



## CHILD CARE PLANNING COMMITTEE

December 4, 2013  
12:00 p.m. – 2:00 p.m.  
PACE Head Start Training Center  
1254 Goodrich Boulevard  
Commerce, CA 90022



### PROPOSED REVISED AGENDA

- |  |  |   |
|--|--|---|
| 1. Welcome and Introductions (10 minutes)<br>noon              | <ul style="list-style-type: none"><li>▪ Opening Statement</li><li>▪ Comments by the Chair</li></ul>  | Richard Cohen, Chair  |
| 2. Approval of Minutes (5 minutes)<br>12:10                    | <b>Action Item</b> <ul style="list-style-type: none"><li>▪ November 6, 2013</li></ul>  | Richard Cohen   |
| 3. CDSS and CDE Technical Advisory Group (10 minutes)<br>12:15 | <ul style="list-style-type: none"><li>▪ Characteristics Study Underway</li><li>▪ Brief Discussion</li></ul>                                | Fiona Stewart<br>Child Care Alliance of Los Angeles                               |
| 5. Federal Public Policy Update (15 minutes)<br>12:25          | Strong Start for America's Children Act of 2013  | Carolyn Brennan, Ph.D.<br>ZERO TO THREE   |
| 6. Local Control Funding Formula (LCFF) (60 minutes)<br>12:40  | <ul style="list-style-type: none"><li>▪ Overview and Opportunities for Early Care and Education</li><br/><li>▪ Involving Parents</li></ul> | Sandy Escobedo<br>Advancement Project<br><br>Sandy Mendoza<br>Families In Schools |
| 7. Announcements and Public Comment (5 minutes)<br>1:40        | <ul style="list-style-type: none"><li>▪ LA ECE Bridge Fund Survey</li><li>▪ Invitation to Planning Committee Work Groups</li></ul>         |   |
| 8. Call to Adjourn   |  | Richard Cohen and Andrea Joseph   |

### **Next Meeting** (Note: Meeting day and time change for January only)

Wednesday, January 8, 2014 ▪ 12:30 – 2:30 p.m.  
Children's Institute, Inc.  
Otis Booth Campus  
2121 West Temple Street  
Los Angeles, CA 90026

### 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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## Los Angeles County Child Care Planning Committee

LACOE Head Start-State Preschool  
10100 Pioneer Boulevard, Room 110  
Santa Fe Springs, CA 90740

### **Meeting Minutes – November 6, 2013**

**Members in Attendance:** (26) Ofelia Aguilar, Norma Amezcua, Joanne Brannigan for Telma Ruiz Bayona, Ana Campos, Edilma Cavazos, Richard Cohen, Teresa Figueras, Mona Franco, Andrea Joseph, Jennifer Kottke, Jennifer Kuida, Terri Lamb, Ritu Mahajan, Cyndi McCauley, Michelle Morse, Laurel Parker, Dianne Philibosian, Ancelma Sanchez, Judy Sanchez, Kathy Schreiner, Janet Scully, JoAnn Shalhoub-Mejia, Fiona Stewart, Holli Tonyan, Lisa Wilkin and Carolyn Wong

**Guests and Alternates:** Robert Beck, Glenda Colon, Pamela Kwok, Dr. Sandy Lee, Liliana Martinez, Flor Medrano, Christina Nigrelli, Patricia Reed-Cunningham, Cyndee Riding, Joyce Robinson, Peggy Sisson, Sally Valenzuela, Constance White, and Dr. Christine Wilson

**Staff:** Michele Sartell and Kathy Malaske-Samu

#### **I. Welcome and Introductions**

Richard Cohen, Chair, opened the meeting at 12:18 p.m. He read the opening statement and then welcomed members and guests by asking them to introduce themselves.

Richard made the following comments:

- Richard thanked Ana Campos and the Los Angeles County Office of Education-Head Start State Preschool Programs for hosting the meeting.
- He announced that Karla Pleitez Howell was recently appointed as the Policy Roundtable for Child Care and Development representative to the First 5 LA Commission. Karla will serve as an *ex officio* member.

#### **II. Approval of Minutes**

*The Chair called for a motion to approve the minutes from October 2, 2013. Janet Scully made the motion to approve; the motion was seconded by Fiona Stewart. The motion passed with one abstention.*

#### **III. Approval of Request to Relocate Subsidized Spaces**

Michele Sartell, staff to the Child Care Planning Committee (Planning Committee), briefly described the process and the role of the Planning Committee for reviewing requests by California Department of Education (CDE), Child Development Division (CDD)-contracted child development programs. CDE/CDD requires programs to alert their local planning councils (LPC) of their plans to relocate subsidized services for review and comment. This review is then submitted to the CDE/CDD to help inform their decision whether to approve the change. It was noted that much time has passed since a request has been brought forward to the full Planning Committee, suggesting that it may be time to revisit the protocol and in light of clarification from the CDE/CDD that the LPC role is to inform the process based on the needs assessment and priority setting, leaving the decision making to the CDE/CDD. The Planning Committee charged the Access/Inclusion Work Group with reviewing the process and reporting at the next meeting, being mindful of programs needing to earn their contracts and the timeliness of the requests. In the meantime, the Planning Committee will follow the existing procedures.

Ritu Mahajan, Co-chair of the Access/Inclusion Work Group, presented a request submitted by Around the Korner (ATK) Child Development Center for School-Age Enrichment to relocate children from their current facility to other sites that they have secured in the same zip code, 91331. ATK proposes moving children from their current site located in Arleta (zip code 91331) to three other sites located in the same zip code, which has been designated as a Priority 1 for children from birth to five of low-income working families. In addition to moving into facilities in better condition, more space will allow ATK to expand enrollment to additional children from the community, pulling children from their very long waiting list. ATK provides full-day services to infants, toddlers and preschool age children. The Access/Inclusion Work Group recommends supporting the request for relocating.

*Ritu made a motion recommending support of ATK's request to relocate; the motion was seconded by Lisa Wilkin. The motion received unanimous support.*

#### **IV. Report from the Joint Committee on Legislation**

Lisa Wilkin, Co-chair of the Joint Committee on Legislation (Joint Committee) on behalf of the Planning Committee, referred to the meeting packets for the document, *Winners and Losers: A Report on the California State Budget and Legislation – First Session of 2013-13 – Child Care and Development*. The legislature will re-convene after the first of the year and is expected to re-introduce some of the legislation from this past year as well as new bills. The Joint Committee on Legislation also will reconvene beginning the fourth Monday of the month – January 27<sup>th</sup> – to review legislation and the proposed budget for 2014-15.

Last month, Lisa reported on the shutdown of the federal government that resulted from the failure of Congress to pass and the President to sign an appropriations bill. In mid-October, an agreement was reached to temporarily lift the debt ceiling and continue funding at sequestration levels.<sup>1</sup> The Continuing Resolution will end on January 15, 2014, at which time Congress needs to pass an appropriations bill or another Continuing Resolution. The debt limit has been extended to February 7, 2014. A House-Senate budget conference to discuss short- and long-term budget issues is planned with recommendations to be submitted by December 13, 2013. Issues to be addressed include sequestration, entitlement changes, revenues, and new investments.

Lisa reported that the CDE/CDD and the California Department of Social Services (CDSS), Community Care Licensing Division (CCLD) submitted comments on the proposed regulation changes to the federal Child Care and Development Fund. The comments were forwarded via e-mail to members, alternates and others. CDE/CDD's comments discuss the potentially significant cost implications to contracted, which could result in reducing the number of children served. On the other hand, the proposed regulations would require bolstering the quality of programs. It was noted that there exists a proposal to increase the Child Care and Development Block Grant funds that are allocated to states to address the enhanced requirements, including strengthening licensing oversight.

#### **V. Annual Self-evaluation: Preparing the Report to the CDE**

Richard Cohen framed the next three items of the agenda within the context of the state mandates for LPCs and the evolution of the Planning Committee that has gone above and beyond those mandates. He commented on the vision for this year to adopt the Protective Factors framework as a way to think about the work going forward and the importance of reflection for going forward. He

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<sup>1</sup> National Association for the Education of Young Children. *NAEYC Children's Champion's Alert, October 17, 2013.*

introduced Kathy Malaske-Samu and Dianne Philibosian, invited to provide a historical perspective and their thoughts for the continuing growth of the Planning Committee.

As a starting point, Michele Sartell, staff to the Planning Committee, referred members to the self-evaluation form and asked members to comment on whether the Planning Committee is “compliant” or “non-compliant” with each of the seven items – involvement in local priority setting process; governance and administration; funding; standards, assessment and accountability; staffing and professional development; opportunity and equal educational access; and collaboration activities. For items of non-compliance, members were asked to offer comments. There was consensus among the membership that the Planning Committee is compliant on each of the items.

Members weighed in on the process for conducting self-evaluations in the future. It was suggested that a process be developed by a governance sub-committee (as such, it was referred to the Membership and Policy Work Group).

#### **VI. How do we operate as a Local Planning Council: Yesterday, Today and Tomorrow**

Kathy Malaske-Samu reflected on her history with the County in relationship to what eventually became the Child Care Planning Committee. Kathy was hired by the County in 1988 in response to a motion by the Commission on Children and Families to specifically help the County launch employee child care centers. The effort included creating an advisory. As a result, there are 12 employee centers providing quality services to County employees with children from birth to five years old. Some of the centers also serve members of their local communities.

The early 1990s experienced a dip in the economy, shifting the role of government in the provision of services. The CDE demonstrated an interest with small grants to local programs using federal Child Care and Development Block Grant (CCDBG) funds. Eventually, CDE looked to local entities to identify service gaps to inform funding decisions rather than make decisions in isolation in Sacramento. Initially, established programs with strong grant writers were funded, creating an inequitable distribution of funds across the state. In the meantime, the Los Angeles County Board of Supervisors pulled together a group of 50 people to help guide recommendations for the distribution of funds. Based on the recommendations, the CDE recognized the wisdom of local communities and therefore created small grants to maintain efforts. It was with the passage of welfare reform (e.g. CalWORKs legislation) that institutionalized the LPCs and created county level mandates. Thus was the beginning of the Planning Committee, 50 members strong as a meaningful forum for a large county. Laura Escobedo, once hired, came in with a commitment to ensure that all types of child care and development programs are represented and engaged in discussions, changing the history from advocating for only selected programs to the whole system.

