SAN DIEGO COUNTY SHARED SERVICES ALLIANCE EVALUATION REPORT

YEAR 2 JULY 2025

PRESENTED BY:

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Center for Excellence in Early Development

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Executive Summary

In September of 2023, the San Diego YMCA, in partnership with a group of local organizations that serve child care providers, was awarded the San Diego County Shared Services Alliance (SSA) contract. These organizations included: Chicano Federation (CF), Child Development Associates (CDA), Horn of Africa (HOA), and International Rescue Committee (IRC).

The program was established to support child care providers by helping them strengthen the sustainability of their businesses and promote growth. The program aimed to accomplish this by helping providers improve their business practices and operational infrastructure. The San Diego SSA model combined business coaching, professional development, and technology to support child care providers to meet the program's goals and objectives. Following the completion of Year 1, 98 providers continued in the program for Year 2 and 27 new providers were enrolled. Thirteen (13) of these newly enrolled providers were participants of the SSA pilot program conducted by the YMCA and CDA, and opted to continue membership in the county-wide program. There were five providers who left the program in Year 2 for various reasons. The pre- and post- data collected from the 120 providers who either continued from Year 1 or were onboarded in Year 2 is reflected in this report.

Luminary Evaluation and the San Diego State University Center for Excellence in Early Development conducted the Year 1 and Year 2 program evaluation. By the end of the first year, providers made considerable gains in business sustainability and growth. At the end of Year 2, returning providers completed unfinished goals from Year 1 and set new goals as goals were completed. Returning providers were more likely to complete long-term goals because they were in the program for two years. By the end of Year 2, returning and newly enrolled providers learned new skills through trainings and improved their overall business sustainability and growth through 1:1 coaching.

The San Diego SSA team of program/agency leaders, business coaches and cultural navigators were instrumental in ensuring all goals and objectives were met or exceeded. This evaluation report presents data demonstrating the effectiveness of the program in meeting its goals and objectives.

Evaluation Finding: 120 child care providers served during Year 2 of the San Diego County SSA demonstrated progress toward the following goals established at the program's outset:

Increase Enrollment Capacity
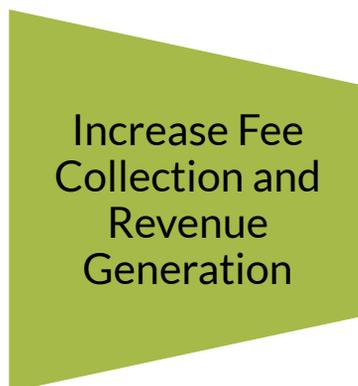
Increase Fee Collection and Revenue Generation

Increase business efficiencies, infrastructure, and access to a technology platform

Executive Summary: Goal Progress

SSA Goal: Increase Enrollment Capacity		
Business Growth		
Indicator	**Progress** (Pre/Post Yr 2)	**Evidence**
Enrollment	Stable	**66%** of providers increased or sustained enrollment. Overall enrollment increased by 5%.
Waitlist	Improved	**38%** of providers actively manage a waitlist (increase from 30%).
Funding	Goals Achieved	**87% (n=104)** providers reported that they applied for local San Diego County Stipends (total amount funded is unknown at time of report). **$129,000** in additional grants or loans was funded between June 2024 and May 2025.
Weekly Rates	Improved	Average weekly tuition rates for full-time children increased across all age groups from Fall 2024 to Spring 2025.

SSA Goal: Increase Fee Collection and Revenue Generation		
Financial Management		
Indicator	**Progress** (Pre/Post Yr 2)	**Evidence**
Bad Debt	May Need Attention	**86%** of providers report that they have no bad debt. (Bad debt is defined as tuition fees that are past due and outstanding; decreased from 89%)
Budget	Improved	**62%** of providers report they have a budget or cash flow system in place (increased from 49%).
Savings	Improved	**68%** of providers have savings or financial reserves (increased from 63%).

Executive Summary: Goal Progress

SSA Goal: Increase Fee Collection and Revenue Generation (continued)

Networks and Provider Programs

Indicator	Progress (Pre/Post Yr 2)	Evidence
CACFP	May need attention	**59%** of providers participate in the Child and Adult Care Food Program (CACFP), (decreased from 61%).
Union	Improved	**72%** of providers are members of the Child Care Provider Union (increased from 65%).
SDQPI	Improved	**38%** of providers participate in the San Diego Quality Preschool Initiative (SDQPI) (increased from 31%).
Workforce Registry	Improved	**93%** of providers are members of the Workforce Registry (increased from 63%).
Subsidy	Stable	**96%** of providers accept at least one type of subsidy (increased from 95%)

SSA Goal: Increase business efficiencies, infrastructure, and access to a technology platform

Licensing and Operations

Indicator	Progress (Pre/Post Yr 2)	Evidence
Wages	Improved	**$1.00** (average full-time hourly wage increase) and **$0.96** (average part-time hourly wage increase).
Benefits	Improved	**51%** of providers offer paid time off (Increased from 45%).

Continuing Education

Indicator	Progress (Pre/Post Yr 2)	Evidence
Continuing Education	Goals Achieved	**9** providers worked toward a child development permit, teaching credential or were attending classes at a local college.
SSA Training	Achieved Program Objective	**98% (n=118)** of providers attended at least one SSA training session.

Executive Summary: Goal Progress

SSA Goal: Increase business efficiencies, infrastructure, and access to a technology platform (continued)		
Indicator	**Progress** (Pre/Post Yr 2)	**Evidence**
Recordkeeping		
Organization and Policies	**Goals Achieved**	**36%** of providers implemented new or updated client contracts and policies and **34%** implemented the use of technology in operating their business (i.e. CCMS or Excel).
Communication		
CCMS	**Improved**	**76%** of providers report using a Child Care Management System (CCMS) (increased from 58%).

Executive Summary: Program Objectives

Program objectives were also created to establish activities and services that would achieve SSA goals.

Program Objective	Description	Evidence of Achievement
1. SSA Enrollment	Minimum of 240 hours of service to a minimum of 105 providers to be enrolled into the SSA during the initial term and 120 providers enrolled each contract year to support their business resiliency and efficiency.	**120** providers enrolled and served during SSA Year 2.
2. Business Assessment Tool	Support 100% of participating providers with completion of either a Business Administration Scale for Family Child Care (BAS) or Program Administration Scale (PAS).	**100%** of providers in the San Diego County SSA completed the BAS, PAS, or Business Practices Checklist.
3. Provider Engagement Plans	Support 100% of providers with completion of an engagement plan.	**100%** of providers in the San Diego County SSA completed an engagement plan.
4. Provider Goals	Provide a minimum of 1,260 hours of service to a minimum of 105 providers enrolled during the initial term and 120 providers each contract year after to support goal completion in the areas of full enrollment, full fee collection, and revenue covers per-child cost. (Data after May 30th is not reflected in this report. The program was ongoing and additional objectives were achieved after the reporting date.)	Providers in the San Diego County SSA participated in **2,656 hours** of coaching (self-reported) between July 2024 and May 2025. **96%** of providers completed at least 1 goal from their engagement plan and **423** goals were completed between July 2024-May 2025.

Providers who completed SSA Year 2 program deliverables through May 30, 2025 (n=120).

Business Assessment	100%
At least 1 training	98%
Engagement Plan - At least 1 business goal	96%

Introduction

Introduction – SSA Team

The San Diego County SSA brings together seven organizations, including three ethnic community-based organizations (ECBOs) that work in concert to provide data-driven business coaching and development support to child care providers.

Project Lead: The YMCA's Childcare Resource Service (CRS), the contract holder and project lead, is a state-funded Child Care Resource & Referral agency that serves all of San Diego County. The YMCA CRS has worked extensively with family child care providers for 45 years, supporting programs in getting licensed and opening their doors, supporting them with referrals from families looking for child care, and providing training and coaching on a variety of topics. YMCA CRS is also one of two Alternative Payment Programs providing child care subsidies to San Diego County families and payments to the child care programs they wish to use.

Partner Organization: Child Development Associates (CDA) is a multi-service nonprofit with 50 years of experience in providing subsidized child care reimbursements. CDA offers comprehensive support to family child care providers in San Diego and five other counties through nutrition education, personalized in-home coaching, and financial assistance. Committed to enhancing the stability and growth of child care businesses, CDA has distributed millions of dollars in stipends, grants, and supplemental payments. Through these initiatives and strategic partnerships, CDA remains steadfast in its mission to support the success and well-being of thousands of children, families, and child care providers with a whole-person and multi-generational approach.

Partner Organization and ECBO: Chicano Federation's (CF) mission is to cultivate opportunities and advocate for families and individuals for a more equitable community. Chicano Federation serves a diverse population with programs that help low-income children and families access vital and often life-changing services. Chicano Federation programs and services include subsidized care for infants and toddlers, early childhood education at a preschool in Barrio Logan, nutritious meals for children in family child care homes and affordable housing. For the past five years, Chicano Federation has partnered with the IRC, Horn of Africa and CEED to design and implement the STEPS program.

Partner Organization and ECBO: Horn of Africa (HOA) is the leading community-based organization representing and advocating for African refugees and immigrants in San Diego, with a particular emphasis on refugees from Somalia. Horn of Africa began training and licensing child care providers 14 years ago and initiated the Mid-City Microenterprise Program to provide training to refugees and asylum seekers from Somalia and other East African countries, leading to state certification as home child care providers. For the past five years, Horn of Africa has partnered with the IRC, Chicano Federation and CEED to design and implement the STEPS program.

Partner Organization and ECBO: The International Rescue Committee (IRC) has 24 years of experience in refugee and immigrant microenterprise development, and over the last five years, has successfully assisted over 500 refugees and immigrants in establishing, sustaining, or growing their FCC businesses throughout San Diego County. The IRC has built strong and longstanding partnerships with key stakeholders in the FCC licensing realm, including the State of California's Division of Community Care Licensing and the YMCA of San Diego County's Childcare Resource Service. For the past five years, IRC has partnered with Chicano Federation, Horn of Africa and CEED to design and implement the STEPS program.
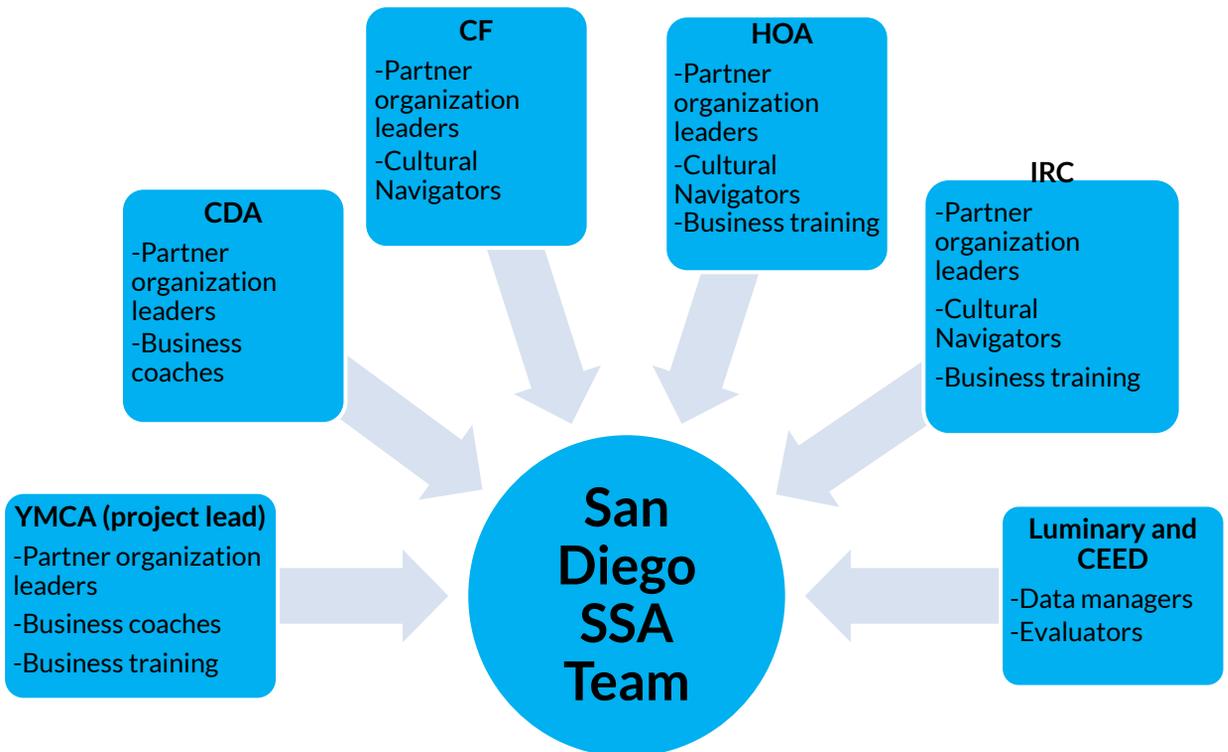
Introduction – SSA Team

Evaluator: Luminary Evaluation is a full-scale program evaluation firm that helps nonprofits, state agencies, and funders develop and implement effective data collection and practices. Luminary co-designs tailored data collection approaches with clients, collecting holistic data from primary sources and the people who know them the best, independent analysis, and identifying opportunities for scaling and impact by leveraging field expertise. Luminary has conducted dozens of evaluations for early childhood education programs and education systems to measure effectiveness, recommend opportunities to increase impact, and help guide investments.

Evaluator: Situated within San Diego State University, the Center for Excellence in Early Education (CEED) is a transdisciplinary, research-based training facility with a holistic approach to supporting early childhood development, mental health, and early childhood education. CEED faculty conduct applied research and engage in evaluation efforts aimed at the identification of promising practices that can be scaled up and shared with the broader research and educational community. For the past six years, CEED has helped design, implement, and evaluate the STEPS program, while also conducting research on the impact of the cultural navigators (Garrity et al., 2024).

Roles were established among the project partners to facilitate the coordination and implementation of services. Team members offering direct services to child care providers were called business coaches by CDA and YMCA and cultural navigators by HOA, IRC, and CF.

CF
-Partner organization leaders
-Cultural Navigators

HOA
-Partner organization leaders
-Cultural Navigators
-Business training

IRC
-Partner organization leaders
-Cultural Navigators
-Business training

CDA
-Partner organization leaders
-Business coaches

YMCA (project lead)
-Partner organization leaders
-Business coaches
-Business training

San Diego SSA Team

Luminary and CEED
-Data managers
-Evaluators

San Diego Shared Services Alliance Program Design

SSA Development and Purpose

Program Development

The San Diego SSA Program Team modeled Year 1 and 2 after similar programs both nationally and locally.

- **National Programs**: The YMCA leadership team adopted successful components of SSA programs across the country before finalizing a model that would work best for child care providers in San Diego County. One industry-standard sustainability model critical to the program's development is the Iron Triangle of Early Childhood Finance. This model contends that business success is based on three tenets, full fee collection, full enrollment, and revenues that cover the cost per child.

- **San Diego SSA Pilot**: In 2022, in partnership with CDA, First 5 California awarded the YMCA funding to design and pilot a two-year SSA pilot serving 15 child care providers. The pilot program established a foundational model for the County-funded SSA expansion, which began during the pilot program's second year of implementation. Luminary Evaluation, in concert with YMCA and CDA developed a series of data collection tools and conducted an evaluation of the program. The evaluation identified the foundational success and future promise of the SSA approach. The data collection tools developed during the pilot were collaboratively refined and adapted to serve the expanded SSA. This allowed for seamless integration as the pilot and Year 1 merged.

- **STEPS Program**: The ECBOs, which included the Chicano Federation, Horn of Africa, IRC, and CEED brought expertise from their participation in a family child care provider workforce development program titled Steps to Family Child Care Success (STEPS). The STEPS program uses cultural navigators to help deliver program services, by training and coaching FCC providers on their business efforts (Garrity et al., 2021; Garrity et al., 2024). Over the last five years, CEED and the three ECBOs, participated in STEPS program development and implementation. CEED also conducted yearly evaluations that have demonstrated the efficacy of a cohort-based professional development program embedded in ECBOs. CEED's research efforts have also illuminated the value of a professional development model that is culturally and linguistically responsive (Garrity & Miller, 2025; Garrity, et al., 2024).

Program Purpose

The San Diego County Shared Service Alliance (SSA) has two overarching goals for supporting both center-based and family child care providers:

- Support targeted providers countywide to increase and strengthen provider capacity by bolstering the sustainability of their child care business and enhancing business resilience.
- Connect and provide access to participating providers with a network of business supports to ensure the efficiency, resiliency, and viability of their business.

SSA Program Features

Program Features

Year 2 of San Diego's SSA focused on three main supports for center-based care providers and family child care providers.

- Business coaching: One of the unique characteristics of San Diego's SSA is the use of business coaches and cultural navigators to support providers throughout their time in the program. Both the business coaches and cultural navigators support the providers with tools and resources to help improve the growth and sustainability of the providers' businesses. Their coaching is focused on helping providers achieve full enrollment, full fee collection, and revenues cover per-child costs as described in the [Iron Triangle formula for ECE programs](). They schedule 1:1 sessions with each provider to set goals and work on plans to achieve the goals. The use of cultural navigators to support providers from the diverse cultural communities served by the ECBOs is a key feature of business coaching. The efficacy of this approach is informed by research and evaluation conducted by CEED on the STEPS program (Garrity & Miller, 2025; Garrity, et al., 2024). Cultural navigators provide language translation and culturally and linguistically responsive services to support provider business success. During Year 2, SSA business coaching is:
  - Goal-based
  - Highly individualized
  - Provider driven
  - Data informed
  - Supported with resources (i.e., ECE shared resources website, YMCA website, BAS/PAS/Checklist, monthly meetings)
  - Based on the Iron Triangle
  - Culturally and linguistically relevant

- Provider Training: The YMCA, IRC and HOA were contracted to offer trainings based on the needs of the providers from each organization in the primary language of the providers. The need for training was assessed based on the analysis of intake data conducted as part of the mid-program report and by collaborating with organizational partners to individualize training and ensure that training was culturally and linguistically responsive.

- Child Care Management System (CCMS) – CareConnect: YMCA developed a partnership with MCT Technology to offer a free subscription to the CareConnect platform, a child care management system to the members of SSA. CareConnect Provider is a software available for providers via the web or mobile app that includes features such as automated billing, attendance recording, and has an embedded social media application to deliver updates to families about their child's activities and progress. CareConnect Subsidy is a cloud system geared toward agencies that helps systems manage and scale Child Care Subsidy programs. Features include electronic document management, attendance tracking, invoicing, automated billing, Application Programming Interface (API) integration, workflow automation, and data analytics.

SSA Program Features

Program Design:

The partner organizations have strong reputations as child care advocates and have established relationships as system leaders with child care providers in their community. The YMCA and CDA hired business coaches and Chicano Federation, Horn of Africa and IRC hired cultural navigators to recruit providers and offer 1:1 support with their business goals. The YMCA, HOA and IRC also employed experts to conduct training sessions. Trainers were both internal employees of the ECBO and experts from community agencies. Resources such as the California Association for the Education of Young Children's shared resources site, the BAS/PAS training guide, the Business Practices Checklist, and mid-program data shared at monthly team meetings informed both the coaching and training features of the program. A free subscription to the child care management system, CareConnect, was offered to providers to help them automate business practices.

Design Team (Year 1 only)
As a continuation of the pilot program, a design team comprised of providers was established to ensure responsiveness to ongoing needs in the design of model elements.

Partner Organizations → Training

Business Coaching — Language translation → Provider

Ongoing Data Collection & Resources

Training — Primary language → Provider

CCMS → Provider
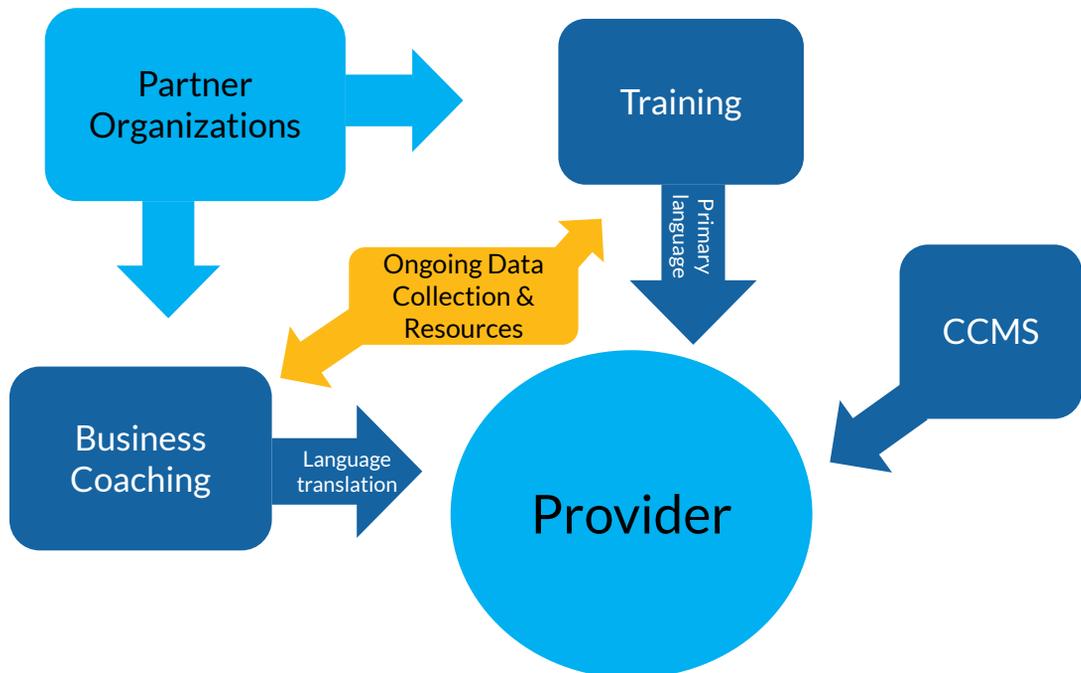
SSA Goal-based Coaching Approach

A goal-based coaching approach was developed during the SSA Pilot program. The elements of the coaching model were also applicable to the SSA program Years 1-2. These elements and how they were implemented are described below.

Elements of the San Diego Shared Services Alliance Coaching Model	
Establish Trust	Providers and SSA staff report that a positive, trusting relationship is foundational to successful coaching and continued engagement. IRC, HOA and CF instituted cultural navigators as business coaches to establish a cultural and linguistic connection with providers.
Connect to Trainings	The YMCA, IRC and HOA offered targeted trainings on various business practices throughout the program. Trainings were offered in the provider's primary language so that understanding of the concepts is comprehensive.
Navigate and Share Resources	One of the most frequently discussed values of coaching was the curation of resources. Providers can get overwhelmed by the amount of content available to them. Business coaches and cultural navigators identified which resources would be most helpful and supported providers as they applied these tools to their goals. Coaches and cultural navigators spend considerable time translating resources, especially those only offered in English and Spanish.
Utilize Preferred Modes of Communication	Business coaches and cultural navigators were flexible in the settings in which they met with providers. They found providers responded best when individual communication preferences were identified and used. These preferences included a mix of emails, texts, phone calls, Zoom meetings, and in-person visits.
Accommodate Provider Schedule	The demands on provider time are substantial and can become more intense (e.g. staff turnover can result in a director spending more time in a classroom). Business coaches were responsive to these changing demands and adjusted meeting frequency as needed. Trainings were offered during the evenings after most children had been picked up. However, for those that care for children during non-traditional hours, trainings over Zoom allowed providers to still care for children while attending.
Identify Individualized Goals	Business coaches selected achievable and realistic initial goals, which was important for building provider trust and maintaining engagement in the program. Some organizations also found many of their providers needed assistance with certain business practices and focused on this one area to making coaching more efficient.

Evaluation Methodology

Evaluation Methodology

The project period for Year 2 spanned from June 2024 through May 2025. Program implementation occurred in four phases, with some phases overlapping.

Phase	Timeline	Activities
Phase 1 **Data Collection Assessment and Improvement**	June 2024 - July 2024	Evaluators refined pre- and post- survey questions, revisited items on the taxes and budget survey and improved the engagement plan.
Phase 2 **Data Collection**	June 2024 – Dec 2024	Intake data, BAS/PAS/Business Practices Checklist completed.
	June 2024 – May 2025	Contact logs, monthly quick checks, engagement plans, coach satisfaction survey, post training surveys are all ongoing.
	May 2025	Post-survey data, coach and provider satisfaction surveys, contact logs, quick checks and engagement plans are finalized, focus group with coaches conducted.
Phase 3 **Mid-Program Analysis**	January 2025	Coaches' satisfaction survey analysis and presentation of results.
	June 2024 - May 2025	Progress reports are submitted monthly and report on the completion of the business assessment tool, provider goals and provider trainings.
Phase 4 **Reporting**	May-June 2025	Full data analysis completed, and report generated.

Phase 1 Data Collection Assessment and Improvement:
The evaluation team, SDSU's CEED and Luminary Evaluation assessed the use of all measurement and data collection tools and made changes or updated the data collection procedures based on feedback and any inefficiencies discovered in Year 1.

Changes to the data collection procedures were communicated to coaches and cultural navigators during the partner meetings. The evaluation team remained available to coaches and cultural navigators for continued assistance. Improvements and updates to the tools were made throughout the program period based on coach or cultural navigator feedback.

Evaluation Methodology

Phase 2 Data Collection:

The measurement tools designed by the evaluation team were used to collect three types of data: baseline and needs assessment, program implementation, and end of program. These tools were used to collect provider data and feedback on program implementation from the business coaches, cultural navigators and partner organizations. Cultural navigators and business coaches collected all data directly from the providers in their primary language. The data was translated (if needed) and input into online questionnaire forms or uploaded into a secure cloud system provided by the YMCA.

Tool	Timing	Purpose
Baseline & Need Assessment Measures		
Intake Survey	Beginning of each program year	Captures provider demographic data, baseline of provider business characteristics, ongoing provider needs.
Business Administration Scale (BAS) (Talan & Bloom, 2009) Program Administration Scale (PAS) (Talan & Bloom, 2011)	Once per program year	Used to measure and improve overall quality of business and professional practices in child care settings. The program lead required one construct to be updated in Year 2.
Business Practices Checklist	Once per program year	Records utilization of best business practices for FCC providers.
Budget & Taxes Survey	Once per program year	Captures budget and tax data for each provider.
Program Implementation Measures		
Contact Log	Throughout program year	Captures self-reported coaching hours and tasks completed.
Quick Check	Monthly	Captures provider enrollment data.
Engagement Plans	Throughout program year	Working document used by the business coaches to track goals and the steps completed to achieve the goals.
End of Program Data Measures		
Coach & Cultural Navigator Satisfaction Survey	December and April of each program year	Used to gain feedback from the business coaches or cultural navigators on program effectiveness.
Provider Satisfaction Survey	End of each program year	Used to gain feedback from the providers on program effectiveness.
Post Training Survey	After each training session	Used to gain feedback from the training sessions.
Focus Groups	End of each program year	A focus group with coaches and cultural navigators was conducted to gain open-ended feedback.
Post Survey	End of each program year	Captures any changes in provider business characteristics.

Evaluation Methodology

Phase 3 Mid-Program Data Analysis for Continuous Improvement:
Evaluators analyzed and prepared mid-program reports and corresponding presentations as part of continuous program improvement efforts.

