



**Prepared for F5 LA**

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# TABLE OF CONTENTS

YEAR 1 HIGHLIGHTS _____	3
Grantee Collaboration Highlights _____	3
Field Building Highlights _____	3
Policy Impact Highlights _____	3
THE INITIATIVE _____	4
ECE Policy Advocacy Fund _____	4
Theory of Change _____	5
Methods _____	6
FIELD OUTCOMES: COLLABORATION & EXPANSION _____	7
Partnership Grantee Collaboration _____	7
Field Building Grants _____	9
INTERMEDIATE OUTCOMES: BUILDING AWARENESS & WILL _____	11
Grantee-driven Awareness & Will-building _____	11
Engagement of Nontraditional Partners _____	12
Barriers _____	12
Supplemental Funding for Awareness & Will-building _____	13
POLICY OUTCOMES: ADVOCACY & ACTION _____	14
Context _____	14
Legislative Website Analysis _____	14
Legislative Consultant Survey _____	14
_____	15
PAF ECE Policy Agenda _____	2
LEGISLATIVE 'ASKS' _____	2
ADVOCACY ACTIVITIES _____	3
USE OF LEARNING _____	7

# YEAR 1 HIGHLIGHTS

## Grantee Collaboration Highlights



Over the past year, PAF ECE grantees have reported **increased collaboration** on several levels; there has been an increase in co-hosting site visits, increased communication between grantee convenings as well as more grantees inviting one another to legislative visits. It was also clear that the cohort is very much in a ‘test period.’ Over the course of the year, grantees shared more information with each other and continue to want more information in order to better coordinate and collaborate. At the same time, despite substantial progress, there have also been **continued traces of distrust and unaligned messaging**.

## Field Building Highlights

During Year 1, F5LA approved the first field building grants to 10 organizations. At the March 2017 grantee convening, 4 field building grantees attended with the 9 partnership grantee organizations. In the meeting evaluations, attendees reflected that it was useful to have partnership and field building grantees together.

## Policy Impact Highlights

Over the past year, the most visible impact of the coordinated efforts of grantees has been the ‘Billion for Babies’ ask.

*“I have to say when you make the collaboration the goal of an initiative, that is what you move towards – so it’s helpful in how we [grantees] show up on this project; we are keeping collaboration as the North star.”*

*-PAF ECE Grantee*

# THE INITIATIVE

## ECE Policy Advocacy Fund

The Early Care & Education Policy Advocacy Fund was established to support early care and education (ECE) policy advocacy toward ensuring that all that all children in Los Angeles County - and particularly those at risk - have access to affordable, high-quality childcare and early education<sup>1</sup> (preschool). F5LA recognized that those who work on issues directly are the best experts on what their organizations and the field as a whole need to succeed.

As a result, in 2017, the Fund began to provide flexible, multi-year funding for strong organizations with a proven track record of policy change in Sacramento and Los Angeles. Funds are renewable for three additional years (for a total of four years) based on progress toward expectations and outcomes and available funding.

### Guiding Principles of the Fund

Encourage relationship and trust building among all grantees

Leverage existing coalitions and assets

Promote alignment in policy priorities

Strengthen policy advocacy efforts and work in Los Angeles and Sacramento

Improve connections between LA and Sacramento policy organizations

Strengthen advocacy efforts at the LA County level

Build infrastructure for the long term

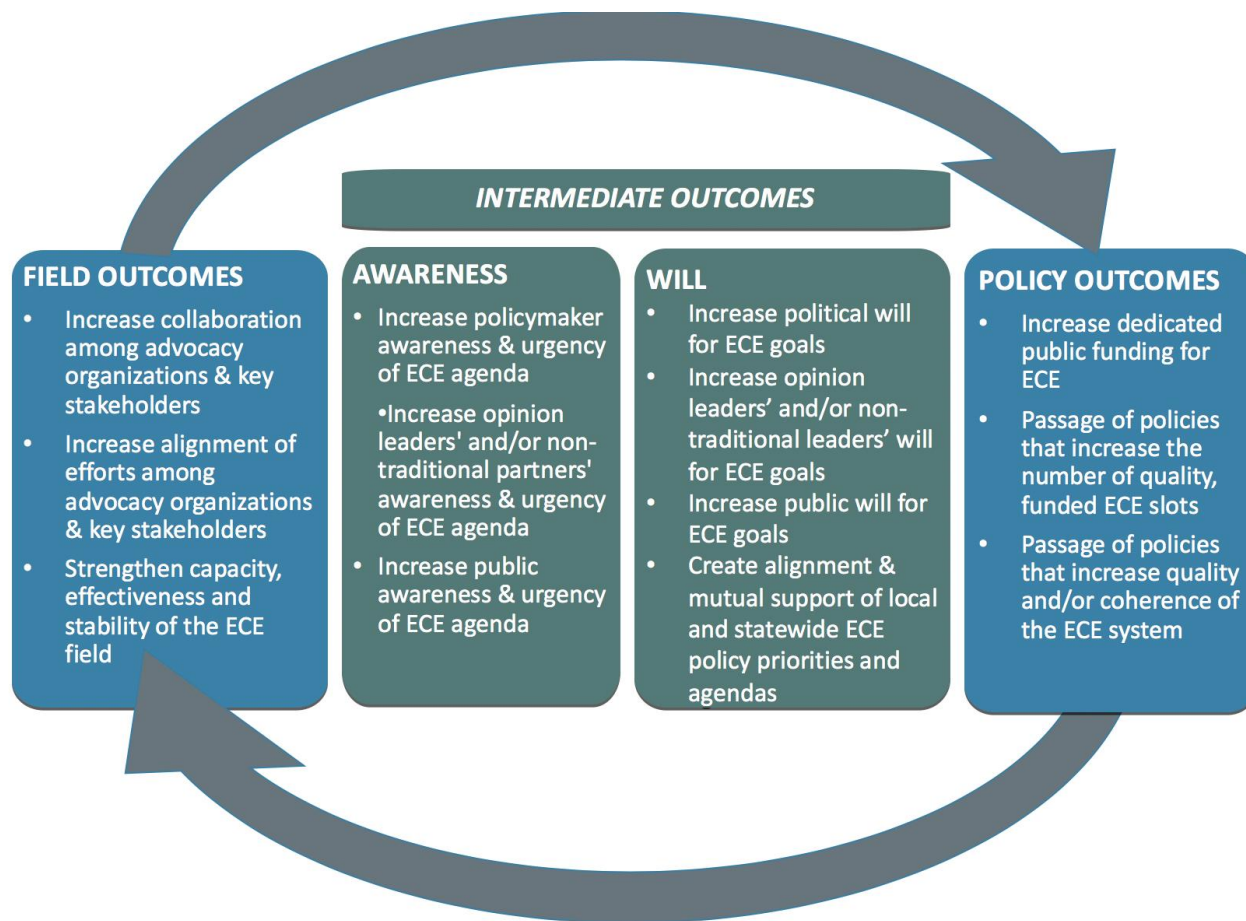
### Agreements of PAF ECE policy and systems change work success:

