

Years 2-3: Engagement & Expansion



PAF ECE REPORT 2018-2020

Prepared for F5 LA

www.ersoylu.com

TABLE OF CONTENTS

YEAR 2-3 HIGHLIGHTS	3
Changes in the Atmosphere in Sacramento	3
THE INITIATIVE	4
ECE Policy Advocacy Fund	4
Theory of Change	4
Methods	4
PART 1. FIELD OUTCOMES: COLLABORATION & EXPANSION	6
Grantee Collaboration	6
Grantee Convenings	8
Community Partners: Intermediary Support	10
Local Field Building: Early Childhood Alliance	11
Part 2. INTERMEDIATE OUTCOMES: INCREASED AWARENESS & WILL	12
Building Stakeholder Awareness & Will	12
ECE Coalition	12
Rapid Response Grants	14
Building Political Awareness & Will	16
Legislative Visits	16
Local Policy Staff Awareness	16
PART 3. POLICY OUTCOMES: ADVOCACY & ACTION	18
Legislative Landscape	18
Legislative Budget & Policy Advocacy	19
Part 4. IMPACTS OF COVID & Moving the field forward	22
Appendix A: Legislators Visited by PAF ECE Grantees	23
Appendix B: F5 LA Policy Priorities During Years 2-3	24

YEAR 2-3 HIGHLIGHTS



Over the past two years, PAF ECE grantees have reported continued to collaborate on several levels; co-hosting site visits, communication in-between grantee convenings as well as advocating together for local and statewide policies. During this period, Rapid Response funds have played a larger role in the creation and dissemination of critical research, as well as increasing communications capacity within the field.

In Years 2-3, the local Los Angeles work has been strengthened by the addition of Field Building Grantees, diversifying and broadening the local ECE field, but also through the strengthening of the Early Childhood Alliance (ECA), co-led by Advancement Project and InnerCity Struggle (ICS). At the same time, the state-level work has continued to deepen, with substantial work done to strengthen the ECE Coalition to impact the broader field. With the support and guidance of consultants Linda Fowells and Barbara Masters, Coalition members have created internal policies, procedures and guiding bylaws to ensure their work is intentional, moving forward with internal clarity about the direction and vision.

Changes in the Atmosphere in Sacramento

At the same time that advocates were working to solidify elements of the ECE field and their respective roles within it, the external environment has been in a seemingly constant state of flux around them. During the April 2019 convening, grantees reflected on several items in the wake of the Governor's election in November 2018. Overall, the feeling that this was a 'new' opportunity was exciting and overwhelming.

"It's like drinking from a fire hose. We're spread thin, there's a lot going on and things are moving quickly."

-PAF Grantee

When grantees were asked specifically about how the atmosphere has changed in Sacramento, several mentioned the **palpable excitement** due to the level of interest in early childhood from the Governor ("...we've never before had a Governor that came out running on ECE...") and that the momentum for ECE is at an all-time high. At the same time, the majority of grantees also mentioned that this momentum has **"added its own level of challenges."** In particular, grantees mentioned that the field has **offered too many solutions and must show up as a united force**. One grantee felt that "...there's been a lot of legislation, probably too much... which is often directly competing... this has made it harder to keep us all rowing in the same direction." In addition, much of early 2019 was occupied with educating the new Sacramento staff on the ECE needs, as it was observed that the Governor had "his people" and many new policy issues to contend with.

In early 2020, Sacramento, along with the nation, was asked to re-think policy and budgetary priorities in the wake of COVID-19, the global pandemic that has impacted millions. As a result, the ECE field had to once again re-position itself to align to the emerging critical needs of children and families, as so much in the economic and public health space has shifted. The ECE PAF grantees have proven to be resilient, **continuing to virtually advocate** for the needs of families, while incorporating and responding to the newer, dynamic issues that families face regarding childcare during a pandemic.

THE INITIATIVE

ECE Policy Advocacy Fund

The Early Care & Education Policy Advocacy Fund was established to support early care and education (ECE) policy advocacy focused on ensuring that all children in Los Angeles County – and particularly those at risk – have access to affordable, high-quality childcare and early education¹ (preschool). F5LA recognized that those who work on issues directly understand what their organizations and the field need to succeed.

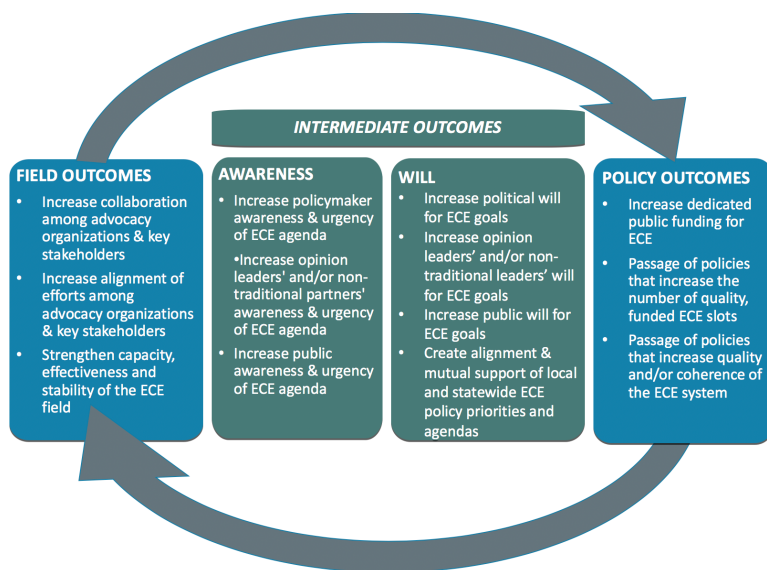
As a result, in 2017, the Fund began to provide flexible, multi-year funding, **Partnership Grants**, for organizations with a proven track record of policy change in Sacramento and Los Angeles. These funds are renewable, for a total of four years, based on progress toward expectations and outcomes.

Beginning in Year 2, funding became available for another subset of grantees, at a maximum of \$75,000 each. These **Field Building Grantees** are grantees who are believed to add value to the ECE field, but whose core work may not meet the stringent criteria for the Partnership grants. These grantees were identified and invited to apply based on the suggestions of Partnership grantees and F5 LA staff.

