

Agenda

February 10, 2016 ♦ 10:00 a.m. to Noon
 Kenneth Hahn Hall of Administration ♦ Conference Room 743
 500 W. Temple Street ♦ Los Angeles

Time	Agenda Item	Lead
10:00	1. Welcome and Introductions a. Comments from the Chair/Vice-chair b. Approval of Minutes – January 13, 2016 Action Item	Sharoni Little Chair Terry Ogawa Vice-Chair
10:10	2. Update on California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS) Implementation a. QRIS Rollout b. Alignment with CCDBG Requirements/First 5 IMPACT c. Infant Toddler QRIS Application	Quality Start Los Angeles
10:50	3. First 5 IMPACT Grants a. How will First 5 LA's IMPACT allocation support local QRIS efforts?	Kevin Dieterle
11:15	Public Policy Report a. Governor's 2016-17 Budget Proposal – Stakeholder/Advocacy Communities' Reactions and Next Steps b. State Legislation (Re-) Introduced during the Second Session of 2015-16	Dean Tagawa Michele Sartell
11:30	4. Policy Roundtable Framework Committee a. Call for Framework Committee b. Review of December small group recommendations/Integration into Policy Framework c. Sub-Committee establishment/meetings/Committee leads	Sharoni Little Terry Ogawa
11:50	5. Announcements and Public Comments	Members & Guests
12:00	6. 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 for January 13, 2016

1. Call to Order and Announcements from the Chair

Chair Sharoni Little opened the meeting of the Policy Roundtable for Child Care and Development (Roundtable) at approximately 10:05 a.m. with self-introductions. Dr. Little thanked members for their attendance.

2. Approval of December 9, 2015 Minutes

Ms. Fran Chasen moved that the December minutes be approved and Dr. Robert Gilchick seconded the motion. The minutes passed with Ms. Dora Jacildo abstaining.

3. Legislative Updates

Ms. Michele Sartell provided the Roundtable with information on the Governor's proposed budget for 2016-17. She noted that the budget reflects the Governor's emphasis on being fiscally conservative and continues to grow the rainy day fund. There was also a focus on state infrastructure.

The Governor is proposing collapsing the California State Preschool Program (CSPP), Transitional Kindergarten and the CSPP QRIS (Quality Rating and Improvement System) Block Grant into an Early Education Block Grant with the \$1.6 billion currently funding these programs directed to local education agencies (LEAs). The budget proposal calls for a stakeholders' process to inform the detail that will be reflected in the May Revise. In addition, the Governor proposes transitioning over five years the subsidized programs outside of Proposition 98 into a fully voucher-based system. Both proposals would result in a fundamental change to how subsidized early care and education funds are currently offered.

Ms. Terri Nishimura noted that funding for early prevention/intervention of developmental disabilities was not included in the increases. Early childhood developmental issues related to early care and education should not be overlooked in this debate. It was suggested that Assembly Member Anthony Rendon's office be contacted to ensure developmental issues are considered in the coming debates.

Mr. Nirhan Pirim noted that both the California Department of Education and the California Department of Social Services will be spending a considerable amount of time complying with the new Federal Child Care and Development Block Grant (CCDBG) requirements. These requirements will need to be incorporated into the Governor's budget as well.



Approved: February 10, 2016

4. Roundtable Member Presentation

Mr. Boris Villacorta provided the Roundtable with a presentation on the efforts of the Bresee Foundation. The Bresee Foundation's mission is to provide comprehensive afterschool programming to youth and families in central Los Angeles that includes homework assistance, music, sports and college preparation. This engagement with youth and families often allows Bresee staff to become familiar with the early care and development needs of the families they serve. This awareness has led to families being connected to early care and education resources in the area. The Roundtable provides a venue for Bresee to stay abreast of policies and programs related to early care and education, in particular Head Start and child care. Bresee also provides emergency funding assistance, which has been used by several families to pay for child care services.

Additionally, the Bresee Foundation has provided the following:

- Over 112 scholarships to youth
- Career readiness training to 560 youth
- Several film festivals with social justice themes

5. Los Angeles Homeless Services Authority (LAHSA)

Ms. Grace Weltman from the Los Angeles Homeless Services Authority (LAHSA) provided the Roundtable with information regarding their services. LAHSA is responsible for coordinating the homeless count, which is funded by the County, City of Los Angeles and the Veterans Administration. Ms. Weltman noted that the homeless count is moving from a bi-annual to a yearly event and should provide more details on the number of homeless families and youth in the County. The most recent count indicated the following:

- Sixteen percent increase in homelessness
- Rise in tent and vehicle living
- Increase in young adults with children

Ms. Weltman noted that while the County's new Homeless Initiative does not call out early care and education issues, LAHSA does see this as an area where more work has to be done.

Ms. Jackie Majors asked if there is a plan to increase shelter spaces in South Los Angeles. Ms. Weltman noted that there are not enough of which LAHSA is aware. While there is a move away from shelter beds towards more permanent housing, shelter spaces still play a critical role in housing individuals. Ms. Stacy Miller noted the opening of a family shelter in Northridge and suggested that LAHSA contact them.

Ms. Tessa Charnofsky asked if there had been an analysis of the triggers of homelessness. Ms. Weltman noted that LAHSA is working with a research partner to expand their demographic information and better understand causal issues. Ms. Weltman also noted that the County's Homeless Plan contains recommendations related to family preservation.

6. Quality Rating and Improvement System (QRIS) – Policy Framework Discussion

Dr. Jacquelyn McCroskey and Ms. Sarah Soriano led the Roundtable in a discussion regarding the Policy Framework and the ongoing efforts to implement QRIS in the County. Dr. McCroskey noted that the Policy Framework has helped guide the direction of the Roundtable. Going forward, we may need to broaden the partners to solicit feedback as we consider elements that had not previously been included in the Policy Framework discussions. LAHSA might be one of those partners.

Policy Framework Goals

- Goal 1 – Restore and Expand Funding
- Goal 2 – Strengthen Policies on Eligibility and Access
- Goal 3 – Maximize Access to Available Services
- Goal 4 – Prioritize Quality Services
- Goal 5 – Expand Family and Community Engagement

Dr. McCroskey noted that the development and sustainability of quality ratings is part of Goal 4. Roundtable members were directed to a report authored by Ms. Sarah Crow and Ms. Leila Rock that describes California's efforts related to raising quality in early childhood programs. Along with the State's mandates regarding QRIS, consideration has to be given to the federal CCDBG quality ratings requirement.

Ms. Keesha Woods noted that Los Angeles County's QRIS efforts are moving forward with one system in place. There will be more discussion on the effort at next month's meeting.

Dr. Little noted the importance of ensuring that as the quality rating system is rolled out, consideration be given to both the system put in place and the actual improvement of child care services.

Ms. Jacildo asked how does licensing impact the issue of QRIS and what is the quality of care in place currently in Los Angeles. Ms. Woods noted the difficulty determining that given the fact that prior to the CSPP QRIS roll out, there were two quality rating systems in Los Angeles and comparing the two would be useless given their substantive differences.

Dr. McCroskey also noted the importance of scalability. There is little long term gain if the system in place is unable to reach the 9,000 child care facilities and placements in the County. Ms. Woods noted the need for the Roundtable to hold the Los Angeles County Office of Education (LACOE), Los Angeles Universal Preschool (LAUP) and the Office of Child Care accountable as they implement the CSPP QRIS system.

Ms. Dawn Kurtz added the need to include First 5 LA in this discussion as they roll out their IMPACT Grant. Ms. Charnofsky offered to contact her colleague at First 5 LA leading the IMPACT Grant effort and invite him to next month's meeting.

Dr. Gilchick opined the need to include more health domains in the QRIS. The Department of Public Health is very interested in being more involved and integrating its early care and education efforts with the roll out of the QRIS. Ms. Woods noted that there might be a need to increase the indicators that are being measured to include health factors.

7. Policy Roundtable Framework Committee

Given the limited time remaining, Dr. Little tabled this discussion until the next meeting.

8. Public Comment and Announcements

Ms. Kurtz noted the formation of a policy committee to support a campaign for increased reading. She requested participation from Roundtable members.

Ms. Chasen announced that the California Association for the Education of Young Children (CAEYC) will be sponsoring “Early Learning Advocacy Day” in Sacramento on February 3, 2016. The event is intended to bring together early learning advocates from around the State.

Dr. Little noted that the 2nd District Empowerment Congress will hold its annual gathering Saturday, February 16th at the University of Southern California (USC). This year’s focus will be on homelessness.

Dr. Little noted the end of an era with the retirement of Dr. Sam Chan. Dr. Chan has played a pivotal role in the development of the Roundtable and in other cross-departmental efforts in the County. Numerous Roundtable members added their appreciation of his efforts and expressed well wishes for a long and rewarding retirement.

Dr. Chan thanked the Roundtable for the professional and personal experiences he has reaped as a result of his participation and left participants with words of encouragement:

Be Kind and Be Useful

9. Call to Adjourn

The meeting was adjourned at 12:10 p.m.

Members Attending:

Jeanette Aguirre, Probation Department
Dean Tagawa, Los Angeles Unified School District/Early Childhood Education Division
Robert Gilchick, Department of Public Health
Jackie Majors, Child Care Alliance of Los Angeles
Jennifer Hottenroth, Department of Children and Family Services
Sharoni Little, Second Supervisorial District
Jacquelyn McCroskey, Commission for Children and Families
Terry Ogawa, Third Supervisorial District
Dora Jacildo, Fourth Supervisorial District
Sarah Soriano, Child Care Planning Committee
Dawn Kurtz, LAUP
Stacy Miller, Fifth Supervisorial District
Boris Villacorta, First Supervisorial District
Faith Parducho, Department of Parks and Recreation
Maria Calix, Second Supervisorial District

Sam Chan, Department of Mental Health
Fran Chasen, Southern California Association for the Education of Young Children
Terri Nishimura, Fourth Supervisorial District
John Whitaker, Fifth Supervisorial District
Keesha Woods, Los Angeles County Office of Education

Guests Attending:

Debbi Anderson, Los Angeles County Office of Education
Bryan Mershon, Department of Mental Health
Ellen Cervantes, Child Care Resource Center
Nora Garcia-Rosales, Department of Public Social Services
Denise Rangel, USC Student
Tess Charnofsky, First 5 LA
Nancy Lee Sayre, UCLA/Center for Improving Child Care Quality
Cristina Alvarodo, Child Care Alliance of Los Angeles
Susan Hendricks Richman, Independent Stakeholder

Staff:

Vincent Holmes
Michele Sartell

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QSLA Overview

Presented to LA County Policy Roundtable
February 10, 2016

Quality Start Los Angeles Consortium

QSLA Purpose



- Provide the highest quality program options for children.
- Disseminate information for parents to select an early childhood education program.
- Focus on California State Preschool Program (CSPP) providers, based on Prop 98 funding.
- Provide assessment, rating, and capacity-building support and incentives to providers.
- Seek to expand the initiative to all early childhood education providers in Los Angeles County.