Dianne Philibosian referred to the 1991 statute, mentioning that the Governor’s Child Development Policy Advisory Committee (CDPAC)<sup>2</sup> was hearing from across state that one size does not fit all. The LPCs were recognition that one size does not fit all, with differences in needs, populations, and demographics across the state. Adding to Kathy’s comments, Dianne acknowledge Vivian Weinstein’s leadership in helping folks think about the whole, leaving personal agendas at the door to work together to leverage resources. The Planning Committee became a place to air issues, engage in local planning, and allow for grassroots collaboration. She noted that the work was challenging, however it created a place for relationships to establish and be sustained. As it

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<sup>2</sup> CDPAC, established under Governor Reagan, was a committee supported by a modest \$140,000 per year with state general funds. Membership included gubernatorial appointees who served as volunteers. Members met monthly in Sacramento and also participated in committees at the local level, allowing the participation of other stakeholders. CDPAC was eliminated under Governor Davis as were most policy advisory groups.

evolved, Los Angeles became the forefront and looked to by other counties for example with respect to quality – what it is, how to get there and how to assess it. She referred to the Steps to Excellence Program (STEP), which was not a mandate and where the Planning Committee was a leader in its development. As such, the Planning Committee has chosen to take on bigger mandates by creating a place to address emerging trends and issues around what is good for children and families.

## **VII. What's Next?**

Richard referred members, alternates and guests to their meeting materials for a copy of a guide for small group discussions. Each group recorded their thoughts on butcher paper that was collected and would be distributed by the next meeting. Richard then asked for thoughts that arose in the small groups. Comments related to

- Leadership – how do we ensure and promote leadership going forward? Is there an opportunity to resurrect the management training that was once offered by UCLA's Anderson School of Management? What about mentorship opportunities? Mention was made of the workshop of emotional intelligence led by Dianne Philibosian. How do we tap into people's leadership skills regardless of position in their work?
- Work Groups – what work is being done that is focused on the goal? Allow work groups to bring and lead discussions on compelling issues to the larger Planning Committee. The world café was offered as a model to gain wisdom from smaller group discussions around the issue.
- Technology – what opportunities might exist to share information, such as posting files, meeting online? Webinars could be a way to bring more stakeholders into the discussions.

## **VIII. Announcements and Public Comment**

- Los Angeles Universal Preschool (LAUP) is currently seeking a Workforce Supervisor for their ASPIRE program. This and other open positions with LAUP are posted on their website at [www.laup.net](http://www.laup.net).
- Terri Lamb announced the launch of the Los Angeles County Early Care and Education Workforce Consortium website – <http://workforce.laup.net>.
- The Los Angeles Early Care and Education Workforce Consortium is hosting an event, *Update and Discussion about the Possibility of an ECE Credential in California* on Thursday, November 14, 2013 from 9 a.m. to 1 p.m. at the Center at Cathedral Plaza - Our Lady of Angels.
- A copy of the Planning Committee meeting schedule with locations secured to date was included as a handout. The meeting schedule is also posted on the Office of Child Care website – [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov). In addition, the agenda for each upcoming meeting is posted on the website and the materials from the meeting are posted within a week of the meeting.
- The CDE/CDD is conducting a stakeholder survey to inform its future work and priority setting. A copy of the e-mail message with the URL was made available as a handout. The CDE/CDD is particularly interested in hearing from voucher-based programs as well as non-contracted programs as it has heard mostly from contracted centers and organizations administering Alternative Payment Program dollars.

## **IX. Adjournment**

The Chair called for a motion to adjourn. Judy Sanchez made the motion; Dianne Philibosian seconded the motion. The meeting was adjourned at 2:00 p.m.

## **Child Care Characteristics Study**

The California Department of Social Services (CDSS) and the California Department of Education (CDE) will lead the effort to conduct a statewide Subsidized Child Care Characteristics Study. The purpose of the Subsidized Child Care Characteristics Study is to generate data from the state's subsidized child care programs regarding the characteristics of providers of these services, children and families receiving these services, and the impact of these programs on the ability of needy families to care for their children and move toward self-sufficiency through employment.

The CDSS administers California Work Opportunity and Responsibility to Kids (CalWORKs) Stage One of the state's subsidized child care programs. The majority of the state's subsidized child care programs (CalWORKs Stage Two, CalWORKs Stage Three, Alternative Payment Program (APP), General Child Care and Development, Migrant Child Care and Development, California Preschool Program, and Severely Handicapped Program) are administered by the CDE. In order for the statewide Subsidized Child Care Characteristics Study to be successful the CDSS and the CDE will work collaboratively with their stakeholders who have established relationships with the families and providers they serve. The CDSS and the CDE will also work closely with internal stakeholders who have a background in data, research, contracts, and fiscal policies.

### Project Team

The Project Team will include decision makers from CDSS and CDE. The team also includes CDSS staff from Policy, Research, and Estimates. Project Team provides oversight of the Request for information (RFI) and the RFP, promotes the value of the study, and provides the day to day management of the study.

### Technical Advisory Group

The Technical Advisory Group is co-chaired by CDSS and CDE. Other members are stakeholders and experts within the child care community and membership is by invitation only. The stakeholder workgroup informs the development of the RFP and promotes the value of the study. The committee will meet monthly until established and then as needed.

Additionally, the Technical Advisory Group will be tasked with ensuring that the study's scope of work reflects statewide ideas and questions, and with promoting the value of the study to ensure state and local collaboration. The Technical Advisory Group will receive regular updates from researchers throughout the study and will provide input to the Project Team.

### Co-Chairs:

- CDSS - Todd Bland, Deputy Director, Welfare to Work Division
- CDE – Debra McMannis, Director, Child Development Division

### Members:

- R&R Network
- CWDA
- California Alternative Payment Program (CAPPA)
- California Child Development Administrators Association (CCDAA)
- California County Superintendents Educational Services Association
- Child Care Alliance of Los Angeles
- Northern Directors Group of California
- Child Care Law Center

Activities:

- Hold Technical Advisory Group meetings on a monthly basis initially and as needed once established to accomplish the following;
  - Provide input in the development of a Child Care Study Fact Sheet for stakeholders, providers, internal and external partners.
  - Provide input into the development of the Scope of Work( SOW) for a RFI and a RFP.
  - Develop a public relations campaign.
  - Develop operational definitions of key child care terminology that will be uniform across agencies for purposes of the study.
  - Support the vendor conducting the Subsidized Child Care Characteristics Study.

Key Informants

Key informants are those who may have information that can assist in the development of the study. They may be interested in the progress and results of the study and will share this information with constituents and members.

- CWDA
- CAPP
- CCDA
- California County Superintendents Educational Services Association
- Resource and Referral Network
- First Five Commission
- Child Care Law Center
- State Advisory Council on Early Learning and Care (SAC)
- Department of Finance (DOF)
- Legislative Analyst Office (LAO)
- Key Legislative Staff
- Race to the Top (RTTT) Regional Leadership Consortia
- Coalition of California Welfare Rights Organizations, Inc.

Timeline

| Action   | Begin Date   | End Date   |
|--|--|--|
| Stakeholder Engagement <ul style="list-style-type: none"> <li>• CDE</li> <li>• CWDA</li> <li>• Form Technical Advisory Group</li> <li>• Statewide</li> </ul> | <ul style="list-style-type: none"> <li>• June 2013</li> <li>• September 2013</li> <li>• October 2013</li> <li>• December 2013</li> </ul> | <ul style="list-style-type: none"> <li>• March 6, 2017</li> <li>• March 6, 2017</li> <li>• March 6, 2017</li> <li>• March 6, 2017</li> </ul> |
| RFI release*   | January 31, 2014   | June 30, 2014  |
| RFP release  | September 30, 2014   | October 31, 2014   |
| Review proposals   | November 17, 2014  | November 21, 2014  |
| Finalize contracts   | April 6, 2015  | April 10, 2015   |
| Begin Study  | April 10, 2015   |  |
| Final Report   |  | April 10, 2017   |

\*The RFI release is subject to change based on need. If the RFI release is eliminated, the RFP release will be moved up.

**Los Angeles Child Care Planning Committee**  
Child Care Characteristics Study  
Input/Feedback December 2013

The characteristics research will include all families utilizing any state subsidized child care programs. They include CalWORKs Stages One, Two, and Three, General Child Care Programs, Alternative Payment Programs, and State Preschool.

Below are Child Care Characteristics to be addressed:

Characteristics of families utilizing subsidized childcare:

- Cost of Child Care
  - Cost to the state per hour for each program.
  - Family Fees – who pays the fee and how much, who is exempt from paying and why.
  - Co-payments – average co-payment per family and child care type.
  - Cost of care by quality rating (Race to the Top pilot counties only)
  
- Utilization
  - Time base of families using child care (e.g., full time, part-time, hourly, Preschool only, etc.).
  - Number of hours used for child care due to employment, attending school, seeking employment, and vocational training.
  - Number of families that use non-traditional hours of care.
  - Identify characteristics of families using non-traditional hours of care.
  - Type of subsidized child care accessed and the reason it was chosen.
    - Center, large and small family child care home providers, and, in-home providers.
    - Types of license-exempt providers (family member, friend, or neighbor).

*Suggestion(s):*

- Duration
  - Length of time by month that families receive subsidized Child Care in each CalWORKs stage.
  - Length of time by months and in each child care setting (i.e. general child care, alternative payment programs, and preschool programs).
  - Reasons for families leaving subsidized child care (kids age out, families income out, no longer employed or participating in an activity that constitutes “need”).
  
- Barriers
  - Reasons families are unable to transfer to Stage Two (barriers).

*Suggestion(s):*

- Family Demographics
  - Primary language, ethnicity, family size and zip code of family's residence.
  - Parent's education level when she/he began subsidized child care and current education level.
  - Parents income when she/he began subsidized child care and current income.
  - Ages of children in each program.
  - Type of work or activities of parents.
  - Number of families per eligibility and need criteria (Ed Code 8263(a)).
  - Number of hours the parent was able to increase work hours per week while utilizing subsidized child care.
  - Number of times the child has been to the pediatrician in the last 12 months.
  - Number of times the child care provider gave the family a health care referral.

*Suggestion(s):*

Characteristics of child care providers:

- Provider Data
  - Providers of Subsidized child care: average age, gender, ratio of providers, group size, qualifications, education level, and zip code.
  - Reimbursement amount by facility setting (center, family home, exempt) and time in care (i.e. part-time weekly, part-time monthly, weekly, monthly, daily, hourly).
  - Reimbursement amount based on quality rating (only for the 16 Race to the Top pilot counties).
    - If applicable, what is the quality score?
  - Number of subsidized and non-subsidized families in care.

