



**Policy Roundtable for Child Care**  
Wednesday, September 8, 2010  
10:00 a.m. – Noon  
Conference Room 743  
Hahn Hall of Administration  
500 West Temple Street, Los Angeles



**Proposed Meeting Agenda**

- |       |  |                    |  |
|-------|--|--------------------|--|
| 10:00 | <b>1. Welcome and Introductions</b>  |                    | <b>Terri Chew Nishimura<br/>Chair</b>  |
|       | a. Comments from the Chair   |                    |  |
|       | • Statement on Bridge Funding  |                    |  |
|       | b. Review of July 14, 2010 Minutes   | <b>Action Item</b> |  |
|       | • Accounting Report from Retreat   |                    |  |
|       | c. Update on STEP  |                    |  |
| 10:15 | <b>2. Educare Comes to Los Angeles</b>   |                    | <b>Whit Hayslip</b>                    |
| 10:45 | <b>3. Update on California's Early Learning Efforts</b>  |                    | <b>Celia Ayala<br/>Sarah Younglove</b> |
|       | • California State Advisory Council on Early Childhood Education and Care (ELAC)   |                    |  |
|       | • Early Learning Quality Improvement System Advisory Committee   |                    |  |
| 11:15 | <b>4. Policy Framework Objective:</b> Identify opportunities for Los Angeles County to promote collaboration among service providers and advocates on behalf of needed legislative or regulatory changes |                    |  |
|       | a. State Budget Update   | <b>Action Item</b> | <b>Adam Sonenshein</b>                 |
|       | b. Los Angeles County Legislative Agenda 2011 – 2012   | <b>Action Item</b> |  |
| 11:50 | <b>5. Announcements and Public Comment</b>   |                    | <b>Members &amp; Guests</b>            |
| 12:00 | <b>6. Call to Adjourn</b>  |                    |  |

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**Mission Statement**

The mission of the Policy Roundtable for Child Care is to serve as the official County body on all matters relating to child care, working in collaboration with the Child Care Planning Committee and the Children's Planning Council, to build and strengthen the child care system and infrastructure in the County by providing policy recommendations to the Board.

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## An Issue Brief: State Budget Delays and the Need for Temporary Loans for Child Development Services

While delays in realizing a State Budget are not new, they pose increasing threats to the supply of subsidized child development programs in Los Angeles County and throughout California. The California Department of Education (CDE) is a major funder of child development programs serving low-income working families and families where children are at risk of abuse and neglect. When there is no State budget – these CDE contractors receive no revenue. This “temporary gap” in funding can stretch out over three or four months.

In Los Angeles County, the non-profit and public agencies providing subsidized child development services have struggled to find ways to weather this “temporary gap” in funding. Some agencies, working diligently over a number of years, have created reserve funds. However, these funds are finite and a two or three month funding gap can completely exhaust an agency’s reserves.

Previously, some contractors were able to establish lines of credit with banks. Unfortunately, the current fiscal climate has made this process much more difficult and few banks are willing to consider an unexecuted contract from CDE as sufficient “collateral” when reviewing a request for credit. School districts and other multi-service organizations, facing similar “funding gaps” in other program components, are not always able to cover costs during this “temporary funding gap”.

Given the prospect of no State budget until late September or October, many CDE contractors are concerned about their ability to survive this year’s “temporary gap” in funding. Unlike past years, CDE contractors are also facing the possibility of contract reductions.

A statewide survey done in August found that agencies and County Offices of Education are implementing the following strategies in response to the delayed State budget: closing centers or shutting down entire programs (31%); reducing program size or cutting back hours of service (6%); initiating staff lay-offs, furloughs, and hiring freezes (14%); delaying payments to providers (used by Alternative Payment and CalWORKS programs) (25%); and delaying enrollment of children (9%).

Agencies and school districts throughout Los Angeles County are applying similar strategies to stretch meager funds in order to survive the prolonged budget approval process. News of staff layoffs, deferring payments to community providers, holding off enrolling children that need the services and closing programs are becoming increasingly frequent as the State budget delay rolls into September. Working parents have been notified that their child development services will end. Consequently, parents are frantically looking for affordable alternatives, recognizing that their families’ economic self sufficiency is at great risk.

**Many CDE contractors in Los Angeles County would benefit from access to a temporary or emergency fund during protracted State budget delays.** Access to such support would prevent local contractors from taking measures that suspend, reduce or eliminate services to families.

A “temporary gap in funding” fuels the obvious concerns of increased unemployment of parents unable to work due to the interruption or loss of child care and development services. In addition, there is the longer term prospect of dismantling key components of the child development infrastructure in Los Angeles County. Contractors unable to pay rent lose access to licensed facilities. Qualified staff who are furloughed or laid off tend to seek more secure employment. Once CDE funds become available, some contractors will certainly face challenges in re-securing both facilities and staff. Anything that impedes service delivery to children will result in the potential to under-earn the contracts with CDE. As a result, dollars allocated for services to Los

Angeles County children will not be used, therefore returned to the State and ultimately could be eliminated in future State budgets.

In other counties, temporary bridge funding has become available through First 5 Commissions and other entities. The following is a sampling of six California Counties that have developed resources for subsidized child development contractors to tap.

- 1) **Humboldt** County's First 5 Commission is working to position a local economic development entity as a guarantor for loans from local banks to contractors, making it more likely that the banks will make temporary loans.
- 2) **Monterey** County First 5 Commission is serving as a loan guarantor in coordination with a local bank.
- 3) **Alameda** County First 5 Commission is approving a \$2 million fund to provide bridge loans to agencies that request the assistance and serve children ages 0-5. The temporary loans are to be repaid within a week of the organization receiving their CDE (CDE) allotments once the budget is passed.
- 4) **San Francisco** First 5 Commission and the San Francisco Funders have created a fund that is administered by the Low Income Investment Fund (LIIF). Contractors submit applications for Emergency Repayable Grants. As in Alameda, the grants are repaid by the organization in full within a week after receiving CDE allotments.
- 5) **Napa** County First 5 Commission approved \$200,000 from reserves to provide repayable "gap grants" of up to \$50,000.
- 6) **Sonoma** County First 5 Commission approved \$3 million for Emergency Bridge Funding.

In Los Angeles County, an e-survey was sent to all 150 CDE contractors in late July. Based on the survey responses, it appears that some agencies are more in need than others. Responses from seven contractors indicated a looming crisis due to the delayed budget. These seven are probably indicative of a larger group, some of whom have not come forward. By the end of September, if the budget has not been signed, more agencies will resort to program closures and lay-offs.

On the positive side, a number of organizations responding to the survey stated that they are able to continue operations because their school districts are fronting the funding needed until the State budget is passed or they are able to use an already established line of credit or their remaining reserves. This suggests that if there is a fund to apply to for emergency bridge funding, not all 150 contractors will request temporary assistance. Agencies stating their need for some financial assistance tended to be smaller organizations with fewer than three centers. Annual contract amounts varied from \$300,000 to \$3,000,000. When asked what would be needed to continue operating, assuming the budget would be delayed for two months, the total from all responding agencies was approximately \$1,000,000. The amount would increase if there were a longer delay.

### **Recommendations – Los Angeles County**

1. A loan fund to provide temporary financial assistance to local child care and development programs during years in which there is a delay in funding from CDE.

2. Based on the experiences of other counties in California, such loan funds have been collaborative efforts between First 5 Commissions and private philanthropy. Locally, such an effort would be consistent with First 5 LA's role as a catalyst, which the Commission defines as promoting "the sustainability of effective programs for young children and their families".
3. It is estimated that, to begin with, a temporary loan fund in Los Angeles County should total at least \$2,000,000.
4. The temporary loan fund administrator should be familiar with:
  - a. CDE contracting processes and Title V regulations; and
  - b. Loan or emergency fund management.
5. A local committee should be established to support the fund administrator and provide input on eligibility criteria, application process, and evaluation of the effectiveness of the loan fund. Good examples from other counties are available to follow in creating an appropriate due diligence process for loan applications, approval criteria and repayment requirements.

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## Policy Roundtable for Child Care

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### MEETING MINUTES – ANNUAL RETREAT

July 14, 2010  
9:00 a.m. – 3:30 p.m.  
Eaton Canyon Nature Center  
1750 North Altadena Drive  
Pasadena, California

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#### 1. WELCOME AND INTRODUCTIONS

*Bonjour!*

##### a. Comments from the Chair

Ms. Terri Chew Nishimura, Chair of the Policy Roundtable for Child Care (Roundtable), opened the meeting at 9:36 a.m. Members and guests introduced themselves.

##### b. Review of Minutes

###### • May 12, 2010

*Ms. Sarah Younglove made a motion to approve the minutes. Ms. Connie Russell seconded the motion. The minutes were approved on a unanimous vote.*

###### • June 9, 2010

*Ms. Younglove made a motion to approve the minutes. Ms. Carolyn Naylor seconded the motion. The minutes were approved on a unanimous vote.*

##### c. Nominating Committee Reports

*Democracy in Action*

###### ▪ Presentation of Slate and Vote

Ms. Carolyn Naylor, on behalf of the Nominating Committee, asked for nominations from the floor. There being none, the Nominating Committee recommended that Ms. Nishimura and Ms. Ruth Yoon each serve a second year in their respective categories of Chair and Vice Chair.

*Ms. Carolyn Naylor made a motion to approve Ms. Nishimura as Chair and Ms. Yoon as Vice Chair of the Roundtable for 2010-11; Ms. Connie Russell seconded the motion. The motion was approved on a unanimous vote.*

Ms. Naylor thanked both Ms. Nishimura and Ms. Yoon for continuing to serve the Roundtable and the children and families of Los Angeles County.

Ms. Nishimura thanked the members for their confidence in the current leadership. Building upon the theme of “play” for 2009-10, Ms. Nishimura introduced for 2010-11 the theme of “engagement”. She suggested permeating this theme of engagement both within and across organizations, pointing out the opportunities for collaboration that exist at the Roundtable. In addition, Ms. Nishimura encouraged members to engage the Board of Supervisors that appointed them to the Roundtable as well as the Supervisors’ Deputies by keeping them informed of the Roundtable’s work and extending invitations to attend meetings. She also suggested spreading the theme of engagement to the media and community stakeholders, including community-based organizations and parents. Ms. Yoon echoed Ms. Nishimura’s comments and acknowledged the positive attitude and leadership offered by the Chair. Ms. Kathy Malaske-Samu thanked the Chair and Vice-chair for their continued service and extended her gratitude to the members and guests for their commitment to the Roundtable.

#### **d. Setting the Stage**

To transition the Roundtable from the business portion to the heart of the meeting, Ms. Nishimura directed members and guests to focus on policy considerations. She recognized that a number of key County department representatives were in attendance to help examine both the Roundtable’s success in “mobilizing County departments to incorporate access to high quality child development services into their services” and to think about the next iteration of the Child Care Policy Framework. As such, Ms. Nishimura recognized Supervisor Don Knabe and his Deputy, Mr. Nick Ippolito, as friends and advocates in their unwavering support for the children and families of Los Angeles County. Ms. Nishimura invited the person instrumental in kick-starting the development of the Policy Framework, Mr. Nick Ippolito, to say a few words.

Mr. Ippolito recognized the work and accomplishments of the Roundtable and expressed his support of the theme of engagement, particularly at a time when the state budget is in crisis. He mentioned that children and families served by County departments are desperately in need services that help them move towards self-sufficiency, adding that early care and education is critically important to the families and their children. He added that in a time of budgetary constraints, it is important to keep early care and education at the forefront of policy discussions. He supported Ms. Nishimura’s comments, suggesting that the Roundtable members should ensure that other Board Deputies are engaged. With respect to Supervisor Knabe, Mr. Ippolito noted that the Supervisor welcomes ideas and new initiatives adding that despite funding challenges, he is committed to moving forward with implementation of the Steps to Excellence Project (STEP), the quality rating and improvement system. In conclusion, he again challenged Roundtable members and guests to contact the Supervisors and thanked them all for their commitment to the work.

Ms. Younglove asked to have added to the table a discussion on the delayed budget, specifically in light of the letter sent by the California Department of Education/Child Development Division (CDE/CDD) to their contracted programs regarding program operations during the expected delay in enacting the state budget for 2010–11. The letter clarifies program operations and outlines options that may be available to contractors due to the delayed budget and therefore delayed apportionments. The letter suggests that programs seek bank loans, funding from their First 5 Commission, or use their reserves to keep them afloat. Ms. Younglove noted that several programs providing full-day, full-year services to working families are located in agencies that cannot afford to carry them, particularly if the budget is delayed beyond August. She anticipates that a growing number of programs will be notifying families that services will be terminated due to no budget. She added that the Los Angeles County Office of Education

(LACOE) funds are drying up and their Board is committed to not taking on debt despite not wanting to cut services.

Mr. Ippolito replied by suggesting that the Roundtable formulate a message to the Board of Supervisors with ideas on what needs to happen. Suggestions included identifying sources of bridge funds and urging the legislators to agree to a budget. Mr. Duane Dennis relayed that this issue was raised at the most recent First 5 LA Commission meeting. While Commissioners were taken off guard, they charged the First 5 staff with looking at how other First 5 Commissions are responding. Among the questions that were raised at the meeting: Are Commissions considering bridge loans and, if so, what guarantees exist that the State will repay the loans? Added is the need for information from the CDE/CDD contractors to learn the scope of need and whether some are able to obtain bridge funding or have reserves. Mr. Whit Hayslip reported that the Los Angeles Unified School District (LAUSD) Board is committed to not cutting early childhood education despite the risk they will potentially face. One of the risks is turning the K-12 system against early childhood if they cannot recover the funds expended during the budget delay. Mr. Ippolito said it would be helpful to have an estimated amount of bridge funds needed. He added another strategy – push the legislators to act by allowing the threats of closure to occur. Mr. Hayslip cautioned that there are huge implications to the threat of closure including the legal responsibilities to staff. Related to the budget delay is the unknown around a child care and development budget. The field could face dramatic cuts. There are no guarantees for remitting loan payments even if First 5 or the County provides the bridge funds. Ms. Nishimura urged in the meantime for members and guests to contact their legislators. Dr. Jacquelyn McCroskey offered to schedule a briefing with Mr. Ippolito after the retreat.

