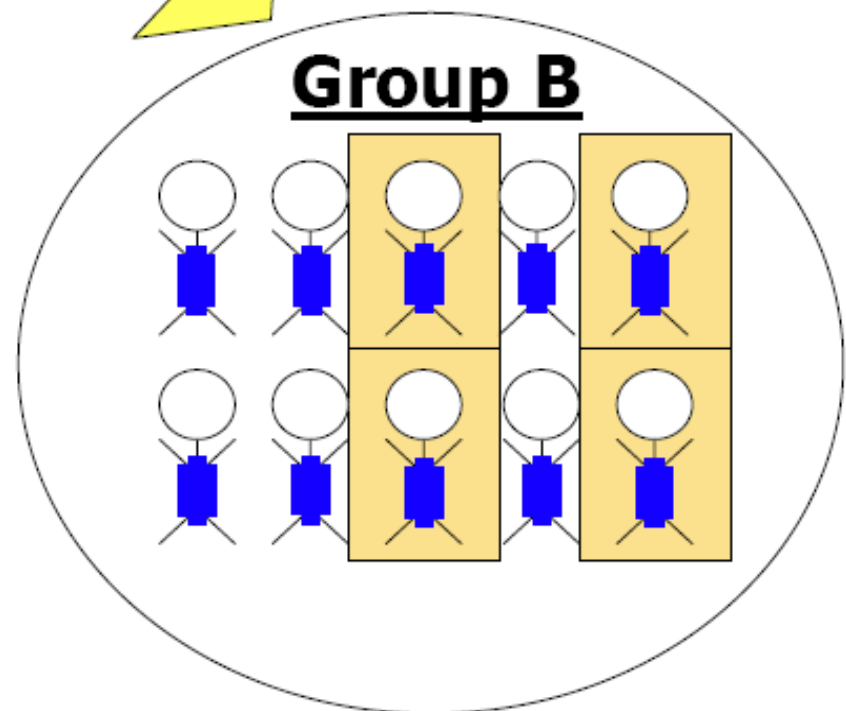
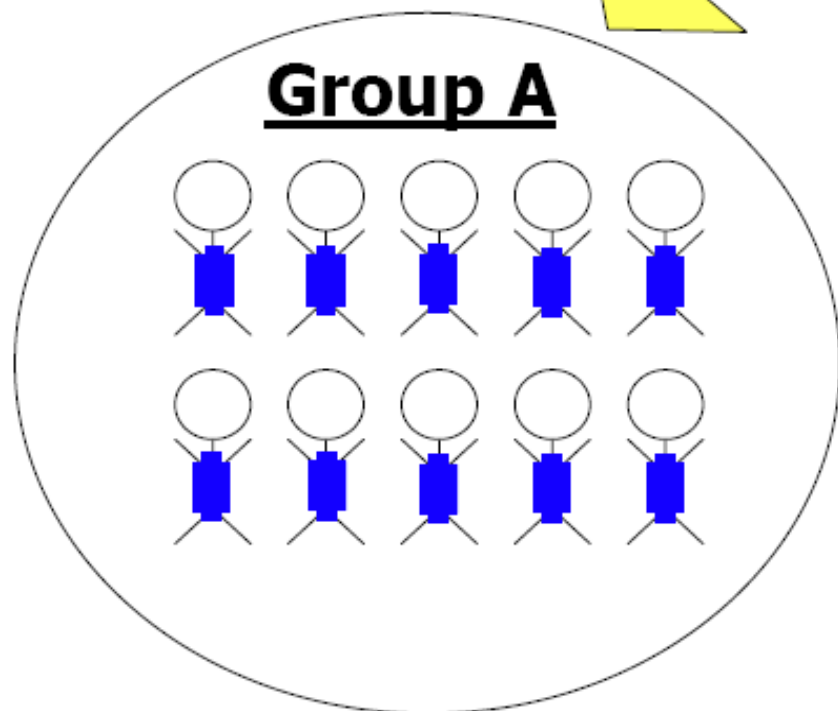
Universal Program



If people in red receive job training through the universal program, Group B would seemingly benefit more than Group A (more people in red).

Key:
Red = job training
Boxes = isolated neighborhood

Universal Program



Although the universal program affected everyone in red, Group B is still constrained by living in isolated neighborhoods (the boxes).

