



### Proposed Agenda

March 11, 2015 ♦ 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 February Minutes <b>Action Item</b> c. Planning for Upcoming Agendas	Dora Jacildo Chair
10:20	2. Update on the Chief Executive Office Structure a. Service Integration Branch b. Office of Child Care	Cheri Thomas SIB/CEO
10:40	3. California Transitional Kindergarten Stipend Program (CTKSP) a. Update on CTKSP b. Implementation Plans for Los Angeles County	Renatta Cooper Office of Child Care  Kathy Malaske-Samu
11:00	4. Sacramento Update a. Update on Introduced Legislation b. Recommendation to Support AB 74 <b>Action Item</b> c. CDE Plan for Quality Activities Under the Federal Child Care and Development Fund <i>Written comments are to be submitted to CDE by 6/1/15.</i> <b>Action Item</b> d. Board Interest: Facilitating Access to Subsidized Child Care Services for Children in Foster Care <b>Action Item</b>	Maureen Diekmann  Michele Sartell   Genie Chough Third District
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 ♦ February 11, 2015

### 1. Welcome and Introductions

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

Following self-introductions, Ms. Jacildo directed members to the minutes of the December 2014 and January 2015. Dr. Sharoni Little moved approval of the December 10, 2014 minutes and Dr. John Whitaker offered a second to the motion. The motion passed with Ms. Keesha Woods abstaining as she was not in attendance at that meeting. Ms. Terri Nishimura moved that the January 14, 2015 minutes be approved as presented. Dr. Robert Gilchick seconded the motion. The motion passed with Ms. Maria Calix abstaining as she did not attend the January meeting.

### 2. Sacramento Update

Ms. Maureen Diekmann presented the following information:

- Budget hearings are being scheduled. On March 4, 2015, State Senator Leno, Chair of the Budget and Fiscal Review Committee, will convene a hearing titled “Perspectives on California’s Child Care and Development System.”
- To date, 11 bills relating to child care and development have been introduced. Members have until February 27, 2015 to introduce bills.
- The Joint Committee on Legislation has begun to set priorities for bills of particular interest, some of which were mentioned at last month’s meeting including:
  - AB 47 (McCarty) – would require the State Superintendent of Public Instruction to develop a plan for expanding the state preschool program to serve all eligible low-income children without current access to one year of state preschool or transitional kindergarten
  - AB 74 (Calderon) – would take incremental steps to increase the frequency of unannounced inspections of licensed facilities, so that by January 2018, all facilities would be inspected annually
  - AB 233 (Lopez) – sponsored by the California Alternative Payment Program Association, would amend certain sections of the California Education Code pertaining to child care and development services.

On the horizon, the California Head Start Association and the California Association for the Education of Young Children are co-sponsoring a bill to combine the current infant and preschool licenses to a single license for those programs serving children birth to five years

old. Assembly Member Mullin is expected to introduce the bill in the near future. Ms. Diekmann reminded everyone that the next meeting of the Joint Committee on Legislation is scheduled for February 23<sup>rd</sup> from 10 a.m. to 12 p.m. at LACOE Head Start in Santa Fe Springs.

### **3. Are We Embracing or Expelling Young Children from Child Development Programs?**

Dr. Sharoni Little introduced this topic by reminding members of the research showing that racial disparities in discipline are evident in early care and education settings. In addition, boys are significantly over-represented in the group of children suspended from preschool more than once. As a mother of twin boys (who are now young men!) – this data raised personal and professional concerns. In order to examine this topic more closely – we tapped the expertise of our members and colleagues!

- ***Why does “preschool expulsion” continue to be an issue?***

Mr. Duane Dennis referred members and guests to the two articles included in their materials:

- *Pre-K Suspension Data Prompt Focus on Intervention* by Christina Samuels, Education Week, and
- *Civil Rights Data Collection Data Snapshot: Early Childhood Education*, Issue Brief No. 2, March 2014.