*Suggestion(s):*

# SUMMARY

## STRONG START FOR AMERICA'S CHILDREN ACT OF 2013



= *Infant-Toddler Related Provision*

***The principal difference between the House bill, H.R. 3461, and Senate bill, S. 1697, is the proposed authorization for the Early Learning Quality Partnerships between Early Head Start and Child Care. The House bill would fund them at \$1.4 billion for FY 2014, while the Senate bill would fund them at \$4 billion.***

### Access to Prekindergarten

- Establishes a new federal-state partnership to provide access to high-quality prekindergarten programs for all low-income and moderate-income children to ensure kindergarten readiness. The programs would serve 4 year-olds from families with incomes at or below 200% of the Federal Poverty Level (FPL) and may serve 3 year-olds once the 4 year-olds are served.
- High-quality prekindergarten programs are defined as including high staff qualifications, with salaries comparable to K-12; evidence-based class sizes and child-teacher ratios; developmentally-appropriate, evidence-based curricular and learning environments aligned with state's early learning standards; accessible comprehensive services; and ongoing program evaluation.
- Allows delivery of services through Local Education Agencies (LEA's), a high-quality early childhood education program in the community, or a consortium of the two.
- Local entities must have comprehensive parent and family engagement policies; coordinate with Head Start, CCDBG, IDEA and other early childhood education programs and have strong partnerships between LEA's and community-based providers (depending on which is the grantee); have policies for Kindergarten transition; address the needs of homeless children, dual language learners, children with disabilities, children in foster care, and children who qualify for free and reduced price lunch; have supports for workforce to gain relevant credentials and ongoing professional development around early childhood skills and working with special populations.
- States may set aside 20% of funds in the first 4 years of implementation for quality improvement, particularly workforce supports and professional development.
- *Infant-Toddler Related Provisions:*
  - States may set aside 15% for high-quality early childhood education for infants and toddlers, such as programs that meet EHS standards or are accredited. The Secretaries of Education and HHS would determine the most appropriate way of administering these funds.
  - State applications must contain assurances that the state will ensure that prekindergarten services will not diminish or disrupt child care services in areas served; assurances may include a description of how states will direct funds to provide more high-quality services using the permissible infant-toddler set-aside.
- Performance measures and targets include increasing school readiness and narrowing gaps, reducing special education placements, reducing the need for grade retention, increasing the number of high-quality programs and children in those programs. States are prohibited from using a single assessment as the primary or sole method for assessing program effectiveness, or to reward or sanction children or teachers.
- The Secretaries of Education and HHS would create a process for converting the Head Start funds previously used to provide services for four year-olds to services for younger children, as more four year-olds enter state prekindergarten programs.
- Funding: Authorizes \$1.3 billion in FY 2014, increasing to \$8.96 billion in FY 2018 and such sums through FY 2023. The state match increases over the years, starting at 10% in the first year to an equal share with the federal funds by the tenth year.
- Establishes Preschool Development grants for states not receiving prekindergarten formula grants to improve the quality of their prekindergarten programs or establish them if they do not already provide such programs. Funding: Authorizes \$750 million in FY 2014 and such sums thereafter through FY 2023.





## **Early Learning Quality Partnerships**

- Establishes grants to Early Head Start (EHS) programs to partner with center-based and family child care programs that agree to meet Early Head Start Program Performance Standards.
- Priority is given to applicants that will create strong alignments with service providers in the Maternal, Infant, and Early Childhood Home Visiting program, programs receiving child care subsidies under the Child Care and Development Block Grant (CCDBG), and prekindergarten programs to create a continuum of services from birth to school entry as well as programs that will work with child care providers across settings (i.e., home-based and center-based).
- Adds a priority to the basic EHS grants for future EHS grants for entities that agree to form child care partnerships.
- EHS agencies receiving partnership grants must establish a contractual agreement with the child care programs to raise quality to meet program performance standards. They may use grant funds for child care program expansion; training, technical assistance, and support in meeting the standards (including earning credentials or degrees); and blending funds to provide high-quality full-day child care meeting the program performance standards.
- Grantees must create a clear timeline for meeting the program standards; HHS must establish standards for defining responsibilities of the partners; programs are exempt from designation renewal requirements for 18 months.
- Authorization: House bill authorizes \$1.4 billion in appropriations for FY 2014 and such sums through FY 2023. Senate bill authorizes \$4 billion in appropriations for FY 2014 and such sums through FY 2023. Funds are allocated by states.



## **Child Care**

- Amends CCDBG to allow the Secretary of HHS to reserve \$100 million for formula grants to states to support quality improvements such as training, education, and professional development for child care staff; training and technical assistance for providers to become licensed; workforce incentives linked to increased credential or degree completion; meeting health and safety standards; and technical assistance to implement nutrition, physical activity or obesity prevention programs.
- Ensures children can receive care for at least a year before eligibility is re-determined.



## **Sense of the House/Senate on Maternal, Infant and Early Childhood Home Visiting Program**

Expresses the sense of the House/Senate that the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) should be extended, citing evidence related to early development starting prenatally, the proportion of infants and toddlers in low-income families, and evidence related to the effectiveness of high-quality programs to promote positive development.

Program characteristics under current law:

- 75% of funds must be spent on evidence-based home visiting models as approved by HHS. 13 models are currently approved; 25% of funds may be spent on promising approaches that must be rigorously evaluated.
- Programs must demonstrate improvements for families in six benchmark areas related to health, child abuse and neglect prevention, school readiness, self-sufficiency, reductions in crime and domestic violence, and coordination of community resources.
- Funding is \$400 million for FY 2014, when the program's authorization for funding expires.

*Author: Patty Cole, Director of Government Relations  
November 2013*

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### **About Us**

The ZERO TO THREE Policy Center is a nonpartisan, research-based, nonprofit organization committed to promoting the healthy development of our nation's infants and toddlers. To learn more about this topic or about the ZERO TO THREE Policy Center, please visit our website at

[www.zerotothree.org/public-policy](http://www.zerotothree.org/public-policy)

# STRONG START FOR AMERICA'S CHILDREN ACT OF 2013

The Strong Start for America's Children Act of 2013 is a robust beginning toward giving young children the best start in school and in life. In addition to a new federal-state Pre-K partnership, this birth-to-five bill focuses on important early learning opportunities for infants and toddlers.

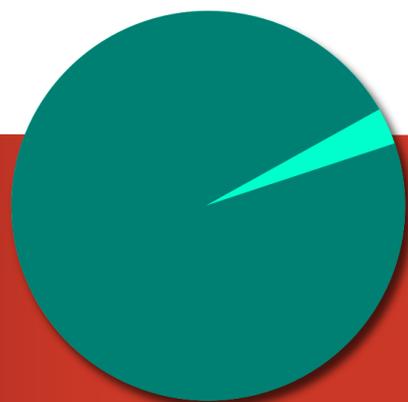
**#RALLY4BABIES #INVESTINKIDS**

## STILL MORE WORK TO DO

Urge your Members of Congress to support a budget agreement that rolls back the sequester and includes significant new investments in early learning and to signal their support for the youngest learners by cosponsoring the Strong Start for America's Children Act. Thanks so much for being a Big Voice for Little Kids. Let's rally on for babies!

[WWW.RALLY4BABIES.ORG](http://WWW.RALLY4BABIES.ORG)

## US FAMILIES TODAY



**ONLY 3.7%**

Only 3.7% of eligible children are receiving Early Head Start (EHS) services.



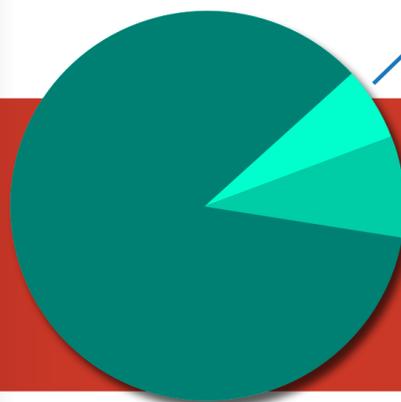
There are **12 MILLION INFANTS AND TODDLERS** in the U.S.

**MORE THAN HALF** of children under age 3 spend some or all of their day being cared for by someone other than their parents.



Developmental disparities for children at risk emerge **AS EARLY AS 9 MONTHS**

## WHAT THE BILL WOULD DO FOR FAMILIES IN THE US



**INCREASES TO 7.5%-20%**

Innovative Early Head Start **PARTNERSHIPS WITH CHILD CARE PROGRAMS** will dramatically boost the number of infants and toddlers receiving EHS services.



**STATES CAN USE UP TO 15%**

of their PreK money for high-quality infant-toddler early learning experiences.



**SUPPORT FOR EXPANDING THE EVIDENCE-BASED HOME VISITING PROGRAMS**

funded through the Maternal, Infant, and Early Childhood Home Visiting program.

**“LEARNING HAPPENS FROM THE START”**



**RALLY™**  
for  
**BABIES**

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# First 5 LA Strong Start for America's Children

Child Care Planning Committee  
December 04, 2013



Tessa Charnofsky  
First 5 LA

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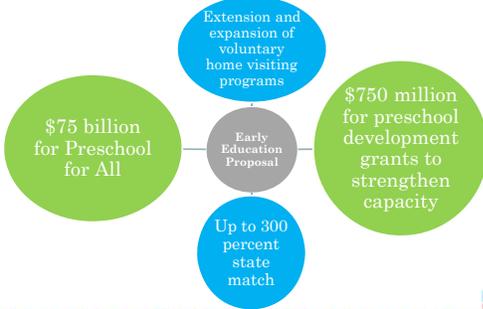
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## President Obama's Plan



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## President's Proposal Would Increase Tobacco Taxes By .94 cents Per Pack



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## The Strong Start for America's Children Act

Legislation based on President Obama's plan:

• **Senate: S. 1697**, Tom Harkin (D-IA) Health, Education Labor, and Pensions (HELP) Chairman and 17 cosponsors

• **House: HR 3461**, George Miller (D-CA), Ranking Democrat on Education and the Workforce Committee, Richard Hanna (R-NY) and 23 cosponsors



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### The Basics:

- Authorizes \$1.3 billion in 2014, \$27 billion over the first five years;
  - Congress would to appropriate these funds each year
- State grants based on the number of 4-year old children who come from families with incomes at 200% of FPL or below;
- After achieving that, may serve 3-year olds;



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### The Basics:

- States will distribute funds to local entities – which may include districts, schools, Head Start programs or licensed child care providers – that meet high-quality standards;
- Early learning standards aligned with K-12 system that are developmentally, culturally and linguistically appropriate;
- Link preschool data to K-12 system;
- Have in place a state advisory council on early childhood education.



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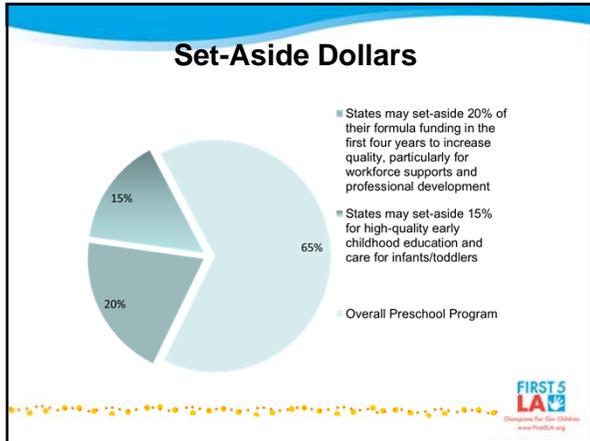
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## Quality Measures

- Teachers have BA's in early childhood education or another field with training in early education;
- Comparable salaries to K-12 teachers;
- Class sizes and child-to-teacher ratios are low (no more than 20 children in a class and 10 children per teacher, according to the Senate bill);
- The pre-K program is full-day – at least 5 hours, according to both bills, and equivalent to the K-12 school day under the Senate bill;
- Pre-K programs are continually monitored to ensure they at least meet the standards of the Head Start program.