Targeted Universalism

- What is targeted Universalism?
- “This is an approach that supports the needs of the particular while reminding us that we are all part of the same social fabric. Targeted universalism rejects a blanket universal which is likely to be indifferent to the reality that different groups are situated differently relative to the institutions and resources of society. It also rejects the claim of formal equality that would treat all people the same as a way of denying difference.”

What is Targeted Universalism?

- Targeting within universalism means setting universal goals and targeted means/processes.



- This approach supports the needs of the particular while reminding us that we are all part of the same social fabric.
 - Universal, yet captures how people are differently situated
 - Inclusive, yet targets those who are most marginalized

Targeted Universalism

- 5 Steps:
 1. Establish a universal goal based upon recognition of a broadly shared problem.
 2. Assess the general population performance relative to the universal goal.
 3. Identify groups & places that are performing differently with respect to the goal and the overall population.
 4. Assess and understand the structures that support or impede each group or community from achieving the universal goal
 5. Develop and implement targeted strategies for each group to reach the universal goal.

Targeting Within T/U

- The targeting with a targeted universalism framework can sometimes target people or groups, but more often targets institutions and structures.
- For example, Vision for Baltimore was a program launched by the Health Department based on a recognition that more than 15,000 primary and secondary school children needed glasses, but did not have them.
- But just as often, it targets infrastructure – such as in Flint or the 2003 Austin Parks Plan, which assessed recreational service delivery using GIS mapping.

The Targeted Universalism Table

- To assess and develop T/U strategies, you need to bring together:
 - Experts with a strong understanding of the problem or issue
 - Those most affected by the problem, or who would benefit from change strategies
 - Those implementing the intervention/project
 - And those evaluating and measuring impact



<https://www.youtube.com/watch?v=wgGcftWpwUQ>

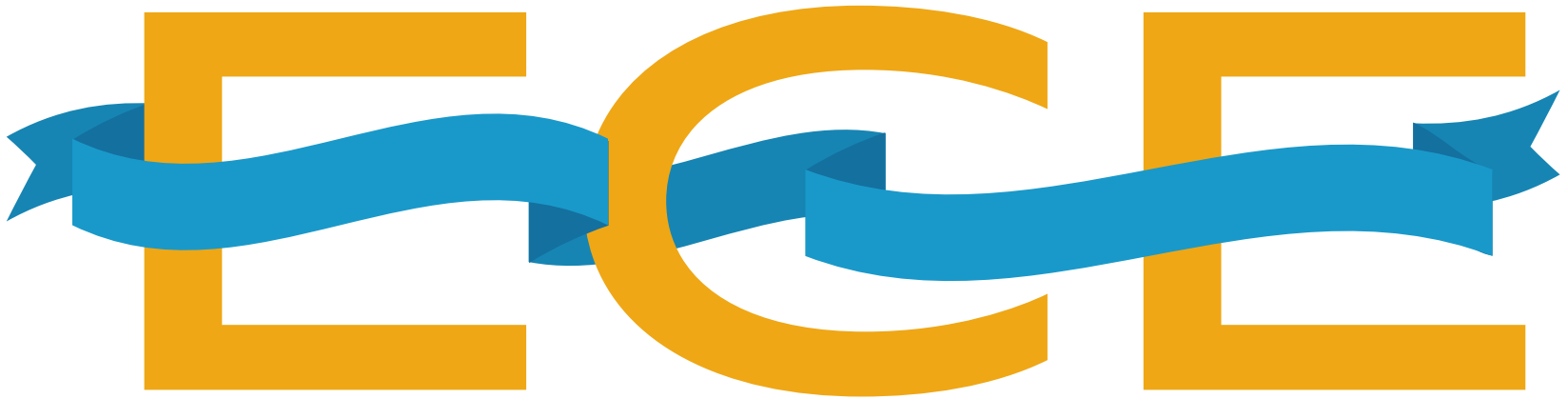
Questions or Comments?



Further Reading

1. Universalism and Civil Rights (with Notes on Voting Rights after *Shelby*), 123 Yale L. J. 2839 (2014).
2. john a. powell, Post-Racialism or Targeted Universalism, 86 Denv. U. L. Rev. 785 (2008).

