



Early Childhood Care & Education Commission

September 14, 2022

Agenda

- I. Call to order
- II. Roll Call
- III. Introductions
- IV. Approval of the minutes of the meeting held February 17, 2022
- V. Consideration of an update report regarding meeting protocols
- VI. Consideration of appointments to the membership of the Commission Task Force
- VII. Consideration of a summary report of the 2021-2022 Commission work and legislation enacted during the 2022 Regular Legislative Session
- VIII. Consideration of a status report regarding early childhood workforce initiatives
- IX. Consideration of the 2022-2023 goals and objectives for the Early Childhood Care and Education Commission



I. Call to order

II. Roll Call





III. Introductions

IV. Approval of the minutes of the meeting held February 17, 2022





V. Consideration of an update report regarding meeting protocols

**VI. Consideration of
appointments to the
membership of the Commission
Task Force**



Proposed Task Force Members

Rep. Stephanie Hilferty
Commission Chair

Sen. Beth Mizell
Commission Chair

Stephen Barnes
Kathleen Blanco Public Policy Center

Melissa Goudeau
Parent Representative

Ruth Lawson
Jefferson Parish Chamber of Commerce

Jan Moller
Louisiana Budget Project

Steven Procopio, Ph.D.
*Public Affairs Research Council of
Louisiana (PAR)*

Libbie Sonnier, Ph.D.
Louisiana Policy Institute for Children

Michael Tipton
*Blue Cross Blue Shield of Louisiana
Foundation*



VII. Consideration of a summary report of the 2021-2022 Commission work and legislation enacted during the 2022 Regular Legislative Session



2021-2022
Early Childhood Care and Education (ECCE)
Commission



ECCE Commission

2021-2022 Overview

The need for early childhood is significant, as is the return on investment.

- **Many young children in need:** There are nearly 173,000 children economically-in-need, birth to three years old, currently living in Louisiana.
- **Many working families:** Two out of three children under the age of five have both parents or their single parent working. Louisiana's economy loses an estimated \$1.3 billion annually due to absences related to child care issues.
- **Few quality early care and education options:** A child's brain is 90 percent fully-formed by age 5, yet fewer than 11 percent of in-need children birth through two-years-old and less than 32 percent of three-year-olds can access quality child care in Louisiana.
- **Early care and education works:** Significant research shows that for every \$1 invested in high-quality early care, the state yields at least a \$7.30 return on investment.

ECCE Commission 2021-2022 Overview

The Louisiana Legislature has made significant additional state investment in early childhood, but a bolder investment is still needed to achieve the goals set forth by the Commission.

The Commission report highlighted the following key points:

- Even the most experienced teachers in early care and education centers earn less than the federal poverty level for a family of three.
- An ongoing commitment from the State is needed to help achieve the balance between the cost of quality early care and education and families' capacity to pay that true cost.
- Louisiana can achieve a \$1.5 billion return on investment in a decade—or a stunning and avoidable \$12 billion loss.

ECCE Commission

2021-2022 Overview

Prior to the beginning of the Legislative Session, the ECCE Commission released a report with recommendations for the Louisiana Legislature:

- **RECOMMENDATION 1:** Invest \$115 million of state funds to fully launch LA B to 3, and invest an increase of that amount every year for 10 years.
- **RECOMMENDATION 2:** Identify additional and ongoing funding sources for the Early Childhood Education Fund to match and incentivize local investment.
- **RECOMMENDATION 3:** Reauthorize the Early Childhood Care and Education Commission.



2022 Legislative Session





A Stronger Louisiana Starts
with Successful Children

Early Care & Education in Louisiana

RuthAnne Oakey-Frost, JD *Policy
Director & General Counsel*
Louisiana Policy Institute for Children



READY LOUISIANA COALITION: 2022 Legislative Priorities

The Ready Louisiana Coalition — a nonpartisan, nonpolitical group of more than 115 chambers of commerce, civic organizations, businesses, and advocacy organizations representing more than 1 million people in Louisiana’s workforce — believes that investing in high-quality early care and education will prepare our youngest children for a smart start in life, enable families to be productive in the workforce, and serve as an economic engine for communities across Louisiana.

2022 Legislative Session

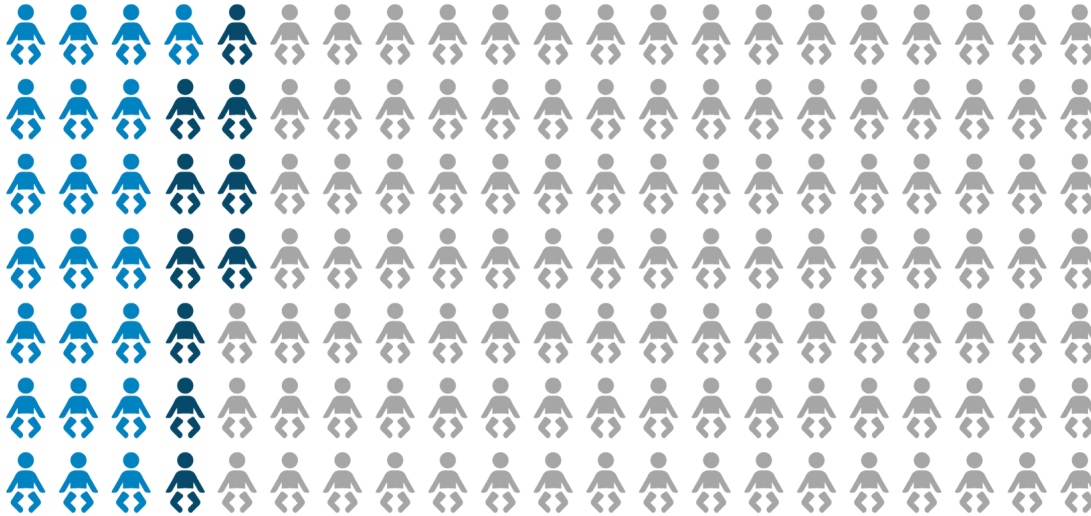
We, the Ready Louisiana Coalition, urge the Legislature to appropriate \$94 million of state funds to early care and education programs which will:

- **Expand access for at-risk children**, birth to age three, to receive full-time, year-round quality care;
- **Improve quality for LA4 programs**, which has been shown to produce positive long-term outcomes for the children who participate in it;
- **Incentivize local investment in early care and education** by using one-time funds to offer communities a dollar-for-dollar match on their efforts;

**Louisiana spends less than
½ of 1% of the state's
budget on early care and
education, despite our
tremendous need and the
significant potential return
on investment.**



Louisiana Need More Investment in Early Care and Education



**Total Number of in-Need Children,
Aged Birth to 3 in Louisiana: 147,392**

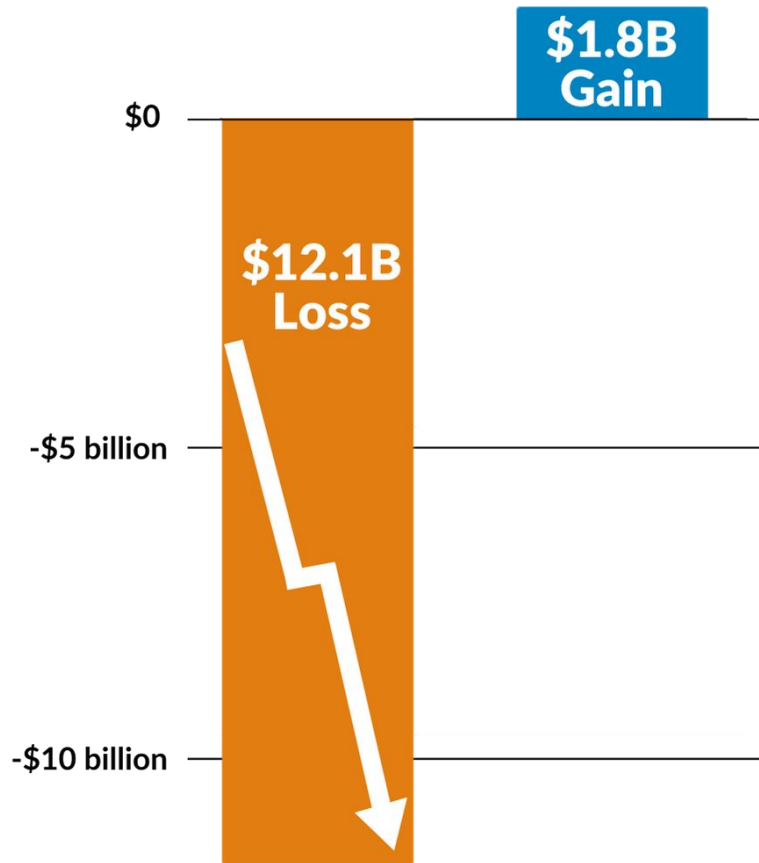
 = 1,000 children

In-need children, ages birth to 3, served by current funding (14.9%)

In-need children, ages birth to 3 served by proposed funding (6.8%)

Remaining in-need children, ages birth to 3, who are unserved (78.3%)

**Without
Investment,
Louisiana Loses
\$12.1B vs \$1.8B
Gain with
Investment**





\$44 million for early care and education in the state budget

The Legislature passed the state budget (HB 1), which includes \$44 million in funding to improve early care and education—\$25 million to expand CCAP and around \$18 million to improve rates offered to existing four-year-old programs. Special thanks to Representative Jerome Zeringue who authored the bill.





\$40 million in one-time funding for the Louisiana Early Childhood Education Fund

The Legislature passed a supplemental funding bill (HB 406) which appropriates \$40 million in one-time funding to the Louisiana Early Childhood Education Fund to incentivize cities and parishes to invest in the expansion of high-quality early care and education. Special thanks to Representative Jerome Zeringue who authored the bill.