- **Monthly Progress Reports**: A data system was designed to track the information required to complete the monthly progress reports (MPR) submitted regularly as required by the contract. The MPRs gave a snapshot of the number of providers enrolled, basic demographic data, number of BAS/PAS/Business Practices Checklists completed, goals completed, and trainings attended. This data system was updated in real-time to allow accurate reporting to the project lead.
- **Business Coach and Cultural Navigator Surveys**: Surveys were analyzed and presented to inform the partner organizations about the challenges and successes of the business coaches and cultural navigators. Partner organization leaders worked to support business coaches and cultural navigators with resources and trainings to make changes to the program in an effort toward continuous improvement.

Phase 4 Reporting:
The evaluation team ensured business coaches and cultural navigators collected and finalized all year-end data. A focus group with the business coaches and cultural navigators from each organization was conducted to learn more about the successes and challenges they faced during the second year of the SSA program. A written guide was developed, drawing from principles of Appreciative Inquiry (Preskill & Coghlan, 2003), and shared with participants ahead of time. It was comprised of three questions:

- **Peak Experience** - Think back on your experience with the Shared Services Alliance, and remember a time when you felt most energized and most proud to be part of this program. Tell a story about that time. What happened? What were you doing? What were others doing? What contributed to the success you experienced? Tell the story giving some detail.
- **Values** - Without being modest, what do you value most about yourself as a coach? About this program? About the work you do with providers?
- **Wishes** - If you had three wishes for this program to make more of these exceptional experiences possible, what would they be and why?

Focus groups were audio recorded and transcribed, and data were cleaned and analyzed for presentation in the final report. The experiences of coaches and cultural navigators amplified their positive experiences, described their core values as coaches/cultural navigators and highlighted how these values shaped their work. Data also captured how participants envision their work and how the program could be enhanced in the future. These insights are embedded throughout this report.

Achievement of Program Objectives

Program Objective 1: SSA Enrollment

Objective: Minimum of 240 hours of service to a minimum of 105 providers enrolled into the SSA during the initial term and 120 providers enrolled each contract year to support their business resiliency and efficiency.

120 Child Care Providers participated in the SSA across San Diego County

6 Centers
50 Small FCCs
64 Large FCCs

1,469 Total Licensed Capacity
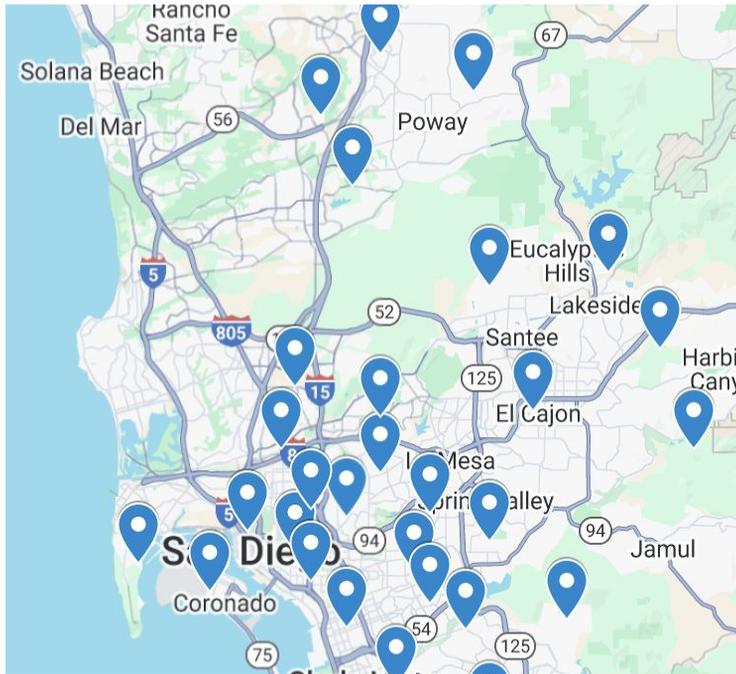
Providers served by SSA partner organizations. (n=120)

- Horn of Africa 20
- Child Development Associates 20
- International Rescue Committee 20
- Chicano Federation 20
- YMCA 40
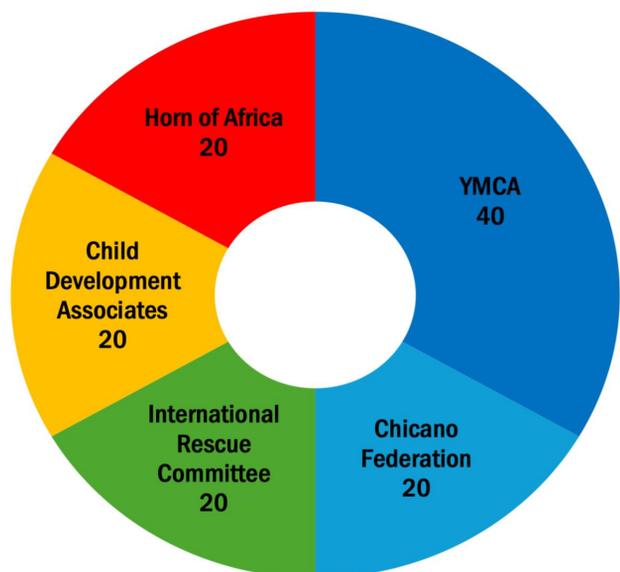
SSA Enrollment: Provider Demographics

Participating provider race/ethnicity.
(n=120)

- White or European: 6%
- Asian or Asian American: 1%
- Middle Eastern or North African: 17%
- Hispanic or Latino/a: 59%
- Black or African American: 20%

Highest Level of Education (n=120)

Education Level	Percent
No Formal Schooling	1%
No Diploma	3%
Post-Graduate Degree	2%
Bachelor's Degree	23%
Associates Degree	25%
Some College	8%
High School Diploma	25%
GED	6%
Middle School Diploma	6%
Elementary School	1%

Provider Income Levels (n=120)

Income	Percent
$0-$9,999	6%
$10,000-$24,999	10%
$25,000-$49,999	18%
$50,000-$74,999	17%
$75,000-$99,999	23%
$100,000-$149,999	17%
$150,000+	9%
Not Answered	2%

Primary Languages Spoken by Providers (n=120)

- French: 1%
- Ahmaric/oromo: 1%
- Ahmaric: 1%
- English/portugese: 1%
- Somali/English: 1%
- Arabic/English: 1%
- Tigena: 1%
- Farsi: 2%
- English/Spanish: 3%
- Arabic: 5%
- Arabic/Chaldean: 11%
- English: 13%
- Somali: 13%
- Spanish: 48%

Just over half of participating providers own their home and just under half rent. (n=120)

- Renter/Tenant: 45%
- Homeowner: 55%
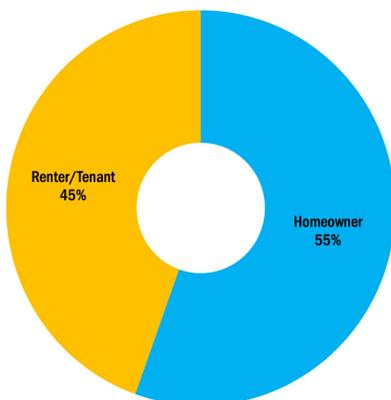
38% of providers report participating in public assistance or benefits programs. (n=120)

Program	Count
Medicaid	40
SNAP (Supplemental Nutrition Assistance Program)	3
CHIP (Children's Health Insurance Program)	1
Housing Choice Voucher Program (HCV formerly known as Section 8)	1
TANF (Temporary Assistance for Needy Families)	0
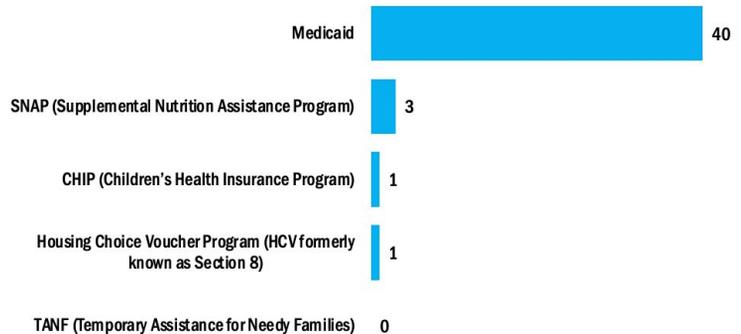
Program Objective 2: Business Assessment Tool

Objective: Support 100% of participating providers with completion of either a BAS or PAS.

The BAS/PAS, Business Practices Checklist, and Goal Formation

The business coaches and cultural navigators utilized a goal-based approach to coaching.

To measure the efficacy of a goal-based approach, the evaluation team developed a robust system of metrics designed to demonstrate how business coaches and cultural navigators assisted providers to make progress toward business resilience and sustainability. The data collected offers a detailed understanding of the providers' business practices at intake, the goals set by the providers, the action steps implemented to achieve provider goals, and a final data snapshot of the providers' goal completion and business practices at the end of the program.

The findings in the following section will describe the process for determining progress toward business resilience and sustainability. We first present the results of the BAS, PAS, and the Business Practices Checklist. In the next section, we provide an overview of the goals completed by the providers. These goals were documented and tracked in the engagement plans. An engagement plan is a working document used by business coaches and cultural navigators to track goals and the steps completed to achieve the goals

This overview categorizes the goals according to the constructs used in the Business Practices Checklist, and each goal is described in detail to highlight the quality of business practices that the providers completed with the assistance of the business coaches and cultural navigators.

Business Assessment Tool: BAS Results

Below is a summary of the overall BAS subscales and overall average score for Year 2 as compared to the BAS normative sample average. The project lead required coaches to record a new score for one BAS subscale for returning providers. CDA & IRC coaches and cultural navigators rescored the entire BAS for returning providers (n=34). IRC completed the Business Practices Checklist for newly enrolled providers (n=6). The YMCA coaches rescored one subscale for each FCC provider (n=37). They focused on the subscales that were the lowest in Year 1 and where improvements were made, therefore comparisons of BAS results from Year 1 (or Pilot Year for those that joined) to Year 2 are separated by those that rescored one subscale versus those that rescored all 10 subscales. These results are illustrated in slides 26-27.

The average BAS subscales that deviate the most from the normative sample average are: Provider-Family Communication and Family Support and Engagement.

BAS Subscales and Overall Average Score Year 2 (n=71; CDA, IRC, YMCA)
------- BAS Normative Sample Average
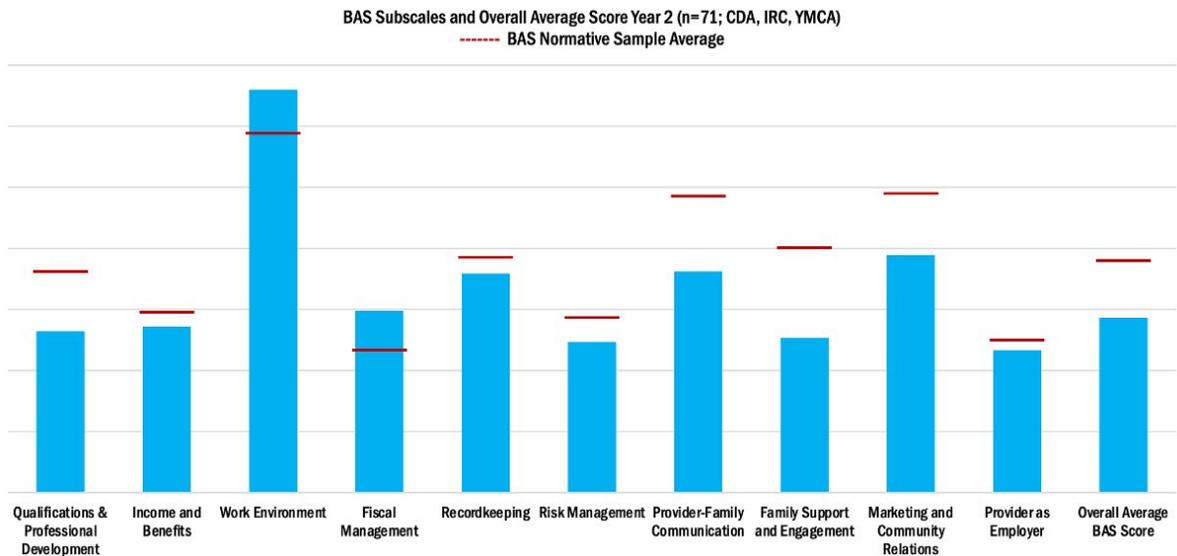
BAS Subscales and Total Average Score Year 2

Item #	Item	n=71 (CDA, IRC, YMCA)		
		M	SD	N
1	Qualifications & Professional Development	2.65	1.98	34
2	Income and Benefits	2.72	1.82	39
3	Work Environment	6.60	1.29	35
4	Fiscal Management	2.98	2.39	49
5	Recordkeeping	3.59	2.11	39
6	Risk Management	2.47	1.90	47
7	Provider-Family Communication	3.62	1.98	39
8	Family Support and Engagement	2.53	2.01	38
9	Marketing and Community Relations	3.89	1.51	36
10	Provider as Employer	2.33	2.06	9
	Overall Average BAS Score	3.36		

Business Assessment Tool: BAS Results

Baseline BAS data from the SSA Pilot and Year 1 program were compared to data received in Year 2. The YMCA coaches worked with providers to update their lowest BAS subscale (n=37), rescoring one subscale. The table below presents the average change in each BAS subscale and the number of providers that improved their subscale score. The largest number of providers (n=14) improved their Fiscal Management subscale.

It should be noted that there are circumstances that make it difficult for a provider to improve a subscale score. For example, to receive a score of seven for Qualifications and Professional Development, providers must have a minimum of a Bachelor's degree. Another example is that for a provider to receive a seven for Income and Benefits, a provider must maintain disability income insurance which many providers have not found necessary.

YMCA Average Change in BAS Subscale from Baseline (Year 1 or Pilot) to Year 2

Item	# of providers that improved score	Average Change
Qualifications & Professional Development	0	0.0
Income and Benefits	5	3.4
Work Environment	1	6.0
Fiscal Management	14	3.9
Recordkeeping	5	3.6
Risk Management	13	2.9
Provider-Family Communication	4	2.5
Family Support and Engagement	3	3.0
Marketing and Community Relations	2	2.0
Provider as Employer	0	0.0

Business Assessment Tool: BAS Results

CDA and IRC completed a full BAS assessment for each of their providers in Year 2. Baseline data from the SSA Pilot or Year 1 was used to show change over time. The chart displays Baseline and Year 2 averages for each subscale. The table shows the average change in each BAS subscale and the number of providers who were eligible to show a change in their subscale score. Providers were eligible to improve a score if they had not scored the maximum number of points at baseline (seven). Providers who scored a seven at baseline maximized their scoring potential and the average changes were excluded from the calculations.

Providers had the largest average increase in BAS subscales for the following constructs: Work Environment, Recordkeeping, and Marketing and Community Relations. Overall BAS scores improved by 0.56 points.

BAS Subscales and Overall Average Score Year 2 (n=30; CDA, IRC)
- - - - - - - **Baseline BAS Score (Pilot or Year 1)**
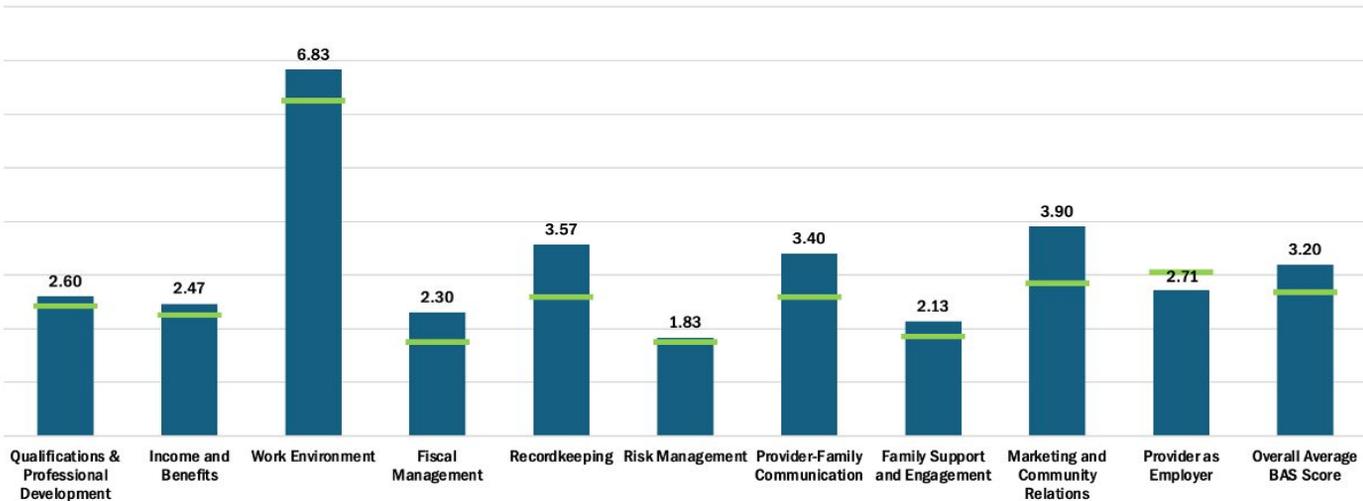
CDA & IRC Average Change in BAS Subscale from Baseline (Year 1 or Pilot) to Year 2
Scores that were maximized at baseline were removed because they did not change.

Item	N	Average Change
Qualifications & Professional Development	29	0.0
Income and Benefits	29	3.4
Work Environment	11	6.0
Fiscal Management	27	3.9
Recordkeeping	28	3.6
Risk Management	29	2.9
Provider-Family Communication	28	2.5
Family Support and Engagement	28	3.0
Marketing and Community Relations	28	2.0
Provider as Employer	5*	0.0

*only 5 providers had employees

Business Assessment Tool: PAS Results

Below is a summary of the overall PAS subscales and overall average score for Year 2 as compared to the PAS normative sample average. The project lead required coaches to record a new score for one PAS subscale for returning center-based providers. The CDA coach rescored the entire PAS for all returning providers (n=4). The YMCA coaches rescored one subscale for each provider (n=4). They focused on the subscales that were the lowest in Year 1 and where improvements were made, therefore comparisons of PAS results from Year 1 (or Pilot Year for those that joined) to Year 2 are separated by those that rescored one subscale versus those that rescored all subscales. These results are illustrated in pages 30-31.

Center-based providers are above the normative sample average for the majority of subscales. The average PAS subscales that deviate the most from the norm sample average are: Staff Development and Professional Growth, Evaluation and Continuous Improvement, and Meetings and Shared Decision-Making.

PAS Subscales and Overall Average Score Year 2 (n=8; CDA, YMCA)
------- PAS Normative Sample Average
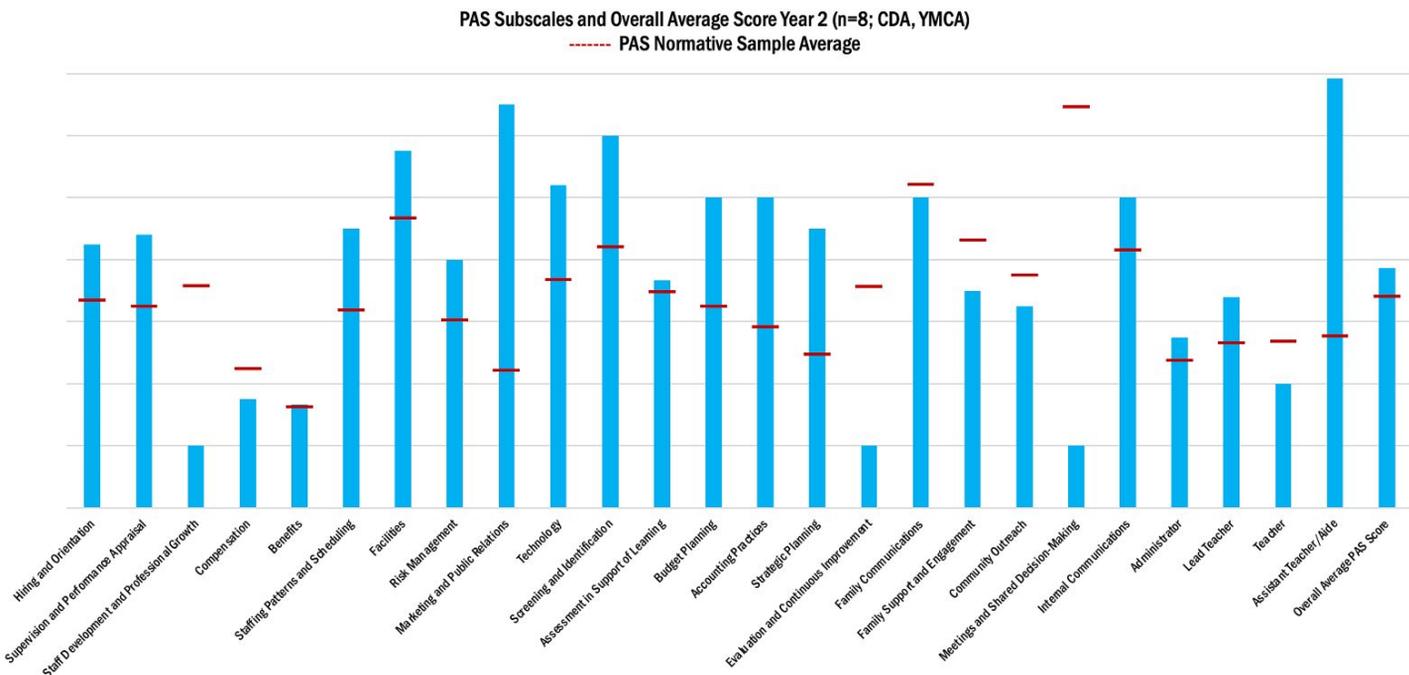
Business Assessment Tool: PAS Results

PAS Subscales and Total Average Score Year 2

Item #	Item	n=8 (CDA, YMCA)		
		M	SD	N
1	Hiring and Orientation	4.25	3.20	4
2	Supervision and Performance Appraisal	4.40	2.19	5
3	Staff Development and Professional Growth	1.00	0.00	4
4	Compensation	1.75	1.50	4
5	Benefits	1.67	1.03	6
6	Staffing Patterns and Scheduling	4.50	1.00	4
7	Facilities	5.75	1.26	4
8	Risk Management	4.00	2.68	6
9	Marketing and Public Relations	6.50	0.58	4
10	Technology	5.20	1.30	5
11	Screening and Identification	6.00	0.00	3
12	Assessment in Support of Learning	3.67	2.31	3
13	Budget Planning	5.00	2.31	4
14	Accounting Practices	5.00	0.82	4
15	Strategic Planning	4.50	1.00	4
16	Evaluation and Continuous Improvement	1.00	0.00	4
17	Family Communications	5.00	1.15	4
18	Family Support and Engagement	3.50	1.00	4
19	Community Outreach	3.25	1.50	4
20	Meetings and Shared Decision-Making	1.00	0.00	4
21	Internal Communications	5.00	2.71	4
22	Administrator	2.75	1.50	4
23	Lead Teacher	3.40	1.96	4
24	Teacher	2.00	N/A	1
25	Assistant Teacher/Aide	6.92	0.14	3
	Overall Average PAS Score	3.86		

Business Assessment Tool: PAS Results

Baseline PAS data from the SSA Pilot and Year 1 program were compared to data received in Year 2. The YMCA worked with providers to update their lowest PAS subscale (n=4). The table below shows the average increase in YMCA PAS subscales and the number of providers who improved their subscale score.

YMCA Average Change in PAS Subscale from Baseline (Year 1 or Pilot) to Year 2

Item	# of providers that improved score	Average Change
Supervision and Performance Appraisal	1	1.0
Benefits	2	2.0
Risk Management	2	5.0
Technology	1	5.0

CDA completed a full PAS score for their center-based providers (n=4) for two consecutive years. The chart displays Baseline and Year 2 averages for each subscale.

PAS Subscales and Overall Average Score Year 2 (n=4; CDA)
— Baseline PAS Score (Pilot or Year 1)
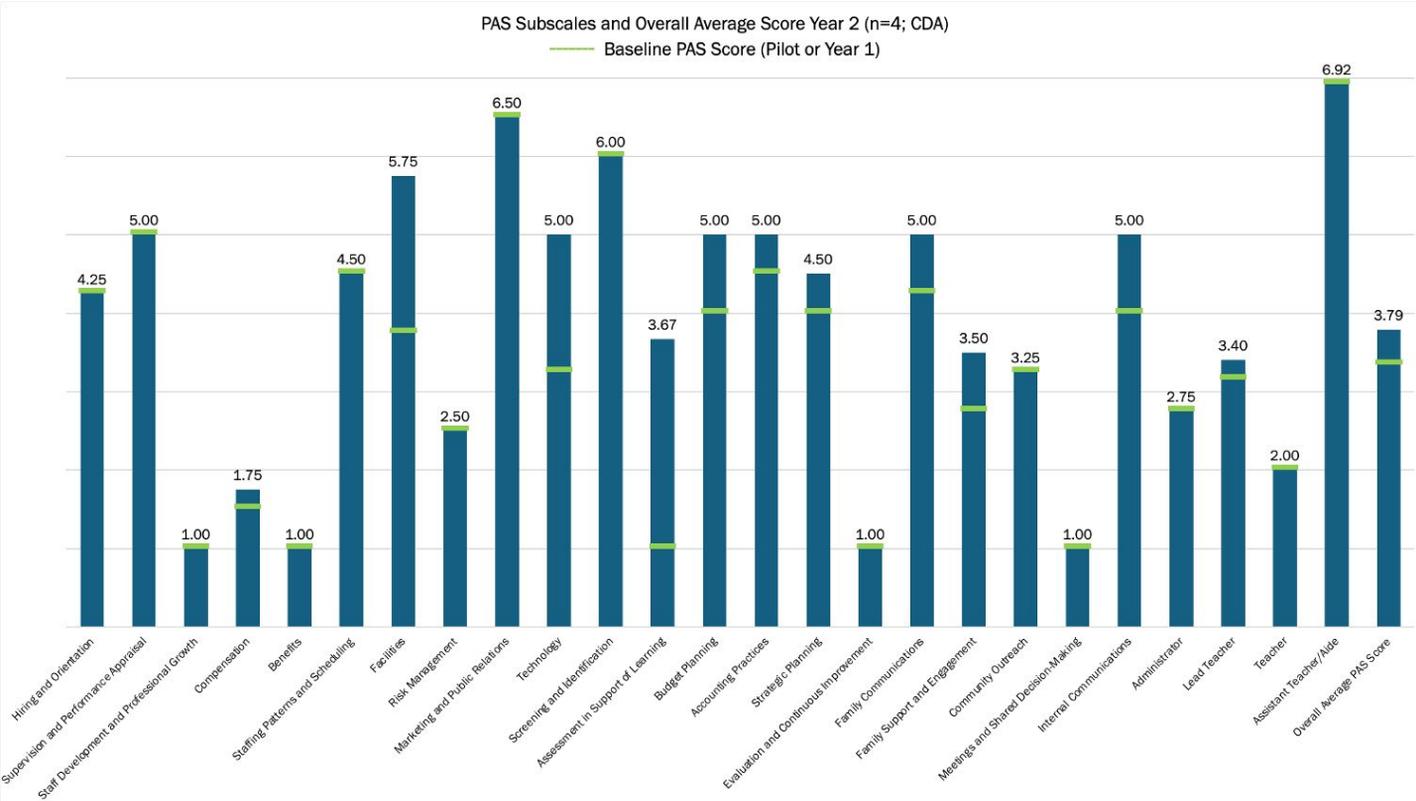
Business Assessment Tool: PAS Results

The table below shows the average change in CDA PAS subscales and the number of providers who were eligible to show a change in their subscale score. Providers were eligible to improve a score if they had not scored the maximum number of points at baseline (7). Providers who scored a 7 at baseline maximized their scoring potential and the average changes were excluded from the calculations.