- 1) Advocacy organizations that are strong, sustainable, and have the expertise and capacity to focus on ECE policy and respond to policy windows as they open at the state and local levels; *therefore the fund provides general operating support to organizations to build their policy capacity.*
- 2) Advocacy organizations that collaborate, share information, and coordinate efforts in support of aligned policy goals and priorities; *therefore the fund both facilitates and requires grantee collaboration.*
- 3) Focus on and ensure the alignment and reciprocity of the local, Los Angeles, and statewide ECE policy efforts, priorities, and agendas; *therefore the fund supports partnership grantees that work locally and statewide.*
- 4) Adequate time is taken and strong relationships among advocates, stakeholders, policymakers, and partner organizations are built, *therefore, the fund provides multiple years of funding, along with the flexibility for organizations to play to their strengths, align with partners and strengthen relationships, and respond quickly and effectively to opportunities as they arise.*

<sup>1</sup> For the purposes of this Fund, early care and education is defined as full-day or part-day child care and/or early learning programs serving infants, toddlers and/or preschoolers from birth through age 5.

## Theory of Change

The PAF ECE work was grounded in a theory of change focused on achieving both policy and field outcomes. The visual below reflects these outcomes, as well as the host of intermediate outcomes that support both the field and policy outcomes.



At the beginning of Year 1, grantees were asked to review the Theory of Change (TOC) and identify where they felt the bulk of their work would be focused. Five of the six grantees identified working across the TOC in at least one field outcome, intermediate outcome (both in awareness and will), and policy outcome. One grantee worked in all of the outcome areas except field outcomes.

Additionally, all grantees identified focusing on change in three primary outcomes: **increase policymaker awareness & urgency of ECE agenda**; **increase political will for ECE goals**; and **passage of policies that increase the number of quality funded ECE slots**.



The primary data in this report is comprised of a number of data sources. Grantee surveys, focused on both organizational advocacy capacity and on collaboration in the ECE field, were collected at the start (baseline) and end of Year 1. Additionally, key informant interviews were conducted with various stakeholders, including grantees (conducted formally at mid- and end-of Year 1), F5LA and Community Partners staff, and legislative staff.



# FIELD OUTCOMES: COLLABORATION & EXPANSION

## Partnership Grantee Collaboration

Over the course of the year, grantees spoke positively about the role of collaboration in the work, and how the fund design has allowed for organic collaboration and trust building within the cohort. In addition, nearly all grantees noted the importance of their participation in the ECE Coalition as a primary way to increase collaboration with their peers. As many of the grantees are part of the ECE coalition, they have been working together regularly, pulling together information for policy 'asks', thinking together about various elements and moving into the budget cycle and encouraging legislative leadership together.

### *PARTNERSHIP GRANTEES ON COLLABORATION*

*"Overall the relationships [with other grantees] felt friendlier than before."*

*"I wouldn't have normally spoken to my [walking partner] and now I know so much about their work and can call them when needed."*

*"We are getting more 'in sync' with F5 and their policy and advocacy goals, thus strengthening the field."*

A survey conducted in October 2017 was repeated in September 2018 to assess any changes in the grantee sentiments, perceptions, and activities from baseline to the end of Year 1. In the year-end survey, 100% of grantees noted that collaboration between their organization and another PAF ECE grantee led to policy success. Furthermore, although at the baseline, when grantees were asked if competition or non-alignment stifled policy success during the past year, 50% of grantees responded 'yes'; at year-end that was 0%.

In particular, when asked in the Year 1 Grantee written reports and during the interview calls, grantees shared several instances of collaboration in the two primary ways: 1) direct collaboration on action items and 2) knowledge-sharing or critical communication. Across the six grantees, there were 12 unique instances of direct collaborative action and 17 unique instances of knowledge sharing during Year 1 identified.

### DIRECT ACTION HIGHLIGHTS:

- **AP**, after being paired with **CCALA** and **CS** at the March convening, has now done legislative visits together, sharing the stories of what the community needs, and lifting up South LA stories in particular.
- For Access Sacramento Advocacy Day, **LACC** engaged **CCRC** in their advocacy and co-developed their remarks together.
- **CCRC**, **C360**, **CS**, and **CN** noted that they worked collaboratively to advocate for final push of expansion for the Child Care and Development Block Grant.

### KNOWLEDGE-SHARING

#### HIGHLIGHTS:

- **C360** shared their early learning policy report with **all PAF grantees**. They also shared the report at provider network meetings orchestrated by themselves and **CCALA**.
- After **LACC** was paired with **CCRC** and the **Alliance** at the March convening, they have since partnered in sharing information (e.g. they now have a meeting with Marshall Tuck).
- **AP's** *Babies and Toddlers* report was strengthened with family stories shared by **CS**, as well as with key data from **CCALA** and **CCRC**.