Certain parishes can now invest in early care and education as a juvenile justice prevention effort

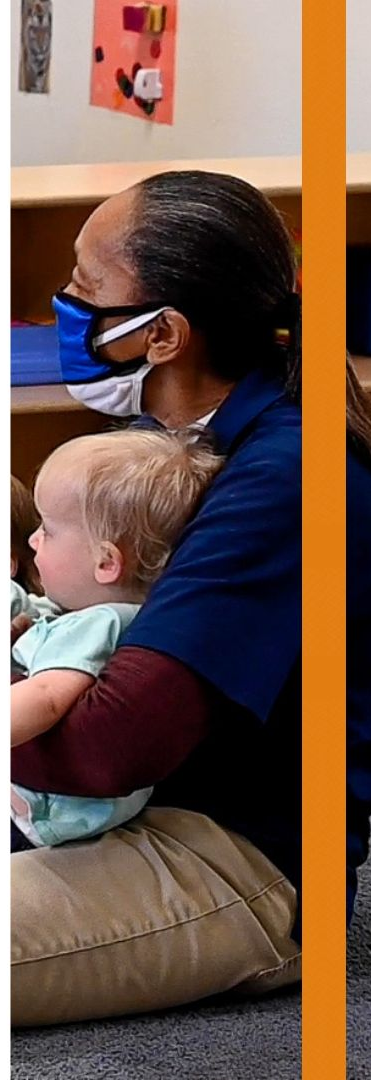
The Legislature passed HB 460 which seeks to expand the purposes for certain parishes¹ to repurpose juvenile justice funding to include preventative services for young children and their families. These services include increasing access to early care and education and investing in early care and education infrastructure and parental support. Special thanks to Representative Ken Brass who authored the bill.

¹ Acadia, Allen, Assumption, Beauregard, Bienville, Caddo, Caldwell, Cameron, Catahoula, Concordia, East Carroll, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, LaSalle, Madison, Orleans, Rapides, Richland, St. Bernard, St. Charles, St. Tammany, Tangipahoa, Tensas, Vermilion, Vernon, and West Carroll.



Establishing a revenue and compensation task force within the Early Childhood Care and Education Commission

The Legislature passed SB 169 which requires the Early Childhood Care and Education Commission to establish a task force that will recommend strategies for alternative state and local funding for quality early childhood care and education and workforce compensation and benefits issues within the early childhood care and education field. Special thanks to Senator Beth Mizell who authored the bill.



Expanding access to high-quality early care and education

The Legislature passed SB 47 which requires school districts to work toward offering year-round, full-day pre-kindergarten to all four-year-olds. Special thanks to Senator Cleo Fields who authored the bill.



\$27 million over three years for Early Childhood Services and Supports

The Legislature included funding for three years to revive a previously cut program that offered families with young children mental health and wrap-around services. We are thrilled to work partners to what this additional funding will do to help families thrive and are hopeful a way can be found to continue funding the program at the expiration of the initial three years.



THANK YOU!!!

RuthAnne Oakey-Frost

Louisiana Policy Institute for Children
roakeyfrost@policyinstitutela.org

VIII. Consideration of a status report regarding early childhood workforce initiatives





The Current Landscape of the Louisiana Child Care Workforce



Louisiana Child Care Workforce Demographics

Louisiana's child care workforce represents diverse educational backgrounds and ethnicities.

Demographics of the Early Learning Workforce (based on 15,406 active Pathways members):

- 15,351 (99.6%) are female
- 15,287 (99.2%) speak English as their primary language
- Ethnicity:

African American	Caucasian American	Hispanic American	Acadian American	Other Ethnicities
8775 (57%)	5474 (35.5%)	318 (2.1%)	186 (1.2%)	653 (4.2%)

- Education level:

High School Education or No Verified Degree	30 College Credits	CDA or Approved Career Diploma	Associate Degree	Bachelor Degree or Higher
6412 (41.6%)	283 (1.8%)	4464 (29%)	1577 (10.2%)	2670 (17.3%)

Louisiana Child Care Workforce Research Reports

As part of the SEE-LA study, researchers from UVA and UCLA have conducted workforce studies to explore teachers' stress, wellbeing, and job commitment during COVID, as well as turnover and staffing challenges for child care centers.

Study of Early Education-Louisiana (SEE-LA) Reports and Policy Briefs

- [The Wellbeing of Early Educators in Jefferson, Orleans, and Rapides Parishes during COVID](#) (March 2021)
- [Changes in Early Educator Wellbeing and Job Commitment in the Wake of the Coronavirus Pandemic: Lessons from Large Scale Surveys in Jefferson and Rapides Parishes](#) (March 2021)
- [Child Care Staffing Challenges during the Pandemic: Lessons from Child Care Leaders in Louisiana](#) (June 2021)

More information and additional SEE-LA publications can be found [online](#).

In addition, the [Senate Resolution 29 report](#) presents key information about the costs of and funding mechanisms for early childhood care and education in Louisiana and the impacts on the early education workforce including (1) the prevalence of turnover, (2) potential drivers of turnover such as workforce wages and wellbeing, and (3) policies used in other states to address turnover.

Louisiana Child Care Workforce Research Reports

[Changes in Early Educator Wellbeing and Job Commitment in the Wake of the Coronavirus Pandemic: Lessons from Large Scale Surveys in Jefferson and Rapides Parishes](#)

The two most notable findings are

- increases in depression among early educators
- drops in job commitment

For instance, the percentage of teachers who said they would still be at their sites in six months dropped among both child care teachers and pre-K teachers, a troubling pattern given how high turnover rates already were.

Louisiana Child Care Workforce Research Reports

Child Care Staffing Challenges during the Pandemic: Lessons from Child Care Leaders in Louisiana

- Almost all leaders (90%) found staffing their site difficult. More than half of the child care sites in the sample lost valuable teachers.
- 79% of site leaders reported they used or planned to use relief dollars to cover staff wages, 53% reported they used to planned to use relief dollars to increase staff wages.
- Almost two-thirds (64%) of leaders reported that they struggled to find the teachers they needed during the pandemic.