During Year 2, PAF ECE also made available a **Rapid Response Fund**, which was available to grantees on a project basis, to fulfill a need within the ECE field that was also identified by grantees in collaboration with F5 LA and Community Partners. These grants vary from \$1,500 to \$100,000.

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



Theory of Change

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

Methods

This report covers the data reported for Years 2-3 (between July 1, 2018- June 30, 2020). A compilation of written, oral, and observational data was collected

throughout this period in order to inform an evaluation that addresses both the outcomes and the intermediate progress and learning. The data in this report is comprised of:

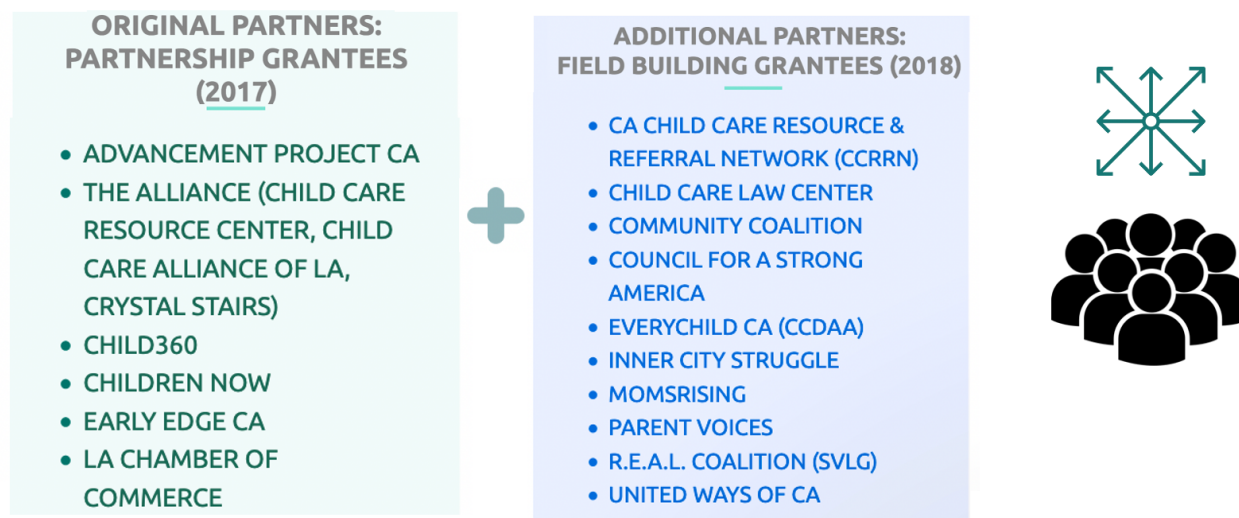
¹ For the purposes of this Fund, early care and education is defined as full-day or part-day childcare and/or early learning programs serving infants, toddlers and/or preschoolers from birth through age 5.

- Grantee surveys of advocacy capacity and collaboration (October 2017, September 2018 and September 2019)
- Key informant interviews with various stakeholders, including grantees (conducted annually), F5LA and Community Partners staff, and legislative staff.
- Tracking of grantee meetings with state legislators (November 2018, November 2019)
- Grantee progress and reflection reports (June and December 2018 and 2019)
- Participant observations were conducted at grantee convenings (April 2018, October 2018, April 2019, October 2019, and April 2020)

Together, these data sources paint a picture of the progress toward achieving the identified outcomes through Year 3.

Years 2-3 were characterized by continued collaboration and an expansion of the field, to include a more diverse array of partners to support both the Sacramento and Los Angeles-based advocacy work. In addition to the six Partnership Grantees, an additional 10 Field Building Grantees were added into the mix, through a combination of two cohorts (March 2018 and August 2018).²

Expansion of PAF ECE Grantee Field



² In addition to those Field Building Grantees listed, Common Sense Media was funded for one year but was not renewed for subsequent years.

PART 1. FIELD OUTCOMES: COLLABORATION & EXPANSION

During years 2-3 of the ECE PAF grant, new opportunities for collaboration and engagement were identified and grantees continued to foster their relationships at the **Grantee Convenings**, as well as through the support from **Community Partners**. During this grant period, it is also important to note the deepening of connections in the field locally, here in Los Angeles, through the work of the **Early Childhood Alliance**. While the presence of the **Sandbox** in Sacramento continued to serve as a critical space for grantees to collaborate pre-COVID, it is important to note that the ECE work of the grantees during years 2-3 was spread throughout both at the state and local levels.

Grantee Collaboration

Grantee Reflections on Collaboration

- *“PAF has deepened a lot of the collaborative relationships, through time spent together and shared space.”*
- *“All groups may not have exact same priorities, but joint planning has led to a shared vision/shared voice/messaging at meetings.”*
- *“Communication is improving; always will be difficult because of some competition for funding, but while it may not be perfect collaboration, we’re being intentional and trying to make it work as much as we can.”*
- *“With one partner, collaboration has gone from a 0 to a 7 or 8 out of 10 and we didn’t know them at all before this grant.”*

Annual Partnership Grantee surveys were conducted (October 2017, September 2018 and 2019). In March 2018, Field Building Grantees completed a baseline survey similar to that completed 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 with nontraditional partners, and communication.

Grantees shared information on the types of collaboration, and, from the table below, some interesting trends emerged. For instance, we can see that, over time, Field Building grantees reported engaging **more parents**, as well as **non-traditional partners**.

Both grantee cohorts increased the K-12 advocates with which they collaborated, as well as ECE providers during the reporting period. Overall, collaboration with school districts and organized labor remained the least common.