These articles are based on data collected from early education programs operated by public schools in 2012 and augment data collected in 2005. The later data does not show improvements:

- Black students represented 18 percent of the overall preschool enrollment, but 42 percent of preschoolers had been suspended once and 48 percent of those who had been suspended more than once.
- Boys represented 54 percent of the preschool population. They also accounted for 79 percent of preschool children suspended once and 82 percent of the children suspended more than once.

Mr. Dennis noted that while biased adults may account for some of this situation, Black providers have also suspended or expelled children from their programs. Other factors could include the stressful environments that many children live in. For these children and their parents, case management could help these families understand the preschool’s expectations and increase the likelihood of success. It has also been noted that the increasingly academic environment of preschool could be exacerbating stress for children.

- ***Real World Situations***

Ms. Jacildo offered two “real world” examples of how programs cope with “challenging behaviors.” In her first example, Ms. Jacildo shared how, when searching for a child development program for her son, she was invited to bring her son to the program. This opportunity to see “how he fit in” was also an opportunity to exclude a child with challenging behaviors.

Ms. Jacildo's second example involved her experience with Children Today, a program providing child development services to children and families experiencing homelessness. Because they are serving families in crisis, Children Today operates with a well trained staff, higher staff to child ratios than most programs, and has a Licensed Clinical Social Worker on staff.

The families served by Children Today have experienced trauma, the parents frequently feel guilty for not being able to provide for or protect their children, and many of the families have open cases with the Department of Children and Family Services. In addition, many of the families are living in shelters and their children are inspected for bruises, etc. upon entering the shelter each evening.

Being subject to this kind of scrutiny, parents frequently panic when their child gets a bruise, scrape or bite while in child care. This could trigger the loss of custody of their child – it is a high stakes situation for these parents. As a result, the parents frequently respond to such incidents by contacting Community Care Licensing and pressuring the program to have the offending child removed. The families do not believe that they have the luxury of time for staff to help the “offending child” to work through their issues.

When the Licensing Analyst responds to the parent complaint and makes a site visit, the program is frequently put in the position of defending the “offending child,” who given more time and support, could change their behavior. In worst case scenarios, the program is called upon to choose between the immediate need of the parent filing the complaint and the somewhat longer term needs of the “offending child”.

Ms. Maureen Diekmann shared an example from the Los Angeles Unified School District Early Education Centers. In this situation, the child was acting out by hitting and kicking children and adults. Everyone was frustrated. The parent did not return calls and sent other adults to pick-up her child so as to avoid contact with the program staff. The principal terminated the family. The parent appealed the termination, at which point Ms. Diekmann became directly involved in the case. The appeal became the vehicle to involve the parent! Ms. Diekmann overturned the termination and, worked out a plan with the parent to address the child's behavior. The plan was successful!

Dr. Sandra Williams, with Los Angeles County Office of Education Head Start-State Preschool, reported that among the 24,000 Head Start and Early Head Start children, 3,200 children have Individualized Education Programs (IEPs) and 232 have Individualized Family Service Plans (IFPs). Many of these plans are addressing speech delays, developmental delays and behaviors on the autism spectrum.

Dr. Williams described a case involving a four-year old girl. This child appeared to have some disabilities, and was very aggressive, hitting and biting other children. Head Start provided a one-to-one staff person for the child, but could not connect with the parent. The staff knew that the parent was a client of the Department of Mental Health and was dealing with mental health issues.

The parent did participate in an Ages and Stages Questionnaire developmental screening of her child, but refused any further assessment. Dr. Williams was committed to complying with the Individuals with Disabilities Education Act and providing this child with appropriate services. She was also committed to ensuring the safety of the other children in the program and to meeting the Head Start Program Standards.

A concerted effort was made to connect with this parent when she picked up her daughter. Once the parent realized that the program was trying to “include” her daughter, she became more cooperative. In the parent’s experience, addressing disabilities had resulted in being excluded from services. The happy ending to this tale is that with additional support, this child went on and has been “fully included” in the K-12 system.

Dr. Williams noted that some children, very often boys, have challenging behaviors. The ability of child care staff to address the underlying mental health issues of these children requires training and support.