Ms. Nishimura thanked Mr. Ippolito for his opening comments, then in turning the meeting over to Dr. Jacquelyn McCroskey, acknowledged her leadership in thinking through the retreat and convening stellar panels.

## **2. ASSESSING THE IMPACT OF THE CHILD CARE POLICY FRAMEWORK** *Promoting Liberty, Equality and Fraternity for All*

Dr. McCroskey opened the presentation of the panelists by acknowledging that there are successes to celebrate as well as lessons learned to help guide our work. She added that while the County does not directly operate early care and education programs, lots and lots of families, many low-income, that come into contact with County services could benefit from high quality early care and education services. She invited members and guests to listen to the reports by County departments on activities to connect families with quality early care and education programs, most of which is good news. She then acknowledged the group of panelists, many of whom serve on the Roundtable committee, County Departments/Child Development Collaborative, and given their differing mandates and responsibilities, have successes despite their limited resources.

### **a. Linking Families to Services**

Mr. Michael Gray, Department of Children and Family Services (DCFS), has served as Division Chief for one and a half years overseeing several projects including the section responsible for child care. Mr. Gray reported that there are 11,336 children from birth to five years old with open DCFS cases. Of these children, 2,501 are placed with foster parents through Foster Family Associations (FFAs) or are in a foster home; 3,089 have been placed with relatives. Mr. Gray noted that many of the children under DCFS supervision have a need for early care and education. DCFS is working to change the culture and the perception of

early care and education into how it can be part of a plan for the child's benefit. He mentioned six initiatives, which are outlined in the handout included in member and guest meeting packets. Among the accomplishments for linking DCFS families with early care and education services:

- 1) The Education Section has made 700 referrals to the Los Angeles County Office of Education (LACOE) Head Start Program and other early care and education settings. Of the children referred, 500 have actually been enrolled.
- 2) 1,500 Children's Services Workers (CSWs) have received training on early care and education since July 1<sup>st</sup>, 2009 including newly hired CSWs. Training is ongoing. Funding has been allocated to each regional office to work with their local early care and education providers to foster better utilization of the services for children in DCFS.
- 3) Children are being connected to early care and education programs. However, DCFS needs to continue building partnerships to increase and expedite enrollments.
- 4) In July of 2009, efforts to link DCFS families with early care and education in Long Beach were initiated, targeting 264 three and four year old children. Thirty percent of the children were actually referred.
- 5) The DCFS El Monte Office partnered with LACOE to enroll additional children in Head Start programs. Of the 190 children identified, 131 were not enrolled in a child development program; 85 caregivers consented to enroll children in their local Head Start. In this effort, a simplified enrollment process for the caregivers including scheduling appointments and more was implemented.
- 6) The DCFS Metro North Office also is partnering with LACOE Head Start. Three and four year old children were identified for enrollment in the new spaces resulting from the investment of American Recovery and Reinvestment Act (ARRA) funds.
- 7) The Education Section is preparing the enrollment forms for the caregiver's signature.
- 8) At the DCFS Santa Fe Springs Office, 560 children were identified as eligible for early care and education and Head Start Services. Again, the Education Section prepared the application so that all the caregiver needed to do was provide their signature. Mr. Gray noted that the CSWs appreciated receiving the complete application for the caregiver to sign.
- 9) FFAs are also engaged, identifying 1,200 children as potential candidates for early care and education services. For those children not already enrolled in a program, the FFAs have been provided with the children's names as a step towards helping them enroll.

#### **b. Responding to Family Crises**

Ms. Charlotte Lee, Chief of CalWORKs Program Division with the Department of Public Social Services (DPSS), noted the role that DPSS has in administering Stage 1 Child Care for adults who are working or participating in welfare to work activities. *A major challenge for DPSS is intentionally connecting families to early care and education.* DPSS is not funded to provide case management services that would help families navigate the early care and education

system. Rather, DPSS is designed to determine eligibility for CalWORKS and engage adults in locating work and training for work. She added that there are no existing models for a case management approach to connecting families to early care and education. One area they are testing is outreach to homeless families with young children to inform them to the advantages of Head Start and make referrals. She mentioned that children of homeless families receive priority enrollment in Head Start. Ms. Lee noted that of the 80,000 CalWORKs families supervised by DPSS, half of them have young children. Ms. Lee said that DPSS is continuing to look for opportunities to share information with families, though the department is dealing with the cyclical paradox of an increasing caseload and reducing revenues.

Mr. Duane Dennis pointed out that DPSS has an extensive referral process for families with special needs to nonprofit programs through their contracts with the Child Care Resource and Referral (R&R) Agencies. Ms. Lee explained that the enhanced referrals are completed in situations where the Alternative Payment (AP) Program/R&R locates a licensed program with a vacancy to facilitate enrollment. She added that for several years DPSS conducted annual mailings to all CalWORKs families with three and four year old children to help connect them with services.

Ms. Younglove described the work between DPSS and LACOE Head Start to operate a child development program at a DPSS site. While in the end the challenges outweighed the opportunity, many lessons were learned that will inform a similar process in future. Ms. Lee continued by mentioning that the relationship with Head Start is ongoing and now work is underway to enroll homeless families in Head Start. With respect to DPSS child development centers, even though DPSS currently contracts with operators of four centers, it is not easy. The funding stream only allows employees and CalWORKs participants to enroll in the centers, which is challenging in an economic downturn when spouses are suddenly unemployed and the family can no longer afford the services. DPSS has yet to open the Vermont center, which has been in negotiations for two years. Mr. Gray suggested conducting a needs assessment of foster children in the area as an opportunity for full enrollment. In conclusion, Ms. Lee spoke to the connections that have been made through her participation on the Roundtable and welcomed the new participation of Probation and the Department of Mental Health (DMH) with respect to meeting the needs of families and their young children.

Dr. McCroskey asked Ms. Younglove to talk more about what it actually takes to connect services to children. Ms. Younglove spoke to the importance of having good working relationships with various County departments. She mentioned the trainings provided in partnership between LACOE Head Start and the Office of Child Care to Probation staff that will enable the Deputy Probation Officers to act as conduits for linking families with services. A critical next step is defining efforts to support the learning from the training. She reiterated that relationships that are being cemented with DPSS and DCFS as described previously, adding that her office is now looking at how Head Start addresses foster family issues and those related to continuity of care when children are relocated. Lastly, her contacts in Washington, D.C. are interested in learning more about the work underway in Los Angeles, suggesting to Ms. Younglove that the Roundtable is creating a national model.

Dr. McCroskey introduced Ms. Ruth Yoon with LAUSD's Early Childhood Education. Ms. Yoon stated that their interest has expanded beyond the early care and education core services to identifying children and family needs and linking families with other support services. LAUSD accomplishments and activities are:

- 1) Partnering with LACOE Head Start to enroll children and provide the extended services.

- 2) Informing communities about the availability of early care and education services through outreach and promotion. LAUSD has implemented the Abriendo Puertas/Opening Doors program to target parents. They have trained 30 facilitators to build parents' knowledge of child development. LAUSD would like to expand the Abriendo Puertas training to more of their service areas and translate it into English.
- 3) Piloting the Transition Kindergarten (TK) Program for children whose birthdays fall between Sept 1<sup>st</sup> and Dec 2<sup>nd</sup>, the young kindergarteners who may not be quite ready for kindergarten to allow them more time to mature. The TK Program will be piloted in 38 schools starting in the fall of 2010. Abriendo Puertas will be used as the parent training component. The David and Lucile Packard Foundation is very interested in this way of expanding preschool services to children who have not had any preschool services. Additionally, Senator Simitian has introduced SB 1381, which may incorporate this concept into his bill related to changing the starting age for kindergarten. Title I ARRA funds are supporting the pilot and First 5 LA is funding the evaluation.
- 4) Implementing Preschool Clinics to involve families and child care providers in supporting children's needs and accessing community services. The clinics are held on Saturdays at the early childhood education centers and are staffed by trained professionals representing community-based programs in health, mental health, and more. Efforts are underway to target families not already connected to LAUSD. The results from the clinics may entail changes in the home to referrals for assessments as needed. LAUSD is adding a follow-up component in 2010-11. Mr. Hayslip added that the clinics are part of their effort to implement a tiered approach to identifying and addressing children who may be at risk for developmental delays. To learn about the locations of the Saturday clinics, call (213) 241-4713.

### **c. Professional Development in Support of a New Practice Model**

Mr. Dave Mitchell, Probation Department, thanked the Office of Child Care and LACOE Head Start for the trainings conducted for their staff to date and remarked on how quickly it was all pulled together. Mr. Mitchell quickly stated that Probation is also a victim of budget negotiations and proposed cuts. Currently, they have 178,000 adults in state prison. Due to budget constraints, counties are being offered incentives to keep adult offenders out of state prison. Accordingly, Probation is initiating a family engagement model that identifies the needs of the probationer as well as the family and provides linkages to services based on identified needs and meets the goal of keeping the probationer in the home when possible.

As such, Probation has a number of juvenile probation programs that are seeking to connect their minor clients to support services. Efforts are underway to share family information through the DPSS data system and, hopefully soon, the DCFS data system as well. Both will assist Probation in understanding the broader needs of the families they serve without duplicating assessments, case plans, and more. With respect to targeting specific populations, Probation has estimated that there are between 250 and 300 pregnant and parenting youth on probation; approximately 25 are at St. Anne's. He added that the gang intervention unit also is addressing family needs. In the past, Probation has not been linkage driven, but change has been occurring.

- **Mental health needs of young children and their families**

Dr. Sam Chan, Department of Mental Health (DMH), waxed philosophical by offering a conceptual framework containing some core values and beliefs for working with families and children as follows:

1) All you need is LUV:

**Love** - unconditional approval for all children with whom we work

**Understanding** - every human being needs to be understood; empathy is a basic human need

**Value** - an essential need of every person is to be valued

This framework, Dr. Chan suggested, undergirds the strengthening families approach that may be applied to the setting as well as to the people with whom we work. He asked, “Are these principles operating for me, my staff, and the communities we serve?”

2) Join the 3–H club:

**Heart** - the value of directly engaging parents, the heart and soul of the community

**Head** - knowledge-based; bring the best of science and the critical nature of birth to five to help parents understand; professional development also needs soul

**Hand** - the doing, the practical; hopefully the end result of policy and system change; stimulates thinking and engages folks emotionally and gives them something to do

3) Promote STDs – DMH needs to partner with the Department of Public Health (DPH) and other County departments and community partners to promote STDs:

**Success**- capitalize on what can be done in incremental ways

**Transitional** - a whole way of thinking

**Destiny** - it is each person’s destiny to find the truth; tap into each person’s skills and talents

Dr. Chan next outlined activities that the DMH has undertaken to meet the needs of children and families. He referred to the Plexus Institute, a network of people who derive practical application from the complexity of science. This work has served as a model for the monthly meetings of ICARE (Infant, Childhood and Relationships Enrichment Network), which brings science into the room as a basis for discussing core issues of child development. Members are nurtured and valued and leaders are encouraged to become connectors of people and ideas. He added that DMH will continue to engage in professional development leading to intentional leadership development that promotes different ways of thinking. It also promotes interdisciplinary thinking in that the more one knows about another discipline, the more one can integrate those concepts into their own thinking. He suggested welcoming becoming lost in translation, which ultimately results in transforming the meaning and the synthesis of understanding resulting in a new concept. In conclusion, Dr. Chan commented on the concept of strengthening families and the protective factors as looking at the core aspects of relationships. He encouraged paying attention to the positive framework and looking at winnable actions.

### 3. STRENGTHENING FAMILIES THROUGH EARLY CARE AND EDUCATION

#### a. An Overview of the Strengthening Families Approach

Ms. Karen Blakeney, First 5 LA, referred members and guests to their packets for the copy of her PowerPoint presentation. The Center for the Study of Social Policy developed the Strengthening Families Approach as a way to address child abuse prevention by building protective factors. This approach started in 2001 has swept the country. It was first implemented in early care and education programs and has since involved faith-based programs, community-based agencies and more. It promotes optimal development in young children with a focus on parental resiliency. First 5 LA has adopted this approach and has integrated it into its Partnership for Families Project.

Ms. Blakeney reviewed the Protective Factors Framework, which was designed as a result of a study on child abuse prevention. She stated that it does not matter whether the emphasis is on early care and education or probation or health, as long as the protective factors are present and are supported. There are six protective factors:

**Parental Resilience** - having someone with whom to talk, having a positive self-image

**Social Connections** - helps relieve stress; parents with strong networks have children who do better in school; early care and education settings can be very important in establishing social connections

**Knowledge of parenting and child development** - not just classes, but being in a setting where parents can talk about what is happening in real time with other parents as well as being connected to good information about child development; must be relevant to what the parent is experiencing at the time.

**Concrete support** – knowing how to connect, navigate systems, and access services; very important to have access to core services (shelter, health, mental health); child assessments and referrals to services are critical.

**Social and emotional development** - for children; parents report that having children who can regulate their behavior has positively impacted their behavior; found that high quality early care and education programs are able to appropriately respond to children who may have been kicked out of other programs and provided the parents with other ways to view and respond to their children.

