

September 2, 2015 • 12:00 – 2:00 p.m.
Center for Healthy Communities at The California Endowment
1000 North Alameda Street, Catalina Room
Los Angeles, CA 90012

PROPOSED AGENDA

- | | | | |
|-------|--|--------------------|--|
| 1. | Welcome and Introductions | | Sarah Soriano, Chair |
| noon | ▪ Opening Statement and Comments by the Chair | | |
| 2. | Approval of Minutes | Action Item | Debra Colman, Vice Chair |
| 12:10 | ▪ June 3, 2015 | | |
| 3. | Public Policy | | Michele Sartell, Staff |
| 12:15 | ▪ Approval of Public Policy Platform – Second Year of 2015-16
Legislative Session | Action Item | |
| 4. | Reflecting Back, Looking Ahead | | Michele Sartell, Staff |
| 12:25 | ▪ Results of Check-in
▪ Organizing Our Work: Needs Assessment | | |
| 5. | Using Research and Data to Inform Policy, Planning and Practice | | Katie Fallin, First 5 LA
Peter Huffaker, CCR Analytics
Susan Savage, Child Care
Resource Center |
| 12:35 | | | |
| 6. | Setting the Stage for the Needs Assessment | | Ritu Mahajan, Co-chair
Access/Inclusion Work Group |
| 1:15 | ▪ Small Work Group Discussions | | |
| 7. | Announcements and Public Comment | | Sarah Soriano |
| 1:50 | ▪ Cycle 17 of Investing in Early Educators Stipend Program | | |
| 8. | Call to Adjourn | | Sarah Soriano |

Next Meeting

October 7, 2015 • 12:00 – 2:00 p.m.
Los Angeles County Office of Education (LACOE)
Head Start-State Preschool
10100 Pioneer Boulevard, Conference Room 110/111
Santa Fe Springs, CA 90670

MISSION STATEMENT

The mission of the Child Care Planning Committee is to engage parents, child care providers, allied organizations, community, and public agencies in collaborative planning efforts to improve the overall child care infrastructure of Los Angeles County, including the quality and continuity, affordability, and accessibility of child care and development services for all families.



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Meeting Minutes – June 3, 2015

Members in Attendance: (28) Rocio Bach, Alicia Fernandez for Ana Campos, Connie White for Edilma Cavazos, Richard Cohen, Debra Colman, Mona Franco, Nora Garcia-Rosales, La Tanga Gail Hardy, Jennifer Kuida, Terri Lamb, Ritu Mahajan, Cyndi McCauley, Pat Mendoza, Nanette Rincon-Ksido for Melissa Noriega, Laurel Parker, Dianne Philibosian, Ancelma Sanchez, Judy Sanchez, Meredyth Gonzalez for Araceli Sandoval-Gonzalez, Kathy Schreiner, Janet Scully, Sarah Soriano, Fiona Stewart, Holli Tonyan, Truyen Tran, Jenny Trickey, JoAnn Shalhoub-Mejia for Wendy Tseng, and Lisa Wilkin

Guests and Alternates: Lara Celaya Azoy, Robert Beck, Mark Funston, Sloane Lefkowitz Burt, Ana Guevara, Julia Love, Devon Miner, Abe Northy, Karla Pleitez Howell, Nellie Rios-Parra, Susan Savage, and Helene Zegarra

Staff: Michele Sartell and Veronica Montaño-Sanchez

1. Welcome and Introductions

Michele Sartell, Staff to the Child Care Planning Committee (Planning Committee), opened the meeting at 12:15 p.m. She welcomed members and guests with opening comments reflecting on the overall direction of the Planning Committee under the leadership of Richard Cohen as Chair and Andrea Joseph as Vice Chair and Work Group achievements over the past two years. Richard Cohen arrived, assuming leadership of the meeting and requested self-introductions after reading the opening statement.

Richard invited members, alternates and guests to complete the “checking in” forms designed as a tool for evaluation and direction for the coming year. The goal is to ensure that the leadership is responsive to the community.

2. Family Child Care and Quality Improvement Efforts

By way of introduction to the presentation, Richard returned to planning that resulted in the formation of Los Angeles Universal Preschool (LAUP). As part of the planning effort, Richard and Jocelyn Tucker served as co-chairs of the family child care group. As co-chair, he came to appreciate family child care homes as wonderful, welcoming places that serve lots of children and their families, supporting their play and relationships while preparing them for school and therefore an important part of the larger early care and education system. He then introduced Susan Savage, Ph.D., Research Director with the Child Care Resource Center and Holli Tonyan, Ph.D. Associate Professor in the Department of Psychology at California State University, Northridge.

Dr. Savage launched the presentation by acknowledging the contributors to their study. She then set the stage by providing information on child care and development arrangements currently used by families – centers, family child care homes, or family, friend or neighbor (license-exempt) – and answered the question, “who chooses family child care?” Dr. Savage discussed what is known about quality in family child care homes that is supported by the research and the kind of assistance needed by family child care providers to achieve and maintain quality. She emphasized the importance of relationship-based approaches that build trust, particularly given that family child care



providers are allowing this work to occur in their home. She touched upon the barriers matched with solutions for overcoming the barriers.

Dr. Tonyan introduced the theoretical framework for addressing quality in family child care homes that is informed by cultural models (belief systems) and working environments. During her presentation, she referenced the surveys of family child care providers as well as the learning that occurred as a result of asking appropriately worded questions and careful listening. Based on their research, Dr. Tonyan and her colleagues suggest a reframing of how we understand and assess the quality of family child care homes that is responsive to cultural models and sensitive to the complexity (rather than the challenges) associated with family child care. She touched upon the importance of established and sustained routines and the importance of appreciation for their work. Dr. Tonyan concluded that quality improvement must focus on opportunities for learning and development, helping providers move toward multiple “destinations” and incorporate cultural models, a better understanding of working conditions, and attention to sustainability.

