



Revised Agenda

December 10, 2014 ♦ 10:00 a.m. to Noon
 Conference Room 743 ♦ Hahn Hall of Administration
 500 W. Temple Street ♦ Los Angeles

Time	Agenda Item	Lead
10:00	1. Welcome and Introductions a. Comments from the Chair b. Review of November Minutes Action Item c. Follow-up on Goal 2: Strengthen Policies on Eligibility & Access d. State Preschool Expansion Funds Action Item	Dora Jacildo Chair K. Malaske-Samu OCC/SIB/CEO
10:20	2. How the Protective Factors are Being Used in Los Angeles County a. A Point in Time Look at the Protective Factors b. How the Protective Factors Informed First 5 LA's Strategic Plan	Jennifer Cowan Barbara Dubransky Aimee Loya Owens First 5 LA
10:45	3. Child Care and Development Block Grant Act of 2014 a. What It Does b. Potential Compliance Issues for California c. Tracking Progress Going Forward	Olyvia Rodriguez IGEA/CEO Michele Sartell OCC/SIB/CEO
11:15	4. Responding to the Proposed Deletion of the Zoning Recommendation from the County Legislative Platform Action Item a. Child Care Supply Issues in Los Angeles County b. Impact of Local Zoning Ordinances on Child Care Supply c. Recommendations from the American Planning Association	K. Malaske-Samu
11:40	5. What We Should Be Thinking About/What We Should Be Doing	Sharoni Little Vice Chair
11:45	6. Announcements and Public Comments	Members & Guests
12:00	7. Call to Adjourn	Sharoni Little

Mission Statement

The Los Angeles County Policy Roundtable for Child Care and Development builds and strengthens early care and education by providing policy recommendations to the Board of Supervisors on policy, systems and infrastructure improvement.

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Meeting Minutes - November 12, 2014

1. Welcome and Introductions

Ms. Dora Jacildo, Chair of the Policy Roundtable for Child Care and Development (Roundtable), called the meeting to order at 10:10 a.m. and invited members and guests to introduce themselves.

Following introductions, Ms. Jacildo reminded members that a portion of the October meeting had been devoted to preparing input to the First 5 LA Strategic Plan. A letter incorporating the Roundtable recommendations was sent to First 5 LA on October 9, 2014 and electronic copies were forwarded to members. Ms. Kim Belshé, Executive Director of First 5 LA, has responded to the Roundtable and a copy of her letter is included in the meeting materials. Mr. Duane Dennis commented that the First 5 LA Commissioners found the letter to be helpful and it served to inform language changes to the Plan. The Commission will be voting to adopt the Plan on November 13, 2014.

Ms. Jacildo asked Ms. Kathy Malaske-Samu to update members on the County's legislative platform. Ms. Malaske-Samu reported that the Office of Child Care had been contacted by the Chief Executive Office-Intergovernmental Relations and External Affairs (IGEIA) to share a concern of the Department of Regional Planning (DRP). DRP opposed the following recommendation proposed by Roundtable to the County's legislative platform:

Support efforts to expand the supply of appropriate early care and education services by including these services in city and county general plans.

Ms. Malaske-Samu noted that this recommendation has been a part of the Legislative Platform for at least the past five years. Generally speaking, County departments will oppose the imposition of "unfunded mandates." Rather than simply delete the language, Ms. Malaske-Samu and Ms. Michele Sartell had proposed alternative language, highlighting the County's progressive inclusion of child care in multiple sections of the proposed General Plan. Unfortunately, the alternatives were not accepted.

Ms. Malaske-Samu suggested that the Roundtable address this issue at its December meeting. Ms. Nina Sorkin inquired if similar statements were included in the City of Los Angeles policies. Ms. Malaske-Samu responded that she would research that and related issues for the December meeting.

The Roundtable had also recommended that references to the California Department of Education-Child Development Division" be updated to "Early Education and Support Division". IGEIA chose to simply refer to California Department of Education on the premise that recommendations could then apply to the whole department, not just the "Early Education and Support Division".

2. Approval of October 8, 2014 Minutes

Ms. Jacildo referred members to the October minutes, which were included in their meeting materials. The minutes were adopted on a motion by Ms. Sorkin and a second by Ms. Laura Escobedo. Ms. Keesha Woods abstained as she was not at the October meeting; all other members voted to approve the minutes.

3. Emerging Issues

Ms. Jacildo opened this item by noting that there was much excitement in the early care and education sector fueled by interest at the local, State, and Federal levels.

- *Local Application for QRIS Block Grant – Dr. Dawn Kurtz and Ms. Kathy Malaske-Samu*

Dr. Kurtz with Los Angeles Universal Preschool (LAUP) and Ms. Malaske-Samu with the Office of Child Care presented a brief PowerPoint on California's new Quality Rating and Improvement System (QRIS) Block Grant. The key points of the presentation were:

- The purpose of the QRIS Block Grant is to increase reimbursements to high quality California State Preschool Programs (CSPP) and Family Child Care Home Education Networks (FCCHEN).
- The quality continuum framework developed by the 16 counties participating in California's Race to the Top-Early Learning Challenge (RTT-ELC) will be used to determine "high quality" programs. Programs scoring at 4 or 5 on the RTT-ELC framework will be eligible for additional supports.
- \$50 million of Prop 98 funds will be available annually to support the QRIS Block Grant.
- Funds will be allocated based on the number of CSPP spaces in each county. Los Angeles County accounts for approximately 28 percent of CSPPs and may be awarded \$13.8 million for this project. Of that allocation, 20 percent is to be used for assessments and access and 80 percent is to go to programs to support sustaining their ratings of 4 or 5.
- During the first couple of years, allocations could be larger as not all counties will be prepared to participate.
- The 17 members of the RTT-ELC consortium will have first priority to apply for these funds. LAUP and the Office of Child Care are both members of the RTT-ELC Consortium. Each local consortium will need a Local Education Agency (LEA) to accept these Prop 98 funds.
- LAUP and the Office of Child Care have been meeting to develop a single application for Los Angeles County. Very preliminary overtures have been made to the Los Angeles County Office of Education (LACOE) to join this effort, as the Request for Application has not been released.
- Currently 179 CSPPs are participating in RTT-ELC, STEP or the LAUP network; 41 have been rated and 12 are at a rating of 4 or 5.
- In addition to needing a LEA to accept the funds, the following organizations are needed to sign-off on the application:
 - First 5 county commission
 - Postsecondary education institution
 - Local Planning Council
 - Child Care Resource and Referral Agencies

The discussion which followed the presentation included these issues:

Comment: This is a complicated project, particularly for Los Angeles County, and will require a lot of work to craft.

Response: There was agreement with the comment and it was noted that LAUP and the Office of Child Care have been meeting in anticipation of the RFA.

Comment: The planning process needs to take LACOE's processing time into consideration.

Response: LAUP and the Office of Child Care will be meeting with LACOE in the near future.

Comment: Will the result be another QRIS only for CSPP?

Response: In the short term – yes. However, the QRIS Block Grant may be the model for a single countywide system.

In closing this discussion, Dr. Kurtz and Ms. Malaske-Samu agreed to keep the Roundtable updated on these efforts.

- *California's Preschool Expansion Grant Application – Ms. Maureen Diekmann*

Ms. Diekmann opened her remarks stating that she will share all that she knows on this topic, but it is an issue that is "in process."

The California Department of Education-Early Education and Support Division (CDE-EESD) is applying for a federal Preschool Development – Expansion Grant. The U.S. Department of Education and the U.S. Department of Health and Human Services are jointly administering these funds. The Preschool Development--Expansion Grants are intended to help States:

- enhance their preschool program infrastructure and quality to deliver high-quality preschool programs; and
- implement and sustain high-quality preschool programs to reach and serve additional eligible children in at least two high-need communities.

CDE-EESD will be eligible to receive up to \$35 million under this grant. Following the submission of its letter of intent to apply for these funds, CDE-EESD contractors were invited to indicate their willingness to be a sub-grantee. Twelve sub-grantees were selected, including Los Angeles Unified School District (LASUD), and the application was prepared on an expedited schedule. As submitted, LAUSD is proposing:

- that services be targeted to four-year olds who have special needs, are dual language learners, in foster care or in families experiencing homelessness,
- that programs will be full inclusion, and
- programs will operate full-day (at least six hours per day), full-year (245 days per year).

If the CDE-EESD application is successful, LAUSD could be awarded \$6.9 million to serve an additional 780 children.

To accommodate this expansion, LAUSD is considering expanding the 25 centers offering special education preschool services from part-day to full-day programs. In addition, some of the recently closed facilities may be reopened.

Mr. Dennis asked if LAUSD would consider subcontracting with non-profit organizations that are providing similar services in the community. Ms. Diekmann said she would research that possibility. The funding stream will allow for training opportunities and Ms. Diekmann expressed interest in pairing Special Education and Early Education teachers. It was also noted that Regional Centers would be a good partner for this project.

- *First 5 LA Strategic Plan – Mr. Duane Dennis*

Mr. Dennis, who also serves on the First 5 Commission representing the Second District, reported on the First 5 LA strategic planning process. The focus areas of the plan are:

- Families – increased family protective factors
- Community – increased community capacity to support and promote the safety, healthy development and well-being of children 0 – 5 and their families
- Health, Mental Health, and Substance Abuse Services Systems – improved capacity of health, mental health, and substance abuse systems to meet the needs of children 0-5 and their families
- Early Care and Education Systems – increased access to high quality early care and education

Mr. Dennis reminded the group once again that under this plan, First 5 LA will not be funding as much direct services and will be focusing more on systems change, policy and advocacy work. Support for direct services will be limited to home visitation and parent engagement within the Best Start communities and early care and education programs. As the Commission steps back from direct services, it will be increasingly important that there is alignment across systems.

The Commission will vote on the plan at their November 13, 2014 meeting.

Ms. Ellen Cervantes commented that Early Head Start – Child Care Partnership awards will be announced in December. These programs will infuse an additional \$52 million into California's child care sector and will be required to participate in a QRIS.

Ms. Tessa Charnofsky reported that First 5 LA is developing a letter for the Los Angeles City Economic Development Committee, recommending that efforts to raise the minimum wage be delayed until the impact on early care and education can be assessed. This letter will also address the need to raise the reimbursement rates for subsidized child care programs.

4. Policy Framework for Child Care and Development

Dr. Sharoni Little introduced this agenda item, reminding members of the Roundtable's charge to implement the Policy Framework. Members and guests broke into small groups by the goals of the Framework and addressed specific tasks. After approximately 30 minutes, the full group re-convened and each small group reported out.

Goal 1 - Restore and Expand Funding

Task: Prepare questions for December 10, 2014 meeting on the reauthorization of the Child Care and Development Block Grant (CCDBG) Act of 2014

Report Back:

- What is the process for the State to develop its plan for the implementation of CCDBG?
- How can individuals and local governments provide input to the State Plan?
- Given the changes in the regulations and costs associated with those changes, what can be done legislatively or via the budget to increase State investments in areas like increased licensing visits?
- State legislation requires the posting of licensing information on the Department of Social Services website. How does that align with CCDBG directives regarding consumer information? What is needed to better align and improve parent access to information so that they can make informed decisions when choosing child care services?
- What is the timeframe for the State to meet the CCDBG regulations and how does that inform our efforts to provide input?
- How do we keep the Board of Supervisors informed of pending changes and at what stages or time do we share information and make recommendations for advocacy?

Goal 2 - Strengthen Policies on Eligibility and Access

Task: Prepare for a conversation with the CDE-EESD

Report Back:

- Seek legislative changes to extend the period for which “at risk” children can receive subsidized child care. Currently, children identified as “at risk” and referred by persons other than the Department of Children and Family Services (DCFS), are limited to three months of subsidized child care.
- Seek to change CDE-EESD regulations so that the children of parenting teens under the jurisdiction of DCFS or Probation have priority status for subsidized child care services.

Goal 3 - Maximize Access to Available Services

Task: Resurrect the Vacancy Tracking Work Group

Report Back:

- The Office of Child Care is reviewing a software package that could be used to support a vacancy tracking system.
- While the ability to implement the electronic system is still months away, it is not too early to begin to think how the child care community could be encouraged to use the system.
- The system would need to be able accommodate State and Federal eligibility requirements.

Goal 4 - Prioritize Quality

Task: What do CSPPs need to reach QRIS ratings of 4 or higher?

Report Back:

- Access to quality training and coaching that is directly related to the elements of the quality continuum framework:
 - Adult-child interactions
 - Developmental screening
 - Staff qualifications
 - Ratio and group size
- Training for program management
- Contracted coursework at times and locations convenient for child care staff
- Leverage lessons learned from ECE Workforce Consortium efforts

Goal 5 - Expand Family and Community Engagement

Task: What is the message we want to take to other County Commissions? What resources do we need to prepare or collect so that members can make effective presentations?

Report Back:

- The Roundtable will need to assess the political climate and political will.
- Departments with Commissions that are represented on the Roundtable include:
 - LACOE
 - LAUSD
 - DCFS
 - Department of Mental Health
 - Department of Public Social Services (DPSS)
 - Parks and Recreation
 - Public Health
 - Probation
- Health Neighborhoods offer another opportunity to connect to communities
- How do we create a pathway of community/parent engagement
 - Identifying who they are
 - How do we fit into existing networks
 - Listen, Learn, Lead
- How do we co-create with the community a new environment that engages County departments
- Pro-active – reaching out to commissions
- Quality and Productivity Commission supported “It Takes a Community”
- Supporting community-based prevention initiatives

Dr. Little thanked everyone for their contributions to this effort. She noted that, while we face significant challenges, by working together we can improve the well-being of children and families in Los Angeles County.

5. Announcements and Public Comments

Dr. Little asked if there were announcements or public comments to be shared. Jacquelyn Christensen, with the Los Angeles Child Guidance Clinic, announced that the Early Intervention Training Institute has sessions scheduled each month and made flyers available describing these training opportunities.

Dr. Little reminded members to complete the “What should we be thinking about and doing?” forms.

6. Call to Adjourn

The meeting was adjourned at 12:05 p.m.

Members/Alternates Present

Maria Calix, Second District
Sam Chan, Los Angeles County Department of Mental Health
Laura Escobedo for Fran Chasen, Southern California Association for the Education of Young Children
Duane Dennis, Child Care Alliance of Los Angeles
Maureen Diekmann, Los Angeles Unified School District
Jennifer Hottenroth, Los Angeles County Department of Children and Family Services
Dora Jacildo, Fourth District
Sharoni Little, Second District
Dawn Kurtz, Los Angeles Universal Preschool
Kathleen Malaske-Samu, Los Angeles County Chief Executive Office
Stacy Miller, Fifth District
Joseph Matthews for Faith Parducho, Los Angeles County Department of Parks and Recreation
Nurhan Pirim, Los Angeles County Department of Public Social Services
Nina Sorkin, Los Angeles County Commission for Children and Families
Esther Torrez, First District
John Whitaker, Fifth District
Keesha Woods, Los Angeles County Office of Education

68 percent of members/alternates were present.

Guests Present

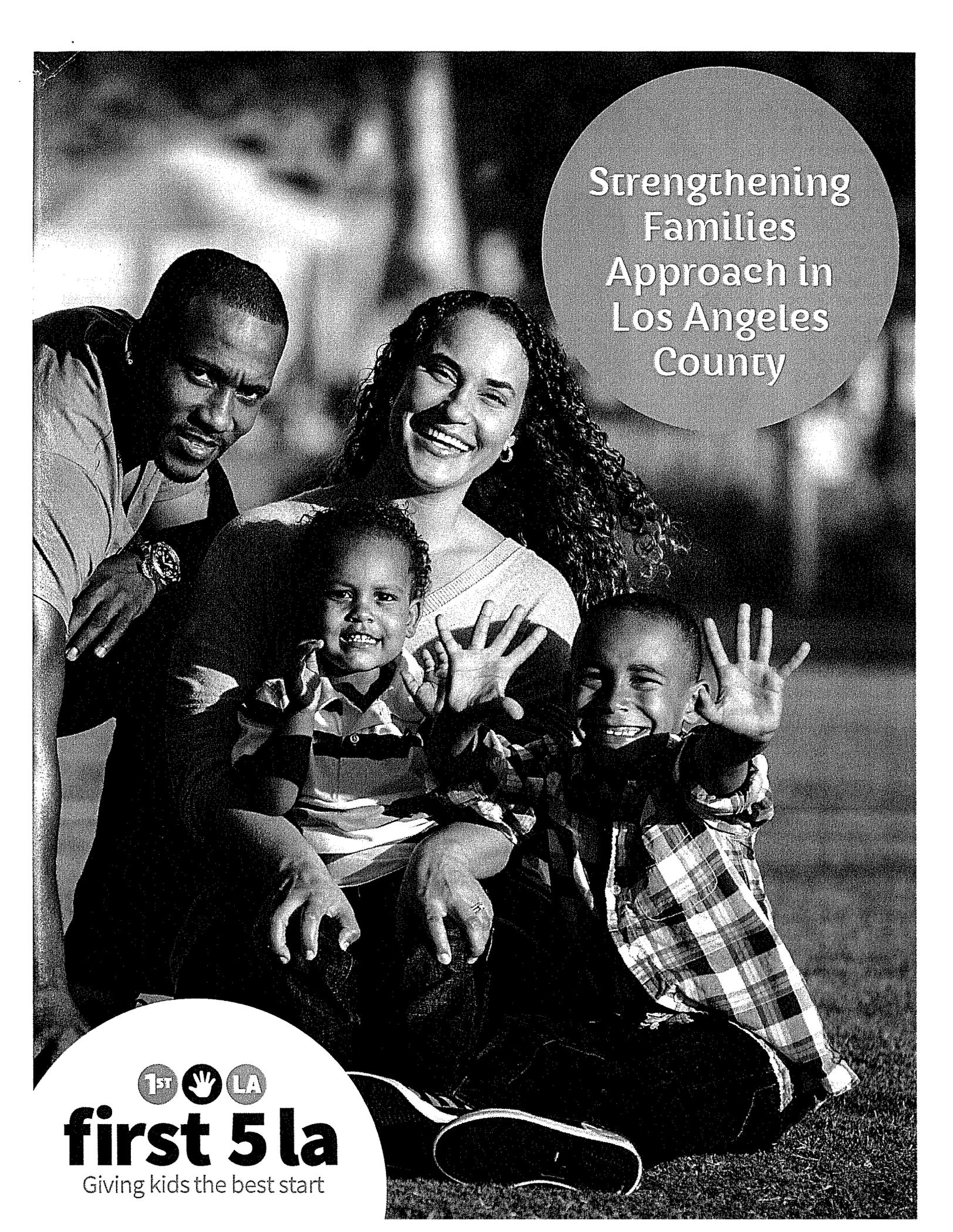
Cristina Alvarado, Child Care Alliance of Los Angeles
Robert Beck, Los Angeles County Department of Public Social Services
Ellen Cervantes, Child Care Resource Center
Tessa Charnofsky, First 5 LA
Jacquelyn Christensen, Los Angeles Child Guidance Clinic
Nora Garcia-Rosales, Los Angeles County Department of Public Social Services
John Harris, Strategic Counsel/ECE Works!
Alex Himmel, Los Angeles Universal Preschool
Danette McBride, Second District
Nancy Lee Sayre, UCLA – Center for Improving Child Care Quality

Staff

Michele Sartell

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Strengthening
Families
Approach in
Los Angeles
County

1ST  LA
first 5 la
Giving kids the best start

Introduction

Since its inception, First 5 LA has been committed to strengthening families, building community capacity and improving countywide systems impacting children from the prenatal stage to age 5. First 5 LA's 2009-2015 Strategic Plan: *Strengthening Families and Communities* was informed in part by a growing body of evidence that a preventative approach emphasizing family and community protective factors yields positive long-term outcomes for children. At the forefront of this research was the Center for the Study of Social Policy's work on the Strengthening Families Approach.¹ As part of its 2015-2020 strategic planning process, First 5 LA commissioned an environmental scan of efforts underway locally, statewide and nationally to implement the Strengthening Families Approach as defined by the Center for the Study of Social Policy. With the adoption of the 2015-2020 Strategic Plan: *Focusing on the Future* in November 2014, First 5 LA committed to focus its work on supporting families and caregivers using the Strengthening Families Approach.

The purpose of this document is to share information with the early childhood development field and provide a point-in-time snapshot of some ways in which the Strengthening Families Approach is being advanced in Los Angeles County and throughout the nation.

The Center for the Study of Social Policy's Strengthening Families Approach was developed over a decade ago with the goal to "help child welfare systems, early education, and other programs work with parents to build protective factors." While grounded in research, practice and evaluation data, the Strengthening Families Approach respects the diversity and complexity of various state and local human service systems and resources. This scan, based on research gathered early in 2014, is not intended as a comprehensive analysis or review of all entities utilizing this approach. Rather, it is an effort to highlight examples of the Strengthening Families Approach and its related Protective Factors Framework in action, and includes similar efforts that may use different language to describe their work.