Louisiana Child Care Workforce

Recruiting & Retaining a Quality Workforce

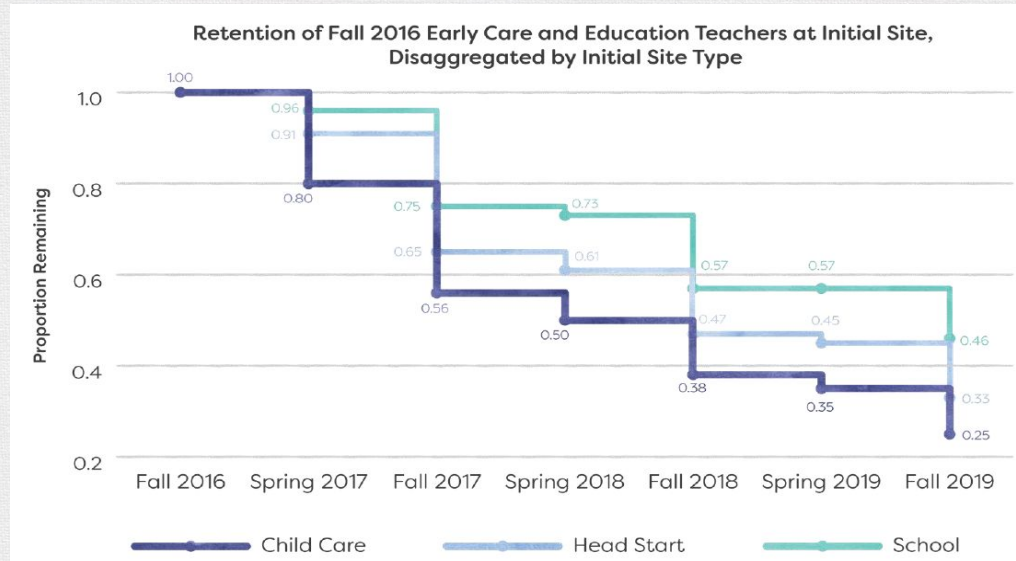
Research has shown that 31% of teachers leave the early childhood field entirely each year and 40% of child care teachers, in particular, leave the field each year.

<i>Year-to-Year Teacher Mobility</i>	Overall	Child Care	Head Start	School	Toddler Classes	Preschool Classes
% At Same Program	65%	56%	65%	75%	52%	70%
% At Different Program, Same Sector	3%	3%	3%	3%	4%	4%
% In Different Sector	1%	1%	2%	0%	1%	1%
% Leaving Early Childhood	31%	40%	29%	21%	44%	26%

Source: Bassok, Markowitz, Bellows, & Sadowski (2021)

Louisiana Child Care Workforce Teacher Turnover

After three years, about 60% of early childhood teachers are no longer part of the workforce (not shown). Only a quarter of child care teachers remain at their site (Bassok, Bellows, & Markowitz, 2021).



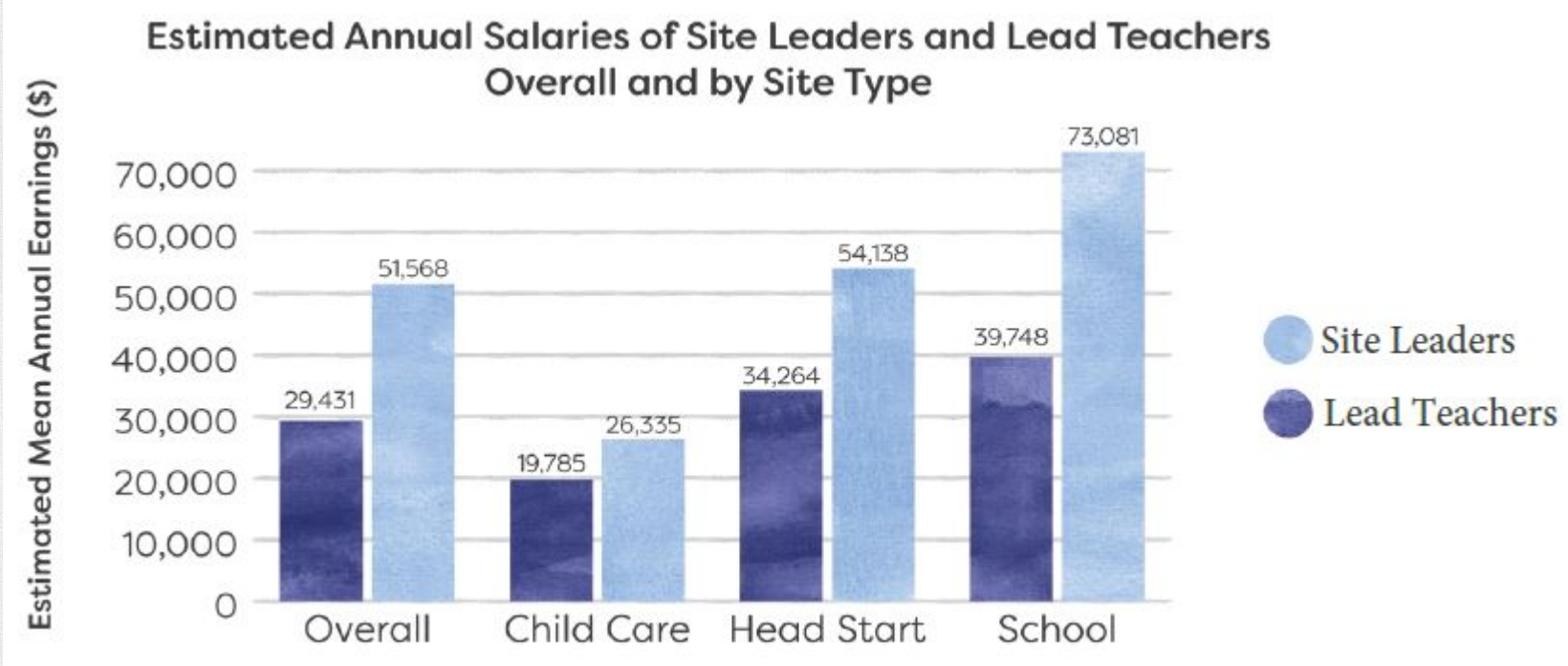
Louisiana Child Care Workforce Credential Requirements and Average Pay