In addition, data gleaned from convening evaluations make clear that the PAF ECE grantee convenings, facilitated by Community Partners, support the grantees by providing them with a chance to share with one another and identify room for collaboration and connections. Individual partners' advocacy capacities grew over the first year as a result of collaboration set up during the convenings.

*"The format encouraged and facilitated collaboration in a meaningful and intentional way"*

*"Greatly appreciate your intentional operationalizing of a strength-based agenda with partners. You give us the space and intentionality to lean into our best selves"*

**TABLE: PARTNERSHIP GRANTEE CAPACITY**

If you had to prioritize today, what do you consider to be your organization's top 3 advocacy competencies?	
Baseline	Year-end
<b>Engagement of ECE advocacy partners and coalitions</b>	
63%	86%
<b>Budget analysis and advocacy</b>	
63%	57%
<b>Legislative Advocacy</b>	
50%	81%

As a result of the partnership grants, grantees were able to increase their staff time and focus on advocacy and collaboration. This is likely why we see an increase in the capacities listed above.

## Field Building Grants

Once the Partnership grantees were identified in Summer 2017, information was solicited from them and from others in the field to identify other potential organizations that should be brought in to the PAF over time. As a result, Field Building grantees were brought into the initiative. These field-building grants were to be smaller in size than Partnership grants and provided to organizations that would bring a unique skill, constituency or network into the ECE field. In Year 1, there have been 10 grantees funded. The details of the field building grantee commitments can be found in Appendix A.

**TABLE: FIELD BUILDING GRANTEES**

GRANTEE NAME	GRANTEE NAME
<i>United Ways CA</i>	<i>REAL Coalition</i>
<i>Parent Voices CA</i>	<i>MomsRising Education Fund</i>
<i>Council for a Strong America</i>	<i>Community Coalition</i>
<i>Common Sense Media</i>	<i>Child Care Law Center</i>
<i>California Child Development Administrators Association</i>	<i>California Child Care Resource and Referral Network</i>

In March 2018, Field Building Grantees completed a baseline survey similar to that filled out by the Partnership Grantees. Grantees were asked to respond to a variety of questions on collaboration and partnership, as well as to rate their organizational capacity across a range

of indicators that covered knowledge and experience in advocacy, collaboration internally and externally to nontraditional partners, and communication.

Nearly 50% of the grantees noted that ECE advocacy is a priority for their organization. 30% of the grantees shared that ECE advocacy is “something we do regularly, but have no clear plan for,” while 70% stated that they do have a clear plan for their work.

Overall, grantees rated their advocacy organizational capacity higher than their communication capacity. In addition to communications, they also noted that they had a lack of experience with legal advocacy, ballot initiatives, and GOTV. This pattern is reaffirmed in the ranking of their top strengths and areas in which they would like to grow. The grantees self-identified their top 3 strengths as well as where they would like to grow. The following columns list the strengths and areas for growth and then the percentage of grantees that reported each.

### Where we are now...

Legislative advocacy (70%)

Budget analysis & advocacy (50%)

Engagement of ECE advocacy partners and coalitions (40%)

Engagement of non-traditional partners (40%)

Community engagement & mobilization (parents, families, etc) (40%)

### Where we want to grow

Community engagement & mobilization (parents, families, etc.) (60%)

Communications & messaging (60%)

Engagement of ECE advocacy partners and coalitions (30%)

Engagement of non-traditional partners (30%)

Community engagement & mobilization (providers, educators, etc.) (30%)

Electoral and ballot measures (30%)

When asked about their collaboration (in the past year) across a listing of 13 different advocacy activities, all grantees noted that they had collaborated—to some degree—with ECE advocacy organizations. About half noted that they had collaborated with ECE providers, while 40% had collaborated with business. Two organizations noted that they had experience with non-traditional partners, and one had experience with labor and school districts. No one had experience collaborating with K-12 advocates.

Field Building Grantees reported collaborating with all of the Partnership Grantees.

For the most part, Field Building Grantees represent a cadre of experienced advocates, and these findings reflect that. Yet more recent recipients of field building grants represent more nontraditional stakeholders in communications and community organizing.

# INTERMEDIATE OUTCOMES: BUILDING AWARENESS & WILL

The Intermediate Outcomes from the Theory of Change focused on building will and awareness with key stakeholders, policymakers and nontraditional partners. This was done by cohort members through a combination of events, meetings and site visits. In addition, community engagement efforts also sought to impact public awareness and will of ECE among parents and caregivers.

TABLE: ELEMENTS OF INTERMEDIATE OUTCOMES

<b>WILL</b>	<ul style="list-style-type: none"><li>• Increase political will for ECE goals</li><li>• Increase opinion leaders' and/or non-traditional leaders' will for ECE goals</li><li>• Increase public will for ECE goals</li><li>• Create alignment &amp; mutual support of local and statewide ECE policy priorities and agendas</li></ul>
<b>AWARENESS</b>	<ul style="list-style-type: none"><li>• Increase policymaker awareness &amp; urgency of ECE agenda</li><li>• Increase leaders' and/or non-traditional partners' awareness &amp; urgency of ECE agenda</li><li>• Increase public awareness &amp; urgency of ECE agenda</li></ul>

## Grantee-driven Awareness & Will-building

*Intermediate activities reported by the grantees fell into three major categories:*

1. **Advocacy Days** provide an opportunity for key elected officials and their staff to hear messaging around the key issues facing the ECE field.
2. **Agenda Setting Events** provide an opportunity for key stakeholders, nontraditional partners, and the public to learn more about the ECE agenda and issues.
3. **State Legislative Advocacy Visits** provide an opportunity for ECE advocates and partners (parents, providers, etc.) to share their perspectives.