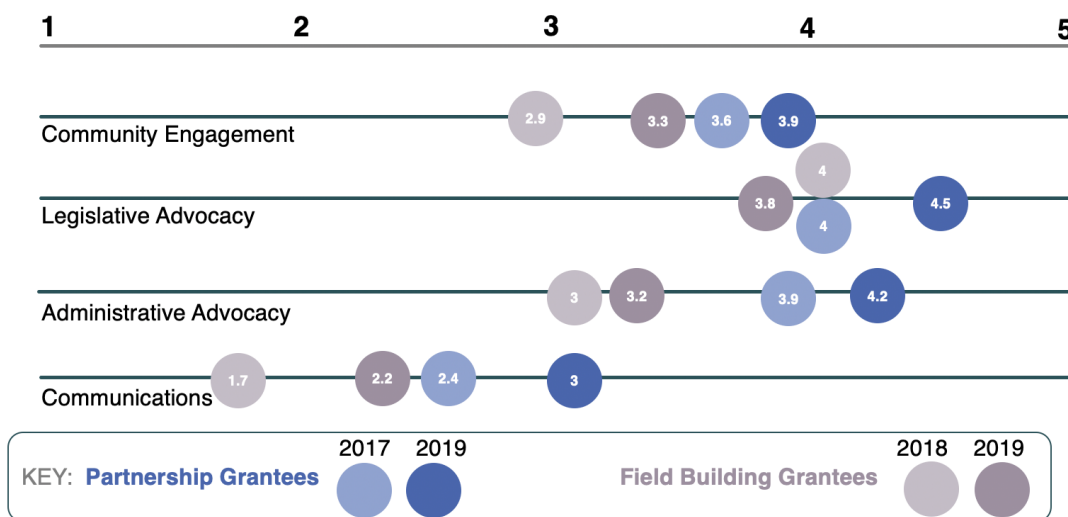
Collaboration Across Stakeholder Groups

Instances of collaboration with...	2017 Partnership	2019 Partnership	2018 Field Building	2019 Field Building
ECE Advocates	51	57	62	71
ECE Providers	34	45	45	51
Business	28	28	26	34
Organized Labor	17	20	20	24
School Districts	23	21	16	26
Parents	30	30	44	53
Non-traditional Partners	22	27	32	35
K-12 Advocates	19	31	19	26

Data from a scale of 11 unique potential collaboration strategies ranging from co-sponsoring legislation to sharing research and mobilizing advocates

Since the fund's inception, the increase in collaborative activities has also been accompanied by an increase in grantee capacities. We can see from the figure below that the grantee's comfort with four primary capacities increased over time, most notably in their communications capacity.

Shifts in Capacity Over Time



Grantee Convenings

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. Continually, grantees appreciate the “Take a Hike” and “Real Talk” components of the convenings. During the latter part of the grant period, it became clear that, although the convenings were initially designed to build a sense of community and trust, the participants seem to also be increasingly interested in using the space for more tactical discussion.

“It’s like drinking from a fire hose. We’re spread thin, there’s a lot going on and things are moving quickly.”

-PAF Grantee

During the April 2019 convening, held in Sacramento, grantees reflected on several items in the wake of the Governor’s election in November 2018. Overall, the feeling that this was a ‘new’ opportunity was exciting and overwhelming. Grantees spoke of the tensions of competing priorities, and of not knowing “*who is really in charge*” within the new Governor’s administration.

At the convening, grantees reiterated a need to come together regionally more frequently; a need to invest more time into the local partner spaces to create more opportunities to **pursue local priorities**. At the October 2019 convening, several grantees shared that they would like more time for strategy discussions with their colleagues. Grantees continued to share that the convenings are living up to their intent, with 23 of 24 respondents noting that they: **strengthened relationships, gained useful insights** and started to **build new relationships** at the convening.

The grantee surveys amplified the sentiments from the convenings, that Field Building grantees want both space and opportunity for grantee collaboration and opportunities to find alignment in their policy work.

Partnership grantees also noted during the same time period, with one noting, “*More opportunities to discuss our work and priorities during the PAF convenings. We need facilitation to identify areas of overlap and opportunities for collaboration.*”

“Are relationships stronger now or is there is more infighting?”

“Our relationships are stronger; but it’s challenging because we’re being pulled in different directions. We’ve certainly made progress because it’s hard to imagine what things would look like if we weren’t talking to each other or didn’t have the relationships we now have.”

“[We are] Closer within ECE field, but there’s more noise coming in from others.”

“We need to bring ECE advocates into bigger circles with other advocates. There are so many opportunities, so there are emerging capacity concerns.”

“We need more time for action/ strategy dialogue at the convenings.”

April 2020 Zoom Convening Feedback

80% found the breakout rooms in the Zoom convening useful.

100% found that they reflected, shared and supported one another during these challenging times.

The April 2020 grantee convening was the first convening held via Zoom. For this convening, grantees shared that they enjoyed the opening yoga and meditative space, and that the breakout rooms were particularly effective for them to speak freely. Grantees also shared that they found the insights from reflecting back on the Great Recession and the cuts to ECE useful in helping guide their current response to the COVID-19 crisis.

In addition to the collaboration and engagement in the convenings, grantees also had the opportunity during this grant period to update their ground rules. Grantees created a list of agreements that would guide their work moving forward.

PAF ECE Grantee Ground Rules

(Updated October 2019)

1. Put children first; keep the voices of parents, families, providers and teachers in mind when doing the work.
2. Share data and information within the ECE field to support increased coordination, especially among PAF grantees.
3. Share policy goals with one another in an effort to uncover areas of alignment regularly.
4. Have candid conversations and look for common ground when there are policy or strategy disagreements or missteps.
5. Be transparent and respectful when agreeing or disagreeing.
6. Be forthcoming about obstacles and/or failures.
7. Coordinate messaging so that when anyone engages with legislators, there is a united front.

Community Partners: Intermediary Support

Community Partners plays a unique role as an intermediary in providing technical support to the initiative in several ways. In addition to designing and facilitating the grantee convenings, administering the grant funds and reporting to F5LA, they support the administration of the **Rapid Response grants**, serve as an **objective voice with whom grantees can have frank conversations** when issues arise and provide critical linkages to the **technical assistance (TA)** for grantees that request it.

Community Partners has modeled an intentionality of process, while at the same time, moving work forward. This has been done at each step of planning, through their structuring of interactive convenings, to their style of facilitation and trust building. It is understood that activists are focused on action, and less often on process, due to the dynamic nature of their work. As a result, it is particularly important to have opportunities where they can take time to explore the latter. By modeling this through their convenings, Community Partners has brought this style into a field that has been often focused on expediency and transactions.

Community Partners is provided concepts for Rapid Response funding either by F5 LA staff or individual grantees themselves. The idea for Linda Fowells, for instance, to help the ECE Coalition – came from conversations with F5 LA staff. As a result, Community Partners screened consultants, identified an appropriate team and then was able to provide that resource to ultimately help strengthen the ECE Coalition structure and function (e.g. agreements, charters, etc.). This type of responsive resourcing is a field-wide support that is unique to this fund.