Champions For Our Children  
www.FIRST5LA.org

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## State Match Requirement

Over 10 years, the match is an increasing state contribution, from 10% of the federal amount in the first year to an equal share of the federal amount by the 8th year.

Supplanting is prohibited; Maintenance of Effort is Required (this is standard for federal education programs)

A reduced match rate would be available for states serving preschool to half or more of eligible 4-year olds.

Champions For Our Children  
www.FIRST5LA.org

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## Collaboration, Parent Involvement, Community Services

- Comprehensive parent and family engagement policies;
- Coordination with Head Start, CCDBG, IDEA and other early childhood education programs;
- Address particular needs of homeless children, English language learners, children with disabilities, children in foster care, and free and reduced price lunch eligible children;
- Carrying out a community needs assessment to identify any additional on-site, local comprehensive services;



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## Prekindergarten Development Grants

- \$750 million in first year for Development grants would be used to help states increase their capacity for preschool formula grants. States could use funding to improve the quality of their current prekindergarten programs or to establish prekindergarten programs if they do not currently support any.
- States would be required to provide a 20% match for the grant.
- States would be able to sub-grant to early childhood education programs and local school districts to improve the quality of prekindergarten programs in the state.



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## Head Start and Childcare Partnerships

Head Start

Transitions from serving 4 year olds to 3 year olds

Child Care-Head Start Partnerships to improve quality (Senate version provides 3x more--\$4 billion)



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## HOME VISITATION

Expresses a *sense of the Congress* that Congress should continue to fund evidence-based, voluntary home visitation programs under **MIECHV** to promote maternal and child health, improve school readiness, prevent child abuse and neglect, support family economic self-sufficiency, reduce crime and delinquency, and improve community resources. (HELP and Education and Workforce are *not committees of jurisdiction* over MIECHV program)



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## Does California Qualify?

### Harkin/Miller

Teachers hold a bachelor's degree

Require parity with K-12 teacher pay

Senate version requires full-day programs be offered

Require programs to provide or connect families with health services.

### California

In California, only a Child Development Associate credential is required

Most teachers in the CA state preschool program are paid lower wages than K-12 teachers.

California only funds a half day of preschool in most cases

California's programs are not currently mandated to offer these service



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## Political Landscape

- As of now neither Boxer nor Feinstein are cosponsors.
- Only California House cosponsor is Rep. Honda (CD-17)
- No Senate Republican cosponsors, only 1 House Republican.
- Sen. Harkin likely to hold hearings on his bill.



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## Political Landscape

- Education and the Workforce Committee Chairman Kline (R-MN) may hold hearing on federal preschool programs.
- Senate Appropriations Committee's Fiscal Year 2014 Labor-HHS-Education Appropriations bill includes funding for parts of Strong Start:
  - \$750 million for preschool development grants
  - \$1.4 billion for Early Head Start/Child Care partnerships
- Key issues:
  - Republican concerns about creating big new programs
  - Funding

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## Key Questions

- What about the tobacco tax?
- Will this happen as part of a "grand budget deal?"
- How does Sequestration affect this proposal?
- What would be the impact on Head Start?



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**Local Control Funding Formula  
Overview**

Sandy Escobedo  
Senior Policy Analyst Advancement  
Project

December 3, 2013

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**Why the Local Control Funding Formula?**

- Longstanding critique of CA's funding system: under-funded, unfair and unclear
- Under-funded as compared to most other states
- Inequitable: insufficient funding for high-need students and wide differences among districts
- Too complex to follow funding from state; no transparency
- Schools with relatively higher proportions of English learners and students from low income families frequently had lower revenue limits and relied heavily on state aid, including categorical funds
- Past 4 years of cuts hit districts, like LAUSD, with large numbers of ELs & low income because of heavy reliance on state aid
- Over \$20B in statewide education cuts since Great Recession

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**Local Control Funding Formula Overview**

- \$2.1B in 2013-14, growing gradually through 2020-21
- Increased overall funding plus additional funding to serve unique needs of EL or low income children
- Local budget tied to student outcomes and accountability
- **SOLID DOWNPAYMENT BUT CA SCHOOL CHILDREN STILL DEEPLY UNDERFUNDED**

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### Local Control Funding Formula Overview

- State sets Funding to Districts
  - Base Grant
- K-3 plus class size reduction
  - 4-6
  - 7-8
  - 9-12 plus High School increase
- Supplemental Grant
- Concentration Grant

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### Supplemental and Concentration Grants

- Supplemental Grants 20% of Base Grant
  - English Learners (EL)
  - Low Income- Free and Reduced Lunch (LI)
  - Foster Youth (FY)
- Concentration Grants 50% of Base Grant
  - Each EL/LI/FY student above 55% of enrollment generates an additional 50% of adjusted base rate

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### LAUSD LCFF Projections

| District Name | Average Daily Attendance | 2012-13 English Learner, Low Income and Foster Youth Unduplicated % | Pre LCFF 2012-2013 | Post LCFF 2013-2014 | LCFF Projection 2020-2021 |
|---------------|--------------------------|---|--------------------|---------------------|---------------------------|
| LAUSD         | 544,228                  | 86%   | \$7,738            | \$8,102             | \$12,750                  |

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### LCFF Transparency and Accountability

- Districts to adopt Local Control and Accountability Plans (LCAPS) that disclose how funds will be spent to provide high-quality educational programs & achieve annual goals
- LCAP to be adopted every 3 years and updated annually as to progress towards proposed goals, effectiveness of actions, need for midcourse corrections, starting July 1, 2014
- Eight areas of state priority must be addressed in districts' LCAP goals
- Districts must specify actions they will take to achieve goals districtwide and for subgroups (racial/ethnic, socio-economically disadvantaged, EL, foster youth, disabled)
- Districts must use SBE-Adopted LCAP Template
- Districts must solicit input from parents, students, employees in developing plan, (at least 2 public hearings, notice to community)
- District LCAPs can include goals in self-selected areas of priority for LAUSD (i.e., early education, A-G, etc.)

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### Areas of State Priority

- Student Achievement
- School Climate
- Student Engagement
- Parental Involvement
- Basic Services
- Other Student Outcomes
- Course Access
- Implementation of Common Core State Standards

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### Student Achievement

| Student Achievement  |
|--|
| •Performance on standardized tests   |
| •Score on API  |
| •Share of students that are college and career ready                               |
| •Share of ELs that become English proficient                                       |
| •EL reclassification rate  |
| •Share of students that pass Advanced Placement exams with 3 or higher             |
| •Share of students determined prepared for college by the Early Assessment Program |

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### Parental Involvement

Parental Involvement

- School Districts must present their plan to a parent advisory committee
- Committee provides feedback on LCAP
- District has to provide response in writing
- May use existing committees
- Unclear whether Districts have designated these committees

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### The Role of County Offices of Education in the LCFF Process

- COE to review district LCAPs
- After thorough review, COE must approve LCAP by Oct 8 if required SBE process and template followed and plan aligned with budget
- COE can ask for clarification, make recommendations, provide additional support or intervene as last resort

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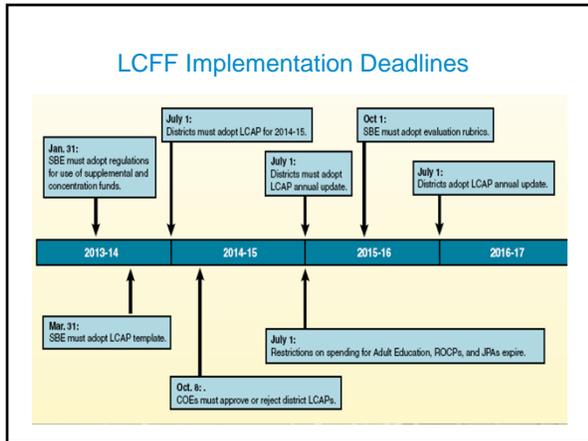
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### Early Learning Meets Priorities

|  |   |
|--|---|
| <b>Student Achievement</b>                     | <ul style="list-style-type: none"> <li>↳ Performance on standardized tests</li> <li>↳ Share of ELs that become English proficient</li> <li>↳ Share of students that are college and career ready</li> </ul> |
| <b>Parental Involvement</b>                    | <ul style="list-style-type: none"> <li>↳ Promotion of parental participation</li> </ul>   |
| <b>Student Engagement</b>                      | <ul style="list-style-type: none"> <li>↳ High school dropout/graduation rates</li> <li>↳ Chronic absenteeism rates</li> </ul>   |
| <b>Other Student Outcomes</b>                  | <ul style="list-style-type: none"> <li>↳ Other indicators of student performance in required areas of study.</li> </ul>   |
| <b>Basic Services</b>                          |   |
| <b>School Climate</b>                          |   |
| <b>Implementation of Common Core Standards</b> |   |
| <b>Course Access</b>                           |   |

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### Potential ECE Uses for LCFF Dollars

|   |  |
|---|--|
| <b>Serve more children</b>                                  | <ul style="list-style-type: none"> <li>• Hire staff</li> <li>• Purchase materials</li> <li>• Repurpose facilities</li> </ul>   |
| <b>Classroom quality</b>                                    | <ul style="list-style-type: none"> <li>• Participate in Quality Rating and Improvement System and/or coaching</li> <li>• Improve teacher : child ratios</li> <li>• Professional development</li> <li>• Parental involvement opportunities</li> </ul> |
| <b>Pre-K – 3<sup>rd</sup> grade transition/articulation</b> | <ul style="list-style-type: none"> <li>• Joint professional development</li> <li>• Align goals and metrics</li> </ul>  |
| <b>Community-based preschools coordination</b>              | <ul style="list-style-type: none"> <li>• Co-host parent engagement activities</li> <li>• Align goals and metrics</li> </ul>  |

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Thank You!

Sandy Escobedo

[sescobedo@advanceproj.org](mailto:sescobedo@advanceproj.org)

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*Reimagining Parent Engagement  
in California*

**Families In Schools**  
Wednesday  
December 4, 2013

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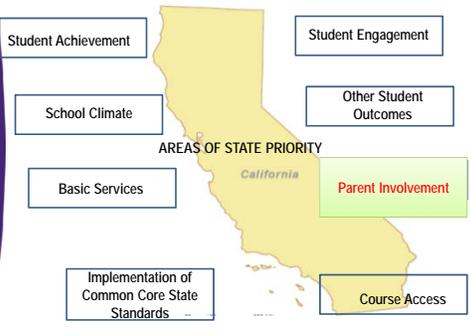
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**State's Eight Priorities**



AREAS OF STATE PRIORITY

California

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**Parental Involvement in LCFF**

- School districts must present their proposed plans to a parent advisory committee and an EL parent advisory committee
- Committee provides feedback on LCAP
- Districts have to respond **IN WRITING**
- Districts may use existing committees

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**LCFF Opportunity...**



Early learning and development programs can be a strategic support to schools



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**Promoting School Readiness...**



- Build Relationships
- Assess the Context
- Develop Multi-Year Plans



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**REIMAGINING PARENT ENGAGEMENT IN CALIFORNIA**  
*Moving from 1.0 to 2.0*



Education Summary, September 2013

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### Deepens and enhances...