CA ASSEMBLY BLUE RIBBON COMMISSION



ON EARLY CHILDHOOD EDUCATION

Thursday, May 3, 2018



Expanding High Quality Child Care for Families: San Francisco Early Learning Scholarship

California Assembly
Blue Ribbon Commission on
Early Childhood Education

May 3, 2018



Context: San Francisco and Young Children

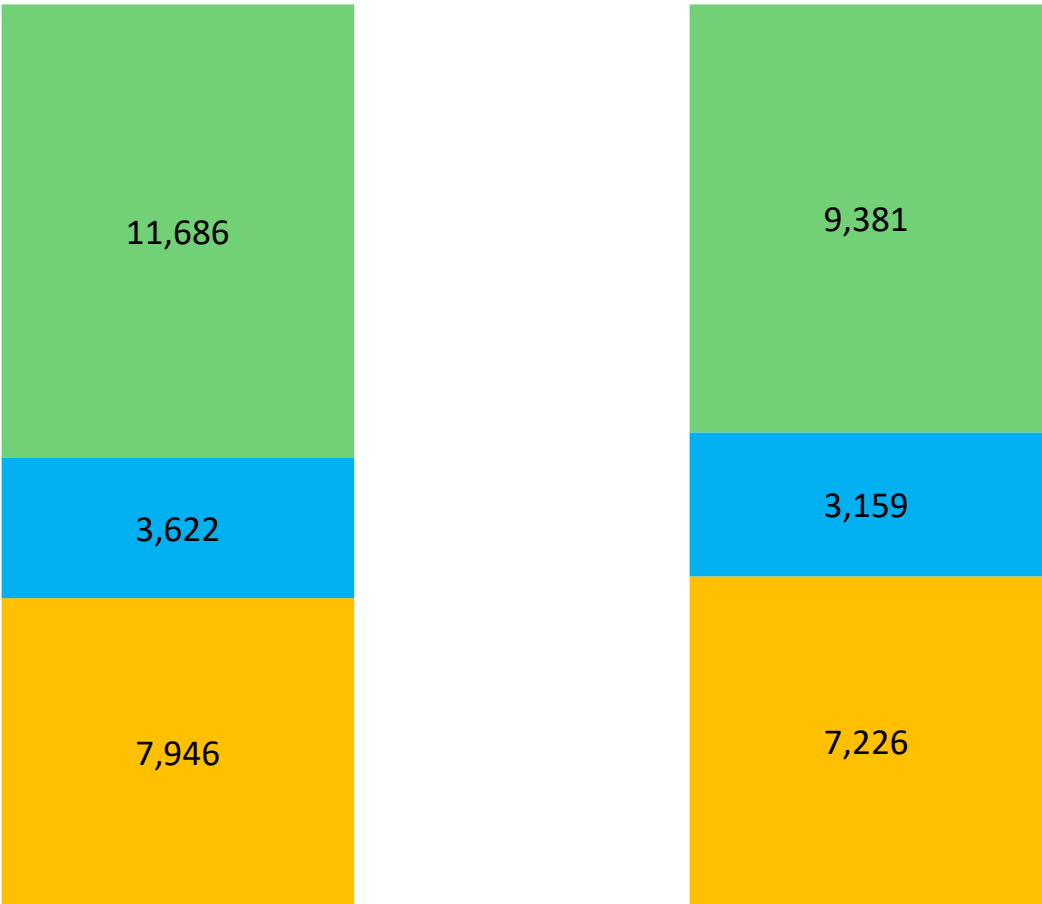
- San Francisco is one city, one county, one school district, seven square miles
- Young children are a small percentage of our population; approximately 44,000 under the age of five
- In 9 out of 10 households with young children, all adults are working
- Average rent for 2-bedroom apartment = \$4,446 (Dec 2017)
- Nearly half of our households have difficulty affording quality child care and early education
- Child poverty ranges from a low of 2% in some areas; to a high of 30%
- SF sees quality early childhood services as vital; invests significant local dollars



SF's Young Children 0-5



■ Low - Income ■ Moderate- Income ■ Higher Income



Ages 0 -2

Ages 3-5

Overarching goals from Citywide Plan for Early Care and Education

- Increase funding to programs to cover costs of providing high quality ECE
- Continuity of care for target populations of young children
 - Low income African American/Latino/English Language Learners, homeless, CPS, special needs
- Incentivize full earning of state/federal funds
- Pilot an approach to assist moderate income families