*** Dr. Savage and Dr. Tonyan’s PowerPoint presentation is available for download on the Office of Child Care website at http://cao.lacounty.gov/ccp/pdf/CCPC/CCPC_MeetingMaterials_3June15.pdf.*

A couple of members expressed their deep appreciation for their research and presentation, one noting that this is the first time she has heard family child care discussed in such a meaningful way. Another member asked what is next, to which Dr. Tonyan replied that the work presented today is merely skinning the surface. A more in depth analysis of the quality review will occur over the summer.

3. Approval of Minutes

The Chair called for a motion to approve the minutes from May 6, 2015. Pat Mendoza made the motion to approve; the motion was seconded by Ancelma Sanchez. The motion passed by the members present with four abstentions: Cyndi McCauley, Nanette Rincon-Ksido for Melissa Noriega, Dianne Philibosian, and Meredyth Gonzalez for Araceli Sandoval-Gonzalez.

4. Public Policy Report

Lisa Wilkin, Co-chair of the Joint Committee on Legislation, provided a brief report on behalf of the Joint Committee on Legislation. The Committee continues to track California legislation pertaining to child care and development services and is closely monitoring State Budget negotiations for fiscal year 2015-16.

Lisa referred members, alternates and guests to the matrix comparing 2015-16 budget proposals included in their meeting packets. The Joint Legislative Budget Conference Committee, comprised of members of both the Assembly and Senate, are now meeting to reconcile the differences between the Assembly and Senate budget proposals. Both the Senate and Assembly budget committees have countered the Governor’s budget proposal and May Revise that in addition to increasing access, would raise reimbursement rates. The Assembly has set forth a more progressive budget package that would significantly increase reimbursement rates across the board, increase the current eligibility cap to 100 percent of the State Median Income (SMI) and increase the administrative cap allowed for Alternative Payment Programs. In addition, the Assembly would extend the Quality Rating and Improvement System block grant to programs serving infants and toddlers. The Senate has proposed returning all of child care and development programs, except CalWORKs Stage 1, back into the Proposition 98 funding guarantee. Both houses adopted the Governor’s May Revise items for providing additional access to State Preschool with priority to children with special needs and improving their outcomes through consumer education and

professional development activities. The Conference Committee will continue to meet throughout the week as needed. The Budget Bill must be passed by both houses by midnight on Monday, June 15th.

Lisa relayed that the updated matrix of legislation was sent to the membership yesterday morning. A number of bills have made it out of Appropriations and are either still pending passage by the house of origin are on their way to the next house. The deadline for each house to pass bills introduced in that house is this Friday, June 5th. She noted that the content of some of the bills have been taken up in the budget proposals

5. Presentation of the Membership Slate for 2015-16

JoAnn Shalhoub-Mejia referred members to their meeting packets for a copy of the proposed membership slate for 2015-16. She reminded members that the slate is organized by the five required categories – parent/consumer, child care provider, community agency, public agency and discretionary. Each Board of Supervisors has one appointee to the Planning Committee – the Office of Child Care is continuing to work with staff of Supervisor Solis and Supervisor Ridley-Thomas's office to identify representatives to the Planning Committee. This year, more applications than spaces available were received, which required the Governance Work Group to establish criteria for selecting among existing members who had not termed out as well as new applicants. Decisions were based on prior attendance, ensuring broad representation of the field and allied organizations, and opportunities to bring new folks to the table.

Upon approval of the slate, it goes to the County Superintendent of Schools, Dr. Arturo Delgado, for his signature and then the Board of Supervisors for their approval sometime this summer. Once the Board approves the slate, it is sent to the California Department of Education, Early Education and Support Division.

The Chair called for a motion to accept the membership slate as proposed. Dianne Philibosian made the motion; the second was made by Laurel Parker. The slate was accepted unanimously.

6. Election of Officers

JoAnn presented the Steering Committee's nomination for Chair and Vice Chair, Sarah Soriano and Debra Colman respectively. JoAnn requested nominations from the floor. None were offered.

The Chair called for motion to accept the leadership slate for 2015-16 – Sarah Soriano as Chair and Debra Colman as Vice Chair. Lisa Wilkin made the motion; the motion was seconded by La Tanga Hardy. The slate was accepted unanimously.

7. Temporary, Voluntary Transfer of Funds (TVTF): An Analysis of Participation in Spring 2015

Michele referred members, alternates and guests to their packets for a copy of the preliminary report. This year, \$2.4 million was offered for transfer from organizations holding California State Preschool Program contracts anticipating under-earnings. Only two organizations requested a transfer of funds due to over-earnings. Primary reasons for under-earnings were program delays in creating spaces as a result of the timing for receipt of restoration funds and the migration of children into transitional kindergarten programs. As a result, \$2.3 million were not matched with Los Angeles County based programs. The California Department of Education will be reviewing whether other

programs experiencing over-earnings either in Los Angeles County or other areas of the state can take up the funds.

8. Announcements and Public Comment

- Michele thanked the contributions of the Work Group members and their leadership for the hard work over the past two years. She also thanked Richard Cohen for his vision and leadership that steered the Planning Committee to provide context for our work within the Strengthening Families framework. She also thanked Angela Joseph who was unable to attend for her guidance with setting the meeting agendas. Richard thanked the Planning Committee for the opportunity to serve as chair, allowing him to recapture his role as an early educator at the level of people working directly with children and knowing what it means at the legislative and policy level. As such, he was constantly reminded of the principles of engagement.
- Fiona Stewart acknowledged the contributions of Judy Sanchez who is retiring from the Los Angeles County Office of Education (LACOE) in August.
- Devon Miner of the Advancement Project announced the Water Cooler meeting, “Discussion Informing Collective Advocacy for Children Birth to Five”, scheduled for June 24, 2015 to take place in Los Angeles. Notices of the meeting have been sent to Michele’s listservs.