- Parent engagement in six outcome areas
- School-parent partnerships
- Aligns with the CA Family Engagement Framework
- Early learning development opportunities

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Visit [parentsmatternow.org](http://parentsmatternow.org)

Contact:  
Sandy Mendoza  
[smendoza@familiesinschools.org](mailto:smendoza@familiesinschools.org)  
(213) 500-7704 cell

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The Local Control Funding Formula (LCFF) represents the most comprehensive reform to how California's schools are funded and who gets to make the decisions in 40 years. It is a huge win for schools and students. Passed with bi-partisan support in the 2013-14 California State Budget, LCFF is being implemented this year and will:

- Target a historic investment to benefit high-needs students – those in lower-income households, English learners and students in foster care. When fully implemented this investment will total nearly \$10 billion in new funding.
- Grant school districts and communities more flexibility and local control to make swift and immediate decisions that best help their students.
- Make school districts accountable to provide the programs and resources disadvantaged students need to succeed and be educated on a level playing field with their peers.
- Provide parents and community members with unprecedented access to their school district's budget and planning process and opportunities to help shape its priorities and approach.

## ***Important transition year as details are decided***

This is an important transition year for LCFF and the State Board of Education will make decisions on how LCFF will be fully implemented by establishing specific parameters and guidelines around how local school districts will craft and report their budget and spending plans.

Key milestones and decisions in this process include:

- January 2014 – The State Board of Education will approve rules regarding how districts must allocate resources to ensure the supplemental and concentration funding is spent to benefit high need students. It is also expected to approve the template counties, districts and charter schools must use to develop their Local Control and Accountability Plans (LCAPs). Additionally, the State Board will adopt regulations to guide districts on how to develop their budgets.
- October 2015 – The State Board of Education will adopt an evaluation rubric for LCAPs. This will help identify school districts that need technical assistance or require intervention in order to improve student outcomes.
- Local school districts and communities must navigate the transition to LCFF this year even though many of these key details have not yet been determined. As California shifts to the new formula, school districts and communities can begin preparing now.

## ***Community engagement, transparency and accountability are keys to success***

One of the most important features of LCFF is providing an opportunity for parent and community voices to be heard as important budget decisions are being made. LCFF provides a framework for districts to work with their communities and implement locally tailored approaches to achieve greater student outcomes. The Local Control and Accountability Plans (LCAPs) are the central documents to this process. LCAPs are designed to:

- Describe the overall vision and strategy for achieving specific outcomes for students.
- Demonstrate how the district's budget will help achieve that vision.
- Each year, assess how well the strategies in the plan were able to improve outcomes, reflect on what worked and what didn't work, and encourage continuous improvement.

LCAPs are designed to achieve specific state priorities that school districts need to consider now as they plan their local strategies and approaches, such as:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards,

English language development, history social science, visual and performing arts, health education and physical education standards.

3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

## ***Best Practices***

Now is the time to begin exploring and implementing best practices for ensuring a district's LCAP reflects the values of a wide range of stakeholders.

- Define a process for ongoing community engagement – Begin work now to support effective planning and partnerships with parents and community leaders. There are requirements in the law to have at least one parent advisory community, as well a public hearing process. In addition, there are numerous strategies that can be implemented to support early, ongoing and authentic community engagement.
- Set a multi-year vision for student outcomes – Define a vision for improving the outcomes of all students across the eight state priorities areas and additional local priorities that are developed. The Local Control and Accountability Plan (LCAP) represents an opportunity to provide a vivid picture of what a community expects from its schools and students.
- Identify evidence based strategies – Evaluate existing approaches, as well as new strategies, that could support improved student outcomes. Prioritize and determine which strategies should be a part of the core program for all students and what additional approaches should provide extra support for low income, English Learner and foster youth.
- Assess resources – Evaluate existing use of resources against the vision, priorities and strategies that are developed. Determine the funding levels available for investment in the budget year.

## CHILDREN NOW

- Make strategic investments – Invest scarce resources in supports and services that help students achieve the core priorities of the district.

# California

## Data that describes child care – statewide and in California counties

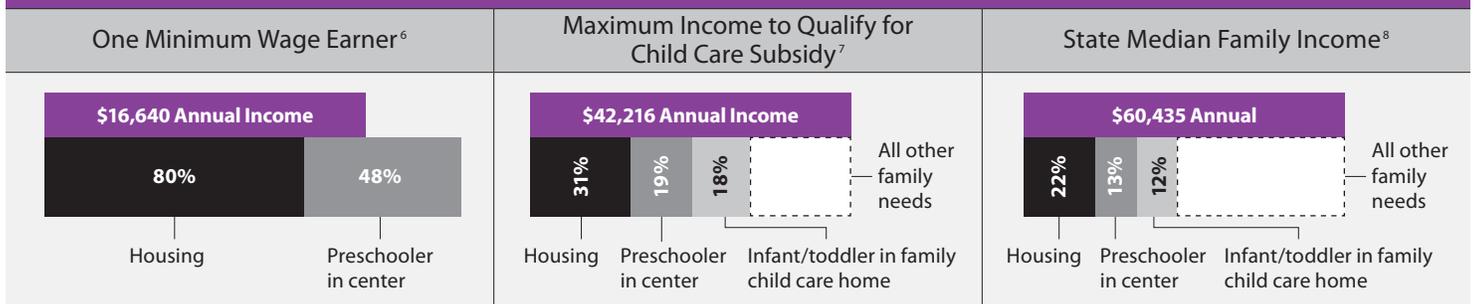
The 2013 California Child Care Portfolio, the ninth edition of a biennial report, presents a unique portrait of child care supply, demand, and cost statewide and county by county. The child care data in this report was gathered with the assistance of local child care resource and referral programs (R&Rs). R&Rs work daily to

help parents find child care that best suits their family and economic needs. They also work to build and support the delivery of high quality child care services in diverse settings throughout the state. To access the full report summary and county pages, go to our website at [www.rrnetwork.org](http://www.rrnetwork.org).

| PEOPLE   | STATE      |            |        | UNITED STATES |             |        |
|--|------------|------------|--------|---------------|-------------|--------|
|  | 2010       | 2012       | CHANGE | 2010          | 2012        | CHANGE |
| Total number of residents <sup>1</sup>                     | 37,253,956 | 37,826,160 | 2%     | 304,228,257   | 313,914,040 | 3%     |
| Number of employed residents <sup>2</sup>                  | 15,916,300 | 16,560,300 | 4%     | 139,033,928   | 142,921,687 | 3%     |
| Number of children 0-12 <sup>1</sup>                       | 6,569,785  | 6,532,111  | -1%    | 52,943,218    | 52,872,572  | -0.1%  |
| Under 2  | 991,812    | 1,023,386  | 3%     | 7,922,223     | 7,924,600   | < 1%   |
| 2 years  | 516,002    | 488,728    | -5%    | 4,096,929     | 3,979,957   | -3%    |
| 3 years  | 516,611    | 493,800    | -4%    | 4,119,040     | 3,982,440   | -3%    |
| 4 years  | 506,908    | 508,357    | < 1%   | 4,063,170     | 4,112,347   | 1%     |
| 5 years  | 505,175    | 513,252    | 2%     | 4,056,858     | 4,132,747   | 2%     |
| 6 - 10 years   | 2,512,016  | 2,492,024  | -1%    | 20,464,340    | 20,388,508  | -0.4%  |
| 11 - 12 years  | 1,021,261  | 1,012,564  | -1%    | 8,220,658     | 8,351,973   | 2%     |
| Children 0-12 with parents in the labor force <sup>3</sup> | 4,211,870  | 4,164,276  | -1%    | 36,134,192    | 35,952,507  | -1%    |
| Children 0-5 living in poverty <sup>4</sup>                | 705,084    | 760,003    | 8%     | 5,908,929     | 6,052,083   | 2%     |

| CHILDREN 0-12 WITH PARENTS IN THE LABOR FORCE <sup>3</sup> |               | CHILDREN 0-5 LIVING IN POVERTY IN 2012 <sup>4</sup> |               |
|--|---------------|---|---------------|
| STATE  | UNITED STATES | STATE   | UNITED STATES |
| <b>64%</b>   | <b>68%</b>    | <b>25%</b>  | <b>25%</b>    |

### CHILD CARE AND FAMILY BUDGETS<sup>5</sup>



12% of families with children in California earn less than minimum-wage<sup>8</sup>

For more information about child care in CALIFORNIA:

**California Child Care R&R Network**  
**(415) 882-0234**  
**[www.rrnetwork.org](http://www.rrnetwork.org)**

1. U.S Census (2010) and CA DOF population projections (2012).
2. Employment Development Department (2010 & 2012).
3. Network calculation based on ACS 2012 1-year estimate.
4. ACS 2010 and 2012 1-year estimates.
5. Median cost of a 2-bedroom (HUD 2012) and mean child care rates (RMR 2012).
6. CA Depart. of Industrial Relations (Minimum wage).
7. Based on 70% of state median income for a family of 3.
8. ACS 2012 1-year estimate.

# California Child Care

## AGE / TYPE

| CHILD CARE SUPPLY <sup>1</sup>       | LICENSED CHILD CARE CENTERS |         |        | LICENSED FAMILY CHILD CARE HOMES |         |        | CHILD CARE REQUESTS <sup>2</sup> |     |
|--------------------------------------|-----------------------------|---------|--------|----------------------------------|---------|--------|----------------------------------|-----|
|                                      | 2010                        | 2012    | CHANGE | 2010                             | 2012    | CHANGE |                                  |     |
| Total number of slots                | 710,642                     | 716,610 | 1%     | 367,264                          | 335,719 | -9%    | Under 2 years                    | 35% |
| Infant slots (under 2 years old)     | 40,454                      | 44,375  | 10%    |                                  |         |        | 2 years old                      | 16% |
| Preschool slots (2-5 years old)      | 519,521                     | 530,233 | 2%     |                                  |         |        | 3 years old                      | 13% |
| School-age slots (6 years and older) | 150,667                     | 142,002 | -6%    |                                  |         |        | 4 years old                      | 10% |
| Total number of sites                | 11,163                      | 11,111  | -0.5%  | 37,078                           | 33,365  | -10%   | 5 years old                      | 6%  |
|                                      |                             |         |        |                                  |         |        | 6 years and older                | 19% |

**25%\***

Children 0-12 with parents in the labor force for whom a licensed child care slot is available<sup>3</sup>

**30%**

Child care centers with one or more federal/state/local contracts<sup>4</sup>

\* This estimate is based on the 1,052,329 licensed slots in California and does not include license-exempt programs.