Early Learning Scholarship Timeline



- April 2016 - release of Citywide Plan for Early Care and Education
- July-Sept 2016 - internal planning and feedback from First 5 SF, ECE stakeholders and OECE Citizen's Advisory Committee
- Oct-Dec 2016 – community partner input sessions
- November 2016 – online questionnaire
- January 2017 – Notice of Funding Availability
- July 2017 – Early Learning Scholarship launched

Citywide Plan for Early Care & Education Endorsed Recommendations

Birth-to-Five
Approach

Racial Equity
and Diversity

Quality
Improvement

Family
Engagement

Professional
Development
and
Workforce

Financing
Models

Key Concepts

Early Learning Scholarship

Connections
Improving Family & Provider Experience

Initial System Improvement Strategies

①
Pay fairer rates
to providers

②
Ensure
continuity
of care for
families

③
Reduce
redundant
paperwork
and reporting

④
Improve family
outreach and
matching
system

Early Learning Scholarship Strategies

Ensure continuity of care in high quality early education settings for high-priority populations

Before



OECE EARLY LEARNING SCHOLARSHIP

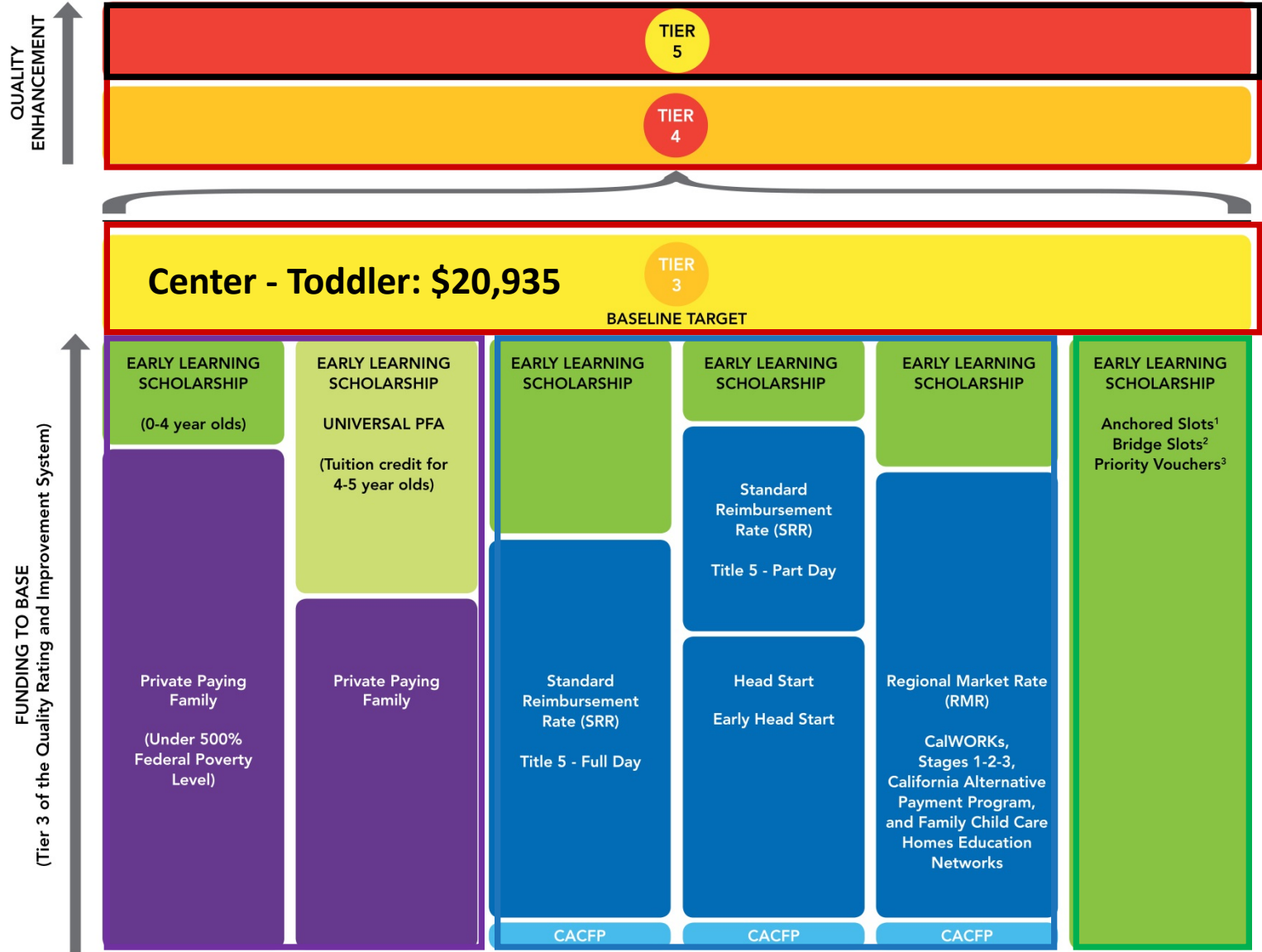


How much does
quality early care
and education
cost?





EARLY LEARNING SCHOLARSHIP



↑
QUALITY
ENHANCEMENT

↑
FUNDING TO BASE
(Tier 3 of the Quality Rating and Improvement System)

- = FAMILY FEES
- = STATE & FEDERAL FUNDING
- = California Adult and Child Food Program (CACFP)
- = CITY FUNDING
- = CITY FUNDING (Universal PFA)

¹ Homeless
² Continuity of Care
³ Low Income; Ineligible for Other Categories

Early Learning Scholarship (ELS) Rates

Early Learning Scholarship - City (Voucher) Rates

	Full Day/Full Year Rates	Full Day/Full Year Rates with Infant/Toddler 5% Differential*
Infants	\$ 27,496	28,871