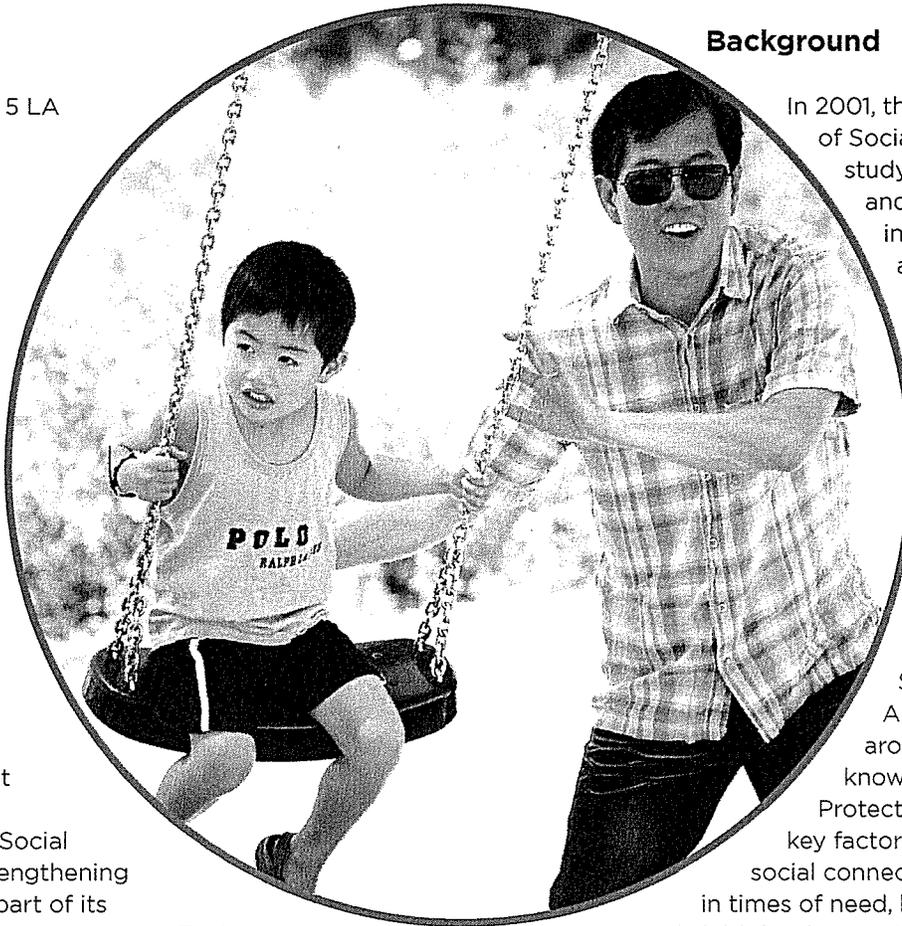
Background

In 2001, the Center for the Study of Social Policy (CSSP) began studying the role that early care and education programs play in strengthening families and preventing child abuse and neglect. It conducted extensive field research on strategies most effective in keeping children safe, promoting healthy development and making families strong.

This evidence-based research led to the creation of the Strengthening Families Approach, which is organized around five protective factors, known collectively as the Protective Factors Framework. The key factors are: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children.

Today, CSSP is working across the nation to lead statewide and local efforts to embed the Protective Factors Framework into programs, services and policies that serve children and families. In L.A. County, leaders and organizations representing early care and education, child welfare, family support and philanthropy have embraced the Protective Factors Framework and the Strengthening Families Approach.

The five Protective Factors described below form the foundation for the Strengthening Families Approach. Research studies support that when these Protective Factors are well established in a family, the likelihood of child abuse and neglect diminishes. Research also shows that these five Protective Factors not only prevent child abuse and neglect, but also promote optimal child and youth development by strengthening families and their environments.



¹ Center for the Study of Social Policy. *Strengthening Families: A Protective Factors Framework*. www.cssp.org/firstfive/strengthening-families



Protective Factor Framework²

Parental Resilience: No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how he or she deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.

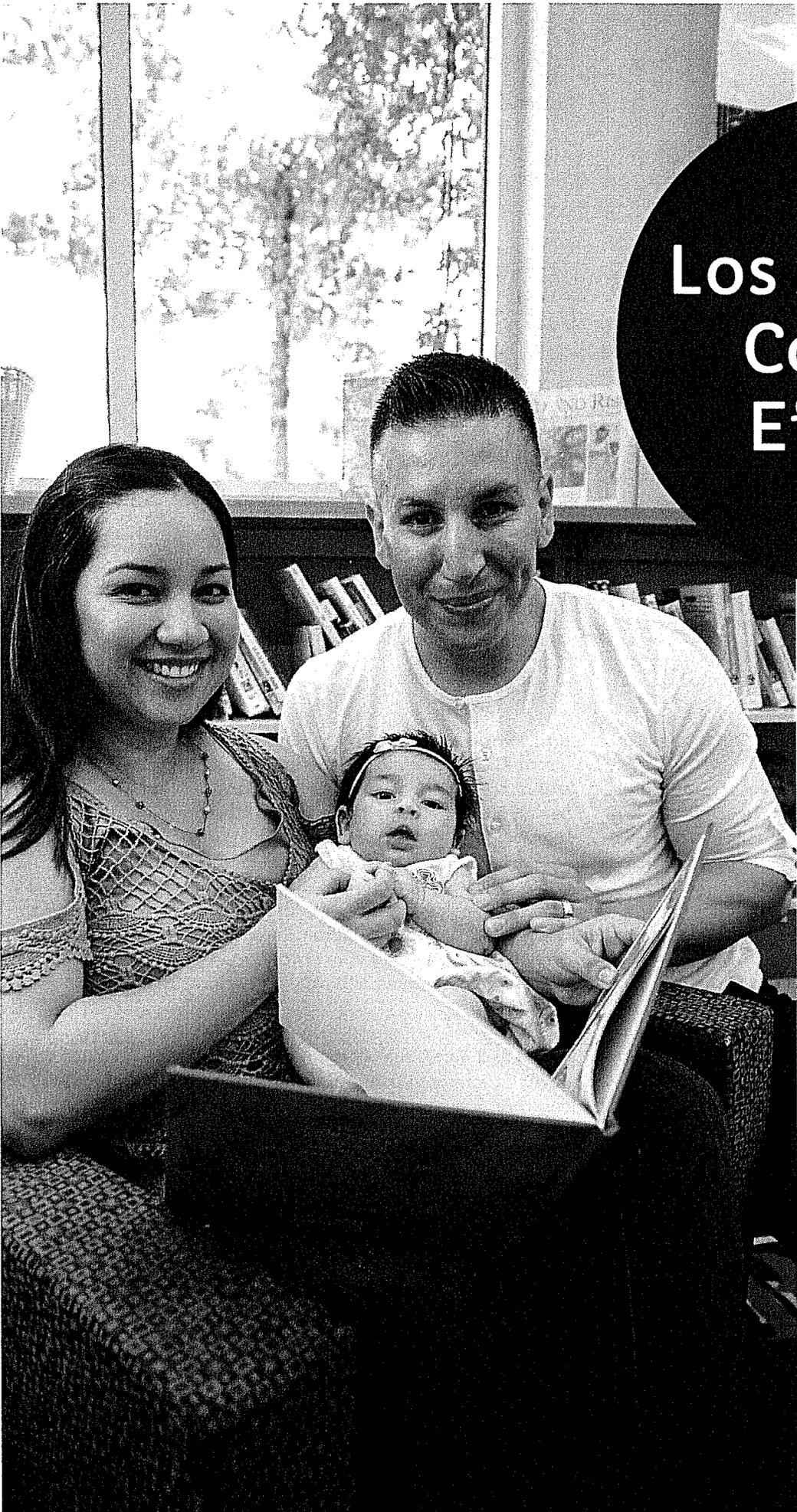
Social Connections: Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to "give back," an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

Concrete Support in Times of Need: Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.

Knowledge of Parenting and Child Development: Accurate information about child development and appropriate expectations for children's behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members, parent education classes and research on the Internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

Social and Emotional Competence of Children: A child's ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults and peers. Challenging behaviors or delayed development create extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.

² Ibid. www.cssp.org/reform/strengthening-families/the-basics/protective-factors



Los Angeles County Efforts

For decades, advocates, stakeholders and community representatives in L.A. County have known that the key to successfully strengthening families and promoting child, family and community well-being is through collaboration, coordination, and integration of services and resources.

As a result, over time numerous collaborative efforts have evolved that acknowledge the importance of protective factors and their role in child, family and community well-being. These collaborative efforts largely focus on service integration, systems change, neighborhood-based planning, family support and community capacity building.

The organizations, agencies and networks listed below highlight a sampling of the ways the Protective Factors Framework has been embraced and integrated into practice through collaborative efforts in L.A. County. Some groups are in the early phases of learning about the Strengthening Families Approach and applying the Protective Factors Framework, while others are deeply engaged in the Strengthening Families Approach and have more fully integrated the Protective Factors into their practice.

Casey Family Programs

casey.org

Casey Family Programs (Casey) is the nation's largest operating foundation focused entirely on foster care and improving the child welfare system. Casey works to provide and improve—and, ultimately prevent the need for—foster care in the United States. In California, Casey serves children in foster care, strengthens families and works to improve the child welfare system. In L.A. County (and throughout the nation), Casey provides strategic consulting services and nonpartisan research to help child welfare agencies and policymakers make informed decisions based on data and evidence that ultimately result in effective services to children and their families.

In 2012, Casey convened the Early Childhood Development and Well-Being Learning Community (Regional Learning Community). The Regional Learning Community invited county departments and community-based organizations to participate in a series of regional neighborhood-based meetings focused on the implementation of the Strengthening Families Approach and Protective Factors Framework. These regional meetings were conducted in eight of the Service Planning Areas. Local learning communities explored the following: how to embed Strengthening Families into existing coalitions/agencies in local communities, defining the opportunities for advocacy and policy, and using the Strengthening Families Approach to define/describe the work already going on. Casey also provided resources to support the organizing of the county's Strengthening Families Learning Community (SFLC) convened by the Chief Executive Office. (See a later section for more on the SFLC.)

Child Care Resource Center

ccrcca.org

The Child Care Resource Center (CCRC) is one of the nation's largest premier early care and education organizations dedicated to the promotion of higher standards in child care and early education for children, parents, child care providers and the community. With a staff of 600, CCRC serves over 35,000 children and families each month in the Antelope, Santa Clarita and San Fernando Valleys, as well as San Bernardino County. CCRC promotes optimal child development and family well-being through access to quality child care, family support, economic development and community education. Services include: child care resource and referral, financial assistance for child care, Head Start and Early Head Start, training and technical assistance on various areas of interests, Family Child Care Home Education Networks, First 5 LA's School Readiness Initiative, Careers in Child Development, Discovery Van, and the Resource Library.

Children's Data Network

cdn.usc.edu

Established by First 5 LA in 2010, the Children's Data Network (CDN) is a research collaborative housed at the University of Southern California's School of Social Work designed to integrate data across state and local agencies and foster

ongoing collaboration among public and private agencies in L.A. County to improve services for children and their families. This research repository will increase access to timely and accurate data about children 0-5.

The CDN builds off of existing data sets already collected by agencies (e.g., mental health services, public health, child care, child welfare, schools) to study populations of children and their families, cross-system involvement with public services, and child and family outcomes. The objective of the CDN is to inform policies and programs for children through the use of existing administrative data for research and evaluation.

Child Development Institute

cdikids.org

The Child Development Institute (CDI) was founded in 1995 to address the lack of holistic early childhood development and intervention services available in the San Fernando Valley. CDI's mission is to help all children reach their full potential by supporting the relationships and environments that shape early development. CDI provides relationship-based early intervention and therapeutic services to children and their families. In L.A. County, they are a leading resource on early childhood development and community building to support children's healthy development.

CDI's Early Learning Center in Canoga Park promotes early development and prevention through an inclusive environment open to young children of all abilities and their families. The Center is a developmentally appropriate play and learning space established to promote healthy development for young children while providing connection to community resources and opportunities to strengthen families. Integral to the Center's Theory of Change is the belief that families are supported so that they engage in high-quality parent-child interactions, provide developmentally supportive early learning experiences, and ensure their child's safety and well-being. Strategies and activities implemented by staff and volunteers address the Protective Factors to strengthen and support families.

CDI is also a leader in supporting professional development across various systems, providing participants with the tools necessary to meet the needs of young children and their families. CDI has worked with the Court Appointed Special Advocates (CASA) of Los Angeles to develop an Early Childhood Training Program for volunteers, court staff and community stakeholders. Informed CASA volunteers and community stakeholders who participate in the Early Childhood Training Program are able to use their unique position to ensure that young children under their care receive the essential supports they need as early as possible.

City of Santa Monica Cradle to Career Initiative

santamonicayouth.net

Coordinated by Santa Monica's Community & Cultural Services Department, the Cradle to Career Initiative is a collaboration between over 30 educators, parents, public entities and community-based organizations working together to support the healthy development of children and youth in Santa Monica. Established in 2011, Cradle to Career's first major project, the Youth Wellbeing Report Card, measures the well-being of Santa Monica's children across the developmental spectrum—academically, physically, socially and emotionally. The report, released annually, provides baseline data that is being used to improve programs, empower parents and better coordinate services to help children and their families. Cradle to Career's goals for 2015 include: increasing kindergarten readiness, strengthening youth connectedness and emotional health, engaging vulnerable youth and their families in supportive services, and improving college and career readiness.

Echo Parenting and Education

echoparenting.org

Echo Parenting and Education (Echo Parenting) was founded by Ruth Beaglehole in 1999, and is dedicated to teaching within a nonviolent framework and providing strategies that are based on empathy, connecting language and the understanding of a child's emotional, physical and brain development. Echo Parenting's mission is to support and facilitate child rearing rooted in connection and empathy.

Echo Parenting works with organizations throughout L.A. County, offering organizational trainings and professional development for parents and child-related professionals based on empathy and compassion across the various child-serving disciplines. *“Teaching Nonviolent Parenting to Families Who Have Known Violence”* addresses the science of brain development, trauma-informed care and the Protective Factors, including resilience, emotional competency and child development. *“Family Mental Health Through the Lens of Nonviolence”* trains professionals to provide effective and meaningful support with strategies that are based on research about attachment theory, interpersonal neurobiology, trauma-informed care and social and emotional intelligence. A special preschool training introduces parents and caregivers to a philosophy and practice of an empathy-led approach that is based on the latest research about brain and child development that promotes lifelong connections and learning.

El Monte City School District/Mulhall Family Center

(Website not available at the time of publication of this document)

Scheduled to open in 2015, the Mulhall Family Center is designed to be a “one stop” family center in El Monte, modeled after the Magnolia Place Community Initiative. The Design Team overseeing the project is comprised of representatives from the El Monte City School District, including parents, board members and administrative leadership as well as community-based organizations, professionals and organizers.

The Design Team worked with UCLA's Center for Healthier Children, Families & Communities to determine community needs; create services that meet the identified needs; evaluate the impact of services provided; and ensure that the services provided are resulting in overall well-being. Based on these data gathering efforts, the Mulhall Family Center's Vision and Mission were defined as follows.

- Vision: The Mulhall Family Center will serve as a community hub for families and provide comprehensive programs to promote overall family wellness.
- Mission: The Mulhall Family Center unites the county, city and community to strengthen individual, family and neighborhood Protective Factors by increasing social connectedness, community mobilization, and access to needed supports and services.

Services will include: a universal service referral system, parenting classes, wellness and dental care, mental health, and food and housing, among others. Community Partners include: Public Health Foundation WIC, Foothill Family Services, Pacific Clinics, Amigos de Los Rios, San Gabriel Conservation Corps, Five Acres, California Community Foundation, First 5 LA, Casey Family Programs, Buddhist Tzu Chi Foundation, UCLA, Rio Hondo College, Asian Pacific Clinics and the El Monte Promise Foundation.

First 5 LA

first5la.org

First 5 LA recognizes the role strong families and communities play in supporting the well-being of young children. In 2006, First 5 LA Commissioners invited Judy Langford, Associate Director and Senior Fellow at the Center for the Study of Social Policy, to present findings from her research and publication titled “Strengthening Families through Early Care and Education.” The Strengthening Families Approach is embedded in First 5 LA's 2009–2015 Strategic Plan and is exemplified through its investments such as: Partnership for Families (PFF), Healthy Births, Peer Support Groups for Parents, Family Literacy, Los Angeles Universal Preschool, Welcome Baby, Intensive Home Visiting and Best Start.

The Commission's adoption of the “Building Stronger Families Framework” for the Best Start place-based initiative further demonstrated First 5 LA's commitment to supporting approaches that strengthen families, build community capacity and improve countywide systems serving children 0–5 and their families. This framework includes a focus on family and community protective factors including: building stronger families' capacities; social connections and concrete supports; and promoting family-supporting communities through coordinated services and supports, common vision and social networks.

The Strengthening Families Approach plays a central role in First 5 LA's 2015–2020 Strategic Plan *“Focusing for the Future”* adopted by the Commission in November 2014. The new plan aims to strengthen families, communities and systems,

so that children are ready to succeed in school and life. Over the next five years, First 5 LA will focus its efforts and limited resources on supporting parents/caregivers by strengthening their skills, fostering community capacity, and working to change policies and systems that give families support.

Friends of the Family
fofca.org

For over 40 years, Friends of the Family (FOF) has provided programs and services that strengthen and empower families. FOS serves as a catalyst for community organization and enrichment, positively enhancing the capacity of residents to advocate for themselves and their children. FOF, a local champion of child, family and community well-being, is a comprehensive family resource center known for pioneering innovative, practical programs where families are recognized as central to a child's well-being and are supported to build on their skills and strengths.

FOF's programs are organized into four programmatic areas: Child and Youth Development, Parent Support and Education, Family Development, and Mental Health. Programs are designed to foster an improved sense of community and interpersonal connectedness, increased resilience, improved parental knowledge and competence, improved social and emotional competence, increased awareness of the beneficial help that is available and the ability to access and use the assistance, increased economic well-being, and strengthened and expanded community-based networks.

In 2012, FOF collaborated with the Child Development Institute and Echo Parenting and Education, with support from CSSP and Casey Family Programs, to develop and pilot a curriculum focused on integrating information on brain science/early brain development, trauma-informed care, and the interconnectedness of all protective factors. In 2013, with support from Casey Family Programs, FOF developed an implementation curriculum titled *"From Knowledge to Impact: Enhancing Child Welfare & Family Support Practitioner Capacity to Promote & Increase Protective Factors in Families and Children"* specifically focused on increasing the spread and uptake of skills human service practitioners need in order to implement the kinds of interventions that will result in increases in protective factors in their service populations.

Institute for Community Health and Wellbeing: California State University, Northridge
csun.edu/wellbeing/

The Institute for Community Health and Wellbeing was established by California State University, Northridge in 2009 and is a collaborative of campus and community affiliations focused on strengthening individuals and communities through creative partnerships and education. The Institute works to cultivate public and private resources, promote interdisciplinary and intercommunity partnerships, and bring campus expertise and resources to communities in response to regional health and well-being needs. Over 17 University Centers and Programs (e.g., Center for Educational Psychology

and Counseling, Center for Health Promotion, Research and Ethics, Center for Food Science, Nutrition and Dietetics) offer services to over 15,000 clients each year.

The Strengthening Families Approach provides the Institute with a consistent framework for projects and has been adapted to support its Strengthening Communities activities, in particular, the Canoga Park Neighborhood Partners in Action Initiative.

For over a year, the Institute engaged in an ongoing listening campaign in Canoga Park to understand community needs and develop and build partnerships based on mutual trust. Projects launched as a result of these ongoing conversations include a family financial literacy project offered through Mommy and Me and Grandparents and Me programs.

The Canoga Park Neighborhood Partnership in Action Initiative (NPA) intends to measure its impact with the Protective Factors Framework. Working with the UCLA Center for Healthier Children, Families & Communities, the NPA is applying the Protective Factors to community systems with a focus on: neighborhood resilience; promoting social connections; concrete support systems; community and neighborhood development; and promoting social, emotional and cultural competence.

L.A. County Child Care Planning Committee
cao.lacounty.gov/ccp/ccpc.htm

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

The Planning Committee serves as the local child care and development planning council for L.A. County as mandated by state legislation (AB 2141; Chapter 1187, Statutes of 1991). The Planning Committee is composed of 50 members representing: parent consumers, child care providers, community representatives, public agency representatives, and discretionary members, including Board of Supervisor appointees.



In its Strategic Plan for Child Care and Development in L.A. County for 2013–2018, the Planning Committee looks to align its work in the coming years with the Child Care Policy Framework with these key desired impacts:

- High-quality early care and education available throughout L.A. County
- Sufficient distribution and effective use of resources to meet the early care and education needs of children, families and communities
- A unified voice on early care and education
- High-quality early care and education experience that prepare children as life-long learners and productive citizens of the world

L.A. County Department of Children and Family Services
dcfs.co.la.ca.us/

The L.A. County Department of Children and Family Services' (DCFS) vision is for children to thrive in safe and supportive communities. This vision is supported through a delivery model that focuses on child safety, permanency and access to effective and caring services.

Previously, DCFS received individualized training and technical assistance from CSSP to help integrate the Strengthening Families Approach into the Department's strategic plan, core practice model and contracting processes, including its *Prevention Initiative Demonstration Project*.