Background: CSPP QRIS Block Grant



- In 2014 -15, the State budget included \$50 million in on-going Prop 98 funds
- Program purpose is to increase the total number of CSPPs to reach a QRIS rating of “4” or higher and to support those CSPPs already rated at a “4” to retain their rating
- Funding allocation based on the number of contracted CSPP spaces, per county
- First year grants were larger than subsequent years

Timeline: CSPP QRIS Block Grant



- Period 1: May 2015 – December 2015 (8 months)
- Period 2: January 2016 – September 2016 (9 months)
- Period 3 - TBD

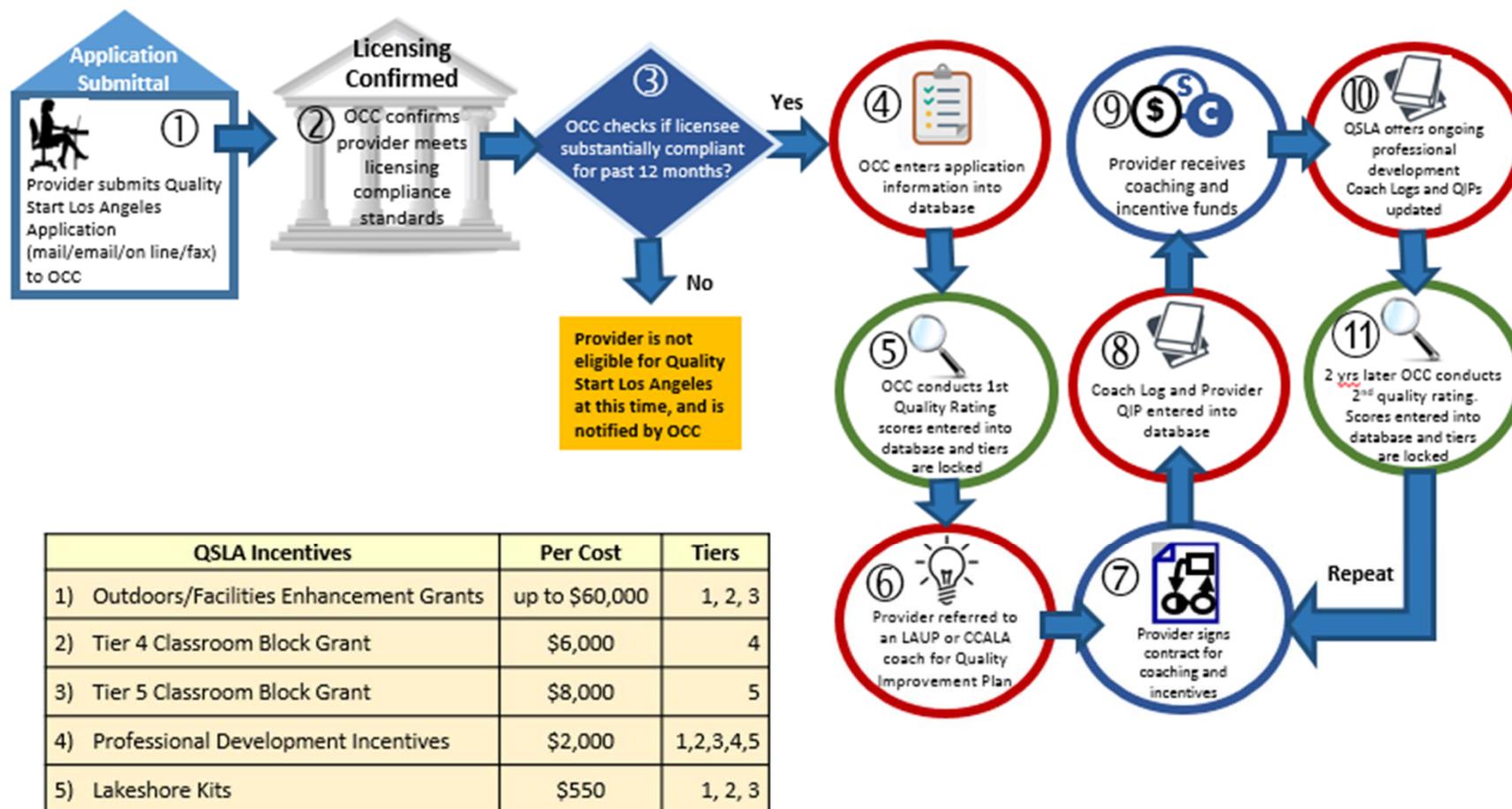
Roles and Responsibilities: QSLA Consortium



- **LACOE:** Administrative oversight, partnership coordination to achieve school readiness outcomes and program monitoring
- **LAC-OCC:** Program assessment and rating which includes licensing verification
- **LAUP and CCALA:** Capacity-building support and provider incentive distribution
- **First 5 LA:** Program evaluation



Quality Start Los Angeles (QSLA) Provider Workflow Year 1

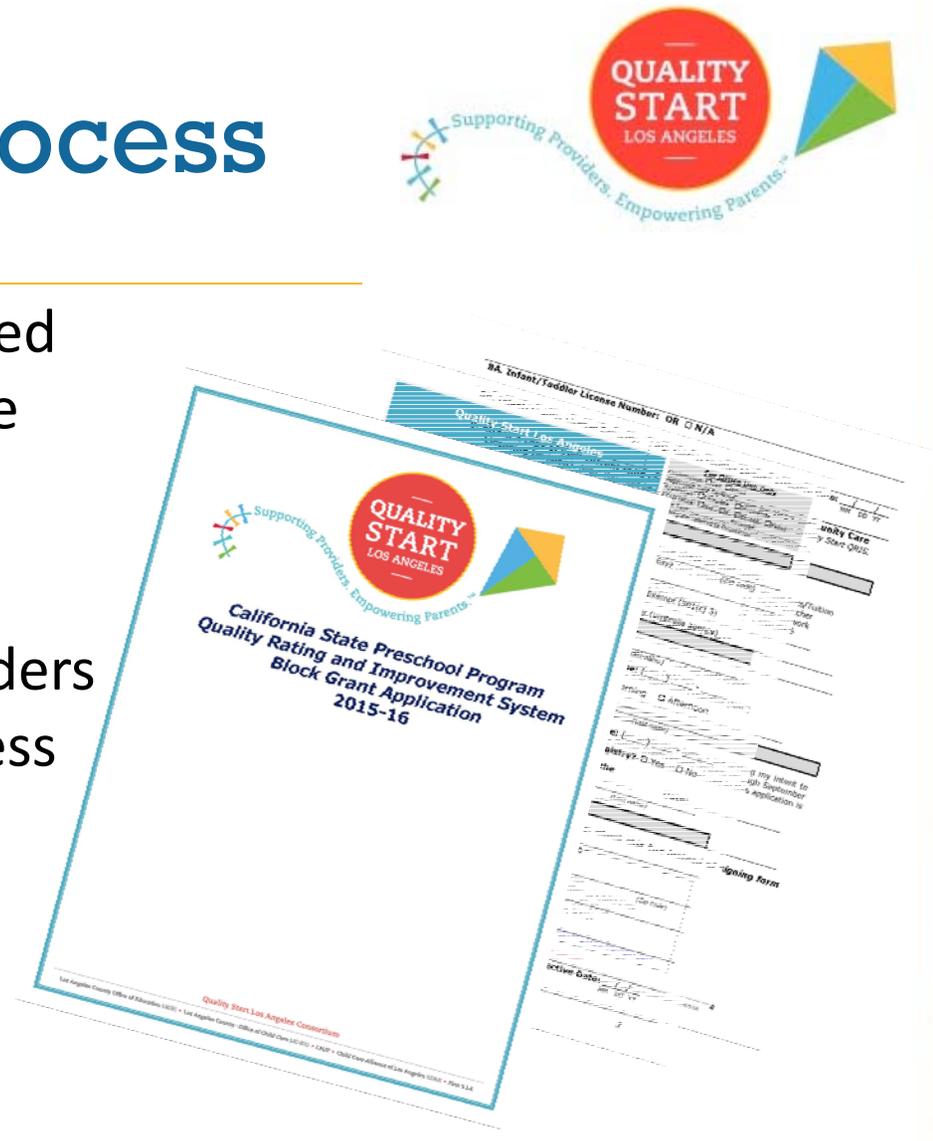


QSLA Incentives	Per Cost	Tiers
1) Outdoors/Facilities Enhancement Grants	up to \$60,000	1, 2, 3
2) Tier 4 Classroom Block Grant	\$6,000	4
3) Tier 5 Classroom Block Grant	\$8,000	5
4) Professional Development Incentives	\$2,000	1,2,3,4,5
5) Lakeshore Kits	\$550	1, 2, 3

The Quality Start Los Angeles Consortium

Application Process

- Provider submits completed application and supportive documents to LAC-OCC
- A Program Specialist is assigned to support providers with the application process