In addition to the intermediate outcomes focused on educating the elected officials and their staff, the grantees also engaged with a host of nontraditional stakeholders. These activities focused primarily on building awareness and will within nontraditional stakeholders who could be potential partners and allies in the work, as well as on the gubernatorial candidates, who could serve as key champions in the future.

## Engagement of Nontraditional Partners

Partnership Grantees reported engaging in several activities designed to increase the awareness of early learning elements within other key stakeholder groups during Year 1. These activities included:

- Educating the business community about the importance of early learning
- Meeting with labor unions regarding dual-language learner issues
- Meeting with CTA regarding the revisions to the Child Development Permit
- Continuing to engage ‘outside groups’ about early learning

In addition, at the end of Year 1, grantees reported on which organizations with whom they have made ‘inroads’ regarding ECE advocacy work. These are listed below and demonstrate a clear attempt to broaden and diversify the field.

**GENERAL:** CA Work and Family Coalition, CA Afterschool Advocacy Alliance, Unidos Network, business community, Bay Area Council (2), Labor (AFSCME, SEIU) (2), Silicon Valley Community Foundation, PEACH

**GOVERNMENT:** California Department of Education (CDE), California Commission on Teacher Credentialing (CTC), School districts and County Offices of Education (LAUSD, Fresno USD, Elk Grove USD, Sacramento County Office of Education)

**EDUCATION:** Community Colleges (Cal Poly Pomona), Mt. Saint Mary's University, LATTC, Compton College

### Gubernatorial Work

- Briefed the policy and campaign staff of major candidates
- Convened candidate events
- Hosted a Gubernatorial Forum with top 4 candidates (Oct. 2017) with questions informed by F5 and others
- Orchestrated site visits for gubernatorial and SPI candidates
- Participated in Silicon Valley Community Foundation gubernatorial forums and sent candidate campaigns a set of 10 reports about improving quality and access to ECE in CA

## Barriers

Grantees also shifted their understanding of what the biggest obstacles are facing the success of the ECE field. As the table below demonstrates, at year-end they were more likely to note a lack of political will as a negative impact on the field rather than issues from the advocate and ally side.

**TABLE: ECE OBSTACLES OVER TIME**

What are the obstacles to the ECE advocacy field success?	
Baseline	Year-end
Lack of support for ECE from nontraditional partners and non-ECE allies - 62.5%	Lack of political will to dedicate financial resources - 71%
Fragmentation within the ECE advocacy field - 75%	Lack of political leadership - 71%

Interestingly, those items that ranked first and second at baseline, moved down to third and fourth at year-end with both ‘lack of support for ECE from nontraditional partners’ and ‘fragmentation within the advocacy field’ at 57% post-survey.

In addition, when asked at the end of Year 1, which capacity grantee organizations would like to improve upon in the next 5 years, ‘engagement of nontraditional partners’ (as well as communications and messaging) ranked the highest, with 4 of 7 grantees identifying this as a key area for growth.

## Supplemental Funding for Awareness & Will-building

In addition to the grantee Partnership grants, and Field Building grants mentioned above, the ECE PAF fund included another unique funding stream to support the overall work. Rapid Response grants were made available to grantees for elements of the work that were short-term in duration (research, communications support, etc.), and involved more than one grantee in a collaborative way. These funds in Year 1 were used primarily in support of the Theory of Change Intermediate Outcomes, **building awareness and will for ECE**. The average grant amount for Year 1 was \$15,945.

**TABLE: RAPID RESPONSE GRANT DETAILS**

GRANTEE	AMOUNT	SUMMARY OF PROJECT	PARTNERS
<b>CCLC/ LightBox</b>	\$5,000	Hire communications firm to orchestrate outreach to media and press to support the ECE Coalition's budget ask for new childcare funds in the state budget.	CCLC, CCALA, Parent Voices, SEIU California Child Care Providers' Union
<b>Social Policy Research Associates</b>	\$19,335	Conduct focus groups with parents statewide regarding ECE perceptions; share findings with Blue Ribbon Commission and other key ECE thought leaders and stakeholders.	Parent Voices, Blue Ribbon Commission
<b>Social Services of CA</b>	\$23,500	Fund a California-specific data analysis of K-12 certificated teacher salaries and benefits compared to the salaries and benefits of early childhood permit educators in districts that provide center-based State Preschool programs; disseminate broadly to ECE stakeholders, advocacy groups, and lawmakers	Early Edge, The Los Angeles County Office for the Advancement of Early Care, AP, LA Chamber

# POLICY OUTCOMES: ADVOCACY & ACTION

The field has been constantly evolving, and it was important to get a sense of where the political landscape is regarding ECE. To do so, we used a combination of a meta-website analysis of all California legislators, as well as a deeper dive of surveying the legislative staff working most closely with ECE.

## Context

### Legislative Website Analysis

To get a sense of where ECE was as a priority for legislators, we analyzed 116 CA legislators' websites to identify their overall policy agendas and, more specifically, if ECE was a clear priority. We did a content analysis of only official websites searching for terms and phrases that indicated that the legislator supported ECE. Some websites explicitly listed ECE as a policy priority, while others in narrative sections discussed the importance of affordable childcare. Both of these examples represent support for ECE. We did not include voting records in our analysis, but plan to do so in the future. The breakdown of the 116 sites is below. Overall, 77 were Assembly sites and 39 were Senate; of the 4 sites without conclusive data either way, 3 were Assembly sites and 1 was Senate. Of those sites where policy priorities were identified, 41% communicated that ECE was a policy priority.<sup>2</sup> The table below highlights various subpopulation distinctions of note:

**TABLE: RESULTS OF LEGISLATIVE WEBSITE ANALYSIS**

ECE is a policy priority	N=	YES	NO	Not Clear	% YES
<b>All legislators' websites</b>	116	48	64	4	<b>41%</b>
<b>Assembly</b>	77	38	36	3	<b>49%</b>
<b>Senate</b>	39	9	29	1	<b>23%</b>
<b>Democratic legislators</b>	78	45	32	1	<b>58%</b>
<b>Republican legislators</b>	38	3	32	3	<b>8%</b>
<b>Female legislators</b>	27	16	11	0	<b>59%</b>
<b>Male legislators</b>	89	32	53	4	<b>36%</b>

### Legislative Consultant Survey

In addition to the website analysis, surveys were sent to 10 ECE legislative consultants identified as experts in ECE by F5 LA staff. They were asked a series of questions regarding where they get information on ECE, what advocates discuss with them, and areas for improvement. A total of six (6) responses were received.