In 2013, the L.A. County Board of Supervisors called for the creation of a Blue Ribbon Commission to focus on systemic change and comprehensive countywide approaches that extend beyond DCFS to include Public Health, Health Services, Mental Health, the Sheriff, the Medical Examiner, First 5 LA and other agencies. The Blue Ribbon Commission's final report and recommendations, issued in April 2014, and approved by the Board of Supervisors in June 2014, will serve as a roadmap for countywide systems and practitioners to systematically implement a preventative approach consistent with the Strengthening Families approach.

L.A. County Department of Mental Health
dmh.lacounty.gov/wps/portal/dmh

Over the past 20 years, The L.A. County Department of Mental Health (DMH) has been a leader in recognizing the critical need for collaborative work in support of children, youth and families in L.A. County. Through the DMH Children's System of Care, Wraparound programs, Community Outreach and Engagement, and other initiatives and partnerships, DMH pursues its vision for the future: to strengthen families and enhance the community's social and emotional well-being through collaborative partnerships that promote the Protective Factors Framework.

The Children's System of Care is dedicated to enriching the lives of children and their families, from infancy to 15 years old, who are experiencing mental health challenges by providing a wide range of client-centered, family-focused services. Its goals are to:

- Provide quality, strength-based mental health services to children
- Help children achieve success at school and in the community
- Strengthen and empower family relationships by fostering hope, wellness and resiliency

DMH's Family and Community Partnership (FCP) administrative unit aims to strengthen local agency and community capacity to address the mental health needs of children and their families; contribute to related workforce, program and policy development; and promote strategic investments in infant, early childhood and school-based mental health.

The FCP unit supports the following community programs and partnerships:

Birth to Five focuses on strengthening the social-emotional well-being of young children and their families through mental health promotion, prevention and early intervention. Using the *"It Takes a Community"* (ITC) model, Birth to Five program staff work to develop place-based social change and leadership development initiatives that build upon existing or create new partnerships with parents, caregivers and early education providers who have assumed key leadership roles in Partnership for Families Programs, Parent Cafés, Promotora networks and other community-based collaboratives in selected Service Planning Areas.

Parent Child Interaction Therapy is an evidence-based program for young children with emotional and behavioral disorders that places emphasis on improving the quality of the parent-child relationship and changing parent-child interaction patterns. The program has also been documented to serve as an effective way to reduce incidences of physical abuse involving young children. Its approach is to strengthen parent-child relationships and focus on promoting healthy outcomes for children and parent.

L.A. County Office of Child Care
cao.lacounty.gov/ccp/

The L.A. County Office of Child Care shapes policy recommendations, facilitates planning and provides a range of services aimed at improving the availability and quality of, and access to, early care and education programs. Its vision is to ensure families have access to high-quality early care and education services that nurture children's healthy growth and early learning, fosters protective factors in families and strengthens communities. The Office of Child Care works across disciplines to promote access to concrete supports families need by planning, convening and facilitating several groups,



all of which have made an explicit commitment to align with the Strengthening Families Approach and Protective Factors Framework. These groups include: the Policy Roundtable for Child Care and Development, L.A. County Strengthening Families Learning Community and the Child Care Planning Committee.

L.A. County Policy Roundtable for Child Care and Development

cao.lacounty.gov/ccp/prcc.htm

The Policy Roundtable for Child Care and Development (Roundtable) builds and strengthens early care and education by providing recommendations to the Board of Supervisors on policy, systems and infrastructure improvement. In March 2011, the Board of Supervisors adopted the L.A. County Child Care Policy Framework 2011-2013: *Promoting Healthy Children, Strong Families and Vibrant Communities*. The Policy Framework reaffirmed the County's commitment to the healthy development of young children, their families and communities, and explicitly called for integrating the Strengthening Families Approach and Protective Factors Framework throughout L.A. County Departments.

In July 2014, the Board of Supervisors adopted the Child Care and Development Policy Framework for 2014-2016, which is intended to focus county departments and community stakeholders on areas where a unified voice from L.A. County can best support the optimum development of our children, families and communities. As such, the Child Care Policy Framework for 2014-2016 will focus on the following goals: restore and expand funding, strengthen policies on eligibility and access, maximize access to available services, and expand family and community engagement. Embedded in the Policy Framework is the importance of contributing to child, family and community well-being by ensuring access to high-quality early care and education, particularly to families most in need.

L.A. County Race to the Top Early Learning Challenge Grant

ceo.lacounty.gov/ccp/rtelcg.html

The Race to the Top Early Learning Challenge (RTT-ELC) is a federally funded pilot program that aims to improve the quality of early learning programs and close the achievement gap for vulnerable children. As one of nine states funded through RTT-ELC Phase I, California was awarded a \$52 million grant to implement comprehensive plans to transform early learning systems for children 0-5. The RTT-ELC focuses on improving early learning and development programs for young children by designing and implementing an integrated system of high-quality early learning programs and conducting quality assessments that support the National Research Council's reports on early childhood.³

The Office of Child Care and Los Angeles Universal Preschool (LAUP) were each selected to participate on California's RTT-ELC Regional Leadership Consortia. LAUP and the Office of Child Care are using lessons learned from the implementation of their current quality rating and improvement systems

(QRIS) to improve the quality of licensed family child care homes and center-based programs. The Office of Child Care is working with UCLA's Center for Improving Child Care Quality and the local Child Care Resource and Referral agencies to provide up to 175 child care programs with assessments, quality improvement training, coaching and financial incentives through RTT-ELC funds. Likewise, LAUP is using RTT-ELC funds to engage an additional 275 early education providers.

Representatives of the Office of Child Care and LAUP served on the California's RTT-ELC Regional Leadership Consortia's statewide Family Engagement Workgroup. The Workgroup developed recommendations addressing family engagement for early care and education programs, which include the Strengthening Families Protective Factors.

L.A. County Strengthening Families Learning Community

cao.lacounty.gov/ccp/sflc_about.htm

Convened by the L.A. County Chief Executive Office (CEO) and facilitated by the Office of Child Care, with technical assistance and support from Casey Family Programs and the Center for the Study of Social Policy, the Strengthening Families Learning Community (SFLC) began exploring mechanisms for coordinating the integration of the Protective Factors within the county service delivery system to improve child, family and community outcomes, and maximize resources. The SFLC is comprised of senior-level staff members representing county departments and offices that serve children and their families. These include the Children and Family Services, Health, Mental Health, Parks and Recreation, Probation, Public Health, and Public Social Services departments, as well as the Public Library, Office of Education and the Office of Child Care.

An initial promising practice of the SFLC was demonstrated in 2012, through a partnership between the L.A. County Public Library and the Department of Mental Health, to expand the support services provided to parents and caregivers through the Family Place Libraries. With financial support from DMH, 16 library staff members were trained in the Positive Parenting Program (Triple P) and implemented the program in Family Place Libraries and Parent Cafés. DMH provided funding support to open up five Parent Cafés and 10 Family Place programs. The formal partnership ended in June 2013; however, the L.A. County Public Library continues to provide Triple P training on a smaller scale.

In 2013, the SFLC expanded membership beyond the county system to include leaders from community-based organizations and the funding community (including First 5 LA, Friends of the Family, ECHO Parenting, Magnolia Community Initiative, Child Care Resource Center and the LA Partnership for Early Childhood Investment), who have long been engaged in addressing child, family and community well-being. The evolution of the SFLC to include public and private agencies was an intentional step towards building a community of practice to address child and family well-being in the county.

³ U.S. Department of Education Race to the Top Early Learning Challenge Grant.



LA Partnership for Early Childhood Investment

investinkidsla.org

Founded in 2003, The LA Partnership for Early Childhood Investment is a philanthropic funding collaborative comprised of private foundations, family foundations, and public funders of early childhood development. The Partnership's mission is to invest in and promote innovations that advance the lifelong health and well-being of L.A. County children from the prenatal stage to age 5 (P-5). It recognizes that investments in early childhood are a prevention action, and the earlier the investment, the greater the return.

Strategic focus areas for the Partnership include:

- Family strengthening in high-need communities
- Leveraging state and federal investments for P-5 in L.A. County
- Building support for P-5 investment in the business sector

In 2011, The Partnership established the Baby Futures Fund, designed to advance policy reforms within public systems serving young children and families through investments in: innovative projects that improve child and family outcomes, effective strategies for information dissemination, and advocacy for public/private programmatic and fiscal collaborations. This pooled fund was created to maximize impact in support of lifelong health and well-being for children from the prenatal stage to age 5. The Fund's initial investments include grants to KPCC (Early Education Reporter), Pew (L.A. Home Visiting Campaign), the Advancement Project, and Children Now (Local Control Funding Formula). Funding criteria includes supporting innovative projects that are grounded in the Strengthening Families Approach and policy changes leading to more effective practices or allocation of resources in L.A. County.

Los Angeles Universal Preschool

laup.net

Los Angeles Universal Preschool (LAUP) is an independent, nonprofit organization whose mission is to provide quality preschool experiences to children throughout L.A. County. Approximately 11,000 children annually receive quality preschool experiences through LAUP's universal preschool network. In 2013, LAUP's Parent Engagement and Resource Specialists (PERS) and coaches have integrated the Protective Factors Framework into their Professional Development training and support services for the Network's 280 preschool providers.

LAUP's efforts in the Race to the Top Early Learning Challenge Grant will offer coaching and PERS support using the Protective Factors Framework to promote family resilience and optimal child development. LAUP plans to expand individualized coaching and training, technical assistance, incentives, and assessments to additional L.A. County programs outside of the existing LAUP network. Emphasis will be placed on providing support to programs that serve English language learners, at-risk children and children with special needs.

Magnolia Place Community Initiative

magnoliaplacela.org

In 2001, the Children's Bureau of Southern California conducted a strategic planning process that identified key research areas necessary to create safe and supportive environments, where children are encouraged to achieve the best results and live free of abuse and neglect. This effort led to the Magnolia Place Community Initiative (MPCI).

Today, representatives from the county, city and community come together under the MPCI to create sustainable change for families by promoting and strengthening individual, family and neighborhood protective factors through increasing social connectedness, community mobilization and access to necessary supports and services.

Four goal areas anchor the initiative: educational success, good health, economic stability, and safe and nurturing parenting. MPCI is nationally recognized as a groundbreaking model for large-scale community mobilization and transformation. It acknowledges that the most effective way to affect positive, long-lasting change at the family and community or neighborhood level is to strengthen the Protective Factors and support families as the vehicle for transformation of the community.

MPCI adopted the Protective Factors Framework and the *"It Takes a Community"* model as core working philosophies to guide how public institutional partners, community-based organizations and individuals can operate within communities. Both models reinforce the notion that services are not enough to support community health and well-being. Over 90 MPCI Network Partners, including individuals, public entities, funders and community-based organizations, are working together to strengthen what they already do and reflect on how they do it, reinforcing the premise that social and organizational networking is necessary to achieve child, family and community well-being.

Project ABC

projectabc-la.org

Project ABC is a collaborative partnership between the L.A. County Departments of Mental Health (DMH), Children and Family Services (DCFS), and community service providers. It is designed to establish a system of care addressing infant/early childhood mental health for young children in L.A. County. Project ABC is focused on the South Bay areas of L.A. County, including Long Beach and Inglewood and includes partner agencies (For the Child, Pacific Asian Counseling Services and Ties for Families) The goal is to incorporate a broad array of services and supports into a coordinated network, building meaningful partnerships with community service providers as well as with families and young children.

Project ABC offers an example of how the Protective Factors are being used "on the ground" in work with families, parents, and caregivers. Approximately 70% of families

served by Project ABC are referred either directly from DCFS or by the DMH staff co-located at the DCFS offices. ABC's Strength and Needs approach brings together parents/caregivers and guests of their choosing, along with a clinical team (consisting of a therapist, care coordinator and parent partner). The goal is to develop an agreed-upon plan for therapy and other intervention resources and supports. Family, parent/caregiver and child strengths are identified using the Protective Factors, including a sixth factor: nurturing and attachment.

SBCC Thrive LA
sbcc-la.org

For 40 years, SBCC Thrive LA has helped communities throughout L.A. County discover and develop tools for individual and collective well-being. SBCC has focused its efforts on building communities where children and families thrive. SBCC's long-term commitment in L.A. County focusing its resources on child, family and community well-being demonstrates its role as a leader in striving to embed the Protective Factors in all aspects of its work.

Respect for individual, family and neighborhood partners is reflected in their strength-based community-building and organizing efforts focused on four Impact Strategies: Community Well-Being, Family Well-Being, Child Development and Early Learning, and Pathways to Self-Sufficiency.

The impact these strategies have on the Protective Factors is exemplified in SBCC's Thrive Wilmington. Thrive Wilmington initiatives include:

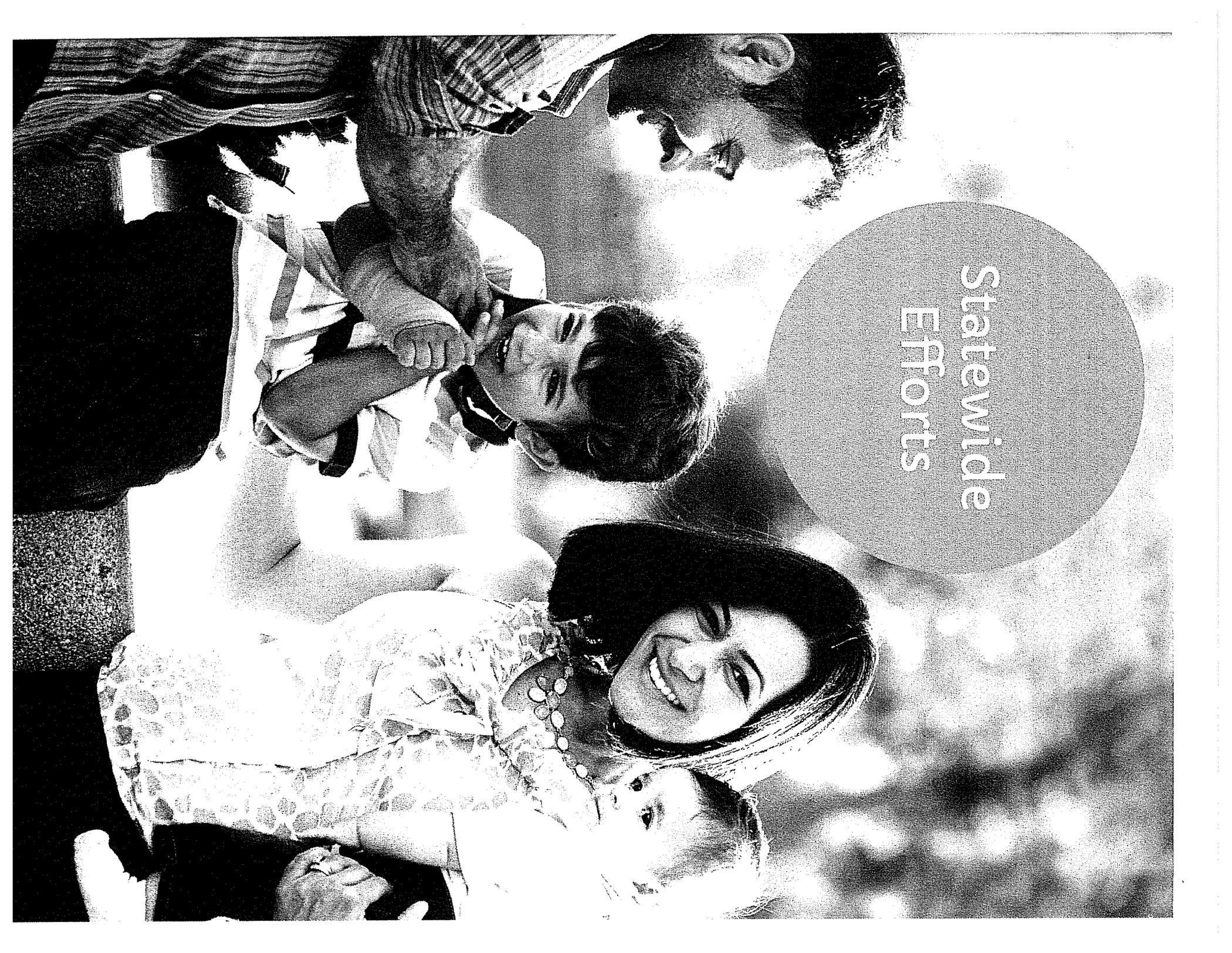
- **Preschool Without Walls (PWW)**, which provides participatory, parent-child early learning programs in accessible community locations (e.g., parks, libraries, community centers). PWW has been demonstrated to support key parent and child protective factors contributing to health, safety, and overall well-being, including motor, cognitive and social-emotional development.
- **Community Doula**, which provides emotional and social support to women, assisting them through pregnancy, delivery and early infancy. This initiative promotes attachment and bonding by providing basic needs support including: medical systems advocacy, labor and delivery coaching, breastfeeding education and mother-child activities.
- **Connected Parents, Strong Families**, which is a network of engaged parents supporting the flourishing of each other's children and families and building neighborhood-based relationships with parents of young children.

Long-term commitment to the four Impact Strategies, along with resident engagement and intentional collaboration with other neighborhood institutions, demonstrates the powerful changes robust community involvement can yield.

Westside Infant-Family Network (WIN)
winla.org

The Westside Infant-Family Network (WIN) provides culturally sensitive mental health care and resources for families with children from the prenatal stage to age 3. WIN's bilingual therapists and partner agency case managers work together in families' homes, focusing on child-parent relationships and creating an integrated nest of basic services to undergird the resiliency of all household members. WIN also offers in-home individual therapy to parents, Family Night networking to build community, and consultation/training to Early Head Start programs and professionals throughout L.A. County. WIN and its partners, Venice Family Clinic, Westside Children's Center and St. Joseph Center, provide seamless, integrated health, mental health and social services to families.





Statewide
Efforts



California Department of Social Services:
Office of Child Abuse Prevention
childsworld.ca.gov/pg2289.htm

The Office of Child Abuse Prevention (OCAP) administers federal grants, contracts and state programs designed to promote best practices and innovative approaches to child abuse prevention, intervention and treatment. As such, the OCAP has incorporated the Protective Factors Framework into its statewide funding applications and program requirements. The OCAP also serves as a statewide source of information, developing and disseminating educational material regarding prevention/early intervention programs, activities and research. In 2010, the OCAP established the California Strengthening Families Roundtable following a statewide convening on the Strengthening Families Approach.

California Network of Family Strengthening
Networks
cnfsn.org

The California Network of Family Strengthening Networks (CNFSN) is a membership organization comprised of county, regional and statewide networks that are focused on strengthening and supporting families. Membership includes the L.A. County Partnership for Families Collaborative members: Bienvenidos Children's Center, Children's Bureau of Southern California, Para Los Niños, St. John's Child and Family Development Center, SHIELDS for Families, Inc., SBCC, SPRITT Family Services, The Help Group Child and Family Center, and the Southern California Indian Center.

In 2012, the CNFSN approved the "*Standards of Quality for Family Strengthening and Support*,"⁴ which integrates the Principles of Family Support Practice⁵ and the Protective Factors Framework. The CNFSN Standards were designed for use by all family strengthening and family support stakeholders (i.e., public departments, foundations, community-based organizations, and parents) to plan, provide and assess quality of services. Its intent is to provide a common language that promotes quality practice across different service systems that work with families, such as Family Resource Centers, home-visiting programs and child development programs.

⁴ The California Network of Family Strengthening Networks. (April 2013). Standards of Quality for Family Strengthening & Support. www.cnfsn.org/standards-of-quality.html



California Strengthening Families Roundtable

familyresourcecenters.net/projects-2/strengthening-families-california/california-strengthening-families-roundtable/

The goal of the California Strengthening Families Roundtable is to work towards a “new normal” in California in which government, health care, education, business, law enforcement, early childhood and social service organizations join with communities and families to build Protective Factors for children.⁶ The Roundtable, funded by the Office of Child Abuse Prevention and facilitated by Strategies, a statewide capacity-building organization, is working to provide state-level leadership, resources, expertise and coordination to move California towards this goal. Local leaders from across the state convene three times a year to learn about promising practices related to the implementation of the Protective Factors Framework and discuss emerging opportunities to improve systems coordination. Representatives from L.A. County have included the L.A. County Office of Child Care, First 5 LA and the Magnolia Place Community Initiative.

First 5 Commissions

first5california.com

A 2014 survey of the Association of California First 5 Commissions shows that more than 28 First 5 County Commissions have integrated the Protective Factors Framework into their program planning and design, funding, outcome reporting or professional development. An example of this leadership is seen in Shasta County, where First 5 Shasta led the effort to establish the Strengthening Families Collaborative, which consists of 70 members from almost 30 organizations. The Strengthening Families Collaborative’s mission is to strengthen families and reduce adverse childhood experiences by increasing the protective factors in families, coordinating service systems and engaging the community.⁷

Alameda County and Orange County commissions have led statewide efforts to implement Help Me Grow (HMG). HMG is a

national model for cross-sector collaboration, including health care, early care and education, and family support, which establishes an efficient system of early identification, referral and connection to community-based programs and services to support young children and their families.

Likewise, First 5 Ventura County contracted with Strategies (see below) to support local organizations in completing a Strengthening Families self-assessment in which organizations identify their strengths, challenges and opportunities for cross-sector collaboration. First 5 Ventura also provided participating organizations with professional development and technical assistance based on the needs identified in the assessments.