Toddlers	\$ 20,935	21,982
Preschoolers	\$ 17,069	

ELS-Gap Rates for CDE Title 5- CCTR and CSPP (based on Standard Reimbursement Rates -SRR)

	Full Day/Full Year Rates	Full Day/Full Year Rates with Infant/Toddler 5% Differential*
Infants	\$ 8,857	9,952
Toddlers	\$ 5,457	6,504
Preschoolers	\$ 5,738	

ELS-Gap Rates for State Vouchers

(based on Regional Reimbursement Rates - RMR)

	Full Day/Full Year Rates	Full Day/Full Year Rates with Infant/Toddler 5% Differential*
Infants	\$ 4,954	6,329
Toddlers	\$ 4,352	5,399
Preschoolers	\$ 486	

Strategies for Fully Utilizing State and Federal Funding

- Enhancing reimbursement rates to meet the cost of quality (with local dollars)
- Promoting connection and utilization of CalWORKS child care benefits (pro-active outreach, authorization)
- SF Subsidy Pilot (85% entrance; 24 month eligibility, contract transfers across sites)
- Screening for eligibility BEFORE locally funding services



Before and after the ELS

Before	With Early Learning Scholarship
Continuity of Care - Breaks in enrollment based on parent need/activities, age of child, funding stream	Continuity of Care – 12 months, 24 months or until K entry
Reimbursement Rates – Varied rates and requirements by funding stream, not tied to the cost of quality	Reimbursement Rates – City closes “gap to quality” with same, consistent reimbursement rate (5% to 23% higher)
Financial Assistance for Families: Child care “cliff” at \$63,000 for a family of 3	Financial Assistance for Families: Continued assistance up to \$103,000 for a family of 3
Fees: Varied greatly by program	Fees: Capped at 10% income
Quality Standards: Varied standards, from high to none	Quality Standards: Same high standards applied to all settings
Funding Agreements - Several	Funding Agreement - One