- ***How does a program create the space to work with children and their families around behaviors and still comply with licensing regulations?***

Ms. Sharon Greene, Southern California Advocate with the California Department of Social Services (CDSS) Community Care Licensing Division (CCLD), opened her remarks by saying that, as a parent of a child with “challenging behaviors,” she has been on both sides of this issue. Ms. Greene noted that CCLD does not intend to exclude children from programs. However, the licensing regulations do call for ensuring the health and safety of all children in the program and explicitly prohibits the use of corporal punishment. She referred to the following areas covered by licensing regulations:

- a. The program’s plan of operation is to include a definition of the population to be served.
- b. The administrator qualifications are to include knowledge of working with children and families.
- c. Personnel are to be qualified to work with children.
- d. The program is to provide in-service training so staff can identify behaviors and secure support.
- e. The personal rights of all children are to be protected.
- f. Admission policies should include an in-take process so that the program can determine if it can meet the needs of the child. These policies should also state the circumstances when a child will be required to leave the program.
- g. A medical assessment is required so that any special needs can be identified.

Ms. Green stated that CCLD cannot require a program to exclude a child, but it does require the program to establish a plan describing the process to exclude a child and then to follow that plan.

- ***Whose behavior is challenging to whom? Who needs to adapt? Who can help?***

Dr. Sam Chan, with the Los Angeles County Department of Mental Health, opened his presentation by sharing two personal stories that took place during his training.

In 1974, as a part of his internship, Dr. Sam Chan was providing mental health consultation services to Head Start programs. He was conducting a classroom observation when suddenly there were loud noises coming from the kitchen area. Upon opening the door to the kitchen, Dr. Chan saw the Head Teacher and another staff person brawling on the floor. Apparently, the program was in need of new conflict resolution skills.

In the second situation, Dr. Chan was working with a young child who had adopted the persona of the Incredible Hulk. During a counseling session, Dr. Chan offered this child the option of

opening one of two doors. Prior to stepping out of the room, Dr. Chan told the child that a huge monster was behind one of the doors. Dr. Chan's supervisor had been observing the session and ordered Dr. Chan back into the room as the child was cowering in a corner as far away from the doors as possible!

Dr. Chan went on to say that developmentally, aggressive behavior peaks at two years of age and often persists throughout the preschool years. Moreover, when young children are exposed to trauma, adverse experiences, or are dealing with special needs, they may exhibit overtly aggressive and/or challenging behaviors rather than withdrawn behaviors. When children in those situations do not have the benefit of well trained teachers or a related support team, their ability to learn important social skills is compromised. These children are seriously disadvantaged upon entering the K-12 system and often begin a "trajectory" that leads to further "system" involvement. Dr. Chan also pointed out that attention needs to be paid to the so-called "quiet and well-behaved" children, but who also experience difficulty connecting with peers or adults and may be experiencing anxiety disorders.

A question was raised regarding the number of children on medication and if it is administered at school. Dr. Chan noted that this has been a bigger problem for children in the K-12 system. Unfortunately, parents frequently request medication as the primary treatment for their children who are also in need of other types of interdisciplinary support and intervention.

Dr. Chan referenced the video "Raising Cain," and the importance of teaching young boys socio-emotional awareness and empathy.

Audience members noted that the stress in early childhood classroom frequently comes from the adults. Frequently, teachers are in need of support and education.

- **What can the Roundtable do to support teachers and eliminate the practice of expelling young children from early care and education programs?**

Dr. John Whitaker introduced the small group activity. He asked members and guests to take just a moment to think about a time and place where things were better for children and families. He then asked that each small group discuss and record how the Roundtable can support teachers and work to eliminate the practice of expelling young children from early care and education programs.