As an intermediary, Community Partners has also served a critical role as a buffer between organizations, creating opportunities for open dialogue. For instance, grantees have been open about challenges working with F5 LA, as well as with one another. This was exemplified by the “Ask Me Anything” panel of F5 LA staff at one grantee convening where they responded to a series of anonymous questions put forth by grantees. It was a powerful moment where F5LA staff, speaking as both a funder and advocate, were truly open and transparent with grantees.

When grantees with whom others felt had made missteps needed to hear a message, Community Partners could orchestrate ‘courage conversations’ and identify paths forward to reset these relationships. In this way, Community Partners is a neutral supporter of relationship strengthening.

In terms of providing individual-level technical assistance to grantees, that has been dependent on grantee requests. As a result, this is an area that hasn’t been heavily engaged. However, some representative items have been:

- Conducting a learning lunch for one grantee with the architect behind marriage equality.
- Providing a paid consultant to help staff with time management/managing up/ overload prioritization at one grantee organization.
- Identified training needs for one grantee would be best provided by Alliance for Justice, so they contracted with them to provide the support.
- Provided evaluation expertise to grantees through their contract with Ersoylu Consulting, who created a survey for one grantee, reviewed survey tools for another grantee and provided evaluation guidance to another grantee who requested it.

In addition, for the broader field, Community Partners has been a **resource to other funders, and to F5 LA** to help them think through how to best provide general support funding for advocacy and letting grantees define the goals, funding the field as a whole, and thinking about strengthening relationships in the field. This was evidenced by the work they did for the April 12, 2019 grantee convening, in Sacramento, where pre-work with F5 LA, Heizing-Simons and Packard Foundation was conducted and the PAF ECE model was shared.

Local Field Building: Early Childhood Alliance

Field Building Grantees, on a scale of 1 to 10...	2018	2019
...how well do you understand the LA ECE advocacy field?	2.5	4.8
...how much has ECE advocacy been a priority in the past year for your organization?	5.2	6.8

It is important to highlight that Field Building Grantees were chosen with the intent that, as partners relatively new to the ECE field, they each brought a particular expertise that would allow them to help **strengthen the ECE work taking place locally**, in Los Angeles County. As we can see from the table to the left, their engagement within ECE PAF has increased their understanding of the local ECE field and has led them to engage more fully in advocacy that is specifically ECE-focused.

In addition to the Field Building Grantees, another element of the local ECE field has been strengthened during this grant period—the **Early Childhood Alliance (ECA)**.

In 2006, the Los Angeles Preschool Advocacy Initiative Coalition (LAPAI) was created in an attempt to strengthen the LA area voice in the early childhood policy work. California Community Foundation (CCF), in partnership with Packard Foundation, wanted to ensure LA was organized and engaged. CCF served as a neutral backbone for the coalition, coordinating the members of the group; while Packard provided parent engagement and advocacy grants.

LAPAI focused in LA—at both the Board of Supervisors and LAUSD levels—with an eye toward statewide advocacy and making sure LA ECE providers got a fair share of the state resources. In 2011, LAPAI advocated for a successful reallocation of nearly \$40 million of LAUSD facilities money. Their engagement led them to obtain a seat on the LAUSD Bond Oversight Committee, ensuring ECE had a seat at the table.

Over time, it became evident that there needed to be more investment in the coalition's own membership. As a result, in 2018, CCF reached out to Advancement Project and InnerCity Struggle to co-facilitate the coalition. With these two organizations at the helm, there are more opportunities to increase parent engagement and leadership development, strengthening the grassroots efforts that have largely been absent from ECE advocacy. As a part of the re-envisioning of the coalition, it was important for the group to rebrand as well, under a new name—Early Childhood Alliance. The coalition is now more agile with membership having shifted to be a smaller, more policy focused group that emerged out of the Babies & Toddlers campaign and the LAPAI Advocacy Committee.

Today, the coalition has expanded its reach in the community; there are more diverse voices now than there had been in the past. **There has been an increased alignment of advocacy work that had helped amplify the grassroots work.** While focusing on developing an EC system at the Board of Supervisors and LAUSD levels, the coalition also looks for areas where state and federal policy could support their goals. As the facilities work continues, the coalition has also considered a pivot to explore additional issues such as workforce in times of COVID and ensuring that the members feel ownership and have a voice in providing policy recommendations.

PART 2. INTERMEDIATE OUTCOMES: INCREASED AWARENESS & WILL

The Intermediate Outcomes from the Theory of Change focus on building will and awareness with key stakeholders, policymakers and nontraditional partners. This has been done through a combination of events, meetings and site visits with legislators. In addition, community engagement efforts also increase public awareness of ECE among parents and caregivers.

During this grant period, in addition to the **legislative visits made by grantees**, two additional items impacted the increase in awareness and will—the work on **strengthening the ECE Coalition**, and the broad array of **Rapid Response** funding awarded to influence various stakeholders through building critical capacities, increasing communications, and disseminating important research findings. Lastly, some insights were gleaned about **local policy staff (Board of Supervisors and LAUSD policy staff) awareness** of the ECE advocates and issues.

TABLE: ELEMENTS OF INTERMEDIATE OUTCOMES

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

Building Stakeholder Awareness & Will

ECE Coalition

A critical component of building the political will within California has been the strength of the ECE Coalition. During this grant period, significant attention was paid to supporting the Coalition's internal structure and function. Beginning in the summer of 2018 with a Coalition survey which was presented and discussed at the ECE Coalition meeting on September 11, 2018, the 2-year process has made strides in fortifying the internal structure and processes of the ECE Coalition in an effort to strengthen its ability to influence political awareness and will.