Providers had the largest average increase in the following PAS items: Assessment in Support of Learning, Facilities, Screening and Identification and Budget Planning. Overall total PAS scores increased by 0.46 points.

CDA Average Change in PAS Subscale from Baseline (Year 1 or Pilot) to Year 2
Scores that were maximized at baseline were removed because they did not change.

Item	N	Average Change
Hiring and Orientation	4	0
Supervision and Performance Appraisal	4	0
Staff Development and Professional Growth	4	0
Compensation	4	0.25
Benefits	4	0
Staffing Patterns and Scheduling	4	0
Facilities	4	2
Risk Management	4	0
Marketing and Public Relations	2	0
Technology	4	1.75
Screening and Identification	3	2
Assessment in Support of Learning	3	3
Budget Planning	2	2
Accounting Practices	4	0.5
Strategic Planning	4	0.5
Evaluation and Continuous Improvement	4	0
Family Communications	4	0.75
Family Support and Engagement	4	0.75
Community Outreach	4	0
Meetings and Shared Decision-Making	4	0
Internal Communications	3	1.33
Administrator	4	0
Lead Teacher	4	0.25
Teacher	1	0
Assistant Teacher/Aide	1	0

Business Assessment Tool: Business Practices Checklist Results

Business Practices Checklist:
Results in the table on the following page are from the 44 providers that were administered the Business Practices Checklist in Year 2. Horn of Africa continued their use of the Checklist and completed the tool with all 20 providers. Chicano Federation opted to use the Checklist in Year 2 instead of the BAS for all 20 providers, and IRC used the Checklist for the four new providers they enrolled in Year 2.

The number of providers who answer "yes" to each construct are reported for each agency. The percentage of providers who may need assistance was also reported and represents possible coaching opportunities. Coaches and cultural navigators may focus their attention on areas with a high percentage of providers that need assistance. Business coaches and cultural navigators can assess the business practices that providers have not implemented and help them set goals in their engagement plans based on their needs.

Opportunity: The Business Practices Checklist has been updated and improved and is now named the Child Care Strength and Sustainability Index (CCSSI) (Miller et al., 2025) One distinction between the BAS/PAS and the CCSSI is the CCSSI is designed to be a guide for providers rather than a scored assessment. An initial round of psychometric tests have been completed on the CCSSI and the new tool will be piloted with two upcoming STEPS cohorts. It is recommended that all coaches and cultural navigators in SSA use the CCSSI to track goal completion for cohesive reporting purposes.

Business Assessment Tool: Business Practices Checklist Results

FCC Business Practices Checklist	HOA - Yes n=20	CF - Yes n=20	IRC - Yes n=4	Total	% of providers that may need assistance
1. Licensing and Operations					
1.1 Current FCC License: *Is the provider's FCC license current and up to date?*	20	20	4	44	0%
1.2 Current CPR and First Aid Certifications: *Are the provider's CPR and First Aid certifications current and up to date?*	20	18	4	42	5%
1.3 Current Child Enrollment Records: *Are each child's records for licensing up to date (i.e. immunizations, physical)?*	20	17	2	39	11%
1.4 Business Plan: *Does the provider have a business plan (within the last 5 years)?*	19	3	0	22	50%
1.5 Active Business Insurance Policies: *Does the provider maintain all necessary business insurance policies (liability, home/renters, auto)?*	20	11	1	32	27%
1.6 Business License or Business Tax Certificate: *Does the provider have a business license or business tax certificate?*	0	10	0	10	77%
1.7 Hiring Policies: *Does the provider have policies for hiring?*	1	4	0	5	89%
Does the provider offer an orientation for any new employees?	0	4	0	4	91%
Are assistants or employees paid at least minimum wage?	0	7	0	7	84%
Does the provider offer employee benefits (health insurance, paid time off)?	0	6	0	6	86%
Does the provider hold quarterly or monthly meetings with their assistant for planning purposes?	0	5	0	5	89%
2. Continuing Education & Resources					
2.1 Documented Professional Development: *Has the provider attended any trainings in the last year?*	18	20	0	38	14%
Note the agency that held the training: SSA agency (YMCA, CDA, IRC, HOA, CF), Union, California DOE, San Diego DOE, Workforce	19	12	0	31	30%
2.2 Child Development Permit: *Does the provider have a child development permit?*	0	2	1	3	93%
2.3 Teaching Credential: *Does the provider have any teaching credentials and are they up to date?*	0	4	1	5	89%
3. Recordkeeping					
3.1 Client Contracts and Handbooks *Does the provider use a contract and written policies with enrolled families?*	19	18	0	37	16%
Does the contract outline clear policies for terms of payment (i.e. collecting fees and a policy for delinquent fees)?	20	18	0	38	14%
Does the contract outline clear policies for contract termination?	20	16	0	36	18%
3.2 Organized Child Enrollment Records *Does the provider have a system to maintain and store records for each child required for licensing (i.e. immunizations, physical)?*	20	19	0	39	11%
3.3 System for Tracking Business Expenses *Does the provider have a system for tracking and storing receipts for business expenses?*	18	14	0	32	27%
3.4 System for Tracking Hours *Does the provider have a system for tracking hours caring for children and hours conducting business activities (for tax purposes)?*	20	15	1	36	18%
3.5 Technology Use for Operating Business *Does the provider utilize technology and automation to operate their business?*	18	12	0	30	32%
3.6 Payment Receipt for Tuition and Fees *Does the provider supply receipts for payment of tuition/fees to each family?*	0	12	0	12	73%
3.7 End of Year Statement for Tuition and Fees *Does the provider supply an end of year statement of tuition and fees to each family?*	0	12	0	12	73%

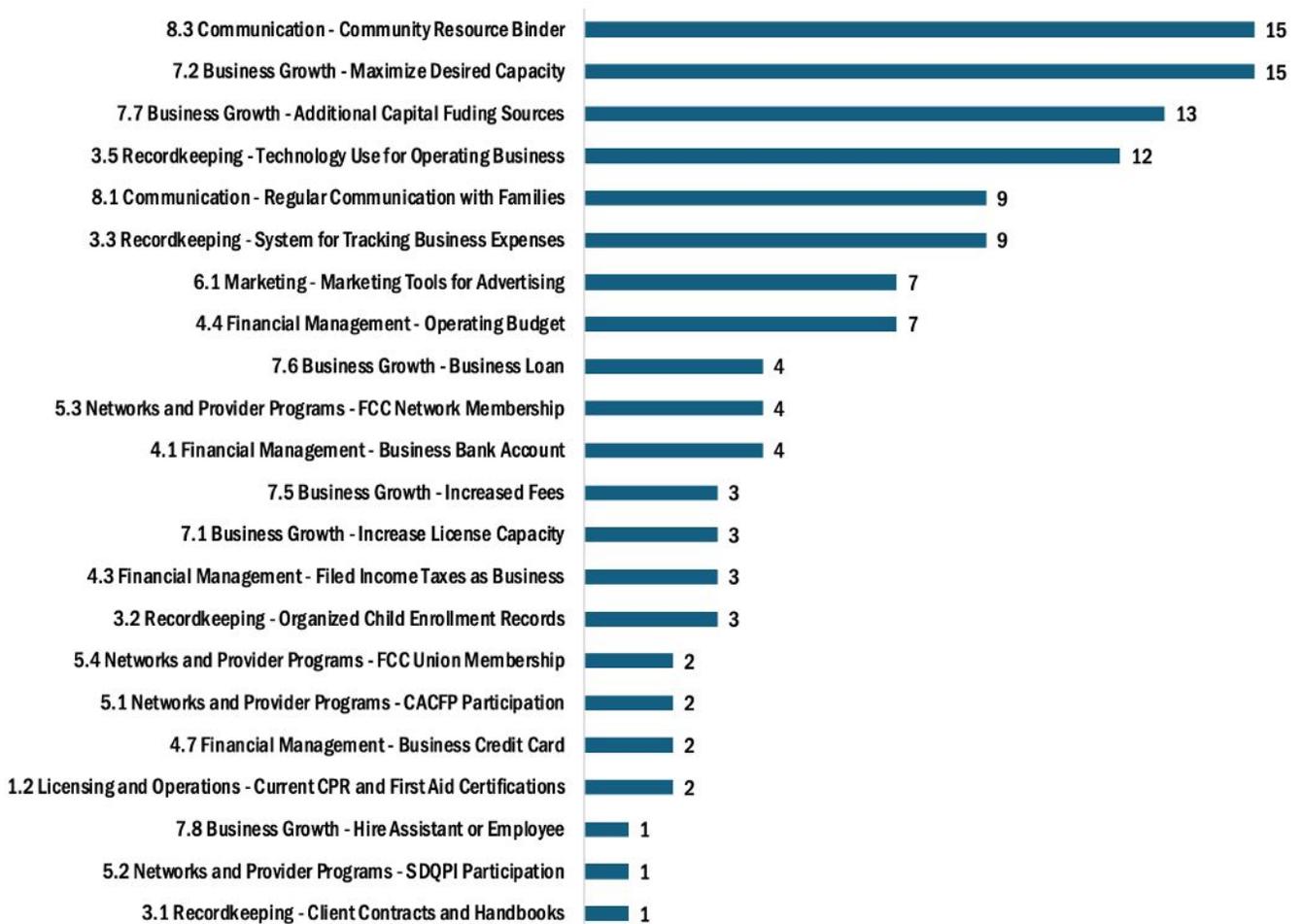# Business Assessment Tool: Business Practices Checklist Results

FCC Business Practices Checklist	HOA - Yes n=20	CF - Yes n=20	IRC - Yes n=4	Total	% of providers that may need assistance
4. Financial Management					
4.1 Business Bank Account *Does the provider have a business bank account exclusively for their FCC business?*	9	14	0	23	48%
4.2 Savings/Retirement Account *Does the provider have a savings account or account for retirement?*	4	7	3	14	68%
4.3 Filed Income Taxes as Business *Did the provider file income taxes for their business last year?*	20	12	0	32	27%
Did the provider report business use of home as an expense?	20	11	0	31	30%
4.4 Operating Budget *Does the provider have an operating budget for tracking revenue and expenses?*	19	9	0	28	36%
Do the provider's prices reflect the cost of care per child?	20	11	0	31	30%
4.5 No Outstanding Tuition Payments and Fees *Are the provider's payments owed for child care up to date (no more than 3 months past due)?*	5	13	0	18	59%
4.6 High Credit Score Rating *Is the provider's credit score rated "good" (670 or higher)?*	15	13	4	32	27%
4.7 Business Credit Card *Does the provider have a business credit card exclusively for their FCC business?*	5	8	0	13	70%
5. Networks and Provider Programs					
5.1 CACFP Participation *Is the provider enrolled in CACFP?*	2	19	0	21	52%
5.2 SDQPI Participation *Is the provider enrolled in SDQPI?*	2	10	0	12	73%
5.3 FCC Network Membership or Quality Assurance Programs *Is the provider a member in any FCC networks?*	15	13	0	28	36%
5.4 FCC Union Membership *Is the provider a member of the local FCC union?*	15	15	2	32	27%
5.5 Workforce Registry Membership *Has the provider joined the Workforce Registry?*	1	17	2	20	55%
6. Marketing					
6.1 Marketing Tools for Advertising *Does the provider utilize marketing tools for advertising (i.e. business cards, car magnets, etc.)?*	14	11	4	29	34%
6.2 Business Website *Does the provider have a website for their FCC business?*	0	3	0	3	93%
6.3 Business Social Media Accounts *Does the provider have social media accounts for their FCC business?*	0	14	2	16	64%
6.4 System for Tracking Inquiries of Care *Does the provider track inquiries for care (i.e. what families need)?*	20	13	0	33	25%
6.5 Regularly Updates Program File with Referal Programs *Does the provider update their child care program file with referral programs? If yes, note how often.*	20	7	0	27	39%
6.6 Digital Placement Services *Does the provider use digital placement services?*	0	7	0	7	84%
7. Business Growth					
7.1 Increase License Capacity *Is the provider satisfied with their license capacity (i.e. change from small to large license)?*	7	6	0	13	70%
7.2 Maximize Desired Capacity *Is the provider's desired enrollment capacity maximized (i.e. maximum # of infants, toddlers, etc.)?*	19	5	0	24	45%
7.3 Increase Child Care Space *Is the provider satisfied with their child care space (i.e. move to a larger home/apartment)?*	13	10	0	23	48%
7.4 Enrollment Waitlist *Does the provider maintain a waitlist for enrollment?*	1	9	0	10	77%
7.5 Increased Fees *Has the provider increased fees within the last 3 years? Or increased the family co-payment?*	16	9	0	25	43%
7.6 Business Loan *Is the provider satisfied with their business infrastructure Do they need a business loan to grow their business?*	4	5	0	9	80%
7.7 Additional Capital Funding Sources *Is the provider satisfied with their use of additional funding sources? Would they like to apply for more grants and stipends?*	14	5	0	19	57%
7.8 Hire Assistant or Employee *Is the provider satisfied with their staffing needs? Are they interested in hiring an assistant or employee?*	3	7	0	10	77%
8.0 Communication					
8.1 Regular Communication with Families *Does the provider use communication tools to disperse information to families? (i.e. newsletters, emails)*	0	0	0	0	100%
8.2 Automates Communication with Business Software *Does the provider use a business software program for their FCC business to communicate with families? (i.e. CareConnect)*	20	9	0	29	34%
8.3 Community Resource Binder *Does the provider maintain a community resource binder for families to access?*	19	11	0	30	32%
8.4 Family Feedback *Does the provider have a system for collecting feedback from families and informs how the feedback will be used?*	16	9	0	25	43%

Business Assessment Tool: Business Practices Checklist Results

Business Practices Checklist:
Results in the chart below are from the 20 HOA providers who were administered the Business Practices Checklist in Year 1 and Year 2. Horn of Africa continued their use of the Checklist and completed the tool with all 20 providers. The chart shows the number of providers that are now using a business practice they were not using prior to starting the SSA program.

Number of HOA providers now using the business practice after participating in the SSA program.

Business Practice	Number
8.3 Communication - Community Resource Binder	15
7.2 Business Growth - Maximize Desired Capacity	15
7.7 Business Growth - Additional Capital Fuding Sources	13
3.5 Recordkeeping - Technology Use for Operating Business	12
8.1 Communication - Regular Communication with Families	9
3.3 Recordkeeping - System for Tracking Business Expenses	9
6.1 Marketing - Marketing Tools for Advertising	7
4.4 Financial Management - Operating Budget	7
7.6 Business Growth - Business Loan	4
5.3 Networks and Provider Programs - FCC Network Membership	4
4.1 Financial Management - Business Bank Account	4
7.5 Business Growth - Increased Fees	3
7.1 Business Growth - Increase License Capacity	3
4.3 Financial Management - Filed Income Taxes as Business	3
3.2 Recordkeeping - Organized Child Enrollment Records	3
5.4 Networks and Provider Programs - FCC Union Membership	2
5.1 Networks and Provider Programs - CACFP Participation	2
4.7 Financial Management - Business Credit Card	2
1.2 Licensing and Operations - Current CPR and First Aid Certifications	2
7.8 Business Growth - Hire Assistant or Employee	1
5.2 Networks and Provider Programs - SDQPI Participation	1
3.1 Recordkeeping - Client Contracts and Handbooks	1

Program Objectives 3 & 4: Provider Engagement Plans and Goals

Objectives:
- Support 100% of providers with completion of an engagement plan.
- Provide a minimum of 1,260 hours of service to a minimum of 105 providers enrolled during the initial term, and 120 providers each subsequent term to support goal completion in the areas of full enrollment, full fee collection, and revenue covers per-child cost

Goals were set during coaching sessions, detailed progress updates were recorded in engagement plans, and completed goals were highlighted and the date of completion was noted. During analysis of the engagement plans, the completed goals were coded according to the constructs and items in the Business Practices Checklist.

Overall, 96% (n=115) of providers completed at least one goal during Year 2. A total of 423 goals were completed in Year 2 compared to 205 goals in Year 1.

The goal providers most often completed was accessing additional capital funding sources by applying for available grants and stipends. Coaches and cultural navigators helped 45 (37%) providers apply for 119 stipends or grants. The San Diego County Office of Education (SDCOE) partnered with the SSA program to help providers complete the requirements for the local retention stipend. To meet the requirements for the retention stipend, providers had to complete two hours of workforce development with a SDCOE coach. To reduce duplication of efforts, SSA providers could utilize coaching hours from their SSA coach or cultural navigator to meet the required hours. A total of 26 SSA providers qualified to receive the retention stipend. There were 19 HOA providers who completed the required professional development hours for the retention stipend, but ultimately did not qualify to receive the stipend.

Additionally, 36% (n=43) of providers updated their client contracts or policies and 34% (n=41) of providers started using technology to help them operate their business.

Opportunity for Growth, Improvement, or Additional Support: All coaches and cultural navigators should use the CCSSI to track goal completion. Local San Diego County stipends should build in resources for providers that speak languages other than English and Spanish.

Program Objectives 3 & 4: Provider Engagement Plans and Goals

The following table provides frequency counts of the number of goals completed by the providers from each agency.

Year 2 Goal Count by SSA Agency	Total Number of Goals Completed	Average Number of Goals Per Provider
Chicano Federation (n=20)	164	8.2
Horn of Africa (n=20)	105	5.25
CDA (n=20)	62	3.1
YMCA (n=40)	47	1.175
IRC (n=20)	45	2.25

Summary of goals completed by agency in Year 2:

- CF (n=20): All providers completed at least four goals and **164** total goals were completed. **100%** of providers applied for at least two stipends or grants and many providers applied for three to four. **50%** of providers updated their contracts and policies.

- HOA (n=20): All providers completed at least two goals and **105** total goals were completed. **100%** of providers applied for stipends or grants and joined the Workforce Registry network. **50%** of goals completed helped providers better manage child enrollment records.

- CDA (n=20): All providers completed at least two goals and **62** total goals were completed. **90%** of goals completed helped providers use technology to operate their business. The CDA coach held 1:1 coaching sessions with their providers assisting them specifically with using Care Connect. The CDA coach also held regular networking sessions for providers.

- YMCA (n=40): 88% (n=35) of providers completed a goal and **47** total goals were completed. **15%** of goals completed helped providers update their client contracts and access capital funding.

- IRC (n=20): All providers completed at least one goal and **45** total goals were completed. **95%** of providers received support creating client contracts and **70%** started using technology to operate their business.

Provider Engagement Plans and Goals: Goals Completed by Agency

Chicano Federation Goals Completed in Year 2

Goal	Count
7.7 Business Growth - Additional Capital Funding Sources	74
3.1 Recordkeeping - Client Contracts and Handbooks	10
2.1 Continuing Education & Resources - Documented Professional Development	8
5.5 Networks and Provider Programs - Workforce Registry Membership	6
7.1 Business Growth - Increase License Capacity	5
6.1 Marketing - Marketing Tools for Advertising	5
1.2 Licensing and Operations - Current CPR and First Aid Certifications	5
7.8 Business Growth - Hire Assistant or Employee	4
1.1 Licensing and Operations - Current FCC License	4
1.4 Licensing and Operations - Business Plan	4
7.2 Business Growth - Maximize Desired Capacity	3
3.5 Recordkeeping - Technology Use for Operating Business	3
4.3 Financial Management - Filed Income Taxes as Business	3
6.3 Marketing - Business Social Media Accounts	3
5.2 Networks and Provider Programs - SDQPI Participation	3
1.6 Licensing and Operations - Business License or Business Tax Certificate	2
3.3 Recordkeeping - System for Tracking Business Expenses	2
7.9 Business Growth - Improve Business Infrastructure	2
5.1 Networks and Provider Programs - CACFP Participation	2
1.7 Licensing and Operations - Hiring Policies	2
1.3 Licensing and Operations - Current Child Enrollment Records	2
7.3 Business Growth - Increase Child Care Space	1
2.4 Continuing Education & Resources - Post-Secondary Education	1
7.5 Business Growth - Increased Fees	1
7.6 Business Growth - Business Loan	1
4.4 Financial Management - Operating Budget	1
8.2 Communication - Automates Communication with Business Software	1
5.3 FCC Networks and Provider Programs - FCC Network Membership or Quality Assurance Programs	1
4.1 Financial Management - Business Bank Account	1
1.5 Licensing and Operations - Active Business Insurance Policies	1
4.6 Financial Management - High Credit Score Rating	1
4.0 Financial Management (refinanced home)	1
2.3 Continuing Education & Resources - Teaching Credential	1

CF

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Provider Engagement Plans and Goals: Goals Completed by Agency

Horn of Africa Goals Completed in Year 2

Goal	Count
7.7 Business Growth - Additional Capital Funding Sources	39
5.5 Networks and Provider Programs - Workforce Registry Membership	20
1.3 Licensing and Operations - Current Child Enrollment Records	10
1.1 Licensing and Operations - Current FCC License	7
7.2 Business Growth - Maximize Desired Capacity	5
4.7 Financial Management - Business Credit Card	4
4.1 Financial Management - Business Bank Account	4
1.2 Licensing and Operations - Current CPR and First Aid Certifications	4
6.1 Marketing - Marketing Tools for Advertising	2
7.6 Business Growth - Business Loan	2
6.5 Marketing - Regularly Updates Program File with Referral Programs	2
4.5 Financial Management - No Outstanding Tuition Payments and Fees	1
3.3 Recordkeeping - System for Tracking Business Expenses	1
7.9 Business Growth - Improve Business Infrastructure	1
7.5 Business Growth - Increased Fees	1
3.5 Recordkeeping - Technology Use for Operating Business	1
5.2 Networks and Provider Programs - SDQPI Participation	1

HOA

CDA Goals Completed in Year 2

Goal	Count
3.5 Recordkeeping - Technology Use for Operating Business	18
3.1 Recordkeeping - Client Contracts and Handbooks	9
6.1 Marketing - Marketing Tools for Advertising	8
1.7 Licensing and Operations - Hiring Policies	4
2.3 Continuing Education & Resources - Teaching Credential	4
8.1 Communication - Regular Communication with Families	4
6.3 Marketing - Business Social Media Accounts	2
3.3 Recordkeeping - System for Tracking Business Expenses	2
2.4 Continuing Education & Resources - Post-Secondary Education	2
8.3 Communication - Community Resource Binder	1
7.2 Business Growth - Maximize Desired Capacity	1
5.3 FCC Networks and Provider Programs - FCC Network Membership or Quality...	1
1.3 Licensing and Operations - Current Child Enrollment Records	1
2.2 Continuing Education & Resources - Child Development Permit	1
8.4 Communication - Family Feedback	1
7.1 Business Growth - Increase License Capacity	1
2.1 Continuing Education & Resources - Documented Professional Development	1
8.2 Communication - Automates Communication with Business Software	1

CDA

Provider Engagement Plans and Goals: Goals Completed by Agency

YMCA Goals Completed in Year 2

Goal	Count
3.1 Recordkeeping - Client Contracts and Handbooks	6
7.7 Business Growth - Additional Capital Funding Sources	6
3.3 Recordkeeping - System for Tracking Business Expenses	5
3.5 Recordkeeping - Technology Use for Operating Business	5
4.4 Financial Management - Operating Budget	4
2.1 Continuing Education & Resources - Documented Professional...	4
5.2 Networks and Provider Programs - SDQPI Participation	3
7.1 Business Growth - Increase License Capacity	3
7.5 Business Growth - Increased Fees	2
6.2 Marketing - Business Website	2
6.1 Marketing - Marketing Tools for Advertising	2
7.2 Business Growth - Maximize Desired Capacity	2
8.2 Communication - Automates Communication with Business Software	1
1.3 Licensing and Operations - Current Child Enrollment Records	1
1.7 Licensing and Operations - Hiring Policies	1

YMCA

IRC Goals Completed in Year 2

Goal	Count
3.1 Recordkeeping - Client Contracts and Handbooks	19
3.5 Recordkeeping - Technology Use for Operating Business	14
7.5 Business Growth - Increased Fees	5
8.3 Communication - Community Resource Binder	4
7.1 Business Growth - Increase License Capacity	1
6.1 Marketing - Marketing Tools for Advertising	1
3.3 Recordkeeping - System for Tracking Business Expenses	1

IRC

40

Provider Engagement Plans and Goals: Hours and Completion Rates

During Year 2, coaches self-reported **2,656 hours** of coaching service completed. These totals reflect all coaching interactions, including time spent on completing intakes, post surveys, and business assessments. These measures provide an overview of the work completed by business coaches and cultural navigators and are an indication of program implementation. Hours of coaching service are also presented here are broken down by SSA partner organizations.

SSA providers participated in 2,656 hours of coaching from July 2024 through May 2025. (n=120)

Month	Hours
Jul	163
Aug	188
Sep	257
Oct	296
Nov	223
Dec	185
Jan	275
Feb	209
Mar	298
Apr	301
May	260

1,325 hours included translation
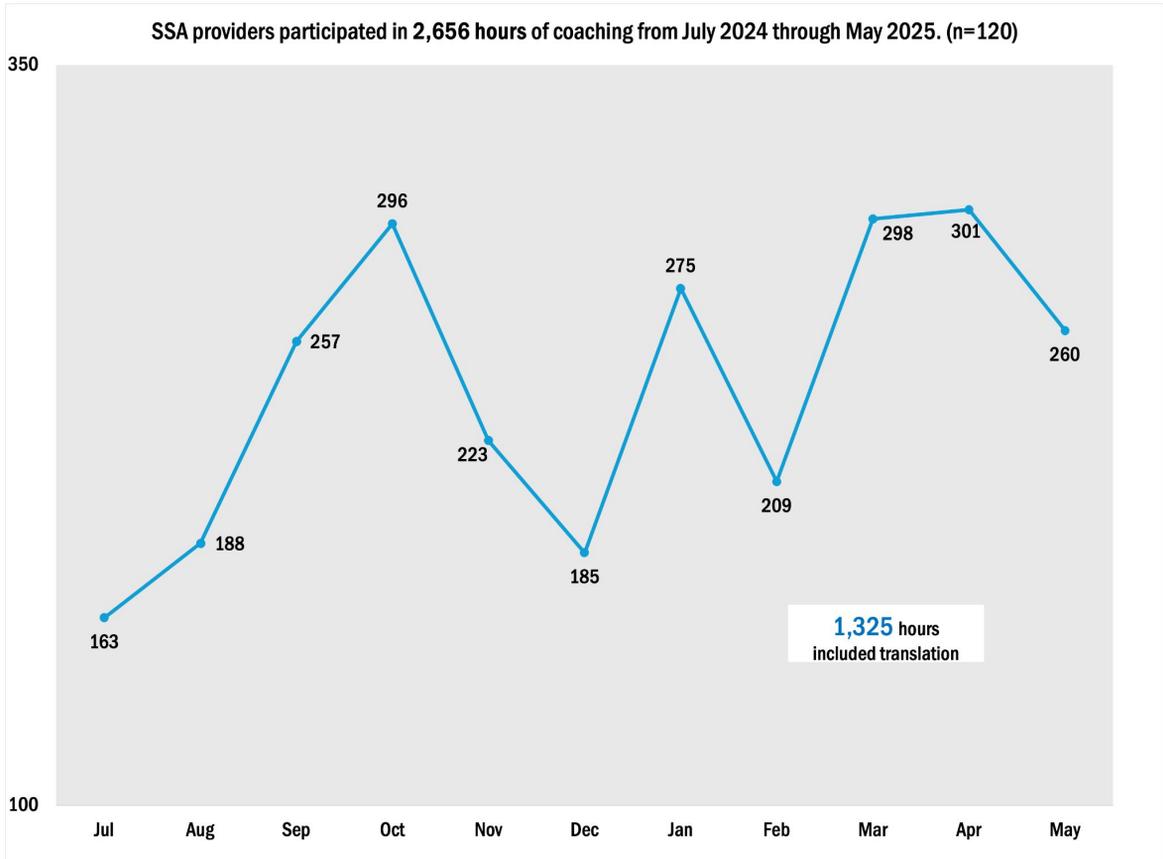
Opportunity for Growth, Improvement, or Additional Support: There is evidence of an indirect relationship between goals completed and the average number of self-reported coaching hours per provider. Data collection tools should directly link tasks in the engagement plans to the number of hours spent helping providers achieve their business goals.