These are just some examples of how California First 5 County Commissions are integrating the Protective Factors Framework into their work throughout the state. There is a growing interest among the Commissions to share lessons learned and best practices for measuring the application of the Strengthening Families approach in their work.

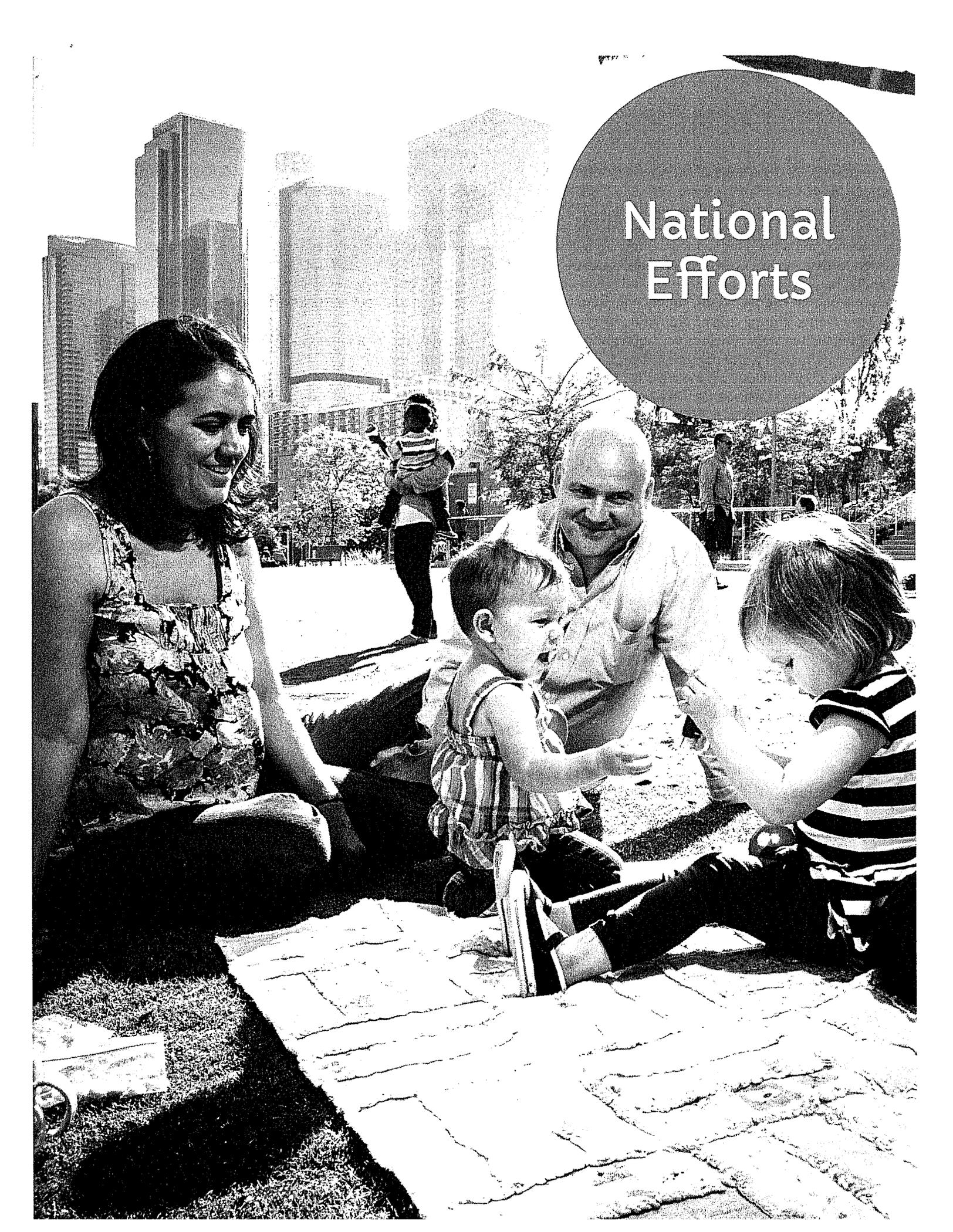
Strategies: Strengthening Organizations to Support Families and Communities

familyresourcecenters.net

Strategies is a statewide organization, which provides training, coaching, facilitation and technical assistance for community-based organizations, county agencies and networks. Strategies’ focus is child abuse and neglect prevention and early intervention. Strategies has worked across California to provide training and consultation on the application of the Strengthening Families Approach and Protective Factors Framework within systems, organizations and programs. Technical assistance activities range from planning and facilitating the California Strengthening Families Roundtable, to leading asset mapping and gaps analysis of the Protective Factors, to hosting local Parent Cafés. Strategies has provided technical assistance related to the Strengthening Families Approach to multiple First 5 Commissions.

⁶ Strategies: Strengthening Organizations to Support Families and Communities. California Strengthening Families Roundtable. Sacramento, CA. www.familyresourcecenters.net/projects-2/strengthening-families-california/california-strengthening-families-roundtable/

⁷ www.strengtheningfamilies.org



National Efforts

Centers for Disease Control and Prevention, Division of Violence Prevention

cdc.gov/ViolencePrevention/childmaltreatment/essentials/index.html

In September 2013, the Centers for Disease Control and Prevention, Division of Violence Prevention (CDC) awarded California a five-year grant to implement the “Essentials for Childhood: Safe, Stable, Nurturing Relationships and Environments” initiative. This initiative offers an overall approach to the primary prevention of child maltreatment and is intended to support sustainable, multi-sectored collective impact efforts that promote safe, stable, nurturing relationships and environments through the coordination of existing and new partnerships in child maltreatment prevention. The Department of Public Health and the Office of Child Abuse Prevention are California’s co-conveners for the Essentials for Childhood’s Planning Committee. This Committee will explore the opportunities to link and build upon California’s current Strengthening Families efforts with the implementation of Essentials for Childhood Initiative.

National Alliance of Children’s Trust and Prevention Funds

ctfalliance.org/

The National Alliance of Children’s Trust and Prevention Funds is comprised of state and children’s trust and prevention funds that have come together to strengthen child abuse prevention efforts. In 2012, the Alliance launched “Bringing the Protective Factors Framework to Life in Your Work.” This initiative provides 14 hours of online training to various professionals and individuals on the Strengthening Families Approach and Protective Factors Framework. Almost 4,300 individuals have participated in the training and received Completion Certificates. Trainings include a “wrap-up” course that emphasizes how the Protective Factors are used in work with children and their families, moving the user from knowledge to action. A three-day training of trainers has been initiated to build a national network of certified trainers.

Strengthening Families National Network

cssp.org/reform/strengthening-families/around-the-nation

Established in 2008 by the Center for the Study of Social Policy, the Strengthening Families National Network brings together states working on policies and practices across the disciplines of early childhood, child abuse prevention and child protective services. The Strengthening Families National Network currently includes more than 40 states (including California), which have implemented the Protective Factors

Framework at some level. Since its establishment, there has been significant movement in the adoption of policies, which explicitly support the integration of the Protective Factors Framework (e.g., Race to the Top Quality Rating and Improvement Systems, Early Childhood Comprehensive Systems Planning, Integration into Child Welfare Practice Model, Implementation in Home Visiting, etc.). The network provides a forum for sharing new ideas and lessons learned. Many states have established interdisciplinary leadership teams and/or identified individuals to coordinate statewide planning, policy and data analysis, program implementation and professional development related to the Strengthening Families Approach and its Protective Factors Framework.

Race to the Top Early Learning Challenge Grant

cde.ca.gov/sp/cd/rt/

The federal Race to the Top Early Learning Challenge Grant (RTT-ELC) is intended to improve the quality of early learning and development programs and close the achievement gap for young children with high needs. A total of 20 states, including California, have been awarded RTT-ELC grants since 2011. The California Department of Education and local collaborative efforts in 16 counties are leading California’s RTT-ELC Initiative, which includes the development of a set of standards that centers and family child care programs must meet. California’s RTT-ELC Initiative includes the Strengthening Families Approach and Protective Factors Framework in its draft “Continuous Quality Improvement Pathways Matrix.” The L.A. County Office of Child Care and Los Angeles Universal Preschool represent L.A. County on the RTT-ELC Regional Leadership Consortia.

U.S. Department of Health and Human Services, Administration on Children, Youth and Families

acf.hhs.gov/

The Administration on Children, Youth and Families (ACYF) is focused on improving the well-being of children and families in the child welfare system and has incorporated the Protective Factors Framework into its grant opportunities and programs. An example of this funding priority is reflected in ACYF’s Child Welfare and Early Education Partnerships to Expand Protective Factors for Children with Child Welfare Involvement. These funds are used to improve the well-being of children who are involved in or at risk of entering the child welfare system. The initiative looks to build collaboration between state and local child welfare agencies and early childhood education systems and reflects ACYF’s focus on the Protective Factors Framework to address and improve child and family well-being.



Focusing for the Future

2015-2020
Strategic Plan
Highlights

1ST  LA
first 5 la
Giving kids the best start



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Introduction

For more than 15 years, First 5 LA has worked collaboratively across Los Angeles County to ensure that every child enters kindergarten ready to succeed in school and life. As a public organization, funded by Proposition 10 tobacco tax, we have invested more than \$1 billion to improve the health, safety and school readiness of children prenatal to age 5.

Our 2015-2020 Strategic Plan lays out a clear path for First 5 LA to maximize our impact to strengthen families and improve outcomes for the greatest number of children prenatal to age 5 in L.A. County. The plan is the product of extensive research, input from parents about their strengths and needs, and feedback from communities and service providers. It is grounded in learning and insights gathered by our Commission and staff over 15 years of experience. The strategies presented in our plan provide a roadmap for increasing First 5 LA's contribution to better outcomes for young children by strengthening families, the communities in which they live and the systems that support them.

.....

“First 5 LA’s new Governance Guidelines and Strategic Plan usher in a new era for the organization. The Guidelines promote accountability and the plan provides greater focus. Together, they lay the foundation for First 5 LA to improve the lives of children and their families throughout Los Angeles County on a significantly broader scale, creating a brighter future for L.A. County’s children today and for many generations to come.”

Don Knabe
Commission Chair 2014
Los Angeles County Supervisor

.....

“First 5 LA has a renewed purpose, a more focused approach and a clearly defined role that increase our ability to make lasting impact for the greatest number of children. We look forward to continuing our work with parents and caregivers, communities, elected officials, county agencies, and service providers to ensure that children in L.A. County enter kindergarten ready to succeed in school and life.”

Kim Belshé
Executive Director

Why the Early Years Matter

What happens to our youngest children today will impact all of us tomorrow. When we dedicate attention and resources to children at the earliest stages of their lives, we are laying the foundation for our community's social and economic future.

Science tells us the basic architecture of the brain is constructed through an ongoing process that begins before birth. In fact, 80 percent of a child's brain is developed by age 3, which means that a child's success in school and life starts from the earliest moments – before birth, at home, and with her parents and caregivers.¹ That's why investing in the early years matter.

Much like building a house, a child's brain development starts with laying a solid foundation and building up – step by step. Every interaction in a young child's life – whether with a parent, in child care, at a park, or with a health provider – helps to build and develop his brain and ultimately impacts his ability to enter school ready to learn and succeed.

Similarly, negative interactions like stress and trauma can weaken and damage a child's brain, hampering its ability to grow and function. Stress can come from things like fear, hunger, poverty or even interacting with a parent under stress. Chronic stress in a baby can literally stop the cells in her brain from growing and forming connections – leading to learning problems, behavioral issues and even physical and mental illness as an adult.

There are approximately, 650,000 children in L.A. County under age 5. Only **2.4%** of infants and toddlers have access to licensed center child care, and **11.4%** under age 5 have access to licensed family child care.²

1. Zero to Three. Tips and Tools on Brain Development. Retrieved from <http://www.zerotothree.org/child-development/brain-development/faqs-on-the-brain.html>
2. Advancement Project. (June 2014). ECE Landscape: Past and Potential Future Roles and Strategies. Retrieved from <http://www.first5la.org/files/lpad/6-23-14/Item-10.pdf>
3. Ounce of Prevention. Why Investments in Early Childhood Work. Retrieved from <http://www.ounceofprevention.org/about/why-early-childhood-investments-work.php>

When we invest wisely in children and their families, we are investing wisely in the future of L.A. County. By investing in the early years, we have the opportunity to positively affect a child's development and create a solid foundation for that child's future success in life. First 5 LA does so by working together with parents, communities, and service providers to ensure parents and caregivers have the skills, knowledge and supports to promote their child's optimal development.

.....

AT-RISK CHILDREN WHO DON'T RECEIVE A HIGH-QUALITY EARLY CHILDHOOD EDUCATION ARE:

- 25% more likely to drop out of school
- 40% more likely to become a teen parent
- 50% more likely to be placed in special education
- 60% more likely to never attend college
- 70% more likely to be arrested for a violent crime ³





A Changing Context

For more than 15 years, First 5 LA has been dedicated to serving children from prenatal to age 5 and their families. As we prepared for the development of our 2015-2020 Strategic Plan, it was time to take a deep look at the goals of our organization, the needs of parents and communities, and the effectiveness of First 5 LA-supported efforts.

To do this, we listened to parents, community leaders and residents, elected officials, nonprofits, our grantees, First 5 LA Commissioners and staff. Everyone was invited to the table to share their concerns and hopes for L.A. County families and communities, as well as their thoughts about how First 5 LA could become a more effective partner.

What we heard was clear: while First 5 LA has strong support, we lacked focus. We had no clear direction or driving purpose; no guiding “North Star.” Our strategies were not connected or aligned to achieve

Tobacco tax revenues, and First 5 LA’s income, have decreased **50%** in the last 15 years.

meaningful, lasting change. This lack of direction was reflected in our funding, which was seen as being scattered, trying to address too many issues and, primarily, supporting direct services and programs that had limited impact to only those who participated. We had been trying to be all things to all people, as evidenced by the more than 50 initiatives we were funding. In short, we heard that, for First 5 LA to maximize our contribution to improving outcomes for young children, we must

focus and clarify our strategic direction, role and intended impact. In addition, First 5 LA is funded by tobacco tax. Every year, fewer people are smoking. While this is very good news, it also means that tobacco tax revenues are decreasing. In the 15 years since the passage of Proposition 10, tobacco tax revenues (First 5 LA's primary source of income), have decreased 50 percent. This means we need to be even more strategic in how we invest so we are able to live within our means.

If we continue to conduct “business as usual” and focus the majority of our spending on individual direct services, we would only be able to help a relatively small number of families and children for a limited time. Working this way is like addressing the problem leaf-by-leaf instead of curing it at the root. We needed a new approach, a new way to focus our work in order to make the greatest impact on the children of L.A. County and their families.



A Clear Direction

First 5 LA's Commission established a set of distinct mandates to guide all strategic decisions and to define a successful Strategic Plan that would:

1. Maximize return on First 5 LA's future investments to achieve the greatest possible impact for children prenatal to age 5 and their families.
2. Determine a clear, well-defined focus for First 5 LA.
3. Align goals to long-term financial projections and strategy.

A More Focused Approach



Parents at the center

Parents are at the center of our work. This is because parents, including caregivers, are at the heart of a child's development. To help all children enter kindergarten ready to succeed, parents need skills and knowledge to support their child's development and access to services in times of need. Research has shown that when parents have certain skills and supports, child outcomes improve.

These skills and supports are known as "Protective Factors." First 5 LA interprets these Protective Factors as the ability of parents and caregivers to:

- 1 Manage stress
- 2 Have positive relationships and social connections
- 3 Understand how a child develops and their role in supporting his growth
- 4 Provide positive environments for their children
- 5 Have access to concrete support in times of need

First 5 LA's Strategic Plan for 2015-2020 supports parents to develop the Protective Factors in the context of families, communities, and systems of services and supports.

We are aware that parents do not operate in a vacuum. They live in neighborhoods and belong to communities. They send their children to child care and preschool. They rely on systems to access services and supports. First 5 LA works with partners to promote the communities, environments, policies, and systems that strengthen parents' and caregivers' skills, knowledge and access to the supports they need to help their children thrive.

WHAT DOES "CHANGING SYSTEMS" LOOK LIKE?

- Organizations and communities working better together
- Improving how services and supports are delivered
- Changing people's attitudes and behaviors
- Putting new practices and safeguards in place to protect families
- Offering better services and programs

The way we will work

Addressing the challenges faced by today's families is a big task; we can't, and shouldn't, do it alone. We are just one of many organizations in this large county that is working to improve the lives of children and families. Only by working together with parents, communities, and other organizations to change policies and improve service delivery systems can we address the core issues that are preventing so many children and their families from getting the supports they need. If we work together to improve the effectiveness, coordination, and quality of the services and supports families need to help their children succeed, we will help many more children and families – now and for generations to come.

A Single, Guiding “North Star”

What is the overall result we seek?

We want all children in Los Angeles County to enter kindergarten ready to succeed in school and life.



So what will this take?

- Parents and caregivers have the skills, knowledge and supports they need to promote their child's development.
- Communities and neighborhoods are safe, healthy places where young children and families can thrive.
- And everyone, from elected officials and teachers to your neighbor next door, take action to improve the policies, public funding, and systems that support parents and create better childhood outcomes.

How First 5 LA will Contribute

Based on our research, we have identified four Outcomes where we can achieve broad, lasting impact affecting the greatest number of children and their families. The strategies we use to reach these Outcomes are connected and mutually reinforcing, providing a clear, focused path for First 5 LA's work with our partners to help children enter kindergarten ready to succeed in school and life.

Our Target Outcomes

1. **Families:** Increased family Protective Factors
2. **Communities:** Increased community capacity to support and promote the safety, healthy development, and well-being of children prenatal to age 5 and their families
3. **Early Care and Education Systems:** Increased access to high-quality early care and education
4. **Health-Related Systems:** Improved capacity of health, mental health, and substance abuse services systems to meet the needs of children prenatal to age 5 and their families

FIRST 5 LA'S STRATEGIES WILL FOCUS ON SIX INVESTMENT AREAS



Research and Development: Promote the widespread use of proven best practices that are grounded in research and real-life application.



Public Policy and Advocacy: Increase public investments of funds dedicated toward young children and improve policies that effect those investments.



Provider Training: Build the knowledge and skills of the people providing support and services to parents and children.



Community Capacity Building: Help individuals and groups that live and work in neighborhoods and communities take greater ownership and responsibility for the children and families who live within them by fostering safe, healthy and vibrant communities.



Service Delivery System Improvement: Increase the quality, effectiveness, and coordination of how services are accessed and provided.



Communications: Educate the public about the importance of investing in young children and families.

1

Families

Work with parents and caregivers to make sure they have the skills, knowledge and access to resources they need to support their child's development.

Research shows that when parents and caregivers have the know-how and the support to help in their child's development (i.e., when the Protective Factors are present), they are able to create nurturing environments and stable relationships for their children. Home visiting programs offer a

variety of family-focused services to expectant parents and families with new babies and young children. They are one way to effectively build the Protective Factors by engaging parents and caregivers in their child's development at the earliest stages. These programs make a positive difference on a range of outcomes, including child health and development, school readiness, as well as prevention of child abuse and neglect. When quality programs are properly implemented, they lead to increased family self-sufficiency, lower healthcare costs and reduced need for remedial education.

First 5 LA continues to invest in parents at the earliest stage possible in their child's



development through our Welcome Baby initiative. Welcome Baby, a free and voluntary hospital-based home visiting program, is an example of how early supports can help parents develop the skills needed to create a supportive home-learning environment and get linked to the information and services they need to ensure healthy growth, reduce abuse and neglect, and help get children ready to enter kindergarten. Through Welcome Baby, families are referred to a more intensive home visiting program for additional services and support, if required.

Our investments in programs and practices that help to build the Protective Factors for parents and caregivers will also be supported by research and advocacy investments to change policy or improve the systems that support families. We will assess the effectiveness of our home visiting program and other parent-engagement efforts to gain public and private support to create more of these types of programs and make them available to all new parents and families in L.A. County.

For every dollar spent on quality home visiting programs, at least \$2 in future public spending is saved.⁴



Support a community's ability to foster safe, healthy, engaged neighborhoods that help children and their families thrive.

Just as a child is dependent on his parents to thrive, families are stronger when they live in neighborhoods and communities that support parents' ability to raise their children. Simply put, place matters.

Communities – from family and friends, to those around the neighborhood, including service providers – give parents a sense of belonging and provide them with information, knowledge and supports to be the best parent they can be. By building community capacity, First 5 LA and communities can partner with parents to identify and improve a parent's ability to create social connections and access much-needed services, removing barriers that negatively impact a child's development.

That is why First 5 LA is continuing our commitment to the 14 *Best Start* communities. Through *Best Start*, we help to strengthen the capacity of these communities to support families, promote parent and caregiver participation within their community, improve the coordination of the systems that serve them, and support the enhancement of the environments in which children live, learn and play. Central to First 5 LA's work in *Best Start* communities

4. The PEW Charitable Trusts. (January 2014). Home Visiting Family Support Programs: Benefits of the Maternal, Infant, and Early Childhood Home Visiting Program. Retrieved from <http://www.pewtrusts.org/en/research-and-analysis/q-and-a/q-and-a-example>

is our engagement of parents, residents, and local organizations to create a shared vision and action plan. This work promotes collective action to remove barriers, eliminate gaps in service, expand effective programs, and increase awareness of the resources that are available to young children and families when they need it. By actively engaging residents to collectively solve challenges, First 5 LA can help communities strengthen families and neighborhoods and achieve long-lasting improvements where children can thrive.