Seven small groups reported their responses:

- Group A
  - i. Bring as much training and consultation to teachers as possible
    - a. Look at their personal experiences, biases and history.
  - ii. Make reflective practice the standard for supervision
  - iii. Focus on all three components of the system: child/family/school
  - iv. Educate parents in a non-threatening way, help them know that even large institutions care about individual children
  - v. Cultural values welcomed
    - a. Create safe places for parent in the setting
    - b. Parent Meetings
    - c. Stop blaming/ labeling the child
  - vi. The earlier the intervention the better
  - vii. Reflect cultural expectations

- viii. Attachment is critical to the child's development, experience
  - ix. Provide better supports for teachers especially if shadowing is needed
  - x. Integration of parenting, teacher, mental health, culture
  - xi. Make sure that everyone's needs are being met
  - xii. Trauma is experienced more than we really think
  - xiii. Do not apply a "cookie cutter" approach
  - xiv. Development of relationships to poverty and create trusting relationships
- Group B
    - i. Need local understanding of problems. Regulations/protection vs. ADA. CCLD should help programs find the appropriate balance.
    - ii. Need to define behaviors. Where is this happening more – in centers or family child care homes?
    - iii. Improve training and coaching. Include this measure in quality rating systems. Recognize that this is a challenging period of development.
    - iv. Need for training. Certain providers may be unfamiliar with behavior that is normal in other communities.
    - v. Roundtable role is to provide policy recommendations. Closest ways to get to a policy response is supporting providers. Parents fear that their child will be labeled and rejected. Create a coalition of resources to solve this.
  - Group C
    - i. Support for teachers and their stress level, resources, ratios. Lower child/teacher ratios. Create adult space for teachers to take a break.
    - ii. What are the best practices? What are other states doing? Case management?
    - iii. Understanding of child development, have appropriate expectations based on ages and stages.
    - iv. Administrative requirements associated with standards needed in K-12 leave teachers with little time to create teacher child relationships.
    - v. Redefine school readiness.
  - Group D
    - i. Board of Supervisors to allocate more funding for mental health support for provider to improve services to students.
    - ii. How do we to share this focus with other groups? How do we create awareness/ give support to providers?
    - iii. Resource and referral agencies be used as hubs for actual case managers/behavior management/increased coaching/linkages to agencies, assistance with screening.
    - iv. IEPs/IFSPs –access and funding
    - v. DSS/CCLD guidance on plan writing (blueprint/guide)
    - vi. Adult focus for parents and teachers on anti-bias/gender approaches, stigma reduction
    - vii. Teach provider how to work with parents. Promote listening skills
  - Group E
    - i. Better teacher training and teacher preparation
    - ii. Creation of a more easily accessed database or information warehouse regarding best practices
    - iii. Real time coaching and mentoring

- iv. Better collaboration/shared services in hiring or providing skilled help to assist in training teachers and providers on strategies
  - v. Advocating for more pay equity and/or better pay for teachers working with these mores challenging children
  - vi. Encouraging some type of campaign or program with First 5 to teach providers about the protective factors and skill improvement
- Group F
    - i. Parent engagement/participation/understanding of their child's developmental process; groups need to provide support for one another; establish informal/formal systems of support to reduce isolation.
    - ii. Strong, honest and frank conversation of the intentionality of this issue; intersection of race, gender and class; look at this from social work perspective, resources matter for whom; not unusually that we have/reframing the behavior to the need? All needs of the family to be met.
    - iii. Owning the "whole;" teaming, asset mapping; keeping everyone at the table
    - iv. How do we not reinforce this "class" system?
  - Group G
    - i. Child directed and emotional support by staff
    - ii. Parental engagement
    - iii. Increase social workers, reduce caseloads
    - iv. Smaller child to teacher ratios
    - v. Teacher training allowances

Dr. Whitaker thanked everyone for their contributions and noted that the small group reports will be included in the meeting minutes.

#### **4. Announcements and Public Comments**

In light of the time, Cristina Alvarado and Fiona Stewart agreed to present their coaching report at the March meeting.

Helen Chavez addressed the Roundtable, thanking them for their support over the past eight years and announcing that she was leaving the Office of Child Care.

Dr. Jacquelyn Christensen with the Los Angeles Child Guidance Clinic announced the upcoming training "Strength-Based Strategies for Managing Challenging Behaviors," to be held on March 27, 2015 at the LA Child Guidance Clinic.