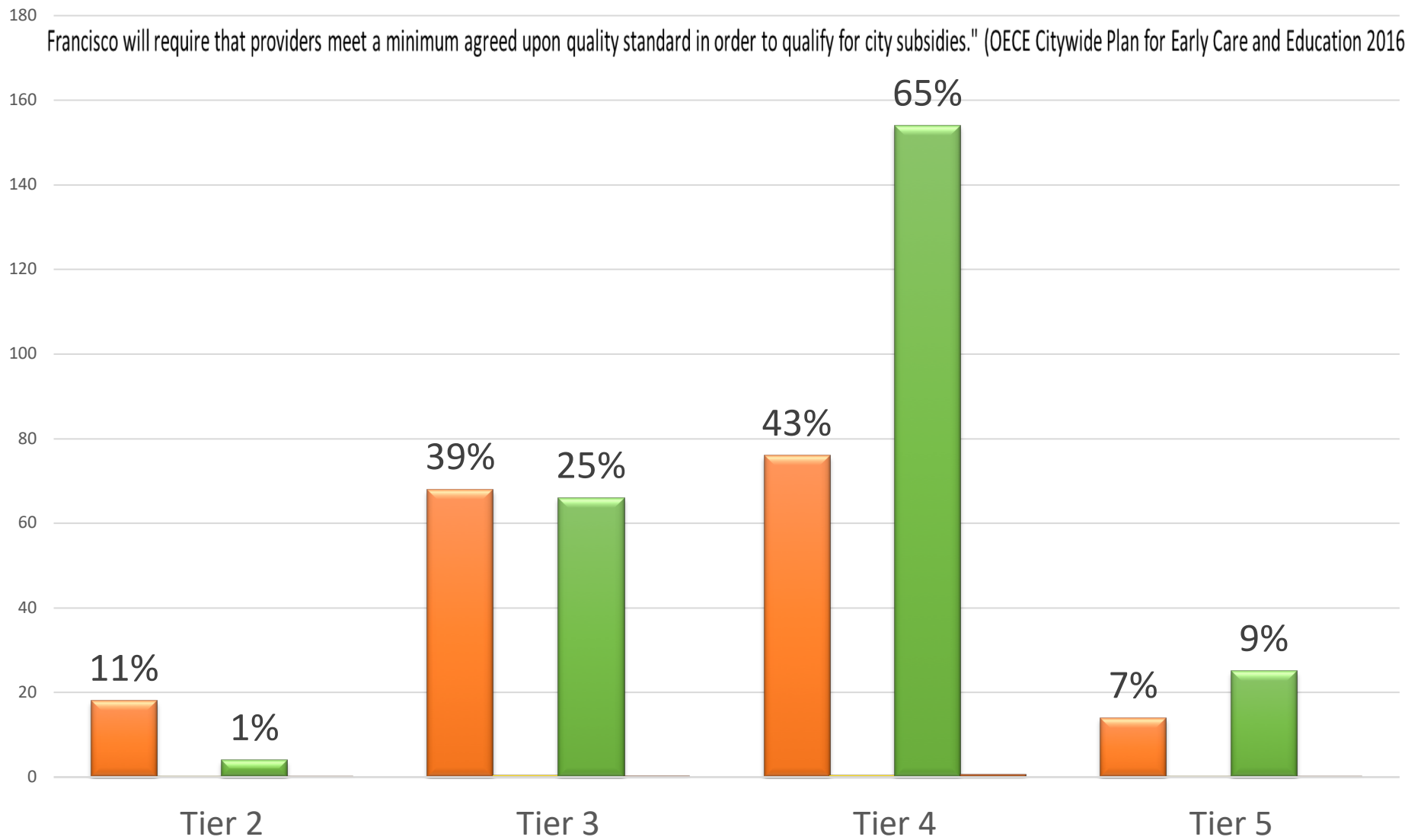
Quality Matters: Impact of SF Investments



QRIS Ratings Program Year 2014 - 2016 & 2016-2018



Francisco will require that providers meet a minimum agreed upon quality standard in order to qualify for city subsidies." (OECE Citywide Plan for Early Care and Education 2016)



OECE Lessons Learned

- **Reimbursement rates** should meet the cost of quality
- **Continuity of care is critical** – the children who most benefit are least likely to get it in our current system
- **Starting earlier is vital** – preschool is too late for the children and families who have the most to gain from quality ECE
- **Child care cliffs need to be smoothed** for upwardly mobile families
- **A mixed delivery system** allows for a wide range of providers and increased options for parent choice. However, coming up with a standardized rate for a set of diverse providers that are unique has pain points.
- Implementation of a broad vision takes a **strong and coordinated delivery system** and data infrastructure
- Development of a one size fits all system within a fragmented broader system is very challenging:

Bright Spots



- Improved leveraging of state and federal dollars for eligible children
- Continuity of care for children who will most benefit
- Mayor added \$2.1M for homeless children (March 2017) and BOS added \$4M one-time funding for infant/toddler scholarships (July 2017)
- E-signature system implemented by funded programs

Challenges

- Massive ECE systems change for everyone (providers, government)
 - Moving to funding-per-site model to a fee-for-service model based on children enrolled
- Accelerated timeline for planning, application process and implementation
- Ability to make referrals and enroll using an eligibility list system with its own challenges
- Fragmented data systems



Thank You!