<sup>2</sup> 3% of legislator websites did not provide enough evidence to conclude whether or not ECE was a policy priority.

## ***“Don’t assume that ECE is always competing with other policy priorities...”***

**-ECE Legislative Consultant**

Five of the six consultants reported that they have met with ECE advocates over the past year including the various F5 organizations from across California, Resource and Referral Networks, Parent Voices, Head Start, California Alternative Payment Program (CAPPA), Childcare Alliance of Los Angeles, and the ECE Coalition lobbyists (CalStrat). One consultant said they had met with over 50 different groups during 2018.

Consultants identified F5LA, Resource and Referral organizations, California Department of Education, and the ECE Coalition as the *most trusted resources* when they need information on ECE.

They reported that advocates emphasized the following issues in their communications in 2017-18:

- **Funding**
- **Rates**
- **Access to affordable childcare**
- **Consistency of requirements and practices statewide**
- **Increase provider support across the ECE system**
- **Infant and toddler Slots**
- **Training for caregivers**

The consultants also identified areas where the advocates could improve, making their work more impactful when engaging at the administrative and legislative levels:

**Simplify the data, it is too high level**  
**Focus on implementation**  
**Acknowledge state funding challenges**  
**Have simple, cohesive messaging and asks**  
**Coordinate local site visits in the Fall for legislative staff**

Lastly, the ECE consultants identified barriers facing ECE as a key legislative policy priority:

- Competing demands between ECE and K-12 and higher education (n= 4)
- Lack of a cohesive policy agenda from early childhood education advocates and the overall complexity of the issue (n=3)
- A lack of a clear definition of what early childhood education means (n= 2)

*“It [ECE] gets mixed in with childcare and gets caught between DSS and CDE. Within the Legislature, there is debate about which is the appropriate policy committee(s) to handle the bills (Education and/or Human Services).”*

## PAF ECE Policy Agenda

### LEGISLATIVE 'ASKS'

F5LA identified bills that they supported, and submitted formal support letters to, as they align with the F5LA **ECE Systems** element of their policy agenda. These bills are listed below. In this table, we can see which organizations served as sponsors of the bill; overall PAF ECE grantees were active as sponsors during Year 1.

**TABLE: PAF ECE 2017-18 LEGISLATIVE 'ASKS'**

Bill	Author	Description	Sponsors
<b><u>AB 1754</u></b>	McCarty	Calls for targeted universal preschool for 4-year olds.	Early Edge
<b><u>AB 2001</u></b>	Reyes	Codifies FCCHENs and includes a few increased quality provisions.	CCRRN, CCDAA
<b><u>AB 2292</u></b>	Aguiar-Curry	Policy bill complement to the ECE Coalition budget ask - increase I/T adjustment rate factor and start-up grants.	CCRC, CCDAA, F5CA
<b><u>AB 2626</u></b>	Mullin	Statewide solutions bill to county pilots.	State Superintendent of Public Instruction Tom Torlakson
<b><u>AB 2698</u></b>	Rubio	Creates a 1.05 adjustment factor for state subsidized preschools and care centers that offer trainings on effectively managing children with challenging behaviors	Kidango
<b><u>AB 605</u></b>	Mullin	Creates single license for center-based care regardless of ages served. Retains quality requirements based on DAP.	CCRC

In May 2018, the Billion for Babies ask was made to the Senate and Assembly Budget Committees, from a coalition of organizations, including First 5s statewide, all PAF ECE grantees and others.

May 30, 2018

The Honorable Holly Mitchell, Chair  
Senate Budget Committee  
State Capitol, Room 5080  
Sacramento, CA 95814

The Honorable Phil Ting, Chair  
Assembly Budget Committee  
State Capitol, Room 6026  
Sacramento, CA 9581

Dear Senator Mitchell & Assemblymember Ting:

The Early Care and Education (ECE) Coalition is a partnership of early childhood education advocacy and service organizations working together to secure access to high quality early learning and care for California's low-income children and families. Early care and education is vital to giving California's children everything they need for a bright future while supporting working families, and we urge you to support a \$1 billion increase in the 2018-19 budget to meet their child care needs.

The severe undersupply of infant and toddler care is creating a crisis for working parents, their families, our businesses, and our state's future. Our youngest children need the most care, but the least help is available for their families. We urge you this budget year to commit to making critical, substantial investments that meet the needs of working families, provide new child care spaces, adequate per-child funding, age appropriate facilities and infrastructure, start-up support, and professional development for all care settings.

California is the 5th largest economy in the world, yet it is providing affordable infant and toddler child care to less than 14% of eligible families. In contrast, United Kingdom, the 6th largest economy in the world, provides universal early care and education for 3- and 4-year-olds, as well as 30 hours a week of enriching care for infants and toddlers in families making less than \$136,000 annually. With support and investment in care for babies and toddlers, California will be creating a more seamless support system for children from the beginning of life to preschool and beyond.

