

Welcome!

Early Childhood Policy Council: Workforce Session

August 6th, 2020

CALIFORNIA

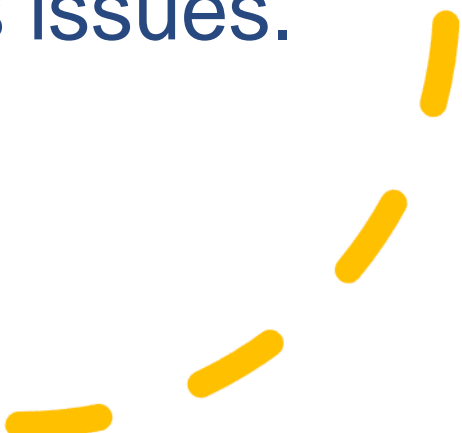
ALL

KIDS

Master Plan
for Early Learning
and Care



Session Objectives

- Develop a shared understanding of current early learning and care workforce issues.
 - Gather input on plan objectives and features to address issues.
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Session Flow Preview

MPELC Background and Insights from ECPC interviews



Grounding in the Issues



Input and Discussion Session



Closing and Next Steps



Values

Advance equity:

Address inequities associated with race, ethnicity, and language and attend to the needs of our most vulnerable, including foster children and those experiencing homelessness.

Respect parental agency:

Engage families as partners; recognize that they are the greatest providers of skills and dispositions for their children and empower them as the drivers of success.

Respect child care and early learning professionals:

Redesign programs and supports to increase pathways to professional careers at professional compensation.

Know each child and each family:

Address whole child and family needs—including trauma informed care—to lessen their burdens, increase their opportunities, and improve their outcomes.

Whole Child, Whole Family

Children deserve

- health and wellness;
- positive and supportive relationships with family and other caregivers;
- nutrition; and
- early identification and intervention for areas of need.



Whole Child, Whole Family

Families deserve

- comprehensive support, including health and wellness;
- options for care;
- affordability;
- information; and
- simplicity.

Providers deserve

- professional learning and support;
- career development;
- compensation; and
- simplicity.



Goals

California's early childhood system delivers on the promise of a *California for All Kids* by providing all families with


- **access to quality care and support;**
- **affordable quality care and support; and**
- **comprehensive and coordinated health and wellness support.**



Insights from the ECPC: Shared Themes on Workforce

- Pay equity and compensation
- Expand the pipeline high school to higher education (CTE)
- Affordability of education and professional development
- Expand, promote, and embrace the cultural and linguistic diversity within the workforce





What are the key workforce issues?

- Adult and child interactions are a primary factor for child outcomes, thus supporting providers and caregivers is a key driver to improving outcomes.
- We have a shortage of caregivers and educators.
- Compensation and lack of clear career pathways are cited as the primary barriers to recruitment and retention in the workforce.
- COVID: Early learning and care providers are the “Workforce Behind the Workforce” (Center for American Progress, Event Title, May 28).

Deep Dive Discussion Topics



Unifying Professional Requirements/Standards



Education, Professional Development, and Career Pathways



Compensation

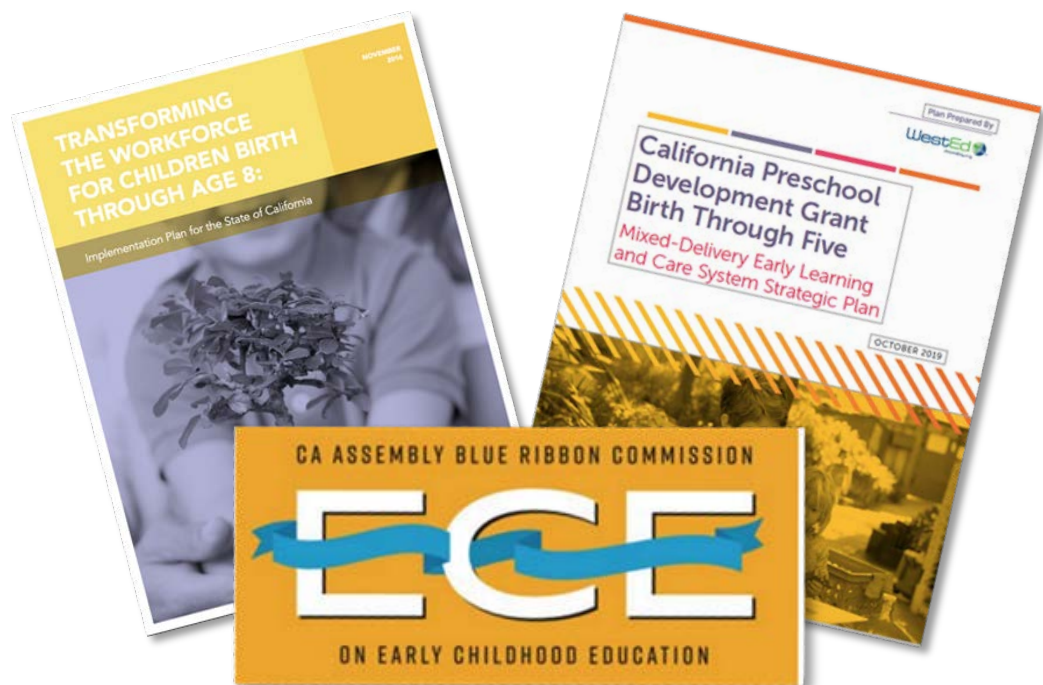


Improving and Supporting Operations for Home-Based Providers and Centers

Discussion Process for Today

1. Level Setting: How do existing plans frame the issue?

2. Group Input Discussion: How should we address the issue?



- Members will respond to an anchor prompt and considerations.
- Facilitators will record major takeaways to share at the close of session.