QUESTIONS?





Vision

BRC should develop aspirational objectives including

- a clear set of principles
 - long-term systems/programs/financing
 - incremental steps in the medium term and short term
 - federal, state and local solutions
 - role of philanthropy and business
- BRC should draw on current research such as the newly released report on Financing from the National Academy of Sciences (NAS), and recommendations developed by other federal, state and local groups. BRC should recognize parents as experts and proactively seek their input.



Vision (cont.)

- BRC should propose what a system looks like for children, families and teachers/providers
 - Proposals should focus on equity and disparities, and include financing and systems change to ensure access for all families and children.
 - There should be no wrong door for parents entering the system. The obstacles and barriers families face in accessing care need to be eliminated.



Vision (cont.)

- Financing should include system wide costs and the actual costs of providing high quality care to meet diverse needs, including- infrastructure, supporting and engaging families and building a well-trained and compensated work force.
- BRC should review where money is invested now and historically, and what existing programs work but are not adequately resourced



- Subcommittees will be the heart of development of recommendations
 - Data collection and research review will be ongoing
 - Public input and review of national and local models will be ongoing
 - Parent Engagement will inform all our recommendations



Sub Committee Tentative Plan

- March-April: develop outline for substantive areas of recommendations and process
- May-October: develop draft recommendations, broad consultation, coordination
- November- December: develop cost estimates and begin developing phase-in and implementation planning
- January - March: Report review by stakeholders and agency staff, final drafting and consensus building



Financing and the Economic Impact of ECE

Membership: Nina Buthee (Co-Chair), Sonia Campos-Rivera (Co-Chair), Parvin Ahmadi, Celia Ayala, Mary Ignatius, Jacquelyn McCroskey & Michael Olenick

Research:

- **National Academy of Sciences Report (2018):** *Transforming the Financing of Early Care and Education*
- **Learning Policy Institute (2017):** *Understanding California's Early Care and Education System*
- **UC Berkeley Labor Center (2011):** *Economic Impacts of Early Care and Education in California*



Financing and the Economic Impact of ECE Topics

- Creating a financing structure including all subcommittee recommendations
- Identifying dedicated funding sources for a well-funded ECE system
- Establishing priorities for initial investment –
 - How do we meet the varying needs of families and children and ensure equity? How do we ensure support for a well-compensated work force? – How do we maintain services that are working while building a better system? How do we build on the many pockets of success already in place in communities throughout California?



Financing and the Economic Impact of ECE Topics (cont.)

- Exploring Targeted Universalism as a framework to ensure we are serving all families and children while focusing on removing the barriers for those segregated from opportunity due to poverty, racial bias, language, geographic isolation, disability and other factors.
- Examining governance and systems change including reimbursement rates, structure and coordination with other systems serving the same families and children
- Integrating paid leave for parents



Expanding Access to ECE Programs

Membership: Mary Ignatius (Co-Chair), Michael Olenick (Co-Chair), Parvin Ahmadi & Nina Buthee

Research:

- **Economic Policy Institute (2017):** *What does good child care reform look like?*
- **L.A. Child Care Planning Committee (2017):** *The State of Early Care and Education in Los Angeles County*
- **HAAS Institute for a Fair and Inclusive Society:** *Targeted Universalism: Equity 2.0*



Expanding Access to ECE Programs Topics

- Identifying and removing barriers to enrollment even when families are eligible for services. Disparities include those based on race and ethnicity, immigration status, language and geography.
- Focusing on challenges including homelessness, deep poverty, disabilities, special health care needs, and involvement in the Child Welfare System
- Removing systemic obstacles and barriers families face and moving to a single point of entry with coordinated programs and eligibility standards that are easy to understand and navigate



Expanding Access to ECE Programs Topics (cont.)