	Child Care Teacher	Head Start Teacher	School-Based Pre-K Teacher
Current Credential Requirement	Early Childhood Ancillary Teacher	50% - BA Degree Others - CDA or AA	BA Degree, Certified
Average Compensation	~\$19,785/year* No benefits	~\$34,264/year* Some benefits	~\$39,748/year* Full benefits

Program Type	Similarly Qualified Professions	Louisiana Average Wages
Child Care Teacher	Social Assistance (Hospital Food Service Worker Salary)	\$29,414
Head Start Teacher	Nursing/Residential Care Facilities (community care facilities, home for elderly, residential mental health facilities)	\$28,931
School-Based Pre-K Teacher	Education (elementary and secondary, junior colleges, universities, business schools)	\$48,739

*Data from 2018 Workforce Survey in Louisiana as published in 2021 Senate Resolution 29

Louisiana Child Care Workforce Factors Contributing to Turnover



Louisiana Child Care Workforce Factors Contributing to ECE Turnover

ECE teachers also have access to fewer important benefits--including paid sick leave, health insurance, and retirement benefits--than their peers in schools and Head Start.

- School based and Head Start teachers were more than 3 times more likely to report paid sick leave than child care teachers (24%)
- 85% of school and Head Start teachers reported receiving health insurance from their site compared to 8% of child care teachers.
- School based and Head Start teachers were more than 10x more likely to report that their site provided a retirement fund than child care teachers (9%).

Nearly 27% of child care teachers work a second job.

Source: [Bassok, Markowitz, Smith, & Oleson \(2019, December\)](#)

Louisiana Child Care Workforce Factors Contributing to ECE Turnover

Teacher compensation and benefits in Louisiana are markedly lower than in other fields, resulting in stressors that negatively impact the early childhood workforce.

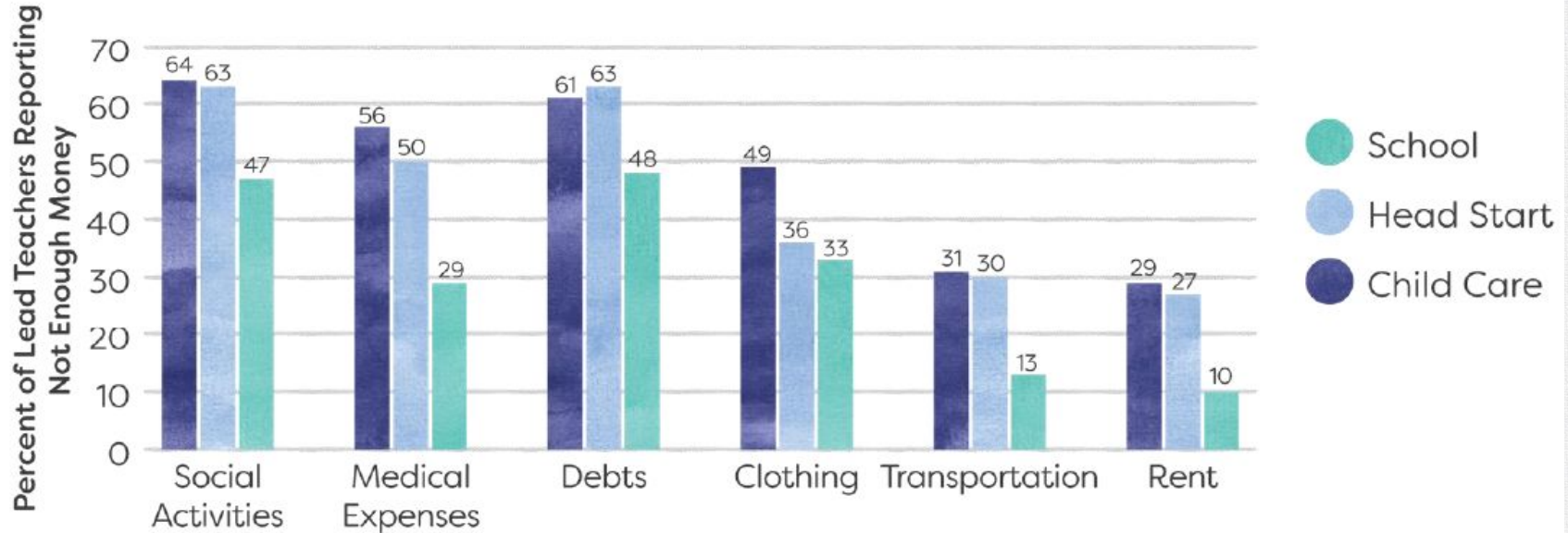
Perhaps for these reasons, Louisiana child care teachers have very low levels of financial and emotional wellbeing:

- 50% are food insecure.
- More than 1 in 5 child care teachers met the clinical threshold for depression.
- High numbers of child care teachers struggled with basic expenses, unable to pay for medical expenses (56%) or rent (29%).