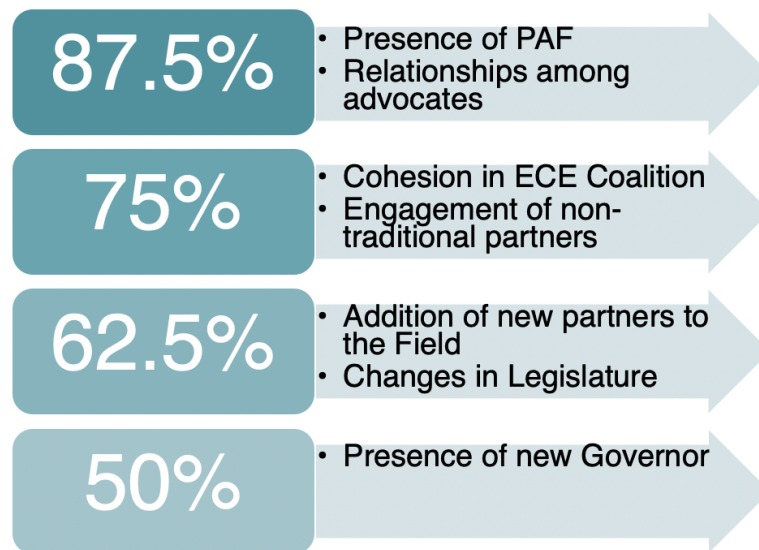
The initial survey of ECE Coalition members asked participants to share their reflections and perceptions of the Coalition process, strengths and areas for improvement. When asked what the Coalition can do that their organization cannot do alone, grantees focused on benefits such as the ability to have a unified budgetary ask, as well as the ability to speak with one voice for the ECE field by creating a coordinated message. Although members noted several benefits to participating in the Coalition (advancing a common goal, sharing intelligence, relationship building among others), it was also clear that there was room for improvement if the Coalition was to maximize its impact.

When asked how the Coalition can improve internal processes to be more effective, responses focused on the need for having guidelines, policies and structures to ensure that any policy or budget 'ask' is clearly understood by all, and the Coalition moves together in one direction as a result.

- *Develop coalition policy guidelines*
- *Clear decision-making structures, policies and procedures*
- *Be clear about who speaks for the Coalition*
- *Demystifying the process for negotiating the 'ask'*
- *Clear communication about the budget 'ask'*
- *Increase in-person meetings*

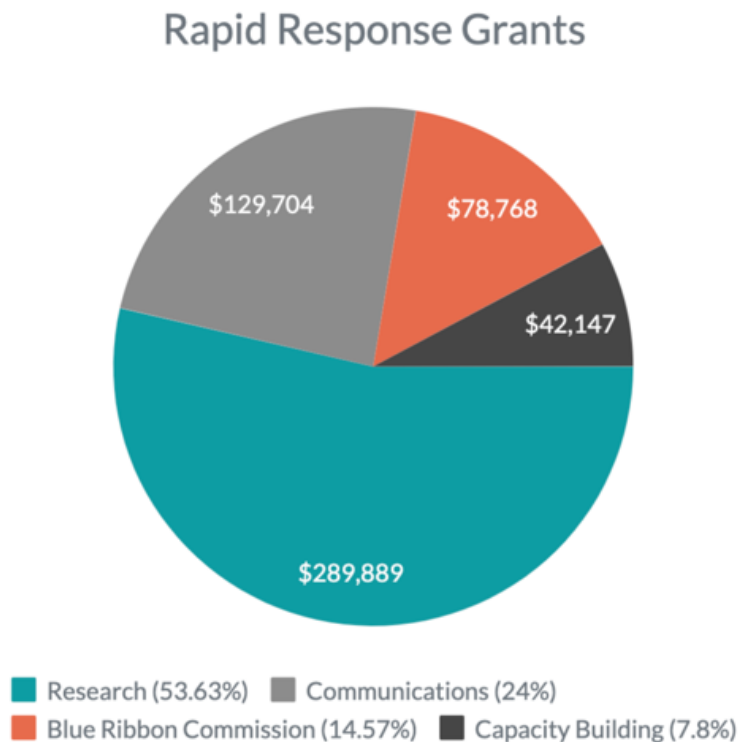
Through the process of working with external consultants, the Coalition has been able to **clarify these internal processes, creating internal documents, policies and processes to strengthen their ability to make an impact.**

Factors increasing consensus in the field since 2017



Through the 2019 grantee survey, we saw that **87.5% of Partnership grantees feel extremely/very confident in the ability of the ECE Coalition to secure meaningful policy wins.** Furthermore, as the figure shows, Cohesion in the ECE Coalition was listed as one of the key factors that has helped increase consensus in the field since the inception of PAF ECE.

Rapid Response Grants



In addition to the work of the ECE Coalition on building awareness and will, during Years 2-3, Rapid Response Grants became another tool in the ECE PAF toolbox to help increase awareness of ECE among stakeholders statewide.

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. Thus far, these funds have been used primarily in support of the Theory of Change Intermediate Outcomes, **building awareness and will for ECE**. That awareness and will has been built through a combination of research dissemination, communications and building capacity, as well as supporting the Blue-Ribbon Commission. Combined, these efforts have bolstered the work of the Partnership and Field Building Grantees with grants that vary in size depending on the project, but average approximately \$50,000 each.



- Crosswalk of rate reform recommendations
- Analysis of K-12 certificated teacher salaries and benefits in CA
- Demonstrate effectiveness of CCDBG funding for use in advocating to make it permanent
- Data on LA County's childcare workforce
- Parent survey analysis



- Communications firm outreach to support ECE Coalition's budget ask
- CA Fact Sheet
- Fiscal analysis - dissemination/education
- WeBudget platform creation support



- Support for BRC work
- Focus groups (parent input) for BRC recommendations



- ECE Coalition capacity building & network support
- Technology capacity

TOTAL: \$540,508

*Note: There is additional 218,481 unallocated

Building Political Awareness & Will

Legislative Visits

97% of California legislators were visited by a PAF ECE Grantee.

In addition, **68% of legislators were visited by both** Partnership & Field Building Grantees. **Collaborative visits were conducted with 40% of legislators in 2018-19**; an increase from **27%** in 2017-18. The average number of visits per legislator was 9. The full list of legislative visits is in Appendix A.



1,062 visits with state legislators were completed between November 2018 - November 2019, by PAF Partnership (583) & Field Building (479) grantees. This is up from the **341 visits** completed June 2017 - June 2018.

Four (4) legislators received zero visits; this is a decrease from 2017-18 when **20 legislators** received zero visits. All 4 were male: Jordan Cunningham, Tom Daly, Brian Jones, John Morlach and 3 of 4 were Republican.