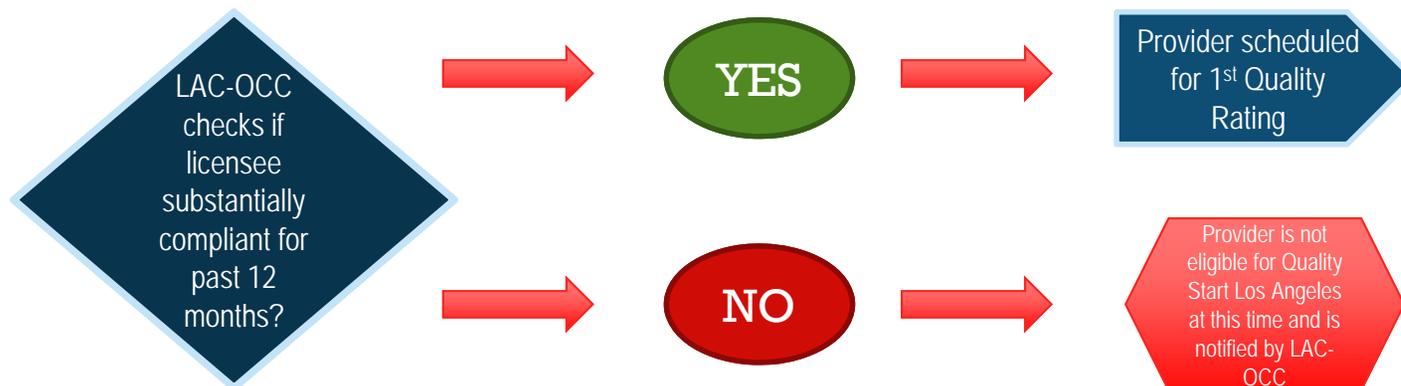
The image displays the Quality Start Los Angeles logo, which includes the text "Supporting Providers. Empowering Parents." and "QUALITY START LOS ANGELES". Below the logo is a sample of the "California State Preschool Program Quality Rating and Improvement System Block Grant Application 2015-16" form. The form is titled "Quality Start Los Angeles" and includes sections for "BA Infant/Toddler License Number: OR O/N/A", "Quality Start Los Angeles", and "California State Preschool Program Quality Rating and Improvement System Block Grant Application 2015-16". The form also features a "Signing form" section and a "Effective Date:" field.

License Verification



- **Licensing Confirmed**

- LAC-OCC confirms provider meets licensing compliance standards



Site Rating Process



- **Assessment and Rating Process**
 - One-third of the classrooms at the site will be assessed
- **Assessment Includes:**
 - A CLASS and ERS observation
 - Review of child files, staff qualifications

QSLA Model to Support Providers



- Stage 1: Pre-assessment and Rating
- Stage 2: Improvement & Capacity-building
- Stage 3: Sustainability & Incentives

QSLA Coaching Elements



- Coaching is related to the 7 Elements of the *California Quality Continuum Framework*, plus Family Engagement
- Coaching based on Tier rating includes:
 - Program and classroom
 - Workforce development
 - Program leadership
 - Family engagement
- Coaching ratio: 12-15 sites or up to 35 classrooms

**CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)
QUALITY CONTINUUM FRAMEWORK –RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4**

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/ observation tool aligned with CA <i>Foundations & Frameworks</i> ¹ twice a year	<input type="checkbox"/> DRDP (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	<input type="checkbox"/> Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ-SE , if indicated, at entry, then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	<input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	<input type="checkbox"/> Center: 24 units of ECE/CD ² OR Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD OR Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hours professional development (PD) annually	<input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K ▪ Emotional Support - 5 ▪ Instructional Support -3	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5

¹ Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

² For all ECE/CD units, the core 8 are desired but not required.

Note: Point values are not indicative of Tiers 1-5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
				<ul style="list-style-type: none"> ▪ Classroom Organization – 5 Toddler <ul style="list-style-type: none"> ▪ Emotional & Behavioral Support – 5 ▪ Engaged Support for Learning – 3.5 Infant <ul style="list-style-type: none"> ▪ Responsive Caregiving (RC) – 5.0 	Toddler <ul style="list-style-type: none"> ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4 Infant <ul style="list-style-type: none"> ▪ Responsive Caregiving (RC) – 5.5
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations <i>(excluded from point values in ratio and group size)</i>	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
7. Director Qualifications (Centers Only)	<input type="checkbox"/> 12 units ECE/CD+ 3 units management/ administration	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/-with 3 units management/ administration OR Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/-with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/-with 8 units management/ administration OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/-with 8 units management/ administration, OR Administrative Credential AND <input type="checkbox"/> 21 hours PD annually
TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2³	Common-Tier 3	Common-Tier 4	Local-Tier 5⁴
Centers 7 Elements for 35 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
FCCHs 5 Elements for 25 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above

³Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

⁴ Local-Tier 5: Local decision if there are additional elements included California Department of Education, February 2014 Updated May 28, 2015; Effective July 1, 2015

Providers in Tiers 1-3 receive:

- ❖ Program improvement coaching; minimum of 4 hours; all classrooms; Monthly
- ❖ Program leadership coaching; minimum of 2 hours; per site; Quarterly
- ❖ Workforce development/career coaching; per site; As needed
- ❖ Parent education/training per site (delivered by CCALA); As needed; based on budget
- ❖ Regional professional development (delivered by LAUP); As needed; based on budget

Providers in Tier 4-5 receive:

- ❖ Program improvement coaching; minimum of 4 hours; all classrooms; Quarterly
- ❖ Regional professional development (delivered by LAUP); As needed; based on budget
- ❖ Family engagement coaching; minimum of 2 hours; per site; Monthly

Benefits to CSPP Providers

QSLA CSPP Incentive Table



Incentives	Cost per Unit	Formula	Year 1			Year 2		
			Tiers 1-3	Tier 4	Tier 5	Tiers 1-3	Tier 4	Tier 5
a. Lakeshore Kits	\$550	Up to 4 (1x)	\$2,200					
b. Gross Motor Equipment	\$2,500	Per site (1x)	\$2,500					
c. ASQ-3	\$300	Per site (1x)	\$300					
d. ECERS	\$70	Up to 4 (1x)	\$280					
e. CLASS	\$50	Up to 4 (1x)	\$200					
f. Program Admin. Scale (PAS)	\$25	Per site (1x)	\$25					
g. Professional Development Stipend	\$2,000	Per site (Yearly)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
h. Block Grant Tier 4	\$6,000	Up to 4 (Yearly)		\$6,000			\$6,000	
i. Block Grant Tier 5	\$8,000	Up to 4 (Yearly)			\$8,000			\$8,000
j. Facilities	\$ TBD	Per site for Tiers 1-3 (1x)	\$ TBD					
Total incentive package:			\$5,505 (a-f) +\$2,000 \$7,505	\$8,000	\$10,000	\$2,000	\$8,000	\$10,000
Total <u>maximum</u> per site incentive award:			\$7,505	\$26,000	\$34,000	\$2,000	\$26,000	\$34,000
Total per site incentive award <u>with</u> Facilities Grant estimated at:			\$ TBD	Tier 4= \$6,000 x 4 = \$24,000 + \$2,000 = \$26,000 Tier 5 = \$8,000 x 4 = \$32,000 + \$2,000 = \$34,000				

QSLA Outreach Materials



Questions?
Thank you for your time!



For more information go to:

Website: qualitystartla.org

Phone: 562/922-6560

Email: qualitystartla@lacoed.edu

Quality Start Los Angeles Consortium

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First 5 CA IMPACT Update

*Policy Roundtable for
Child Care and Development*

February 10, 2016

Kevin Dieterle



Presentation Goals

- Update the Policy Roundtable on goals, activities and timeline pertaining to F5CA's IMPACT initiative
- Understand the role of First 5 LA and the QRIS Architects under IMPACT

QRIS in Context of F5LA Strategic Plan

2015 – 2020 Strategic Plan

- Systems and policy change
- Broad impact
- Engage partners at the earliest possible stage
- Support implementation of a uniform QRIS within LA County

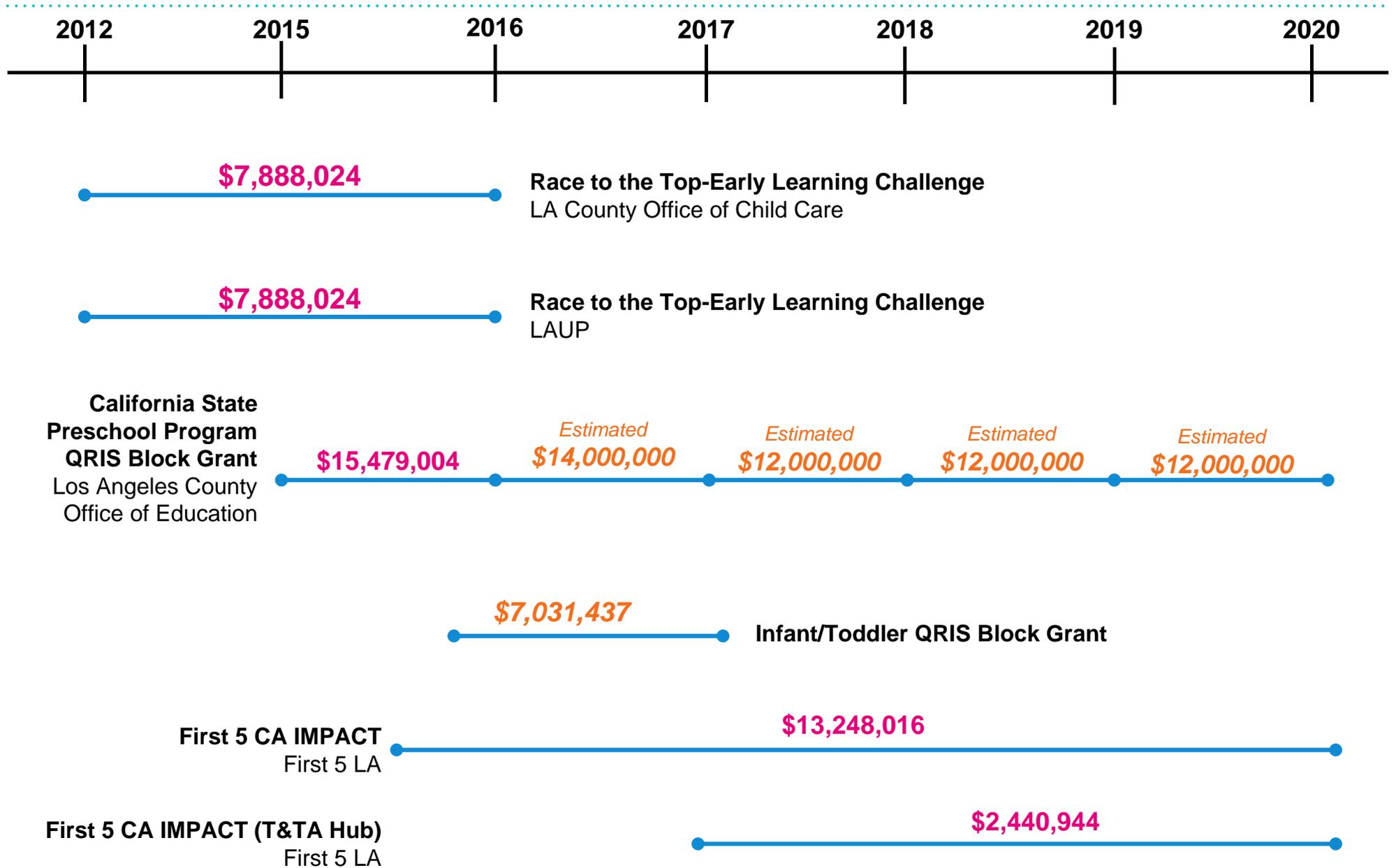
QRIS

- **Quality Rating and Improvement System**
- A systematic way to assess, improve, and communicate the quality of ECE programs so that:
 - parents can make informed choices for their children,
 - programs are encouraged and supported to continually improve quality, and
 - legislators, investors, and taxpayers feel confident in investing in quality.