9. Adjournment

The Chair called for a motion to adjourn. JoAnn Shalhoub-Mejia made the motion; Holli Tonyan seconded the motion. The meeting was adjourned at 2:05 p.m.



PUBLIC POLICY PLATFORM
Second Year of 2015-16 Legislative Session

Introduction

The Child Care Planning Committee (Planning Committee) and Policy Roundtable for Child Care and Development (Roundtable) promote policies designed to increase the availability of and access to affordable, high quality early care and education programs for all children and their families of Los Angeles County. This public policy platform presents current and emerging policy issues in early care and education that are consistent with the County of Los Angeles State Legislative Agenda for the Second Year of the 2015-16 Legislative Session. The platform delineates each of the County's legislative agenda items in **bold** followed by examples of efforts that may be addressed by proposed legislation and/or the proposed state budget.

Platform Issues

1. Support efforts to enhance the quality of early care and education that set high standards for all services and program types and address the needs of all children, including those with disabilities and other special needs, and their families.

Such efforts should include, but not be limited to:

- Addressing the early care and education needs of children from birth through age 12, including infants and toddlers, preschool and school age children, and children with disabilities and other special needs up to age 22, and their families.
- Enhancing the quality of centers, family child care homes, and license-exempt care providers.
- Promoting a strengthening families approach to meet the needs of children at risk for abuse, neglect or sexual exploitation or under the supervision of the child welfare system and children of families under the supervision of Probation.
- Integrating early identification and intervention systems that recognize and respond early to young children who may be at risk for disabilities and other special needs.
- Developing policies that encourage collaboration between early care and education programs and locally-funded projects and public agencies that foster child and family well-being through the provision of coordinated services.
- Incorporating optimal health promotion policies and procedures as an integral component that contributes to the overall quality of early care and education services and programs.
- Engaging parents as their child's first teachers and partners in promoting their child's optimal growth and development.



2. Support efforts to develop and implement a statewide quality rating and improvement system and a system to adjust reimbursement rates based on demonstrated quality.

Such efforts should include, but not be limited to:

- Providing parents with clear, concise information on the quality of early care and education settings.
- Fostering the engagement of parents that promotes their child's optimal healthy growth and development and learning.
- Incorporating early learning standards that are research-based, culturally responsive to children from diverse cultural and linguistic backgrounds, aligned with existing regulatory systems and local quality initiatives, recognize and respond to the individual needs of children in group settings, and attend to families' needs for comprehensive services.
- Building an infrastructure of technical assistance, financial supports and training, all of which are tied to defined quality standards, to help early care and education programs achieve and maintain high quality services.

3. Support efforts to develop and sustain a well-educated and highly skilled professional workforce prepared to serve the culturally and linguistically diverse child and family populations of Los Angeles County.

Such efforts should include, but not be limited to:

- Focusing on teachers and other members of the workforce gaining skills and demonstrating competencies in the following areas: how to provide instructional support to children, best practices in working with dual language learners, proficiency in recognition and response to children with disabilities and other special needs, health and nutrition best practices, engaging parents and guardians, and expertise on the spectrum of child development from birth through early adolescence. Workforce practice must be based on established early care and education research.
- Offering coursework and instruction responsive to a multi-lingual, multicultural workforce, including but not limited to providing content in students' home language and offering classes during non-traditional hours.
- Expanding early childhood educators' access to higher education through stipend programs, grant funds and loan forgiveness programs, higher compensation when they attain post-secondary degrees, and benefits (i.e. health insurance and retirement plans).
- Facilitating child development or early childhood education coursework coordination and articulation between the community colleges and California State University (CSU) and University of California (UC) systems.
- Supporting efforts to enhance the quality of the license-exempt care workforce and facilitating connections between license-exempt care and the larger system of early care and education.

- Supporting alignment of teacher requirements under Title 22 with teacher requirements under Title 5.

4. Support efforts to ensure the health and safety of all children cared for in licensed early care and education facilities as afforded by timely, regular, and frequent on-site monitoring by the California Department of Social Services, Community Care Licensing Division (CCLD).

Such efforts should include, but not be limited to:

- Increasing to, at a minimum, annual inspections of centers and family child care homes.
- Advocating for, at a minimum, annual unannounced inspections of all licensed facilities.
- Providing that CCLD is sufficiently funded, staffed and held accountable to meet the standards, conduct timely reviews of licensing applications and responses to complaints, and provide technical assistance and resources to current and future licensees.
- Ensuring that costs of obtaining and renewing the license (or licenses for programs with multiple sites) is reasonable and not an extraordinary burden to the licensee's cost of doing business.

5. Support efforts to adequately fund high quality early care and education services for all children from low and moderate income families.

Such efforts should include, but not be limited to:

- Expanding access to high quality subsidized services for all eligible children, including infants and toddlers and children with disabilities and other special needs as well as preschool and school age children.
- Increasing levels of reimbursement in the Standard Reimbursement Rate (SRR) and the Regional Market Rate (RMR) to compensate providers for the true cost of high quality services.
- Prioritizing funds targeted to infants and toddlers to meet the growing demand for high quality services.
- Increasing funds for expansion of high quality full-day, full-year services for all ages.
- Offering tax incentives to businesses to provide or subsidize employee's early care and education services.
- Ensuring that the income ceiling for eligibility for State subsidized care reflects the current State Median Income (SMI), adjusted by region if appropriate.
- Opposing proposals that would reduce subsidized rates based on geographic location.

6. Support the streamlining of California Department of Education administrative processes to expand access for low-income families, ensure continuity of care, and promote flexible use of early care and education funding to meet the needs of families.