Congressional Republicans and Democrats came together to increase the Child Care and Development Block Grant (CCDBG) by \$5.8 billion in Fiscal Years 2018 and 2019. California will receive an additional \$231 million this year for child care, with the expectation that the increased funds will be used to help more low-income children get the nurturing care they need to thrive while their parents are working. California has an \$8.8 billion surplus as of the May revised budget. **We have faith that California can exceed the federal government's investment and follow their wisdom by investing in children from the beginning of their life.**

Specifically, we request that you take the following actions:

- 1) *A \$1 billion increase in flexible child care spaces to immediately improve access for California's families, as well as increasing the infant/toddler factor to better reflect the actual cost of high-quality care.*
- 2) *Provide a significant investment of one-time dollars across the ECE system so providers can open their doors to all our babies and toddlers in need by:*
  - *Reestablishing professional development days for Title 5 providers;*
  - *Providing subsidized child care centers with start-up grants so providers can begin to convert existing preschool classrooms into appropriate infant and toddler rooms; and*
  - *Providing additional funding to the Child Care Initiative Project to recruit and train new family child care providers;*
  - *Providing funding for the consumer education database.*

We thank the Legislative Women's Caucus for their leadership in these efforts and whole-heartedly agree that California's working families ought to have the child care they need to thrive. In addition to the organization logos pasted above, please see the additional organization logos pasted below the letter.

## ADVOCACY ACTIVITIES

The table below identifies the key activities that PAF ECE grantees conducted during Year 1 in pursuit of policy wins in the areas identified.

## PAF ECE POLICY OUTCOMES

- Increase dedicated public funding for ECE
- Passage of policies that increase the number of quality, funded ECE slots
- Passage of policies that increase quality and/or coherence of the ECE system

POLICY	GRANTEE CONTRIBUTIONS
<b>AB 2292 companion bill</b>	<ul style="list-style-type: none"> <li>• Met with Aguiar-Curry regarding introduction of companion legislation</li> <li>• Advocated for this at ACCESS Sacramento Day and also met with DOF Michael Cohen, McCarty, O'Donnell (Chair of Assembly Education), Allen</li> <li>• Attended press conference in support of AB2292</li> <li>• Helped outside groups and advocates understand alignment of Governor's proposal with AB2292</li> </ul>
<b>AB2960</b>	<ul style="list-style-type: none"> <li>• Supported bill to establish workgroup to plan for integrated EC data system</li> </ul>
<b>AB 2001</b>	<ul style="list-style-type: none"> <li>• Advocated for reintroduction of bill which passed Senate Education</li> <li>• Made public comment in support of AB2001</li> </ul>
<b>Billions for Babies Budget Ask</b>	<ul style="list-style-type: none"> <li>• Drafted proposal, budget spreadsheets, advocated to Women's Caucus to ensure this was a key budget request this FY</li> <li>• Supported the ask at their ACCESS Sacramento event</li> <li>• Made public comment in support</li> <li>• Led letter writing campaign in support</li> <li>• Supported AB 11 (McCarty)</li> <li>• ECE Coalition letter urging the legislatures support for the increase (inclusive of the PAF ECE grantees)</li> <li>• Advocated in support of the budget proposals from the Senate and also Assembly Budget Subcommittees on Education increasing AP spaces</li> </ul>
<b>CCDBG \$231 Million Expansion</b>	<p><i>Advocacy Visits:</i></p> <ul style="list-style-type: none"> <li>• Advocated for the increase at Access DC Advocacy Day</li> <li>• Met with DOF ED ensuring governor and key staff understand business commitment to this item</li> </ul> <p><i>Letter Campaign:</i></p> <ul style="list-style-type: none"> <li>• Over 20 organizations (including labor) participated in joint organizational letter to CDE, DOF and budget staff on recommendations of state use of federal child care funds (FY 2019-21).</li> <li>• Led letter campaign from CA Congressional Delegation to state regarding the \$231 Million expansion</li> <li>• Used online platform for providers and parents to engage in a letter writing campaign in support of this</li> </ul>
<b>Local LA Revenue Strategy for ECE</b>	<ul style="list-style-type: none"> <li>• Commissioned research on Local ECE Funding Initiative</li> </ul>
<b>ECE Systems Changes:</b>	<ul style="list-style-type: none"> <li>• Pilot EDI in 6% of county sites</li> <li>• LB EDI pilot advocacy</li> <li>• Educare (ELALB) work continues</li> <li>• Pilot DLL program at 27 sites in LAUSD and crafted a report highlighting statewide policy recommendations</li> <li>• Crafting a policy agenda for moving DLL work forward</li> </ul>
<b>LAUSD Birth to 8 Roadmap Resolution:</b>	<ul style="list-style-type: none"> <li>• Engaged in development of roadmap and ongoing planning meetings</li> <li>• Supported adoption of resolution and formation of Steering Committee</li> </ul>

## Legislative Visits

At the end of Year 1, grantees were asked to share whether they conducted legislative visits and, if so, which of those visits were done in collaboration with other grantees (either a PAF ECE partnership *or* field building grantee). The tables below identify which of the California legislators were visited by PAF ECE grantees. Table 1 identifies those 28 legislators (21 Assembly and 7 Senate) visited by the majority of grantee organizations and Table 2 identifies those 23 legislative offices that were not visited at all (19 Assembly and 4 Senate). In addition, 40 Assembly members and 29 Senators were visited by less than half of the PAF ECE grantee organization during Year 1. Appendix A has the full listing.