What is IMPACT?

- Improve and **Maximize Programs** so **All Children Thrive** (IMPACT)
- New First 5 CA funding initiative
- Goal: achieve goal of helping children ages 0 to 5 and their families thrive by increasing the number of high-quality early learning settings
- \$190M statewide over five years
 - \$120M for county allocations (\$13.248M for LA)
 - \$18M for Regional T&TA Hubs
 - \$28M for State-level Systems Support
 - \$24M for Research and Evaluation

QRIS Funding Streams



QRIS in Los Angeles County

Assets

- Significant state legislative and budget support for QRIS
- Child Care Development and Block Grant (CCDBG) Reauthorization will bring improvements to CA core infrastructure
- LA County has several years of experience operationalizing QRIS and related efforts
- 20% of eligible CDE-subsidized providers are being reached by QRIS in LA County
- First 5 LA investments (TBD)

QRIS in Los Angeles County

Challenges

- QRIS to date has been implemented by lead entities in response to individual funding streams – including F5LA
- While significant funding is coming to LA County for QRIS, it is likely that not all of it will be able to be spent due to infrastructure challenges
- Quick turnaround times for QRIS funding streams have left little time to do long-term, countywide planning

Next Steps in LA

- First 5 LA assuming role of convener
- Conversations with partners are facilitated with outside partner, VIVA Strategy + Communications
- Goal of these meetings is to leverage current resources and to have a system in LA county that is unified in its goals and approach toward QRIS
- First 5 LA match will be used to meet site target requirements, with potential to tap into additional IMPACT money by serving beyond targets

IMPACT Process to Date

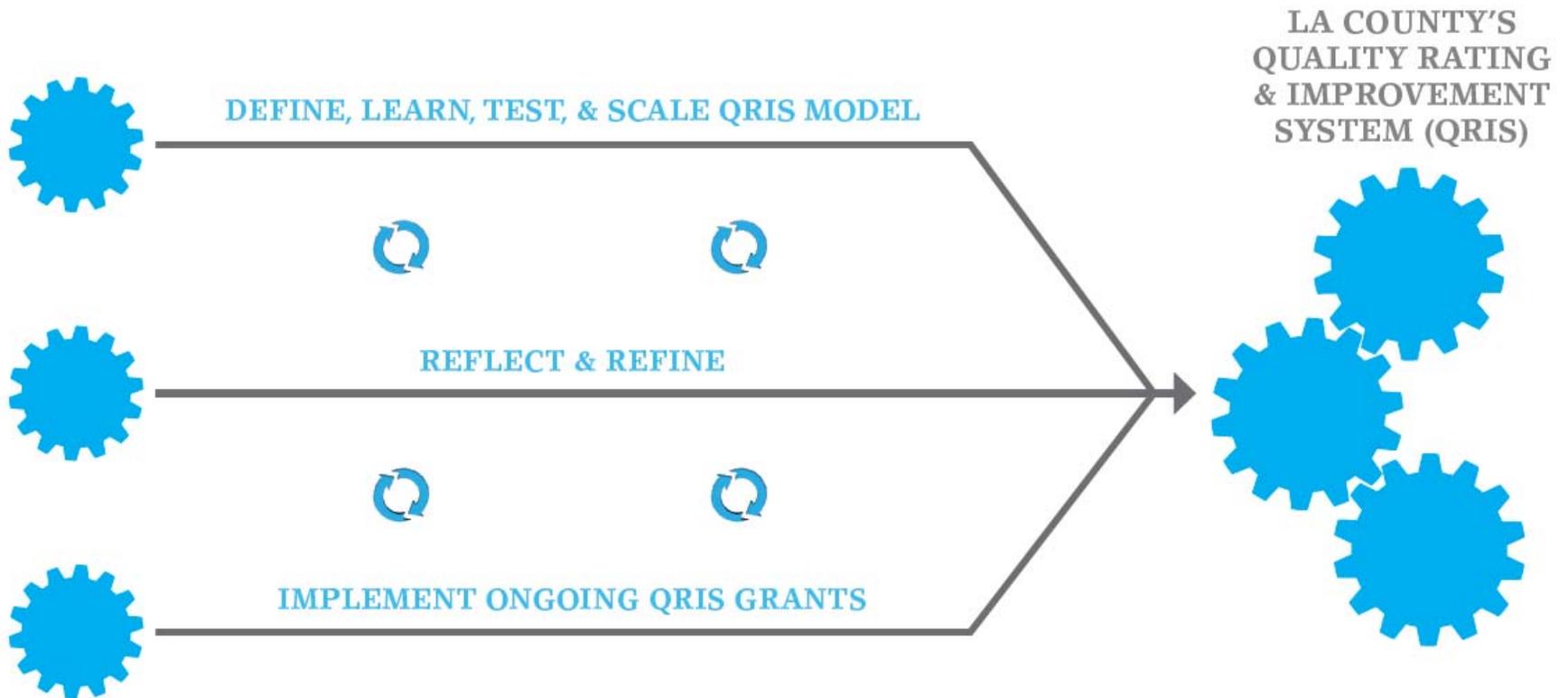
- Convening of QRIS Architects
 - Los Angeles County Office of Education
 - Office of Child Care
 - LAUP
 - Child Care Alliance of Los Angeles
- Five facilitated meetings regarding IMPACT
 - One-on-one conversations between Architect agency and VIVA
 - Group conversation without F5LA presence
- New participants in Architects for 2016
 - Child Care Planning Committee
 - Institutes of Higher Education (PEACH)

What We've Heard from Architects

- Countywide vision & approach is needed
- Willingness and eagerness to participate
- Building trust between previously competing agencies is imperative
- Staff capacity and development to support this work needs to be strengthened
- Support for F5LA as neutral convener
- Support to retain VIVA as neutral facilitator

SUGGESTED APPROACH DETAILS FOR IMPACT:

"All of these grants have had such a quick turnaround—we have been so stressed. There has never been time to stop, think, and plan."



October 26, 2015 • VIVA Strategy + Communications



IMPACT Process Following Award

- **Define (FY15-16)**
 - Defining countywide QRIS vision, roles, and decision-making structure
- **Learn (FY16-17)**
 - Understanding relevant local, state, and national QRIS research and best practices, as well as lessons learned from previous and current efforts

IMPACT Process Following Award (cont.)

- **Test (FY17-18)**
 - Utilize learnings to refine QRIS approach and implementation
 - Revisit countywide QRIS governance structure
 - Develop local implementation guide that reflects countywide QRIS structure and requirements
 - Pilot detailed cost model for LA QRIS at different scales/saturation rates
 - Engage with local policymakers regarding QRIS development and needs

IMPACT Process Following Award (cont.)

- **Scale (FY18-20)**

- Procurement process, which may be awarded to multiple successful applications to implement the countywide QRIS model with a mixed delivery system
- Engage with provider community about refined matrix
- Quarterly QRIS Learning Communities for participating grantees
- Quarterly convened QRIS School Leadership Sessions
- Parent education campaign on quality
- Increased engagement with Board of Supervisors, legislative advocacy, and other elected officials

Potential Roles for Partners – Define (FY15-16)

- **First 5 LA**
 - Convene the Consortium Leadership meetings and the development the system's shared vision and agreements
 - Facilitate development of research questions; begin to plan for next phase of IMPACT approach
- **Partners**
 - Meet with constituents to discuss Quality Rating & Improvement System-building process
 - Contribute to the development of countywide QRIS shared vision
 - Contribute to determining local evaluation framework and questions
 - Determine what information and agreements should be included in countywide MOUs; sign MOU.

Potential Roles for Partners – Learn (FY16-17)

- **First 5 LA**
 - Fund costs associated w/ learning efforts
 - Fund AIR to run the QRIS validation study using a representative sample of program types and ratings in LA County
 - Direct F5LA staff evaluation, policy program, and communications time to support activities in the learn phase
 - Share learnings with constituents and local policymakers and advocates
- **Partners**
 - Attend learning journeys and hosted technical assistance opportunities
 - Share data & lessons learned from previous and current LA County QRIS efforts
 - Inform sustainability and scale discussions
 - Review and inform validation study

Potential Roles for Partners – Test (FY17-18)

- **First 5 LA**
 - Fund modifications to QRIS database & refinement/expansion of registry
 - Engage with constituents, local policymakers, and advocates regarding QRIS development and needs
 - Fund staff to manage QRIS database refinement, data query/quality assurance, and coordination with vendor
- **Partners**
 - Provide site level rating and quality improvement data
 - Contribute to the refinement of QRIS implementation, including potential development of local indicators
 - Contribute to the development and implementation of local QRIS operations guide
 - Integrate the shared QRIS model into QRIS efforts that are supported by other funding streams

Potential Roles for Partners – Scale (FY18-20)

- **First 5 LA**
 - Support procurements, pilot programs, etc. with QRIS implementation funds
 - Fund content expert speaker fees (enriching learning, local practice), completion of validation study, convenings (provider, grantee, school leadership), public education campaign
 - Increase capacity/staffing to support QRIS-specific efforts
 - Review and fund modifications to QRIS database
- **Partners**
 - To be determined following First 5 LA scaling procurement process.

Next Steps

- First 5 LA submitted IMPACT application to
First 5 CA January 25
- First 5 CA posts final funding list to website
March 2016 (estimated)

Questions?