Such efforts should include, but not be limited to:

- Allowing administrative efficiencies such as multi-year contracting, grant-based funding, and waivers on program rules and regulations to allow flexibility of services based on community and family needs.
- Establishing a 12-month annual eligibility redetermination to allow for more stable enrollments for early care and education programs and continuous services for children and their families.
- Ensuring agencies have the capacity to connect with and serve the most vulnerable and the most difficult-to-serve families.
- Maintaining affordable family fees that do not exceed eight percent of gross family income.
- Maintaining part-day State Preschool as a free, comprehensive early care and education program.
- Allowing for various systems that serve vulnerable and low-income children and families to streamline administrative functions and share information in order to facilitate the enrollment of children in subsidized early care and education programs and to participate in joint data collection efforts.

7. Support proposals designed to prevent, detect, investigate and, when appropriate, prosecute fraud in subsidized child care and development programs.

8. Support efforts to ensure that vulnerable children and their families have access to consistent, uninterrupted subsidized early care and education services.

Such efforts should include, but not be limited to:

- Making sure that California Work Opportunity and Responsibility to Kids (CalWORKs) families have access to child care and education services, ensure that participating families are afforded the time and information needed to evaluate their child care and education options and make sound choices, and that allow parents to pursue or maintain employment.
- Promoting, facilitating and supporting consistent and continuous participation of children under the supervision of the child welfare system and Probation and their families in high quality programs that promote healthy child development and support effective parenting.

- Ensuring that all subsidized children – infants and toddlers, preschool age, and school age children – and their families have access to consistent and continuous high quality early care and education services that partner with parents to promote children’s healthy growth and development and prepare them for school and life, and meet the needs of families.
- Addressing the needs of pregnant and parenting teens to ensure their access to high quality early care and education services that support their academic goals, promote positive and effective parenting skills, and contribute to their child’s healthy growth and development.
- Facilitating access to high quality early care and education programs that are responsive to the unique needs of children and families experiencing homelessness.

9. Support efforts to expand the supply of appropriate early care and education services through facility development in communities of unmet need.

Such efforts should include, but not be limited to:

- Facilitating the cost effective construction or renovation of early care and education facilities in communities with unmet needs for these services.

Proposed

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CHECKING IN – MEMBERS/ALTERNATES

How are we doing? How could we do better?

Total respondents: 16

Please rate each item on a scale of 1 to 5 – "1" indicates strong disagreement with the statement and "5" indicates strong agreement .		Rating		
		3	4	5
1.	I understand my responsibilities as a member or alternate of the Child Care Planning Committee (Planning Committee). Comments: Annual orientation effective; may be helpful to provide interim reminders.	2	2	12
2.	I understand the Planning Committee's mission and its obligations as a County Local Planning Child Care and Development Council. Comments: Learning more this year; a little lost in first year. Provide interim reminders.		7	9
3.	The Planning Committee's structure is clear, including officers, work groups and staff. Comments: <ul style="list-style-type: none"> ▪ Not clear at first. ▪ Clearly structured and easy to explain. Outstanding organization. ▪ Would be helpful to have a clear vision at the beginning of the year, have monthly updates and final debrief at the end of the year. ▪ Very clear. 	1	4	11
4.	The Planning Committee has clear goals that lead to relevant actions. Comments: <ul style="list-style-type: none"> ▪ Are there other actions we can take? Less clear. ▪ Would like to see more <u>action</u>. ▪ Periodic reminders of goals would be helpful. ▪ There is connection from meeting to meeting and follow-up. Well-prepared and keeps members informed of latest news, research and policies. 	3	5	8
5.	The Planning Committee focuses on appropriate issues. Comments: Issues discussed are timely and relevant to ECE community. Excellent focus on important issues! Best speaker of the year was Ruth Beaglehole.	1	1	14
6.	Planning Committee meetings are worthwhile and well attended. Comments: Wish we had more parent participation, but we have been aware to the barriers and difficulties mitigating the barriers.		5	11

Please rate each item on a scale of 1 to 5 – “1” indicates strong disagreement with the statement and “5” indicates strong agreement .		Rating		
		3	4	5
7.	Members and alternates are provided with appropriate materials in a timely manner, allowing for informed decision-making at Planning Committee meetings. Comments: We are well-informed. Excellent communication!		1	15
8.	The Planning Committee meeting format is effective. Comments: <ul style="list-style-type: none"> ▪ Work groups are effective to do basic, in-depth work that then bubbles up to full committee. ▪ General committee conducted in professional manner and facilitation is respectful. Sense of belonging and openness to all opinions. Suggestion for work groups is better facilitation to ensure all voices heard, a scribe and a timer. 	2	5	9
9.	The Planning Committee is effectively utilizing my skills for addressing the overall infrastructure. Comments: Valuable strategy working in small groups creates stage to share skills and continue conversations as leave the meeting.	5	4	6
10.	Other issues we should be aware of: <ul style="list-style-type: none"> ▪ LAC LPC seems less connected or influential than LPCs in other counties, re QRIS or First 5 LA, but better than in past. ▪ Would benefit from a “global café” approach where individual programs share program focus and skills so that all would have a clearer understanding of who members are and what their programs provide. ▪ Suggest that members/alternates have an opportunity to experience the Courage to Teach as an inspiration either in the beginning or mid-year to support members to reconnect and to revitalize the mission and vision in our work. 			
Name (not required – may help with clarification, if needed):				



Total respondents: 3

CHECKING IN – COMMUNITY STAKEHOLDERS

How are we doing? How could we do better?