3 Early Care & Education System

Increase access to affordable, quality child care and preschool.

By participating in quality early care and education programs (such as child care and preschool programs), children are more likely to have better socio-emotional skills (e.g., ability to make friends, find solutions to conflict in a healthy way, follow directions, etc.), be ready for school, and achieve key academic milestones such as third grade reading proficiency. However, in L.A. County, there are significant gaps and needs in early care and education access, quality of programs, and workforce capacity and skills. For example, there is limited availability of quality programs for infants and toddlers and preschool-age children, which is especially prevalent among families living in low-income communities of color. Within the workforce development system, there is a need for increased alignment across qualifications, competencies, and preparation and training.

In order to close these gaps and truly expand access to quality, affordable, and sustainable early care and education, there must be a focused effort to increase public funding in L.A. County.

First 5 LA works with elected officials, legislators and other advocates and funders to build support for additional investment in



early care and education that increases the number of affordable and sustainable child care programs and improves the quality of those programs. We advocate at the local, state, and national level for more resources for child care and preschools – for infants and toddlers as well as preschool-age children – to improve the availability of affordable programs. In addition, First 5 LA collaborates with partners to develop a kindergarten readiness assessment that can help inform and drive early care and education policy, and fiscal and systems change.

To empower parental decision-making and drive program improvement, First 5 LA supports a uniform way to measure the quality of early care and education programs. This allows parents to make more informed decisions about their children’s care and leads to improvements in early care and education programs. First 5 LA also works to improve professional development systems so that early care and education providers have strong skills and the knowledge necessary to help young children get ready for school.



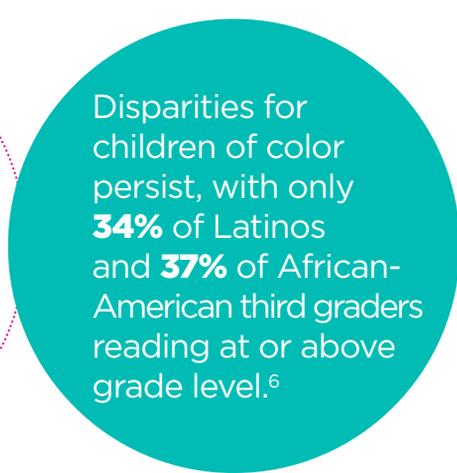
4 Health-Related Systems

Improve how health-related systems – such as health, mental health and substance abuse services – coordinate and deliver care to young children and their families in L.A. County.

Health, mental health and substance abuse issues can have a significant effect on the healthy development of children prenatal to age 5. Therefore, it is vital that health-related systems diagnose problems in a timely and appropriate manner and deliver effective care that is responsive to families in need. However, navigating these systems is difficult and complicated for many, which results in families and children falling through the cracks.



53% of third graders are NOT reading at grade level.⁵



Disparities for children of color persist, with only **34%** of Latinos and **37%** of African-American third graders reading at or above grade level.⁶

5. California Department of Education Assessment and Accountability Division, 2003-2012 STAR Results retrieved from Dataquest <http://dq.cde.ca.gov/dataquest/>

6. LA Compact. (2014). Measures Report Executive Summary. Retrieved from http://events.lachamber.com/sbaweb/events/evite/EDUCATION/Compact/Compact_Measures_ExecSummary.pdf

Additionally, one of the most damaging factors in a child's development are the effects of trauma and chronic stress. Children often face lifelong physical and emotional health problems when they experience trauma, such as abuse, neglect, loss and chronic stress. These traumas can be a result of poverty, community and family violence, homelessness, parental substance abuse, and maternal depression.

First 5 LA has identified two ways we can advance improvements across these health-related systems and help the greatest number of children and families. First, First 5 LA focuses on strengthening how health-related systems connect, coordinate and assist families in receiving early intervention services needed for their child's healthy development. Specifically, First 5 LA

works to improve how systems work together to provide timely screening, effective care coordination and appropriate referrals so that more young children at risk of developmental delays have access to the care they need to thrive.

Second, we respond to the effects of trauma on a child's development in two ways: (1) First 5 LA collaborates with experts to learn about the impact of trauma on a child's development and the gaps in service providers' ability to respond to families affected by trauma, and (2) we develop an action plan to build and promote the capacity of health care providers and systems to realize, recognize, and respond to families and their young children who have experienced trauma in their lives.



Moving Forward

We are excited to share our new strategic direction that reflects First 5 LA's driving purpose to help every child enter kindergarten ready to succeed in school and life. While the 2015-2020 Strategic Plan provides a clear roadmap, our work has only just begun.

Most importantly, we need you. We welcome your feedback and ideas. Whether you are a parent, community leader, teacher, business owner, service provider, or elected official, we are looking for new ways to work with you to achieve real and meaningful change. We invite you to visit First5LA.org to learn more about our work – including Welcome Baby, *Best Start* communities and other initiatives – and how you can join us in making sure kids get the best start in life.



First5LA.org





Child Care and Development Block Grant Act of 2014

...A Brief Overview



Background

- ✦ S.1086 reauthorizes CCDBG through Federal Fiscal Year 2020
- ✦ Signed into law by President on November 19, 2014
- ✦ First time reauthorized since 1996



Purpose

- ✦ Represents re-envisioning of Child Care and Development Fund (CCDF) Program
- ✦ Strengthens dual purpose of CCDF by
 - improving access to high quality child care and development programs
 - supporting parents in achieving self-sufficiency



Funding

- † Nominal funding increases

Federal Fiscal Year	Funding Allocation
2015	\$2,360,000,000
2016	\$2,478,000,000
2017	\$2,539,950,000
2018	\$2,603,448,750
2019	\$2,668,534,969
2020	\$2,748,591,018



Key Features

- ✦ Keeping children safe and healthy
- ✦ Criminal background checks
- ✦ Establishing a professional pathway for providers
- ✦ Creating a stable pathway to family success
- ✦ Helping families find high quality care
- ✦ Partnering with families and other sectors
- ✦ Increased focus on improving quality
- ✦ Improving care for infants and toddlers
- ✦ Provider-friendly payment practices
- ✦ Improving access for underserved populations



Keeping Children Safe and Healthy

- ✦ Criminal background checks
- ✦ Monitoring and inspections
 - Licensed program – pre-inspection and annual, unannounced inspections
 - License-exempt – annual inspections for compliance with health, safety and fire standards
- ✦ Disaster Preparedness



Keeping Children Safe and Healthy

- ✦ Group sizes and teacher to child ratios
- ✦ Parent information on developmental screenings
- ✦ Comply with child abuse and neglect reporting
- ✦ Nine health and safety topics



Establishing a Professional Pathway for Providers

- ✦ Ongoing basis and progressive (may include postsecondary education)
- ✦ Focus on social-emotional behavioral intervention models
- ✦ New list of quality activities specifically identifies professional development and provider accreditation as allowable quality activities



Creating a Stable Pathway to Family Success

- † 12 month eligibility redetermination period, regardless of income changes (as long as family income remains below 85% of Standard Median Income) or temporary changes in work, training, education status
- † 3 month period of job search
- † Graduated phase out of assistance for families with income increases, but below the federal threshold



Helping Families Find High Quality Care

- ✦ By Electronic means, publicize results of monitoring and inspection reports
 - Consumer friendly and easily accessible format
 - Deaths, serious injuries and substantiated child abuse in setting each year
 - Date of inspection and, as applicable, corrective action information
- ✦ Website for licensing and monitoring requirements and process for background checks
- ✦ Set aside for a national toll-free hotline and website



Partnering with Families and Other Sectors

Highlighting Family Engagement

- ✦ Involve parents in child's development in settings
- ✦ Consumer education through resource and referral
- ✦ Quality funds for professional development around parent engagement

Coordination and Access to Services

- ✦ Address the needs of the families by coordinating with other programs and providing information about other services part of consumer education



➤ Consumer Education

- ✦ On full diversity of child care services that promote informed choices
- ✦ Financial resources for child care
- ✦ Quality of providers as determined by a quality rating and improvement system
- ✦ Via website, process for licensing, background checks and monitoring and inspections plus offenses
- ✦ Other resources – financial assistance, IDEA



Increased Focus on Improving Quality

Minimum quality spending requirement

- ✦ Four to nine percent over five year period
- ✦ Three percent minimum to improve the quality of services for infants and toddlers
- ✦ Establish outcome measures and evaluate progress of quality activities
- ✦ Must spend quality funds on at least 1 of 10 specified activities



Quality Activity Options

1. Training and professional development
2. Early learning and developmental guidelines
3. Tiered quality rating system
4. Supply and quality of programs for infants and toddlers
5. Statewide system of child care resource and referral services
- 6. Inspection, monitoring, training, and health and safety and with State licensing standards
7. Evaluating and assessing impact of program on children
8. Voluntary pursuit of accreditation
9. Development/adoption of high quality program standards – health, mental health, nutrition, physical activity and physical development
10. Other measurable activities to improve the quality



Improving Care for Infants and Toddlers

- ‡ Three percent quality set-aside
- ‡ Improving supply and quality - family and child development centers
- ‡ Family child care home education networks
- ‡ Training, professional development, coaching, technical assistance, coordination with early intervention specialists
- ‡ Infant and toddler components in QRIS, licensing regulations or early learning and development guidelines



Provider-friendly Payment Practices

- ✦ Paying for absences
- ✦ Timely reimbursement
- ✦ Requires states to conduct market rate survey or use alternative methodology such as cost estimation model, and describe how payment rates will be established based on results of survey or alternative method



Improving Access for Underserved Populations

- ✦ Families experiencing homelessness
- ✦ Children in foster care
- ✦ Children with disabilities
- ✦ Infants and toddlers
- ✦ Children in underserved areas
- ✦ Supply building – grants and contracts and alternative reimbursement rates





Implementation and Effective Dates

July 1, 2015	State Plans for Fiscal Years 2016-2018 Three year plans
October 1, 2016	7% of expenditures reserved for quality improvement
December 1, 2016	Licensing inspection policies established
September 30, 2017	3% of funds reserved for infant/toddler quality activities
October 1, 2017	8% of expenditures reserved for quality improvement
October 1, 2018	8% of expenditures reserved for quality improvement
October 1, 2019	9% of expenditures reserved for quality improvement
September 30, 2020	Authorization of CCDBG expires



Implementation – California State Plan

- ✦ CA State Plan expires September 30, 2015
- ✦ CDE State Plan Hearing – Monday, April 22, 2015 ▪ 1:00 - 4:00 p.m.
- ✦ California Budget Act 2014 requires CDE to provide revised plan and description of changes to Department of Finance and chairs of Legislature’s fiscal committees by April 1, 2015
- ✦ For updates,
<http://www.cde.ca.gov/sp/cd/re/stateplan.asp>





For More Information

- ✦ CCDBG Information Page:
www.acf.hhs.gov/programs/occ/ccdf-reauthorization
- ✦ Frequently Asked Questions and E-mail:
ccdf.reauthorization@acf.hhs.gov



Child Care and Development Block Grant (CCDBG) Reauthorization Implementation Timeline¹

Fiscal Year 2016 (Starting October 1, 2015) Start of First Full Fiscal Year

- Funding Authorized: \$2.478b for Fiscal Year 2016
- **State plans due July 1, 2015 for Fiscal Years 2016-2018**
 - State plans now set to cover 3 years, as opposed to 2 previously
 - Must include certification of compliance (or movement towards compliance) with licensing requirements, and how they are enforced. Including, but not limited to:
 - ✓ Training requirements
 - ✓ Consumer education requirements
 - ✓ Technical assistance
 - ✓ Child to Staff Ratios
 - ✓ Basic Health and Safety requirements
 - States must ensure that 7% of expenditures for child care are reserved for quality improvement activities (Quality Set-Aside)
 - Beginning in FY16, and each Fiscal Year following states must provide assurance that state complied with Quality Set-Aside reservations and provide a description of how funds were used in state for preceding fiscal year in an annual report containing:
 - ✓ Amount of funds reserved
 - ✓ Activities carried out
 - ✓ Measures of evaluation for state's progress in improving quality
- Not later than July 31, 2016 (and every 2 years after) HHS [U.S. Department of Health and Human Services] must provide summary and analysis of aggregated data on families and the subsidy program

1 Year from Enactment (Assumed December 1, 2015)

Not later than 1 year after enactment of this bill, HHS must provide to Congress an interdepartmental review of all early learning and care programs for children less than 6 years of age.

Fiscal Year 2017 (Starting October 1, 2016)

Start of Second Full Fiscal Year States must ensure that 7% of expenditures for child care are reserved for quality improvement activities (Quality Set-Aside)

2 Years from Enactment (Assumed December 1, 2016)

- **2 years after date of enactment states must provide Certification that they have policies in place for:**
 - **Licensing inspectors are qualified** to inspect providers and have received health and safety training.
 - **Pre-licensing inspections**
 - **Annual inspections**
 - "Maintaining a sufficient" ratio between inspections and programs – "fixing caseloads"
 - **Annual Fire, Health, and Safety inspection of license-exempt providers**

¹ Vucic, N. and McCreedy, M. *CCDBG Moving Forward: Funding, appropriations, & timelines for implementation (PowerPoint presentation)*. Child Care Aware, November 6, 2014.

- HHS is required to provide report to Congress on studies on waiting lists to determine number of families that are eligible that have applied for assistance and have been placed on a waiting list for the assistance

Prior to the end of the Second Full Fiscal Year (September 30, 2017)

- States must ensure that an additional 3% of funds are reserved for quality improvement activities targeted for infants and toddlers
- States must ensure compliance with comprehensive background check component of S.1086 prior to the end of the second full Fiscal Year after enactment.
 - 1-year extension allowable with waiver granted by HHS if State's efforts are believed to be in "good faith"

Approximately 3 Years from Enactment (Assumed December 1, 2016)

1 year after coming into compliance, but no later than 3 years after enactment, states must have inspection reports posted publically

Fiscal Year 2018 (Starting October 1, 2017)

- Funding Authorized: \$2.603b for Fiscal Year 2018
- States must ensure that 8% of expenditures for child care are reserved for quality improvement activities (Quality Set-Aside)

Fiscal Year 2019 (Starting October 1, 2018)

- Funding Authorized: \$2.668b for Fiscal Year 2019
- States must ensure that 8% of expenditures for child care are reserved for quality improvement activities (Quality Set-Aside)

Fiscal Year 2020 (Starting October 1, 2019)

- Funding Authorized: \$2.749b for Fiscal Year 2020
- States must ensure that 9% of expenditures for child care are reserved for quality improvement activities (Quality Set-Aside)

September 30, 2020

Authorization of CCDBG expires



CHILD CARE, GENERAL PLAN AND ZONING

Policy Roundtable for Child Care and Development
December 10, 2014





GENERAL PLAN MANDATE

Each city and county in California must prepare a comprehensive, long term general plan to guide its future.

State of CA General Plan Guidelines 2003



ELEMENTS OF A GENERAL PLAN

In California, a general plan is required to address the specified provisions of each of the seven mandated elements:

- | | |
|--------------|----------------|
| √ land use | √ circulation |
| √ housing | √ conservation |
| √ open space | √ noise |
| √ safety | |

State of CA General Plan Guidelines 2003 p 48



WHY GENERAL PLANS MATTER TO CHILD CARE

- ✦ A comprehensive or general plan is used to establish guidelines for the future growth of a community.
- ✦ “The Los Angeles County 2035 General Plan provides the policy framework for how and where the unincorporated County will grow through the year 2035, while recognizing and celebrating the County’s wide diversity of cultures, abundant natural resources, and status as an international economic center. “



GENERAL PLANS AND ZONING

Zoning is one of the primary means of implementing a general plan. In contrast to the long-term outlook of the general plan, zoning classifies the specific, immediate uses of land.

State of CA General Plan Guidelines 2003 p 149



ROLE OF ZONING

According to the California Supreme Court, “[t]he Planning and Zoning Law does not contemplate that general plans will be amended to conform to zoning ordinances. The tail does not wag the dog.” (Leshar Communications v. City of Walnut Creek, *supra*).

State of CA General Plan Guidelines 2003 p165



ZONING OPTIONS FOR CHILD CARE

Zoning options include:

- ✦ Allow child care as a permitted use in specified zones.
- ✦ Require a nondiscretionary permit or Director's Review – generally involves a fee.
- ✦ Require a Conditional Use Permit – involves a fees, neighbor input, and is a fairly lengthy process.



ZONING AND LARGE FAMILY CHILD CARE

Zoning ordinances related to large family child care homes can regulate four areas:

1. spacing and concentration,
2. traffic,
3. parking, and
4. noise.



LA COUNTY ZONING RELATED TO FAMILY CHILD CARE

Large family child care homes are subject to a Director's Review to ensure that the following standards are met:

- ✦ Permissible within residential, commercial and agricultural zones.
- ✦ Drop-off and pick-up areas are of sufficient size, do not interfere with traffic and ensure the safety of the children.
- ✦ At least two lots between large family child care homes.
- ✦ Complies with existing noise ordinances.



LA COUNTY ZONING RELATED TO CHILD CARE CENTERS

- ✦ Child care centers are permitted use within most residential, commercial, and manufacturing zones.
- ✦ A director's review is required for programs serving more than 50 children in a residential zone.
- ✦ A Conditional Use Permit may be required in agricultural and manufacturing zones unless the property is within a Community Standard District Area, which permits child care centers.



LA COUNTY CHILD CARE SUPPLY ISSUES

- ‡ Los Angeles County has lost over 40% of its licensed family child care homes between 2006 and 2014, from 10,496 in 2006 to 6,334 in December 2014.
- ‡ New Federal (Early Head Start-Child Care Partnership, Preschool Expansion) and State (CA State Preschool) funding will require additional facilities.
- ‡ Zoning ordinances can facilitate or impede child care facility development.



AMERICAN PLANNING ASSOCIATION POLICY GUIDE ON THE PROVISION OF CHILD CARE

1. APA advocates the inclusion of child care policies as part of local planning policies.
2. APA supports local or state legislation which provides for small child care homes as permitted land uses in all zoning districts, without the standard home occupation restrictions, but with reasonable compatibility standards; and further supports state preemption of local legislation which does not permit this type of child care home.



AMERICAN PLANNING ASSOCIATION POLICY GUIDE ON THE PROVISION OF CHILD CARE

3. APA encourages communities to consider amending local zoning ordinances to remove obstacles to the provision of regulated group and family child care in all zoning districts, in locations that are appropriate and safe for children.
4. APA encourages communities to negotiate with developers and to offer incentives to provide space for child care in all types of projects, residential, office, mixed use, and commercial, including new construction and reuse.



PROMOTING INCLUSION OF CHILD CARE IN GENERAL PLANS

- ✦ Families in this County do not have access to the child care and development services they need.
- ✦ New funds are coming into the County and additional facilities are needed.
- ✦ While the proposed County General Plan addresses child care in a progressive manner, many cities within the County do not.

PARENTS AND THE HIGH COST OF CHILD CARE



Child care costs are burdening families while quality child care options are not widely available



Child care is a major expense in family budgets, often **exceeding** the cost of housing, college tuition, food and transportation.



HOUSING

The cost of child care fees for two children exceeded housing costs for homeowners with a mortgage in 23 states and the District of Columbia.



COLLEGE TUITION

In 30 states plus the District of Columbia, the average annual cost for an infant in center-based care was higher than a year's in-state tuition and fees at a four-year public college.



FOOD

In every region of the United States, average child care fees for an infant in a child care center were more than double the average amount that families spent on food.



TRANSPORTATION

Center-based care costs exceeded transportation costs in almost every region in the United States.



Unlike all other areas of education investment, including higher education, families pay the majority of costs for early education.

60% of funding for child care in the United States comes directly from parents.

High costs make child care especially unaffordable for many low-income families.



50%

The average annual cost of center-based care for an infant is nearly half of the income of a family of three living at the poverty level.

Research shows 90% of a child's critical brain development happens by age 5.



Yet, child care providers are one of the lowest paid professions.

The average income for a full-time child care professional in 2013 was

\$21,490

Unreliable child care also hurts business.



Lack of child care options lead to employee absences – costing businesses **\$3 billion** annually in the United States.



Research shows 90% of a child's critical brain development happens by age 5.



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PARENTS AND THE
HIGH COST OF CHILD CARE

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ChildCare
Aware[®]
OF AMERICA

Child care is a major expense in family budgets, often **exceeding** the cost of:



HOUSING



COLLEGE TUITION



FOOD



TRANSPORTATION

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Unlike all other areas of education investment, including higher education, families pay the majority of costs for early education.



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ChildCare
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OF AMERICA

Unreliable child care also hurts business.

Lack of child care options lead to employee absences – costing businesses **\$3 billion** annually in the United States.



29%

of employed parents experienced some kind of child care breakdown in the past three months which were associated with absenteeism, tardiness, and reduced concentration at work.