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From: bounce-1438952-3279808@mlist.cde.ca.gov on behalf of CDDLlists@cde.ca.gov
To: [Michele Sartell](mailto:Michele.Sartell@cde.ca.gov)
Subject: Stakeholder Process for the Proposed Early Education Block Grant
Date: Monday, January 25, 2016 3:37:15 PM

This is a message from the California Department of Education (CDE), Early Education and Support Division (EESD).

This is a message sent on behalf of the California Department of Finance regarding the 2016-17 Governor's Budget proposal.

Below is information regarding the stakeholder process for the Early Education Block Grant proposed in the 2016-17 Governor's Budget. Please feel free to forward this information to anyone you think may be interested.

Stakeholder Process for the Proposed Early Education Block Grant

The 2016-17 Governor's Budget proposes to consolidate existing pre-kindergarten programs into a single Early Education Block Grant (Block Grant) to local educational agencies (LEAs). The Department of Finance is soliciting public feedback and comments on the Block Grant in anticipation of releasing more details on the proposal in the 2016-17 May Revision.

Finance is open to all comments on the Block Grant, but specifically asks to receive feedback on the following:

TOPIC	QUESTIONS
Age Eligibility, Income Eligibility, and the Definition of "At-Risk"	Which children should have priority for service under the Block Grant?
Program Structure: <ul style="list-style-type: none">• Teacher Education and Professional Development• Class Size and Teacher Ratios• Curriculum• Environment/Facilities• Required Minutes/Length of Day	What minimum standards should the state require of pre-kindergarten programs?

The Role of Private Providers	How can LEAs utilize private providers to help support their pre-kindergarten programs? Should private providers have a role in the Block Grant?
The Distribution of Future Funding	How should future funding augmentations to the Block Grant be distributed among LEAs?
Accountability	How should the state ensure that Block Grant funding is supporting positive child outcomes?

To ensure consideration for the May Revision, interested parties may submit comments about the Block Grant **by 11:59 pm on Tuesday, March 15th, 2016** in one of three ways:

Via Email: earlyeducation@dof.ca.gov

Via Letter: CA Department of Finance, Education Systems Unit
 Attn: Early Education Block Grant
 915 L Street
 Sacramento, CA 95814

In Person: There will be three public stakeholder meetings for the Block Grant. Comments will be taken on a first come, first serve basis. Agencies providing similar input are encouraged to consolidate their remarks to a single speaker. Attendees are encouraged to bring written copies of their comments as well.

-
Friday, February 19th, 9 am to 12 pm

California Department of Finance
 Redwood Room
 915 L Street
 Sacramento, CA 95814

-
Monday, February 29th, 1 pm to 4 pm*

California Department of Education
 Room 1101
 1430 N Street
 Sacramento, CA 95814

**This meeting will offer remote sites for public input. Information about these sites will be forthcoming.*



March Stakeholder Input Session

Date/Time/Location TBD – more information will be sent out at a later date.

You have received this message because you are subscribed to an e-mail list from the California Department of Education's Early Education and Support Division. To unsubscribe from this list, go to <http://www.cde.ca.gov/sp/cd/ci/emailindex.asp>.

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LEGISLATION BEING CONSIDERED BY THE CALIFORNIA STATE LEGISLATURE – SECOND LEGISLATIVE SESSION OF 2015-16

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/9/16)
California Assembly Bills								
	AB 282 (Eggman)	<i>Makes findings and declares the intent of the Legislature to amend this bill to enact legislation to protect children from the preventable strangulation hazard posed by cords on window coverings by adopting standards that provide for safer window coverings in CA.</i>	Consumer Federation of America	Leah Barros 916.319.2013		Consumers Union, Kids in Danger, Parents for Window Blind Safety, Consumer Federation of CA, Consumer Action, CA Public Interest Research Group, Independent Safety Consulting	Window Covering Manufacturers Association	Introduced: 2/11/15 Amended: 3/26/15 Amended: 4/22/15 Amended: 6/1/15 Amended: 7/1/15 Amended: 7/7/15 In Senate Committee on Business Professionals and Economic Development Committee on Human Services
Watch	AB 427 (Weber)	Would exclude from income the amount of the basic allowance for housing provided to an individual who is on federal active duty, state active duty, active duty for special work, or Active Guard and Reserve duty in the military equal to the lowest rate of the allowance for the military housing area in which the individual resides for purposes of determining eligibility for child care and development services. <i>Would does not affect the priorities for federal and state subsidized child development services.</i>		Joe Kocurek 916.319.2079		AFSCME, AFL-CIO, CA School Boards Association, CA State PTA, San Diego County Office of Education (SDCOE), San Diego USD, Educational Enrichment Systems, Military Child Education Coalition		Introduced: 2/19/15 Amended: 3/26/15 Amended: 5/6/15 In Senate Committee on Appropriations Held under submission

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

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/9/16)
Active as of 1/13/16	AB 492 (Gonzalez)	Would provide that necessary CalWORKs supportive services also include a <i>diaper needs benefit</i> in the amount of \$50 per month for diaper products for every child two years of age or younger enrolled in child care <i>to be issued through the electronic benefits transfer system. The benefit is not to be counted as income for CalWORKs eligibility and benefits consideration.</i>		Andrea San Miguel 916.319.2237		AAP, Black Women for Wellness, CAPPA, CA Immigrant Policy Center, CA Latinas for Reproductive Justice (CLRJ), Center on Reproductive Rights and Justice, NCYL, Nat'l Diaper Bank Network, Parent Voices CA, Planned Parenthood, WCLP, and more		Introduced: 2/23/15 Amended: 3/26/15 Amended: 1/25/16 In Senate Committee on Rules
Watch (Active as of 1/4/16)	AB 598 (Calderon)	Would amend existing law pertaining to Family Child Care Home Education Networks (FCCHENS) by requiring that the tools used to make an assessment of family child care providers be appropriate to those settings. Would require completion of the developmental profile that is inclusive of the results of parent survey of the child's developmental progress, at least 9 site visits per year by FCCHEN administering organization, and the adoption of a curriculum appropriate to the children's ages. <i>FCCHEN to maintain development profile for each child.</i>	CCCRRN	Stacey Reardon 916.319.2063				Introduced: 2/24/15 Amended: 1/4/2016 Amended: 1/14/16 Amended: 1/21/16 In Senate Committee on Education

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/9/16)
	AB 648 (Low)	Would establish the Virtual Dental Home (VDH) grant program to expand the virtual dental home model of community-based delivery of dental care to the residents of this state who are in greatest need. Grant program shall facilitate, coordinate, and encourage development and expansion of the delivery of dental health services through the use of the VDH model by providing grants for specified activities. References to specific entities e.g. schools, Head Start and preschool) deleted. Adds evaluation component to ensure reaching highest needs communities. <i>Appropriates funding to support the program.</i>	California Dental Association, The Children's Partnership	Gina Frisby 916.319.2028		Alameda County Board of Supervisors, Alameda County Developmental Disabilities Council, CA Chronic Care Coalition, CA Dental Hygienists' Assoc, CA Primary Care Assoc, CA Society of Pediatric Dentistry, CDF-CA, Children Now, Community Clinic Association of LA County, Delta Dental, LIBERTY Dental Plan of CA, Inc., Maternal and Child Health Access, North County Health Services, United Way of CA, and more		Introduced: 2/24/15 Amended: 6/11/15 Amended: 6/29/15 Amended: 9/1/15 Senate Floor Inactive File
	AB 713 (Weber)	Would require a child to have completed one year of kindergarten before he or she may be admitted to the first grade beginning with the 2017-18 school year. <i>Specifies that private school instruction at the elementary level includes kindergarten.</i>		Matthew Hamlett 916.319.2079		CA Catholic Conference, Inc., CA State Conference of the NAACP, CA State PTA, CTA, First 5 California	CA Right to Life, Inc., Home School Legal Defense Assoc (Virginia), Independent Private Schools of CA	Introduced: 2/25/15 Amended: 3/19/15 Amended: 6/1/15 In Senate Committee on Appropriations Held under submission
	AB 743 (Eggman)	Would create the CalWORKs Self-Sufficiency through Education and GI Bill Exemption Act of 2016. Would exempt from consideration as income, for purposes of determining CalWORKs eligibility, available income or property, education, training, vocation, or rehabilitation benefits provided through the U.S. Department of Veterans Affairs for active duty personnel, veterans, and dependents, or spouses of those who died in the line of duty or have a service connected disability.	Coalition of California Welfare Rights Organizations, Inc. (CCWRO), Western Center on Law & Poverty (WCLP)			CAPPA, CA School Employees Association (CSEA), NASW-CA Chapter		Introduced: 2/25/15 Amended: 4/9/15 Amended: 6/1/15 Amended: 7/16/15 Amended: 8/17/15 In Senate Committee on Appropriations Held under submission

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/9/16)
Watch (need more information)	AB 1161 (Olsen & Atkins)	Would establish the California Preschool Investment Fund, which would authorize the CDE to accept monetary contributions to the fund for purposes of preschool education until 1/1/2021. Five counties, via application by the counties' local child care and development planning council, will be selected by the CDE/EESD based on a number of factors to be included in the pilot. The CDE to develop a system for accepting monetary contributions to the program and to allocate credits to contributors on a first-come, first-served basis. The aggregate amount of credit shall not exceed \$250 million for each calendar year. <i>Technical amendments.</i> Fiscal effect: significant		Allison Wescott 916.319.2012		CAEYC, California Catholic Conference, First 5 Association of California, Junior Leagues of California, the State Public Affairs Committee	AFSCME, AFL-CIO, CFT	Introduced: 2/27/15 Amended: 7/2/15 In Senate Committee on Appropriations Held under submission
New (2 nd Session)	AB 1567 (Campos)	Would amend After School and Education (ASES) Program by giving 1 st priority enrollment to youth experiencing homelessness, 2 nd priority enrollment to pupils in CalWORKs assistance units, and 3 rd priority enrollment for programs serving middle and junior high school pupils, to pupils who attend the program daily.						Introduced: 1/4/16 Committee on Education