**Parent partnerships** - leadership skills training; parent advocacy groups have come out of this; various curriculums have been used in fostering parent partnerships, some with economic emphasis; a countywide parent group is forming out of the Partnership for Families Project and will become integrated into the Best Start Communities.

At the federal level, efforts are underway to look at incorporating this approach into programs and grant processes, including in-home visitation programs. According to Ms. Blakeney, Los Angeles County is somewhat ahead of the game. First 5 LA has worked on a family support network, which will continue in the next iteration of the organization. She referred members to the meeting packet for the handout, Levers for Change, which serves as a framework for thinking about how Strengthening Families may be woven into current policies, programs and practices across child and family service systems.

Ms. Blakeney reflected on the experience in Head Start where parents are encouraged to take on leadership roles. However, once their child enters elementary school, the parents lose their feelings of success as the opportunities for involvement are less clear. Ms. Blakeney asked, “Is there a group or place to foster the continued growth of these parents?” First 5 LA is exploring ways to link families; some opportunity may arise in the Best Start Communities work (see meeting handout listing First 5 LA’s 2010-15 Best Start Communities). In February First 5 LA held a conference with social service agencies, the early care and education community, and more to discuss helping parents make connections.

**b. Children and Families Well-being**

*Enrich lives through integrated, cost-effective and client-centered supportive services.*

▪ **Chief Executive Office (CEO)**

Ms. Kathy House shared her appreciation of the Roundtable for carrying the message of how integral early care and education is as a component of the County’s work to support children and families and should be in all department plans. She is frequently reminded that early care and education is missing in County initiatives, speaking to the Roundtable’s needed persistence to ensure those connections are made. With the budget crisis likely to impact County departments services, it is critical that departments come together in mutual support. It also means that the County will need to prioritize how to use its limited dollars.

As such, Ms. House provided three examples of County initiatives currently underway in which early care and education should become an integral component:

- 1) Child Welfare Goal – Self-sufficiency: In March, the Board of Supervisors issued a directive to add the child welfare goal of self-sufficiency for current and former foster youth that addresses their needs for housing, education, employment and general well-being. Some of the foster youth transitioning from the child welfare system are parents of young children and need that connection to high quality early care and education. The potential to reduce the achievement gap starts early; helping link the family early on is likely to close the achievement gap and stop the cycle of abuse.
- 2) Homelessness: Within the homeless populations are many parents with young children who are not participating in any programs or services.
- 3) Katy A Lawsuit: The Katy A lawsuit targets foster youth and those children at risk of entering the child welfare system to ensure that they are receiving mental health services. Connections with early care and education will contribute to changing the long-term outcomes for these families.

Recognizing the concern for diluting the requests, Ms. House suggested moving slowly and steadily to create upfront investments and prioritizing resources for the most vulnerable children in the county, which will reap benefits in the future.

▪ **Department of Children and Family Services**

Ms. Maryam Fatemi, Deputy Director, began her presentation with a story from colleague about a former foster youth and recipient of a college scholarship. The foster youth told the CSW that her goal was to become a preschool teacher, because on her first day of elementary

school she was told “you are stupid”, “we learned it in Kindergarten and preschool”. The young woman wants to ensure that foster children have the skills they need to succeed when they enter kindergarten. Ms. Fatemi commented that children deserve a fair start and need to be ready for school, key factors for success in life. Many foster children leave the DCFS system homeless, jobless, and/or pregnant. Now more than ever, DCFS is expected to do more with less with the children and families under their supervision. Ms. Fatemi highlighted the need to address issues of child abuse and neglect in Los Angeles County as a community responsibility that involves DCFS and other agencies working together.

As context, in 2009:

- 135,000 child abuse referrals were received by DCFS
- 11,000 children birth to five years old were under DCFS supervision; 40% of the children remained with their parents and 30% were placed with FFAs and foster homes; the remaining children were in placement with relatives
- In some communities, 55% of the children are enrolled in an early care and education program

Ms. Fatemi reported that DCFS has been working with Los Angeles Universal Preschool (LAUP) and LACOE Head Start to target families with children eligible for preschool services. Still, work is needed to influence CSWs and caregivers to the importance of early care and education as a prevention and early intervention strategy. They need to understand that early care and education programs provide more eyes watching the children, screens and tracks their development, and helps parents and families connect with services.

Ms. Fatemi suggested that DCFS needs a strategic plan. DCFS will start a three-fold process beginning in August:

- 1) Engage internally in conversations on networking and collaboration
- 2) Convene other County families (e.g. department representatives) to enhance collaboration
- 3) Partner with community networks to further collaboration

The plan involves communicating with staff and communities, conducting staff trainings, and establishing baseline data to measure current status and establish targets. DCFS is in the process of developing a core practice model with case plans that recognize the benefit of early care and education participation on children and families. In summary, Ms. Fatemi challenged the group to think about how we all work together to raise the bar for quality and making sure that children are enrolled in quality programs.

▪ **Department of Public Social Services**

Mr. Jacob Aguilar commented that what comes to mind in developing a plan is identifying the collaborative partners, the priorities of the department and what is already occurring around collaboration. He asked, “Is the department making the most of its existing partnerships?” Even in times of economic crisis, DPSS has resources available to help families. He cautioned that sharing resources across departments need to be shared in a friendly matter. With respect to DPSS programs, GAIN (Greater Avenues to Independence) staff need to ensure that supportive services including child care are reaching families. Ms. Lee added that the Strengthening Families Approach presentation provides some ideas for engaging families more effectively.

**c. Health and Mental Health**

*Improve health and mental health outcomes and efficient use of scarce resources, by promoting proven service models and prevention principles that are population-based, client-centered and family-focused.*

▪ **Mental health needs of young children and their families**

Ms. Olivia Celis, Deputy Director over children's programs, said it is easy to get caught up in day to day operations and crises can keep staff busy. Twenty years ago, each County department was notable for its distinct roles. DPSS was known as the "money people", DCFS "took the child away", DMH "worked with crazy people", and Probation "locked up people". A more merging of roles has evolved over time. The Katie A lawsuit serves as an example. DMH staff are at all DCFS offices. Still, entitlement and eligibility issues make it difficult to navigate each of the County systems. Ms. Celis added that there persists a stigma attached to mental health services, which sometimes serves as a challenge to integrate with community partners. The Mental Health Services Act (MHSA) funds have helped lessen the stigma and increased the availability of mental health services for children in recent years. The advent of MHSA Prevention and Early Intervention (PEI) has created a model of which most services are contracted through other providers, allowing for other channels for referrals and further reducing the stigma associated with mental health services. In addition to a more integrated approach, PEI is helping to dispel the myth that young children do not experience mental health issues. All DCFS children birth to five years old receive MAPP assessments of mental health issues and links to mental health services as needed. With respect to early care and education, \$30 million in funding will be released under the MHSA/PEI for prevention. Ms. Celis encourages early care and education programs to apply for the funds.

**d. Public Safety**

*Ensure that the committed efforts of the public safety partners continue to maintain and improve the safety and security of the people of Los Angeles County.*

▪ **Probation Department**

Mr. Dave Mitchell briefly described the Probation Department as needing to work with all County departments to help keep people out of placements and in their homes. To that end, services from other departments and community-based organizations are essential to their clients.

**4. ADDRESSING ACCESS, CONTINUITY AND QUALITY OF EARLY CARE AND EDUCATION**

*Let's Declare the Rights of Children!*

Dr. McCroskey reconvened the meeting following the lunch break and framed the afternoon as exploring next steps for the Roundtable with respect to collaboration, the policy framework, and the charge by Mr. Ippolito regarding the current status of the state budget. Rather than a presentation by each of the panelists, the discussion was more free-flowing and several points were made. The panelists were Mr. Hayslip representing LAUSD's Early Childhood Education, Ms. Younglove from LACOE Head Start, and Mr. Duane Dennis of Pathways representing the subsidized system. The points made were as follows:

**Assessing community needs to improve linkages to services, including early care and education:**

- Across departments
- From the perspective of front line workers – those that come into direct contact with families as well as the role of community-based organizations under contract with County departments.
- Do County departments have a sense of the need by place, by region and how do departments assess the real needs and stay abreast of those needs?
- Head Start programs are required to conduct regular comprehensive needs assessment at the community level; LAUP is beginning to conduct community needs assessments as well; and the Office of Child Care assesses countywide the need for child care and development services.
- Coordinate needs assessments to avoid duplication; figure out how to pull together various groups in coherent way.
- Many families served by a non-government entity, including organizations that provide early care and education services, are also touched in some way by one or more County departments. What are the connective factors among government agencies and community-based organizations? A lot of what connects families is poverty. How do we share resources to connect families to services and coordinate as entities to provide the best level of care? What is the role of the Roundtable to develop systems and mechanisms that look at families in a more comprehensive way?

**Data collection and using it to shape policy:**

- Part of the challenge is obtaining data – how do we keep track of children?
- LAUSD is trying to work with an integrated data system with other entities.
- First 5 LA has an initiative around data. The Roundtable should respond to funding requests to help address some of the issues relating to data.
- Develop opportunities to collaborate on data integration and reach out to communities to share best practices.

**License-exempt care:**

- A disproportionate number of families, often the most vulnerable, are using license-exempt care. The quality of those services must be considered, including in terms of preparing children for kindergarten.
- Some families favor license-exempt care to maintain and augment family income.
- The Roundtable should make policy recommendations relating to license-exempt care to the Board of Supervisors; from there, programs would evolve. Other states have created policies around license-exempt care.
- 70% of CalWORKs families use license-exempt care.
- Is a solution raising the competency level of license-exempt providers? Make minimum training requirements a condition for serving subsidized children?

**Helping families navigate systems and access services:**

- How do we ensure that families have access to newly funded programs
- Another challenge for early care and education programs is knowing how to help families navigate systems.
- Setting aside issues of privacy, is it possible to have one set of data per child per family that is accessible to any agency that serves the child?
- Points of contact – an agency has access to a complete profile of the family (medical model). There is a history of efforts around this area.

- Early care and education line staff do not understand the County departments and the services they provide nor can they assume one more thing to do, that is help families navigate systems.
- Each County department is multi-layered, making it difficult to navigate, even across County departments.
- The County's CEO is committed to integrating services; what is the CEO's role?
- DMH is interested in helping families connect with services. There is alignment with the MHSA/PEI. The DMH person working on anti-stigma discrimination for children could help make linkages to early care and education. DMH also could partner with those doing trainings and help think about what might mental health services look like in early care and education programs.

**Coordinating with the Department of Public Health (DPH):**

Dr. Robert Gilchick summarized activities underway that are or can be coordinated with early care and education as follows:

- The Nurse-Family Partnership housed in maternal health implements the strengthening families approach with its target population of young, first time parents. The Partnership has shown great outcomes in the protective factors. Last year, they entered into collaboration with the DMH using MHSA/PEI funds to expand the program. Currently the project serves 300 families per year; full implementation should reach 1000 families per year. Federal dollars are expected to augment the program further.
- Children do not learn well when they are not healthy. Oral health is critical to children's early learning. DPH has increased the number of municipalities that fluoridate water and increased access to dental services.
- DPH has been focusing on childhood obesity. In 2006, the obesity rate for three and four year olds was at 20 percent; in 2008 it rose to 22 percent. DPH has received ARRA and the Center for Disease Control (CDC) funding to focus on obesity and tobacco prevention, with a portion of the funds dedicated to addressing preschoolers. DPH has a contract with LAUP to update nutrition and physical activity standards that will help shape broader policies to include in all contracts. DPH is also studying licensed centers in SPA 6, where there is a higher rate of obesity, DPH has funding to partner from Charles Drew to do work similar to the work at LAUP but on a larger scale. In addition, DPH will provide resources and tools to implement standards and conduct trainings. DPH wants to show that the efforts are doable and cost-effective. Hopefully the efforts will help shape legislation.

**Implications of State Budget Delay:**

- Explore opportunities for bridge funding pending resolution of the state budget.
- What is it that the Board of Supervisors and Roundtable can do to help the child development community?
- Need to identify programs in jeopardy of going out of business and provide that information to the Board of Supervisors. Specifically, identify the programs at risk of going out of business, the numbers of families at risk of losing their child care services, and the number of providers who will lose their jobs.
- The Office of Child Care will need help from others around table – the R&Rs, the Family Child Care Home Education Networks. Contact the R&R to learn if they have data from their contacts with parents. The R&Rs may also know how many agencies, centers serving subsidized families are at risk of closure.

- The Child Care Resource Center has information on the centers that have closed in their geographic area, but would need to find out why they closed. The number of family child care providers planning to become licensed has dropped by half.
- The five LAUSD board members and superintendent are strong advocates for early care and education and therefore have an impact on maintaining the services. How do we get this support more broadly? Send thank you notes to LAUSD Board; acknowledge that they are taking a big risk and their leadership is appreciated

Dr. McCroskey expressed her hope for succinct notes from the meeting to share with policy making persons illustrating where collaboration is occurring and what the best practices are.

Ms. Nishimura thanked all of the panelists. She summarized the discussions that focused on connecting a range of County services with child development services. She noted the agreement amongst participants to the benefits of high quality child development services – to families and children. She added that there is a clear understanding that poor to mediocre services do not produce these outcomes. In a county like Los Angeles, the stakes are particularly high for a large number of children and families. She expressed the need to ensure that our most vulnerable children receive the benefit of high quality child development services. The Steps to Excellence Project (STEP) is one way that the Roundtable is working to support high quality child development services. Ms. Nishimura introduced Ms. Helen Chavez and Ms. Sandy Hong to lead the discussion on STEP findings and future plans.