## SCHEDULE AND COST

| CHILD CARE SUPPLY <sup>1</sup>                    | LICENSED CHILD CARE CENTERS | LICENSED FAMILY CHILD CARE HOMES | CHILD CARE REQUESTS <sup>2</sup>                      |                        |
|---|-----------------------------|----------------------------------|---|------------------------|
|   |                             |                                  | AGES  | FULL-TIME <sup>5</sup> |
| Full-time and part-time slots <sup>5</sup>        | 70%                         | 87%                              | Children 0-5  | 86%                    |
| Only full-time slots                              | 12%                         | 12%                              | Under 2   | 87%                    |
| Only part-time slots                              | 18%                         | 2%                               | 2 years   | 87%                    |
| Sites offering evening, weekend or overnight care | 2%                          | 38%                              | 3-5 years   | 84%                    |
| Full-time infant care <sup>6</sup>                | \$11,461                    | \$7,446                          | <b>REQUESTS FOR CARE DURING NON-TRADITIONAL HOURS</b> |                        |
| Full-time preschool care <sup>6</sup>             | \$7,982                     | \$7,050                          |   |                        |

### MAJOR REASONS FAMILIES SEEK CHILD CARE<sup>7</sup>

**74%**

Employment

**14%**

Parent in school or training

**12%**

Parent seeking employment

## LANGUAGE

### CENTERS WITH AT LEAST ONE STAFF SPEAKING THE FOLLOWING LANGUAGES<sup>7</sup>

English 99%, Spanish 64%, Chinese 8%, Tagalog 5%, Vietnamese 3% and Other languages 17%

### FAMILY CHILD CARE PROVIDERS SPEAKING THE FOLLOWING LANGUAGES<sup>7</sup>

English 92%, Spanish 48%, Chinese 4%, Tagalog 3%, Russian 1% and Other languages 12%

### LANGUAGES SPOKEN AT HOME<sup>8</sup>

|                                |     |
|--------------------------------|-----|
| English                        | 54% |
| Spanish                        | 36% |
| Asian/Pacific Island Languages | 6%  |
| Another Language               | 4%  |

- Child Care R&R Databases January 2010 adjusted and 2012.
- Child Care Referral Requests April/May/June 2012.
- Total licensed slots divided by number of children with parents in the labor force.
- Does not include providers accepting vouchers or FCCH.
- Full-time is defined as 30 or more hours per week; part-time is less than 30 hours per week.
- Mean child care cost. Child Care Regional Market Rate Survey 2012.
- Percentages may exceed 100% when multiple options are chosen.
- ACS 2012 1-year estimate.

For more information about child care in CALIFORNIA:

**California Child Care R&R Network**  
**(415) 882-0234**  
**www.rnetwork.org**

# Los Angeles County

## Data that describes child care – statewide and in California counties

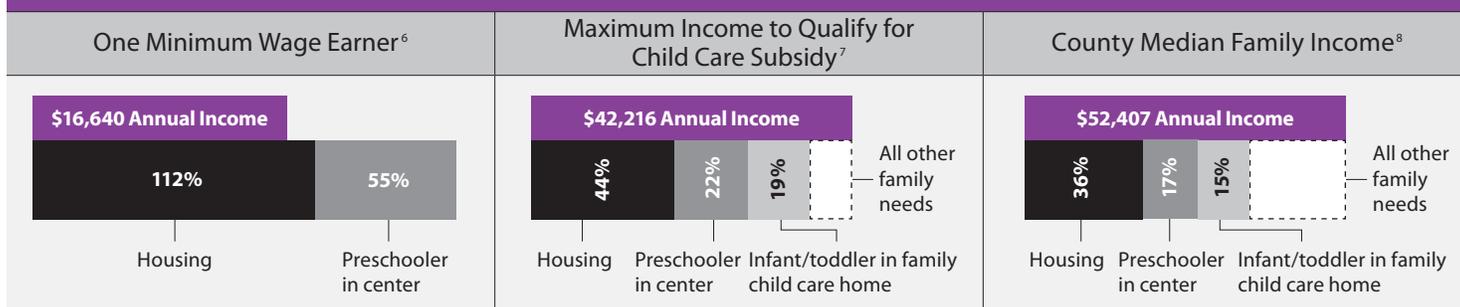
The 2013 California Child Care Portfolio, the ninth edition of a biennial report, presents a unique portrait of child care supply, demand, and cost statewide and county by county. The child care data in this report was gathered with the assistance of local child care resource and referral programs (R&Rs). R&Rs work daily to

help parents find child care that best suits their family and economic needs. They also work to build and support the delivery of high quality child care services in diverse settings throughout the state. To access the full report summary and county pages, go to our website at [www.rrnetwork.org](http://www.rrnetwork.org).

| PEOPLE   | COUNTY    |           |        | STATE      |            |        |
|--|-----------|-----------|--------|------------|------------|--------|
|  | 2010      | 2012      | CHANGE | 2010       | 2012       | CHANGE |
| Total number of residents <sup>1</sup>                     | 9,818,605 | 9,911,665 | 1%     | 37,253,956 | 37,826,160 | 2%     |
| Number of employed residents <sup>2</sup>                  | 4,262,300 | 4,345,700 | 2%     | 15,916,300 | 16,560,300 | 4%     |
| Number of children 0-12 <sup>1</sup>                       | 1,677,798 | 1,655,100 | -1%    | 6,569,785  | 6,532,111  | -1%    |
| Under 2  | 256,173   | 269,352   | 5%     | 991,812    | 1,023,386  | 3%     |
| 2 years  | 131,882   | 125,941   | -5%    | 516,002    | 488,728    | -5%    |
| 3 years  | 130,559   | 125,916   | -4%    | 516,611    | 493,800    | -4%    |
| 4 years  | 127,179   | 128,702   | 1%     | 506,908    | 508,357    | < 1%   |
| 5 years  | 126,963   | 128,599   | 1%     | 505,175    | 513,252    | 2%     |
| 6 - 10 years   | 638,840   | 619,350   | -3%    | 2,512,016  | 2,492,024  | -1%    |
| 11 - 12 years  | 266,202   | 257,239   | -3%    | 1,021,261  | 1,012,564  | -1%    |
| Children 0-12 with parents in the labor force <sup>3</sup> | 1,066,866 | 1,054,317 | -1%    | 4,211,870  | 4,164,276  | -1%    |
| Children 0-5 living in poverty <sup>4</sup>                | 195,133   | 219,717   | 13%    | 705,084    | 760,003    | 8%     |

| CHILDREN 0-12 WITH PARENTS IN THE LABOR FORCE <sup>3</sup> |            | CHILDREN 0-5 LIVING IN POVERTY IN 2012 <sup>4</sup> |            |
|--|------------|---|------------|
| COUNTY   | STATE      | COUNTY  | STATE      |
| <b>64%</b>   | <b>64%</b> | <b>28%</b>  | <b>25%</b> |

### CHILD CARE AND FAMILY BUDGETS<sup>5</sup>



13% of families with children in Los Angeles County earn less than minimum-wage<sup>8</sup>

For more information about child care in LOS ANGELES COUNTY:

County-wide  
1-800-543-7793  
[www.rrnetwork.org](http://www.rrnetwork.org)

1. U.S Census (2010). CA DOF population projections (2012).
2. Employment Development Department (2010 & 2012).
3. Network calculation based on ACS 2012 1-year estimate.
4. ACS 2010 and 2012 1-year estimates.
5. Median cost of a 2-bedroom (HUD 2012) and mean child care rates (RMR 2012).
6. CA Dept. of Industrial Relations (Minimum wage).
7. Based on 70% of state median income for a family of 3.
8. ACS 2012 1-year estimate.

# Los Angeles County Child Care

## AGE / TYPE

| CHILD CARE SUPPLY <sup>1</sup>       | LICENSED CHILD CARE CENTERS |         |        | LICENSED FAMILY CHILD CARE HOMES |        |        | CHILD CARE REQUESTS <sup>2</sup> |     |
|--------------------------------------|-----------------------------|---------|--------|----------------------------------|--------|--------|----------------------------------|-----|
|                                      | 2010                        | 2012    | CHANGE | 2010                             | 2012   | CHANGE |                                  |     |
| Total number of slots                | 167,187                     | 168,688 | 1%     | 80,067                           | 73,583 | -8%    | Under 2 years                    | 35% |
| Infant slots (under 2 years old)     | 8,283                       | 9,593   | 16%    |                                  |        |        | 2 years old                      | 16% |
| Preschool slots (2-5 years old)      | 126,468                     | 129,012 | 2%     |                                  |        |        | 3 years old                      | 13% |
| School-age slots (6 years and older) | 32,436                      | 30,083  | -7%    |                                  |        |        | 4 years old                      | 10% |
| Total number of sites                | 2,473                       | 2,450   | -1%    | 7,646                            | 6,904  | -10%   | 5 years old                      | 6%  |
|                                      |                             |         |        |                                  |        |        | 6 years and older                | 19% |

**23%\***

Children 0-12 with parents in the labor force for whom a licensed child care slot is available<sup>3</sup>

**24%**

Child care centers with more than one federal/state/local contract<sup>4</sup>

\* This estimate is based on the 242,271 licensed slots in Los Angeles County and does not include license-exempt programs.