Source: Bassok, Markowitz, Smith, & Oleson (2019, December)

Louisiana Child Care Workforce Factors Contributing to ECE Turnover

Financial Insecurity of Early Educators in Louisiana by Site Type in 2018





Supports and Strategies in Place



Louisiana Child Care Workforce School Readiness Tax Credit (SRTC) Incentives

Louisiana School Readiness Tax Credits (SRTC) help to improve the quality of children care and increase access for families.

- Louisiana School Readiness Tax Credits (SRTCs) are tax incentives for licensed Type III child care providers.
- The SRTCs represents a \$16 million state investment in child care that helps Louisiana secure more than \$80 million in federal funding through the Child Care Development Fund (CCDF).
- These tax credits reduce the state taxes paid by individuals and businesses, dollar-for-dollar. Unlike a tax deduction, a tax credit is the whole value of the credit regardless of the tax bracket in which the taxpayer falls.
- The SRTCs are refundable, meaning they are available to taxpayers, and/or corporations, etc. even if they do not owe any taxes.

Louisiana Child Care Workforce

2021 SRTC Teacher Tax Credit Usage

Teacher Tax Credit Levels	Tax Credit Amount for 2021	Child Care Provider Count	Eligibility Criteria	Other Requirements
Level One Staff	\$1,809.00	473	CDA	Teachers must have worked for at least 6 months for an average of 30 hours a week at the same center.
Level Two Staff	\$2,412.00	1115	ECAC (Early Childhood Ancillary Certification)	
Level Three Staff	\$3,015.00	1297	ECAC and 1 prior year of SRTC eligibility	
Level Four Staff	\$3,617.00	2906	ECAC and 2 prior year of SRTC eligibility	

Louisiana Child Care Workforce Teacher Support Grant

Teacher Support Grant	Funds Distributed	Date of Distribution	Number of Open Child Care Sites	Number of Classrooms
Round 1	\$10M	August 2021	674	3,354
Round 2	\$18M	January 2022	756	3,474

Louisiana Child Care Workforce

Truer Cost of Care CCAP Rates

Child Care Provider Type	Regular Care	Regular Care for Toddlers	Regular Care for Infants	Special Needs Care Incentive	Special Needs Care Incentive for Toddlers	Special Needs Care Incentive for Infants
Type III Early Learning Center	\$30.00 <u>\$31.50</u>	\$31.05 <u>\$42.00</u>	\$33.65 <u>\$68.00</u>	\$37.80 <u>\$39.69</u>	\$39.12 <u>\$52.92</u>	\$44.92 <u>\$85.68</u>
School Child Care Center	\$24.00	\$24.00	\$24.00	\$30.24	\$30.24	\$30.24
Family Child Care Provider	\$25.00 <u>\$29.00</u>	\$25.75 <u>\$42.00</u>	\$29.65 <u>\$61.00</u>	\$31.50 <u>\$36.54</u>	\$32.45 <u>\$52.92</u>	\$37.36 <u>\$76.86</u>
In-Home Provider	\$25.00	\$25.25	\$26.65	\$31.50	\$31.82	\$33.58
Military Child Care Centers	\$30.00 <u>\$31.50</u>	\$31.05 <u>\$42.00</u>	\$33.65 <u>\$68.00</u>	\$37.80 <u>\$39.69</u>	\$39.12 <u>\$52.92</u>	\$44.92 <u>\$85.68</u>

Louisiana Child Care Workforce Teacher Compensation Pilot

The Louisiana Department of Education is partnering with the Blanco Center at University of Louisiana at Lafayette to run a two year study that provide critical data regarding teacher pay.

Type III, CCAP-certified centers are eligible to participate in the pilot program which will impact the pay for the center's teachers that work 30 or more hours per week.

Approximately 3,900 teachers have been selected through a randomization process:

- Half will receive a \$2,080 annual increase
- Half will receive a 10% annual pay increase

Centers who are not selected but are willing to participate in the control group will receive a stipend to answer follow-up surveys.

Louisiana Child Care Workforce Additional Strategies Being Explored

The Louisiana Department of Education is also investigating additional strategies to support the child care workforce.