Dora Jacildo announced that she had left Children Today and assumed the role of Executive Director of the South Asian Helpline Referral Agency (SAHARA). A major focus of this organization is to empower the silent and unacknowledged section of society suffering from domestic violence.

Duane Dennis announced that he was leaving Pathways in June and is considering his next career move.

#### **5. Call to Adjourn**

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

**Members/Alternates Present**

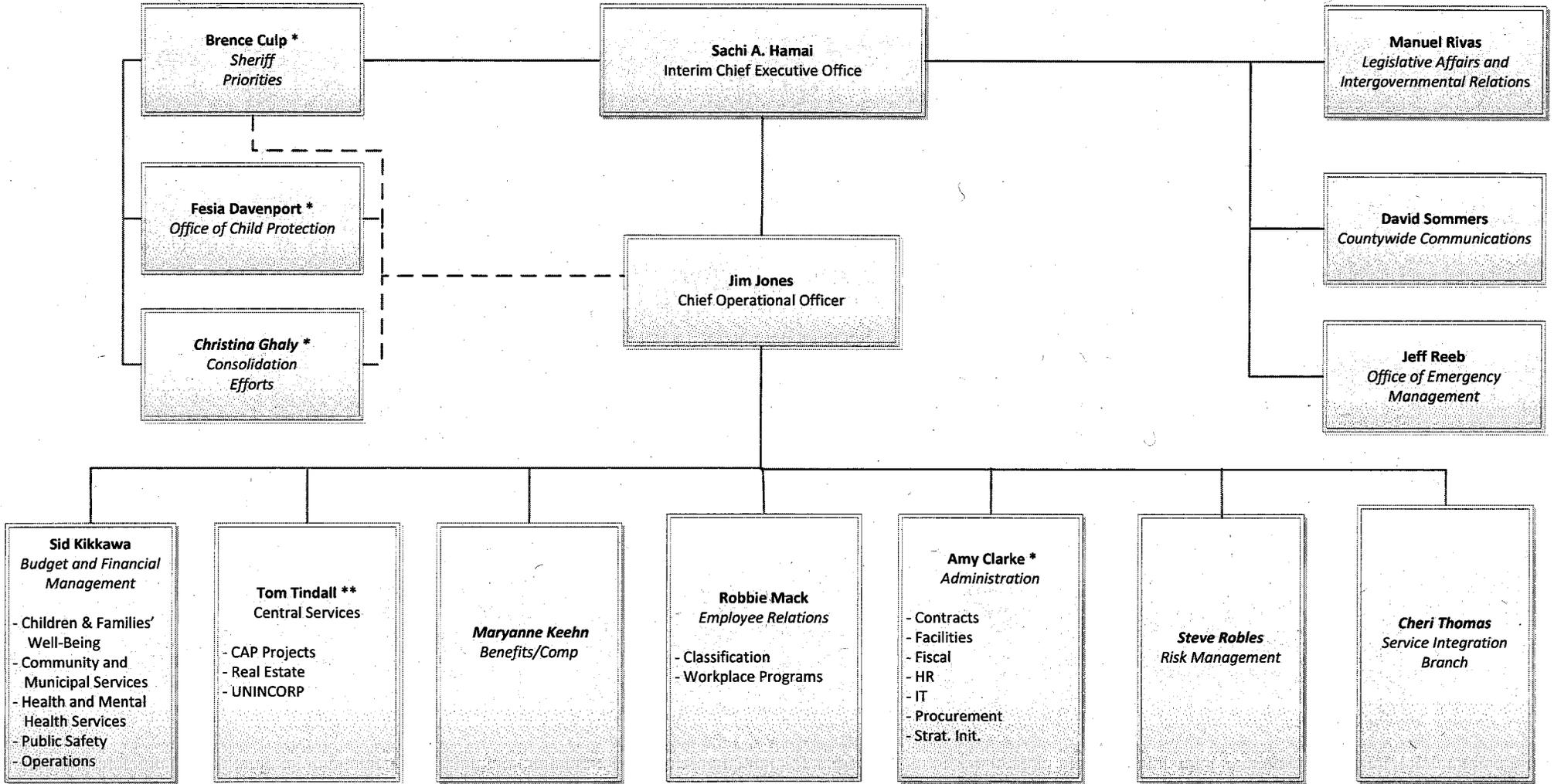
Jeanette Aguirre, Los Angeles County Probation Department  
Maria Calix, Second District  
Sam Chan, Los Angeles County Department of Mental Health  
Fran Chasen, Southern California Association for the Education of Young Children  
Duane Dennis, Child Care Alliance of Los Angeles  
Maureen Diekmann, Los Angeles Unified School District  
Robert Gilchick, Los Angeles County Department of Public Health  
Jennifer Hottenroth, Los Angeles County Department of Children and Family Services  
Karla Pleitez Howell, Los Angeles County Child Care Planning Committee  
Dora Jacildo, Fourth District  
Sharon Little, Second District  
Dawn Kurtz, Los Angeles Universal Preschool  
Kathleen Malaske-Samu, Los Angeles County Chief Executive Office  
Jacquelyn McCroskey, Third District  
Terri Nishimura, Fourth District  
Joseph Matthews for Faith Parducho, Los Angeles County Department of Parks and Recreation  
Nora Gracia-Rosales for Nurhan Pirim, Los Angeles County Department of Public Social Services  
Esther Torrez, First District  
John Whitaker, Fifth District  
Keesha Woods, Los Angeles County Office of Education, Head Start – State Preschool