## SCHEDULE AND COST

| CHILD CARE SUPPLY <sup>1</sup>                    | LICENSED CHILD CARE CENTERS | LICENSED FAMILY CHILD CARE HOMES | CHILD CARE REQUESTS <sup>2</sup>  |                        |
|---|-----------------------------|----------------------------------|---|------------------------|
|   |                             |                                  | AGES  | FULL-TIME <sup>5</sup> |
| Full-time and part-time slots <sup>5</sup>        | 70%                         | 90%                              | Children 0-5  | 97%                    |
| Only full-time slots                              | 15%                         | 9%                               | Under 2   | 97%                    |
| Only part-time slots                              | 14%                         | 1%                               | 2 years   | 97%                    |
| Sites offering evening, weekend or overnight care | 3%                          | 56%                              | 3-5 years   | 97%                    |
| Full-time infant care <sup>6</sup>                | \$12,823                    | \$8,095                          | <b>REQUESTS FOR CARE DURING NON-TRADITIONAL HOURS</b><br>Evening / weekend / overnight care 10% |                        |
| Full-time preschool care <sup>6</sup>             | \$9,164                     | \$7,710                          |   |                        |

### MAJOR REASONS FAMILIES SEEK CHILD CARE<sup>7</sup>

**68%**

Employment

**16%**

Parent in school or training

**9%**

Parent seeking employment

## LANGUAGE

### CENTERS WITH AT LEAST ONE STAFF SPEAKING THE FOLLOWING LANGUAGES<sup>7</sup>

English 99%, Spanish 67%, Chinese 7%, Tagalog 4%, Korean 4% and Other languages 18%

### FAMILY CHILD CARE PROVIDERS SPEAKING THE FOLLOWING LANGUAGES<sup>7</sup>

English 92%, Spanish 56%, Chinese 4%, Tagalog 2%, Korean 1% and Other languages 14%

### LANGUAGES SPOKEN AT HOME<sup>8</sup>

English 43%

Spanish 47%

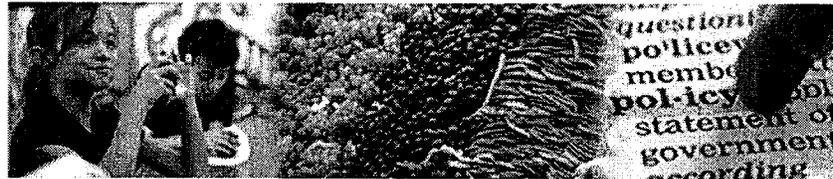
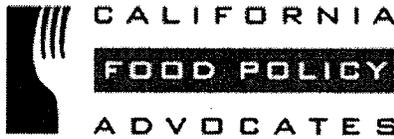
Asian/Pacific Island Languages 6%

Another Language 4%

1. Child Care R&R Databases January 2010 and 2012.
2. Child Care Referral Requests April/May/June 2012.
3. Total licensed slots divided by number of children with parents in the labor force.
4. Does not include providers accepting vouchers or FCCH.
5. Full-time is defined as 30 or more hours per week; part-time is less than 30 hours per week.
6. Mean child care cost. Child Care Regional Market Rate Survey 2012.
7. Percentages may exceed 100% when multiple options are chosen.
8. ACS 2012 1-year estimate.

For more information about child care in **LOS ANGELES COUNTY:**

**County-wide**  
**1-800-543-7793**  
**www.rnetwork.org**



We are a statewide policy and advocacy organization dedicated to improving the health and well being of low-income Californians by increasing their access to nutritious, affordable food.

Contact: Tia Shimada at 510.433.1122 x109 or [tia@cfpa.net](mailto:tia@cfpa.net).

Updated 11.19.2013

## Nutrition & Food Insecurity Profile Los Angeles County

| Demographic Data         |                                |   |
|--------------------------|--------------------------------|---|
| Total Population<br>2012 | Individuals in Poverty<br>2012 | Percent of Individuals in Poverty<br>2012 |
| 9,962,789                | 1,870,813                      | 19%                                       |

| Demographic Data: Children        |  |   |
|-----------------------------------|--|---|
| Children 0 to 5 Years Old<br>2012 | Children 6 to 17 Years Old<br>2012     | All Children Under 18<br>2012                                       |
| 771,839                           | 1,582,037                              | 2,353,876   |
| Children in Poverty<br>2012       | Percent of Children in Poverty<br>2012 | Students Eligible for Free or Reduced-Price School Meals<br>2012-13 |
| 633,473                           | 27%                                    | Pending   |

| Food Insecurity Measures                                 |   |
|--|---|
| Food-Insecure Adults in Low-Income Households<br>2011-12 | Percent of Adults in Low-Income Households Who Are Food Insecure<br>2011-12 |
| 1,279,000  | 42%   |

| Health Measures  |   |  |
|--|---|--|
| Percent of Adults Who Are Overweight or Obese<br>2011-12 | Adults Ever Diagnosed with Heart Disease<br>2011-12 | Percent of Children in Healthy Fitness Zone: Body Composition<br>2012-13 |
| 59%  | 415,000   | 53%  |

| CalFresh                            |                                     |  |   |                                     |  |
|-------------------------------------|-------------------------------------|--|---|-------------------------------------|--|
| Individuals Participating<br>Sep-13 | Income-Eligible Individuals<br>2011 | Income-Eligible Non-Participants<br>2011 | County Program Access Index (PAI)<br>2011 | PAI County Rank<br>1 = best<br>2011 | Additional Economic Activity w/<br>Full CalFresh Participation<br>2011 |
| 1,145,033                           | 1,709,887                           | 698,836                                  | 0.591                                     | 37                                  | \$1,780,000,000  |

| Child and Adult Care Food Program (CACFP) |                                   |  |
|---|-----------------------------------|--|
| Licensed Childcare Facilities<br>2010     | Licensed Child Care Slots<br>2010 | Children Participating in CACFP<br>2011-12 |
| 10,119                                    | 247,254                           | 83,377                                     |

| National School Lunch & Breakfast Programs  |  |
|---|--|
| School Lunch Participation Among Low-Income Students<br>2011-12                                       | School Breakfast Participation Among Low-Income Students<br>2011-12                                  |
| Pending   | Pending  |
| Percent of School Lunch Participants Who Also Eat School Breakfast:<br>Low-Income Students<br>2011-12 | Additional Federal Meal Reimbursements Received with<br>Increased Breakfast Participation<br>2011-12 |
| Pending   | Pending  |

| Summer Meal Programs   |   |  |
|--|---|--|
| Summer Meal Program Participation<br>Among Low-Income Children<br>2012 | Percent of School Lunch Participants Who Are<br>Also Served During the Summer<br>2012 | County Rank for % School Lunch Participants Also<br>Served During the Summer<br>2012 |
| 128,784  | 18%   | 11   |

| WIC & Breastfeeding Measures                     |   |   |
|--|---|---|
| WIC Participants Served by County Agency<br>2013 | Breastfeeding: In-Hospital Initiation<br>2012 | Exclusive Breastfeeding: In-Hospital Initiation<br>2012 |
| Coming Soon                                      | 92%   | 50%   |

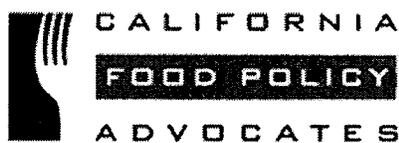
Values marked by an asterisk (\*) represent aggregate data from county groups. County groups:

- Alpine, Amador, Calaveras, Inyo, Mariposa, Mono, and Tuolumne Counties
- Del Norte, Lassen, Modoc, Plumas, Sierra, Siskiyou, and Trinity Counties
- Colusa, Glenn, and Tehama Counties

Blank values indicate that data were not available.

+++

*California Food Policy Advocates (CFPA) is a non-profit policy advocacy organization committed to increasing low-income Californians' access to nutritious, affordable food at home, at school, and in settings across the community. Working as both a policy leader and supportive policy ally, CFPA continues to build on its more than twenty-year history of trust and success.*



We are a statewide policy and advocacy organization dedicated to improving the health and well being of low-income Californians by increasing their access to nutritious, affordable food.

Contact: Tia Shimada at 510.433.1122 x109 or [tia@cfpa.net](mailto:tia@cfpa.net).

Updated 11.19.2013

## Nutrition & Food Insecurity Profile

### California

| Demographic Data         |                                |   |
|--------------------------|--------------------------------|---|
| Total Population<br>2012 | Individuals in Poverty<br>2012 | Percent of Individuals in Poverty<br>2012 |
| 38,041,430               | 6,325,319                      | 17%                                       |

| Demographic Data: Children        |  |   |
|-----------------------------------|--|---|
| Children 0 to 5 Years Old<br>2012 | Children 6 to 17 Years Old<br>2012     | All Children Under 18<br>2012                                       |
| 3,050,041                         | 6,160,891                              | 9,210,932   |
| Children in Poverty<br>2012       | Percent of Children in Poverty<br>2012 | Students Eligible for Free or Reduced-Price School Meals<br>2012-13 |
| 2,167,372                         | 24%                                    | Pending   |

| Food Insecurity Measures                                 |   |
|--|---|
| Food-Insecure Adults in Low-Income Households<br>2011-12 | Percent of Adults in Low-Income Households Who Are Food Insecure<br>2011-12 |
| 4,153,000  | 42%   |

| Health Measures  |   |  |
|--|---|--|
| Percent of Adults Who Are Overweight or Obese<br>2011-12 | Adults Ever Diagnosed with Heart Disease<br>2011-12 | Percent of Children in Healthy Fitness Zone: Body Composition<br>2012-13 |
| 60%  | 1,759,000   | 56%  |

Warning: number\_format() expects parameter 1 to be double, string given in /home/cfpastaff/cfpa.net/testCountyProfile-5.php on line 222

| CalFresh                            |                                     |  |   |                                     |   |
|-------------------------------------|-------------------------------------|--|---|-------------------------------------|---|
| Individuals Participating<br>Sep-13 | Income-Eligible Individuals<br>2011 | Income-Eligible Non-Participants<br>2011 | County Program Access Index (PAI)<br>2011 | PAI County Rank<br>1 = best<br>2011 | Additional Economic Activity w/ Full CalFresh Participation<br>2012 |
| 4,200,988                           | 7,459,015                           | 3,356,557                                |   | N/A                                 | \$8,340,000,000   |

| Child and Adult Care Food Program (CACFP) |                                   |  |
|---|-----------------------------------|--|
| Licensed Childcare Facilities<br>2010     | Licensed Child Care Slots<br>2010 | Children Participating in CACFP<br>2011-12 |
| 47,607                                    | 1,067,713                         | 342,132                                    |

| National School Lunch & Breakfast Programs  |  |
|---|--|
| School Lunch Participation Among Low-Income Students<br>2011-12                                       | School Breakfast Participation Among Low-Income Students<br>2011-12                                  |
| Pending   | Pending  |
| Percent of School Lunch Participants Who Also Eat School Breakfast:<br>Low-Income Students<br>2011-12 | Additional Federal Meal Reimbursements Received with<br>Increased Breakfast Participation<br>2011-12 |
| Pending   | Pending  |

| Summer Meal Programs   |   |  |
|--|---|--|
| Summer Meal Program Participation<br>Among Low-Income Children<br>2012 | Percent of School Lunch Participants Who Are<br>Also Served During the Summer<br>2012 | County Rank for % School Lunch Participants Also<br>Served During the Summer<br>2012 |
| 423,463  | 17%   | n/a  |

| WIC & Breastfeeding Measures                     |   |   |
|--|---|---|
| WIC Participants Served by County Agency<br>2013 | Breastfeeding: In-Hospital Initiation<br>2012 | Exclusive Breastfeeding: In-Hospital Initiation<br>2012 |
| Coming Soon                                      | 92%   | 63%   |

Values marked by an asterisk (\*) represent aggregate data from county groups. County groups:

- Alpine, Amador, Calaveras, Inyo, Mariposa, Mono, and Tuolumne Counties
- Del Norte, Lassen, Modoc, Plumas, Sierra, Siskiyou, and Trinity Counties
- Colusa, Glenn, and Tehama Counties

Blank values indicate that data were not available.