## **5. NEXT STEPS FOR THE STEPS TO EXCELLENCE PROJECT (STEP)**

*Mais oui!*

### **• Findings, Funding and the Future**

Ms. Helen Chavez referred members and guests to their meeting packets for a copy of the PowerPoint presentation prepared by the UCLA Center for Improving Child Care Quality (CICCQ). Sandy Hong of UCLA/CICCQ presented the analysis of Year 1 STEP implementation.

STEP has rated 116 child development programs to date – 61 centers and 55 family child care homes. The scores are a little lower for family child care homes. Overall, large family child care homes have higher scores than small family child care homes. There was no significant difference for family child care based on serving subsidized children. Overall, centers holding contracts with the California Department of Education/Child Development Division scored higher than other program types. The scores were notable in two areas: Identification and Inclusion of Children with Special Needs and Family and Community Connections.

Ms. Hong reported that the Family and Community Connections domain mean score was significantly higher than other domains. The tool to measure this area has four sections with excellent reliability. If scores are high in one section, it will be high in all others. Dr. McCroskey asked about construct validity. Ms. Hong replied that this is an area that requires much more study. They are comparing the standards with those developed by the National Association for the Education of Young Children (NAEYC) and the strengthening families model and finding that there is overlapping content. However, more review is needed as well as long-term observation to answer the questions. Unfortunately, the resources are not currently available. Additionally, there are problems with how this domain is measured since it relies on provider response only

with some documentation. It raises some questions - should some items be prioritized and have more weight? Is there a better way to measure this item? There seems to be some alignment with how others are measuring this domain. Dr. McCroskey suggested looking at the strengthening families approach and go deeper in developing the tool. Also suggested is looking at the family engagement survey done by Mathematica for LAUP. Another comment suggested considering the difference between family child care homes and center to explain the scores.

Ms. Hong and Ms Chavez suggested that an area for the Roundtable to consider in terms of advocacy is the domain, Staff Qualifications and Working Conditions. Of concern are the qualifications of the assistants in centers and family child care homes. All staff are considered in the STEP rating. For Step 2, the assistant is required to have at least six units of child development. Many programs have assistants without any units, yet the assistants are working directly with the children. Compensation and benefits also are considered in this domain. Mr. Dennis suggested using the information to advocate for First 5 to address in their funding of workforce initiatives. It was commented that much concern has been placed on whether teachers have Bachelor degrees, but maybe there needs to be focused attention on the education of assistants as well. STEP has not yet collected data on whether the project is raising the education of the workforce. AB 212 data might provide some information. One issue impacting the workforce is that access to higher education is decreasing at this time. Another question asked was related to the likelihood of assistants taking classes to earn units. For LAUSD, it is more an issue of their staffing structure and pay scales.

It was noted that among STEP strengths, the standards cover a broad range of quality indicators. On the other hand, it does not currently have the resources to tackle all of the quality issues.

Ms. Helen Chavez transitioned the discussion to the sustainability of STEP. She distributed a handout showing the pilot average annual operational expenses and accomplishments as of June 30, 2010.

Ms. Chavez directed members and guests attention to the pie chart illustrating STEP operational expenses. While funding sources have not been consistent, STEP on average annual expenses are \$960,000. The biggest costs are the quality reviews, incentive grants, and technical assistance and training in preparation of the rating. Only two percent of the funds have been dedicated for program evaluation. There is no funding for ongoing technical assistance after the ratings occur, however STEP worked with the R&Rs on a pilot effort to provide this service. Nevertheless, funding is needed to support this area. In addition, DCFS shared some State AP Program funds for training and technical assistance. The current budget delay and uncertainty is interfering with plans to look at continuation of this effort. Ms. Chavez added that STEP results are being shared to inform the design of the California Early Learning Quality Improvement System.

There is a potential County funding source that may be available to the Office of Child Care that could be applied to underwriting an evaluation plan. It would require a series of approvals. Also suggested was seeking business underwriting. The estimated cost of an evaluation is \$35,000.

Ms. Chavez highlighted the accomplishments of STEP as follows:

- 1) Over 300 STEP applications
- 2) 166 quality review site visits completed

- 3) 180 quality improvement grants awarded
- 4) 185 quality improvement trainings implemented, reaching 2,600 early educators
- 5) Development of STEP Quality Rating Guide
- 6) Received NACo Achievement Award (2010)
- 7) Developed critical partnerships

Next steps will look at strategies to expand STEP through work with partnerships, cultivating private dollars, developing a fee for service model, and pulling in providers connected to DPSS and DCFS.

## **6. ANNOUNCEMENTS AND PUBLIC COMMENT**

*I have seen all, I have heard all, I have forgotten all.*

### **a. Public Comments**

None.

### **b. Early Learning Advisory Committee (ELAC)**

- ELAC approved California's application for submission to the federal government for \$10 million
- The California Early Learning Quality Improvement System (CAEL QIS) Advisory Committee will vote to make recommendations on the quality rating scale at the September meeting. In October/November, the plan will be vetted for stakeholder input. The CAEL QIS Advisory Committee will vote on the recommendations at the December meeting. Members and guests are invited to review the draft design posted on the Web site, <http://www.cde.ca.gov/sp/cd/re/sb1629advisorycommittee.asp>.
- The State budget proposal for realignment from the State to County responsibility seems to be gaining steam. The Joint Committee on Legislation will explore pros and cons and potential principles around proposals to realign child development services at their July meeting.

### **c. First 5 LA**

- Ms. Nishimura mentioned that the First 5 LA Commission has identified its target communities, of which a list has been included in the meeting packets. She asked Mr. Dennis for his thoughts on the process and/or reaction to the selected communities.

First 5 LA has dedicated \$550 million over five years to its place-based initiatives, of which \$200 million will be set-aside for county initiatives. The money is allocated in several areas including workforce and research. The funds will not be distributed evenly as some communities have greater needs than others. First year grants may be smaller than subsequent years as implementation is underway. Mr. Dennis suggested that the Roundtable look at some of the county initiatives and prepare proposals/recommendations around education, workforce and data collection.

**7. CLOSING THOUGHTS AND CALL TO ADJOURN**

*The last execution by guillotine took place on September 10, 1977 in Marseille.*

- Ms. Nishimura announced no meeting in August. The Roundtable will reconvene on Wednesday, September 8, 2010 at the Kenneth Hahn Hall of Administration.
- Ms. Nishimura asked that in spirit of engagement e-mail addresses for members and guests of the Roundtable retreat be shared.

The meeting was adjourned at 3:40 p.m.

**Commissioners Present:**

Ms. Maria Calix  
Mr. Duane Dennis  
Ms. Ann Franzen  
Mr. Michael Gray  
Mr. Whit Hayslip  
Ms. Charlotte Lee  
Ms. Kathy Malaske-Samu  
Dr. Jacquelyn McCroskey  
Ms. Carolyn Naylor  
Ms. Terri Chew Nishimura  
Ms. Connie Russell  
Ms. Esther Torrez  
Ms. Mika Yamamoto  
Ms. Ruth Yoon  
Ms. Sarah Younglove

**Guests:**

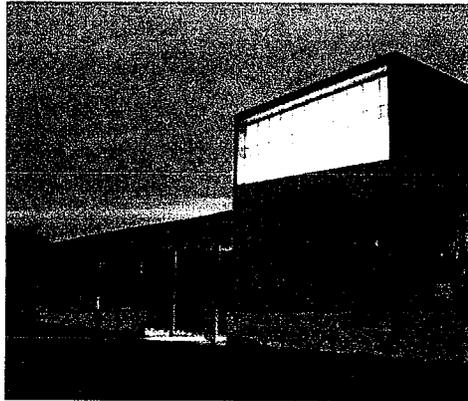
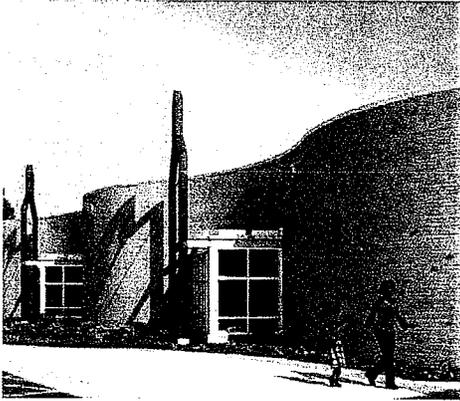
Mr. Jacob Aguilar, Department of Public Social Services  
Ms. Lesley Blacher, Service Integration Branch/Chief Executive Office  
Ms. Karen Blakeney, First 5 LA  
Ms. Olivia Celis, Department of Mental Health  
Ms. Ellen Cervantes, Child Care Resource Center  
Ms. Fran Chasen, Infant Development Association  
Mr. Sam Chan, Department of Mental Health  
Ms. Maryam Fatemi, Department of Children and Family Services  
Dr. Rob Gilchick, Department of Public Health  
Mr. Bill Gould, First 5 LA  
Ms. Sandy Hong, UCLA Center for Improving Child Care Quality  
Ms. Jennifer Hottenroth, Department of Children and Family Services  
Ms. Kathy House, Chief Executive Office  
Mr. Nick Ippolito, Fourth Supervisorial District  
Ms. Laura Lee, Department of Mental Health  
Ms. Sylvia Mendoza, Department of Mental Health  
Mr. Dave Mitchell, Probation Department  
Dr. Carrie Miller, Education Coordinating Council  
Ms. Terry Ogawa, Education Coordinating Council  
Ms. Dianne Philibosian, California State University Northridge  
Ms. Karen Rothstein, UCLA Center for Improving Child Care Quality  
Ms. Kate Sachnoff, First 5 LA  
Ms. JoAnn Shaloub-Mejia, California Federation of Family Child Care Association  
Mr. Adam Sonenshein, Los Angeles Universal Preschool (LAUP)  
Mr. Steve Sturm, Department of Children and Family Services  
Ms. Marcia Torga, Department of Mental Health

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**Staff:**

Ms. Helen Chavez  
Ms. Laura Escobedo  
Ms. Michele Sartell

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**OPERATIONAL:**

Chicago • Omaha at Kellom • Milwaukee •  
Tulsa at Kendall-Whittier • Denver • Miami •  
Oklahoma City • Omaha at Indian Hill • Seattle •  
Tulsa at Hawthorne

**UNDER CONSTRUCTION:**

Maine • Kansas City

**BUILDING PARTNERSHIPS:**

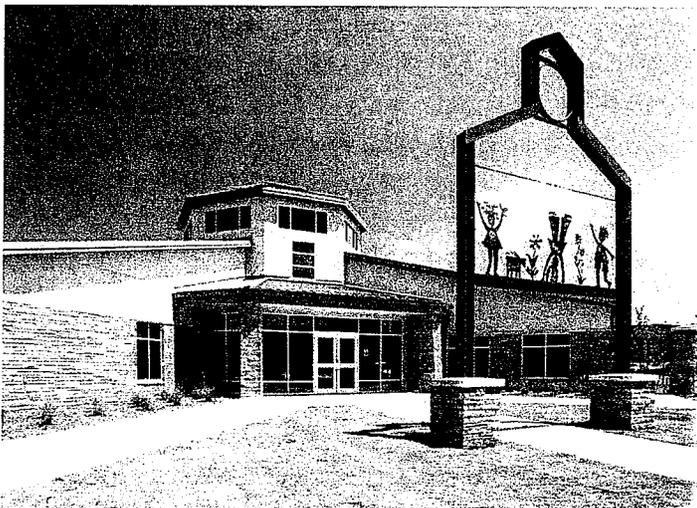
Arizona • California • Washington, DC • New Orleans •  
West DuPage • Newark

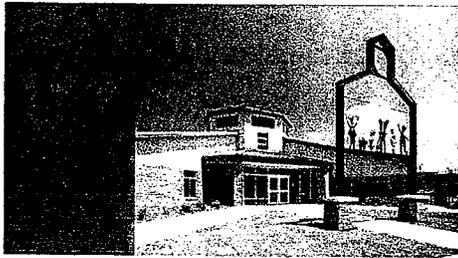
**What:** State-of-the art early childhood schools open full-day and full-year, with a BA-degreed teacher in every classroom, working together in a growing network to advance quality and change public policy in their own states and across the country.

Each Educare serves 140-200 of their community's at-risk children (from birth to 5 years) and their families. Each aims to follow the ground-breaking Educare model of quality developed by Chicago's nationally respected Ounce of Prevention Fund in spring 2000.

Educare Centers, where infants and toddlers form roughly a third of the enrollment, are designed to meet the needs of today's families who are making the transition from welfare to work and are recipients of a mix of Head Start, child care and preschool services. Each classroom provides a BA-degreed teacher, an assistant teacher with an AA degree, and an aide from the community. All classrooms are supervised by teachers with Master's degrees in early childhood. In addition, each Educare employs family support staff to ensure that each family's comprehensive needs are addressed.

Our aim is to create a nationwide network of Educare schools bound together in a national evaluation project. We seek to dramatically improve "quality" in programming and to redirect more public dollars to programs with life-changing results.