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/9/16)
<i>New (2nd Session)</i>	AB 1644 (Bonta)	Would amend existing School-based Early Mental Health Intervention and Prevention Services for Children Act of 1991 by expanding definition of a pupil eligible for services under the Act to include a child who attends a preschool program at a publicly funded elementary school and a child enrolled in transitional kindergarten. In addition, would establish a 4-year pilot program, the School-Based Early Mental Health Intervention and Prevention Services Support Program, to provide outreach, free regional training, and technical assistance for local educational agencies in providing mental health services at school sites.						Introduced: 1/11/16 Committee on Education Committee on Health
<i>New (2nd Session)</i>	AB 1679 (Weber)	Would exclude from income the basic allowance for housing provided to an individual who is on federal active duty, state active duty, active duty for special work, or Active Guard and Reserve duty in the military that is equal to the lowest rate of the allowance for the military housing area in which the individual resides for purposes of determining eligibility for child care and development services.						Introduced: 1/19/16
<i>New (2nd Session)</i>	AB 1712 (Oberholte)	Would authorize CA Department of Education contractors providing early care and education services to use a digital signature and that the digital signature have the same force and effect as a manual signature if specified requirements are met.						Introduced: 1/26/16

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/9/16)
California Senate Bills								
	SB 3 (Leno)	Would increase the minimum wage, on and after 1/1/2016, to not less than \$11 per hour, <i>and</i> on and after 7/1/2017, to not less than \$13 per hour. Would require automatic adjustment of the minimum wage using a specified formula on January 1 of each year, starting on 1/1/19, to maintain employee purchasing power diminished by the rate of inflation that occurred during the previous year. <i>Amendments mostly technical.</i>	Western Center on Law and Poverty, California State Council of the Service Employees International Union (SEIU)			ACLU, CA Alliance for Retired Americans, CAEYC, CA Catholic Conference, CA Lawyers Assoc, CA Hunger Action Coalition, CA Immigrant Policy Center, CA Labor Federation AFL-CIO, CA Rural Legal Assistance Foundation, CA School Employees Assoc, CA Teamsters Public Affairs Council, CA United for a Responsible Budget, CDF-CA, City & Co of San Francisco, City of Long Beach- Office of the Mayor, City of Los Angeles- Office of the Mayor, Coalition of CA Welfare Rights Organizations, Inc., NASW-CA Chapter, Nat'l Employment Law Project and many more	Automotive Service Councils of CA, CA Agricultural Aircraft Assoc, CA Ambulance Association, CA Assoc of Bed and Breakfast Inns, CA Assoc of Health Services at Home, CA Assoc Association of Nurseries and Garden Centers, CA Attractions & Parks Assoc, CA Autobody Assoc, CA Business Properties Assoc, CA Chamber of Commerce, CA Citrus Mutual, CA Cotton Ginners Assoc, CA Dairies, Inc., CA Farm Bureau Federation, and many more	Introduced: 12/2/14 Amended: 3/11/15 In Assembly Committee on Appropriations Hearing postponed by committee
	SB 23 (Mitchell)	Would prohibit imposing a condition for cash aid (CalWORKs) on a recipient to disclose information regarding incest, rape or use of contraceptives. Would prohibit denying an increase in aid to a family currently receiving aid upon the birth of a new child. Fiscal effect in 1 st and outgoing years.	WCLP, CWDA, ACLU		Support	ACLU of CA, Advancement Project, Health Access; CAEYC, CA Partnership; CFPA, CA Immigrant Policy Center; Center for Law and Social Policy, Child Care Law Center, Children Now, CDF, NASW, among many others		Introduced: 12/1/14 Assembly Floor Inactive File
	SB 311 (Beall)	Would authorize the Alum Rock Union Elementary School District located in Santa Clara County <i>and a preschool program, in consultation with the Santa Clara County Office of Education and First 5 Santa Clara County</i> to develop and implement an individualized eligibility part-day preschool subsidy plan for children residing in the school district as a pilot project until <i>June 30, 2021</i> . Additional state funds shall not be appropriated for purposes of implementing this article. Fiscal effect: Yes		Anna Alvarado 916.651.4015		Alum Rock Union Elementary School District, Early Edge CA, First 5 Santa Clara County, Local Early Education Planning Council, Kidango, PTA Adelante Dual Language Academy, Santa Clara County Office of Education, Numerous individuals		Introduced: 2/23/14 Amended: 4/6/15 Amended: 6/1/15 Amended: 7/6/15 In Assembly Committee on Appropriations Held under submission

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 2/9/16)
Watch	SB 645 (Hancock)	Would, commencing January 1, 2016, and until July 1, 2017, authorize an After School Education and Support (ASES) program to suspend operations for up to 5 schooldays in a fiscal year <i>and prohibit an adjustment in the grant as a result of the suspension.</i> Authorizes the program to determine the specific grades to serve based on local needs. Expresses legislative intent to provide full-day ASES for each day child attends	California After School Coalition	Renee Estoista 916.651.4009		Alhambra Afterschool Adventures, Alhambra USD, Fight Crime: Invest in Kids CA, Institute for Student Success, Inc., LA's Best After School Enrichment, & many more		Introduced: 2/27/15 Amended: 4/6/15 Amended: 6/2/15 Amended: 7/7/15 Amended: 8/17/15 In Assembly Committee on Appropriations Held in committee under submission
	SB 670 (Jackson)	Would provide tax credits to employers for developing and offering child care and development services to meet the needs of their workforce. Includes credits for startup and facility construction and contributing to child care resource and referral agencies to help employees access services. <i>Technical amendments.</i>	Bay Area Council	Chris Reeve 916.651.4019		Orange County Business Council, Regional Economic Association Leaders Coalition		Introduced: 2/27/15 Amended: 4/23/15 Amended: 5/13/15 Amended: 6/1/15 Amended: 8/18/15 Amended: 8/20/15 In Assembly Committee on Appropriations Held in committee under submission
California Budget Bills (including Trailer Bills)								
	AB 1598 (Weber)	Budget Act of 2016						Introduced: 1/7/16 Committee on Budget
	SB 825 (Leno)	Budget Act of 2016						Introduced: 1/7/16

To obtain additional information about any State legislation, go to www.leginfo.ca.gov/bilinfo.htm; for Federal legislation, visit <http://thomas.loc.gov>. To access budget hearings on line, go to www.calchannel.com and click on appropriate link at right under "Live Webcast". Links to Trailer Bills are available at http://www.dof.ca.gov/budgeting/trailer_bill_language/. For questions or comments regarding this document, contact Michele Sartell, staff with the Office of Child Care, by e-mail at msartell@ceo.lacounty.gov or call (213) 974-5187. An additional source of information on bills posted in this matrix is the subscription-based publication, *Legislative Updates on Child Development*, issued weekly by On the Capitol Doorstep. For more information, visit www.otcdkids.com.

KEY TO LEVEL OF INTEREST ON BILLS:

1: Of potentially high interest to the Child Care Planning Committee and Policy Roundtable for Child Care.

2: Of moderate interest.

3: Of relatively low interest.

Watch: Of interest, however level of interest may change based on further information regarding author's or sponsor's intent and/or future amendments.

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

KEY:

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

DEFINITIONS:²

Committee on Rules	Bills are assigned to a Committee for hearing from here.
Consent Calendar	A set of non-controversial bills, grouped together and voted out of a committee or on the floor as a package.
First Reading	Each bill introduced must be read three times before final passage. The first reading of a bill occurs when it is introduced.
Held in Committee	Status of a bill that fails to receive sufficient affirmative votes to pass out of committee.
Held under Submission	Action taken by a committee when a bill is heard and there is an indication that the author and the committee members want to work on or discuss the bill further, but there is no motion for the bill to progress out of committee.
Inactive File	The portion of the Daily File containing legislation that is ready for floor consideration, but, for a variety of reasons, is dead or dormant. An author may move a bill to the inactive file, and move it off the inactive file at a later date. During the final weeks of the legislative session, measures may be moved there by the leadership as a method of encouraging authors to take up their bills promptly.
On File	A bill on the second or third reading file of the Assembly or Senate Daily File.
Second Reading	Each bill introduced must be read three times before final passage. Second reading occurs after a bill has been reported to the floor from committee.
Spot Bill	A bill that proposes non-substantive amendments to a code section in a particular subject; introduced to assure that a bill will be available, subsequent to the deadline to introduce bills, for revision by amendments that are germane to the subject of the bill.
Third Reading	Each bill introduced must be read three times before final passage. Third reading occurs when the measure is about to be taken up on the floor of either house for final passage.
Third Reading File	That portion of the Daily File listing the bills that is ready to be taken up for final passage.
Urgency Measure	A bill affecting the public peace, health, or safety, containing an urgency clause, and requiring a two-thirds vote for passage. An urgency bill becomes effective immediately upon enactment.
Urgency Clause	Section of bill stating that bill will take effect immediately upon enactment. A vote on the urgency clause, requiring a two-thirds vote in each house, must precede a vote on bill.
Enrollment	Bill has passed both Houses, House of origin has concurred with amendments (as needed), and bill is now on its way to the Governor's desk.

² Definitions are taken from the official site for California legislative information, Your Legislature, Glossary of Legislative Terms at www.leginfo.ca.gov/guide.html#Appendix_B.