**90% of
Republicans were
visited**

76 unique visits
(average of 2 visits per
legislator)

**99% of Democrats
were visited**

986 unique visits
(average of 10 visits
per legislator)

**100% of
the 37
female
legislators
received
visits**

**95% of the
82 male
legislators
received
visits**

Local Policy Staff Awareness

In addition to building will and awareness through visits to state legislative offices, grantees also made inroads locally with Los Angeles based policy staff. In an attempt to understand their perception of the ECE field, a survey was sent to ten (10) Los Angeles local policy staff members (May 2020) working for either the LA County Board of Supervisors or LAUSD. Three stakeholders responded to the survey, but their insights give a small snapshot of local staff perspectives on the ECE advocates and the field overall.

The LA policy stakeholders noted that the issues advocates share with them most often are:

- The need for more money/ increased funding/ avoid budget cuts
- Construction of childcare facilities
- Reimbursement rates/ salaries
- Quality childcare/ teacher qualifications
- Universal pre-K

When asked how ECE advocacy can be more impactful, they identified three items:

- 1) a need for more innovative approaches (such as piloting 24-hour childcare or mobile childcare),
- 2) continued collaboration with Sacramento to ensure local resources flow to LA and
- 3) to engage superintendents and school board members.

LA Policy Stakeholder Questionnaire



Advocates you met with this year

First 5 LA (3)
Advancement Project (3)
CCALA (2)
OAECE
LA COE
Early Edge
Child 360
Children Now
UNITE LA
Stage 1 Providers
R&Rs



Your trusted source for ECE information

First 5 LA
CCALA
Policy Roundtable
OA ECE
Advancement Project
Stage 1 Providers

Policy Stakeholder-Identified Areas for ECE Improvement



Qualifications

Teacher qualifications and credentialing



Adaptation

Adaptation to economic downturn; adapt to parents hesitant to congregate care



Funding

Demand increase funding from state; increase funding



Coordination

Figure out DPSS/ CalWorks enrollment issues

PART 3. POLICY OUTCOMES: ADVOCACY & ACTION

The field has been consistently deepening its impact on policy, with advocates advancing policy at both the state and local levels. To help understand how much of a priority ECE was early on in the funding period (Year 2), we conducted an **analysis of legislative policy priorities**. This information is below. In addition, we provide highlights of the **policy success** that grantees have had during Years 2-3 at both the state and local level.

Legislative Landscape

The tables below provide a snapshot of California legislators' priorities. This data, gleaned from legislator websites in December 2018, is a proxy for the issues elected officials are focused on. Although fluid, it does offer an outward facing policy agenda and areas of interest. We wanted to explore 1) what the key priorities are of all legislators and 2) if there was anything distinct among those who list ECE as a priority.

The table on the left reflects all 116 legislators. So, for example, for *job creation and training*, 63% of the 116 legislators mentioned job creation and training as a priority on their website. Again, these percentages on the left table are for all legislators, those who do and don't prioritize ECE.

The table on left shows that 41% (in yellow) of the 116 legislators identified ECE as a policy priority. The table on the highlights those 48 legislators who identified ECE as a priority. This demonstrates that, the majority are concerned about Job Creation & Trainings. This information is useful to help advocates consider alignment with other topic issues of high priority. For instance, it is clear that job creation is a high priority, so perhaps focusing on the workforce elements of ECE will prove engaging for legislators. In addition, given that K-12 education is a relatively higher priority than ECE, identifying ways to link the two issues may prove to be a way to bolster the commitment to ECE.

Top Policy Priorities of all State Legislators (*according to website 2018)	
Policy Area	Percent Legislative Support (n=116)
Job Creation and Training	63%
Crime and Violence	57%
Higher Education	53%
K-12 Education	50%
Water	49%
Health Care and Insurance	48%
Transportation and Transit	42%
Early Childhood Education	41%
Taxes	41%
Housing	38%
Criminal Justice and Correction	34%
Social Safety Net	28%
Energy	27%
Climate Change	25%
Immigration	22%

Top Policy Priorities of Legislators who Identified ECE as Priority	
Policy Area	Percent Legislative Support (n=48)
Job Creation and Training	67%
Health Care and Insurance	65%
K-12 Education	65%
Higher Education	63%
Crime and Violence	56%
Water	52%
Transportation and Transit	46%
Housing	44%
Social Safety Net	40%
Energy	35%
Climate Change	33%
Criminal Justice and Correction	33%
Immigration	31%
Taxes	31%

Legislative Budget & Policy Advocacy

Grantees continued to speak 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. This fund has provided grantees with increased staff time to focus on their advocacy and collaboration. As the table below demonstrates, they have engaged in numerous advocacy activities in support of their policy goals.

Outcomes of Grantee Collaboration

	Partnership	Field Building
Creation of an ECE policy proposal at the state level	100%	67%
Creation of an ECE policy proposal at the local level	75%	33%
Effective monitoring of ECE policy	88%	89%
Prevention of cuts or negative changes to ECE policy	88%	78%
Implementation of an enacted ECE policy	88%	67%
Adoption of ECE policy or administrative change at the state level	88%	78%
Adoption of an ECE policy or administrative change at the local level	75%	44%

Grantees identified both state and local policies they have advanced during the grant period; these policies targeted issues ranging from reimbursement rates, to quality standards, to data systems creation, to CalWORKS, DLL, facilities and mixed-status families. Nearly all grantees shared that they worked as a part of the ECE Coalition's budget proposal. CCRC also noted that they conducted additional advocacy around SB89 fund distribution. In addition, Children Now noted that they explored Fall 2020 education revenue measures and that one of these will likely be on the November 2020 ballot. It is important to note that any of these policies identified below that were not directly COVID-19-related did not get significant traction but will likely be pursued at a later date.

Of the 6 ECE bills supported by F5 LA during the 2019-2020 legislative periods, two were held in suspense file (AB 125 and AB 324), while one, AB 452 was postponed by committee and others, SB 174, AB 1001 and AB 2883 are each continuing on through their respective committees (albeit at a pace impacted by COVID-19).