Deep Dive Discussion
Topic 1:
Unifying Professional
Requirements/Standards

Framing the Issue:

Why Unify Professional Requirements and Standards?

“Due to the lack of uniformity in minimum educational requirements...across programs and settings, the **qualifications children can expect their teachers to meet are dependent on the type of programs that are available and affordable** given their family’s circumstances, rather than their developmental and educational needs” (BRC, p. 48).

“The current ELC system is a complex array of publicly funded programs with unique standards and funding requirements. **Inconsistent program requirements make it challenging to define a minimum standard of quality beyond health and safety licensing requirements, [or] set benchmarks for quality improvement...**” (PDG, p. 25).

Discussion

Topic 1:

Unifying

Professional

Requirements/
Standards

What should each early childhood provider within our mixed delivery system know and be able to do (e.g., family, friend and neighbor [FFN], family child care homes [FCCH], assistant teachers, teachers)?

Consider: Meeting diverse learning and development needs and facilitation of group care and well-being





Deep Dive Discussion
Topic 2:
Education, Professional
Development, and Career
Pathways

Framing the Issue:

Why Focus on Education, Professional Development, and Career Pathways?

“We must respect the experience, commitment, and diversity of our current workforce while increasing compensation and providing pathways to opportunities for career advancement and quality improvement for providers in all settings” (BRC, p. 49).

“Members of the current workforce must have opportunities, incentives, and supports to acquire education and training, and, for those who wish and are able to pursue, attainment of Associate, Bachelor’s, and advanced degrees” (BRC, p. 49).

“[California must] build structures to support career advancement of providers of all types and settings” (PDG Plan [See PDG Plan for list of strategies under Phase 1, Strategy 3]).


Discussion

Topic 2:

Education,
Professional
Development,
and Career
Pathways

How can the state best create a structure that supports providers throughout their career, from starting to advancing in the field? Are there variations by type or provider?

Consider: Equity and best access strategies for FFN, FCCH, center-based; through higher education, online platform, community-based





Deep Dive Discussion

Topic 3:

Compensation

Framing the Issue:

Why Focus on Compensation?

“Childcare teachers and providers should not finance the system through their low wages and lack of basic benefits. Despite the increased emphasis on qualifications and quality, little progress has been made in increasing the compensation for the ECE workforce” (BRC, p. 48).




Discussion

Topic 3:

Compensation

What factors may be considered when establishing compensation levels for providers (e.g., competency, education level, setting, child age level, etc.)?

Consider: Competency, evidence of quality and impact, education level, and provider setting





Deep Dive Discussion
Topic 4:
Improving and Supporting
Operations for Home-
Based Providers and
Centers

Framing the Issue:

Why Focus on Improving and Supporting Operations for Home-Based Providers and Centers?

“Recommendation: Provide training in management and administration for Title 5 and Title 22 Centers. **Center managers should demonstrate competencies and, as needed, receive additional training in licensing, regulation, business practices, and personnel**” (BRC, p. 49).

“An expansion of ELC services requires **significant retooling and investment in administrative capacity at all levels of the system....** Such support will **reduce the administrative burden on providers and contractors, build their business acumen, and lead to a more efficient and effective quality assurance process** for the state while increasing access” (PDG, p. 68).

Discussion

Topic 4:

Improving and Supporting Operations for Home-Based Providers and Centers

Is there a need and benefit to reduce the administrative burdens, specifically related to business operations, placed upon home-based providers and family child care centers?

If so, what are the top areas where support could be useful? Are shared services networks or administrative cooperatives viable options?

Consider: Back-office support, human resources, professional development, eligibility and compliance administration

Public Comment



Closing and Next Steps

What we heard today....

What is our next step?

The MPELC Team will incorporate this input with:

Input from the ECPC and
the Parent Commission

Research

Current data



**Collectively, this will inform a set of recommendations in
the final MPELC plan due October 2020.**

How will we use the input to inform the plan?

- How does it advance **equity** (closing inequities associated with race, ethnicity, and language and attend to the needs of our most vulnerable, including foster children and those experiencing homelessness)?
- How does it **impact** healthy development and school readiness of children (aspects of quality that support well-being, positive adult-child interactions, workforce competency and development)?
- How does it work for **parents** (engage families as partners, empower them as the drivers of success, address range of care needs and options including language)?
- How does it deal with **workforce** fairness and retention (opportunity to develop and advance in career, living/competitive wages, compatible with unionization)?
- How does it improve **efficiency** (cost-effectiveness, streamlining, and effective service coordination)?

For more information, please visit:

The ECPC website

**The Master Plan for
Early Learning and Care
website**



Thank you!