- Reviewing eligibility requirements
- Ensuring cross systems access to child care
- Analyzing facilities needs including centers and family child care
- Securing support for the expansion of access that include all providers in our subsidy system: centers, family child care, family friend and neighbor care



Workforce Retention and Development

Membership: Celia Ayala (Co-Chair), Tonia McMillian (Co-Chair), Deborah Kong, Sonia Campos-Rivera

Research:

- **Center for the Study of Child Care Employment, UC Berkeley (2016):** *The Early Childhood Workforce Index*
- **First 5 CA and CA Dept. of Education (2017):** *Transforming the Workforce for Children Birth Through Age 8: Implementation Plan for the State of California*
- **Institute of Medicine and National Research Council (2015),:** *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*



Workforce Retention and Development Topics

- Ensuring a high quality workforce that is diverse, effective, well-compensated and professionally supported
- Underscoring the importance of recognizing and compensating ECE workers as professionals who play a critical role in young children's development
- Highlighting the importance of competency-based professional preparation for workforce effectiveness



Workforce Retention and Development Topics

- Increasing practitioners' knowledge and competencies through higher-education programs, credentialing and other forms of professional learning; providing financial assistance for doing so
- Establishing a sustainable, consistent, and coherent professional development system including favorable working conditions
- Identifying supports, equitable compensation and appropriate systemic integration for family friend and neighbor caregivers.
- Retaining a diverse workforce that reflects the children served



Engaging and Meeting the Needs of Families

Membership: Jacquelyn McCroskey (Co-Chair), Tonia McMillian, Mary Ignatius

Research:

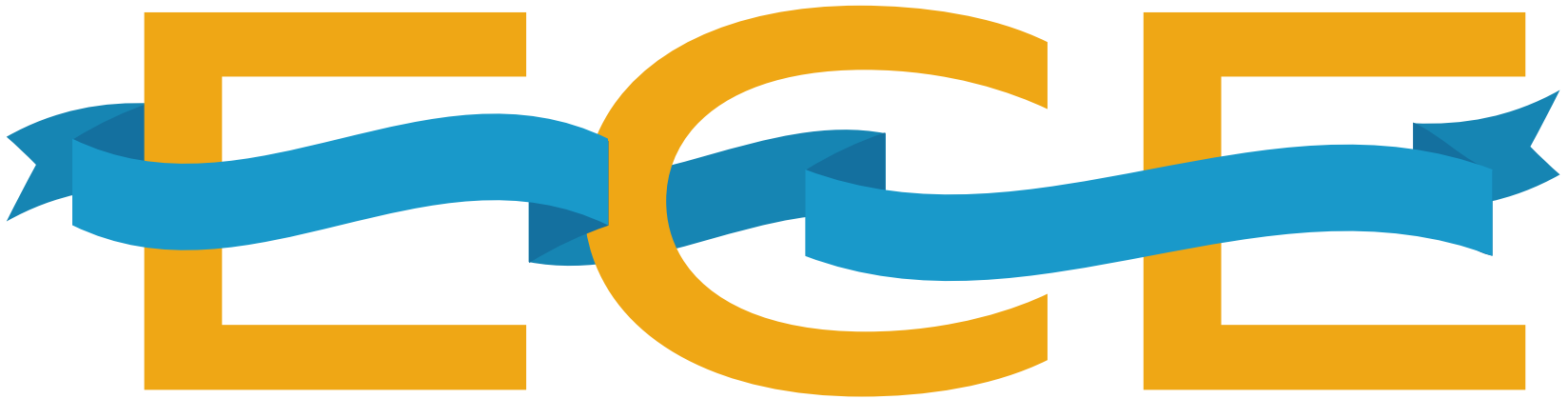
- **Mario Small (2009):** *Unanticipated Gains: Origins of Network Inequality in Everyday Life*. Oxford University Press.
- **First 5 LA (2015):** *Family at the Center: Recommendations on Family Engagement from Early Childhood Stakeholders in Los Angeles County*. Prepared by Harder and Company Community Research & the LA Partnership for Early Childhood Investment.
- **LA County Office of Child Protection (2017):** *Paving the Road to Safety for Our Children: A Prevention Plan for Los Angeles County*.



Engaging and Meeting the Needs of Families Topics

- Hearing from parents throughout the state to inform all recommendations
- Building on best practices and asking families how they want to be engaged
- Highlighting the perspectives of families on the challenges they face in navigating ECE services
- Identifying points of connection and support for families using the ECE system (roles of unions, community colleges, local governments, etc.)
- Supporting parents becoming long-term advocates for their children's education

CA ASSEMBLY BLUE RIBBON COMMISSION



ON EARLY CHILDHOOD EDUCATION

Thursday, May 3, 2018