<i>Please rate each item on a scale of 1 to 5 – “1” indicates strong disagreement with the statement and “5” indicates strong agreement.</i>		Rating		
		3	4	5
1.	I understand the Planning Committee’s mission and its obligations as a County Local Planning Child Care and Development Council. Comments:			3
2.	The Planning Committee’s structure is clear, including officers, work groups and staff. Comments:	1		2
3.	The Planning Committee has clear goals that lead to relevant actions. Comments:		1	2
4.	The Planning Committee focuses on appropriate issues. Comments:			3
5.	Planning Committee meetings are worthwhile and well attended. Comments:		1	2
6.	Meeting materials are appropriate and informative. Comments:			3
7.	The Planning Committee meeting format is effective. Comments:		2	1
8.	The Planning Committee engages effectively with related organizations to improve the overall infrastructure of early care and education. Comments:			3
9.	How many Planning Committee meetings have you attended in the past year? Comments:	# of meetings attended		
		2	3	9
10.	Other comments/suggestions: No comments added to any of the items			

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Using Research and Data to Inform Policy, Planning and Practice
September 2, 2015

Speaker Bios

KATIE FALLIN, First 5 LA

Ms. Katie Fallin has worked at First 5 LA since 2000 and is the Assistant Director of Research and Evaluation. She has designed and overseen a number of large-scale research and evaluation projects, most notably the initial design and oversight of the Universal Preschool Child Outcomes Study and the multi-year evaluation of First 5 LA's Family Literacy Initiative. In the past year, Ms. Fallin has been leading the strategic planning and early implementation of First 5 LA's Early Care and Education portfolio of projects focused on improving young children's access to quality early care and education. Prior to First 5 LA, Ms. Fallin worked as an independent consultant assisting community based organizations with needs assessments, local evaluations, and strategic planning. She is a native of California and earned her Doctorate in Applied Developmental Psychology from Claremont Graduate University and her bachelor's degree in psychology from Scripps College.

PETER HUFFAKER, CCR Analytics

Mr. Peter Huffaker is a founding partner of CCR Analytics, formerly Child Care Results, a company that specializes in helping early education agencies get the most value from the data they collect. Prior to starting CCR Analytics, Mr. Huffaker was a Manager at Crystal Stairs, a child development corporation serving south Los Angeles. He has a broad background spanning both the for profit and non-profit sectors with experience ranging from Refugee Resettlement Caseworker to Booz Allen & Hamilton Management Consultant to Director of a Social Enterprise. He specializes in the use of data and analysis to inform management decisions. He holds a Master's of Business Administration (MBA) and a Master's of Social Work, from the University of Chicago. He received a bachelor's degree in International Studies from Jacksonville University.

SUSAN SAVAGE, Child Care Resource Center

Dr. Susan Savage is the Director of Research at the Child Care Resource Center, a large non-profit child and family organization serving Northern Los Angeles and San Bernardino Counties. Under the leadership of Dr. Savage, her evaluation team has earned an excellent reputation for its work serving the program development and evaluation needs of agencies throughout the state of California. She has led program evaluations across a diverse set of topics including child development and school readiness, impact of child care subsidies, workforce development and quality improvement, obesity prevention, disaster preparedness and pandemic awareness in child care settings. She has extensive experience in contract monitoring and agency self-evaluation for federal, state, and county contracts. She is skilled in directing evaluation projects that include both quantitative and qualitative methods. In the area of social policy, Dr. Savage directs policy-relevant research that is brought to Sacramento and Washington DC to partner with our legislators and policy-makers in making informed, data-driven decisions. She is also experienced at developing web-based databases for tracking data from multiple locations and is now working to create a mechanism for linking child care data with other social service data. Dr. Savage holds a Ph.D. in Developmental Psychology with a minor in Quantitative Methods from the University of California, Riverside and a BA in Psychology from the University of California, Los Angeles.

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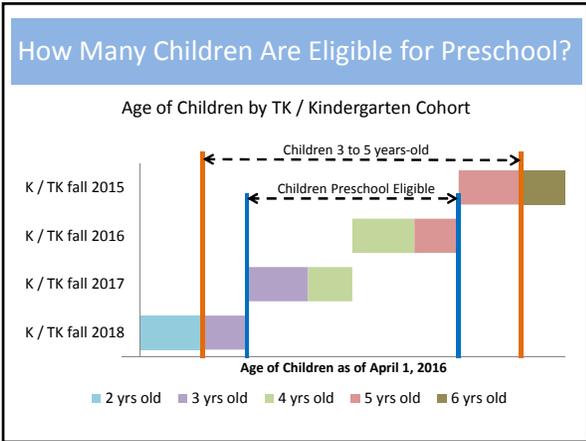


Our Two Cents on Child Care Needs Assessments From CCR Analytics

Peter Huffaker
310-428-8256
peter@ccr-analytics.com



www.ccr-analytics.com



Who Is the Audience?

- People who want to open / expand a child care facility – includes individuals, corporations, non-profits, and government agencies.
- Politicians, policy makers, and policy advocates who want to understand needs and how to make the right resource allocations.
- Organizations conducting community needs assessments.

What Are the Questions?

- Supply and Demand by Eligibility
 - Head Start Eligible
 - State Eligible, but not Head Start Eligible
 - Moderate Income, but not State Eligible
 - Middle to High Incomes
- Characteristics of the eligible populations – Analysis raw American Community Survey data.
- Provide the data by electoral district.

What Are the Questions? Cont.

- Supply and Demand by TK / Kindergarten Cohort (not just 3 to 5 year-olds together)
- Supply and Demand by geographies smaller than the zip code – Geocode at the Census Block?
- Identify Special Population we need to know more about
 - Parents who work a variable schedule
 - Special Needs Children
 - Children Child Protective Services
 - ...



**Using Data and Research Inform Policy, Planning and Practice
September 2, 2015**

Work Group Guiding Questions

Instructions: Identify a scribe to record the highlights of the conversation and someone to report on behalf of the group (may be the same person). The co-chairs will be responsible for keeping the conversations on track and within the allotted timeframe. Notes from the work group will be collected by staff at the close of the meeting.

1. In thinking about conducting the needs assessment, what is in it for you and/or your organization? How have you used data from the needs assessment in the past? How would you like to use it?
2. What ideas do you have for how we (the Planning Committee) might use the data from the needs assessment beyond meeting our mandated requirements? Who might be the audience(s) beyond CDE for the data?
3. How might the needs assessment effort inform our work relating to [access, inclusion, quality, workforce]?
4. What can the [access, quality, workforce] work group contribute to conducting the needs assessment?
5. What are some first steps? What does the work group need to do its work?