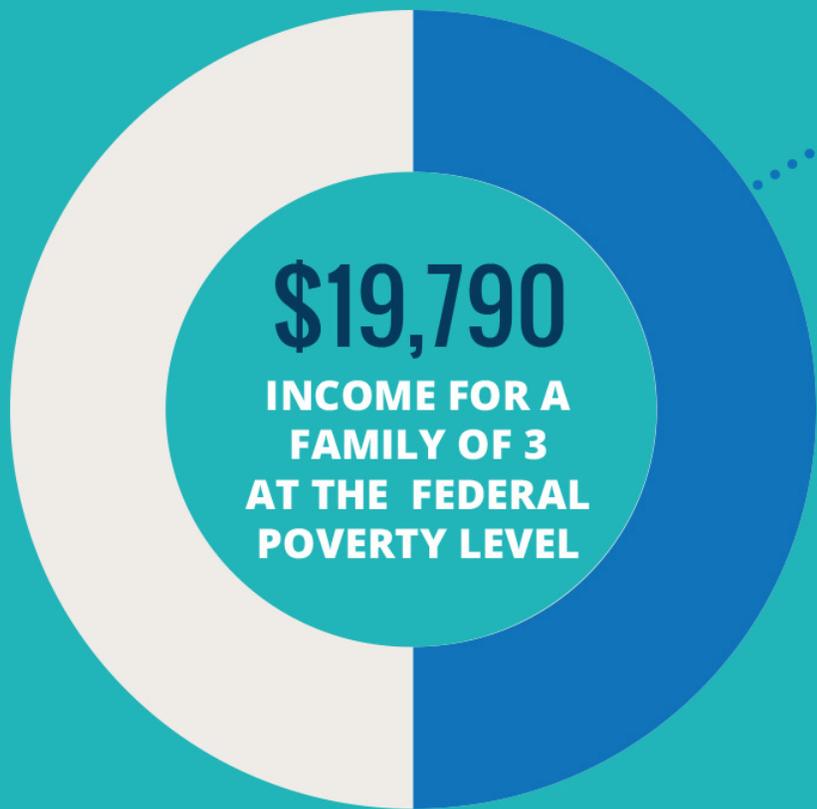


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High costs make child care especially unaffordable for many low-income families.



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[Download Child Care Aware of America's Media Kit](#)

Sample Facebook/LinkedIn/Newsletter post

Child Care Aware of America's 2014 report, *Parents and the High Cost of Child Care*, summarizes the cost of child care across the country, examines the importance of child care as a workforce support and as an early learning program, and explores the effect of high costs on families' child care options. This year's report continues to expose child care as one of the most significant expenses in a family budget, often exceeding the cost of housing, college tuition, transportation or food. Download the report and other child care resources at <http://bit.ly/carecost> [Insert infographic]

Sample Tweets

- 2014 report from @USACHildCare shows #ChildCareCosts a MAJOR expense in family budgets. [Link Infographic]
- According to @USACHildCare, #ChildCareCosts often exceed the cost of housing, college tuition, food, transportation: <http://bit.ly/carecost>
- DYK: Center-based #ChildCareCosts for an infant is ~half the income of a family of 3 living at poverty level <http://bit.ly/carecost>
- Providers are one of the lowest paid professions: \$21,490/yr. @USACHildCare <http://bit.ly/carecost> #ChildCareCosts
- Unreliable #ChildCare hurts businesses. [Link infographic] <http://bit.ly/carecost> @USACHildCare #ChildCareCosts
- Businesses have lost \$3 million to employee absences due to lack of care options <http://bit.ly/carecost> #ChildCareCosts @USACHildCare
- Center-based #ChildCareCosts exceed transportation costs in every region of the US. <http://bit.ly/carecost> via @USACHildCare
- Unlike all other areas of education investment, families pay the majority of #ChildCareCosts: [LINK INFOGRAPHIC]
- Families spend twice as much on #ChildCareCosts as they do on food. [LINK INFOGRAPHIC] via @USACHildCare <http://bit.ly/carecost>
- Via @USACHildCare: Center-based #ChildCareCosts for an infant are higher than in-state tuition at universities in 30 states & DC.

National Press Release

Child Care Costs Unaffordable For Most

In the United States, the cost of quality child care comes at a time when families can least afford them.

Arlington, VA, December 4, 2014 – For the eighth year in a row, data from Child Care Aware® of America's *Parents and the High Cost of Child Care* report shows child care costs continue to be a heavy lift for America's working families. The 2014 report shows that the cost of child care in the United States can be as much as \$14,508 annually for an infant, or \$12,280 annually for a four-year-old in a center, and does not always guarantee a quality environment.

The 2014 report will be released at a special media event at the National Press Club, where a panel of experts in child care, public policy and advocacy will discuss the key findings from this year's report.

"Quality, affordable child care provides critical support to our nation's workforce and is one of the earliest learning settings our children will enter," said Lynette Fraga, Ph.D., executive director of Child Care Aware® of America. "It's time to address the disparity between high child care costs and low provider wages, and find a solution to what has become a crisis."

Studies show that increased access to quality, affordable child care raises employee morale and company loyalty, and can even save U.S. businesses as much as \$3 billion a year. Moreover, exposure to quality learning environments during the earliest and most fundamental years of brain development set children up for a lifetime of success. Of children who arrive at school without the skills needed to succeed, more than 85 percent are still behind in fourth grade.

Child care made national headlines in November with the passage of the Child Care and Development Block Grant Act of 2014. The legislation, which provides child care subsidy dollars for low-income families, had not previously been reauthorized since 1996. "The passage of CCDBG is a terrific win for children and families that deserves a lot of celebration," said Carol Scott, Ph.D., Board President of Child Care Aware® of America, "But many families earning too much to receive child care subsidies still struggle to pay for quality care."

Melissa Hudson, a mother, military veteran and family advocate, recently opened her own child care facility after she struggled with finding a quality program she could afford. Hudson admits that the stress of paying for child care often causes parents to compromise on the quality of their child care programs. "Everyday people who have great jobs still struggle... I see the pain that some of the parents experience, and I'm an advocate for the providers as well."

Overhead expenses in child care programs account for a majority of the expense, meaning most child care providers make little more than minimum wage. "If I'm watching one infant at the rate that you want me to charge you for 10 hours a day, I'm making \$4 an hour. Who can live off of that?" Hudson asked in an interview during Child Care Aware® of America's Family Advocacy Summit in September.

This year's annual report on child care costs will highlight solutions along with significant trends and analysis of America's child care costs.

To download a copy of *Parents and the High Cost of Child Care: 2014 Report*, along with infographics, please visit usa.childcareaware.org

###

Parents and the High Cost of Child Care: 2014 Report

Key Findings and Recommendations

Key findings:

- The cost of full-time center-based care for two children is the highest single household expense in the Northeast, Midwest and South. In the West, the cost of child care for two children is surpassed only by the cost of housing in the average family budget.
- The cost of child care for two children exceeded housing costs for homeowners with a mortgage in 23 states and the District of Columbia.
- Center-based child care fees for an infant exceeded annual median rent payments in 22 states and the District of Columbia.
- Child care fees for two children (an infant and a 4-year-old) in a child care center exceeded annual median rent payments in every state.
- In every region of the United States, average child care fees for an infant in a child care center were higher than the average amount that families spent on food.
- In 2013, in 30 states and the District of Columbia, the average annual average cost for an infant in center-based care was higher than a year's tuition and fees at a four-year public college.
- Even the annual average cost of care for a 4-year-old, which is less expensive than care for an infant, was higher than public college costs in 20 states and the District of Columbia.

The 10 least-affordable states in 2013 for center-based care based on the cost of child care as a percentage of state median income for a two-parent family (in ranked order):

For full-time center-based infant care: New York, Colorado, Oregon, Minnesota, Massachusetts, Washington, Illinois, Nevada, California and Kansas.

For full-time center-based care for a 4-year-old: New York, Vermont, Oregon, Nevada, Minnesota, Colorado, Wisconsin, Massachusetts, Rhode Island and Maine.

Recommendations:

- A national discussion about the impact of the high cost of child care and the cost of quality in child care. This conversation should explore federal and state options; innovative, low-cost solutions that have shown success; what has worked in other industries; and what models currently exist within communities that have seen success.
- Congress to review and consider what policy options are available to help families offset the rising cost of child care, including, but not limited to raising dependent care limits for deductions or providing additional tax credits for families and providers, public- private partnerships and to look to existing state's with successful financing models.
- Congress to require the National Academy of Sciences to produce a study on the true cost of quality child care and to offer recommendations to Congress for financing that supports families in accessing affordable, quality child care.
- Federal and state governments to commit to investing in early care and education programs, especially considering the recent historical progress at the federal level towards ensuring all children in low-income, working families have access to affordable, quality child care.
- We call on federal and state policymakers to make child care a top priority when working on budgets.

- We call on parents, concerned citizens and early care and education professionals to urge federal and state legislators to address the often overwhelming cost of quality child care.

- Provide resources for planning and developing child care capacity to increase the availability of high quality child care options for working families.

- Reduce barriers in the subsidy administration process that prevent families from receiving assistance.

- Require states to have more effective sliding fee assistance phase-out plans to ensure that parents who receive a modest raise do not lose all child care assistance.

- Provide child care assistance to families who do not qualify for fee assistance but who cannot afford the market cost of child care in their community.

- Authorize funds for pilots in high poverty rural communities to explore strategies that braid multiple funding sources to better meet the child care needs of working parents (meeting the criteria of the strongest funding stream to ensure safe, quality care for children

Child Care Aware® of America, our nation's leading voice for child care, works with more than 450 state and local Child Care Resource and Referral agencies to ensure that families in every local community have access to quality, affordable child care. To achieve our mission, we lead projects that increase the quality and availability of child care, offer comprehensive training to child care professionals, undertake groundbreaking research and advocate for child care policies that positively impact the lives of children and families. To learn more about Child Care Aware® of America and how you can join us in ensuring access to quality child care for all families, visit www.usa.childcareaware.org.

America's Youngest Outcasts

Fact Sheet

America's Youngest Outcasts looks at child homelessness nationally and in the 50 states and the District of Columbia, ranks the states from 1 (best) to 50 (worst), and examines causes of child homelessness and solutions.

The report uses the newest federal and state data related to child homelessness, including the most recent annual count of homeless children in public schools made by the U.S. Department of Education (2012-2013 school year; released in September 2014) and U.S. Census data. The report notes that while progress has been made in reducing homelessness among veterans and chronically homeless individuals, no special attention has been directed toward homeless children, and their numbers have increased.

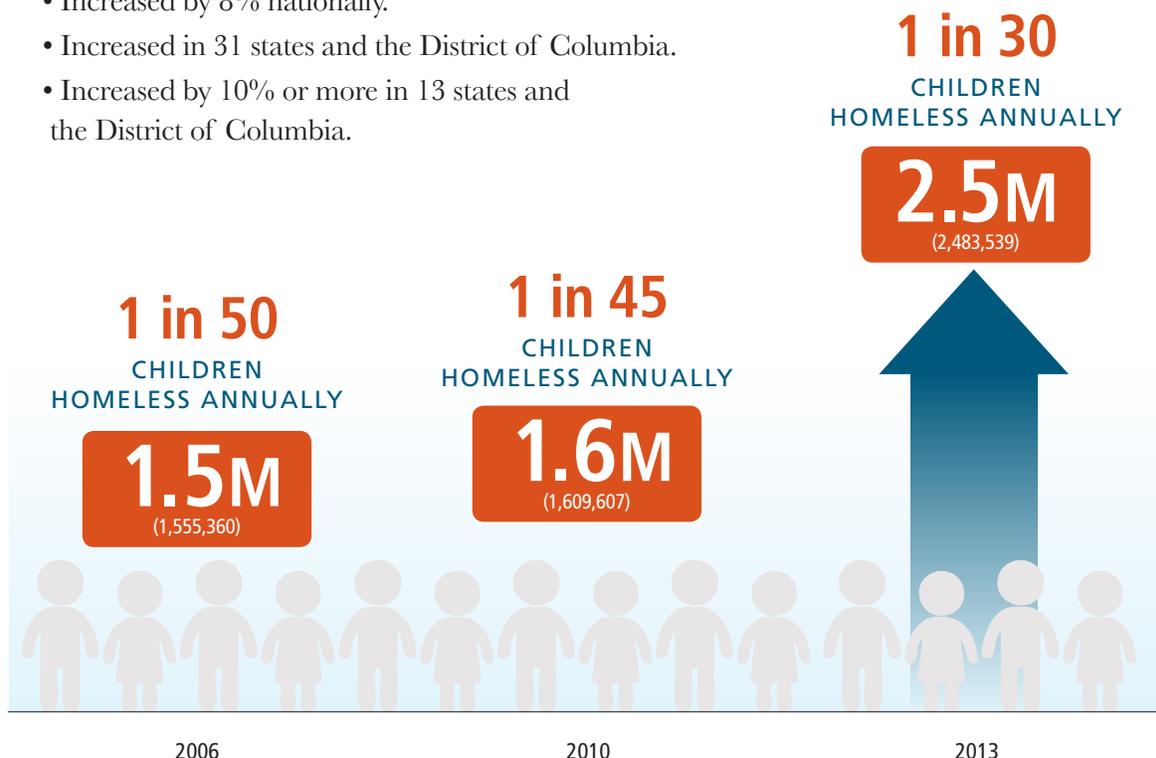
Prevalence of Child Homelessness

Based on a calculation using the most recent U.S. Department of Education's count of homeless children in U.S. public schools and on 2013 U.S. Census data:

- 2,483,539 children experienced homelessness in the U.S. in 2013 (2.5 million).
- This represents one in every 30 children in the U.S.
- This is an historic high in the number of homeless children in the U.S.

From 2012 to 2013, the number of children experiencing homelessness annually in the U.S.:

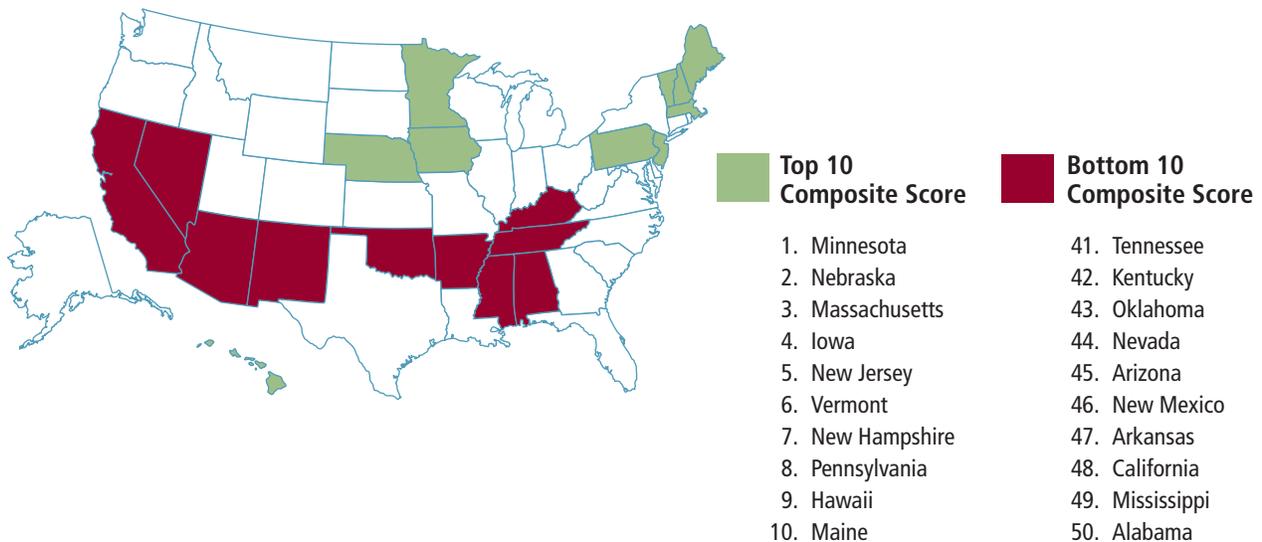
- Increased by 8% nationally.
- Increased in 31 states and the District of Columbia.
- Increased by 10% or more in 13 states and the District of Columbia.



For the complete report, please visit: www.HomelessChildrenAmerica.org

State Ranking

The states are ranked in the report from 1 (best) to 50 (worst) using a composite of four domains: (1) extent of child homelessness; (2) well-being of the children; (3) risk for family homelessness; and (4) policy response. All states have children who are homeless.



Causes of Child Homelessness

Major causes of homelessness for children in the U.S. include: (1) the nation's high poverty rate; (2) lack of affordable housing across the nation; (3) continuing impacts of the Great Recession; (4) racial disparities; (5) the challenges of single parenting; and (6) the ways in which traumatic experiences, especially domestic violence, precede and prolong homelessness for children and families.

Impacts of Homelessness on Children

Research shows that homeless children are hungry and sick more often. They wonder if they will have a roof over their heads at night and what will happen to their families. Many homeless children struggle in school, missing days, repeating grades, and drop out entirely. Up to 25% of homeless pre-school children have mental health problems requiring clinical evaluation; this increases to 40% among homeless school-age children.

The impacts of homelessness on the children, especially young children, may lead to changes in brain architecture that can interfere with learning, emotional self-regulation, cognitive skills, and social relationships. The unrelenting stress experienced by the parents may contribute to residential instability, unemployment, ineffective parenting, and poor health.

Effective Responses to Child Homelessness

Effective responses to child homelessness must include:

- Safe, affordable housing.
- Comprehensive needs assessments of all family members.
- Family-oriented services that incorporate trauma-informed care.
- Identification, prevention, and treatment of major depression in mothers.
- Parenting supports for mothers.
- Education and employment opportunities for parents.
- Further research to identify evidence-based programs and services for children and families.

The National Center on Family Homelessness, founded in 1988, is the nation's foremost authority on child and family homelessness. We use research and evidence-based approaches to prevent and end family homelessness, and give every child a chance. For more, visit www.familyhomelessness.org.

American Institutes for Research (AIR), founded in 1946, conducts and applies the best behavioral and social science research and evaluation toward improving people's lives, with a special emphasis on the disadvantaged. In October 2012, The National Center merged with American Institutes for Research. For more, visit www.air.org.



AMERICAN INSTITUTES FOR RESEARCH®

THE NATIONAL CENTER ON
Family Homelessness
for every child, a chance

A practice area of
AIR's Health and
Social Development
Program

For the complete report, please visit: www.HomelessChildrenAmerica.org

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America's Youngest Outcasts

A Report Card on Child Homelessness

State Ranking: 1 to 50

State Composite Score

Each state is assigned a rank of 1 (best) to 50 (worst) based on a state composite score that reflects each state's overall performance across four domains:



1) Extent of Child Homelessness (adjusted for state population)



2) Child Well-Being



3) Risk for Child Homelessness

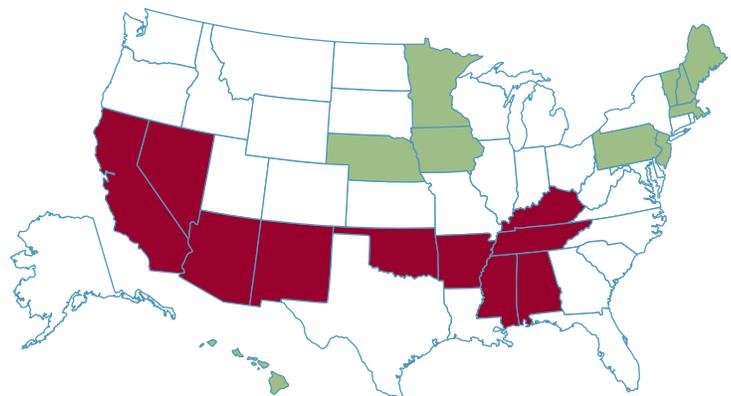


4) State Policy and Planning Efforts

Each state received a score for each of the four domains. These are summed to compute the state's composite score to produce the overall state rank of 1 to 50.