+++

*California Food Policy Advocates (CFPA) is a non-profit policy advocacy organization committed to increasing low-income Californians' access to nutritious, affordable food at home, at school, and in settings across the community. Working as both a policy leader and supportive policy ally, CFPA continues to build on its more than twenty-year history of trust and success.*

[www.first5la.org/Policy/LCFF](http://www.first5la.org/Policy/LCFF)

Published on First 5 LA (<http://www.first5la.org>)

## Addressing The Needs of Our Students at A Young Age

A new opportunity to expand early learning in local schools is here. In June 2013, Governor Brown approved a state budget that included a **new Local Control Funding Formula (LCFF)** for all schools in California. The LCFF represents one of the state's most comprehensive reforms that shifts California to a simpler "needs-based" education funding formula that prioritizes the needs of students at the local level. In 2014, school districts will begin developing a three-year Local Control Accountability Plan (LCAP) that will determine local funding priorities.

Along with the spending flexibility provided by the new formula, school districts are required to seek input from parents and community stakeholders as they begin to shape their own, local educational priorities. Because LCFF allows for the inclusion of investing in early education programs, **First 5 LA believes that Los Angeles County has an opportunity to address the specific needs of our youngest children by emphasizing early education within the LCFF.**

Research shows that early education programs help ensure LA County's diverse child population will be ready to learn when they enter kindergarten. When all the evidence is considered, high-quality early education services produce meaningful long-term gains for children, particularly those child populations highlighted in the new formula funding legislation.

[Click here to read First 5 LA Executive Director Kim Belshé's letter \[0\]](#) which highlights the LCFF as an opportunity to ensure young children are ready to learn.

### LCFF GENERAL RESOURCES

- [LCFF Webinar Series \[1\]](#) – Children Now offers a webseries that provides an overview on LCFF, details on the State Board of Education process, regional hearings and upcoming opportunities for LCFF public input.
- [Early Edge: LCFF & Early Learning Fact Sheet \[1\]](#) - This fact sheet by our partners at Early Edge encourages school district leaders and community stakeholders to consider investing in early education programs as we make the transition toward the LCFF. Studies show that early learning programs have improved outcomes for students on at least two of the eight state priorities that must be addressed in the local plans under the new formula.

### RESOURCES FOR PARENTS AND COMMUNITY MEMBERS

Parents and stakeholders will play a critical role in how school districts decide to invest resources under the new LCFF. School districts must strongly consider community input when developing a local control and accountability plan. Furthermore, one specific procedure requires school districts to present their proposed spending plans to parent advisory committees for review and comment. This section will provide you with details on how the LCFF works and school district contact information.

- [LCFF Fact Sheet \[2\]](#) – A fact sheet on LCFF with basic information on how the new formula works, the important role that community engagement will play within the LCFF process.
- LCFF Fact Sheet for Parents – Coming soon.
- [School District Directory \[3\]](#) – This directory from the California Department of Education provides a search tool to help locate the contact information for your local school district.

- [School District Funding Estimates under LCFF \[4\]](#) – This link provides a chart with estimated funding projections for every public school district in California under the new LCFF.
- [Submitting Input on LAUSD Budget Priorities \[5\]](#) - As requested by the Los Angeles Unified School District (LAUSD) Board of Education, town hall meetings will be held across the District to increase the public's understanding of State and LAUSD budgets, and collect parent and community input on the funding priorities the District should invest in. If you are unable to attend any of the meetings, you can also submit feedback by clicking on the link provided (results will be available online by the end of October).
- [Parent-Community Forum on Early Learning & LCFF \[5\]](#) ([en Español \[5\]](#))– Hosted by [Families In Schools \[6\]](#). The Nov. 14th forum will focus on the importance of early education in preparing children for success in school. Parents will also learn how the LCFF serves as an opportunity to increase funding for early education programs.
- [Parents Matter NOW \[7\]](#) - Is a statewide campaign launched by Families In Schools (FIS) to strengthen parent engagement practices across the state. With the implementation of LCFF, FIS, in collaboration with dozens of organizations from across the state, have developed a set of parent engagement indicators that can be used by the state and school districts to better track parent engagement activities.
- [Preschool Makes the Difference \[7\]](#) – Developed by Families In Schools (FIS), this brochure serves as a parent's guide to understanding LCFF and viewing the new formula as a funding opportunity to expand early learning programs.

**Resources For School District Leaders** - As school district leaders, there will be plenty to do as you prepare for implementation of the upcoming LCFF spending priorities within your district. As you begin to set district goals for student improvement and create avenues for parental and community input, having all the up-to-date information on LCFF is essential. This section provides funding estimates for school districts under LCFF as well as a documentary on the economic benefits of investing in early learning programs.

- [LAO Overview on LCFF \[8\]](#)– A report by the Legislative Analyst's Office (LAO) describing the major components of the new formula, including the state's new system of district support and intervention.
- [CSBA Governance Brief \[9\]](#) - This piece from the California School Boards Association provides additional background information on the rollout of the formula over the next eight years.
- [School District Funding Estimates under LCFF \[10\]](#) – A chart with estimated funding projections for every public school district in California under the new LCFF.
- [Raising of America Documentary \[11\]](#) – *The Raising of America* documentary miniseries also provides a number of multi-media tools linking early child development to a more prosperous nation. The first episode, "Are We Crazy About Our Kids," explores the economics of investing in high-quality early care and preschool.

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**Source URL:**

<http://www.first5la.org/Policy/LCFF>

**Links:**

[1] [http://www.childrennow.org/index.php/movement/webinar\\_series\\_lcff\\_implementation](http://www.childrennow.org/index.php/movement/webinar_series_lcff_implementation)

[2] <http://lcff.childrennow.org/about/lcff-fact-sheet>

[3] <http://www.cde.ca.gov/re/sd/index.asp?new=1>

[4]

[http://www.dof.ca.gov/reports\\_and\\_periodicals/district\\_estimate/documents/LCFF\\_Funding\\_Estimate](http://www.dof.ca.gov/reports_and_periodicals/district_estimate/documents/LCFF_Funding_Estimate):

[5] <http://budgetrealities.lausd.net/>

[6] <http://www.familiesinschools.org/>

[7] <http://www.parentsmatternow.org/>

[8] <http://www.lao.ca.gov/reports/2013/edu/lcff/lcff-072913.pdf>

[9]

[http://www.csba.org/GovernanceAndPolicyResources/FairFunding/~/\\_media/CSBA/Files/GovernanceF](http://www.csba.org/GovernanceAndPolicyResources/FairFunding/~/_media/CSBA/Files/GovernanceF)

[10]

[http://www.dof.ca.gov/reports\\_and\\_periodicals/district\\_estimate/documents/LCFF\\_Funding\\_Estimate](http://www.dof.ca.gov/reports_and_periodicals/district_estimate/documents/LCFF_Funding_Estimate):

[11] <http://www.raisingofamerica.org/documentary-and-online-learning-center>

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**Michele Sartell**

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**From:** Advancement Project <Advancement\_Project@mail.vresp.com>  
**Sent:** Thursday, November 21, 2013 9:40 AM  
**To:** Michele Sartell  
**Subject:** BUBBLE UP REPORT: Water Cooler Reinvestment Proposals - Vote Now & Save The Date

[Click to view this email in a browser](#)



# The Water Cooler

# *Bubble Up*

# *Report*

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**Date: November 21, 2013**

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**From: Advancement Project**

**Re: Water Cooler Reinvestment Proposals**

**- Vote Now & Save the Date!**

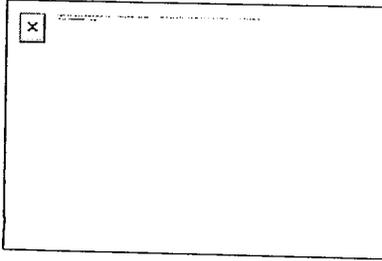
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**The Water Cooler**

**Reinvestment Proposals are**

**now online**



**Vote Now!**

**&**

**SAVE THE DATE**

**January 29, 2014  
Tsakopoulos Library  
Galleria, Sacramento, CA  
(*Agenda Forthcoming*)**

**We are looking forward to  
hearing your  
recommendations to aid our  
state's youngest children**

---

In an effort to continue building on the fruitful work of our October Water Cooler meeting in Sacramento, and to prepare for the next phase of the work at our upcoming January 29th Water Cooler meeting, we wanted to invite you to use your voting power to shape future early learning reinvestment recommendations.

As part of the voting process, you will be asked to review the various reinvestment recommendations in the categories of Access, Quality, and Systems Reinvestments that was provided to attendees in draft format at the October Water Cooler meeting. After narrowing

the list down in each category with your votes, a prioritized list will be shared and discussed:

The proposals will also be reviewed against the backdrop of the Governor's January budget proposal as well as the 3 consensus-based criteria for meaningful reinvestment in early care and education that emerged from the October Water Cooler Meeting.

Through this process and with your input, we hope to get closer to tangible, specific reinvestment recommendations to help our state's youngest children.

**[Vote Now Using This Link](#)**

Thank you for your participation, and we look forward to seeing you on January 29th.

---

**For more information and updates:**  
[Refer to our Bubble Up Reports or Sign Up Here](#)

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The Water Cooler improves and expands early care and education (ECE) for California's children by bringing together diverse stakeholders to build consensus for policy solutions that support the needs of children from birth to five. Through quarterly meetings and an annual conference that draws more than 500 education advocates, the Water Cooler elevates the needs of California's youngest children to the forefront of policy decisions. [Sign up for updates.](#)



Advancement Project's Educational Equity team is committed to protecting and supporting early childhood education in California. Please click on the logo above for more information about our work.

Sign up to receive [The Bubble Up Report](#)

# Water Cooler Reinvestment Proposals

In an effort to continue building on the fruitful work of our October Water Cooler meeting in Sacramento, and to prepare for the next phase of the work at our upcoming January 29th Water Cooler meeting, we wanted to invite you to use your voting power to shape future early learning reinvestment recommendations.

On the next page, you will be asked to review the various reinvestment recommendations in the categories of Access, Quality, and Systems Reinvestments that was provided to attendees in draft format at the October Water Cooler meeting. After narrowing the list down in each category with your votes, a prioritized list will be shared and discussed. The proposals will also be reviewed against the backdrop of the Governor's January budget proposal as well as the 3 consensus-based criteria for meaningful reinvestment in early care and education that emerged from the October Water Cooler meeting (<http://www.advancementprojectca.org/?q=water-cooler-quarterly-meetings>).

Through this process and with your input, we hope to get closer to tangible, specific reinvestment recommendations to help our state's youngest children.

Thank you for your participation, and we look forward to seeing you on January 29th.

To receive future updates: <http://www.advancementprojectca.org/?q=why-early-ed-matters#watercoolersignup>

For more information: <http://www.advancementprojectca.org/?q=ap-the-water-cooler>

## Keep in mind the 3 consensus-informed values/criteria from the Fall 2013 Water Cooler Quarterly Meeting:

A meaningful reinvestment in early childhood would....

- 1.) Promote increased understanding and engagement of parent/family in their role of a child's developmental success;
- 2.) Increase the number of high needs children/families served by high quality services;
- or
- 3.) Improve retention, preparation, professional development, compensation, parity with K12, and quality of the ECE workforce;

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