Provider Engagement Plans and Goals: Hours and Completion Rates (continued)

Across the five SSA partner organizations, self-reported coaching hours varied throughout the year, with some months showing increases or declines in activity. This may suggest seasonal influences on coaching delivery, such as the holiday season in November and December. Overall, the data indicate a dynamic coaching landscape shaped by factors that may include provider availability, program data collection requirements, and seasonal activities.

24 providers served by Child Development Associates participated in a combined total of **445 coaching hours** from July 2024 through May 2025.

Average of **21** coaching hours per provider
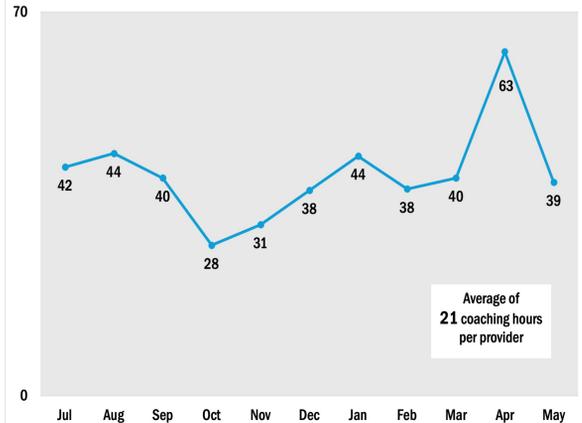
20 providers served by the Chicano Federation participated in a combined total of **247 coaching hours** from July 2024 through May 2025.

Average of **12** coaching hours per provider
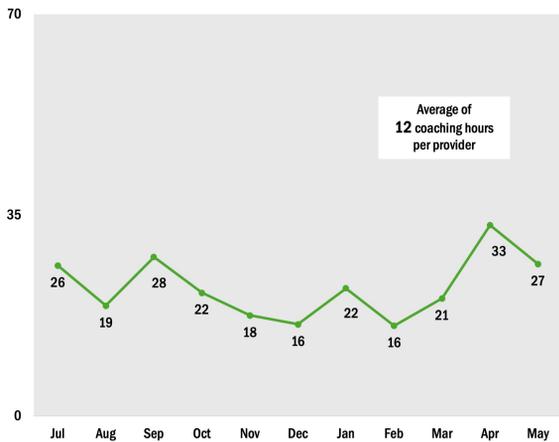
21 providers served by International Rescue Committee participated in a combined total of **402 coaching hours** from July 2024 through May 2025.

Average of **19** coaching hours per provider
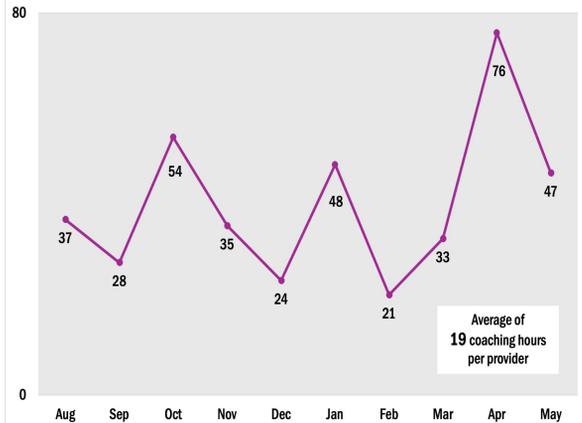
22 providers served by Horn of Africa participated in a combined total of **500 coaching hours** from July 2024 through May 2025.

Average of **25** coaching hours per provider
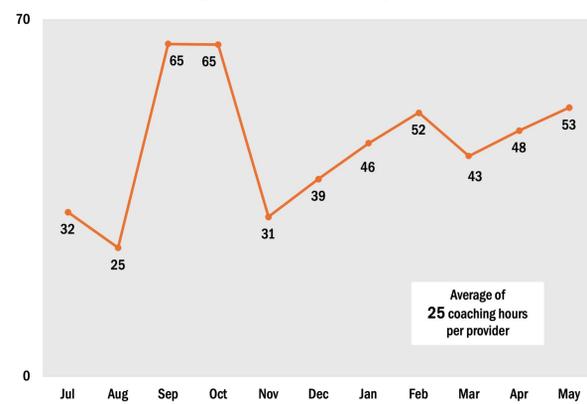
45 providers served by the YMCA participated in a combined total of **1,063 coaching hours** from July 2024 through May 2025.

Average of **27** coaching hours per provider
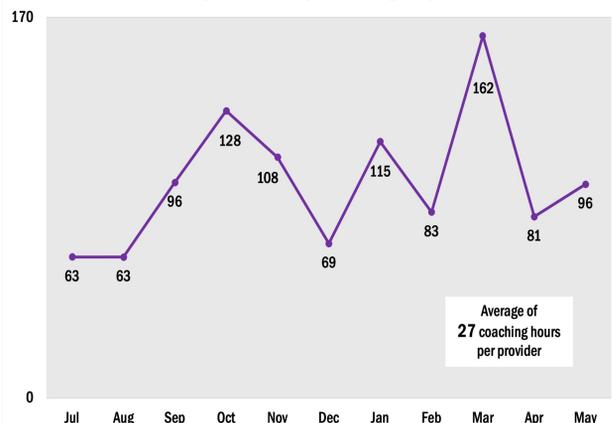
Progress Toward Program Goals

Progress Toward Program Goals: Overview

In this section, data is organized by the SSA program goals. Because some data points inform more than one goal, some program goals have been combined for the purpose of efficient data presentation. The SSA program goals seek to increase the following elements among participating child care providers:

- Enrollment capacity

- Fee collection and revenue generation

- Efficiency, infrastructure, and access to technology

For the program goals, data is categorized according to the Business Practices Checklist constructs to provide a more in-depth view of provider progress toward business resilience and sustainability. The Business Practices Checklist constructs were used because it is a strengths-based approach to evaluation and there is overlap with the constructs of the BAS.

- Licensing and Operations

- Continuing Education & Resources

- Recordkeeping

- Financial Management

- Networks and Provider Programs

- Marketing

- Business Growth

- Communication

Data is then presented demonstrating the goals set and completed in response to provider needs within each construct, supported by evidence of changed provider business practices and characteristics from the beginning to the end of Year 2 implementation. Finally, each section includes opportunities for growth, improvement, or additional support that can be applied in future program iterations.

Progress Toward Program Goals: Data Structure

SSA Program Goal

⬇

Business Practices Construct

⬇

Individual Goals Set and Completed

⬇

Evidence of Business Progress

⬇

Opportunities for Growth, Improvement, or Additional Support

The following section presents data illustrating business growth that supports progress toward SSA Program Goal 1.

SSA Program Goal 1: The SSA will increase enrollment capacity.

Business Growth

Individual Goals Set and Completed

Evidence of Business Progress

Opportunities for Growth, Improvement, or Additional Support

Increase Enrollment Capacity: Business Growth

Goals Set and Completed: Business growth was an area of focus for providers. There were a number of opportunities for providers to apply for capital funding in San Diego in Year 2. The San Diego County of Education offered two stipends, the [Retention Stipend](#) and the [Workforce Pathways Grant (WPG) Stipend](#). Another grant available was sponsored by the YMCA of San Diego to reimburse providers for improving their infrastructure, and providers who are members of SDQPI were able to apply for the [Learn Well Stipend](#).

38% of all goals were related to business growth and of those, **74%** included helping providers access external capital funding.

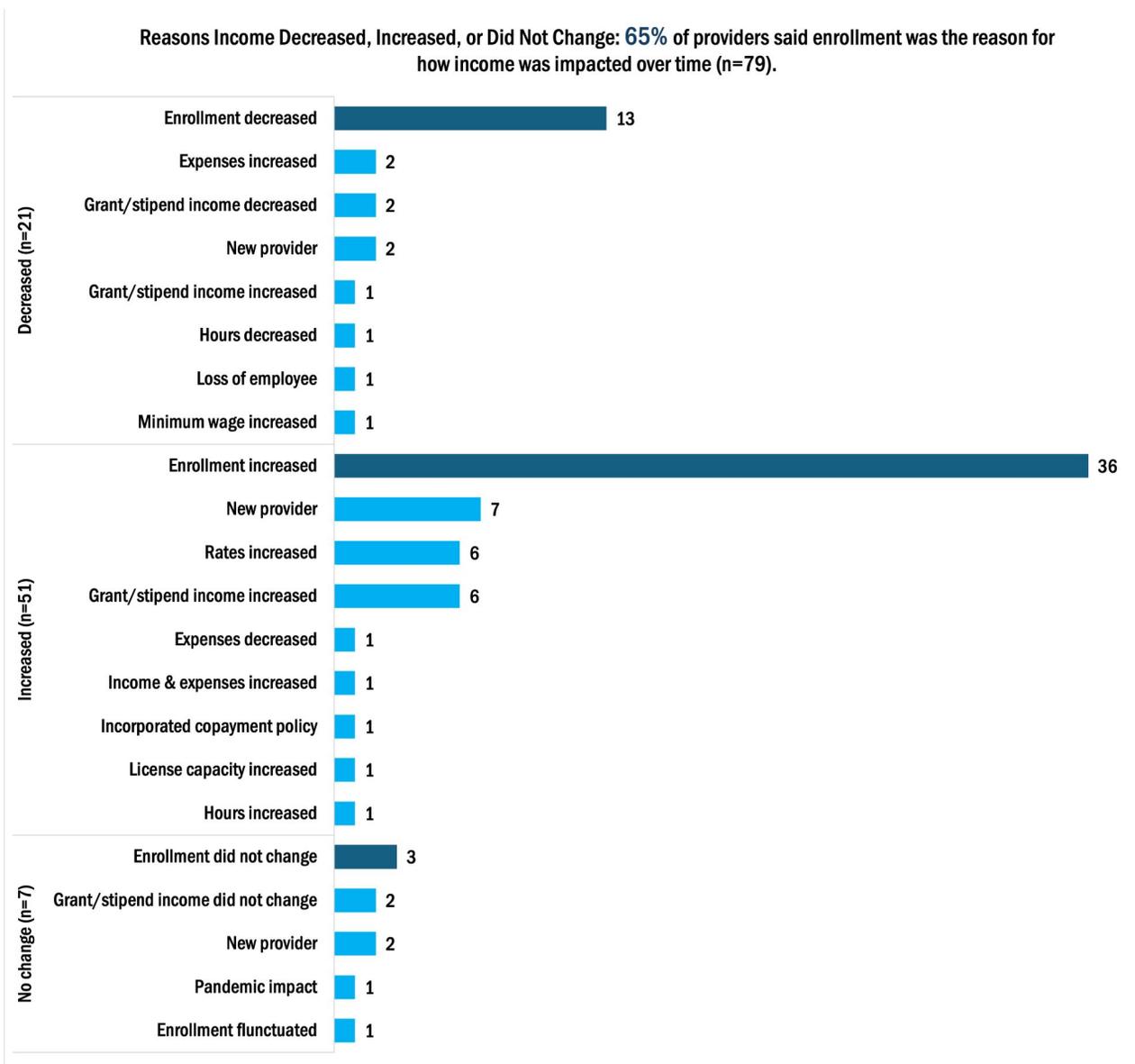| Business Practices Checklist Construct	# of Goals Completed
7.1 Business Growth - Increase License Capacity	10
7.2 Business Growth - Maximize Desired Capacity	11
7.3 Business Growth - Increase Child Care Space	1
7.5 Business Growth - Increased Fees	9
7.6 Business Growth - Business Loan	3
7.7 Business Growth - Additional Capital Funding Sources	119
7.8 Business Growth - Hire Assistant or Employee	4
7.9 Business Growth - Improve Business Infrastructure	3
TOTAL	160

Increase Enrollment Capacity: Business Growth

Evidence of Business Progress: Providers demonstrated stability or improvement across all four indicators within the business growth construct.

SSA Goal: Increase Enrollment Capacity		
Business Growth		
Indicator	**Progress** (Pre/Post Yr 2)	**Evidence**
Enrollment	Stable	**66%** of providers increased or sustained enrollment. Overall enrollment increased by 5%.
Waitlist	Improved	**38%** of providers actively manage a waitlist an (increase from 30%).
Funding	Goals Achieved	**87% (n=104)** providers reported that they applied for local San Diego County Stipends (total amount funded is unknown at report time). **$129,000** in additional grants or loans was funded between June 2024 and May 2025.
Weekly Rates	Improved	Average weekly tuition rates for full-time children increased across all age groups from Fall 2024 to Spring 2025.

Opportunity for Growth, Improvement, or Additional Support: Evaluators and the project lead should collaborate with CareConnect and potentially other CCMS vendors on how SSA providers are using the CCMS platforms.
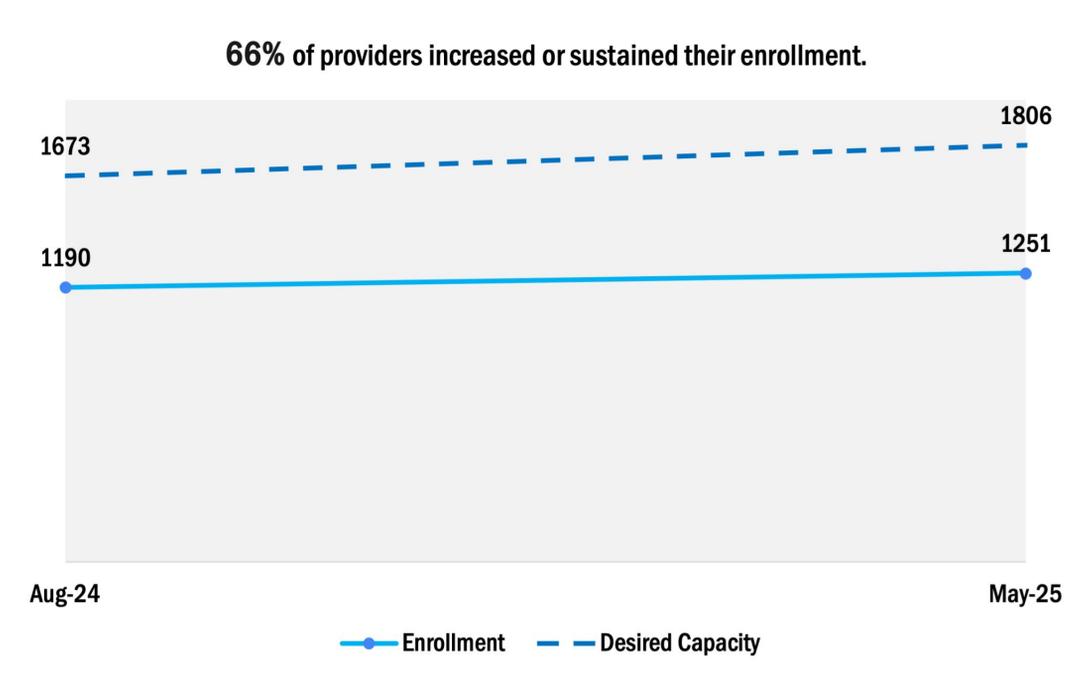
Business Growth: Enrollment Data

It can be difficult to evaluate and report on the economic impact of a child care provider's business. Providers are reluctant to share tax documents, and when asked to self-report income and expenses, coaches and cultural navigators have reported that the data may not be accurate. Due to these data collection challenges, evaluative measures for this report focus on provider enrollment data. Enrollment is directly linked to income, and when surveyed, 65% of providers indicated that enrollment was the reason why their income increased, decreased, or did not change from one year to the next.

Reasons Income Decreased, Increased, or Did Not Change: 65% of providers said enrollment was the reason for how income was impacted over time (n=79).

Decreased (n=21)
- Enrollment decreased: 13
- Expenses increased: 2
- Grant/stipend income decreased: 2
- New provider: 2
- Grant/stipend income increased: 1
- Hours decreased: 1
- Loss of employee: 1
- Minimum wage increased: 1

Increased (n=51)
- Enrollment increased: 36
- New provider: 7
- Rates increased: 6
- Grant/stipend income increased: 6
- Expenses decreased: 1
- Income & expenses increased: 1
- Incorporated copayment policy: 1
- License capacity increased: 1
- Hours increased: 1

No change (n=7)
- Enrollment did not change: 3
- Grant/stipend income did not change: 2
- New provider: 2
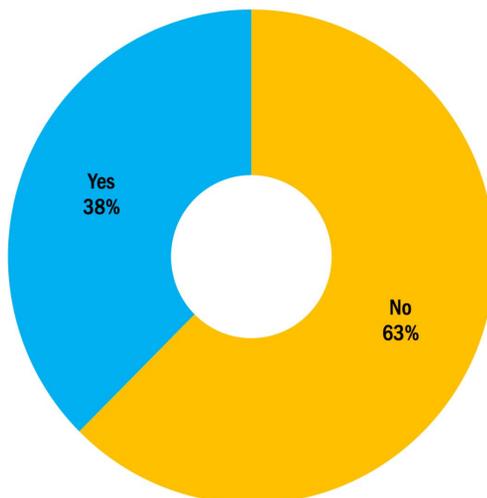- Pandemic impact: 1
- Enrollment flunctuated: 1

Business Growth: Enrollment Data

Overall provider enrollment was stable during Year 2, showing a slight improvement of 5%. Based on provider reported desired enrollment, there is still an opportunity for enrollment growth. Additionally, only 38% of providers report actively managing a waitlist. This may suggest that providers are not experiencing demand greater than supply and therefore are not placing families on a waitlist. However, it could also suggest that providers who are full are not creating a list of interested families they could refer back to when vacancies become available.

66% of providers increased or sustained their enrollment.

1673
1806
1190
1251

Aug-24
May-25

— Enrollment   — — Desired Capacity

38% of providers actively manage a waitist. (n=120)

Yes
38%

No
63%

Business Growth: Enrollment Data

The percentage of FCC providers who maintained full enrollment remained relatively constant in Year 2. The center-based providers saw two sharp increases in full enrollment in September and January (the center-based sample size is 7 because one center-based provider reported enrollment data their two centers together).

**Percentage of fully enrolled FCC providers ranged from 27% - 36% during Year 2 (n=116).**

	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25
	32%	35%	27%	36%	33%	34%	28%	27%	27%	27%	29%	29%
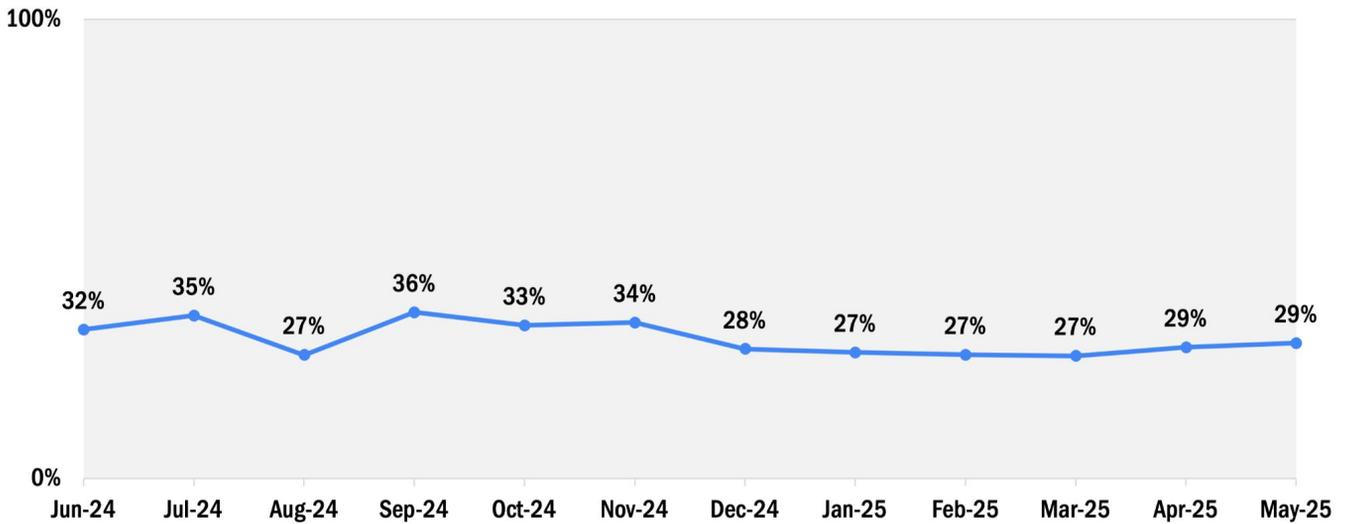
Percentage of fully enrolled center-based providers ranged from 0% - 50% during Year 2 (n=7).

	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25
	0%	0%	0%	50%	29%	17%	14%	43%	29%	0%	14%	14%
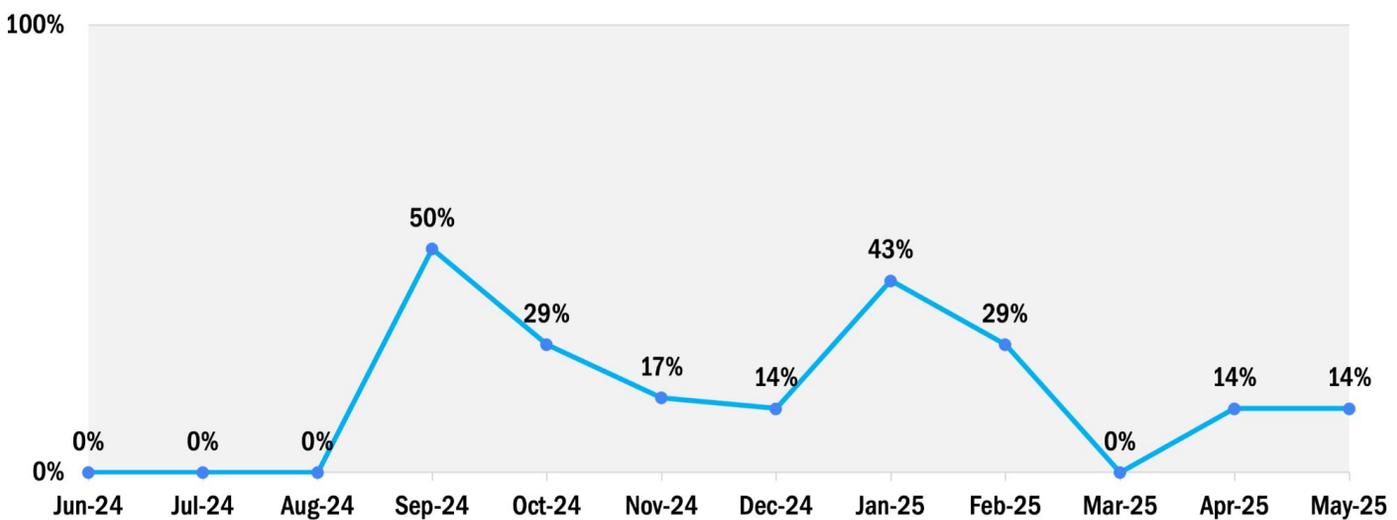
Business Growth: Enrollment Data-FCC Providers (n=114)

67% of FCC providers increased or sustained their enrollment numbers from intake until the end of the program (n=112; two providers did not have any children enrolled throughout the program period).

**Total FCC enrollment remained stable over time, increasing by 5% (n=114).**
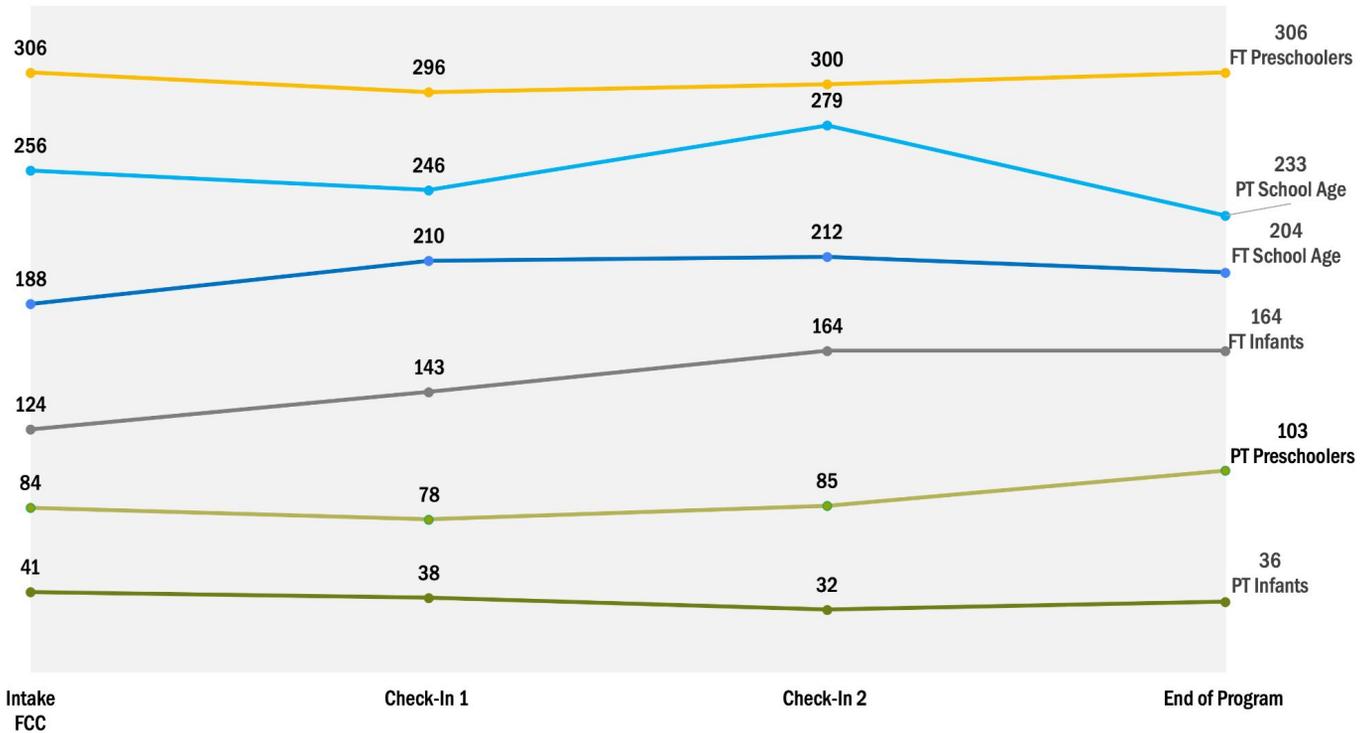
	Intake	Check-In 1	Check-In 2	End of Program
FT Infants	124	143	164	164
PT Infants	41	38	32	36
FT Preschoolers	306	296	300	306
PT Preschoolers	84	78	85	103
FT School Age	188	210	212	204
PT School Age	256	246	279	233
Total	999	1011	1072	1046

FT=Full-time
PT=Part-time

Business Growth: Enrollment Data-Center Based Providers (n=7)

57% of center-based providers increased or sustained their enrollment numbers from intake until the end of the program. Full-time preschoolers represent approximately 70% of enrollment. However, by the end of the program, the number of full-time infants had almost doubled.