80 percent of members/alternates were present

**Guests Present**

Cristian Alvarado, Child Care Alliance of Los Angeles  
Rob 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  
Sharon Greene, California Department of Social Services, Community Care Licensing Division  
Danette McBride, Second District  
Fiona Stewart, Child Care Alliance of Los Angeles  
Dr. Sandra Williams, Los Angeles County Office of Education, Head Start – State Preschool  
Rachel Zaiden, Second District

# CHIEF EXECUTIVE OFFICE



*Sachi A. Hamai* 3-1-15  
 Sachi A. Hamai Date  
 Interim Chief Executive Officer

\*Temporary Assignments  
 \*\* 120 – Day Employee

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## California Transitional Kindergarten Stipend Program Los Angeles County

Senate Bill 876 was signed by Governor Brown on September 27, 2014, making \$15 million available for professional development stipends for teachers in Transitional Kindergarten (TK) and California State Preschool Program (CSPP) classrooms. Per this bill, credentialed teachers first assigned to TK classrooms after July 1, 2015, will be required to meet one of the following criteria by August 1, 2020:

1. Have completed at least 24 units in early childhood education, child development, or both.
2. Have been determined by the local education agency employing the teacher to possess the professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above.
3. Have been awarded a Child Development Teacher Permit issued by the Commission on Teacher Credentialing.

The first priority for participation in the California Transitional Kindergarten Stipend Program (CTKSP) is TK teachers seeking academic units in child development. CSPP teachers pursuing academic coursework are the second priority.

### Allocation of Funds

Funding for CTKSP has been allocated to counties based on demographic data and a projection of the actual numbers of eligible TK children in each county. Contracts are to be administered in conjunction with Local Child Care and Development Planning Councils. The Office of Child Care will be administering this contract for Los Angeles County. The contract for Los Angeles County totals \$3,643,172 and is for the period of July 1, 2014 through June 30, 2017.

### Earning a Stipend

Counties are afforded some flexibility in how they design their CTKSP. In Los Angeles County, the Office of Child Care will operate CTKSP using principles similar to those guiding the Investing in Early Educators Program (IEEP). IEEP makes cash stipends available to persons working in qualified programs and who complete unit bearing coursework in child development or leading to a degree in child development. Similarly, CTKSP will make cash stipends available to TK and CSPP teachers who complete academic units in early childhood development.



TK teachers are the first priority for participation in CTKSP, including those teaching in Charter Schools. During the first year of CTKSP, TK teachers who participate in this program and complete six units in child development between July 1, 2015 and March 30, 2016, will be eligible to receive a stipend of \$3,000. TK teachers completing nine or more units during that same period will be eligible to receive a stipend of up to \$5,000.