2013 Composite State Rank

State	Score	State	Score
MINNESOTA	1	OREGON	26
NEBRASKA	2	OHIO	27
MASSACHUSETTS	3	COLORADO	28
IOWA	4	NORTH CAROLINA	29
NEW JERSEY	5	INDIANA	30
VERMONT	6	MISSOURI	31
NEW HAMPSHIRE	7	WEST VIRGINIA	32
PENNSYLVANIA	8	FLORIDA	33
HAWAII	9	DELAWARE	34
MAINE	10	NEW YORK	35
MARYLAND	11	SOUTH CAROLINA	36
CONNECTICUT	12	MICHIGAN	37
WYOMING	13	LOUISIANA	38
NORTH DAKOTA	14	TEXAS	39
VIRGINIA	15	GEORGIA	40
MONTANA	16	TENNESSEE	41
SOUTH DAKOTA	17	KENTUCKY	42
WISCONSIN	18	OKLAHOMA	43
RHODE ISLAND	19	NEVADA	44
WASHINGTON	20	ARIZONA	45
UTAH	21	NEW MEXICO	46
KANSAS	22	ARKANSAS	47
ALASKA	23	CALIFORNIA	48
IDAHO	24	MISSISSIPPI	49
ILLINOIS	25	ALABAMA	50



STATE RANKS: 1=Best, 50=Worst

■ Top 10 Composite Score

■ Bottom 10 Composite Score

1. Minnesota	41. Tennessee
2. Nebraska	42. Kentucky
3. Massachusetts	43. Oklahoma
4. Iowa	44. Nevada
5. New Jersey	45. Arizona
6. Vermont	46. New Mexico
7. New Hampshire	47. Arkansas
8. Pennsylvania	48. California
9. Hawaii	49. Mississippi
10. Maine	50. Alabama



2013 Extent of Child Homelessness

STATE RANKS: 1=Best, 50=Worst

State	Score	State	Score
CONNECTICUT	1	TEXAS	26
NEW JERSEY	2	IDAHO	27
RHODE ISLAND	3	GEORGIA	28
NEBRASKA	4	ARKANSAS	29
PENNSYLVANIA	5	ILLINOIS	30
HAWAII	6	MICHIGAN	31
WYOMING	7	UTAH	32
MAINE	8	FLORIDA	33
VERMONT	9	MISSISSIPPI	34
SOUTH DAKOTA	10	LOUISIANA	35
OHIO	11	NEVADA	36
MINNESOTA	12	COLORADO	37
IOWA	13	MISSOURI	38
VIRGINIA	14	DELAWARE	39
TENNESSEE	15	WASHINGTON	40
INDIANA	16	ARIZONA	41
SOUTH CAROLINA	17	WEST VIRGINIA	42
MASSACHUSETTS	18	ALASKA	43
MARYLAND	19	NEW MEXICO	44
MONTANA	20	OREGON	45
NORTH CAROLINA	21	OKLAHOMA	46
NEW HAMPSHIRE	22	ALABAMA	47
WISCONSIN	23	CALIFORNIA	48
KANSAS	24	NEW YORK	49
NORTH DAKOTA	25	KENTUCKY	50



Top 10 Extent Score

1. Connecticut
2. New Jersey
3. Rhode Island
4. Nebraska
5. Pennsylvania
6. Hawaii
7. Wyoming
8. Maine
9. Vermont
10. South Dakota

Bottom 10 Extent Score

41. Arizona
42. West Virginia
43. Alaska
44. New Mexico
45. Oregon
46. Oklahoma
47. Alabama
48. California
49. New York
50. Kentucky



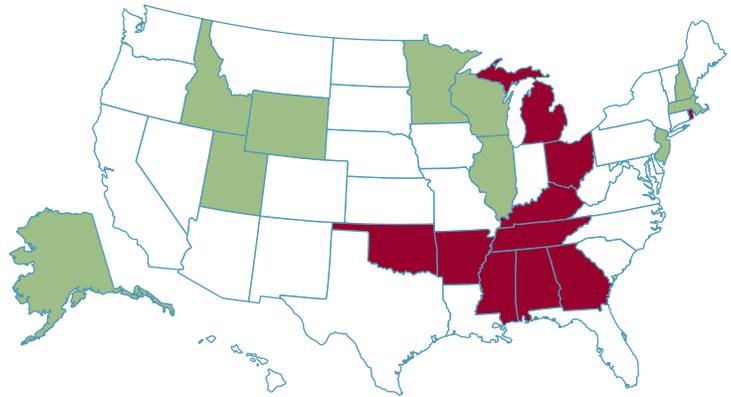
For the complete report, please visit: www.HomelessChildrenAmerica.org



2013 Child Well-Being

STATE RANKS: 1=Best, 50=Worst

State	Score	State	Score
UTAH	1	DELAWARE	26
NEW JERSEY	2	CONNECTICUT	27
WYOMING	3	MAINE	28
IDAHO	4	VERMONT	29
NEW HAMPSHIRE	5	NEVADA	30
MASSACHUSETTS	6	CALIFORNIA	31
MINNESOTA	7	NORTH CAROLINA	32
ALASKA	8	TEXAS	33
ILLINOIS	9	WEST VIRGINIA	34
WISCONSIN	10	SOUTH CAROLINA	35
WASHINGTON	11	INDIANA	36
MARYLAND	12	NEW MEXICO	37
SOUTH DAKOTA	13	MISSOURI	38
NEBRASKA	14	LOUISIANA	39
NEW YORK	15	ARIZONA	40
IOWA	16	MICHIGAN	41
VIRGINIA	17	KENTUCKY	42
MONTANA	18	GEORGIA	43
FLORIDA	19	OKLAHOMA	44
HAWAII	20	RHODE ISLAND	45
COLORADO	21	OHIO	46
PENNSYLVANIA	22	ARKANSAS	47
NORTH DAKOTA	23	MISSISSIPPI	48
KANSAS	24	ALABAMA	49
OREGON	25	TENNESSEE	50



Top 10 Well-Being Score

Bottom 10 Well-Being Score

- | | |
|------------------|------------------|
| 1. Utah | 41. Michigan |
| 2. New Jersey | 42. Kentucky |
| 3. Wyoming | 43. Georgia |
| 4. Idaho | 44. Oklahoma |
| 5. New Hampshire | 45. Rhode Island |
| 6. Massachusetts | 46. Ohio |
| 7. Minnesota | 47. Arkansas |
| 8. Alaska | 48. Mississippi |
| 9. Illinois | 49. Alabama |
| 10. Wisconsin | 50. Tennessee |



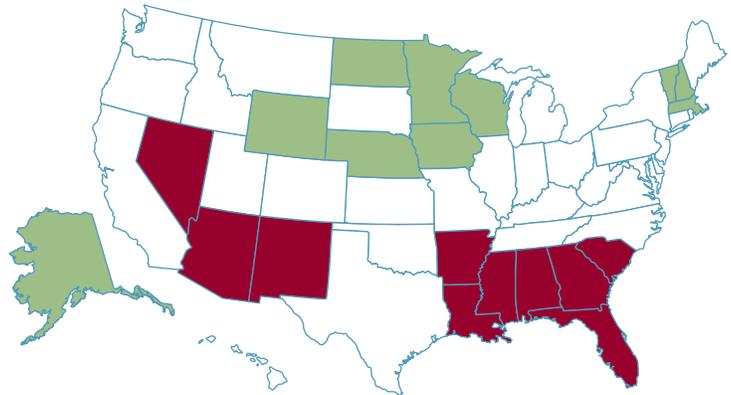
For the complete report, please visit: www.HomelessChildrenAmerica.org



2013 Risk for Child Homelessness

STATE RANKS: 1=Best, 50=Worst

State	Score	State	Score
VERMONT	1	WEST VIRGINIA	26
MINNESOTA	2	MISSOURI	27
NEW HAMPSHIRE	3	OREGON	28
NORTH DAKOTA	4	RHODE ISLAND	29
WYOMING	5	MICHIGAN	30
NEBRASKA	6	ILLINOIS	31
IOWA	7	COLORADO	32
WISCONSIN	8	OHIO	33
MASSACHUSETTS	9	OKLAHOMA	34
ALASKA	10	NORTH CAROLINA	35
PENNSYLVANIA	11	KENTUCKY	36
SOUTH DAKOTA	12	TENNESSEE	37
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UTAH	19	NEW MEXICO	44
NEW JERSEY	20	ALABAMA	45
MARYLAND	21	MISSISSIPPI	46
IDAHO	22	LOUISIANA	47
DELAWARE	23	SOUTH CAROLINA	48
NEW YORK	24	GEORGIA	49
WASHINGTON	25	ARIZONA	50



Top 10 Risk Score

Bottom 10 Risk Score

- | | |
|------------------|--------------------|
| 1. Vermont | 41. Arkansas |
| 2. Minnesota | 42. Florida |
| 3. New Hampshire | 43. Nevada |
| 4. North Dakota | 44. New Mexico |
| 5. Wyoming | 45. Alabama |
| 6. Nebraska | 46. Mississippi |
| 7. Iowa | 47. Louisiana |
| 8. Wisconsin | 48. South Carolina |
| 9. Massachusetts | 49. Georgia |
| 10. Alaska | 50. Arizona |



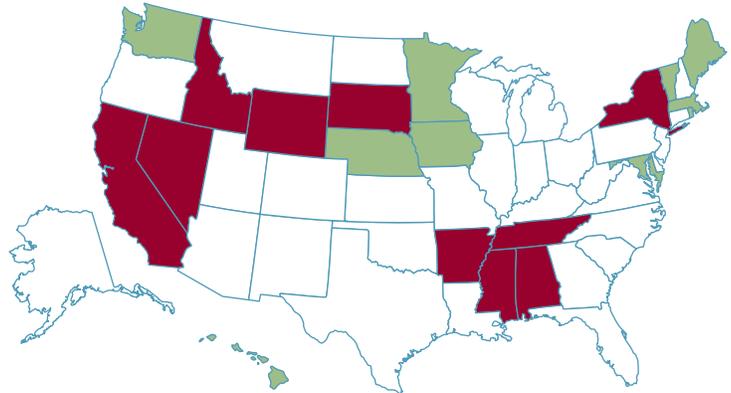
For the complete report, please visit: www.HomelessChildrenAmerica.org



2013 State Policy and Planning

STATE RANKS: 1=Best, 50=Worst

State	Score	State	Score
IOWA	1	OKLAHOMA	26
MASSACHUSETTS	2	ARIZONA	27
RHODE ISLAND	3	MICHIGAN	28
MINNESOTA	4	ILLINOIS	29
MAINE	5	SOUTH CAROLINA	30
VERMONT	6	INDIANA	31
MARYLAND	7	NORTH CAROLINA	32
HAWAII	8	KANSAS	33
NEBRASKA	9	FLORIDA	34
WASHINGTON	10	ALASKA	35
OREGON	11	UTAH	36
LOUISIANA	12	WISCONSIN	37
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KENTUCKY	20	IDAHO	45
MISSOURI	21	TENNESSEE	46
OHIO	22	NEVADA	47
COLORADO	23	ARKANSAS	48
GEORGIA	24	CALIFORNIA	49
WEST VIRGINIA	25	WYOMING	50



Top 10 Policy Score

- Iowa
- Massachusetts
- Rhode Island
- Minnesota
- Maine
- Vermont
- Maryland
- Hawaii
- Nebraska
- Washington

Bottom 10 Policy Score

- New York
- South Dakota
- Mississippi
- Alabama
- Idaho
- Tennessee
- Nevada
- Arkansas
- California
- Wyoming



For the complete report, please visit: www.HomelessChildrenAmerica.org

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Worthy Work, **STILL** Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study

EXECUTIVE SUMMARY

By Marcy Whitebook, Deborah Phillips, and Carollee Howes



CENTER FOR THE STUDY OF CHILD CARE EMPLOYMENT
Institute for Research on Labor and Employment
University of California, Berkeley

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The Center for the Study of Child Care Employment (CSCCE) was founded in 1999 to focus on achieving comprehensive public investments which enable and reward the early childhood workforce to deliver high-quality care and education for all children. To achieve this goal, CSCCE conducts cutting-edge research and proposes policy solutions aimed at improving how our nation prepares, supports, and rewards the early care and education workforce to ensure young children's optimal development.

Suggested Citation:

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EXECUTIVE SUMMARY

“The time is long overdue for society to recognize the significance of out-of-home relationships for young children, to esteem those who care for them when their parents are not available, and to compensate them adequately...”

– NEURONS TO NEIGHBORHOODS, 2000

The National Child Care Staffing Study (NCCSS) released in 1989, brought national attention for the first time to poverty-level wages and high turnover among early childhood teaching staff, and to the adverse consequences for children.¹ In the succeeding 25 years, combined developments in science, practice, and policy have dramatically shifted the context for discussions about the status of early childhood teaching jobs, and the importance of attracting and retaining a well-prepared workforce that is capable of promoting young children’s learning, health and development.

Today, the explosion of knowledge about what is at stake when early childhood development goes awry has coincided with powerful economic arguments for investments in high-quality early care and education. New evidence about the ways in which stress and economic insecurity challenge teachers’ capacity to provide developmentally supportive care and education is lending scientific support to the claim that child well-being depends on adult well-being not only at home but in out-of-home settings.² And, serious debate at the federal level, echoed in virtually every state, is underway about the vital importance of improving the quality of early education and the most productive strategies for ensuring that young children’s critical early experiences will promote, not undermine, their lifelong learning and healthy development.

This confluence of trends carries vast implications for what we expect of those teaching young children. It creates a crucial moment for re-examining the status of the early childhood teaching workforce, and rethinking how our nation is preparing, supporting, and rewarding these teachers.

Worthy Work, STILL Unlivable Wages compiles evidence from multiple sources to provide a portrait of the early childhood teaching workforce today in comparison to 25 years ago. The need to rely on a variety of data sources to obtain this portrait reveals the absence of a comprehensive, regularly updated database on the status and characteristics of the early childhood workforce. In addition to examining trends in center-based teachers’ education, wages and turnover, the report includes new evidence examining economic insecurity and use of

public benefits among this predominantly female, ethnically diverse workforce. The report also appraises state and national efforts to improve early childhood teaching jobs, and offers recommendations aimed at reinvigorating a national conversation about the status and working conditions of the more than two million teaching staff who work in our nation's early care and education settings.

A Note on Terminology

The varying terms used to describe those who earn their living by caring for and educating young children reflect assumptions about the nature of the work, the skills it requires, and the purpose of particular programs and services.³ The term “child care teacher” used in the National Child Care Staffing Study encompassed those working in all types of center-based early care and education programs, but today, distinctions are often drawn between child care, public pre-kindergarten (pre-K), Head Start, and other early learning programs. In this report, we use the term “early childhood teacher” or “teaching staff” to encompass all those employed to work directly with young children in classrooms in center-based programs. We use more specific labels, such as “Head Start teacher,” when we are referring to a particular type of program. The term “early childhood workforce” is used to encompass both center-based teaching staff and home-based providers, with one exception. We refer to “childcare workers” when we relied on data specific to the subcategory of the workforce as defined and labeled by the U.S. Census Bureau and the U.S. Department of Labor.⁴ Elsewhere in the report we refer to child care as two words.

Highlights of Findings

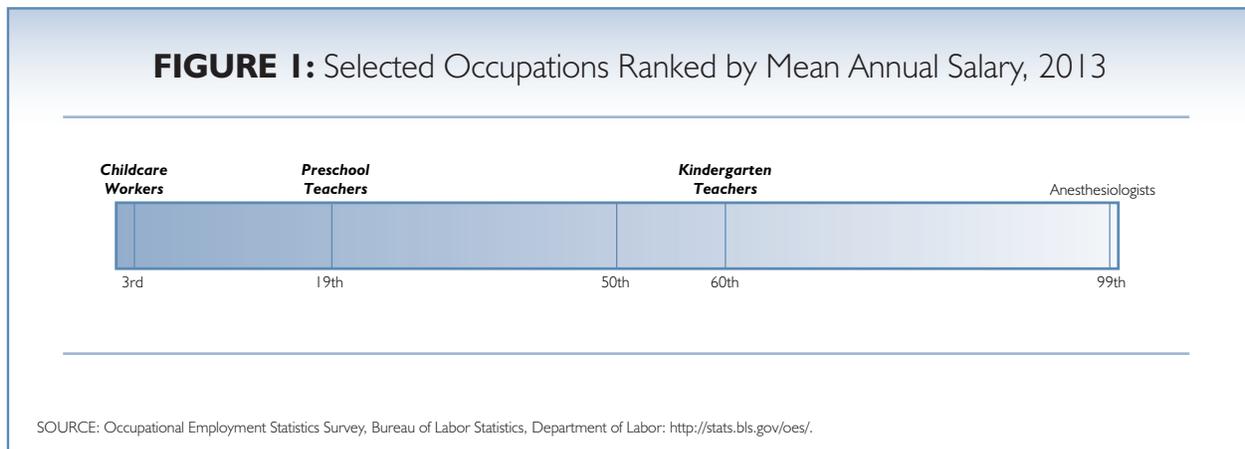
This report calls attention to persistent features of early childhood jobs that require a new policy approach, namely: low wages, the absence of a rational wage structure, the low value accorded to educational attainment, pervasive economic insecurity and extensive reliance on public income supports resulting from unlivable wages.

Inadequate Wages and Wage Structure

Despite a nearly two-fold increase in costs to parents for early childhood services since 1997, according to the U.S. Bureau of Labor Statistics, childcare workers have experienced no increase in real earnings since this time.⁵ Those who work as preschool teachers have fared somewhat better; their wages have increased by 15 percent in constant dollars since 1997.⁶ And, as was true in 1989, childcare workers still earn less than adults who take care of animals, and barely more than fast food cooks (See **Figure I**).

Overall trends and averages camouflage gaping disparities in wages across program auspices and between teachers of four year olds and their colleagues working with children three years old

and younger. The median hourly wage of center-based early childhood teachers working with children from birth through five years old, not yet in kindergarten, was \$10.60 per hour in 2012, according to the National Survey of Early Care and Education. Median hourly wages, however, were \$16.00 in school-sponsored pre-K; \$11.90 in Head Start funded; \$10.00 in other public pre-K; and \$10.00 in all other ECE programs.⁷ For-profit chains and independent for-profit centers have shown the largest increases in wages since 1990, but as they did then, they still continue to pay the lowest wages.⁸ Teaching staff working with children three or younger earn about 70 percent of what those working with children three to five years old, not yet in kindergarten, earn.⁹



For more information on trends and current status of wages, turnover and education among early childhood teachers, see Chapter 3 of the full report. For state specific data see Appendix Table A3.1 in the full report.

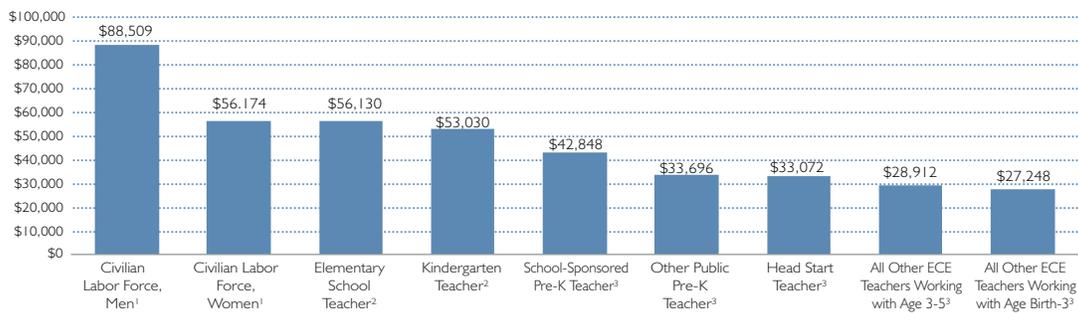
Lack of Premium for Educational Attainment

The disparities in wages of early childhood teachers in comparison to teachers of older children and others in the civilian labor force with comparable education are striking – a pattern that has endured over the last 25 years despite increases in earnings for some segments of the early childhood workforce. Preschool teachers with equivalent education earn about 60 percent of what kindergarten teachers earn (see **Figure 2**).

Many early childhood teachers who earn degrees, often while working full time, seldom find their earnings aligned with their qualifications. In fact, over the last 17 years, the share of Head Start teachers with an associate or bachelor's degree has increased by 61 percent, and the share of assistant teachers with a degree has increased by 24 percent. These sizeable increases in the educational levels of Head Start teachers have not, however, been rewarded with significant salary increases. Indeed, Head Start teacher salaries have not kept pace with inflation since 2007, when the Head Start Reauthorization called for at least one-half of Head Start teachers to obtain degrees.¹⁰

The most notable exception to this pattern is the Department of Defense (DoD) that sets teachers' salaries in their early care and education programs at a rate of pay equivalent to those

FIGURE 2: Mean Annual Salary of Teachers with a Bachelor's or Higher Degree, by Occupation and for the Civilian Labor Force, 2012



¹Current Population Survey (CPS), United States Census Bureau: http://www.census.gov/hhes/www/cpstables/032013/perinc/pinc03_000.htm. Civilian labor force information was only for males and females over 25 years old.

²Occupational Employment Statistics Survey, Bureau of Labor Statistics, Department of Labor: <http://bls.gov/news.release/ocwage.htm>.