Total center-based enrollment remained stable over time, increasing by 7.3% (n=7; 1 center-based provider reported enrollment for 2 programs).
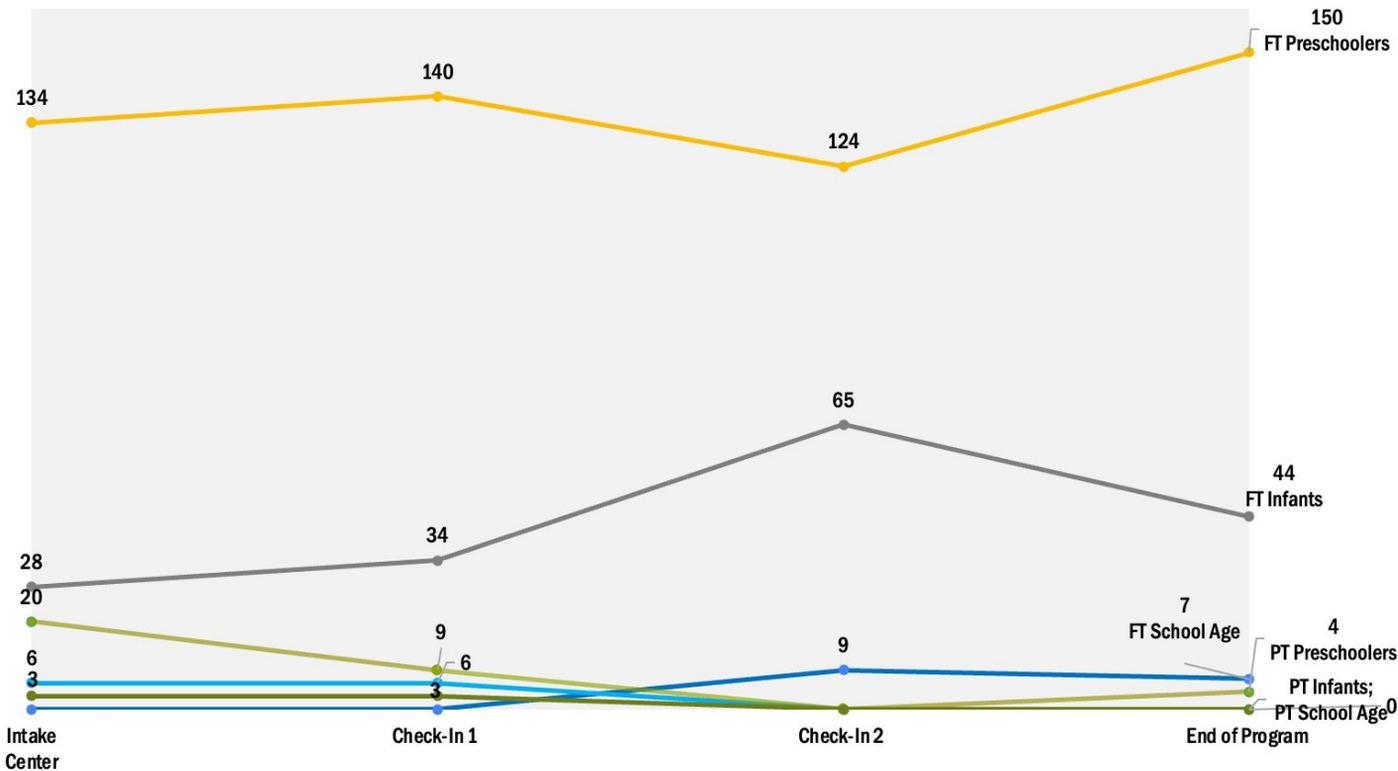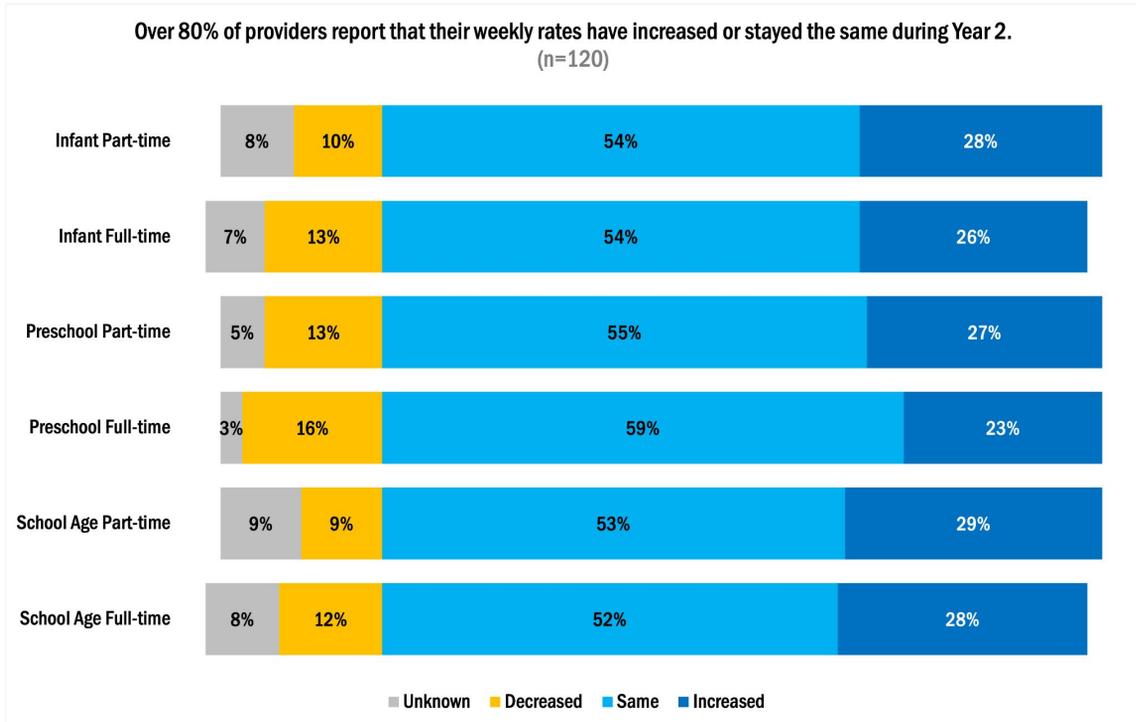

	Intake	Check-In 1	Check-In 2	End of Program
FT Infants	28	34	65	44
PT Infants	3	3	0	0
FT Preschoolers	134	140	124	150
PT Preschoolers	20	9	0	4
FT School Age	0	0	9	7
PT School Age	6	6	0	0
Total	191	192	198	205

FT=Full-time
PT=Part-time

Business Growth: Weekly Rates

Data shows relative stable or modest increases across all age groups during Year 2. In all six age categories, from infant to school age, over 80% of providers reported that their weekly rates either increased or stayed the same. There were comparatively low reports of rate decreases (9-16%).
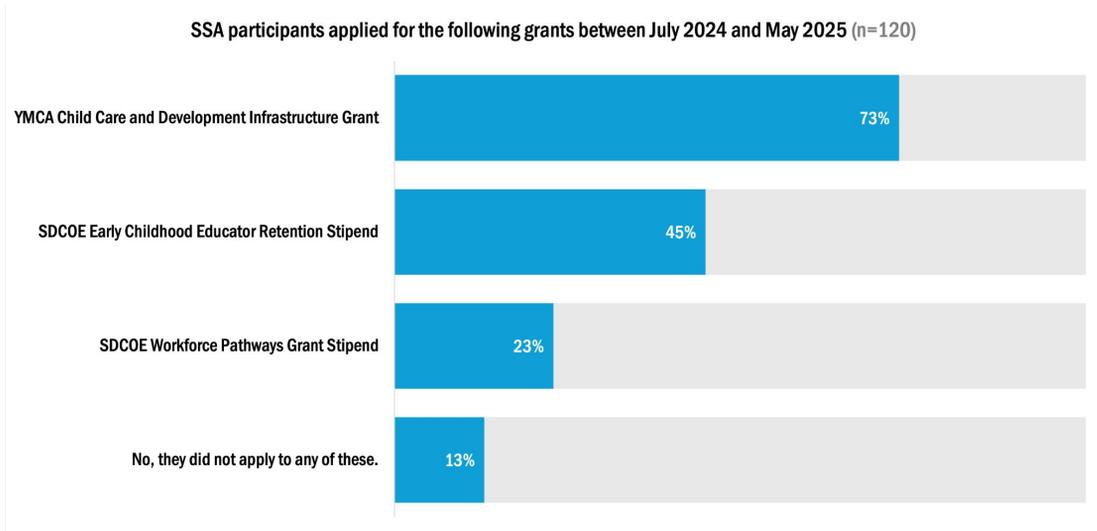
Over 80% of providers report that their weekly rates have increased or stayed the same during Year 2.
(n=120)

Category	Unknown	Decreased	Same	Increased
Infant Part-time	8%	10%	54%	28%
Infant Full-time	7%	13%	54%	26%
Preschool Part-time	5%	13%	55%	27%
Preschool Full-time	3%	16%	59%	23%
School Age Part-time	9%	9%	53%	29%
School Age Full-time	8%	12%	52%	28%

Legend: ■ Unknown ■ Decreased ■ Same ■ Increased

The average weekly rates across age groups were relatively stable, with slight increases in full-time rates. The most notable rise was in school age full-time care, which grew by $12. Part-time rates showed mixed changes with infant part-time rate increases, and slight decreases in preschooler and school-age part-time rates. The overall increase in full-time rates may be a response to rising operating costs or demand.

	Avg Weekly Rate (Fall 2024)	Avg Weekly Rate (Spring 2025)
Infant Part-time	$288	$300
Infant Full-time	$361	$371
Preschooler Part-time	$285	$279
Preschooler Full-time	$331	$336
School Age Part-time	$226	$221
School Age Full-time	$255	$267

Business Growth: Grants and Loans

87% (n=104) of providers reported that they applied for local San Diego County Stipends (total amount funded is unknown at report time). **$129,000** in grants or loans was funded between June 2024 and May 2025.

SSA participants applied for the following grants between July 2024 and May 2025 (n=120)

YMCA Child Care and Development Infrastructure Grant	73%
SDCOE Early Childhood Educator Retention Stipend	45%
SDCOE Workforce Pathways Grant Stipend	23%
No, they did not apply to any of these.	13%

San Diego Capital Funding	SSA Providers Applied	SSA Providers Received
YMCA Child Care and Development Infrastructure Grant	87	unknown
SDCOE Early Childhood Educator Retention Stipend	53	26
SDCOE Workforce Pathways Grant Stipend	27	24
SDQPI Learn Well Stipend	10	unknown

Additional Capital Funding	SSA Providers Received	Total Funded
IRC's SDF Grant	42	$ 44,000
SEED Grant	4	$ 20,000
AARP Grant	1	$ 2,500
Business Loan	2	$ 60,000
Interest-free Loan	1	$ 2,500
TOTAL		$ 129,000

The following section presents data illustrating business growth that supports progress toward SSA Program Goal 2.

SSA Program Goal 2: The SSA will increase fee collection and revenue generation.

Financial Management

Individual Goals Set and Completed

Evidence of Business Progress

Opportunities for Growth, Improvement, or Additional Support

Increase Fee Collection and Revenue Generation: Financial Management

Goals Set and Completed: Financial management continues to be an area of need for providers. In Year 1, only five financial management goals were completed, and in Year 2, 20 financial management goals were achieved. During the coach and cultural navigator focus group, coaches described a need for their own professional development on financial management and budgeting and requested resources on these topics that they could share with the providers. While some coaches felt more confident in working with their providers on financial management, others would like more targeted resources and training on how to implement those resources. For example, one coach described teaching a provider how to create cashflow projections. Another mentioned wanting to have more practical instructional tools to teach providers how to use Excel or Google sheets.

Business Practices Checklist Construct	# of Goals Completed
4.0 Financial Management (refinanced home)	1
4.1 Financial Management - Business Bank Account	5
4.3 Financial Management - Filed Income Taxes as Business	3
4.4 Financial Management - Operating Budget	5
4.5 Financial Management - No Outstanding Tuition Payments and Fees	1
4.6 Financial Management - High Credit Score Rating	1
4.7 Financial Management - Business Credit Card	4
TOTAL	20

Increase Fee Collection and Revenue Generation: Financial Management

Evidence of Business Progress: While the majority of providers do not carry bad debt (tuition owed to the provider after it was due), there was a slight increase in the percentage of providers reporting bad debt. Providers also reported that they have a budget and have savings.

SSA Goal: Increase Fee Collection and Revenue Generation		
Financial Management		
Indicator	**Progress** (Pre/Post Yr 2)	**Evidence**
Bad Debt	May Need Attention	**86%** of providers report that they have no bad debt (decreased from 89%).
Budget	Improved	**62%** of providers report they have a budget or cash flow system in place (increased from 49%).
Savings	Improved	**68%** of providers have savings or financial reserves (increased from 63%).

Opportunity for Growth, Improvement, or Additional Support: While there were a few additional providers reporting bad debt on the post survey, the majority of SSA providers continue to report not carrying bad debt. However, given this trend, it may be helpful for coaches to revisit the concept of bad debt with all providers and ensure they have practices in place to protect their cash flow. For example, implementing late fee policies or clarifying due dates and consequences of late payments in parent contracts could be helpful.

As providers continue to work with coaches, more are indicating they have a budget in place. However, 38% of providers still report that they do not have a budget or system for tracking cash flow. This is a fundamental best business practice and should continue to be a focus of goal setting and coaching interactions.
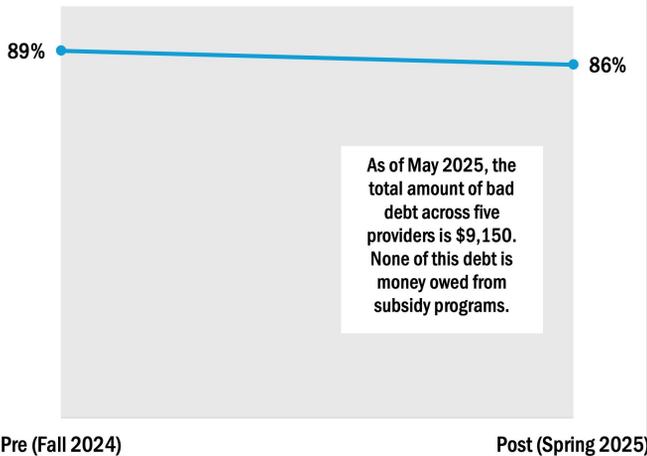
Financial Management: Budgeting, Debt, and Savings

The following figures illustrate changes in SSA providers' financial management practices between Fall 2024 and Spring 2025. As noted previously, a high percentage of SSA providers continue to report no bad debt. Additionally, more SSA providers have built budgets and established a savings account for their business. These trends indicate incremental improvements in providers' financial management and planning practices.

The percentage of providers reporting they have a system for budgeting and cashflow increased from 49% to 62% from Fall 2024 to Spring 2025. (n=120)

49%

62%

Pre (Fall 2024)   Post (Spring 2025)
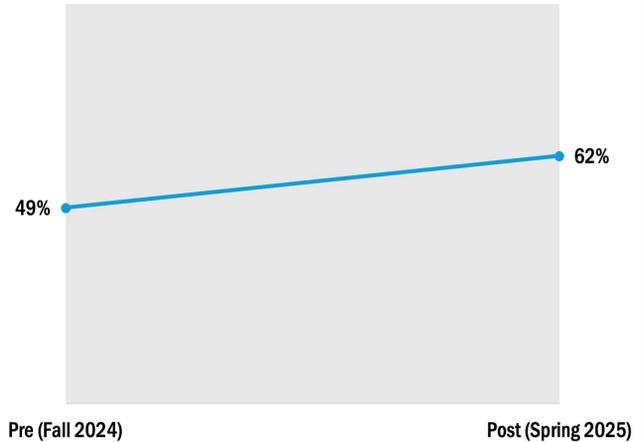
Over 80% of providers reported having no bad debt. (Defined as money-tuition, fees, and copayments owed to the provider after it was due.) (n=120)

89%

86%

As of May 2025, the total amount of bad debt across five providers is $9,150. None of this debt is money owed from subsidy programs.

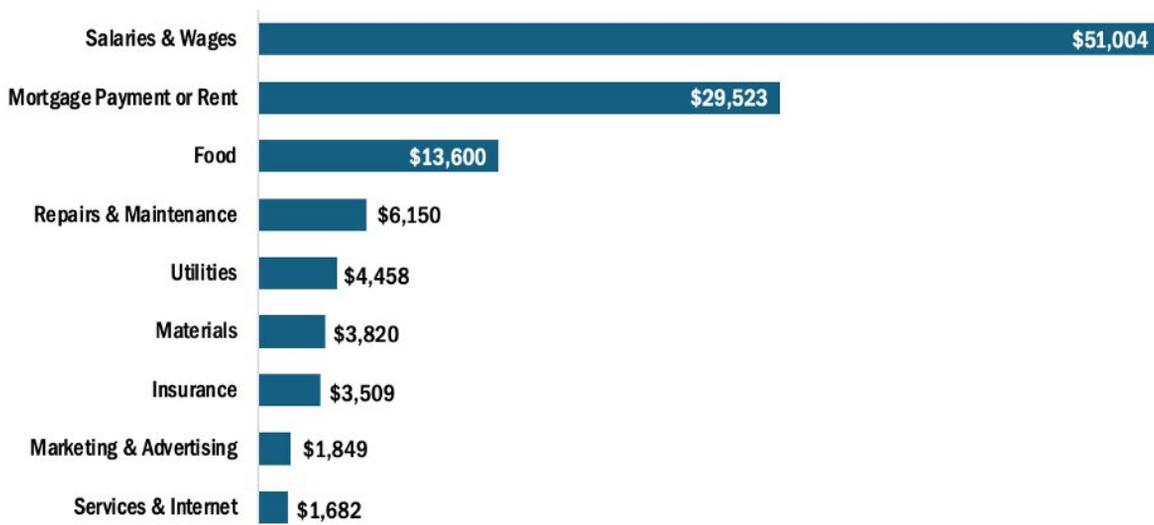Pre (Fall 2024)   Post (Spring 2025)

The percentage of providers reporting having financial reserves or a savings account for their business increased from 63% to 68% from Fall 2024 to Spring 2025. (n=120)

63%

68%

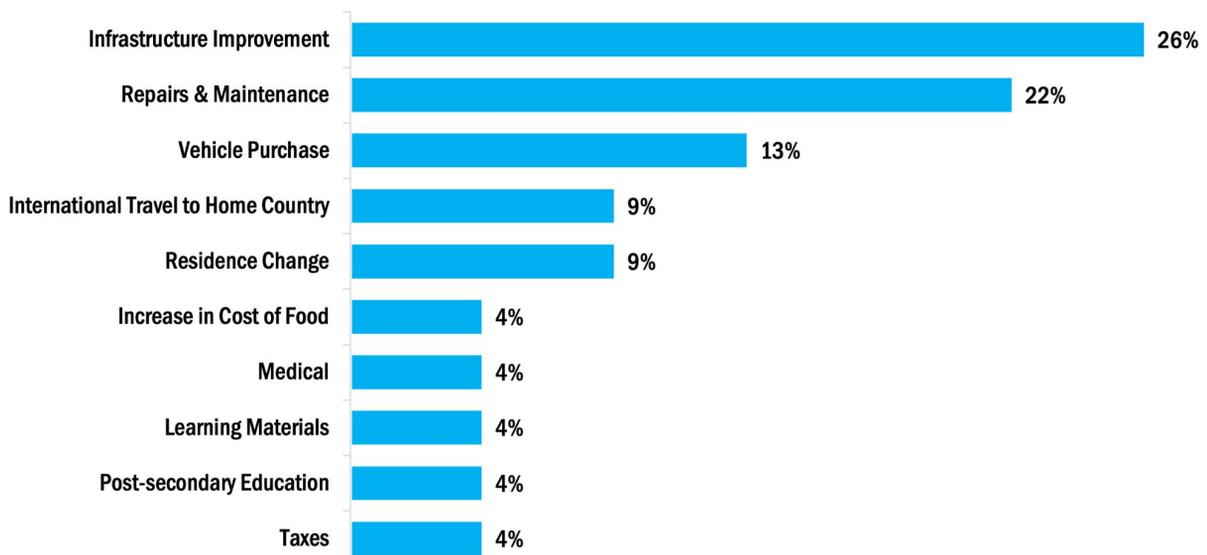Pre (Fall 2024)   Post (Spring 2025)
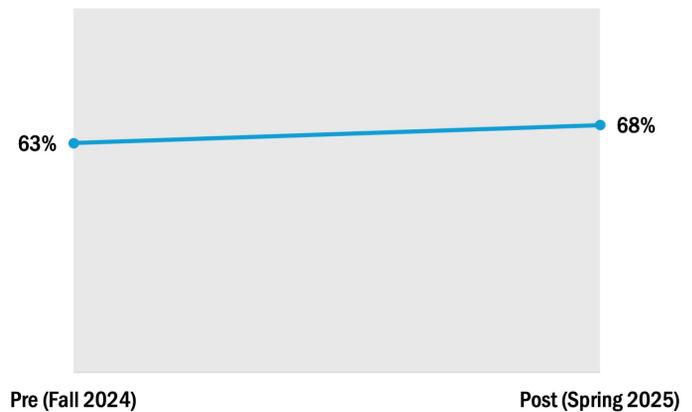
Financial Management: Expenses

Balancing income and expenses to achieve a net profit is complex and can be unpredictable as providers navigate maximizing their potential income while also managing and minimizing expenses. This is especially difficult in California where subsidy rates fail to cover the basic cost of care. Tracking and recording expenses can help providers learn where they can trim costs, but also can help inform them of a fair and reasonable rate to charge families. Providers reported salary and wages, mortgage payment or rent, and food as their top three highest average expenses.

Salary and wages, followed by mortgage payment or rent, and food were providers' top three highest average expense categories. (n=113)

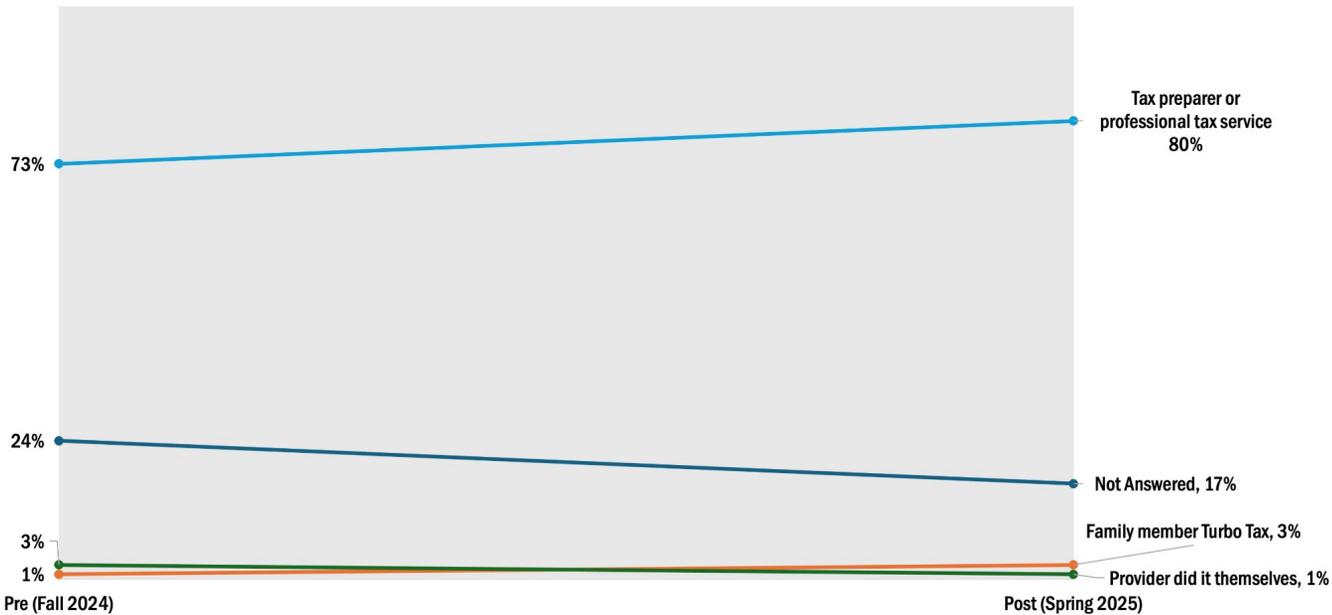| Category	Amount
Salaries & Wages	$51,004
Mortgage Payment or Rent	$29,523
Food	$13,600
Repairs & Maintenance	$6,150
Utilities	$4,458
Materials	$3,820
Insurance	$3,509
Marketing & Advertising	$1,849
Services & Internet	$1,682

18% of providers reported unexpected costs for their child care in Year 2. The most frequent cost reported was facility expansion or infrastructure improvement (n=22).

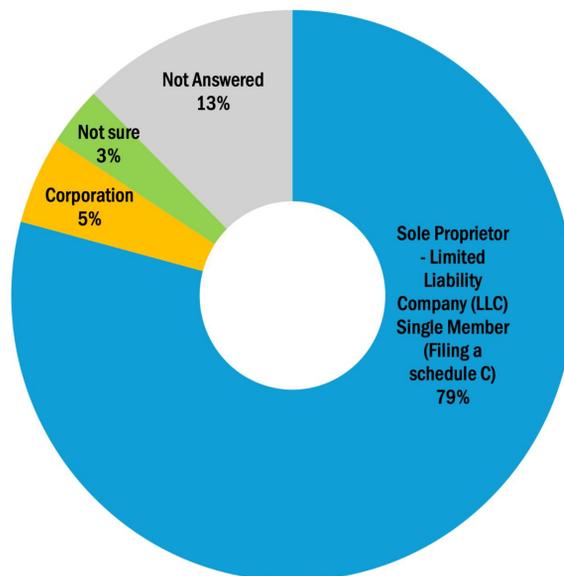| Category	Percent
Infrastructure Improvement	26%
Repairs & Maintenance	22%
Vehicle Purchase	13%
International Travel to Home Country	9%
Residence Change	9%
Increase in Cost of Food	4%
Medical	4%
Learning Materials	4%
Post-secondary Education	4%
Taxes	4%

Financial Management: Taxes

Providers were asked to describe how they prepare taxes and their business entity type (sole proprietor or corporation). From Fall 2024 to Spring 2025, the percentage of providers using a professional tax preparer increased, and only 1% of providers reported doing their own taxes. Additionally, the majority of SSA providers reported that they are sole proprietors.