These strategies focus on various workforce creation, recruitment, support, and retention activities such as:

- Working in high-need areas, including rural communities, to develop early childhood workforce pipelines via apprenticeship programs in partnership with high school programs
- Partnering with Ready Start Networks to target workforce recruitment and retention at the local-level as part of supply building and access expansion grants and future initiatives
- Collaboration with Healthcare Navigators serving statewide, to ensure that child care providers are informed about and connected to no- or low-cost health insurance options through Medicaid and the ACA Marketplace
- Prioritizing new teacher and director professional learning and on-site support as part of Child Care Resource and Referral services



Early Childhood Workforce Initiatives around the Country



Overview of Compensation Strategies

Prepared for the Louisiana Early Childhood
Care and Education Commission

September 2022



Information provided by: Harriet
Dichter, Consultant to the BUILD
Initiative



About the BUILD Initiative

- Partners with state leaders to promote equitable, high-quality child- and family-serving systems that result in young children thriving and learning. BUILD envisions a time when all children reach their full potential and when race, place, and income are no longer predictors of outcomes. BUILD partners with early childhood state leaders to create the policies, infrastructure, and cross-sector connections necessary for quality and equity.
- Powers the Prenatal-to-Three Capacity-Building Hub, funded by the Pritzker Children's Initiative, in support of pregnant and parenting families, infants, and toddlers by working with state and community leaders and coalitions committed to advancing policies and programs that provide for this strong start in life.

Improving Child Care Compensation



Compensation Scales
and Standards



Wage Stipends
and Bonus Payments



Individual Tax
Credits for Child Care
Educators



ARPA Child Care
Provider Stabilization
Subgrants



Child Care Assistance



Benefits



Apprenticeships



Pre-K Parity for
Child Care

Compensation Scales and Standards

- Outline expected compensation and benefits; may include role, setting, qualifications, and experience as part of the scale/standards
- Benefits: Raise awareness, define desired compensation
- Limitation: Require a connection to another strategy for implementation
- Example: North Carolina
 - Scale: Education based with pay parity with entry-level public school teachers
 - Includes NC standards found in the state's Quality Rating and Improvement System (QRIS) and higher education system
 - Implementation:
 - Voluntary for providers, who are advised to tailor the scale to regional and local wage standards
 - Incentivized through ARPA Stabilization Grant program, which gave higher amounts for providers increasing base pay for educators based on a salary scale for teaching and non-teaching staff

Wage Stipends and Bonus Payments

- Point-in-time monetary awards; among the most frequently used approaches
- Stipends are recurring, granted to educators on a predetermined timeline - often every six months or annually - for as long as educators are eligible and funding is available. Bonuses are one-time awards
- States set different parameters
 - What types of programs are eligible?
 - **Child care centers? Family child care/homebased settings?**
 - **Required participation in child care assistance program?**
 - **Required participation in quality improvement system? At what level?**
 - Who is eligible at the staff level?
 - **Support staff? Teaching staff? Directors?**
 - **Current wage limits (maximums and minimums)?**
 - **Minimum education requirements?**
 - **Minimum work hours?**

Wage Stipends and Bonus Payments

- How is this financed?
 - Source of funding?
 - Method of payment (through employer, direct to staff)?
 - Total amount provided to staff?
 - Frequency of payment?
- Example: San Francisco
 - Types of programs: center and home, child care assistance participation and meeting quality standards
 - Staff who can participate: lead and assistance teachers, minimum of 20 hours of classroom service delivery weekly; other staff, such as family engagement, benefit if working in a program with high concentration of children in child care assistance program
 - Financing: voter approved gross receipts tax to finance, for programs with high child care assistance participation, funding goes through employer; for programs with lower child care assistance participation, funding is direct to educator
 - Financing: minimum of \$28/hr for Assistant Teachers (including with AA/BA/MA); \$36.74/hr for Lead Teachers/Teachers with a BA; \$46.95/hr for Lead Teachers/Teachers with an MA

Child Care Assistance

- Offers two ways to impact compensation: 1) cost model to set rates and 2) program funding (contract) mechanism to pay for services
- Benefits: Combining cost model (not paying by market) with program funding can provide accountable means to improve compensation
- Limitation: Child care assistance reaches a fraction of families, and is just a portion of the revenue of most programs, making it hard to impact the total workforce and potentially raising costs for families who pay on their own
- Examples:
 - NM and DC are using cost models to set rates
 - LA has piloted use of contracts

Health Care Benefits

Washington State Child Care Health Benefits Program

- Audience: Licensed Family Home Child Care Providers who serve children in the state's public subsidy program
- Background: Collective bargaining between WA State and Service Employees International Union (SEIU) 925
- How and what:
 - Health and dental coverage
 - Monthly premium of \$30 deducted from state's payments to provider
 - Individual coverage only
 - Connected to ongoing timely, monthly form submission but coverage can continue even if some interruption of services to qualifying children
 - No coverage available if any other health coverage is available to the family child care provider
 - Per the state, the benefits are considered taxable income

Health Care Benefits

Washington State Premium Assistance Program for Employees of Child Care Facilities

- Audience: Employees of licensed child care facilities
- Background: Result of many working together
- How and what:
 - For those who are not Medicaid eligible, zero premium silver coverage through the WA State Health Exchange
 - Extensive outreach done by state early care and education agency (DCYF) to identify who might qualify
 - Customized assistance provided by health navigator
 - Many individuals qualify for Medicaid rather than Exchange Plan; provided for either program

Improving Child Care Compensation Backgrounder 2021



<https://bit.ly/BUILDCompensation8Strat>

For more information

- public policy strategies currently underway
- profiles and examples of 8 strategy areas
- video interviews of state and community leaders



Additional Workforce Initiatives in Louisiana



Who are the Tiger Team members?