STATE LEGISLATIVE CALENDAR 2016 (Tentative)³

January 1, 2016	Statutes take effect (Art. IV, Sec. 8(c)).
January 4, 2016	Legislature reconvenes (J.R. 51(a)(4)).
January 10, 2016	Budget Bill must be submitted by Governor (Art. IV, Sec. 12(a)).
January 15, 2016	Last day for policy committees to hear and report to Fiscal Committee fiscal bills introduced in their house in the odd-numbered year (J.R. 61(b)(1)).
January 18, 2016	Martin Luther King, Jr. Day Observed
January 22, 2016	Last day for any committee to hear and report to the Floor bills introduced in their house in 2015 (J.R. 61(b)(2)). Last day to submit bill requests to the Office of Legislative Counsel.
January 31, 2016	Last day to for each house to pass bills introduced in that house in the off-numbered year (J.R. 61(b)(3)). (Art. IV, Sec. 10(c)).
February 15, 2016	President's Day Observed
February 19, 2016	Last day for bills to be introduced (J.R. 61(a)(1), J.R. 54(a)).
March 17, 2016	Spring Recess begins upon adjournment (J.R. 51(b)(1)).
March 28, 2016	Legislature reconvenes from Spring Recess (J.R. 51(b)(1)).
April 1, 2016	Cesar Chavez Day observed.
April 22, 2016	Last day for policy committees to meet and report to fiscal committees fiscal bills introduced in their house (J.R. 61(b)(5)).
May 6, 2016	Last day for policy committees to meet and report to the floor non-fiscal bills introduced in their house (J.R. 61(b)(6)).
May 13, 2016	Last day for policy committees to meet prior to June 6 (J.R. 61(b)(7)).
May 27, 2016	Last day for fiscal committees to meet and report to the floor bills introduced in their house (J.R. 61(b)(8)). Last day for fiscal committees to meet prior to June 6 (J.R. 61(b)(9)).
May 30, 2016	Memorial Day observed.
May 31-June 3, 2016	Floor session only. No committee may meet for any purpose (J.R. 61(b)(10)). This deadline APPLIES TO ALL bills, constitutional amendments and bills which would go into immediate effect pursuant to Section 8 of Article IV of the Constitution (Art. IV, Sec. 8(c); J.R. 61(i)).
June 3, 2016	Last day for each house to pass bills introduced in that house (J.R. 61(b)(11)).
June 6, 2016	Committee meetings may resume (J.R. 61(b)(12)).
June 15, 2016	Budget Bill must be passed by midnight (Art. IV, Sec. 12(c)(3)).
June 30, 2016	Last day for a legislative measure to qualify for the November 8 General election ballot (Election Code Sec. 9040).
July 1, 2016	Last day for policy committees to meet and report bills (J.R. 61(a)(10)).
July 1, 2016	Summer recess begins at the end of this day's session, provided the Budget Bill has been passed (J.R. 51(b)(2)).
July 4, 2016	Independence Day observed.
August 1, 2016	Legislature reconvenes from Summer Recess (J.R. 51(b)(2)).
August 12, 2016	Last day for fiscal committees to meet and report bills (J.R. 61(b)(14)).
August 15 – 31, 2016	Floor session only. No committees, other than conference committees and Rules Committee, may meet for any purpose (J.R. 61(b)(15)). This deadline APPLIES TO ALL bills, constitutional amendments and bills which would go into immediate effect pursuant to Section 8 of Article IV of the Constitution (Art. IV, Sec. 8(c); J.R. 61(i)).
August 19, 2016	Last day to amend bills on the floor (J.R. 61(b)(16)).
August 31, 2016	Last day for each house to pass bills, except bills that take effect immediately or bills in Extraordinary Session (Art. IV, Sec. 10(c), J.R. 61(b)(17)). Final Recess begins upon adjournment (J.R. 51(b)(3)).
Sept 30, 2016	Last day for Governor to sign or veto bills passed by the Legislature on or before September 11, 2016 and in the Governor's possession after September 1 (Art. IV, Sec. 10(b)(2)).
2017	
Jan. 1	Statutes take effect (Art. IV, Sec. 8(c)).
Jan. 2	Legislature reconvenes (J.R. 51 (a)(4)).

³ California State Senate. *2016 Tentative Legislative Calendar*. Retrieved on January 11, 2015 from http://senate.ca.gov/sites/senate.ca.gov/files/senate_legislative_calendar_2016.pdf.

December Small Group Discussion

MBK Discussion

	What recommendations can the Policy Roundtable take to impact this area?	What actions can be taken to implement the proposed recommendation(s)?	What is the suggested timeline for implementing recommendation(s)?
Group 1	<ul style="list-style-type: none"> • Increase early educator capacity to engage and educate in a meaningful way within the context of the protective factors. • Keep recommendations listed on summary document 	<ul style="list-style-type: none"> • Support the facilitation of convenings. 	<ul style="list-style-type: none"> • Soon
Group 2	<ul style="list-style-type: none"> • Roundtable to take the lead as it relates to MBK ECE issues • Convene planning sessions to connect families with health care providers and mental health consultants. • Make sure all systems (childcare providers, administration, programs) are connected. • Explore increasing the availability of co-located County services at libraries and Parks. 	<ul style="list-style-type: none"> • Recommend that the Board of Supervisors identify the Policy Roundtable as the lead in 1st and 2nd bullets noted on summary document and that we participate in the 3rd bullet on the summary document. 	<ul style="list-style-type: none"> • January/February 2016 or this fiscal year.
Group 3	<ul style="list-style-type: none"> • Present both Parks and Recreation and Libraries to present to PRCC on their programming to support families with young children. • Look at seamless transitions between ECE and elementary school and determine how to strengthen. • Increase our understanding of best practices. 	<ul style="list-style-type: none"> • Add Libraries to the PRCC. • Receive an update on best practices on seamless transitions from ECE to elementary. • Connect with UCLA's Black Male Institute. 	<ul style="list-style-type: none"> • To Be Determined.
Group 4	<ul style="list-style-type: none"> • Convene planning sessions. • Better understand the availability of County services that can be provided at Parks and Libraries. 	<ul style="list-style-type: none"> • Convene key subgroups and follow-up at PRCC meetings with reports. 	<ul style="list-style-type: none"> • To Be Determined.

Child Care and Development Block Grant

	What recommendations can the Policy Roundtable take to impact this area?	What actions can be taken to implement the proposed recommendation(s)?	What is the suggested timeline for implementing recommendation(s)?
Group 1	<ul style="list-style-type: none"> • Roundtable work with statewide licensing representatives and obtain update and plans regularly from our local person. • Align our efforts with state stakeholders 	<ul style="list-style-type: none"> • Align our efforts with the state plan. • Regularly connect with statewide stakeholders. • Ms. Sartell will connect with Sharon Green and report to Roundtable • Roundtable to continue to advocate for annual licensing inspections. 	<ul style="list-style-type: none"> • To Be Determined.
Group 2	<ul style="list-style-type: none"> • Recommend that inspection requirements for licensed and license exempt providers be separated. 	<ul style="list-style-type: none"> • Communicate to the Board of Supervisors why we are in support of recommendations and 	<ul style="list-style-type: none"> • 3rd quarter of FY2015-16.

	<ul style="list-style-type: none"> Consider how to support parental choice. 	<p>why we would like to separate license from license exempt.</p>	
Group 3	<ul style="list-style-type: none"> Become involved in the discussions related to licensing visits. Determine how the PRCC influences the state's movements. Determine how County leadership influences state decisions. 	<ul style="list-style-type: none"> Need an update from CCH on licensing visits. Presentation on current workforce activities – LAUP grants expiring soon. Who will take lead and assure continuity. Track QRIS recommendations to assure that LA County leaders play a role in highlighting key recommendations. 	<ul style="list-style-type: none"> To Be Determined.
Group 4	<ul style="list-style-type: none"> Assist parents in the identification of quality and stable ECE programs. Determine how best to use ECE programs for early identification of mental health issues (PEI funds). 	<ul style="list-style-type: none"> Receive regular updates on legislative efforts that inform our understanding of CCDBG requirements. Identify other strategies and key partners. Research literature that documents impact of disrupted care on children in ECE systems. 	<ul style="list-style-type: none"> Next Few Meetings.

Early Care and Education Programming

	What recommendations can the Policy Roundtable take to impact this area?	What actions can be taken to implement the proposed recommendation(s)?	What is the suggested timeline for implementing recommendation(s)?
Group 1	<ul style="list-style-type: none"> Determine what is being done about the inconsistencies in ratings between ECE and schools. Add expanded TK to title and discussion. Increase enrollment outreach efforts. Educate families on program choices 	<ul style="list-style-type: none"> Potential opportunity for legislative fixes and evaluation of TK programs. Advocate for better ratios and qualifications of teachers. 	<ul style="list-style-type: none"> To Be Determined.
Group 2	<ul style="list-style-type: none"> Educate parents on the benefits of each program. Advocate for the expansion of some programs to full day care. 	<ul style="list-style-type: none"> Coordinate discussions with LACOE 	<ul style="list-style-type: none"> To Be Determined.
Group 3	<ul style="list-style-type: none"> Need an update on expanding training for TK teachers. Need for full-day coverage for all programs – TK/HS/ECE Work to expand understanding of the different needs of students – teacher student ratios 	<ul style="list-style-type: none"> Assist parents in understanding proper placement for their children. Better understand how parents receive information regarding selecting placements for their children. Understand how 211 fits into the picture. 	<ul style="list-style-type: none"> To Be Determined.
Group 4	<ul style="list-style-type: none"> Identify organizations or individuals who can present and educate PRCC on transitional care and how family dynamic impact transition - Deepa Fernandez of KPCC and Senator Holly Mitchell. 	<ul style="list-style-type: none"> Communicate position to state legislatures. 	<ul style="list-style-type: none"> To Be Determined.

Child Care and Development Policy Framework for 2014-2016

Restore – Integrate – Improve

The first Child Care Policy Framework was adopted by the Board of Supervisors on January 6, 2009, just as California was sliding into a severe fiscal crisis and the country recognized it was in a recession. Over the next four years, funding for subsidized child care and development services in California was reduced by \$1.2 billion. This translated to a loss of nearly \$200,000,000 of subsidy dollars to low-income families in Los Angeles County. Also during this period, the number of licensed family child care homes in Los Angeles County declined by 14 percent, dropping from over 9,000 to 7,623, furthering limiting an inadequate supply of child care and development programs available to infants and toddlers.

Given this context, we are thankful for the strategic focus that the two previous Child Care Policy Frameworks have provided County departments and our community partners. Despite this period of serious budget reductions, Los Angeles County has made incremental progress to closing the gap between “what we know” and “what we do” that contributes to the overall well-being of young children, families and communities. There is, however, still much to do.

Momentum for Change Is Building

For the first time in many years, there is a sense of optimism and urgency that now is the time to improve and expand access to child care and development services. Consider the following facts:

- Economic conditions are improving in Los Angeles County, California and the country.
- Economist and Nobel Laureate James Heckman, Ph.D. has weighed in on early care and education, “We cannot afford to postpone investing in children until they become adults, nor can we wait until they reach school age - a time when it may be too late to intervene. Learning is a dynamic process and is more effective when it begins at a young age and continues through adulthood.”
- A report released by the Robert Wood Johnson Foundation in January 2014 identifies three goals to improve the health of the nation. The first goal calls for prioritizing investments in America’s youngest children and urges the creation of stronger quality standards for early childhood development programs, linking funding to program quality and guaranteeing access for all low-income children under five years old by 2025.
- The Los Angeles Area Chamber Commerce has identified early education as a priority issue, recognizing “that an investment in quality early education programs will increase achievement, reduce drop-out rates and create pathways for success throughout K-12 education. This type of investment will enhance educational outcomes and result in a knowledgeable workforce that will lead our nation’s economy.”
- On January 7, 2014, California Senate President pro Tem Darrell Steinberg introduced SB 837, *The Kindergarten Readiness Act of 2014*, which would make transitional kindergarten available to every four-year old child in California. Senator Carol Liu will be introducing a companion bill to expand and improve early care and education services available to children from birth through three years of age.