The percentage of providers who used a tax preparer from 2023 to 2024 increased from 73% to 80%. (n=120)

73% → Tax preparer or professional tax service 80%

24% → Not Answered, 17%

3% → Family member Turbo Tax, 3%

1% → Provider did it themselves, 1%

Pre (Fall 2024) — Post (Spring 2025)

Over three-quarters of providers report filing their 2024 taxes as sole proprietors.
(n=120)

- Not Answered 13%
- Not sure 3%
- Corporation 5%
- Sole Proprietor - Limited Liability Company (LLC) Single Member (Filing a schedule C) 79%

The following section presents data illustrating business growth that supports progress toward SSA Program Goal 2.

SSA Program Goal 2: The SSA will increase fee collection and revenue generation.

Networks and Provider Programs

Individual Goals Set and Completed

Evidence of Business Progress

Opportunities for Growth, Improvement, or Additional Support

Increase Fee Collection and Revenue Generation: Networks and Provider Programs

Goals Set and Completed: Coaches and cultural navigators worked with 26 (22%) providers to join the workforce registry. Also, seven providers set and achieved the goal to join SDQPI. There is currently a waitlist for SDQPI, so it may take time for this goal to be achieved.

Business Practices Checklist Construct	# of Goals Completed
5.1 Networks and Provider Programs - CACFP Participation	2
5.2 Networks and Provider Programs - SDQPI Participation	7
5.3 FCC Networks and Provider Programs - FCC Network or QA Programs	2
5.5 Networks and Provider Programs - Workforce Registry Membership	26
TOTAL	37

Increase Fee Collection and Revenue Generation: Networks and Provider Programs

Evidence of Business Progress: Increased provider participation in almost every support program was seen across the SSA during Year 2. The most notable increase was enrollment in the Workforce Registry. Registration for this program was required in order for providers to apply for the Workforce Retention Stipend. Please see page 36 for more information about this grant program and its role as an incentive for provider engagement and support.

SSA Goal: Increase Fee Collection and Revenue Generation (continued)		
Networks and Provider Programs		
Indicator	**Progress** (Pre/Post Yr 2)	**Evidence**
CACFP	May need attention	**59%** of providers participate in the Child and Adult Care Food Program (CACFP), (decreased from 61%).
Union	Improved	**72%** of providers are members of the Child Care Provider Union (increased from 65%).
SDQPI	Improved	**38%** of providers participate in the San Diego Quality Preschool Initiative (SDQPI) (increased from 31%).
Workforce Registry	Improved	**93%** of providers are members of the Workforce Registry (increased from 63%).
Subsidy	Stable	**96%** of providers accept at least one type of subsidy (increased from 95%).

Opportunity for Growth, Improvement, or Additional Support: Year 1 and 2 data show low participation in CACFP from providers who speak languages other than English and Spanish. Support for agencies that sponsor the CACFP program, including staff and resources that can assist providers that speak languages other than English and Spanish, are needed.
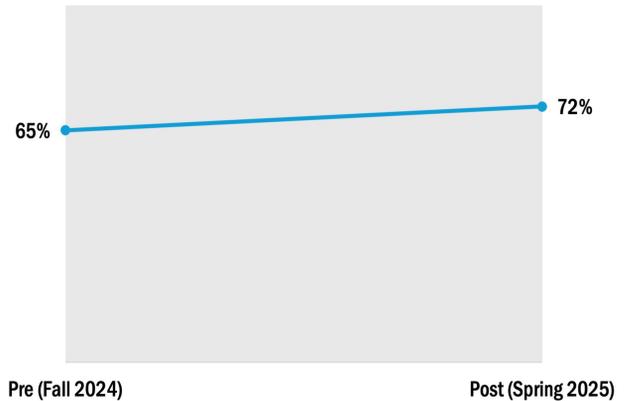
Networks and Provider Programs

The following figures illustrate changes in provider participation in networks and programs between Fall 2024 and Spring 2025.

The number of providers participating in CACFP decreased slightly from 61% to 59% from Fall 2024 to Spring 2025. (n=120)

61%
59%

Pre (Fall 2024)   Post (Spring 2025)
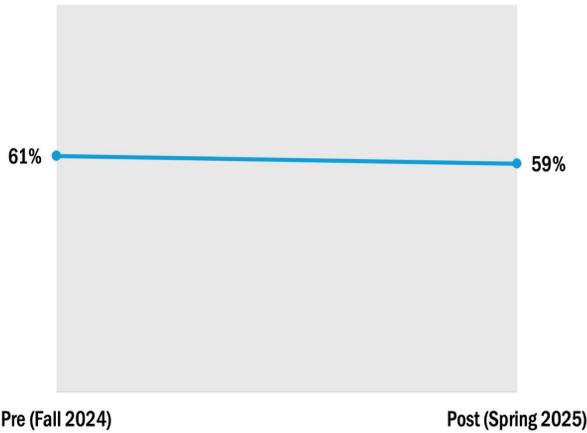
The percentage of providers reporting that they are members of the child care provider union increased from 65% to 72% from Fall 2024 to Spring 2025. (n=120)

65%
72%

Pre (Fall 2024)   Post (Spring 2025)

The percentage of. providers participating in SDQPI increased from 33% to 38% from Fall 2024 to Spring 2025. (n=120)
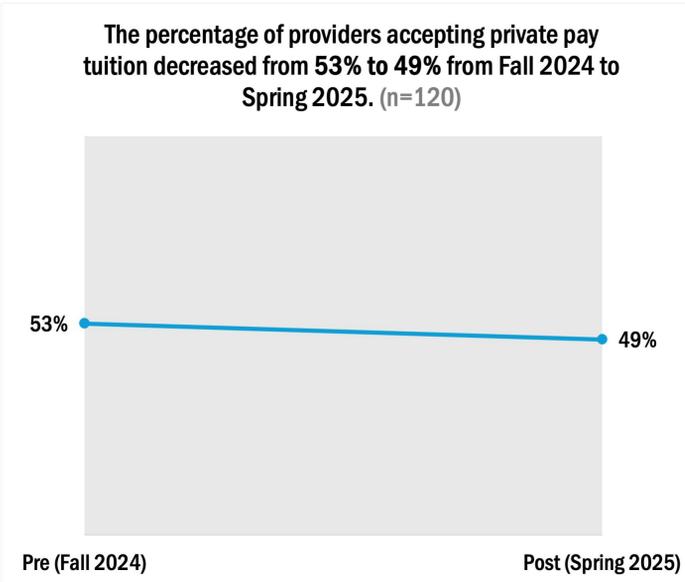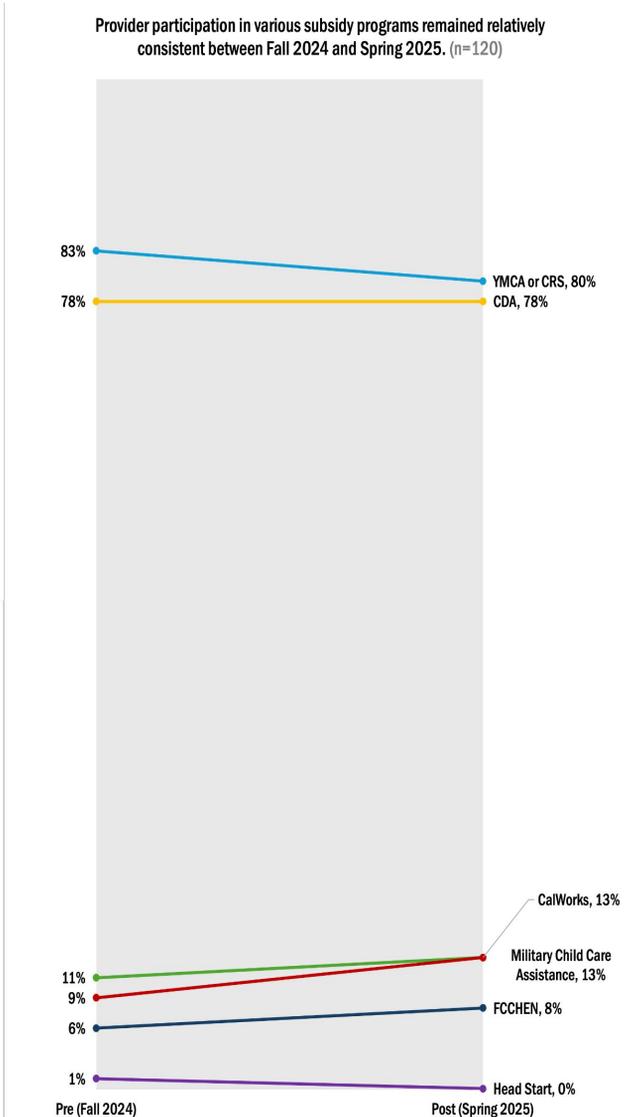
33%
38%

Pre (Fall 2024)   Post (Spring 2025)
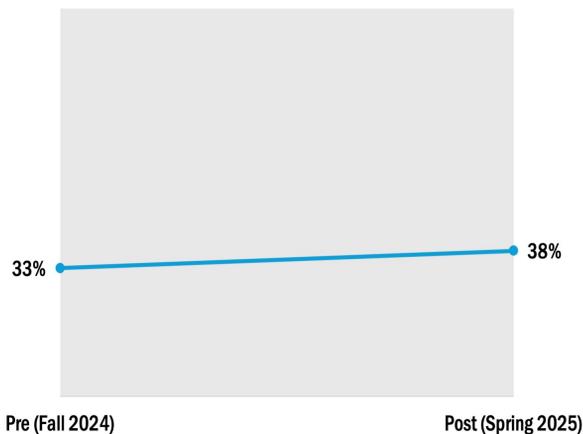
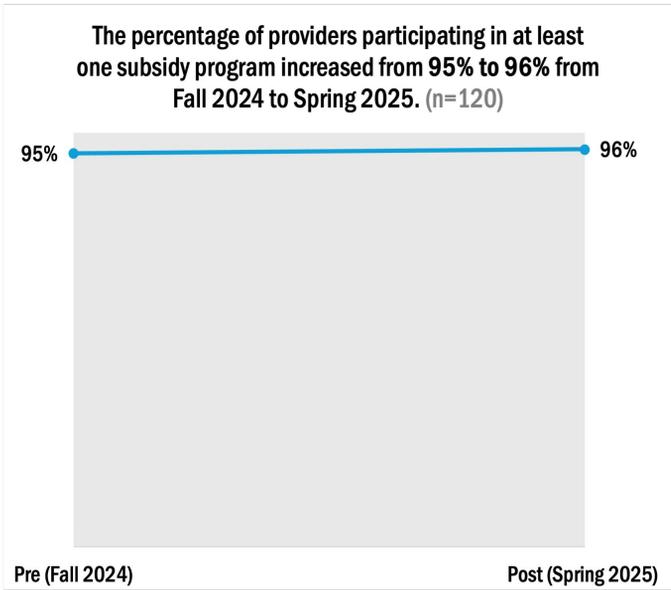**The percentage of providers enrolled in the Workforce Registry increased from 63% to 93% from Fall 2024 to Spring 2025.** (n=120)

63%
93%

Pre (Fall 2024)   Post (Spring 2025)
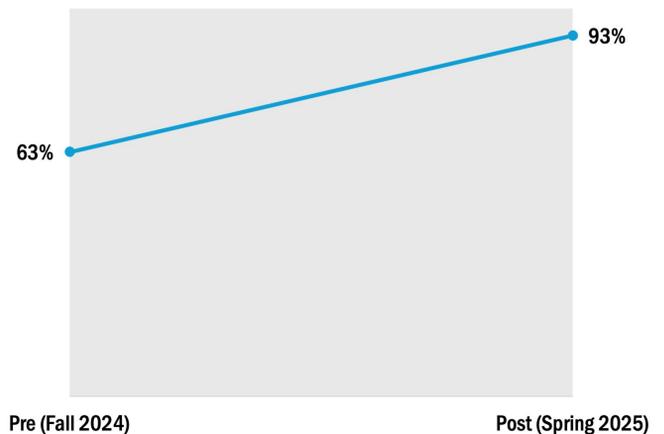
Networks and Provider Programs: Subsidy and Private Pay

The following figures illustrate SSA provider participation in subsidy programs and their acceptance of private pay tuition during Year 2. The percentage of providers participating in at least one program remained high (96%). However, acceptance of private pay tuition declined from 53% to 49%.

The percentage of providers participating in at least one subsidy program increased from 95% to 96% from Fall 2024 to Spring 2025. (n=120)

95%   96%

Pre (Fall 2024)   Post (Spring 2025)

The percentage of providers accepting private pay tuition decreased from 53% to 49% from Fall 2024 to Spring 2025. (n=120)

53%   49%

Pre (Fall 2024)   Post (Spring 2025)

Provider participation in various subsidy programs remained relatively consistent between Fall 2024 and Spring 2025. (n=120)

83%   YMCA or CRS, 80%
78%   CDA, 78%

CalWorks, 13%
11%   Military Child Care Assistance, 13%
9%
6%   FCCHEN, 8%
1%   Head Start, 0%

Pre (Fall 2024)   Post (Spring 2025)

The following section presents data illustrating business growth that supports progress toward SSA Program Goal 2.

SSA Program Goal 2: The SSA will increase fee collection and revenue generation.

Marketing

Individual Goals Set and Completed

Evidence of Business Progress

Opportunities for Growth, Improvement, or Additional Support

Increase Fee Collection and Revenue Generation: Marketing

Evidence of Business Progress: Providers received assistance with how to create and utilize marketing tools for their business.

Goals Set and Completed: Business coaches and cultural navigators pursued 27 marketing related goals with providers, including setting up business websites and creating business social media accounts.

Business Practices Checklist Construct	# of Goals Completed
6.1 Marketing - Marketing Tools for Advertising	18
6.2 Marketing - Business Website	2
6.3 Marketing - Business Social Media Accounts	5
6.5 Marketing - Regularly Updates Program File with Referral Programs	2
TOTAL	27

Opportunity: Providers, coaches and cultural navigators have agreed that more trainings should be in-person, especially those where providers can gain computer skills to develop marketing tools. The YMCA hosted a business website training session in English and Spanish. A total of 18 providers attended. Follow-up hands-on coaching or training sessions helping providers complete their website could give providers the additional assistance they need to complete their goal.

# Increase Fee Collection and Revenue Generation: Marketing

The following two pages are examples of marketing related goals providers completed with the help of their coach or cultural navigator. Providers used the following marketing tools to promote their child care business and increase enrollment.

This provider created a Google Business Profile to help manage how their child care business appears on Google Search and Maps. The provider also wanted to fill vacancies in their enrollment and created a flyer to post on their business social media page.
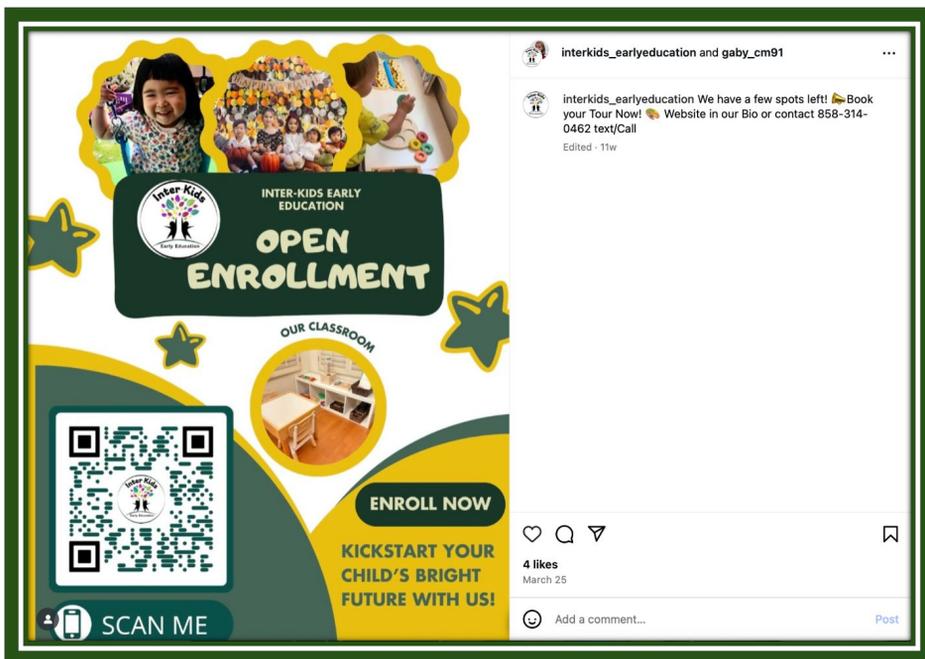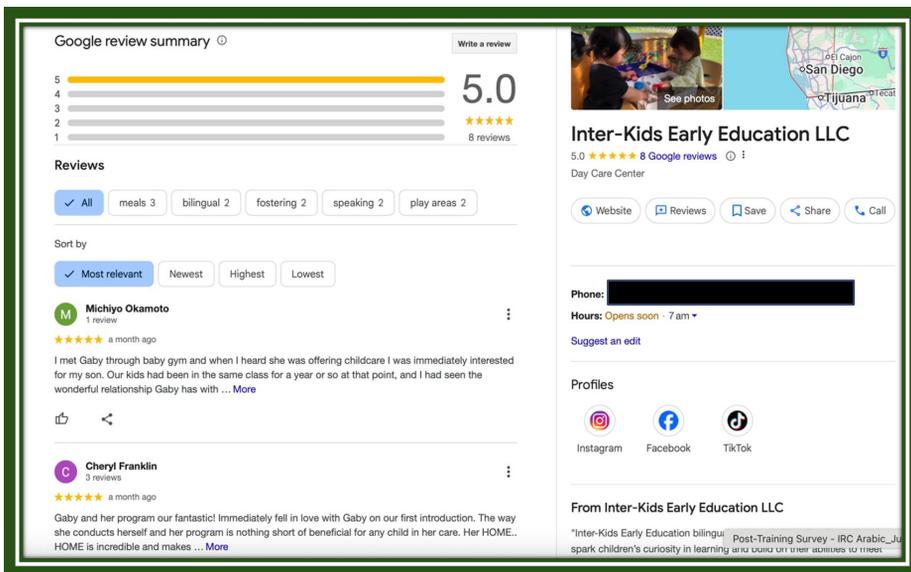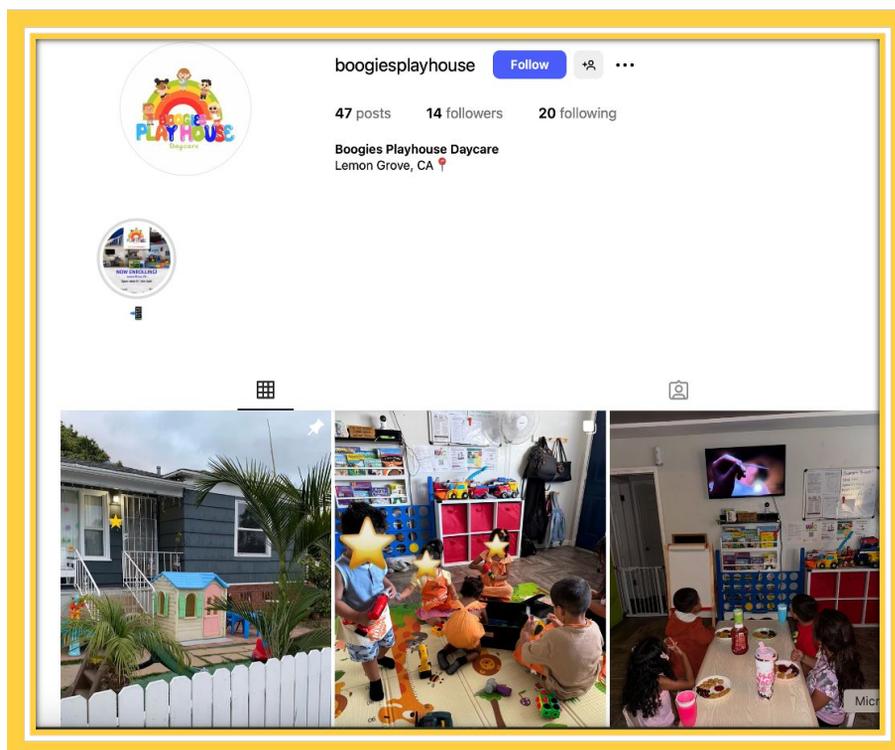
Increase Fee Collection and Revenue Generation: Marketing

This provider created a business profile on Yelp to help connect with customers and to give customers the opportunity to find and review their child care business.
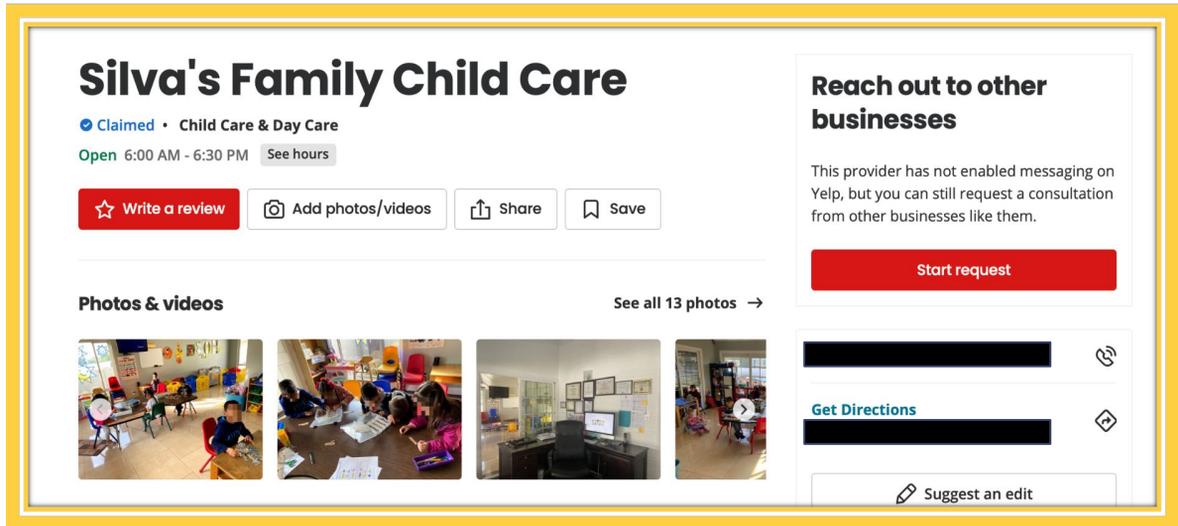
This provider create a business social media account to help advertise their business and to connect to their clients.

The following section presents data illustrating business growth that supports progress toward SSA Program Goal 3.

SSA Program Goal 3: The SSA will increase business efficiency, infrastructure, and access to technology.

Licensing and Operations

Business Practices Checklist and BAS Baseline Results

Individual Goals Set and Completed

Evidence of Business Progress

Opportunities for Growth, Improvement, or Additional Support

Increase Business Efficiency, Infrastructure, and Access to Technology: Licensing and Operations

Goals Set and Completed: A total of nine goals were set and completed in the area of licensing and operation in Year 1, and a total of 48 goals were completed in Year 2. There was a focus on helping providers organize and properly prepare child enrollment records.

Business Practices Checklist Construct	# of Goals Completed
1.1 Licensing and Operations - Current FCC License	11
1.2 Licensing and Operations - Current CPR and First Aid Certifications	9
1.3 Licensing and Operations - Current Child Enrollment Records	14
1.4 Licensing and Operations - Business Plan	4
1.5 Licensing and Operations - Active Business Insurance Policies	1
1.6 Licensing and Operations - Business License or Business Tax Certificate	2
1.7 Licensing and Operations - Hiring Policies	7
TOTAL	48

Increase Business Efficiency, Infrastructure, and Access to Technology: Licensing and Operations

Evidence of Business Progress: The average hourly wage for both full and part-time employees increased. There was also an increase in providers with staff offering paid time off as a benefit.
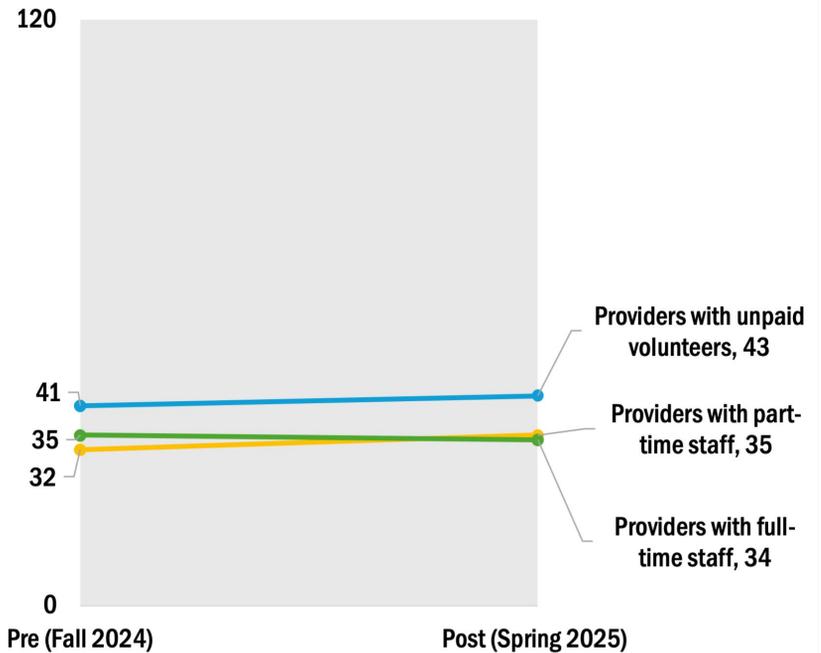
SSA Goal: Increase business efficiencies, infrastructure, and access to a technology platform		
Licensing and Operations		
Indicator	**Progress** (Pre/Post Yr 2)	**Evidence**
Wages	**Improved**	**$1.00** (average full-time hourly wage increase) and **$0.96** (average part-time hourly wage increase).
Benefits	**Improved**	**51%** of providers offer paid time off (Increased from 45%).

Opportunity for Growth, Improvement, or Additional Support: Prior STEPS focus group data has shown that providers whose primary language is not English or Spanish often struggle to understand licensing regulations and find it difficult to communicate with licensing analysts when they visit their home. HOA created a system for their providers to help them manage and maintain proper child enrollment records so when analysts complete home visits, the providers are confidently prepared. Licensing regulators should be encouraged to partner with local ECBOs so that regulations and any updates to those regulations can be shared with providers in their primary language.
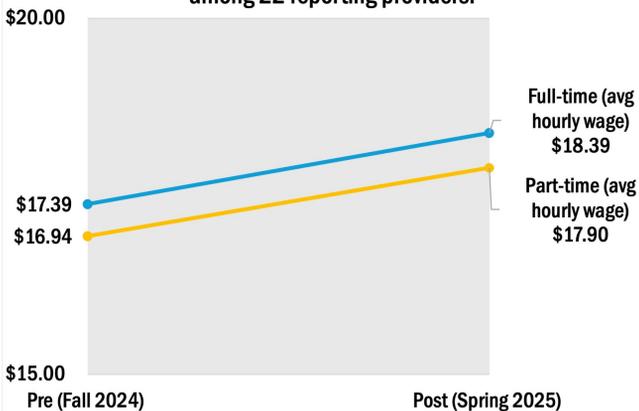
Licensing and Operations: Staff Levels

The following figures illustrate an overview of staffing patterns, hourly wages, and paid time off benefits between Fall 2024 and Spring 2025.