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LOCAL CHILD CARE PLANNING COUNCIL (LPC) COUNTY NEEDS ASSESSMENT TEMPLATE

DEMOGRAPHICS							
Section 1: Number of Children in the County by Age Cohorts			Section 2: Percent of Children K-12 by Race/Ethnicity		Section 3: Child Population (grades K-12) by Threshold Languages		
Ages	1.a. Number	Age Totals	Ethnicity	%	Language	3.a. Number	3.b. %
<1		1.b. 0-2 yr olds	Hispanic or Latino		Spanish		
1			American Indian or Alaskan Native		Vietnamese		
2			Asian American		Cantonese		
3		1.c. 3 & 4 yr olds	Pacific Islander		Hmong		
4			African American		Filipino		
5		1.d. 5-12 yr olds	White/Non-Hispanic		Korean		
6-12			Multiracial/ethnic		Mandarin		
Total:			Not reported		Other		
					Other		
					Other		

Section 1 Sources: Census; American Community Survey from American Institutes of Research Databrowser
 Section 2 Sources: California Department of Education (CDE); Dataquest
 Section 3 Sources: CDE; Dataquest

SPECIAL NEEDS				
Section 4: Number of Children Who Have an Individualized Family Services Plan (IFSP) or Individualized Education Program (IEP) by Age Group			Section 5: Number of Children Served in Child Protective Services (CPS)	
Age Group	4.a. with IFSP	4.b. with IEP	5.a. In the CPS System by Age Group	5.b. Referred for Child Care by Age Group
0-2				
3 & 4				
5-12				

Section 4 Source: Local Regional Centers, County Offices of Education (CDE) and SELPAs
 Section 5 Source: County Child Welfare Department

INCOME					
Section 6: Number of Children in Families Receiving CalWORKs by Age and Stage					
Age Group	Stage 1	Stage 2	Stage 3		
0-2					
3 & 4					
5-12					
Section 7: Estimated Number of Children by Income Category and by Age					
Age Group	7.a. At or Below Federal Poverty (Eligible for Head Start)		7.b. At or Below 70% State Median Income (SMI) (Eligible for State Subsidy)		Above 70% SMI
0-2					
3 & 4					
5-12					
Section 8: Number of Children in Migrant Families (50% or more of income in from Migrant Work)					
Children in Migrant Families 0-12					

Section 6 Source: CDE 801A Enrollment Data on AIR Databrowser
 Section 7 Source: Census and AIR Databrowser
 Section 8 Source: County Office of Education or CDE

DEMAND FOR CHILD CARE AND DEVELOPMENT SERVICES

Demand Populations	Ages 0-2	Ages 3 and 4 years olds	Ages 5-12 year olds
Section 9: Number of children in families with working parents who are at or below 70% of SMI			
Section 10: Number of children with all parents in the workforce (all income levels)			
Section 11: Number of 3 and 4 year olds with at least one non-working parent (all income levels)			
Section 12: Number of 3 and 4 year olds with at least one non-working parent in family at or below 70% SMI			

Sections 9-12 Source: Census/American Community Survey Analysis by AIR Databrowser

CAPACITY

Section 13: Licensed Capacity for Age Groups			
Spaces	13.a. Infants (0-2)	13.b. Preschool (3 & 4)	13.c. School Age (5-12)
Licensed Centers			
Licensed Family Child Care Homes*			
License-exempt Centers**			

* Spaces by age for Family Child Care Homes (FCCHs) may be an estimate rather than actual

** Numbers of spaces in license-exempt are self-reported or estimated

Section 13 Sources: California Department of Social Services, Community Care Licensing Division; Resource and Referral Agencies

COST OF CARE: COUNTY REGIONAL MARKET RATES ALLOWED FOR STATE SUBSIDY

Section 14: Weekly Regional Market Rates by Age and Type of Care

Center Regional Market Rates	Center Full-time Maximum	Center Full-time Average	Center Part-time Maximum	Center Part-time Average
Infant/Toddlers				
Preschool				
School Age				
FCCH Regional Market Rates	FCCH Full-time Maximum	FCCH Full-time Average	FCCH Part-time Maximum	FCCH Part-time Average
Infant/Toddlers				
Preschool				
School Age				

Section 14 Source: California Department of Education

CHILDREN ENROLLED IN STATE AND FEDERAL CHILD CARE AND DEVELOPMENT SUBSIDY PROGRAMS

Section 15: Children Served in Subsidized Child Care and Development Programs (point in time)

Funding Program Type	Infants/Toddlers (0-2)	Preschoolers (3 & 4)	School Age (5-12)
Full-day Center (CCTR)			
California State Preschool Program (CSPP) Full-day			
CSPP Part-day			
FCCH Education Networks			
Migrant			
Handicap Programs			
Alternative Payment Programs			
CalWORKs Stage 1			
CalWORKs Stage 2			
CalWORKs Stage 3			
Head Start			
Early Head Start			
Other			

Section 15 Sources: CDE on AIR Databrowser and, for CalWORKs Stage 1, County Social Service Agency

UNMET NEED**Section 16: County Unmet Need by Type of Care and Age Group**

Type of Care Needed	Infant/Toddler (0-2)		Preschool (3 & 4)		School Age (5-12)	
	Number	%	Number	%	Number	%
16.a. Full-time care for working parents						
16.b. Full-time care for working families eligible for State subsidy						
16.c. Part-time preschool for enrichment/school readiness (all incomes)						
16.d. Part-time preschool for enrichment/school readiness and eligible for State subsidy						

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**Los Angeles County Child Care Planning Committee
INVESTING IN EARLY EDUCATORS – STIPEND PROGRAM**