2019 STATE POLICIES			
Bill	Grantee Support	Bill	Grantee Support
AB 6 (CDE ECE Branch)	EE	AB 776 (Early learning data)	CN
AB 48 (Preschool in Schools Bond)	AP, CN	AB 1004 (Developmental Screening)	LACC
AB 123 (ECE standards)	AP, EE, LACC	AB 1012 (Biliteracy Program)	AP, EE
AB 124 (Local Planning Councils)	AP, CN, EE	AB 1754 (pre-K for all)	EE, LACC
AB 125 (ECE reimbursement rates)	Alliance, C360, EE, LACC	AB 2514 (DLL)	AP, EE

AB 167 (CPIT grants)	EE	SB 174 (ECE reimbursement rates)	Alliance, C360, EE, LACC
AB 194 (CC Development Services)	Alliance, C360, EE, LACC	SB 321 (CalWORKS Eligibility)	Alliance, C360, *CCLC
AB 324 (ECE Professional Development stipends)	Alliance, C360, EE, LACC	SB 594 (Early learning Roadmap)	CN, EE
AB 452 (Childcare Facilities Grants)	C360, CN, EE	SB 607 (pupil discipline)	LACC

*Note: The 4 bills in bold above were also officially supported by F5 LA.

2020 STATE POLICIES			
Bill	Grantee Support	Bill	Grantee Support
AB 125/ SB174	CCRC, Child360	AB 2986	CCRC
AB 123	Early Edge, UNITE-LA	AB6/ 2851	CCRC
AB 2615	CCALA, Children Now, Early Edge	AB 1436	CCALA
SB 959	CCALA, Early Edge	AB 2594	CCALA
		AB 2883	CCALA
		AB 48	Children Now
		AB 776	Children Now

*Note: The three bills in bold above were also officially supported by F5 LA.

From the bills supported by ECE PAF grantees listed above, although several were either postponed or placed on suspense file, others did not make it through committee (AB 124, AB 167, AB 194, AB 1012, AB 1754) or were vetoed by the Governor (AB 776).

It is important to note that **2 bills were signed by the Governor—AB 48 (School Facilities) and AB 1004 (Developmental Screenings).**

During this time, in addition to the bills F5LA supported (see Appendix B), there were also several budgetary items that F5LA and grantees supported during this period.

State Budget Proposals: ECE FY 2019-20		
Budget Item	Proposal	Description
Full School Day/Year Kindergarten	\$750,000,000	One-time funding directed toward local education agencies to remove barriers to full school-day, full school-year kindergarten.
Infrastructure/Facilities /Professional Development	\$500,000,000	One-time funding to improve childcare infrastructure, including support for professional development and facilities
CSU Child Care Infrastructure	\$247,000,000	California State University system would receive \$247 million in one-time funding which could be used to expand childcare facilities for students with young children.
California State Pre-School	\$125,000,000	\$125 million would provide an additional 180,000 full-day, full-year pre-school spaces in 2019-20, increasing to 200,000 students by 2022.
Roadmap for Universal Pre-School and Child Care	\$10,000,000	\$10 million to develop, in partnership with the State Board of Education, Department of Finance, and Department of Social Services, a roadmap toward universal pre-school and quality, affordable subsidized childcare in California.
Child Care Bridge Program	\$47, 000,000	\$47 million to bolster the Emergency the Child Care Bridge Program for Foster Children.

At the local level, several grantees continued to make progress on local advocacy items. The table below highlights the key items of focus during Years 2-3.

2019 LOCAL ADVOCACY		
Local Policies	Grantee Supporters	Status
DLL Pilot at LAUSD	AP, CN, C360, EE, LACC	Expansion discussion in progress; may expand to 10-15 sites in Fall 2019. Video project highlighting this will be available in 2019.
LAUSD ECE advocacy	AP, CN, C360, LACC	ECE Division has not been issued the 15% cut most other Divisions have had.
ECE Facilities Assessment Motion	AP, CCALA, CS	Motion passed in October 2018; Assessment complete June 2019.
Babies & Toddlers Campaign	AP, Alliance, C360, LACC	Led passage of the facilities assessment motion and supported passage of a financial assessment motion.

PART 4. IMPACTS OF COVID & MOVING THE FIELD FORWARD

Currently, the COVID-19 pandemic has simultaneously caused a dire economic downturn, increased stress on families and resulted in unprecedented fiscal strain on ECE programs, which are either indefinitely closed or having to adapt to much more rigorous infectious disease prevention protocols and higher staffing requirements. COVID-19 has only **amplified the profound inequities** in our system that disproportionately impact underrepresented communities.

Some grantees anticipate that families will be seeking childcare settings different from those of the pre-pandemic environment. They will be seeking out **smaller, more intimate home settings** such as Family Child Care Homes (FCCH) and those designated as Family, Friends and Neighbor (FFN). Data demonstrates that **women of color** are the vast majority of the home setting workforce.

During the COVID crisis, **Parent Voices** successfully advocated for \$50 million of CARES funds to go towards a new Emergency Child Care for Essential Workers program, majority of these vouchers went to low-income mothers of color. Within that program, they advocated for the recommendation to prioritize at risk populations such as families experiencing domestic violence, homelessness, or who have children with special needs.

ECE PAF grantees have been able to pivot to play critical roles during this time, in supporting the community moving forward. **Advancement Project** has created a [COVID-19 Rapid Response Education Brief](#) addressing racial inequities in Early Care and Education. This will be focused on the importance of supporting the facilities, ECE workforce, and other issues that have been amplified due to COVID. For **CCALA** and its member agencies, COVID-19 has positioned them to be the “go-to” childcare partners across Los Angeles County. They are focusing on leveraging relationships, resources and data to ensure childcare providers, low-income working families and children have the necessary tools and resources to adjust and thrive.

New legislative opportunities have also arisen from the challenges that COVID-19 has brought. **UWCA** has co-created a coalition of over 60 organizations, aimed at bridging the digital divide in California. They have testified before the Governor’s Bridging the Digital Divide Task Force and are identifying specific and comprehensive policy recommendations to ensure rapid progress to meaningfully connect all students to the internet. This is particularly important in the context of racial justice as low-income communities and communities of color have been disproportionately impacted.

During the pandemic, grantees have been forced to rely more on technology in their advocacy work. An unintended consequence being that the Los Angeles-based advocates – who typically cannot walk the halls of the Capitol as frequently as their Northern California counterparts – have a more level playing field in terms of their access to legislators. As a result, not only have relationships between LA partners been strengthened, but there is now a system for orchestrating highly effective meetings with legislators that can be used in the coming years.

We are unsure how the final year of ECE PAF will look, given the unprecedented uncertainty we face during this pandemic. However, it is clear that advocates will continue to be creative and adaptive in their advocacy methods and ‘asks’ to ensure ECE policy does not lose momentum during this unique time.