The percentage of providers with unpaid volunteers, part-time staff, and full-time staff remained relatively constant from Fall 2024 to Spring 2025. (n=120)

- Providers with unpaid volunteers, 43
- Providers with part-time staff, 35
- Providers with full-time staff, 34

120
41
35
32
0

Pre (Fall 2024)　Post (Spring 2025)

The average part-time hourly wage increased to $17.90 and the average full-time hourly wage increased to $18.39 from Fall 2024 to Spring 2025 among 22 reporting providers.

$20.00

Full-time (avg hourly wage) $18.39

Part-time (avg hourly wage) $17.90

$17.39
$16.94

$15.00

Pre (Fall 2024)　Post (Spring 2025)

The percentage of providers (with staff and offering PTO) increased from 45% to 51% from Fall 2024 to Spring 2025. (n=65)
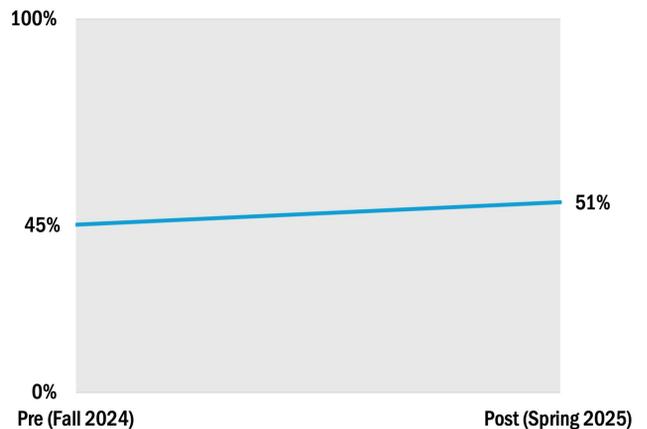
100%

45%　51%

0%

Pre (Fall 2024)　Post (Spring 2025)

The following section presents data illustrating business growth that supports progress toward SSA Program Goal 3.

SSA Program Goal 3: The SSA will increase business efficiency, infrastructure, and access to technology.

Continuing Education and Resources

Individual Goals Set and Completed

Evidence of Business Progress

Opportunities for Growth, Improvement, or Additional Support

Increase Business Efficiency, Infrastructure, and Access to Technology: Continuing Education and Resources

Goals Set and Completed: A total of 22 goals were set and completed in the area of continuing education and resources. Nine providers worked on completing the Child Development permit, a teacher credential or classes at a local college. There were 13 goals set to attend professional development and these are in addition to the SSA sponsored trainings reported later in this section. 98% of providers attended at least one SSA professional development training.

Business Practices Checklist Construct	# of Goals Completed
2.1 Continuing Education & Resources - Documented Professional Development	13
2.2 Continuing Education & Resources - Child Development Permit	1
2.3 Continuing Education & Resources - Teaching Credential	5
2.4 Continuing Education & Resources - Post-Secondary Education	3
TOTAL	22

Increase Business Efficiency, Infrastructure, and Access to Technology: Continuing Education and Resources

Evidence of Business Progress: Providers participating in the SSA connected with free trainings throughout the year. As of May 30, 2025, 98% of providers had participated in at least one business training.

SSA Goal: Increase business efficiencies, infrastructure, and access to a technology platform		
Continuing Education		
Indicator	**Progress** (Pre/Post Yr 2)	**Evidence**
Continuing Education	**Goals Achieved**	**9** providers worked toward a child development permit, teaching credential or were attending classes at a local college.
SSA Training	**Achieved Program Objective**	**98%** (n=118) of providers attended at least one SSA training session.

Opportunity for Growth, Improvement, or Additional Support: Training was a core feature of the program. Attendance for each training session was recorded. To enhance learning, program leaders can work with coaches and cultural navigators to schedule follow-up coaching sessions to encourage the implementation of skills acquired during training.

The SSA may also want to consider partnering with local community colleges or universities to create streamlined pathways to formal continuing education. Establishing small peer learning communities or cohorts could offer participants social support, shared accountability, and opportunities to discuss how to bridge in-class learning to their professional environments.

Continuing Education & Resources: Training Sessions

98% of providers attended one business training in Year 2. A total of **46** SSA training sessions were offered in Year 2 amounting to **153** hours of training. (Data after May 30th is not reflected in this report. The program was ongoing and additional trainings were conducted after the reporting date.)

The YMCA, IRC and HOA were contracted to offer trainings on a variety of topics that support best business practices in the provider's primary language. The YMCA offered their trainings to providers from all agencies, offering courses in English and Spanish. IRC focused their trainings on the needs of the providers at Chicano Federation and IRC, offering sessions in Spanish and Arabic. HOA focused their trainings on the Somali-speaking providers. Format was either in-person or over Zoom, depending on provider schedules and availability.

46 SSA training sessions were offered in Year 2.

Agency	
YMCA	32 sessions; 48.5 hours of training
IRC	9 sessions; 18 hours of training
HOA	5 sessions; 10 hours of training

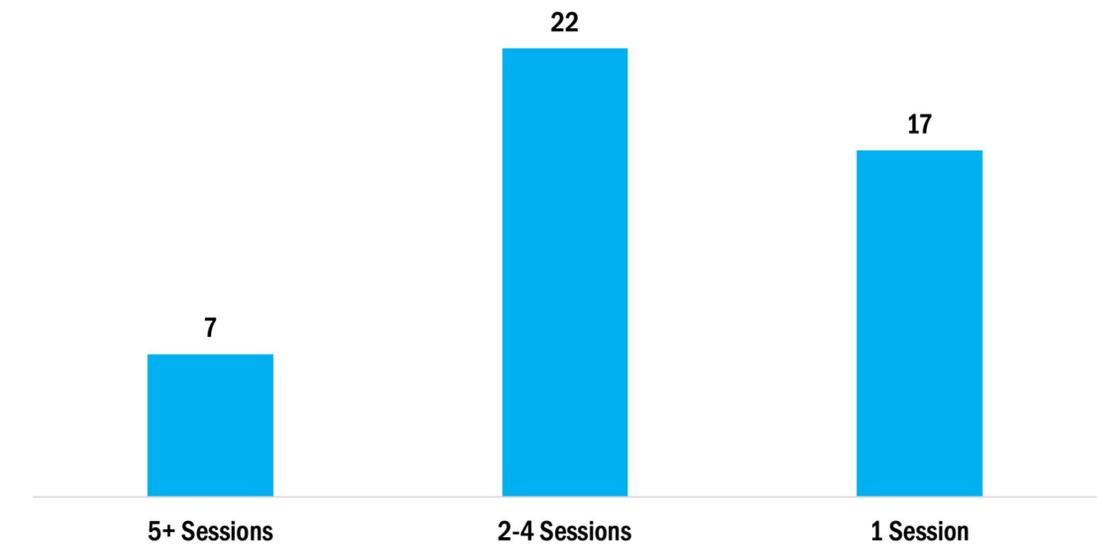# Continuing Education & Resources: Training Attendance

The following chart outlines the trainings offered by HOA, IRC and the YMCA, the language(s) the course was taught in and the number of attendees for each course.

Topic	Language	Attendance
SSA Training Sessions Year 2		
HOA		**44**
Emergency & Disaster Preparedness	Somali & English	8
Financial Management 101	Somali	9
Nutrition/Vitamin D	Somali & English	11
Care Connect (HOA)	2 sessions: Somali	16
IRC		**158**
Accounting in Child Care	Spanish	12
Business Plan Creation	Spanish	15
Contracts and Policies	Spanish	17
Child Development 102	Arabic	20
Child Development 101	Arabic	20
Business Tax	English w/Arabic translation	20
Marketing	Arabic	20
Bookkeeping in Child Care	2 sessions: Arabic & Spanish	34
YMCA		**226**
Preparing for Tax Season	2 sessions: Spanish & English	6
Business Systems and Strategies	2 sessions: Spanish & English	9
Autism Spectrum Disorder Overview	2 sessions: Spanish & English	12
Hiring and Retention	2 sessions: Spanish & English	14
Contracts and Policies	2 sessions: Spanish & English	16
Creating a Budget for Expenses in Excel	Spanish & English	17
Building Your Child Care Business Website	2 sessions: Spanish & English	18
Community Care Licensing	Spanish & English	28
Care Connect (9 courses)	18 sessions: Spanish & English	106

Continuing Education & Resources: Training Attendance

The Care Connect training was a series of courses offered multiple times a week from January to March. Trainings were only available in English and Spanish, however, Horn of Africa conducted two separate trainings in Somali for their providers who were not proficient in English or Spanish. The chart below shows the number of providers who attended one, two to four, and five or more Care Connect sessions. All Care Connect training sessions were recorded and uploaded to the shared cloud for coaches and cultural navigators to use as a resource for providers.

46 providers attended at least 1 Care Connect training session.

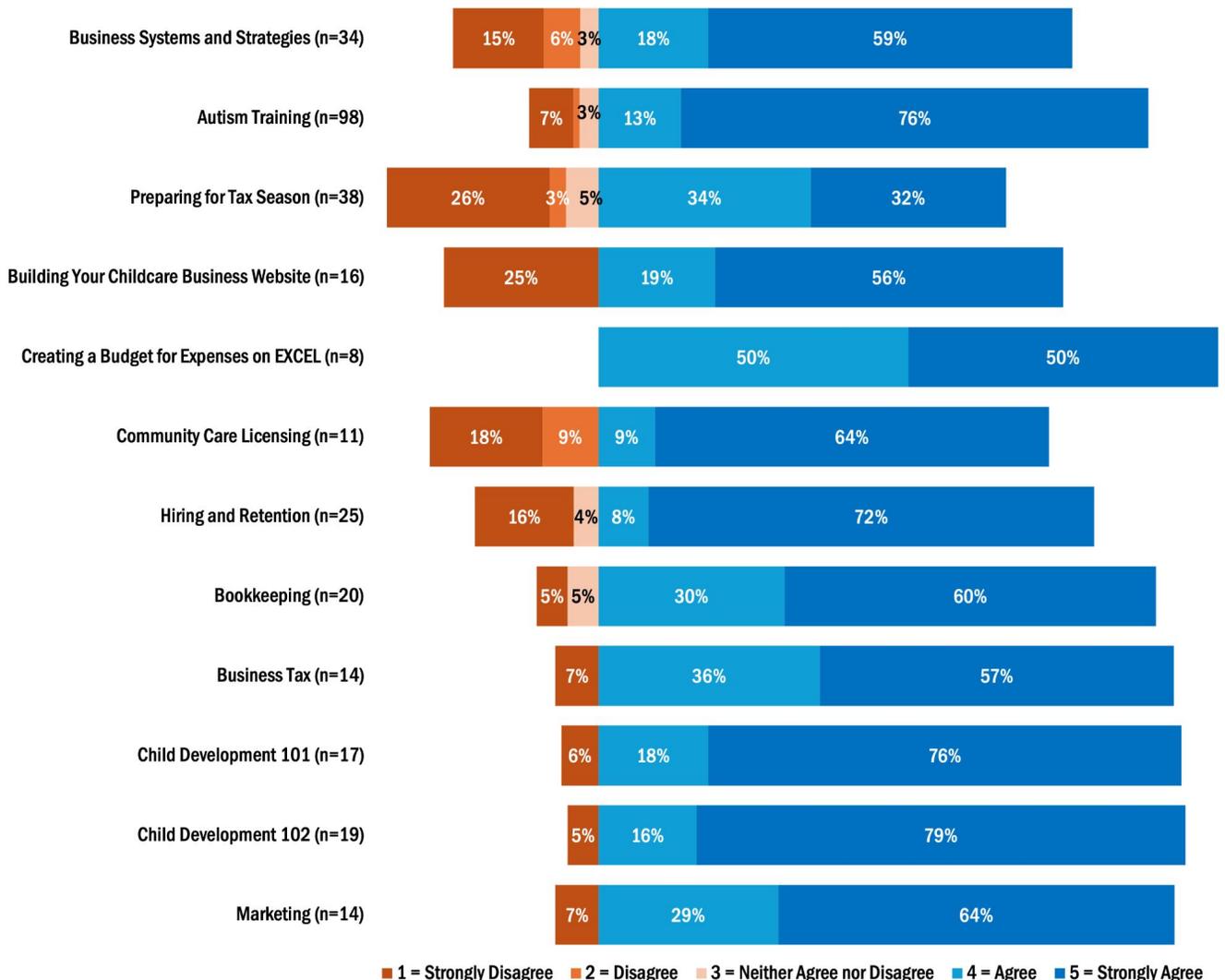| 5+ Sessions	2-4 Sessions	1 Session
7	22	17

Continuing Education & Resources Training: Survey Results

After training sessions, participants were asked to complete feedback surveys. The first question asked them to rate how helpful the training was. The majority of sessions were rated highly, with most participants selecting "Agree" or "Strongly Agree." The trainings on autism, child development 101 and 102, and hiring and retention had the strongest positive responses, with over 70% of participants agreeing strongly that the trainings were helpful. Some topics such as preparing for tax season and building a childcare business had more mixed feedback, with over 25% of participants disagreeing or strongly disagreeing with the helpfulness of the session.

Please rate your level of agreement with the following statement: "Today's training was helpful to me."

Training	1 = Strongly Disagree	2 = Disagree	3 = Neither Agree nor Disagree	4 = Agree	5 = Strongly Agree
Business Systems and Strategies (n=34)	15%	6%	3%	18%	59%
Autism Training (n=98)	7%		3%	13%	76%
Preparing for Tax Season (n=38)	26%	3%	5%	34%	32%
Building Your Childcare Business Website (n=16)	25%			19%	56%
Creating a Budget for Expenses on EXCEL (n=8)				50%	50%
Community Care Licensing (n=11)	18%	9%		9%	64%
Hiring and Retention (n=25)	16%		4%	8%	72%
Bookkeeping (n=20)	5%		5%	30%	60%
Business Tax (n=14)	7%			36%	57%
Child Development 101 (n=17)	6%			18%	76%
Child Development 102 (n=19)	5%			16%	79%
Marketing (n=14)	7%			29%	64%

Legend: ■ 1 = Strongly Disagree ■ 2 = Disagree ■ 3 = Neither Agree nor Disagree ■ 4 = Agree ■ 5 = Strongly Agree

Continuing Education & Resources Training: Survey Results

The second training feedback survey question asked participants to rate the clarity of the presentation materials. Most trainings were rated high on this dimension. Sessions focused on autism, hiring and retention, and child development had particularly positive responses. Preparing for tax season and building your child care business website had more mixed feedback.
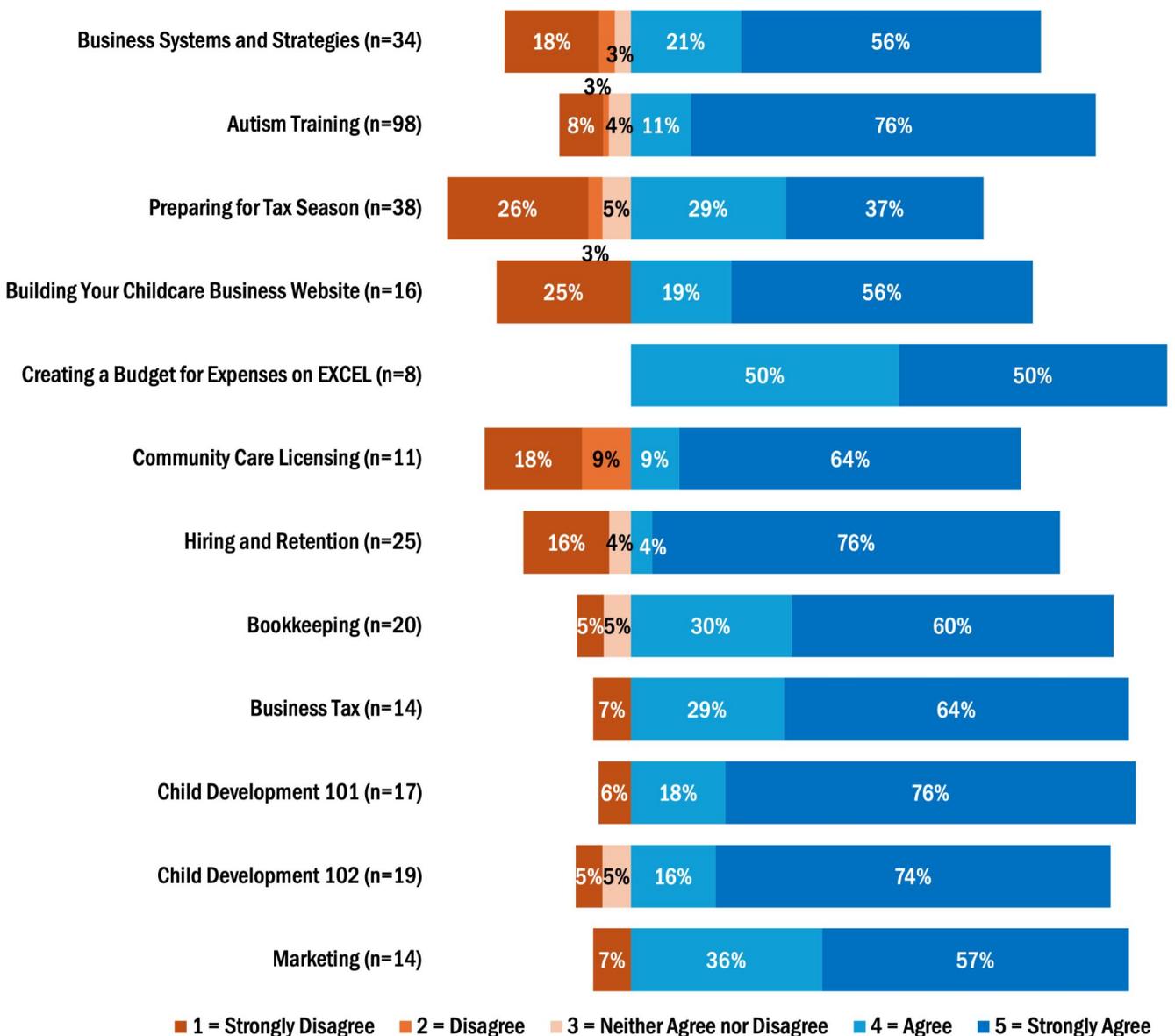
Please rate your level of agreement with the following statement: "The information was presented clearly."

Training	1 = Strongly Disagree	2 = Disagree	3 = Neither Agree nor Disagree	4 = Agree	5 = Strongly Agree
Business Systems and Strategies (n=34)	15%	6%	6%	21%	53%
Autism Training (n=98)	7%	3%		12%	77%
Preparing for Tax Season (n=38)	26%	3%	1%	37%	26%
Building Your Childcare Business Website (n=16)	25%			19%	56%
Creating a Budget for Expenses on EXCEL (n=8)				50%	50%
Community Care Licensing (n=11)	18%	9%		9%	64%
Hiring and Retention (n=25)	16%		8%		76%
Bookkeeping (n=20)	5%			30%	65%
Business Tax (n=14)	7%			36%	57%
Child Development 101 (n=17)	6%			18%	76%
Child Development 102 (n=19)	5%			21%	74%
Marketing (n=14)	7%			36%	57%

■ 1 = Strongly Disagree ■ 2 = Disagree ■ 3 = Neither Agree nor Disagree ■ 4 = Agree ■ 5 = Strongly Agree

Continuing Education & Resources Training: Survey Results

The third feedback survey question asked participants to rate how relevant the training was to their business. The results indicate a consistent pattern observed with the previous questions. Sessions that were rated as helpful with clearly presented information were also reported to be relevant to participants' child care businesses.
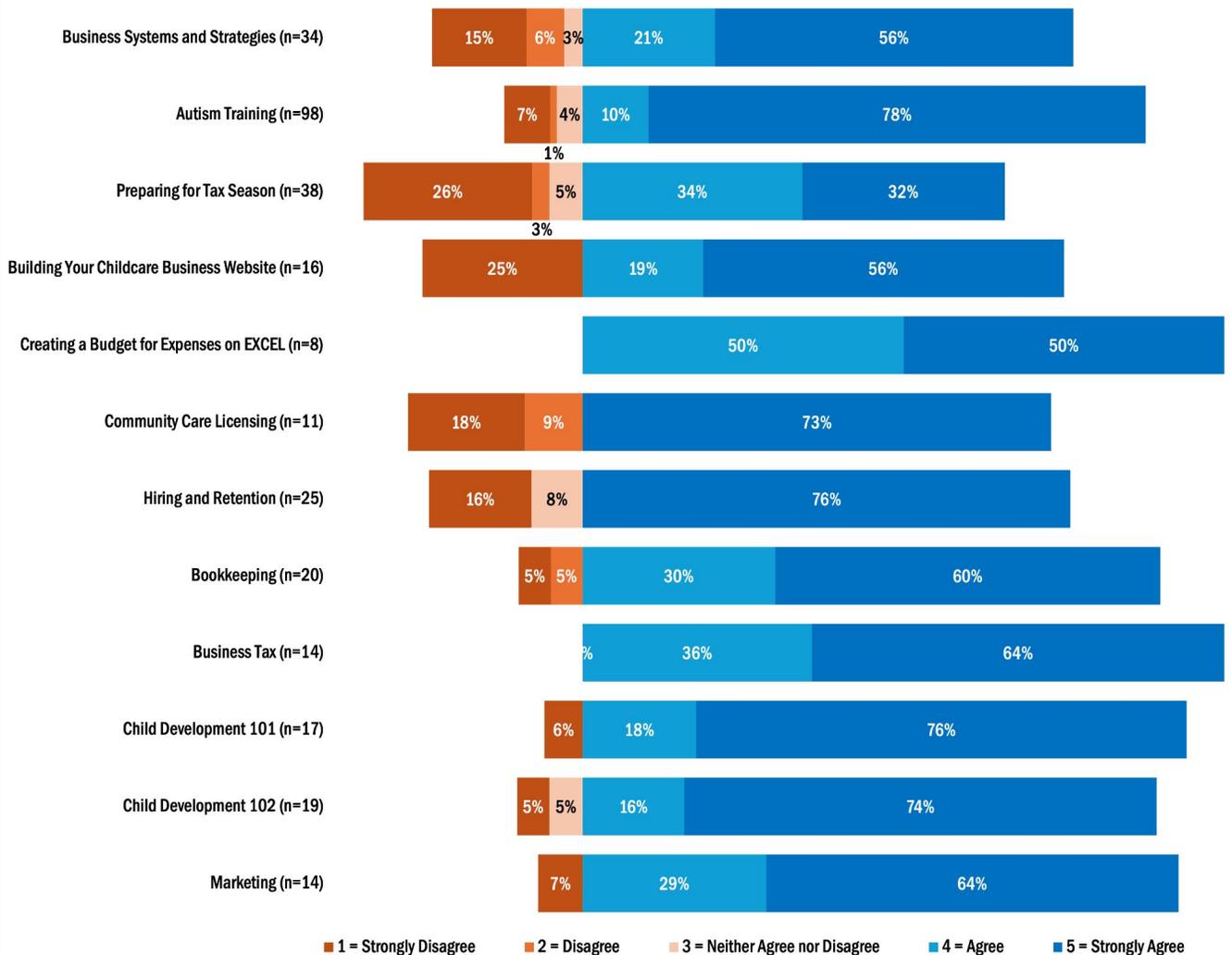
Please rate your level of agreement with the following statement: "The material covered today was relevant to my child care business."

Training	1 = Strongly Disagree	2 = Disagree	3 = Neither Agree nor Disagree	4 = Agree	5 = Strongly Agree
Business Systems and Strategies (n=34)	18%		3%	21%	56%
Autism Training (n=98)	8%	3%	4%	11%	76%
Preparing for Tax Season (n=38)	26%		5%	29%	37%
Building Your Childcare Business Website (n=16)	25%		3%	19%	56%
Creating a Budget for Expenses on EXCEL (n=8)				50%	50%
Community Care Licensing (n=11)	18%	9%		9%	64%
Hiring and Retention (n=25)	16%		4%	4%	76%
Bookkeeping (n=20)	5%		5%	30%	60%
Business Tax (n=14)	7%			29%	64%
Child Development 101 (n=17)	6%			18%	76%
Child Development 102 (n=19)	5%		5%	16%	74%
Marketing (n=14)	7%			36%	57%

Legend: ■ 1 = Strongly Disagree   ■ 2 = Disagree   ■ 3 = Neither Agree nor Disagree   ■ 4 = Agree   ■ 5 = Strongly Agree

Continuing Education & Resources Training: Survey Results

Providers were asked if they would recommend the trainings to others. The overall pattern of agreement indicates a generally positive participant experience across the training offerings.

Please rate your level of agreement with the following statement: I would recommend this session to a friend or colleague. "

Training	1 = Strongly Disagree	2 = Disagree	3 = Neither Agree nor Disagree	4 = Agree	5 = Strongly Agree
Business Systems and Strategies (n=34)	15%	6%	3%	21%	56%
Autism Training (n=98)	7%		4%	10%	78%
			1%		
Preparing for Tax Season (n=38)	26%		5%	34%	32%
			3%		
Building Your Childcare Business Website (n=16)	25%			19%	56%
Creating a Budget for Expenses on EXCEL (n=8)				50%	50%
Community Care Licensing (n=11)	18%	9%			73%
Hiring and Retention (n=25)	16%		8%		76%
Bookkeeping (n=20)	5%	5%		30%	60%
Business Tax (n=14)				36%	64%
Child Development 101 (n=17)		6%		18%	76%
Child Development 102 (n=19)	5%	5%		16%	74%
Marketing (n=14)		7%		29%	64%

The SSA will increase business efficiency, infrastructure, and access to technology.

Recordkeeping

Individual Goals Set and Completed

Evidence of Business Progress

Opportunities for Growth, Improvement, or Additional Support

Increase Business Efficiency, Infrastructure, and Access to Technology: Recordkeeping

Goals Set and Completed: Recordkeeping continued to be an area of need for providers. A total of 57 goals were set and completed in Year 1 and 96 additional goals were completed in Year 2. This accounted for 23% of all goals.

Business Practices Checklist Construct	# of Goals Completed
3.1 Recordkeeping - Client Contracts and Handbooks	44
3.3 Recordkeeping - System for Tracking Business Expenses	11
3.5 Recordkeeping - Technology Use for Operating Business	41
TOTAL	96

Increase Business Efficiency, Infrastructure, and Access to Technology: Recordkeeping

Evidence of Business Progress: SSA providers focused on recordkeeping by implementing new expense tracking systems and new client contracts.

SSA Goal: Increase business efficiencies, infrastructure, and access to a technology platform		
Recordkeeping		
Indicator	**Progress** (Pre/Post Yr 2)	**Evidence**
Organization and Policies	Goals Achieved	**36%** of providers implemented new or updated client contracts and policies, **9%** implemented an expense tracking system, and **34%** implemented the use of technology in operating their business (i.e. CCMS or Excel).

Opportunity for Growth, Improvement, or Additional Support: Recordkeeping continues to be a high need area for providers. The Business Practices Checklist (now known as CCSSI) should include constructs that allow for differentiation between CCMS and other technologies.

The SSA will increase business efficiency, infrastructure, and access to technology.

Communication

Individual Goals Set and Completed

Evidence of Business Progress

Opportunities for Growth, Improvement, or Additional Support

Increase Business Efficiency, Infrastructure, and Access to Technology: Communication

Goals Set and Completed: A total of 13 goals were completed to improve provider and family communication.