A tiger team is a specialized, cross-functional team brought together to solve or investigate a specific problem or critical issue. The term “tiger team” originates from the military and was made famous by NASA who deployed a tiger team during the Apollo 13 mission in 1970.

Cross-sectional Thought Leaders in ECE:

- Child care providers (from small and large centers)
- LDOE leadership
- Community Advocacy Orgs
- Governor’s Office
- Industry Consultants



A Stronger Louisiana Starts
with Successful Children

What do we aim to accomplish over the next 6 months?

- **Goal:** To strengthen the ECE industry by way of attracting and retaining talent
- **Aim:** To develop initial public policy recommendations for improving the compensation and achieve professional compensation of the child care workforce in regulated centers and homes
- **Anticipated Outcomes:** To produce both a near-term and long-term compensation strategy that can be implemented at the local and state level



The Work In Progress & Work to be Done

Wage Scale Models for ECE professionals in Louisiana

- Guiding Principles
 - Must Make a Living Wage
 - Credentials AND experience are important
- 4 Groups Identified:
 - Directors
 - Administration/Leadership
 - Educators
 - Non-Instructional Staff

Remaining Strategy Sessions

- Identify Funding Streams to realize Compensation Improvement Recommendation
- Short-term and Long-term strategy
- Formal Recommendation to ECCE Task Force
- White Paper submission



A Stronger Louisiana Starts
with Successful Children

ORLEANS PARISH EARLY CARE & EDUCATION WORKFORCE TASK FORCE

- 30+ community partners convened to generate strategies for strengthening early care and education workforce in Orleans Parish
- Aligns with capacity building for Orleans Parish millage passed in April 2022 which will generate up to \$21M annually and is eligible for \$ for \$ state match through Louisiana Early Childhood Education Fund
- City Seats program set to grow from 400 children served currently to 1,000 with local funding and 2,000 with state match
- Given attrition (26-46% statewide) and increased capacity, need to hire 519-819 new educators

SCOPE OF WORK

- define what the term "workforce" is and means for the local early care and education sector and the components that comprise it
- identify local and state efforts related to supporting and improving the early childhood educator ecosystem
- identify constraints and challenges and generate programmatic and systemic solutions
- identify and clarify roles and responsibilities for the organizations involved in this work and the necessary timelines in playbook by March 2023

THREE FOCUS AREAS (BUCKETS)

- **Preparation + Career Pathways**
 - **Challenges:** Limited Infrastructure/Funding for Preparation, Most Educators Need to Work Full-Time While Learning, Louisiana Pathways Often Backlogged
 - **Initial Strategies:** Clarify Career Pathways, Increase Access to Preparation, Improve Public Perception of Profession
 - **Look At:** Paid Apprenticeships, WIOA Dollars, High School Pathways/Dual Enrollment, Expanded Education Subsidies
- **Retention + Recruitment**
 - **Challenges:** Challenging Work, Low Wages (State Average = \$20K Annually), Limited Career Mobility, ECE + K-12 Efforts Not Linked, ECE Programs Operate in Silos
 - **Initial Strategies:** Retention As Primary Strategy, Identify Communities of Interest for Recruitment, Create Paid Internships/Apprenticeships, Increase Support for Program Leaders, Generate Media Campaign
 - **Look At:** Other Industry Strategies, Sustainable Incentives
- **Compensation (Pay + Benefits)**
 - **Challenges:** Inconsistent Access to Benefits/Shared Services, Benefits Cliff/Low Wages, Wage Imbalance Across Programs + Types
 - **Initial Strategies:** Identify Benefits Landscape + Hierarchy, Explore Wage Enhancements (DC, San Francisco)
 - **Look At:** Funding Streams + True Cost of Care, LPIC Tiger Team Recommendations



**IX. Consideration of the
2022-2023 goals and objectives
for the Early Childhood Care and
Education Commission**

Early Childhood Care Commission Goals 2022-2023

2022 legislation reauthorized the Early Childhood Care and Education Commission.

This legislation continues to charge that the Commission do the following:

- Study and make recommendations relative to establishing a vision for the future of early childhood care and education in Louisiana.
- Establish and appoint members to a task force
- Provide a report, that incorporate the task force's findings and recommendations, to the governor, members of the legislature, the state superintendent of education, and the State Board of Elementary and Secondary Education no less than thirty days prior to the first day of the regular session (April 10, 2023)

ECCE Commission Task Force Goals 2022-2023

In addition to reauthorizing the Early Childhood Care and Education Commission, 2022 legislation also requires the Commission to establish and appoint members to a Task Force.

The Task Force is charged with the following:

- identifying and recommending alternative state and local funding strategies for quality early childhood care and education
- identifying and recommending strategies to address workforce compensation and benefits issues within the early childhood care and education field

Upcoming Meetings

ECCE Commission Meeting Dates

September 14, 2022

1:00 - 4:00 p.m.

November 1, 2022

1:00 - 4:00 p.m.

January 19, 2023

1:00 - 4:00 p.m.

ECCE Task Force Meeting Date

September 30, 2022

10:00 a.m. - 12:00 p.m.

October 19, 2022

1:00 - 3:00 p.m.

November 17, 2022

1:00 - 3:00 p.m.

January 10, 2023

1:00 - 3:00 p.m.