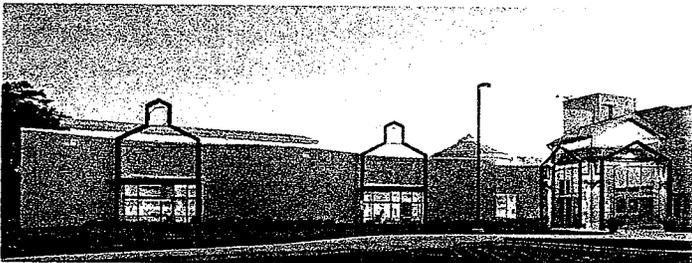
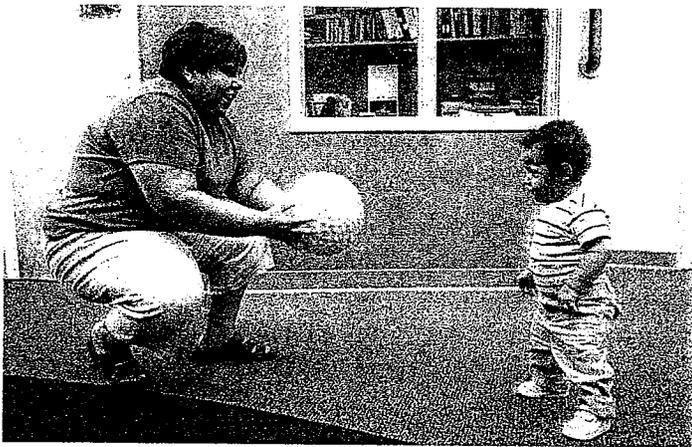


**WE'RE SEEKING TO NARROW THE GAP BETWEEN  
"WHAT WE KNOW" ...AND "WHAT WE DO"**

**Why:** Children from economically disadvantaged homes too often arrive poorly prepared for kindergarten and require significant and costly concentration of K-12 resources to provide them with equal educational opportunity.

The current shortage of quality early care and education for the poor is not only wrong, but fiscally unwise. James Heckman, Ph.D., a Nobel Laureate in economics, estimates a 10 percent rate of return on wise investments in early childhood. Each Educare is participating in a nationally significant project to emphasize to policymakers that the first five years of life are crucial to emotional well-being, the formation of curiosity, the ability to learn, and future success in school. For families to be successful, parents and young children need support and access to high quality learning experiences from the prenatal period through their transition into school.

**How:** Private dollars help build the building, but not until an Educare contract is signed to build the operating budget through cross-organizational partnership. The facility intentionally is designed to rival corporate child care centers in quality—leveling the playing field across economic lines in the same way public school kindergartens attempt to do.

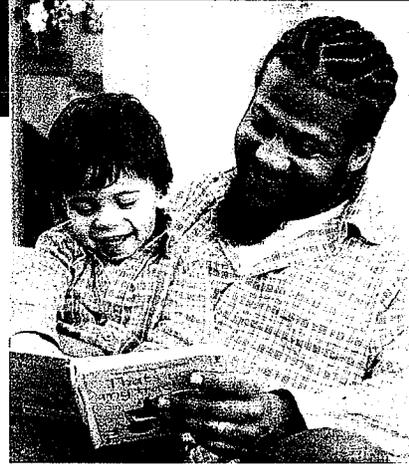
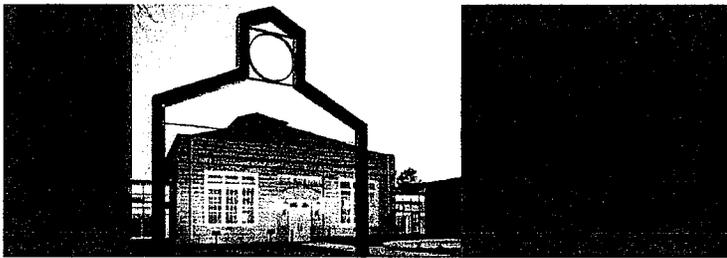


The building also serves as a catalyst: school districts, state governments and Head Start/Early Head Start grantees must be willing to blend multiple public funding streams into one facility and forge a plan for working together. Only through collaborative partnership can there be an operating budget robust enough to support certified teachers, low child/staff ratios and small class sizes. Private dollars supplement the publicly funded operating budget to reach the Educare-levels of quality science shows is needed.

The Educare movement is led by the Buffett Early Childhood Fund, the Ounce of Prevention Fund and public-private partners in communities across America. More leadership is welcome. The work of the Ounce is supported by its board of directors, private foundations and, most importantly, its late founder, Irving Harris, whose foundation remains active in early childhood poverty intervention. Anchor funders for Educare in other communities include: the Buffetts in Omaha; the Buffetts and the Richard and Ethel Herzfeld Foundation in Milwaukee; businessman and philanthropist George Kaiser in Tulsa; the Chambers Family Fund in Denver; the Inasmuch Foundation in Oklahoma City; the United Way of Miami-Dade; Doris Buffett's Sunshine Lady Foundation and the William and Joan Alford Foundation in Maine; Mary Cohen in Kansas City; Bayou District Foundation in New Orleans; the Gustafson Family Foundation in West DuPage, Illinois; and the Bill & Melinda Gates Foundation in Seattle.

The Buffett Early Childhood Fund, the Irving Harris Foundation, the George Kaiser Family Foundation (a part of the Tulsa Community Foundation), the Bill & Melinda Gates Foundation and the W.K. Kellogg Foundation also provide Educare Replication Pool grants to encourage steady growth of the network.

The Buffetts and the Ounce provide technical assistance and consultation to each center's development and overall implementation through the Bounce Network of Educare Centers. As another way of sharing lessons throughout the network while improving quality with each new center, the architectural design firm RDG provides consultation on building design to emerging Educare communities. Key partners from all participating Educare communities gather for regular conferences to learn from each other's experience. Essentially, we're taking all



of the great research studies—Abecedarian, Perry Preschool, the National Early Head Start Evaluation and others—and implementing them in the real world. We’re seeking to narrow the gap between “what we know” from the research and “what we do” in early childhood programming and policy by implementing with rigor and purpose. By knitting together lessons from research with all available public funding, we expect to improve quality, generate the biggest “return” on our investments, and sustain our work over time. Ultimately, we hope to produce a dramatically new standard of effectiveness for children living in and near poverty—a “Head Start 2.0 or 3.0”—which delivers long-term gains. The research proves such gains are possible.

**Where and When:** Educare of Chicago opened in 2000. Educare of Omaha opened in 2003. Educare of Milwaukee opened in 2005. Educare of Tulsa opened in 2006. Educare of Denver opened in 2007. The United Way of Miami-Dade Center for Excellence opened in 2007 and officially became an Educare Center in 2008. Educare of Oklahoma City opened in 2009. A second Educare in Omaha opened in 2009, as well. Educare in Seattle, Maine, Kansas City and a second one in Tulsa will open in 2010. Conversations are underway in other states. Most Educare centers complete land deals with the local public schools, allowing Educare to be adjacent to a center-city school.

This sends a strong signal that children are learning from birth. Educare can also be tailored to meet local needs: the Tulsa center includes an on-site health clinic; the Milwaukee center is adjacent to a non-profit that includes an on-site clinic; the Denver center stands beside a teacher training institute on the historic Clayton Early Learning campus as part of an innovative pre-birth to 5<sup>th</sup> grade effort with the Denver Public Schools; Educare of Central Maine, in Waterville, will be our first rural school. Educare schools are best built as close as possible to their target population: children at risk of school failure and families making the transition from welfare to work.

**Beginning Early with Prenatal Services:** Because of the importance of beginning intervention early, before children are born, Educare emphasizes the integration of prenatal services.

A focus on prenatal services is a hallmark of the nation’s Early Head Start program. Educare seeks to build on this foundation; some are exploring a model approach to providing prenatal, intrapartum, and postpartum support called the Community Doula Program, which has demonstrated significant health benefits to mothers and babies.

**Parental Involvement:** Parents are expected to play an active part in the life and governance of Educare, even as they learn to balance the demands of school or work with those of parenting.

Building on what research shows about the benefits of providing comprehensive services, each Educare employs family support specialists to help strengthen the relationship between parent and child, ease the transition from welfare to work, and overcome threats to health and safety beyond the center.

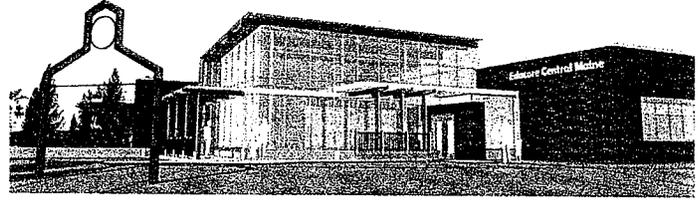
Parents sometimes pay a fee for Educare, on a sliding scale recognizing ability to pay. The network embraces the idea that children of different socio-economic standings can learn and play together. One third of the space in each center—and one third of the operating budget—is devoted to adults, from parenting activities in the training center or the classroom to family support and referral.



EACH EDUCARE ALSO SERVES AS  
A PLATFORM FOR CHANGE

**Staffing:** Educare attempts to bring a professional career ladder to a very challenging task: preparing our neediest children to succeed by the time they enter kindergarten.

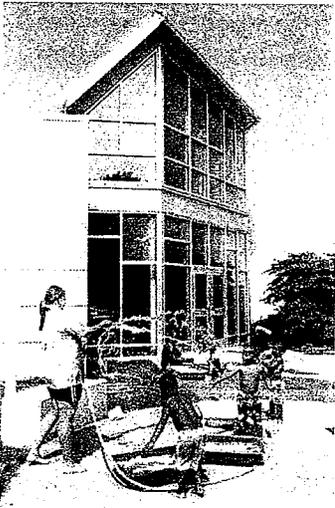
Each classroom houses a three-adult team: a teacher with a four-year degree in early childhood, an assistant teacher with a two-year degree in early childhood, and an aide from the community. Pay scales reward advancement. Aides are encouraged to continue their education to become assistant teachers, who are in turn encouraged to become teachers. Infant-toddler classrooms serve eight children; preschool classrooms serve 17 children. Educare provides continuity of care: a child will be with the same teachers from birth to 3, then move to one preschool classroom for ages 3 to 5. Four master teachers (two for preschool, two for infants and toddlers) provide hands-on supervision to the teaching staff. Each Educare family is “held” by many hands. In addition to the teaching teams, every family is paired with a Family Support Worker and a Family Support Supervisor. Plus, various consultants also work with the children, families and staff.



### Finance, Governance and Evaluation:

Construction costs for Educare Centers have ranged from \$4.1 million (Chicago, 2000) to \$5.3 million (Omaha, 2003) to \$5.2 million (Milwaukee, 2005) to \$5.6 million (Tulsa, 2006) to \$7.4 million (Denver, 2007) to \$9 million (Oklahoma City and the second Omaha Site, 2009), not including furniture, equipment, legal or architectural fees. The centers are about the same size, but costs increase as time passes; plus, costs vary as locations change and land arrangements differ.

The centers are about 30,000 square feet in size. Annual, full-year operating budgets range from \$2.8 million to \$3.3 million. As a rule of thumb, the federal government can be expected to provide about half of the total, mainly through Head Start and Early Head Start. Per the Educare contract, the center’s director is accountable to an Educare governance board representing all major stakeholders in the project, including parents. Each Educare site also signs a network partnership agreement committing to display the Educare icon and participate in evaluation activities. The Frank Porter Graham Institute at the University of North Carolina is overseeing the national evaluation of Educare. In addition, each Educare site hires a Ph.D. to serve as a local evaluation partner. The evaluation is documenting implementation and outcomes of Educare programs—measuring progress toward fully implementing Educare’s core features and assessing ultimate impact with young children and families. Early returns from our most fully implemented sites are impressive. Key Educare funders also have created the Birth to Five Policy Alliance to fund advocacy for better policies at the state level and the First Five Years Fund for better federal policy and communications. Educare program leaders, and the children and families engaged at each school also constitute powerful voices for change.



For more information, visit [www.EducareCenters.org](http://www.EducareCenters.org).

February 2010

**Early Learning Quality Improvement System Advisory Committee  
(CA ELQIS) and CA Early Learning Advisory Council (ELAC)  
Meeting Schedules**

- 9/16 CAEL QIS Public Hearing – Los Angeles  
LACOE, 9300 Imperial Highway, Downey CA 90242  
(Other Public Hearings are scheduled throughout the State)
  
- 10/4 CAEL QIS Steering Committee Meeting – Sacramento
  
- 11/1 CAEL QIS Steering Committee Meeting – Sacramento
  
- 11/3 CAEL QIS Advisory Committee Meeting – Sacramento
  
- 11/17 ELAC Committee Meeting – Sacramento
  
- 12/6 CAEL QIS Steering Committee Meeting – Sacramento
  
- 12/7 CAEL QIS Advisory Committee Meeting – Sacramento
  
- 1/26 ELAC Meeting – Sacramento

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## **RECOMMENDATIONS FOR COUNTY OF LOS ANGELES STATE LEGISLATIVE AGENDA FOR 2011-12 - CHILD CARE AND DEVELOPMENT**

### **Recommendations - 1.3 Child Care and Development**

The recommended changes to the child care and development items are minor and are shaded in gray (see items 3 and 9 for inserted language). In addition, to support the recommendations attached is the Planning Committee and Roundtable's revised Public Policy Platform for FY 2011-12 (Platform). The Platform offers examples of efforts that may be addressed by proposed legislation and/or State budget during the upcoming Legislative Session.

1. Support efforts to enhance the quality of early care and education that set high standards for all services and program types and address the needs of all children including those with disabilities and other special needs, and their families.
2. Support efforts to develop and implement a statewide quality rating and improvement system and a system to adjust reimbursement rates based on demonstrated quality.
3. Support efforts to develop and sustain a well educated and highly skilled professional and fairly compensated workforce prepared to serve the cultural and linguistically diverse child and family populations of Los Angeles County.
4. Support efforts to ensure the health and safety of all children cared for in licensed early care and education facilities as afforded by timely, regular, and frequent on-site monitoring by the California Department of Social Services, Community Care Licensing Division (CCLD) at a reasonable cost to licensees.
5. Support efforts to adequately fund high quality early care and education services for all children from low and moderate income families.
6. Support efforts to streamline administrative processes to expand access for low-income families, ensure continuity of care, and promote flexible use of child care and development funding to meet the needs of families.
7. Support efforts to expand the supply of appropriate early care and education services by including these services in city and county general plans.
8. Support proposals designed to prevent, detect, investigate and, when appropriate, prosecute fraud in subsidized child care programs.
9. Support efforts to ensure that vulnerable children and their families have access to consistent, uninterrupted subsidized high quality early care and education services.