Business Practices Checklist Construct	# of Goals Completed
8.1 Communication - Regular Communication with Families	4
8.2 Communication - Automates Communication with Business Software	3
8.3 Communication - Community Resource Binder	5
8.4 Communication - Family Feedback	1
TOTAL	13

Increase Business Efficiency, Infrastructure, and Access to Technology: Communication

Evidence of Business Progress: Providers were asked to report if they use a CCMS on the post-survey and 76% indicated that they do, and 14 have begun using CareConnect as part of their goal completion work.

SSA Goal: Increase business efficiencies, infrastructure, and access to a technology platform		
Communication		
Indicator	**Progress** (Pre/Post Yr 2)	**Evidence**
CCMS	**Improved**	**76%** of providers report using a Child Care Management System (CCMS) (increased from 58%).

Opportunity for Growth, Improvement, or Additional Support: This year, more providers are using CCMS to support their business administration. Continued support is needed to ensure providers are maximizing the features of their chosen system. Coaches and cultural navigators report that providers still need direct instruction in their native languages to bolster digital literacy skills. To address this, CCMS vendors could expand access to multilingual user guides and short instructional videos. Providers will continue to benefit from in-person follow-up trainings with opportunities for guided practice with coaches and cultural navigators.

The percentage of providers reporting CCMS use increased from 58% to 76% from Fall 2024 to Spring 2025. (n=120)

58%

78%

Pre (Fall 2024)

Post (Spring 2025)
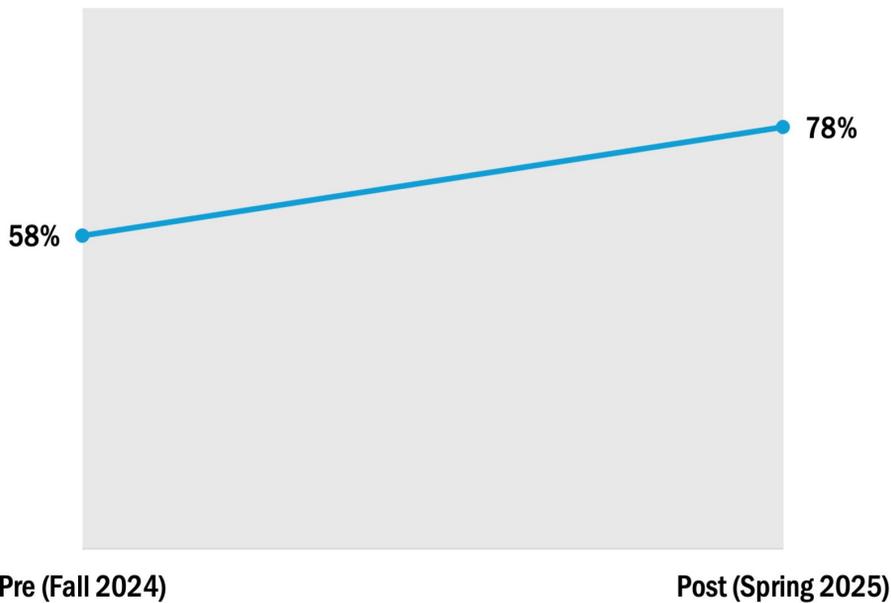
Communications: CCMS

The following figures present the CCMS platforms that SSA providers prefer to use and the features they utilize. CareConnect (subscription offered as part of SSA program) emerged as the dominant platform. Billing and record keeping functions were the most popular features utilized.

Most providers reporting CCMS usage are CareConnect users. (n=71)

Platform	%
CareConnect	72%
Brightwheel	8%
CareConnect/ Smart Care	6%
CareConnect and Brighwheel	4%
Wonderschool and CareConnect	1%
Wonderschool	1%
Procare, CareConnect	1%
Procare	1%
Lillio (formerly HiMama)	1%
CareConnect/ Smart Care Brightwheel	1%
CareConnect and Wave	1%

Billing parents, staff timekeeping, enrollment forms, and child and family records were the top features used by reporting providers (n=94).

Feature	%
Billing parents	35%
Staff timekeeping	32%
Enrollment Forms	29%
Child and family records	28%
Time management	18%
Family communication/engagement	18%
Collecting parent fees	16%
Payroll	15%
Tracking expenses and uploading receipts	14%
Managing cash flow	10%
Staff records	6%
Budgeting	5%

Stakeholders' Program Satisfaction

Coach and Cultural Navigator Reflections on the SSA Program and their Practice

The San Diego Shared Services Coach and Cultural Navigator Quality Assurance survey is a self-assessment tool that was administered to eight coaches and cultural navigators in December 2024. The purpose of this survey is to determine individual and collective confidence levels with coaching practices and to determine where additional training and support is needed. The survey was aligned with Business Practices Checklist constructs and focuses on two key questions for each construct:

1. "How confident are you in your ability to help providers with the following topics included in the Business Practices Checklist?" (Not at all, somewhat, or very)
2. "Please select the level of need you have as a coach or cultural navigator for more training or information on the following topics." (Low, medium, or high need)

Business Practice Checklist Constructs
- Licensing and Operations
- Continuing Education and Resources
- Recordkeeping
- Financial Management
- Networks and Provider Programs
- Marketing
- Business Growth
- Communication

Results

Overall, respondents felt confident in their coaching practice. When asked to rate their level of agreement with the statement "I feel confident about my current coaching practice." Three (3) respondents selected "strongly agree" and (5) five selected "agree." While there was a general sense of confidence among the group, the survey also revealed specific areas where additional support and training could be beneficial. The following topics were identified as high-need areas for coaches to continue to build their practice.

Topics to Consider for Additional Coach/CN Training
- Selecting business insurance
- Developing hiring practices
- Understanding the process for obtaining teaching credentials and certifications
- Creating an operating budget
- Opening savings or retirement accounts
- Improving business infrastructure
- Accessing business loans or capital funding
- Automating communication through business software

Coach and Cultural Navigator Reflections: Success Stories (Quality Assurance Survey)

The following reflections were gathered through the San Diego Shared Services Coach and Cultural Navigator Quality Assurance survey conducted in December 2024.

Coach and Cultural Navigator Success Stories
Budgeting and Connecting to Funding - "I helped [provider name] work on a detailed expense and budget report for her business goals, along with providing her with the support to access a $5K business loan through the Center for Economic Opportunity and access a PayPal grant Surface Pro Laptop to use in her business as part of her additional enrollment in that grant."
Connecting to Funding - "I have been helping a provider learn about what small business loans would be a good option for them. She wants to build an outdoor play area so that she can attract more families. I have watched the provider grow more confident in her ability to gain more capital for her business needs."
Marketing and Enrollment - "One example of my coaching success is when I worked with a provider who did not have any children enrolled in their care. I provided technical assistance on effective outreach strategies, such as using social media, connecting with local parent groups, and creating flyers to share in community spaces. I also guided them on how to communicate their services clearly and highlight the benefits of their program. As a result, the provider was able to connect with families in the community and successfully enrolled new children into their care, allowing them to get their business up and running."
Contracting Update - "I worked closely with a provider to review a contract, double-checking that the pricing, formatting, work hours, and holidays were accurate and made sense. I also helped translate the document from Spanish to English, making sure the wording was clear and easy to understand for everyone involved."
Parent Resources - "I helped a provider create a resource binder for the families she serves. Provider was already receiving loads of information but was not sure how to present it to her families and make that information useful."
Marketing and Enrollment – "I helped a provider create a Google Business Profile, which improved their online visibility. As a result, they successfully enrolled several new children."
Observed Improvements – "Conducted BAS with providers and have followed up with them after a few months. A high percentage of our providers have made small improvements that have helped them tremendously in their business. Giving them the tools and resources has helped their scores go from 1-3, 1-4, and 1-7. The providers stated that they are happy with the program. They would love more trainings on how to use excel."
Expense Tracking – "By assisting a provider in establishing a detailed tracking expense system, she gained valuable insights into her food spending habits. The system revealed the significant amount of money she spent on food each month. Furthermore, by developing a well-organized menu, she discovered a strategic way to plan meals more thoughtfully, ultimately leading to significant savings in her grocery bills."

Coach and Cultural Navigator Reflections on the Program - Partner agency support and resources are crucial for coach/cultural navigator success.

The coaches and cultural navigators shared stories about times they helped a provider—a moment they felt especially proud of. They were also asked to share what contributes to the provider's success and what do they need to be more successful as a coach or cultural navigator. **There were two main themes that arose from their stories: the resources of the partner agency or ECBO makes the coach or cultural navigator stronger and the partnership or alliance between the agencies and ECBOs strengthens the coach's ability to help the provider.**

Four stories were shared about the **providers moving to new homes**. The coaches/cultural navigators felt a sense of accomplishment in supporting the providers through the arduous process of not only moving their life and family, but also their business, so that it could grow and serve more children. Two stories, presented below, highlight the assistance the coach or cultural navigator received from their agency.

Partner Agency Confirmed Housing Option: One coach/cultural navigator shared that a provider looking for a larger home to rent was turned down multiple times because of their child care business, (providers know it is illegal to be turned away for this reason, but there is little they can do), only to find a home she could rent on a social media platform. The provider was worried it was a scam, however the coach/cultural navigator accessed the housing department within their agency to confirm the legitimacy. The provider was able to move in, acquire their large license, and enroll more children. Goals that might seem simple, such as obtaining a large license, are actually complicated and providers often face unexpected challenges.

Partner Agency Provided Licensing Support: Another coach/cultural navigator had a provider who was receiving complaints from their landlord because the children were being loud. This prompted her to want to move to a larger house and obtain her large license. However, the provider was unable to connect with licensing to make the move seamless. The coach/cultural navigator turned to their agency for additional assistance and ultimately they were able to help the provider move in, obtain their large license quickly so that minimal income was lost.

Focus group data consistently demonstrated the impact of the SSA program, as reflected by the following quote from a coach/cultural navigator: "One of the things that I have heard from everybody raving about the program is that they don't feel alone. They feel like they have a lot of support. They feel like they have someone that is there to listen to them. And sometimes we may not have, like the right answers, or the right tools or resources for them, but just the fact that they have someone that they can reach out to."

Coach and Cultural Navigator Reflections on the Program - "Alliance" is not just an alliance of providers, but an alliance of community organizations.

The stories shared by the coaches and cultural navigators also describe how the relationship between agencies and ECBOs strengthens their practice and helps them to build trust with the providers.

Accessing Grants and Funding: One coach/cultural navigator shared an example of how she helped a provider secure external funding for a large scale backyard improvement after moving into a new home. She described how she connected her provider with another partner agency to secure the grant and loan, enabling the provider to secure the funds needed to make the improvements and obtain a large license.

Collaboration Across Agencies: Another coach/cultural navigator shared her experience working with a partner agency: "...the networking that we have between us, especially me, I'm working in my agency by myself doing this. I felt comfortable reaching out with other colleagues, like [partner agency name] colleagues if I had questions and support, if I needed support, so that really helped me to do my work."

A third coach/cultural navigator shared that when the agencies work together, the providers recognize this relationship and the trust is extended. "What helps develop that trust is, we kind of seem to know each other. And so just in case somebody comes to me and they're talking about their experience with, like the other organization, such as [partner agency name}, or things like that. I know that I have like the opportunity to have that open door, and to like, communicate with [coach/cultural navigator name], to make that process like a little bit more streamlined and like straightforward. So I think that's something unique that isn't really present across the board, and it strengthens that trust with participants."

Coach and Cultural Navigator Reflections

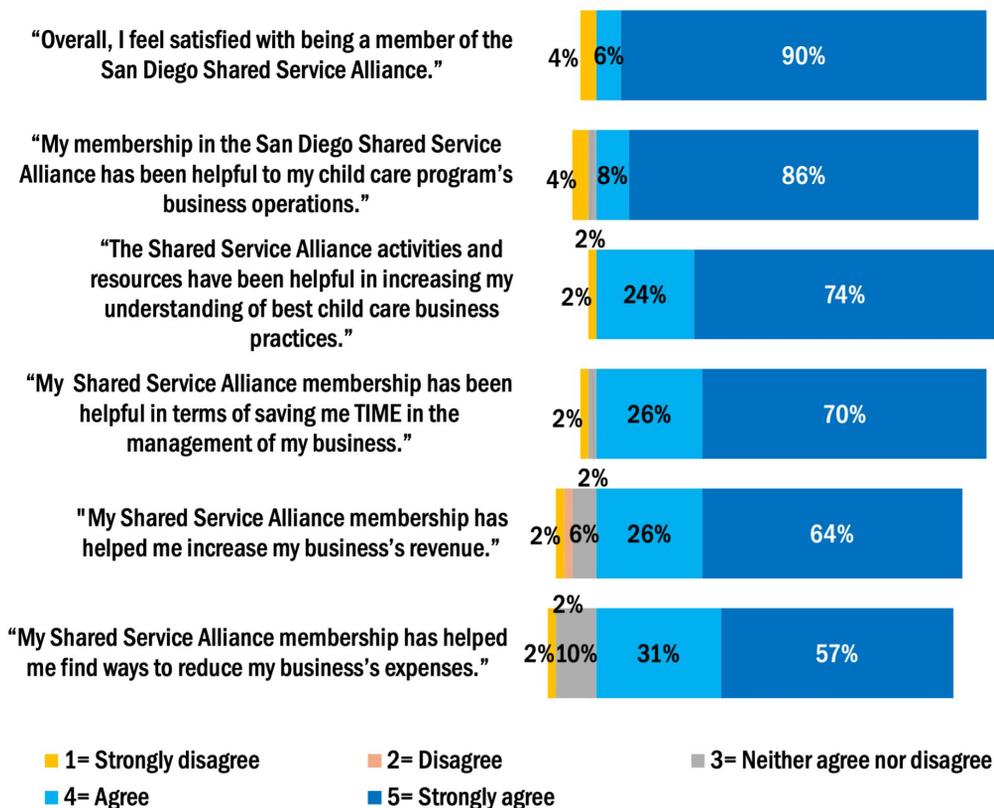| Additional Quotes Describing Impact |
|---|
| **Assisting Providers in Their Primary Language:** "I also think one of the things that make us succeed in this program is the one-on-one help, in the providers native language. I think it makes it easy for the providers to understand, and complete important steps, like getting licensed or applying for a grant, getting financial support. And also having the trust and ongoing support. I just like feel this gives them the confidence to share whatever comes on their mind. Just having the rapport and the relationship in the long run, make them feel confident in sharing personal information and information about their businesses." |
| **Empowering Providers with Choice:** "...really it's like that financial literacy component of starting that process first. It is really important. And so I'm glad in a way that SSA gave us the tools to first provide that, and then let these providers make their own choices on whether or not a loan was feasible for them." |
| **Overall Program Impact:** "She called me and she said that this wouldn't be possible without the help of SSA. She said: 'You guys gave me the tools, the confidence, and the community I needed, and you changed a lot in my career and my professional journey.'" |
| **Provider Confidence:** "A lot of them have been really happy with the taxes trainings that we've been giving them, because some of them were terrified of doing their taxes." |

Provider Reflections: Program Satisfaction

In May 2025, SSA participants completed an online satisfaction survey. The survey link was distributed to all 120 SSA members by their coaches. The survey was offered in Arabic, English, Somali, and Spanish. A total of 50 providers responded to the survey, yielding a 42% response rate. All responses were submitted anonymously. While the data does not reflect the individual perspective of every participant, it does provide a meaningful snapshot of provider experiences. Five themes that emerged from the synthesis of the quantitative and qualitative data are presented below.

1. High Satisfaction with Coaching Support - Survey results indicate that 90% of providers strongly agree that they are satisfied with their alliance membership. Eighty six percent of providers report that the SSA has supported their business operations.

Participating providers' level of agreement with the following statements. (n=50)

"Overall, I feel satisfied with being a member of the San Diego Shared Service Alliance." — 4%, 6%, 90%

"My membership in the San Diego Shared Service Alliance has been helpful to my child care program's business operations." — 4%, 8%, 86%

"The Shared Service Alliance activities and resources have been helpful in increasing my understanding of best child care business practices." — 2%, 2%, 24%, 74%

"My Shared Service Alliance membership has been helpful in terms of saving me TIME in the management of my business." — 2%, 26%, 70%

"My Shared Service Alliance membership has helped me increase my business's revenue." — 2%, 2%, 6%, 26%, 64%

"My Shared Service Alliance membership has helped me find ways to reduce my business's expenses." — 2%, 2%, 10%, 31%, 57%

■ 1= Strongly disagree ■ 2= Disagree ■ 3= Neither agree nor disagree
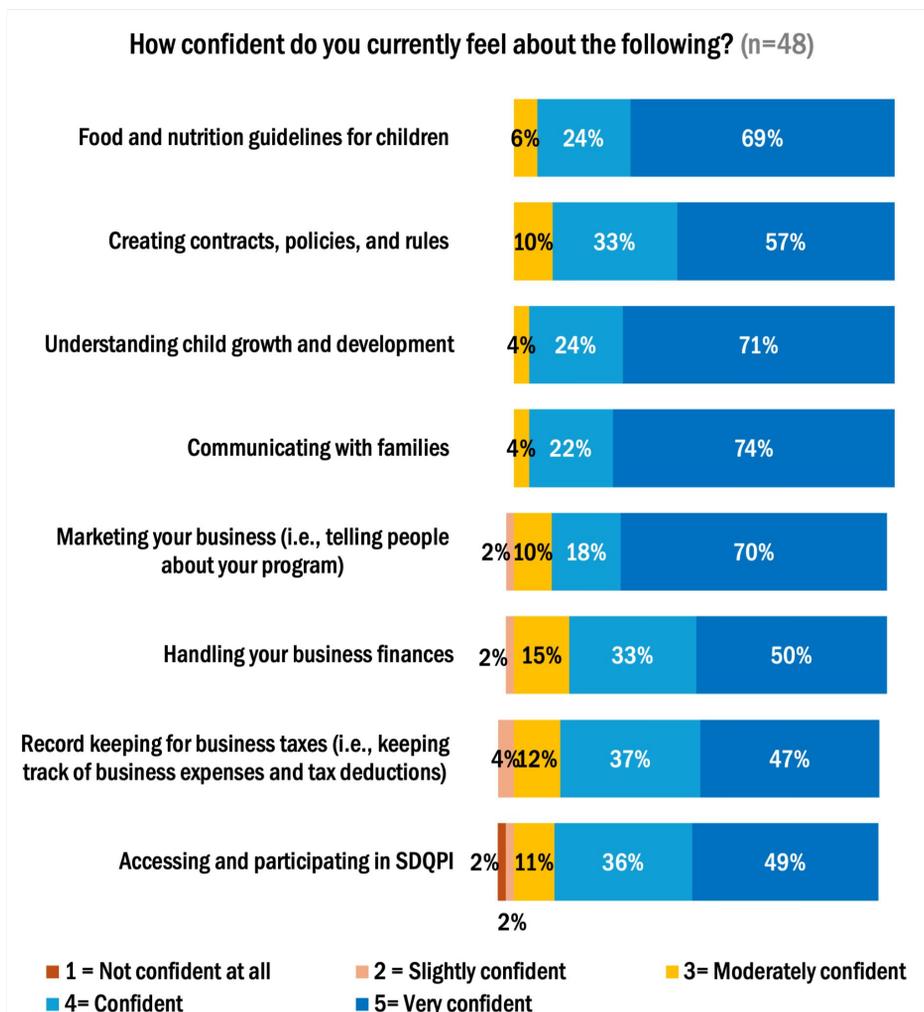■ 4= Agree ■ 5= Strongly agree

Provider Reflections: Program Satisfaction

High levels of program satisfaction were also observed in the open response survey questions. Providers shared examples demonstrating the quality, reliability, and positive impacts of the coaching interactions and relationships.

- "My coach helped me a lot; she is always available to help me."
- "[coach's name] has been incredibly helpful and an important part of my program. I couldn't manage my business and feel confident without the knowledge and support she has provided me! Thank you so much!"
- "It was very helpful to me. When I had questions, my coach found the information and supported me in everything I was stuck on."

2. Evidence of Improved Business Confidence and Organizational Skills - Providers report high confidence in areas such as communicating with families (74% very confident), understanding child development (71% very confident), and marketing their business (70% very confident).

How confident do you currently feel about the following? (n=48)

	1 = Not confident at all	2 = Slightly confident	3 = Moderately confident	4 = Confident	5 = Very confident
Food and nutrition guidelines for children			6%	24%	69%
Creating contracts, policies, and rules			10%	33%	57%
Understanding child growth and development			4%	24%	71%
Communicating with families			4%	22%	74%
Marketing your business (i.e., telling people about your program)		2%	10%	18%	70%
Handling your business finances		2%	15%	33%	50%
Record keeping for business taxes (i.e., keeping track of business expenses and tax deductions)		4%	12%	37%	47%
Accessing and participating in SDQPI	2%	2%	11%	36%	49%

Provider Reflections: Confidence

These confidence ratings align with descriptions submitted by providers of feeling more clear and better able to manage their programs.

- "I feel more confident in my business."
- "They have helped me with things I didn't even know I needed help with. They've done everything for me."
- "Thank you very much for all the help you provided. It helped me a lot to better organize my daycare and business."
- "My experience with the Shared Services Alliance has been positive, and I appreciate the resources and support provided. The guidance on administrative processes and best practices has been helpful in improving efficiency within my childcare business. I especially value the opportunities to learn from other providers and stay informed about industry updates."

3. Desired for Continued Coaching - Many providers expressed the need for continued coaching and support. They explain that they have seen improvements in their business practices resulting in higher quality service for children and families.

- "I would like to see the benefits continue."
- "It has been extremely helpful for my program, and has also benefited families and staff by helping us offer better quality service. Thank you for all your help."

4. Need for Additional Support on Financial and Administrative Tasks - Confidence levels were somewhat lower among respondents in the areas of managing finances and recordkeeping for taxes. Fifty percent (50%) of respondents felt very confident in managing finances, and 47% felt very confident in recordkeeping for taxes. Open responses described a need for additional training and information about finances.

- "I would like to know how to pay my employees with W2s without hiring someone and to do it myself."
- "More information on how to more easily store information for taxes done at the end of the year."
- "More extensive accounting and more classes."
- "I would love to see coaching on financial management strategies, enrollment growth, and staff retention best practices."

5. Request for Tailored Support for More Experienced Providers - Some respondents highlighted that SSA services were more appropriate for newer providers rather than those with extensive experience. These respondents noted it might be helpful to differentiate stages of provider development so that they could receive more advanced business support as needed.

- "I've been a provider for 20 years… I see support going to new providers, not to those of us who have worked in this field and still have much to give."
- "I would like the program to focus on the needs of providers who have been in the business for years, such as health services, better salaries, retirement information, and personal benefits."

Recommendations

Recommendations

In addition to the opportunities shared throughout the report, there are further recommendations based on the data.

Consider offering a tiered level of services where service intensity is aligned with individual provider needs and strengths. Not all providers need regular ongoing coaching. Some are looking for answers and guidance to specific business questions, while others are interested in more comprehensive, long-term support. Structuring the SSA to accommodate varying levels of need would likely enhance engagement as well as allow for additional scaling and service to greater numbers of participants.

- Providers noted in the Satisfaction Survey that they would like for some trainings to be geared toward experienced providers that have had been in the business longer.
- Engagement plans show that the amount of hands-on coaching is provider specific. Some providers require multiple follow-up sessions and others are confident in using the resources they have received.

Support business coaches and cultural navigators with resources and training on financial management. Develop or identify a budgeting tool coaches can utilize with providers during coaching sessions to help them better understand and anticipate revenue and expenses. A network-wide budgeting tool would offer a consistent approach to financial management. It could also serve a dual purpose because in addition to guiding provider progress, it could also be used during data collection and replace the annual taxes and budget survey.

- Financial management goals only accounted for 5% of total goals completed.
- Data indicates that more providers (62%) are utilizing an operating budget, however, coaches and cultural navigators expressed the need for better templates and tools they can use directly with providers. Confidence and familiarity with financial management processes and procedures varied among coaches. Further supporting them with direct instruction and actionable steps they can take to support providers may result in more coaches and cultural navigators encouraging providers to pursue financial management goals.
- Coaches and cultural navigators noted that the data collection process often requires providers to supply information that is personal. The Taxes and Budget Survey data is inconsistent and often needs clarification from the coaches and cultural navigators. If coaches and cultural navigators were trained to use a budget template that yields a working operating budget, the data retrieved through this process would be more accurate and reliable.

Recommendations

Identify frequently used resources and ensure they are available in all languages. Some business coaches and cultural navigators report that they are spending significant amounts of time translating resources before, during, and after coaching sessions.

- Translation was provided during 52% of coaching sessions.
- A misunderstanding of the application procedures for the retention stipend resulted in 19 Somali-speaking providers that did not receive the funding, despite having completed the required coaching hours. These providers all speak Somali as their primary language and have limited English proficiency. It was reported that language barriers contributed to the misunderstanding and more resources to support languages other than English and Spanish are needed.

Offer in-person digital literacy development and CareConnect support for providers. All CareConnect sessions were recorded and made available to coaches and cultural navigators to provide follow-up training in Year 2. Providers have varying levels of computer skills. Additional computer lab sessions with time for hands-on training with assistance would enhance a provider's confidence in their digital literacy skills and with the CareConnect platform.

Consider tracking and promoting the usage of the Child Care Strength and Sustainability Index (CCSSI) for all coaches and cultural navigators. During Year 1 and 2 of the SSA program, evaluators used the engagement plans to track the number and type of goals that were completed. With the expansion of the Business Practices Checklist to the CCSSI, the evaluators are confident the tool offers a more cohesive and systematic process for reporting output.

The San Diego County SSA model should promote the alignment between the trainings and coaching sessions. Each training session should have coordinated follow-up coaching sessions to ensure resources and information are utilized to produce a change in the provider's business practices. Program leaders should develop a framework that streamlines the delivery of trainings so that coaches can further assist the providers with their learnings.

Continued observations:

CACFP and SDQPI participation is low for providers that speak languages other than English and Spanish.

Providers are not maximizing enrollment capacity given the difference between actual enrollment and desired enrollment.

Conclusion and Next Steps

Year 2 of the San Diego County SSA program was characterized by deepened implementation and impact. The SSA team, spanning five partner community based organizations, served 120 providers by delivering over 2,600 hours of individualized coaching and guiding 423 goal completions. Providers demonstrated measurable growth as they improved their business practices and enhanced their operational infrastructure.

Dedicated coaches and cultural navigators were central to the success of the SSA. They offered individualized, responsive support in providers' native languages, and providers and the support team described relationships based on trust and collaboration. Interactions between coaches/cultural navigators and providers reflected lived experiences of providers and unique cultural contexts of the communities served.

In addition to the direct impact on participating providers, the SSA is also an example of effective cross-agency coordination. The SSA model invited agencies to continue their established approaches to service delivery, while remaining connected to a central coordinating body, the YMCA. As a result, providers experienced relevant, targeted services from the agencies they were familiar with, while the agencies were able to coalesce around common goals and processes.

As the program continues to evolve, it should build upon the strong foundation established over the past two years. Focusing on differentiated service tiers, ongoing enhancement of multilingual supports, and tailored opportunities for more experienced providers will help the program meet providers where they are. Together the SSA partners have modeled a provider-centered initiative that contributes to a more equitable and inclusive early care and learning system in San Diego County.

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