³National Survey of Early Care and Education Project Team. (2013). *Number and characteristics of early care and education (ECE) teachers and caregivers: Initial findings, National Survey of Early Care and Education (NSECE)*. OPRE Report #2013-38. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Tables 12 and 19. Retrieved from http://www.acf.hhs.gov/sites/default/files/opre/nsece_wf_brief_102913_0.pdf. Annual wages calculated by multiplying the hourly mean wage by a year-round, full time hours figure of 2080 hours.

of other DoD employees with similar training, education, seniority, and experience. Over the twenty-five years this policy has been in place, the base pay of new hires among frontline early childhood teaching staff in military child development centers has increased by 76 percent and turnover has plummeted. Those with bachelor's degrees earn on par with other comparably educated military workers.¹¹

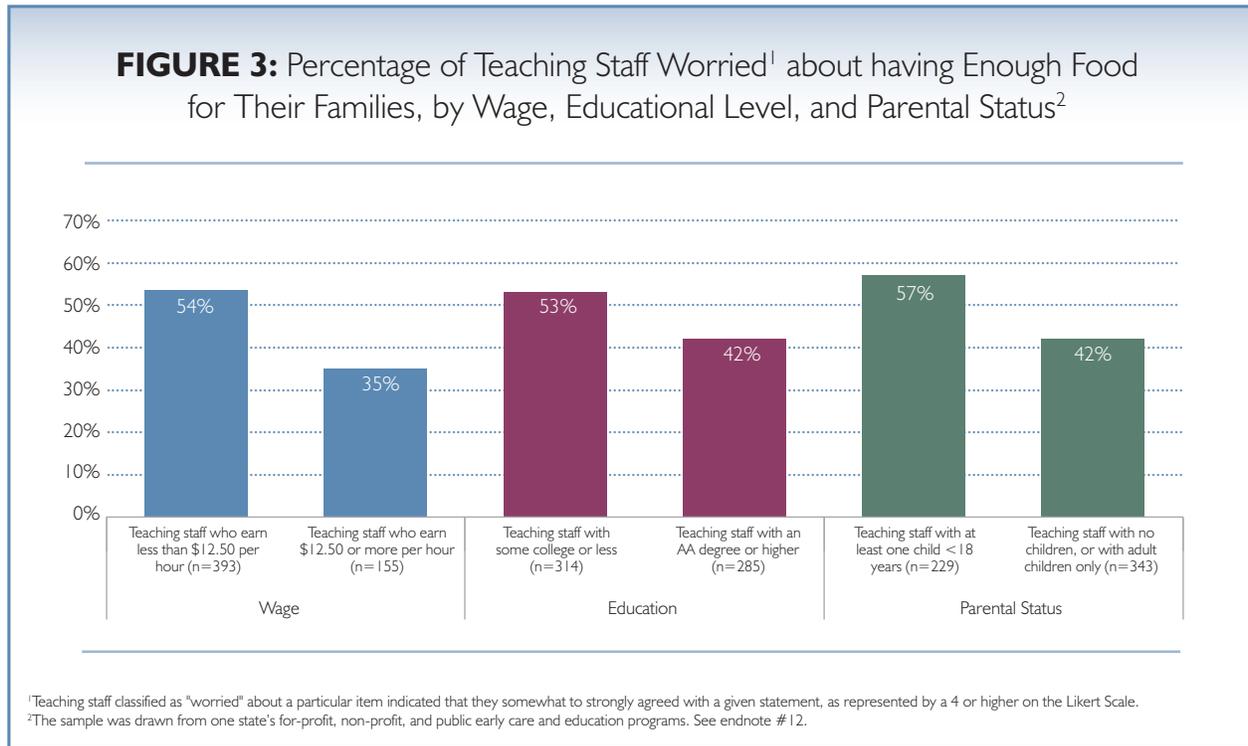
For more information on trends and current status of wages, turnover and education among early childhood teachers, see Chapter 3 of the full report.

Economic Insecurity

More than 600 center-based teaching staff surveyed in one state expressed worry about their family's economic well-being, as well as about workplace policies that influenced their earnings.¹² Importantly, these staff, nearly one-half of whom had an associate or higher degree, were employed in a relatively high quality sample of centers that included for-profit, non-profit, Head Start, and public pre-K programs.

Those who earned less than \$12.50 per hour and those with dependent children expressed more worry than their colleagues earning higher wages and those without children or with adult children only. Even teachers with associate or higher degrees reported economic worries, such as not having enough food for their families, or being sent home without pay due to an unexpected closure or low attendance (see **Figure 3**). Significantly lower overall worry scores were found among teaching staff employed in higher-quality programs and those that

were publicly funded. Overall worry expressed by teaching staff was significantly higher among those working in for-profit compared to non-profit programs.

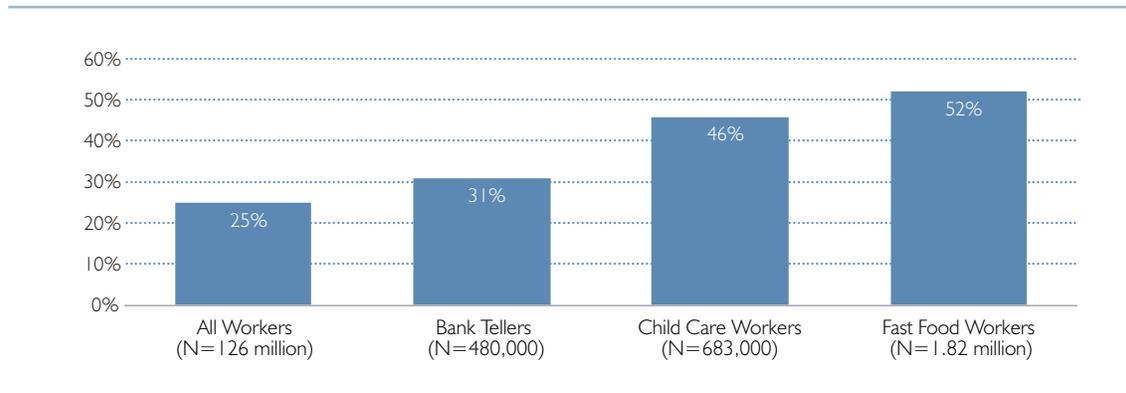


For more information about this examination of economic insecurity among early childhood teachers, see Chapter 4 of the full report.

Utilization of Public Support

In 2012, nearly one-half (46 percent) of childcare workers, compared to 25 percent of the U.S. workforce, resided in families enrolled in at least one of four public support programs: the Federal Earned Income Tax Credit (EITC); Medicaid and the Children's Health Insurance Program (CHIP); Supplemental Nutrition Assistance Program (SNAP); and Temporary Assistance for Needy Families (TANF).¹³ Participation rates in public support programs varied little by whether childcare workers were employed full- or part-time, but rates varied considerably by childcare worker wage level. Childcare workers who earned less than the proposed \$10.10 federal minimum wage were 1.5 times more likely to reside in families participating in public support programs than were those in which the childcare worker earned more than \$10.10 per hour. At every level of worker education, participation in public support programs was higher for childcare worker families than for the families of all other U.S. workers with comparable education, again revealing the low premium placed on education within this workforce. Participation rates in public support programs were highest among single parent childcare workers and among workers with at least one child under five years old. The estimated cost of reliance on public benefits by child care workers and their families is approximately \$ 2.4 billion per year (see **Figure 4** and **Table I**).

FIGURE 4: Participation Rates in Public Support Programs, by Selected Occupations, and for All Workers and Their Family Members (Annual Averages, 2007-2011)



Source: Authors' calculations from 2008–2012 March Current Population Survey (CPS), 2007–2011 American Community Survey (ACS), 2011 Occupational Employment Survey (OES), program administrative data.

TABLE I
Enrollment Rates and Costs of Public Support Programs for Childcare Worker Families (Annual Averages, 2007-2011)¹

Program	Number of Workers with Families Enrolled	Percentage of Workers with Families Enrolled	Average Program Costs per Enrolled Family	Total Cost Across All Enrolled Families (in millions)
Federal Earned Income Tax Credit (EITC)	281,000	41%	\$2,620	\$729
Medicaid (adults)	103,000	15%	\$7,500	\$760
Medicaid/CHIP (children)	127,000	19%	\$4,440	\$555
Food Stamps	128,000	19%	\$2,580	\$328
TANF	14,000	2%	\$3,110	\$42
Enrollment in one or more selected public programs	311,000	46%	\$7,860	\$2,410

¹Of 683,000 estimated year-round child care worker families in the United States with at least one member enrolled in one or more public support programs.

SOURCE: Authors' calculations from 2008–2012 March Current Population Survey (CPS), 2007–2011 American Community Survey (ACS), 2011 Occupational Employment Survey (OES), program administrative data.

Note: All costs are reported in 2011 dollars. Rows and columns may not sum due to rounding.

For more information see Chapter 5 of the full report; for information about participation rates and associated costs for select states, see Appendix Table A5.1 of the full report.

Policy approaches to improve early childhood jobs

Numerous investigations over the last 25 years have confirmed the NCCSS findings linking teacher qualifications, pay and working conditions and the quality of services for young children.¹⁴ Yet, quality improvement policies targeting the early childhood workforce, at both the federal and state level, have focused almost exclusively on professional preparation and development. With the notable exception of the DoD and some public pre-K programs, which impact only a small segment of early childhood teachers, the task of creating intentional, sustainable policies to address compensation for the workforce as a whole has gone unaddressed. Improving compensation has been left to discretionary and sporadic initiatives, characterized by insufficient funding.

Current initiatives, while not without important impacts, tend to be limited in scope, to compete for quality improvement funds with professional development and other pressing priorities, and to rely on one-time or short-term funding. Most early childhood teachers are also unaffected by efforts, such as the scattered QRIS and stipend compensation initiatives, which seek to benefit teachers of infants, toddlers and preschoolers. The need to develop a well-defined strategy for financing early care and education services that would address the need for equitable teacher wages, aligned with educational levels, across ECE settings for children from birth to 5 years, while also relieving the tremendous cost burden that so many working families face, awaits attention.

For more information about federal and state policy efforts to improve early childhood teaching jobs, see Chapter 6 of the full report.

Recommendations

We call for a focused and comprehensive reassessment of the nation's early care and education policies. Its aim should be to address the entrenched, yet intolerable conditions affecting the early childhood teaching workforce, while ensuring that teacher well-being does not come at the expense of the equally urgent economic needs of families, already overburdened by the high cost of early care and education. We call upon policymakers at all levels, in concert with other stakeholders ranging from business and finance leaders to early childhood teachers and parents to undertake the following:

- To identify and mobilize a sustainable, dedicated source of public funding to upgrade the compensation of those who care for and educate our nation's young children.
- To prepare a rational and equitable set of guidelines for determining regionally-based entry level wages and salary increases based on education and training, experience, and seniority within the early childhood field.

- To establish workplace standards necessary for teachers to engage in professional practice, such as paid planning time, and to alleviate conditions that cause teachers' stress, such as undependable work schedules and inadequate staffing.
- To develop a strategy and timeline for requiring that all ECE programs and providers receiving public funds comply with the compensation guidelines and work standards within a reasonable period of time.

Besides these long-term goals, there are immediate opportunities that offer fertile ground for making inroads into improving early childhood employment and services within the current system. Progress on this shorter-term agenda would also provide evidence and insights to inform the work outlined above. We recommend that:

- States, through their Quality Rating and Improvement Systems (QRIS), and entities such as the National Institute for Early Education Research that provide guidelines for improving state ECE policy, strengthen these existing vehicles for encouraging quality programs by including workplace and compensation policies among their quality criteria.
- The next reauthorization of Head Start include a plan, with an associated request for increased and earmarked federal funding, dedicated to bringing Head Start and Early Head Start teaching staff salaries in line with Head Start teachers' dramatically increased qualifications.
- Federal and state policies regarding quality improvement funds should be revised to ensure that professional development and compensation efforts, rather than competing with each other, be linked with appropriately dedicated funds.
- Funds be made available to help states build, strengthen and sustain data systems, such as workforce registries, that provide comprehensive data on wages, benefits, educational levels and turnover rates for all teaching staff across ECE settings receiving public dollars, and that capture the extent to which members of the ECE workforce participate in education and professional development activities, receive compensation increases, and remain in the ECE field.
- Researchers who study early care and education policy, and both the developmental and societal impacts of ECE, renew attention to the adult work environment and teacher well-being as critical elements affecting (a) developmentally supportive practices in ECE settings and (b) cost-benefits of these settings' impacts in the short and longer-term.

A Path Forward

We set the stage for this report by examining the altered landscape on which discussions about the status of the early childhood workforce are now taking place. Developmental scientists, economists, and business leaders have lent early care and education a prominent position on this landscape in shaping children's development and, ultimately, the health of the economy. This focus raises the stakes considerably on the need to ensure the sensitivity, skill and well-being of early childhood teachers. The response thus far has been to make notable, although uneven, strides in improving the education and training levels of the workforce. But efforts to link these improvements to policies that address teachers' own economic well-being have been largely optional, selective, and sporadic. The result is a highly uneven playing field on which the wages of teachers depend more on where they work and the ages of the children they teach than on their qualifications.

Economic insecurity, linked to wages, is endemic, especially among teachers who have children of their own. The economic cost to society of continuing along these same lines is considerable. The cost to families is felt in skyrocketing payments for early care and education that are going somewhere other than to their children's teachers. The costs to children of less than optimal services are largely uncalculated.

This reality calls for a major restructuring of how we finance and deliver early care and education in the United States. We need, in the words of the 1990s Worthy Wage Campaign, to find a "much better" and "more equitable" way to help parents pay and to attract teachers and help them stay – something that our Department of Defense, a handful of state pre-K programs, and most other industrialized nations, have managed to accomplish.¹⁵ It is our hope that the new evidence reported here will spur the nation to not only aspire to, but to achieve livable, equitable, and dependable wages for early childhood teachers, of whom we expect so much, but to whom we still provide so little.

ENDNOTES

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⁶Bureau of Labor Statistics. (1997, 2013). Occupational Employment Statistics Survey. Bureau of Labor Statistics, U.S. Department of Labor. Retrieved from <http://stats.bls.gov/oes/tables.htm>.

⁷National Survey of Early Care and Education Project Team. (2013). *Number and characteristics of early care and education (ECE) teachers and caregivers: Initial findings from the National Survey of Early Care and Education (NSECE)*. OPRE Report #2-13-38. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Table 14. This source also includes information about mean wages by program type in 2012 for all center-based teaching staff working with children from birth to five. For information about mean wages for lead teachers and teachers working with children three to five, see Chapter 3, Table 3.4 in the full report.

⁸Kisker, E. E., Hofferth, S. L., Phillips, D. A., & Farquhar, E. (1991). *A profile of child care settings: Early education and care in 1990, Vol. 1*. Princeton, NJ: Mathematica Policy Research, Inc.; National Survey of Early Care and Education Team. (2014). National Survey of Early Care and Education, original analyses conducted for this report.

⁹National Survey of Early Care and Education Project Team. (2013). *Number and characteristics of early care and education (ECE) teachers and caregivers: Initial findings from the National Survey of Early Care and Education (NSECE)*. OPRE Report #2-13-38. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Tables 15 and 16.

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¹²From late 2012 to early 2013, the Center for the Study of Child Care Employment examined economic insecurity among center-based teachers and assistant teachers using a subscale of a longer questionnaire examining staff perceptions about workplace policies that affect their teaching practice: *Supporting Environmental Quality Underlying Adult Learning (SEQUAL)* measure (Unpublished document, Whitebook, M., & Ryan, S. (2013). *Supporting environmental quality underlying adult learning [SEQUAL]*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley). For more information about the methodology, see Chapter 4 of the full report.

¹³Among the 683,000 U.S. childcare workers included in this analysis, all worked “year-round”, defined as working at least 10 hours per week and at least 27 weeks per year, each year between 2007 and 2011. Approximately one-third worked in private households. The unit of analysis for the results reported here is a childcare worker family, which includes both single and married childcare workers with and without children. Eligibility for support programs is based on income, which is set at various levels for different family configurations. This report combines data from three sources: 1) aggregate government administrative data about annual enrollment and annual benefits paid for each of the four public support programs named above for all 50 states and Washington, D.C.; 2) the March Supplement of the U.S. Bureau of Labor Statistics' Current Population Survey (CPS); and 3) the U.S. Census Bureau's American Community Survey (ACS). For more information about the methodology, see Chapter 5 of the full report.

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Chapter 4: Economic Insecurity Among Early Childhood Teachers

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Chapter 5: The Public Cost of Inadequate Compensation

Utilization Rates and Costs of Public Support Programs and Tax Policies for Childcare Workers and Their Families

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News From...
SUPERVISOR
SHEILA KUEHL

December 2, 2014

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LOS ANGELES COUNTY SUPERVISOR SHEILA KUEHL
ANNOUNCES INCOMING STAFF APPOINTMENTS

Third District County Supervisor Sheila Kuehl today announced her incoming policy and constituent services staff appointments as she officially assumed office following her formal swearing-in Monday by her sister, Sacramento Superior Court Judge Jerilyn Borack.

“I’m extremely proud and pleased to introduce the people who will be joining my staff at the County Hall of Administration,” Kuehl said. “It’s a wonderfully experienced group, able to hit the ground running from the first day.”

Kuehl added, “Supervisor Yaroslavsky has been an amazing representative for the entire Third District over the past 20 years, and my team and I look forward to continuing his great work.”

Kuehl won election on November 4 to succeed Zev Yaroslavsky, who is retiring due to term limits after representing the two million constituents of the Third District since 1994. The District includes much of the mid-city, Hollywood, San Fernando Valley and Westside portions of the City of Los Angeles, as well as the cities of Beverly Hills, Santa Monica, Malibu, West Hollywood, Agoura Hills, Calabasas, San Fernando and Westlake Village, unincorporated Topanga and other communities in the Santa Monica Mountains.

Kuehl’s policy and constituent services staff will include:

DOWNTOWN

Lisa Mandel, Chief Deputy - Previously Deputy for Children’s Services for Supervisor Zev Yaroslavsky, Legal Director, Children’s Law Center of Los Angeles, children’s dependency attorney and public defender

Torie Osborn, Principal Deputy for Strategy and Policy - Previously a Deputy Mayor under Los Angeles Mayor Antonio R. Villaraigosa, Executive Director of the Los Angeles Gay and Lesbian Center, the National Gay and Lesbian Task Force, and the Liberty Hill Foundation

Joel Bellman, Deputy for Media Relations - Previously Press Deputy for County Supervisors Zev Yaroslavsky and Edmund D. Edelman, and former print and broadcast editorial writer, documentary producer and columnist in Los Angeles

Maria Chong-Castillo, Deputy for Public Works - Previously Assistant Chief Deputy and Public Works Deputy for Supervisor Zev Yaroslavsky, and Capital Projects and Field Deputy for then-Councilmember Zev Yaroslavsky

Genie Chough, Deputy for Children's Services - Previously Director of Finance for First 5 LA, Budget Deputy for Supervisor Zev Yaroslavsky, Assistant Secretary of the California Health and Human Services Agency, and Assistant Director of the Domestic Policy Council for the White House

David Colgan, Deputy – Assisting with justice and transportation, previously Assistant Deputy for Transportation and web writer for Supervisor Zev Yaroslavsky, legal intern for Basta, Los Angeles-based non-profit tenants' rights advocacy organization

Nicole Englund, Deputy for Planning and Transportation - Previously Director for Land Use and Transportation and Senior Legislative Deputy for Supervisor Gloria Molina

Genethia Hudley-Hayes, Deputy for Education and Social Services - Former President and member of the Los Angeles Board of Education, school principal, educator, and Executive Director of the Southern Christian Leadership Conference/Los Angeles

Sylvia Drew Ivie, Deputy for Mental Health Services and Clinic Health Services - Previously Executive Liaison to the Los Angeles County Commission for Children and Families at the Los Angeles County Board of Supervisors, Senior Deputy for Human Services for Supervisor Mark Ridley-Thomas, Chief Executive Director of the non-profit T.H.E. (To Help Everyone) Clinic, Inc., and Executive Director of the National Health Law Program

Kieu-Anh King, Deputy for Budget and Finance - Previously Budget Deputy for Supervisor Zev Yaroslavsky, legislative analyst for the Seattle City Council, finance analyst in the San Francisco Mayor's Office of Public Policy and Finance

Madeleine Moore, Deputy for Special Projects - Previously Campaign Manager for Kuehl for Supervisor and state legislative candidates and ballot measures, research associate for California State University Northridge Consulting Center

Molly Rysman, Deputy for Housing and Homelessness Services (as of mid-January 2015) - Los Angeles Director for the Corporation for Supportive Housing and former External Affairs Director for Skid Row Housing Trust

Nik Swiatek, Deputy for Technology and Social Media - Previously Founder and Principal of political consulting firm Rex for President, Creative Director for Los Angeles County Democratic Party, and Field Director, Field Organizer and Deputy Campaign Manager for local, state and federal campaigns

Elan Shultz, Deputy for Public Health Services and Health Services Financing - Previously Deputy for Health and Public Health Services for Supervisor Zev Yaroslavsky, Assistant to the Director of the Department of Public Health, and staff member for New York-based international non-profit health agency EngenderHealth

Gilbert Valle, Caseworker/Office Manager - former Intermediate Board Specialist for Executive Office of Board of Supervisors

Katy Young, Deputy for Arts and the Environment (as of June 2015) - General Counsel & Director of Government Affairs with Climate Action Reserve, former Southern California Coro Foundation Fellow and Associate Attorney in Los Angeles office of Latham & Watkins LLP

FIELD OFFICES

Van Nuys

Angelica Ayala, Field Deputy (as of March, 2015) - California Leadership Education and Action Pathways (LEAP) Director, Youthbuild USA, former East Valley Area Director/Labor Liaison and Outreach Director for Mayor Antonio R. Villaraigosa

Moses Ledesma, Field Deputy/Caseworker - previously Senior Board Specialist and intake specialist for Executive Office of Board of Supervisors

West Hollywood

Felicia Park-Rogers, Senior Field Deputy - former Executive Director of Beth Chayim Chadashim, world's first LGBT synagogue, and COLAGE, Children of Lesbians and Gays Everywhere

Rachel Katya Zaiden, Field Deputy/Caseworker - former Constituent Services Manager and caseworker for Rep. Henry A. Waxman

West Valley/Mountain Communities

Susan Nissman, Senior Field Deputy - former Senior Field Deputy for Supervisor Zev Yaroslavsky and lead deputy for watershed management, water quality and waste management issues

Timothy Lippman, Field Deputy - previously District Director for Assemblymember Al Muratsuchi, Senior Assistant for Assemblymembers Julia Brownley and Fran Pavley, and legislative assistant for Assemblymembers Patricia Wiggins and Susan Davis

Lourdes Arevalo, Caseworker - previously caseworker for Supervisor Zev Yaroslavsky

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