### **Recommendations - Child Welfare, Parks, Public Health, Mental Health, Calworks, and Homelessness**

The following recommendations would support implementation of the Policy Framework to support the integration of child care and development services into services offered by County departments. Suggested revisions to existing items are highlighted in gray; suggested additional items are indicated with bullets.

## 1.1 Child Welfare Services

8. Support funding for parenting programs and access to high quality child development programs that strengthen parenting skills and promote optimal child development aimed at pregnant and parenting teens.

## 2.4 Parks

### **New:**

- Support proposals to fund programs at park facilities aimed at building social connections among parents and their community and provide accurate and timely information about child development and effective parenting strategies.

## 4.6 Public Health

### **New:**

- Support measures that fund efforts that promote partnerships between preventative health programs and child care and development programs serving low- to moderate-income families that includes but is not limited to facilitating enrollment, conducting health and developmental screenings and referrals for services, and ensuring immunizations are current.

## 8. Mental Health

### **New (or integrate with item 5)**

- Support measures to fund mental health services for children (ages 0-5) in natural settings, including child care and development programs.

## 10.2 CalWORKs

13. Support proposals that simplify the CalWORKs Child Care Program to increase access to high quality programs that promote optimal child development and eliminate child care as a barrier to welfare-to-work activities and employment.

## 10.11 Homelessness

1. Support proposals which increase funding for homeless assistance programs, including supportive housing, supportive services, high quality child care and development, and emergency services, increase flexibility over the use of homeless assistance funds, simplify and reduce administrative requirements, and more equitably distribute funds based on relative need.

**RECOMMENDATIONS FOR COUNTY OF LOS ANGELES FEDERAL AGENDA FOR THE  
112<sup>TH</sup> CONGRESS – CHILDREN AND FAMILY SERVICES**

Recommended changes to the existing County of Los Angeles Federal Legislative Agenda for the 112<sup>th</sup> Congress that will commence in January 2011. The changes are to items listed under Section 7 – Children and Family Services.

**7. Children and Family Services**

- b. Support proposals and funding which would promote income security, housing, health care, **child care and development services**, and education and vocational opportunities for youth emancipating from foster care, and which would lower the age provision of the Independent Living Program to 14 years.
- m. Support proposal which provide funding **for before and after school programs administered by but not limited to state and local governments.**
- o. Support proposals and funding **for state and local government to increase the availability and quality of affordable child care and development services to more children and families to increase the availability of high quality affordable child care and development programs to more children and families administered by but not limited to state and local governments.**
- p) Support proposals and funding to local school districts and child care and development programs to implement locally determined programs **to help educate children with limited English proficiency for dual language learners.**

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County of Los Angeles  
Child Care Planning Committee and Policy Roundtable for Child Care



Office of Child Care

**PUBLIC POLICY PLATFORM – FY 2011-12**

**Introduction**

The Child Care Planning Committee (Planning Committee) and Policy Roundtable for Child Care (Roundtable) promote policies designed to increase the availability of and access to affordable, high quality early care and education programs for all children and their families of Los Angeles County. This public policy platform presents current and emerging policy issues in early care and education that are consistent with the County of Los Angeles State Legislative Agenda for the First Year of the Fiscal Year 2011-12. The platform identifies each of the legislative agenda items in **bold** followed by examples of efforts that may be addressed by proposed legislation and/or the proposed state budget.

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**Platform Issues**

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

Such efforts should include, but not be limited to:

- Addressing the early care and education needs of children from birth through age 12, including infants and toddlers, preschool and school age children, and children with disabilities and other special needs up to age 22, and their families.
- Enhancing the quality of child care and development centers, family child care homes, and license-exempt care providers.
- Promoting a strengthening families approach to meet the needs of children at risk for abuse, neglect or sexual exploitation or under the supervision of the child welfare system and children of families under the supervision of Probation.
- Integrating early identification and intervention systems that recognize and respond early to young child who may be at risk for disabilities and other special needs.

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

Such efforts should include, but not be limited to:

- Promoting engagement of parents that supports their child's development and learning and providing parents with clear, concise information on the quality of child care and development settings.
- Encompassing early learning standards that are research-based, culturally responsive to children from diverse cultural and linguistic backgrounds, aligned with existing regulatory systems and local quality initiatives, recognize and respond to the individual needs of children in group settings, and attends to families' needs for comprehensive services.

- Building an infrastructure of technical assistance, financial supports and training, all of which are tied to defined quality standards, to help child care and development programs achieve and maintain high quality services.

**3. Support efforts to develop and sustain a well educated, highly skilled and fairly compensated professional workforce prepared to serve the cultural and linguistically diverse child and family populations of Los Angeles County.**

Such efforts should include, but not be limited to:

- Focusing on teachers gaining skills and demonstrating competencies in the following areas: best practices in working with dual language learners, proficiency in recognition and response to children with disabilities and other special needs, engaging parents and guardians, and expertise on the spectrum of child development from birth through early adolescence. Workforce practice must be based on established early care and education foundations and research.
- Expanding early childhood educators' access to higher education through stipend programs, grant funds and loan forgiveness programs, higher compensation when they attain post-secondary degrees, and benefits (i.e. health insurance and retirement plans).
- Facilitating child development or early childhood education coursework coordination and articulation between the community colleges and California State University (CSU) and University of California (UC) systems.
- Supporting efforts to enhance the quality of the license-exempt care workforce and facilitating connections between license-exempt care and the larger system of early care and education.
- Supporting alignment of teacher requirements under Title 22 with teacher requirements under Title 5.

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

Such efforts should include, but not be limited to:

- Restoring inspections, at a minimum, to pre-2004 levels of child care and development centers annually and family child care homes triennially.
- Advocating for, at a minimum, annual unannounced inspections of all licensed facilities.
- Providing that CCLD is sufficiently funded, staffed and held accountable to meet the standards and provide technical assistance and resources to current and future licensees.



- Ensuring that costs of obtaining and renewing the license (or licenses for programs with multiple sites) are reasonable and not an extraordinary burden to the licensee's cost of doing business.

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

Such efforts should include, but not be limited to:

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

**6. Support efforts to streamline administrative processes to expand access for low-income families, ensure continuity of care, and promote flexible use of child care and development funding to meet the needs of families.**

Such efforts should include, but not be limited to:

- Allowing administrative efficiencies such as multi-year contracting, grant-based funding, and locally-determined waivers on program rules and regulations to allow flexibility of services based on community and family needs.
- Ensuring agencies have the capacity to connect with and serve the most vulnerable and the most difficult-to-serve families.
- Maintaining affordable family fees that do not exceed eight percent of gross family income.
- Funding Centralized Eligibility Lists (CELs) sufficiently to refine efforts to document actual need and eligibility, to effectively educate eligible families about the California system of subsidized child care and development and to facilitate families enrollment in subsidized programs.



- Allowing for various systems that serve vulnerable and low-income children and families to streamline administrative functions and share information in order to facilitate the enrollment of children in subsidized early care and education programs and to participate in joint data collection efforts.

**7. Support efforts to expand the supply of appropriate early care and education services, including by integrating these services into city and county general plans.**

Such efforts should include, but not be limited to:

- Integrating child care and development in specific plans for land use, housing, transportation, economic, workforce, and community development.
- Facilitating the cost effective construction or renovation of child care and development facilities in communities with unmet needs for these services.

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

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

Such efforts should include, but not be limited to:

- Making sure that California Work Opportunity and Responsibility to Kids (CalWORKs) families have access to high quality, consistent child care and development services that provide the children with school readiness skills, ensuring that participating families are afforded the time and information needed to evaluate their child care and development options and make sound choices, and that allow parents to pursue or maintain employment.
- Promoting, facilitating and supporting consistent and continuous participation of children under the supervision of the child welfare system and Probation and their families in high quality child care and development programs that promote healthy child development and support effective parenting.
- Ensuring that all subsidized children – infants and toddlers, preschool age, and school age children – and their families have access to consistent and continuous high quality child care and development services that partner with parents to promote children's healthy growth and development and prepare them for school and life, and meet the needs of families.
- Tackling the needs of pregnant and parenting teens to ensure their access to high quality child care and development services that support their academic goals, promote positive and effective parenting skills, and contribute to their child's healthy growth and development.



County of Los Angeles Child Care Planning Committee and Policy Roundtable for Child Care  
 Joint Committee on Legislation

LEGISLATION BEING CONSIDERED BY THE CALIFORNIA STATE LEGISLATURE – 2010 – ACTIVE BILLS

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 9/7/10)
<b>LEGISLATION BEING CONSIDERED BY THE CALIFORNIA STATE LEGISLATURE - 2010</b>								
<b>California Assembly Bills</b>								
Watch	AB 220 (Brownley)	<i>Would enact the Kindergarten-University Public Education Facilities Bond Act of 2010 to become operative only if approved by voters on 11/ 2/10 at statewide general election. If approved, would provide \$6.1 billion of the general obligation bonds to provide aide to school districts, county superintendents of schools and county boards of education, CA Community Colleges, UC, Hastings School of Law, and CSU to construct and modernize education facilities. Of the proceeds from the sale of bonds, \$50 million shall be allocated for preschool facilities located on elementary and secondary school sites. State Allocation Board to adopt regulations for the apportionment of funding made available for these purposes.</i>		Sophia Kwong Kim 916.319.2087		Advancement Project, Assoc. of CA Construction Mgrs, CA Assoc of School Business Officials, CCDAA, CFT, CA Postsecondary Ed Commission, CA School Boards Assoc, CA School Employees Assoc, CSU, CDPI, Children Now, Coalition for Adequate School Housing, Fight Crime: Invest in Kids, LIFF, Rancho Santiago Community College District, San Bernardino Community College District, San Francisco USD, State Center Community College District, SPI Jack O'Connell		Introduced: 2/4/09 Amended: 4/14/09 Amended: 1/15/10 Amended: 6/23/10 In Senate Committee on Appropriations Held under submission



Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 9/7/10)
New	AB 222 (Adams)	Would amend existing law to provide that as of 1/1/ 2011, a person 18 years of age or older who provides care or supervision in an ancillary child care center (i.e. athletic club, business for children of clients or customers) shall be registered as a Trustline provider. Exempts employees under 18 years old from Trustline registration. Would require the CA DSS, <i>Would provide that fee charged is consistent with cost of processing applications and maintaining the Trustline registry. Amended as an urgency statute to take effect immediately.</i>				24-Hour Fitness, International Health, Racquet, Sportsclub Assc.		Amended: 8/20/10 Amended: 8/30/10 Amended: 8/31/10 In Assembly Concurrence with Senate Amendments Pending
Watch	AB 434 (Block)	Would allow the Afterschool Education and Safety (ASES) program site supervisor to be included under direct service costs provided that at least 85% of time spent at the program site.	The Children's Initiative	Kevin Powers 906.319.2078		AFSCME, Boys and Girls Clubs (various), Fight Crime: Invest in Kids, LA's BEST, LBUSD and several LB nonprofit organizations, Woodcraft Rangers, and more	Department of Finance	Introduced: 2/24/09 Amended: 6/1/09 Amended: 7/15/10 Amended: 8/17/10 Enrolled: 9/1/10 Governor's Desk
3	AB 868 (Pérez)	<del>Amends existing law to allow Palo Verde USD to operate one or more schools on a four day school week if the school meets instructional time requirements and maintains API growth targets. Allows CDE to waive five consecutive day operating requirements for preschools, before and after school programs, child nutrition programs, etc. Amended to requiring community colleges to develop an on-line audit system to monitor student progress toward completing a degree.</del>	Palo Verde Unified School District	Erika Contreras 916.319.2080		CA School Boards Assoc, Superintendent of Palo Verde USD, Riverside Co Superintendent of Schools, Small School Districts' Association		Introduced: 2/26/09 Amended: 5/4/09 Amended: 6/23/10 In Senate Committee on Education



Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 9/7/10)
Vetoed	AB 1876 (Torlackson)	Would allow After School Education and Safety Programs to provide activities on weekends. Costs would be paid from the program's maximum grant or supplemental grant. Pupils participating in weekend activities would not be included in attendance reported to the CDE for calculating the maximum or supplemental grant amount unless funded by 21 <sup>st</sup> Century Community Learning Center Programs. Priority for funding to replace expiring grants would be given to programs <del>previously funded and</del> having satisfactorily met projected outcomes.	Partnership for Children and Youth	Miriam Farouk 916.319.2011		A World Fit For Kids! (Los Angeles), After School All-Starts LA, CA Alliance of Boys & Girls Clubs, CA Association for Health, Physical Education, Recreation & Dance, Children Now, Fight Crime: Invest in Kids, Fresno County Office of Education, LA's BEST, League of CA Afterschool Providers, Woodcraft Rangers (Los Angeles), and more	One individual	Introduced: 2/16/10 Amended: 4/5/10 Amended: 4/28/10 Enrolled: 7/8/10 <i>Vetoed by Governor 7/23/10</i>  Veto message: "The need is so great for these valuable after school programs that there is still not enough funding to meet the long waiting list of schools and students seeking to have an after school program. As a result, with so many program applications pending on the waiting list to start offering services during the regular school week, I do not believe it is prudent to expand to weekend hours at this time. For these reasons, I am unable to sign this bill.
1	AB 2084 (Brownley)	Would add to CA Child Day Care Facilities Act to, <i>commencing 1/1/12</i> , require a licensed child care facility to follow certain requirements relating to the provision of beverages. Would require facilities, whenever milk is served, to serve only lowfat (1%) or nonfat milk to children two years old and older, limit serving juice, and ban serving beverages with added sweeteners. If child has medical necessity documented by physician, licensed facility exempt from complying as necessary to meet medical needs of child. Amendments would not apply to beverages provided by parent or legal guardian for their child. <i>Provisions may be adapted by bulletin to reflect most current nutrition science.</i>	California Food Policy Advocates and California Center for Public Health Advocacy	Sophia Kwong-Kim 916.319.2329		AAP, AFSCME, CA Medical Association, CAPP, CTA, Central Coast Hunger Coalition, Dental Health Foundation, First 5 LA, Fresno Metro Ministry, Plowshares, Public Health Foundation Enterprises, Inc., WIC Program, Second Harvest Food Bank Santa Cruz, Lorrene D. Ritchie, PhD, RD - University of CA Berkeley, SPI		Introduced: 2/18/10 Amended: 4/26/10 Amended: 5/6/10 Amended: 6/15/10 Amended: 8/17/10 Amended: 8/20/10 To Enrollment



Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 9/7/10)
Watch	AB 2178 (Torlackson)	Consistent with federal and state privacy laws, to authorize local education agency (LEA) grantees to submit pupil data to an afterschool programs ( <i>ASES and 21<sup>st</sup> Century Community Learning Centers</i> ) with whom LEA has contract: school attendance, standardized test scores, high school exit exam scores, English language development test placement or reclassification score, CA Health Kids Survey <i>results in aggregate form.</i>		Monique Ramos 916.319.2011		After School All-Stars LA, CA Association for Health, Physical Education, Recreation & Dance, Children Now, Fight Crime: Invest in Kids, Lake County Office of Education, LA's BEST, League of CA Afterschool Providers, Partnership for Children and Youth		Introduced: 2/18/10 Amended: 4/14/10 Amended: 5/28/10 Amended: 8/19/10 Enrolled: 9/2/10 Governor's Desk
1	AB 2463 (Brownley)	Would amend Child Care and Development Services Act by requiring child care resource and referral (R&Rs) programs to provide training and workshops relating to child care services, community resource assistance, and collaborating with and assisting other community agencies in planning, coordinating, and improving child care. Would limit the sharing of contact information of small family child care providers. Deletes provisions authorizing R&Rs to provide short-term respite services. Would require a R&R to include additional information in the documentation that a R&R is required to maintain. Would create two projects to increase the availability of quality child care programs: 1) CA Child Care Initiative Project-State Project; and 2) CA Child Care Initiative Project-Quality Plan Program. Would also establish the Growing, Learning, and Caring Project to foster and improve the quality of child care in home-based settings.	Child Care Resource and Referral Network	Julie Gallagher 916.319.2041		Advancement Project, BANANAS (Child Care Resource & Referral agency), CAPP, CAEYC, CRRN, CCRC, Community Action Partnership of San Luis Obispo Co., Inc., Community Child Care Council of Sonoma Co, Contra Costa Child Care Council, Del Norte Child Care Council, Marin Child Care Council, Pathways, River to Coast Children's Svcs, Sharon Erickson, Bd. Chair, Childcare Coordinating Council of San Mateo County, Solano Family & Children's Services, Connections for Children, Options, Pathways, and more		Introduced: 2/19/10 Amended: 5/28/10 Amended: 6/30/10 Amended: 7/15/10 Amended: 8/3/10 In Senate Held under submission



Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 9/7/10)
3	AB 2478 (Mendoza)	Would expand existing law that applies to any person who comes onto school property or the adjacent and willfully and knowingly creates a disruption with the intent to threaten the immediate public safety of any pupil arriving at, attending, or leaving any preschool, kindergarten, on any grades 1 to 8, that person would be guilty of a public offense.	LAUSD	Rene Bayardo 916.319.2056		CA State Sheriffs Association, LAUSD, Peace Officers Research Association of CA		Introduced: 2/19/10 Amended: 4/5/10 Amended: 6/23/10 Enrolled: 8/30/10 Governor's Desk
1	AB 2592 (Buchanan)	Would require the CDE, contingent on receipt of federal funds, to implement a quality rating scale (QRS), including a pilot program, based on the Early Learning Quality Improvement System Advisory Committee's recommendations for purposes of measuring the quality of early care and education providers and programs. Would also require the CA State Council on Early Childhood Education and Care to conduct an annual review of the program and provide ongoing recommendations for improvement of the QRS, develop criteria for evaluation, and select an evaluator to conduct an evaluation of the pilot program. QRS to reflect and support the cultural and linguistic diversity of CA's children, measure a series of children and family characteristics, and to address a number of issues, including quality of the learning environment, adult to child ratios, adult/child interactions, parent engagement, and more.	Preschool California	Sarah Tomlinson 916.319.2011	Support	Advancement Project, Bay Area Council, Business-Education Alliance of Merced County, CCDAA, CFT, CA Head Start Assoc, CA Kindergarten Assoc, Children Now, Delhi USD, Fight Crime: Invest in Kids, Livingston USD, LA Area Chamber of Commerce, Options, Policy Roundtable for Child Care, Silicon Valley Leadership Group, UC Merced, and more	Child Care Providers United	Introduced: 2/19/10 Amended: 4/8/10 Amended: 4/27/10 Amended: 5/28/10 Amended: 8/4/10 Senate Floor Inactive
<b>California Senate Bills</b>								
Watch	SB 177 (Lowenthal)	Amends existing law that allows a child at age six to ride while properly secured in the front seat of a motor vehicle if all the rear seats are occupied by children under the age of eight years rather than 12 years old.		Carrie Cornwell		AFSCME, CA Coalition for Children's Safety and Health		Introduced: 2/17/09 In Assembly Committee on Transportation



Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 9/7/10)
1	SB 244 (Wright)	Would amend existing law by also giving priority for subsidized child care and development services administered by the CDE to neglected or abused children in family maintenance, family preservation and unification or who were in protective services and are now in permanent placement with an income-eligible caregiver, or are children of youth in foster care. Would also provide for continuity of care for the remainder of the school year if the child's residence changes to neglected or abused children who are recipients of child protective services, children at risk for abuse or neglect, and children of youth in foster care.	Los Angeles County Education Foundation, LACOE	Stan DiOrio 916.651.4025		Advancement Project, Alameda Co Office of Ed, Assoc of CA School Administrators, City of Compton, Office of the City Manager, CLC, CII, Compton USD, Maria's Italian Kitchen, NASW, Santa Clara Co Office of Ed, The Sally & Dick Roberts Coyote Foundation, The Atlas Family Foundation, Toberman Neighborhood Center, Individuals		Introduced: 2/24/09 Amended: 3/31/09 Amended: 5/4/09 Amended: 5/20/09 Amended: 6/1/09 Amended: 7/8/09 Amended: 3/18/10 Amended: 6/22/10 In Assembly Re-referred to Committee on Rules
1	SB 797 (Pavley)	Enacts Toxin-Free Infants and Toddlers Act, which prohibits manufacture, sale or distribution of bottles, cups, food can or jar containing bisphenol A at or above certain levels. Also would prohibit manufacture, sale or distribution of liquid infant formula in a can or plastic bottle containing bisphenol A or lined with a material containing it. Provisions to become effective 1/1/12.	Environmental Working Group	Elise Thureau 916.651.4023	Support	Breast Cancer Fund, CAN, CA WIC, Consumer Fed of CA, Consumers Union, Environment CA, MOMS (Making our Milk Safe), Physicians for Social Responsibility, Planned Parenthood Affiliates of CA, SEIU, Sierra Club CA, and more	American Chemistry Council, CA Chamber of Commerce, CA Grocers Association, Civil Justice Association of California, International Formula Council, and more	Introduced: 2/27/09 Amended: 6/25/09 Amended: 7/15/09 Amended: 6/24/10 Passed Assembly to Senate Senate refused to concur with Assembly amendments Senate Unfinished Business



Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 9/7/10)
Watch	SB 798 (DeSaulnier)	Amends existing law relating to the allocation of funds to 21 <sup>st</sup> Century Community Learning Centers Program. Would require that, in any fiscal year in which the total state appropriation for that fiscal year exceeds the total state appropriation for the 2008-09 fiscal year after certain funds have been allocated, the excess amount to be allocated for direct grants to community learning centers as follows: 35% to centers serving high school students; 50% to centers serving elementary and middle school students; and 15% to summer programs serving elementary and middle school students. Priority for funding to go to programs <i>with</i> expiring grants if the programs have satisfactorily met projected pupil outcomes.	Bay Area Partnership for Children and Youth, League of CA After-School Providers	Indira McDonald 916.651.4007		After School All-Stars LA, AFSCME, Bay Area Partnership, Boy & Girls Clubs, CA Alliance, several local Boys & Girls Clubs, Breakthrough Collaborative, CA Food Policy Advocates, Children Now, Fight Crime: Invest in Kids, LA's BEST, LACOE, LBUSD, Woodcraft Rangers, and more	CA Right to Life Committee	Introduced: 2/27/09 Amended: 4/1/09 Amended: 4/29/09 Amended: 1/11/10 Amended: 6/24/10 Amended: 8/16/10 Amended: 8/18/10 Enrolled: 8/31/10 Governor's Desk



Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 9/7/10)
1	SB 1116 (Huff)	Would define heritage schools, which are for children from 4 years, 9 months old to age 18 and attend a public or private school that offers foreign language education or tutoring and cultural education relating to a foreign country. Would require school contractors to comply with fingerprinting and criminal background checks. Would also require the director to undergo at least 15 hours of health and safety training inclusive of pediatric first aid and CPR and require employees and volunteers to be in good health as verified by licensed physician or surgeon. Would require the school to notify parents/guardians if school does not hold a child care license. Would require operators of heritage schools to annually file with SPI an electronic registration form. Exempts heritage schools from licensure.		Kelly Garman 916.651.4029		Bright Horizons, Chinese Confucius Temple of LA, Confucius Chinese Language School, LA Chamber of Commerce, LAC Sheriff's Dept, Oak League Education Institute, Palos Verdes Chinese School, Superior Education, Myo Ho Chinese School, Temple Education Center Corp.		Introduced: 2/17/10 Amended: 4/6/10 Amended: 5/4/10 Amended: 5/17/10 Amended: 6/30/10 Amended: 8/2/10 Amended: 8/16/10 Amended: 8/20/10 Enrolled: 8/31/10 Governor's Desk
New	SB 1196 (DeSaulnier)	Would amend existing law to provide that as of January 1, 2011, a person 18 years of age or older who provides care or supervision in an ancillary child care center (i.e. athletic club, business for children of clients or customers) shall be registered as a Trustline provider. Exempts employees under 18 years old from Trustline registration.		Rosanna Carvacho 916.651.4007				Amended: 7/1/10 In Assembly Committee on Human Services



Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 9/7/10)
	SB 1214 (Wolk)	As of 1/1/2011, would specify that voluntary placement in a crisis nursery does not include a child removed from custody of parent or legal guardian and placed in foster care. In addition, as of 7/1/ 2012, would change the definition of crisis nursery to only facilities that accept voluntary placements for temporary care of children under six due to family crisis or stressful situation for not more than 30 days and not placements by county child welfare services. Crisis nursery may also provide child day care services to children under six up to 30 days. Facilities are allowed to count volunteers that meet certain conditions be counted in staffing ratios. Crisis nurseries currently operate in seven counties, excluding Los Angeles County. Beginning 7/1/2012 would prohibit children placed in crisis nursery from receiving AFDC-FC reimbursement. Provisions of bill remain in effect until 1/1/2014. <i>Would incorporate changes from AB 12 and become operative only if AB 12 is chaptered first.</i>	CA Alliance of Child and Family Services			Bay Area Crisis Nursery, CA State Association of Counties, Child Abuse Prevention Center, County of Sacramento, EMQ Families First, Foster and Kinship Care Education Program, Junior League of Sacramento, Junior League of Cities SPAC, KARE Crisis Nursery, La Familia Counseling Center, Sacramento Children's Home, Woodland Community College, Yolo County Foster Family Association, Yolo Crisis Nursery	The Alliance for Children's Rights, Youth Law Center	Introduced: 2/18/10 Amended: 5/27/10 Amended: 6/29/10 Amended: 8/2/10 Amended: 8/17/10 Amended: 8/25/10 Enrolled: 9/2/10 Governor's Desk



Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 9/7/10)
Watch	SB 1381 (Simitian)	Would amend the Education Code by changing the required birthday for kindergarten and 1 <sup>st</sup> grade entry to November 1 for the 2012-13 school year, October 1 for the 2013-14 school year, and September 1 for the 2014-15 school year and thereafter and would require a child whose admission to a traditional kindergarten is delayed to be admitted to a transitional kindergarten program maintained by the school district prior to September enrollment. Would require including these children in computing the average daily attendance of a school district; school district is limited to counting attendance of pupil for not more than two years in kindergarten or two years of transitional kindergarten and kindergarten combined. <i>Transition kindergarten participants to be included in computing average daily attendance of school district for calculating school district apportionments and funding requirements.</i>		Cory Jaspersen 916.651.4011		Association of CA School Administrators, CA Assoc of School Psychologists (if amended), CA Assoc of Suburban School Districts, CA Kindergarten Assoc, Inclusion Collaborative, Integrated Science Solutions, Inc., Local Early Ed Planning Council of Santa Clara County, Jr League of San Jose, Palo Alto Educators Assoc, Preschool CA (if amended), Santa Clara County School Boards Assoc, and more	CA Right to Life Committee, CTA, Small School Districts Association (unless amended)	Introduced: 2/19/10 Amended: 3/23/10 Amended: 4/20/10 Amended: 6/1/2010 Amended: 6/30/10 Amended: 8/2/10 Amended: 8/4/10 Amended: 8/20/10 Amended: 8/30/10 Enrolled: 9/2/10 Governor's Desk
1	SCR 44 (Corbett)	Would request Legislature to review CA's current regional market rate (RMR) <i>survey</i> for subsidized child care. Requests that all invested stakeholders are included in planning and implementation process undertaken by CDE to establish new rates or a new rate structure.	CAPPA	Seyron Foo 916.651.4010		CAPPA, CWDA of CA, Community Resources for Children, Davis Street Family Resource Center, Siskiyou Child Care Council, Valley Oak Children's Services, YMCA Childcare Resource Service		Introduced: 5/6/09 Amended: 7/8/09 Amended: 8/18/09 Amended: 8/26/09 Amended: 3/15/10 In Assembly Committee on Education Hearing cancelled at author's request



Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 9/7/10)
Chartered by Secretary of State	SCR 47 (DeSaulnier)	Would state legislative intent to increase funding of child development centers and preschools as resources become available in order to pay adequate staff salaries and benefits, support program quality, and keep programs open to serve children and their families.	CCDAA	Rosanna Carvacho 916.651.4007		CCDAA		Introduced: 5/14/09 Amended: 6/28/10 Chartered: 8/11/10  Senate Concurrent Resolution No. 47 Chapter 78
<b>California Budget Bills</b>								
	AB 190 (Committee on Budget)	Budget Act of 2010						Introduced: 2/2/10 Amended: 5/25/10 In Conference
	AB 1609 (Blumenfeld)	2010-11 Budget						Introduced: 1/8/10 Amended: 6/7/10 Amended: 8/10/10 Committee on Budget
	SB 874 (Ducheny)	2010-11 Budget						Introduced: 1/8/10 Amended: 6/9/10 Committee on Budget and Fiscal Review

To obtain additional information about any State legislation, go to [www.leginfo.ca.gov/bilinfo.htm](http://www.leginfo.ca.gov/bilinfo.htm); for Federal legislation, visit <http://thomas.loc.gov>. To access budget hearings on line, go to [www.calchannel.com](http://www.calchannel.com) and click on appropriate link at right under "Live Webcast". For questions or comments regarding this document, contact Michele Sartell, staff with the Office of Child Care, by e-mail at [msartell@ceo.lacounty.gov](mailto:msartell@ceo.lacounty.gov) or call (213) 974-5187.

**KEY TO LEVEL OF INTEREST ON BILLS:**

- 1: Of potentially high interest to the Child Care Planning Committee and Policy Roundtable for Child Care.
- 2: Of moderate interest.
- 3: Of relatively low interest.
- Watch: Of interest, however level of interest may change based on further information regarding author's or sponsor's intent and/or future amendments.

\*\* Levels of interest are assigned by the Joint Committee on Legislation based on consistency with Policy Platform accepted by the Child Care Planning Committee and Policy Roundtable for Child Care and consistent with County Legislative Policy for the current year. Levels of interest **do not** indicate a pursuit of position. Joint Committee will continue to monitor all listed bills as proceed through legislative process. Levels of interest may change based on future amendments.



**KEY:**

ACLU	American Civil Liberties Union	CCALA	Child Care Alliance of Los Angeles
AFSCME:	American Federation of State, County and Municipal Employees	CTC	Commission on Teacher Credentialing
CAPPA	California Alternative Payment Program Association	CWDA	County Welfare Directors' Association
CAEYC	California Association for the Education of Young Children	DDS	Department of Developmental Services
CAFB	California Association of Food Banks	DHS	Department of Health Services
CCCCA	California Child Care Coordinators Association	DMH	Department of Mental Health
CCRRN	California Child Care Resource and Referral Network	First 5	First 5 Commission of California
CCDAA:	California Child Development Administrators Association	HHS	Health and Human Services Agency
CDA	California Dental Association	LCC	League of California Cities
CDE	California Department of Education	LAC CPSS	Los Angeles County Commission for Public Social Services
CDSS	California Department of Social Services	LACOE	Los Angeles County Office of Education
CFT	California Federation of Teachers	LAUSD	Los Angeles Unified School District
CHAC	California Hunger Action Coalition	MALDEF	Mexican American Legal Defense and Education Fund
CIWC	California Immigrant Welfare Collaborative	NASW	National Association of Social Workers
CSAC	California School-Age Consortium	NCYL	National Center for Youth Law
CSAC	California State Association of Counties	PG&E	Pacific Gas and Electric Company
CTA	California Teachers Association	SEIU	Service Employees International Union
CCLC	Child Care Law Center	TCI	The Children's Initiative
CDPI	Child Development Policy Institute	US DHHS	US Department of Health and Human Services

**DEFINITIONS:<sup>1</sup>**

Committee on Rules	Bills are assigned to a Committee for hearing from here.
First Reading	Each bill introduced must be read three times before final passage. The first reading of a bill occurs when it is introduced.
Held in Committee	Status of a bill that fails to receive sufficient affirmative votes to pass out of committee.
Inactive File	The portion of the Daily File containing legislation that is ready for floor consideration, but, for a variety of reasons, is dead or dormant. An author may move a bill to the inactive file, and move it off the inactive file at a later date. During the final weeks of the legislative session, measures may be moved there by the leadership as a method of encouraging authors to take up their bills promptly.
On File	A bill on the second or third reading file of the Assembly or Senate Daily File.
Second Reading	Each bill introduced must be read three times before final passage. Second reading occurs after a bill has been reported to the floor from committee.
Spot Bill	A bill that proposes nonsubstantive amendments to a code section in a particular subject; introduced to assure that a bill will be available, subsequent to the deadline to introduce bills, for revision by amendments that are germane to the subject of the bill.
Third Reading	Each bill introduced must be read three times before final passage. Third reading occurs when the measure is about to be taken up on the floor of either house for final passage.
Third Reading Analysis	A summary of a measure that is ready for floor consideration. Describes most recent amendments and contains information regarding how Members voted on the measure when it was heard in committee. Senate floor analyses also list support or opposition by interest groups and government agencies.
Third Reading File	That portion of the Daily File listing the bills that is ready to be taken up for final passage.
Urgency Measure	A bill affecting the public peace, health, or safety, containing an urgency clause, and requiring a two-thirds vote for passage. An urgency bill becomes effective immediately upon enactment.
Urgency Clause	Section of bill stating that bill will take effect immediately upon enactment. A vote on the urgency clause, requiring a two-thirds vote in each house, must precede a vote on bill.
Enrollment	Bill has passed both Houses, House of origin has concurred with amendments (as needed), and bill is now on its way to the Governor's desk.

<sup>1</sup> Definitions are taken from the official site for California legislative information, Your Legislature, Glossary of Legislative Terms at [www.leginfo.ca.gov/guide.html#Appendix\\_B](http://www.leginfo.ca.gov/guide.html#Appendix_B).



## STATE LEGISLATIVE CALENDAR 2010

Jan. 1	Statutes take effect (Art. IV, Sec. 8(c)).
Jan.4	Legislature reconvenes (J.R. 51(a)(4)).
<b>Jan. 10</b>	<b><i>Budget must be submitted by Governor (Art. IV, Sec. 12(a)).</i></b>
Jan. 15	Last day for policy committees to hear and report bills introduced in 2009 for referral to fiscal committees (J.R. 61(b)(1)).
Jan. 22	Last day for any committee to hear and report to Floor bills introduced in their house in 2009 (J.R. 61 (b)(2)).
Jan. 22	Last day to submit bill requests to the Office of Legislative Counsel.
Jan. 31	Last day for each house to pass bills introduced in 2009 (J.R. 61 (b)(3)) (Art. IV, Sec. 10 (c)).
Feb. 19	Last day for bills to be introduced (J.R. 54(a)) (J.R. 61(b)(4)).
March 25	Spring Recess begins at end of this day's session (J.R.51(b)(1)).
Apr. 5	Legislature reconvenes (J.R. 51(a)(2)).
Apr. 23	Last day for policy committees to hear and report to Fiscal Committees fiscal bills introduced in their house (J.R.61(b)(5)).
May 7	Last day for policy committees to hear and report non-fiscal bills introduced in their house to Floor (J.R. 61(b)(6)).
May 14	Last day for policy committees to meet prior to June 7 (J.R. 61(a)(4)).
<b>May 15</b>	<b><i>Governor to release May Revise of Proposed Budget</i></b>
May 28	Last day for Fiscal Committees to hear and report to the Floor bills introduced in their house (J.R. 61(b)(8)). Last day for Fiscal Committees to meet prior to June 8 (J.R. 61(b)(9)).
June 1-4	Floor Session only. No committee may meet for any purpose (J.R. 61(a)(7)).
June 4	Last day to pass bills out of house of origin (J.R. 62(b)(10)).
June 7	Committee meetings may resume (J.R. 61(b)(12)).
<b>June 15</b>	<b><i>Budget must be passed by midnight (Art. IV, Sec. 12(c)).</i></b>
July 2	Last day for policy committees to meet and report bills (J.R. 61(b)(13)).
July 2	Summer Recess begins at the end of this day's session if Budget Bill has been enacted (J.R. 51(b)(2)).
Aug. 2	Legislature reconvenes (J.R. 51(b)(2)).
Aug. 13	Last day for Fiscal Committees to meet and report bills to Floor (J.R. 61(b)(14)).
Aug. 16-31	Floor session only. No committees, other than the Committee on Rules or conference committees, may meet for any purpose (J.R. 61(b)(15)).
Aug. 20	Last day to amend bills on the Floor (J.R. 61(b)(16)).
Aug. 31	Last day for each house to pass bills (Art. IV, Sec 10(c)) and (J.R. 61(b)(17)). Interim Study Recess begins at end of day's session (J.R. 51(a)(4)).
Sept. 30	Last day for Governor to sign or veto bills passed by Legislature before Sept. 1 and in Governor's possession on or after Sept. 1 (Art. IV, Sec.10(b)(2)).
<b>Oct. 11</b>	<b><i>Last day for Governor to sign or veto bills passed by Legislature on or before Sept. 11 and in the Governor's possession after Sept. 11 (Art. IV, Sec.10(b)(1)).</i></b>

## **2010**

Jan. 1	Statutes take effect (Art. IV, Sec. 8(c)).
Jan. 4	Legislature reconvenes (J.R. 51 (a)(4))

## **2011**

Jan. 1.	Statutes take effect (Art. IV, Sec. 8(c)).
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**Application Deadline:**

October 21, 2010 (By mail)  
October 28, 2010 (Walk-in)

County of Los Angeles  
Child Care Planning Committee



**Investing in Early Educators Stipend Program  
Announcing Cycle 12!**

Instructions and applications for Cycle 12 of the Investing in Early Educators Stipend Program are available for download from the Office of Child Care Web site at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov) or by telephone at (213) 974-4674.

*Funding for Cycle 12 is dependent on the availability of funds from the California Department of Education/Child Development Division (CDE/CDD).*

♦ Investing in Early Educators Stipend Program is funded by the CDE/CDD ♦

**Fechas límite para entregar la  
solicitud:**

21 de Octubre de 2010 (Por correo)  
28 de Octubre de 2010 (En persona)

**Programa de Estipendios “Investing in Early Educators”  
Anunciando El Ciclo 12!**

Las instrucciones y solicitudes para el Ciclo 12 del Programa de Estipendios están disponibles visitando la pagina de Web de la Oficina de Cuidado Infantil, [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov) o llame al (213) 974-4674.

*Fondos para el Ciclo 12 dependen de los fondos disponibles del Departamento de Educación de California/La División de Desarrollo Infantil (CDE/CDD, por sus siglas en ingles).*



♦ El Programa de Estipendios “Investing in Early Educators Stipend Program” es patrocinado por CDE/CDD ♦

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County of Los Angeles  
**CHILD CARE PLANNING COMMITTEE**



Office of Child Care

**Investing in Early Educators  
Directors' Workshops**

**SAVE THE DATES!!**

The Office of Child Care is pleased to announce the launch of a series of four workshops focused on workforce issues designed for Child Development Center Directors during the upcoming program year of the Investing in Early Educators Program.

**Workshop 1 - Fiscal Management: The New Normal**

Discussion topics: financial services, fundraising, building endowment, blended enrollment, and grant writing.

Thursday, October 21, 2010 ▪ 9:00 – 12:00 p.m.

**Department of Public Works**

900 South Fremont Avenue, Conference Room B  
Alhambra, CA. 91803

**Workshop 2 - Workforce Initiatives: First 5 LA, Los Angeles Universal Preschool (LAUP) and Investing in Early Educators**

Making sense of the initiatives and how they may support recruitment, retention and professional development.

Tuesday, January 18, 2011 ▪ 9:00 – 12:00 p.m.

**The California Endowment**

1000 North Alameda Street, Yosemite B  
Los Angeles, CA 90012

**Workshop 3 - Quality Ratings Systems as a Means of Improving Staff Development**

Examining workforce standards in quality improvement and rating initiatives: California Early Learning Quality Improvement System (CAEL QIS), Steps to Excellence Project (STEP), and more.

Tuesday, April 19, 2011 ▪ 9:00 – 12:00 p.m.

**Department of Public Works**

900 South Fremont Avenue, Conference Room A  
Alhambra, CA. 91803

**Workshop 4 - Director's Choice**

Identifying and discussing emerging issues in the field relating to workforce development.

Third week of July 2011 – Exact Date and location to be determined.

**Advance R.S.V.P. Requested:**

To R.S.V.P., send an e-mail to Renatta Cooper at [rcooper@ceo.lacounty.gov](mailto:rcooper@ceo.lacounty.gov). For questions, call the Office of Child Care at (213) 974-4103.

Investing in Early Educators is a project of the Child Care Planning Committee of the County of Los Angeles, administered by the Office of Child Care within the Service Integration Branch of the Chief Executive Office with funding from the California Department of Education.