**Table: Legislators who received visits from the majority of PAF ECE grantees (4-8 visits)**

<b>Assembly</b>	Aguiar-Curry, Cecilia*
<b>Assembly</b>	Burke, Autumn*
<b>Assembly</b>	Bloom, Richard*
<b>Assembly</b>	Chavez, Rocky
<b>Assembly</b>	Eggman, Susan*
<b>Assembly</b>	Friedman, Laura*
<b>Assembly</b>	Garcia, Cristina*
<b>Assembly</b>	Gonzalez, Lorena*
<b>Assembly</b>	McCarty, Kevin*
<b>Assembly</b>	Mullin, Kevin*
<b>Assembly</b>	Muratsuchi, Al
<b>Assembly</b>	O'Donnell, Patrick
<b>Assembly</b>	Oberholte, Jay
<b>Assembly</b>	Rendon, Anthony*
<b>Assembly</b>	Reyes, Eloise Gomez*
<b>Assembly</b>	Rubio, Blanca*
<b>Assembly</b>	Santiago, Miguel*
<b>Assembly</b>	Stone, Mark*
<b>Assembly</b>	Thurmond, Tony*
<b>Assembly</b>	Ting, Philip*
<b>Assembly</b>	Weber, Shirley*
<b>Senate</b>	Allen, Ben
<b>Senate</b>	DeLeon, Kevin*
<b>Senate</b>	Lara, Ricardo
<b>Senate</b>	Leyva, Connie
<b>Senate</b>	Mitchell, Holly*
<b>Senate</b>	Portantino, Anthony
<b>Senate</b>	Skinner, Nancy

**Table: Legislators who received no visits from PAF ECE grantees**

<b>Assembly</b>	Bigelow, Frank*
<b>Assembly</b>	Brough, William
<b>Assembly</b>	Chen, Phillip
<b>Assembly</b>	Chu, Kansen
<b>Assembly</b>	Cunningham, Jordan
<b>Assembly</b>	Dahle, Brian
<b>Assembly</b>	Daly, Tom
<b>Assembly</b>	Flora, Heath
<b>Assembly</b>	Fong, Vince
<b>Assembly</b>	Gipson, Mike*
<b>Assembly</b>	<del>Gomez, Jimmy</del>
<b>Assembly</b>	Harper, Matthew
<b>Assembly</b>	Kiley, Kevin
<b>Assembly</b>	Low, Evan*
<b>Assembly</b>	Mathis, Devon
<b>Assembly</b>	Steinorth, Marc
<b>Senate</b>	Anderson, Joel
<b>Senate</b>	Berryhill, Tom
<b>Senate</b>	Cannella, Anthony
<b>Senate</b>	Morrell, Mike

\* - ECE listed or described as a priority on official website(s).

There were 326 unique visits to state legislators during Year 1 of the PAF ECE funding of which 36% were done collaboratively.

It is important to note that there is not a preference that all legislative visits be done collaboratively. Sometimes collaborative visits are likely to be most productive, while other times, individual visits will be best. For example, grantees learned that sometimes one-on-one visits could yield most candid contexts when a legislator and/or staff member knows a grantee and trusts them. With this knowledge, grantees have learned that it is helpful to coordinate regarding legislative visits to know when they should be collaborative and when they should be one-on-one, which legislators have had enough visits and which need more, and which intel grantees should have when they make those visits.

### *Local Policy Work*

Although Year 1 was focused primarily on the statewide advocacy work, grantees did note their involvement with several local, Los Angeles-based policy activities.

**TABLE: LOCAL ECE POLICY ADVOCACY YEAR 1**

<b>What local Los Angeles area ECE policy change(s) have you been involved with in the past 12 months?</b>
<ul style="list-style-type: none"><li>• Adoption of Birth-8 Roadmap for LAUSD (2)</li><li>• Babies &amp; Toddlers Campaign w/ LA County Supervisors (3)</li><li>• Zero to Three Strolling Thunder</li><li>• Foster Care Bridge Implementation (worked with local Board of Supervisors) (2)</li></ul>

## USE OF LEARNING

Learning was used throughout the first year of the fund to both inform the work during Year 1, as well as to help grantees and First 5 LA identify potential opportunities in Year 2.

During Year 1, nontraditional partners were identified by grantees in a grantee survey in Fall 2017; this learning was shared with F5 staff to see where there was some convergence and/or overlap with what they were seeing in the field. The information was shared with Community Partners and they, as the intermediary, were able to work with F5LA staff to identify potential Field Building grantees that could be invited to apply for funding toward the end of Year 1 and into Year 2. In addition, at the end of Year 1, grantees were asked which nontraditional partners they engage; this will help inform Year 2 as grantees continue to identify ways to engage a broader audience in ECE advocacy work.

During Year 1, legislative data was collected from two primary sources. First, an analysis of policy agenda items was conducted to identify how firmly ECE was seated within the top priorities of legislators. In addition, some analysis was conducted to identify if gender, party or other variables impact the likelihood of a legislator focusing on ECE. The findings of this will be shared at the end of Year 1 with the grantees in an effort to inform their targeting for Year 2.

In addition, grantees were asked to identify legislators with whom they met during Year 1. The summary matrix of these visits will be shared with grantees to help them identify how best to leverage their legislative relationships. For instance, this data can be used to help them identify which legislators may need more ‘face time’ with advocates—as well as those who have sufficient commitment already and may not need as many visits moving forward.

Ongoing, the collaborative learnings have been shared with grantees over time to illustrate where they are making progress and where there are areas to continue building. At each grantee convening, the Learning Team provides presentations and updates as to general trends in advocacy and collaborative capacity assessments to facilitate grantee self-reflection.

## APPENDIX A: DESCRIPTIONS OF PAF ECE FIELD BUILDING GRANTEES

### **All 10 PAF ECE Field Building grantees agree to fulfill the following commitments:**

- 1) Advocate for policy and systems changes that improve access to quality, affordable childcare and preschool for all children in Los Angeles County;
- 2) Commence or increase participation in ECE-focused coalitions;
- 3) Collaborate and share data and information within the ECE field to support increased coordination among players;
- 4) Engage in opportunities to discover areas of possible alignment and shared priorities across the ECE field; make good faith efforts to have candid conversations and seek common ground in areas of policy or strategy disagreement;
- 5) Travel as needed to Los Angeles or Sacramento to participate in occasional Fund-led convenings (recognizing that staff time is a valuable organizational resource, the exact scope and nature of convenings will be determined in consultation with Grantee);
- 6) Increase staff capacity to coordinate the work, build/strengthen critical relationships, and respond to opportunities to address ECE policy issues; and
- 7) Participate in evaluation and learning activities about Grantee's work and the overall Fund.
- 8) Be transparent – even when there are agreements and disagreements.
- 9) Share broad policy goals with each other (share when you can!).
- 10) Coordinate being the “surround sound”, especially when it comes to legislator perspectives, and use each other to then advocate.
- 11) Understand where legislators are at and share with each other.
- 12) Keep the voices of parents, families, providers and teachers in mind when doing work – connect advocacy with clients.
- 13) Allow grace, assume people want to know when there is a misstep, and inform others of missteps.