Schedule for Stipend Program – Cycle 17

Stipend Program Cycle 17 applications posted on the website at www.childcare.lacounty.gov	August 2015
Applications with supporting documents due:	Mail in: Thursday, October 15, 2015 (postmarked) Walk in: Thursday, October 22, 2015
Application Disqualification Letters mailed by:	Monday, January 4, 2016
Appeal Letters for Application Disqualification due:	Wednesday, January 13, 2016
Verification Forms mailed to eligible applicants by:	Monday, February 1, 2016
Verification Forms with supporting documents due:	Mail in: Thursday, March 3, 2016 (postmarked) Walk in: Thursday, March 10, 2016
Verification Disqualification Letters mailed by:	Monday, May 2, 2016
Appeal Letters for Verification Disqualification due:	Monday, May 16, 2016
Stipends sent to qualifying applicants:	July/August 2016

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Investing in Early Educators Stipend Program Overview

Introduction

The Investing in Early Educators Stipend Program, funded by the California Department of Education/Early Education and Support Division (CDE/EESD) and developed by the County of Los Angeles Child Care Planning Committee, is designed to promote the professional development and educational attainment of teachers and providers working in child development programs – centers and family child care homes – in which most of the children are subsidized by the State. The program incentivizes the completion of college coursework that contributes towards a degree in child development or a closely related field. In addition, the Stipend Program helps retain these teachers and providers in the field of early childhood.

Employment Criteria

Teachers must meet the following eligibility criteria to apply for a stipend:

1. Work in a CDE/EESD-contracted child development center or participate in a CDE/EESD-contracted Family Child Care Home Education Network, **OR**

Work in a licensed center or family child care home in which the majority (51% or more) of the children receive a child care subsidy from the CDE/EESD at the time the application is submitted; **AND**

2. Work directly teaching children as a teacher, teacher/director (those with dual roles), teacher aide/assistant, or substitute in the classroom on a consistent and continual basis at least 15 to 20 hours per week depending on program type and job title; **AND**

3. **If working in a center**, maintain employment at an eligible child development program located in Los Angeles County for at least one year during the Stipend Program cycle, which typically runs from July 1st through June 30th.

For family child care homes, have been licensed and operating for one year in Los Angeles County or been employed in an eligible family child care home located in Los Angeles County for one year during the Stipend Program cycle.

4. Hold a Child Development Permit awarded by the California Commission on Teacher Credentialing (CTC).

Educational Requirements

Stipends are awarded based on the completion of at least three (3) semester units (4.5 quarter units) OR six (6) semester units (9 quarter units) of eligible coursework at an accredited community college, college, or university. Eligible coursework must be completed during the Stipend Program cycle and applicants must pass the class(es) with a grade of “C” or better. Copies of official transcripts from accredited educational institutions are required to verify successful completion of the coursework.

Attention Bachelor degree candidates: *For teachers taking one final class required to graduate with a BA/BS degree in child development or a closely related field, you may qualify for an additional graduation stipend with the coursework stipend as long as the completed class is the equivalent of at least three (3) quarter units. The units and the degree must be earned during the Stipend Program cycle.*

Eligible Coursework

Eligible coursework is unit-bearing and fulfills the requirements for a degree in child development. Extension or continuing education courses are not eligible unless the applicant has a Bachelor Degree (BA/BS) or higher.

Eligible coursework is limited to the following five categories:

1. If you are not proficient in English, you may take English-as-a-Second-Language (ESL) classes at a community college if directed to do so by your college. This option is intended for applicants needing to improve their English language skills in order to enroll in college classes toward earning a degree in child development.
2. If you do not have a child development permit issued by the California Commission on Teacher Credentialing (CTC), you may take required child development classes, or the required general education courses (for teacher permit level or higher). If you already have a permit, you may take classes needed to upgrade or renew your permit. You may participate in three (3) cycles while working toward your permit.

Note: *If you do not have a permit, contact the CTC by visiting their web site at www.ctc.ca.gov or contact the child development department at your community college. Click on “Credentialing”, then “Child Development Permits” and follow the instructions for obtaining or upgrading your permit. Community colleges can often process permit applications more quickly than the CTC. In addition, the Child Development Training Consortium offers support for eligible persons applying for, renewing, or upgrading their permits; more information is available at www.childdevelopment.org.*

3. If you do not have an Associate Degree (AA/AS), you may take English, math or general education classes; or prerequisites to classes that are transferable for a degree in child development at a four year college. Check with an advisor at your college or university before enrolling in a class if you are not sure it is a prerequisite or transferable class.
4. If you have an AA/AS or are working towards a Bachelor Degree (BA/BS), you may take classes that are transferable and are counted as credit toward a four-year college or university degree; or classes at a four-year college or university that count towards a degree. Acceptable degrees include Early Childhood Education, Early Special Education, Child Psychology, and Child Development.
5. If you have a BA/BS or higher, you may take college or university classes that are directly related to your work with children and families in a child development program. Sample topics include: the child with special needs, diversity, dual language learners, parent relations, adult supervision, program evaluation, and advanced child development. Unit bearing extension or continuing education courses can be counted as eligible only for individuals who already hold a BA/BS or higher.

Application Process

Applying to the Stipend Program is a two-part process:

1. Application: determines that the eligibility criteria have been met. Applications with supporting documents are generally due in the fall.
2. Verification: verifies that the applicant has met the educational requirements and continues to meet the employment criteria. Verification forms with supporting documents are generally due by late winter/early spring.

Stipend Amounts

Stipend amounts vary depending on the amount of available CDE/EESD funding and the number of successful applicants. Teachers earning Associate, Bachelor or Master degrees may qualify for an additional stipend if you also graduate during the Stipend Program cycle, typically in January or June.

More Information

Instructions and applications to the Stipend Program are posted by late summer/early fall on the Office of Child Care Web site at www.childcare.lacounty.gov. Applications with instructions may also be requested by contacting the Office of Child Care, Investing in Early Educators Stipend Program at (213) 974-4674.