- The FY 2014 Omnibus Appropriation Bill arrived on the President's desk with bipartisan support and was signed by President Obama on January 17, 2014. This bill not only restored the reductions imposed by sequestration on Head Start, Early Head Start and the Child Care and Development Block Grant, but actually increased funding for these programs. In addition, it will support states and local communities in expanding high quality early learning for infants and toddlers through Early Head Start-Child Care Partnerships and fund Preschool Development Grants available to states on a competitive basis.
- Federal legislation, the *Strong Start for America's Children Act* (H.R. 3461 and S. 1697) has been introduced in Congress. This legislation would significantly expand access to high quality early care and education services.

Goals for 2014-2016

Given this momentum, the time to improve and expand child care and development services is now. We are aware that even with this momentum, the legislation cited above could dramatically change the child care and development sector in our county; that family, business, and operator interests in child care and development do not always align seamlessly; and that to achieve the changes needed in the child care and development sector will require vision, commitment, and hard work. The Child Care and Development Policy Framework for 2014 – 2016 is intended to focus County departments and community stakeholders on areas where a unified voice from Los Angeles 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:

1. Restore and Expand Funding
2. Strengthen Policies on Eligibility and Access
3. Maximize Access to Available Services
4. Prioritize Quality Services
5. Expand Family and Community Engagement

GOAL 1 – RESTORE AND EXPAND FUNDING

Objective: Pursue the restoration and expansion of funding for subsidized child care and development and related services

A. How are we going to do it:

1. Working within the adopted Legislative Platform and with the Chief Executive Office - Intergovernmental Relations and External Affairs (CEO-IGEA), promote the restoration and expansion of federal and State funding for:
 - a. The full range of child care and development services for children from pre-natal through five years of age, with an emphasis on services for children birth to three, and
 - b. Increased on-site inspections of child care and development programs by the California Department of Social Services/Community Care Licensing Division (CDSS/CCLD).
2. Promote efficiencies that optimize the administration of subsidized child care and development services and afford families access to stable arrangements, including but not limited to the annual determination of eligibility and the elimination of parent fees for State Preschool.
3. Work with First 5 LA, First 5 California and other philanthropic sources to increase, coordinate, and integrate investments in child care and development. In this process, the critical need for additional services for infants and toddlers will be emphasized.

B. Benchmarks for success

1. CEO-IGEA, working in conjunction with the Policy Roundtable for Child Care and Development (Roundtable) and the Office of Child Care, will provide the Board of Supervisors with information on State and Federal proposals and their impact on local families and programs.
2. The Roundtable will work with local stakeholders to develop collaborative approaches to integrate and maximize available funding.
3. The Roundtable, in conjunction with the Child Care Planning Committee (Planning Committee), will promote the effective utilization of existing data to inform policy, practice and decision-making relating to the restoration, expansion, and geographic allocation of funding for subsidized child care and development services.

C. Our partners

- Board of Supervisors, County departments, business, philanthropy, education, families, child care and development, and community stakeholders.

GOAL 2 – STRENGTHEN POLICIES ON ELIGIBILITY AND ACCESS

Objective: Engage State and local partners to change eligibility policies and administrative guidelines that deter vulnerable families from accessing subsidized child care and development services.

A. How we are going to do it:

1. Working in conjunction with CEO-IGEA, engage the California Department of Education (CDE), CDSS/CCLD, First 5 California and First 5 LA in a dialogue regarding:
 - a. The impact of trauma on young children and the current definition of “at risk” as it applies to eligibility for subsidized child care and development services, and
 - b. The vulnerability of teen parents involved with the child protective services and juvenile justice systems as it impacts their ability to access subsidized child care and development services for their young children.

B. Benchmarks for success

1. By September 2014
 - a. Communication channels will be established with State agencies regarding the unique needs of children and families who have experienced trauma and the role of high quality child care and development services in promoting the optimal development of children strengthening families.
2. By January 2015
 - a. Policies and guidelines, or the interpretation of policies and guidelines, will be changed or clarified to facilitate access of vulnerable families to subsidized child care and development services.
 - b. The County Departments of Children and Family Services (DCFS), Public Social Services (DPSS), Probation and Mental Health (DMH) will work collaboratively with the Los Angeles County Office of Education (LACOE), local school districts and community-based organizations to ensure that eligible children and their families have access to needed health and social services.

C. Our partners

- CDSS, CDE, First 5 California, First Five Los Angeles, the Child Care Planning Committee, DCFS, DMH, Probation Department, DPSS, LACOE, Los Angeles Unified School District (LAUSD) and other local school districts, the Child Care Alliance of Los Angeles and community-based child development programs.

GOAL 3 – MAXIMIZE ACCESS TO AVAILABLE SERVICES

Objective: Facilitate access to subsidized child care and development and supportive family services by providing County departments working directly with families, access to information on vacancies in Early Head Start, Head Start, and CDE-contracted subsidized child care and development programs by developing an electronic vacancy tracking system.

A. How we are going to do it:

1. Coordinate a joint proposal to the Productivity Investment Fund (PIF) in partnership with DCFS, the Family Solution Centers and targeted child care and development programs. The purpose of this proposal will be to develop and pilot an electronic application to track vacancies in subsidized child care and development programs in order to increase the utilization of available funds.
2. Build on the experiences of the DCFS Foster Care Search Engine and the two-click system as well as the former Centralized Eligibility List. The intention is to develop an application where child care and development programs can easily report vacancies, Children's Social Workers can access that information quickly, and a feedback loop provides information on children who are actually enrolled in and receive child care and development services.
3. Convene DMH, DCFS, the Department of Public Health (DPH), and other County partners to develop strategies for coordinating early childhood mental health consultation, family support and other services to support families and to build the capacity of child care and development program staff to promote young children's healthy social-emotional development and address challenging behaviors.
4. Pursue additional funding to build and sustain the vacancy tracking system.

B. Benchmarks for success:

1. By July 2015
 - a. A collaborative application will be successful in securing funding.
 - b. A pilot project will be in place and initial evaluation data will be available.
2. By July 2016
 - a. The system will be used by the intended audiences including Children's Social Workers and child care and development programs.
 - b. Data will be available to inform refinements and expansion beyond the pilot phase. The system will provide feedback information showing that children are actually enrolled in programs.

C. Our partners:

- Proposal development and pilot testing: DCFS, LACOE-Head Start, LAUSD, the Child Care Alliance of Los Angeles and Los Angeles Universal Preschool (LAUP).
- DMH, DPH and other County departments will provide consultation to program staff to ensure the successful participation of children and families in

GOAL 4 – PRIORITIZE QUALITY SERVICES

Objective: Support efforts to establish and sustain a single, validated child care quality rating and improvement system serving all of Los Angeles County.

A. How we are going to do it:

1. Promote parent awareness and use of current quality rating and improvement systems (QRIS). This includes promotion among County employees, clients and residents.
2. Monitor and support the Office of Child Care's expedited merging of the Steps to Excellence Program (STEP) into the Race to the Top – Early Learning Challenge (RTT-ELC) QRIS.
3. Analyze progress in aligning QRIS systems with the following functions:
 - Home visitation programs
 - Early identification and screening of all enrolled children
 - Reducing obesity in young children
 - Encouraging innovative approaches to aligning services, including support for continued pilot testing of LAUSD Saturday Clinics
4. Support efforts to increase on-site inspections of all child care and development programs by the CDSS/CCLD.

B. Benchmarks for success

1. By April 2015
 - a. STEP will be merged into the Office of Child Care administered RTT-ELC QRIS.
 - b. Child development centers and family child care homes will be participating in the Office of Child Care administered QRIS.
2. By April 2016
 - a. Los Angeles County will have a single, unified QRIS.
 - b. Parents will use the QRIS to make decisions when choosing child care and development services.
 - c. Participating programs will have demonstrated quality improvements.
 - d. Participating programs will be connecting families to ancillary service systems including behavioral health, public benefit programs and other services provided by County departments and community-based organizations.

C. Our Partners

1. Merging STEP and RTT-ELC: LAUP, First 5 LA, CDE, the Child Care Alliance of Los Angeles, UCLA- Center for Improving Child Care Quality
2. Alignment of QRIS to other service sectors: County departments and community-based agencies
3. Promotion of QRIS to families: County departments and community-based agencies.

GOAL 5 – EXPAND FAMILY AND COMMUNITY ENGAGEMENT

Objective: Engage a wide range of County departments, Commissions and community stakeholders as advocates for integrating child care and development services into efforts aimed at fostering the optimal development of children, strengthening families and promoting community well-being.

A. How we are going to do it:

1. Roundtable members will outreach to other affiliated Commissions and stakeholder groups focused on children, youth and families to share information on the benefits of high quality child care and development services and provide information on the local child care and development landscape.
2. Roundtable members will engage representatives of the commissions and stakeholder groups in discussions on:
 - a. Joint opportunities for cross-sector professional development and data linkages to facilitate the effective integration of services, and
 - b. Opportunities to create a technology infrastructure to provide families with information on child care and development options, parent support and education and other resources.

B. Benchmarks for success

1. By January 2015
 - Communication channels will be established among partners, using traditional and technology-based vehicles to share information.
2. By April 2016
 - Cross-departmental training and professional development opportunities will be available and participants will report increased competency in ensuring access to high-quality child care and development programs for vulnerable children and families.
3. By December 2016
 - The Roundtable, in collaboration with 211 LA County and community stakeholders, will report on how technology is connecting families with resources and supports throughout Los Angeles County.

C. Our Partners

- Roundtable members will engage the Child Care Planning Committee, First 5 LA, the Commission for Children and Families, the Probation Commission, and the Interagency Council on Child Abuse and Neglect and the regional Child Abuse and Neglect Councils.