APPENDIX B: NUMBER OF GRANTEE LEGISLATIVE VISITS PER LEGISLATOR  
(Multiple visits by same grantee are counted as 1; \* Indicates ECE is policy priority)

Leg Position	Member	Number of PAF ECE grantees that have met with	Leg Position	Member	Number of PAF ECE grantees that have met with	Leg Position	Member	Number of PAF ECE grantees that have met with
Assembly	Burke, Autumn*	7	Senate	Atkins, Toni	3	Assembly	Grayson, Tim	1
Assembly	Reyes, Eloise Gomez*	7	Senate	Dodd, Bill	3	Assembly	Maienschein, Brian	1
Assembly	Bloom, Richard*	6	Senate	Hueso, Ben	3	Assembly	Patterson, Jim	1
Assembly	Garcia, Cristina*	6	Senate	Jackson, Hannah-Beth*	3	Assembly	Quirk-Silva, Sharon	1
Assembly	McCarty, Kevin	6	Senate	Moorlach, John	3	Assembly	Quirk, Bill	1
Assembly	Rendon, Anthony*	6	Senate	Pan, Richard*	3	Assembly	Rodriguez, Freddie	1
Assembly	Rubio, Blanca*	6	Senate	Wiener, Scott*	3	Assembly	Waldron, Marie*	1
Senate	Lara, Ricardo	6	Assembly	Acosta, Dante*	2	Assembly	Wood, Jim	1
Senate	Mitchell, Holly*	6	Assembly	Arambula, Joaquin*	2	Senate	Bradford, Steve*	1
Senate	Portantino, Anthony	6	Assembly	Bonta, Rob*	2	Senate	Gaines, Ted	1
Assembly	Aguilar-Curry, Cecilia*	5	Assembly	Caballero, Anna*	2	Senate	Galgiani, Cathleen	1
Assembly	Chavez, Rocky	5	Assembly	Chau, Ed	2	Senate	Glazer, Steve	1
Assembly	Mullin, Kevin*	5	Assembly	Chiu, David*	2	Senate	Nielsen, Jim	1
Assembly	Muratsuchi, Al	5	Assembly	Cooper, Jim*	2	Senate	Stern, Henry	1
Assembly	O'Donnell, Patrick	5	Assembly	Lackey, Tom	2	Senate	Vidak, Andy	1
Assembly	Santiago, Miguel*	5	Assembly	Levine, Marc*	2	Senate	Wieckowski, Bob	1
Assembly	Ting, Philip*	5	Assembly	Melendez, Melissa	2	Senate	Wilk, Scott	1
Senate	Allen, Ben	5	Assembly	Salas, Rudy	2	Assembly	Bigelow, Frank*	0
Assembly	Eggman, Susan *	4	Assembly	Cervantes, Sabrina*	2	Assembly	Bocanegra, Raul*	0
Assembly	Friedman, Laura*	4	Senate	Bates, Patricia	2	Assembly	Brough, William	0
Assembly	Gonzalez, Lorena*	4	Senate	Beall, Jim*	2	Assembly	Chen, Phillip	0
Assembly	Obernalte, Jay	4	Senate	Fuller, Jean	2	Assembly	Chu, Kansen	0
Assembly	Stone, Mark	4	Senate	Hernandez, Ed	2	Assembly	Cunningham, Jordan	0
Assembly	Thurmond, Tony*	4	Senate	Hertzberg, Bob	2	Assembly	Dababneh, Matthew*	0
Assembly	Weber, Shirley*	4	Senate	Hill, Jerry	2	Assembly	Dahle, Brian	0
Senate	DeLeon, Kevin*	4	Senate	McGuire, Mike*	2	Assembly	Daly, Tom	0
Senate	Leyva, Connie	4	Senate	Mendoza, Tony	2	Assembly	Flora, Heath	0
Senate	Skinner, Nancy	4	Senate	Monning, William*	2	Assembly	Fong, Vince	0
Assembly	Calderon, Ian*	3	Senate	Newman, Josh	2	Assembly	Gipson, Mike*	0
Assembly	Garcia, Eduardo*	3	Senate	Nguyen, Janet	2	Assembly	Gomez, Jimmy	0
Assembly	Gloria, Todd	3	Senate	Roth, Richard	2	Assembly	Harper, Matthew	0
Assembly	Holden, Chris*	3	Senate	Stone, Jeff	2	Assembly	Kiley, Kevin	0
Assembly	Irwin, Jacqui*	3	Assembly	Allen, Travis	1	Assembly	Low, Evan*	0
Assembly	Jones-Sawyer, Reginald*	3	Assembly	Baker, Catherine	1	Assembly	Mathis, Devon	0
Assembly	Karlra, Ash*	3	Assembly	Berman, Marc	1	Assembly	Ridley-Thomas, Sebastian*	0
Assembly	Limon, Monique*	3	Assembly	Carrillo, Wendy	1	Assembly	Steinorth, Marc	0
Assembly	Mayes, Chad	3	Assembly	Choi, Steven	1	Senate	Anderson, Joel	0
Assembly	Medina, Jose	3	Assembly	Frazier, Jim*	1	Senate	Berryhill, Tom	0
Assembly	Nazarian, Adrin*	3	Assembly	Gallagher, James	1	Senate	Cannella, Anthony	0
Assembly	Voepel, Randy	3	Assembly	Gray, Adam	1	Senate	Morrell, Mike	0