Appendix A: Legislators Visited by PAF ECE Grantees

Senate	#
Mitchell, Holly	55
Leyva, Connie	35
Durazo, Maria Elena	23
Atkins, Toni	17
Pan, Richard	16
Portantino, Anthony	16
Rubio, Susan	16
Skinner, Nancy	13
Jackson, Hannah-Beth	12
Caballero, Anna M.	9
Glazer, Steve	9
Wiener, Scott	9
Allen, Ben	8
Hertzberg, Bob	8
Hurtado, Melissa	8
Gonzalez, Lena A.	7
Borgeas, Andreas	6
Bradford, Steve	6
Chang, Ling Ling	6
Galgiani, Cathleen	6
Hill, Jerry	6
Mcguire, Mike	6
Roth, Richard	6
Stern, Henry	5
Umberg, Thomas	5
Wieckowski, Bob	5
Bates, Patricia	4
Beall, Jim	4
Nielsen, Jim	4
Stone, Jeff	4
Archuleta, Bob	3
Dodd, Bill	3
Hueso, Ben	3
Monning, William	3
Morrell, Mike	3
Grove, Shannon	2
Dahle, Brian	1
Wilk, Scott	1

Assembly	#
McCarty, Kevin	51
Reyes, Eloise Gómez	46
Rendon, Anthony	32
Ting, Philip Y.	24
Mullin, Kevin	22
O'Donnell, Patrick	22
Burke, Autumn R.	21
Limón, Monique	21
Gonzalez, Lorena	20
Rubio, Blanca E.	20
Garcia, Cristina	18
Rivas, Luz M.	18
Bloom, Richard	15
Bonta, Rob	15
Aguiar-Curry, Cecilia M.	14
Calderon, Ian C.	14
Wicks, Buffy	14
Kamlager-Dove, Sydney	13
Santiago, Miguel	13
Weber, Shirley N.	13
Arambula, Joaquin	12
Carrillo, Wendy	12
Friedman, Laura	12
Holden, Chris R.	12
Medina, Jose	12
Chiu, David	11
Berman, Marc	10
Kalra, Ash	10
Smith, Christy	10
Muratsuchi, Al	9
Salas, Jr., Rudy	9
Eggman, Susan Talamantes	8
Maienschein, Brian	8
Bauer-Kahan, Rebecca	6
Chau, Ed	6
Grayson, Timothy S.	6
Jones-Sawyer, Sr., Reg. B.	6
Lackey, Tom	6

Nazarian, Adrin	6
Boerner Horvath, Tasha	5
Cervantes, Sabrina	5
Frazier, Jim	5
Gloria, Todd	5
Patterson, Jim	5
Petrie-Norris, Cottie	5
Quirk-Silva, Sharon	5
Waldron, Marie	5
Bigelow, Frank	4
Brough, William P.	4
Cooper, Jim	4
Gabriel, Jesse	4
Garcia, Eduardo	4
Gipson, Mike A.	4
Rivas, Robert	4
Stone, Mark	4
Irwin, Jacqui	3
Kiley, Kevin	3
Levine, Marc	3
Quirk, Bill	3
Chen, Phillip	2
Choi, Steven S.	2
Chu, Kansen	2
Diep, Tyler	2
Flora, Heath	2
Fong, Vince	2
Mayes, Chad	2
Rodriguez, Freddie	2
Voepel, Randy	2
Wood, Jim	2
Cooley, Ken	1
Gallagher, James	1
Gray, Adam C.	1
Low, Evan	1
Mathis, Devon J.	1
Melendez, Melissa A.	1
Oberholte, Jay	1
Ramos, James C.	1

Appendix B: F5 LA Policy Priorities During Years 2-3

2019 ECE Legislation Supported by F5 LA		
AB 125	McCarty	This bill would provide that it is the intent of the Legislature to enact legislation that would establish a single regionalized state reimbursement rate system for childcare, preschool, and early learning services that would achieve specified objectives.
AB 324	Aguiar-Curry	ECE Workforce: In 2000, AB 212 (Aroner) authorized funds from the California Department of Education (CDE) for childcare development staff retention. These funds aim to retain quality staff who have experience working directly with children in state-subsidized, Title 5 child development programs. AB 324 requires CDE to develop guidelines for the use of AB 212 funds. The new guidelines will still allow for local flexibility, but will create a standardized, effective, and measurable funding program. These guidelines will prioritize stipends that recruit, strengthen, and retain a quality, diverse ECE workforce
AB 452	Mullin	This bill would seek to appropriate funds of between \$25,000,000 and \$35,000,000 towards grants to develop childcare facilities that serve children from birth to age three, with no less than \$10,000,000 of which dedicated to Early Head Start facilities.
SB 174	Leyva	This bill would provide that it is the intent of the Legislature to enact legislation that would establish a single regionalized state reimbursement rate system for childcare, preschool, and early learning services that would achieve specified objectives.

2020 ECE Legislation Supported by F5 LA		
AB 2883	Quirk-Silva (D-Fullerton)	Childcare services: alternative payment programs: direct deposits: reserve funds: 1. Eliminates variable work schedules for subsidized families so that when they secure a childcare center or family childcare provider, that center or provider will be able to budget accurately in the month the care is provided. 2. Deletes language that childcare providers can only change their rates once per year. 3. Eliminates the 14-day notice that must be given to a childcare provider before payment can be made to another provider chosen by the family.
Assembly Bill (AB) 125	McCarty (D-Sacramento),	Early childhood education: reimbursement rates: This bill would provide that it is the intent of the Legislature to enact legislation that would establish a single regionalized state reimbursement rate system for childcare, preschool, and early learning services that would achieve specified objectives.
AB 1001	Ting (D-San Francisco), Mullin	Local Planning Councils: AB 1001 would restructure the composition of local planning councils (LPCs) to be more representative of the local communities they serve and would appropriate no less than \$10,000,000 to LPCs to sufficiently fulfil their primary functions.
SB (Senate Bill) 174	Leyva (D-Ontario)	Reimbursement rates: This bill would provide that it is the intent of the Legislature to enact legislation that would establish a single regionalized state reimbursement rate system for childcare, preschool, and early learning services that would achieve specified objectives.