Investing in Early Educators Stipend Program

Cycle 16 Stipends Awarded

Stipend checks were released in July 2015.

The Office of Child Care and the Child Care Planning Committee commend the 1,553 participants in Cycle 16 of the Investing in Early Educators Program for completing coursework towards a degree in child development. Congratulations are also extended to the 147 participants who successfully earned Associate of Arts, Bachelor, or Master Degrees during Cycle 16.

Table 1. Cycle 16 Stipend Recipients

Program Type	Number of Participants
Family Child Care	144
Center Staff	1,409
Total	1,553
<i>Number of Graduates</i>	
Associate of Arts	67
Bachelor of Arts	68
Master Degree	12
Total	147

Table 2. Cycle 16 Stipend Awards

Credits/Degrees Earned	Stipend Amounts
3 units	\$850
6 units	\$1,800
<i>Graduation Stipends</i>	
Associate of Arts	\$250
Bachelor of Arts	\$500
Master Degree	\$750



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CHILDREN NOW



August 13, 2015

The Honorable Kevin McCarthy
U.S. House of Representatives
Washington, DC 20515

Dear Majority Leader McCarthy:

We are writing on behalf of a broad range of statewide and regional early childhood advocates in California to request your support for a substantial increase in the Fiscal Year (FY) 2016 appropriation for the Child Care and Development Block Grant (CCDBG) program. Unfortunately, the FY 2016 Labor-HHS-Education Appropriations bill freezes funding for the program, which will greatly undermine recently secured provisions to strengthen CCDBG. Without additional funding, states will struggle to meet the new goals of CCDBG legislation.

In an overwhelming bipartisan vote last year, Congress passed the Child Care and Development Block Grant Act of 2014 (P.L. 113-186) that reauthorized CCDBG for the first time in 18 years. This new law contains important and much-needed improvements to the program, including increased access to child care assistance for more families; the establishment of new health and safety requirements for child care providers; and expanded requirements to improve the quality of child care.

As a result of new provisions of the Act, States are now required to:

- Establish health and safety requirements in 10 different topic areas, and ensure child care providers receive pre-service and ongoing training on such topics
- Establish additional professional development and training requirements, including ongoing annual training to improve knowledge and skills of CCDBG providers
- Conduct criminal background checks for all child care staff members
- Conduct pre-licensure and annual unannounced inspections of licensed CCDBG providers and annual inspections of license-exempt CCDBG providers
- Provide for a graduated phase-out of assistance for families whose income has increased, but remains below the federal threshold
- Increase investments in quality improvement activities (up to 9 percent of the total allocation by 2017) on at least 1 of 10 specified quality activities, including tiered quality rating systems and statewide resource and referral services.

While these new requirements offer a promising opportunity for States to better ensure the health and safety of children in child care settings, improve the quality of care, and facilitate the child care process for families, States need significant additional funding for implementation. Without additional resources, States will have to do more with less, prompting hard choices such as cutting the number of children and families receiving reliable, affordable child care assistance or reducing payment rates to already low-paid child care providers.

This is particularly true in California. While our state's improving economy has allowed for some restoration of child care and preschool slots, we are still not meeting the tremendous need. Similar to national trends, approximately 64,500 children in California lost child care assistance from 2006 to 2013. This is a dire loss, considering only 6 percent of our income-eligible infants and toddlers are currently being served.

The implications of meeting the new CCDBG requirements-- while maintaining both the number of children served and the quality of the services provided-- are daunting. California will need to take significant fiscal, legislative and administrative actions to meet several CCDBG provisions:

- The law's new training requirements are far more substantial than those required under current California licensing law. The training and monitoring requirements for license-exempt child care providers will have a particularly significant impact on California's subsidized child care system, because many low-income parents depend on license-exempt care.
- The new law allows for a graduated phase-out of care for parents who have exceeded state income eligibility at the time of redetermination. Many states already offer phasing out of subsidies, in the form of tiered income eligibility, but California does not.
- California does not conduct annual unannounced inspections for licensed and license exempt providers. California law requires licensed child care facilities to be inspected only once every 5 years in most cases.
- The law now also requires States to reserve an increasing percentage of CCDBG funds for quality programming. California currently spends only 4 percent on quality initiatives, but will be required to increase that allocation to 9 percent by 2020. Without additional federal investment, any increase in quality expenditures may come at expense of direct services.

While our legislative leaders have expressed strong support for strengthening the state's early care and education system, obtaining state funds to cover such exorbitant costs will be challenging, if not impossible.

It is critical that Congress adequately support States in their efforts to meet the new law and fund the bipartisan CCDBG reforms enacted last year. The President's budget requested an increase of \$370 million, a down payment to assist states in moving toward compliance. We urge you to actively support as the highest priority within the Labor-HHS-Education Appropriations bill this much-needed increase to at least the President's level and to consider and begin planning for the on-going resources that States will need to ensure they meet the intention of CCDBG to provide quality, affordable child care to working families.

We look forward to your support. Please let us know if you have any questions or require additional information.

Sincerely,



Kim Belshé
Executive Director
First 5 LA




Ted Lempert
President
Children Now

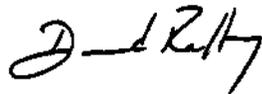
Stuart Waldman
President
Valley Industry and Commerce Association



Moira Keenan
First 5 Association of California
Chief Executive Officer
Los Angeles Universal Preschool



Deborah Kong
President & CEO
Early Edge CA



David Rattray
Senior Vice President, Education Workforce Development
Los Angeles Area Chamber of Commerce



Kim Pattillo-Brownson
Director of Educational Equity
Advancement Project



Cristina Alvarado
Executive Director
Child Care Alliance Los Angeles



Tahra M. Goraya
Director
ZERO TO THREE



Sharoni Little
Chair
Policy Roundtable for Child Care and Development



Kim Kruckel
Executive Director
Child Care Law Center