During year two of CTKSP, TK teachers who complete six units in child development between April 1, 2015 and March 30, 2016, will be eligible to receive a stipend of \$3,000. TK teachers completing 12 or more units during that same period will be eligible to receive a stipend of up to \$5,000.

CSPP teachers are the second priority for participation in CTKSP and will be enrolled based on the availability of funds. CSPP teachers who complete six units in child development between July 1, 2015 and March 30, 2016, will be eligible to receive a stipend of \$3,000. CSPP teachers completing nine or more units during that same period will be eligible to receive a stipend of up to \$5,000.

During year two of CTKSP, CSPP teachers who complete six units in child development between April 1, 2015 and March 30, 2016, will be eligible to receive a stipend of \$3,000 for six units and those completing 12 or more units during that same period will be eligible to receive a stipend of up to \$5,000.

Participants will be encouraged to consider enrolling in the following courses which have been designed to be the foundation core for all early education professionals:

1. Child Growth and Development
2. Child, Family and Community
3. Introduction to Curriculum
4. Principles and Practices of Teaching Young Children
5. Observation and Assessment
6. Health, Safety and Nutrition
7. Teaching in a Diverse Society

### **Launching the CTKSP in LA County**

Applications to participate in the CTKSP will become available in July 2015 from the Office of Child Care website at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov). Applicants will be required to be working in either a TK or CSPP classroom during the 2015-16 academic year.

Cash stipends will be paid out in June 2016 and June 2017.



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

Level of Interest <sup>1</sup>	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 3/10/15)
California Assembly Bills								
	AB 15 (Holden)	Would express Legislature intent to enact legislation that would provide for a living wage for work performed by parties who contract with the state.						Introduced: 12/1/14
1	AB 47 (McCarty)	Would require the California Department of Education (CDE) to report to the Legislative and Department of Finance (DOF) by 6/1/2016 a plan for expanding the state preschool program for all eligible low-income children without current access to one year of state preschool or transitional kindergarten. Report to contain an analysis of the need for new facilities for preschool expansion.		Bryan Singh 916.319.2007				Introduced: 12/1/14 Committee on Education
	AB 53 (Garcia)	Would require properly securing a child under 2 years of age in an appropriate rear facing child safety seat while the child is riding in a motor vehicle while transported by a parent, legal guardian or other driver.						Introduced: 12/1/14 Committees on Transportation and Appropriations Hearing: 3/23/15

<sup>1</sup> 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 <sup>1</sup>	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 3/10/15)
1	AB 74 (Calderon)	Would require the Department of Social Services (CDSS) to conduct annual unannounced inspections of licensed facilities, including child care centers and family child care homes, as of 1/1/18. Specifies incremental steps to increasing the percent of facilities subject to annual unannounced inspections and the frequency of inspections each year up to 1/1/18.		Kelsy Castillo 916.319.2057				Introduced: 1/6/15  Committee on Human Services Hearing: 3/24/15  Committee on Aging and Long-Term Care
Spot bill Watch	AB 148 (Holden)	Expresses the intent of the Legislature to enact legislation to submit a general obligation bond measure to the voters during the 2016 calendar year to fund the modernization and construction of school facilities.						Introduced: 1/15/15
Watch	AB 188 (Garcia)	Would amend Education Code to allow agencies contracting with the CDE for the Alternative Payment (AP) Program to be reimbursed for making eligibility determinations at a rate of three percent of the total contract amount.	CAPPA	Vivian Ericson 916.319.2058				Introduced: 1/27/15  Committee on Human Services Hearing: 3/24/15
Watch	AB 233 (Lopez)	Would amend existing sections of the California Education Code pertaining to child care and development services contracted by the CDE. Among amendments are authorizing 12 months of continuous eligibility, deleting certain reporting requirements, allowing the establishment of reimbursement rates that best meet the needs of the community while not exceeding market rate ceilings, and eliminating the requirement that contracting agencies re-compete for funding every five years. In addition, deletes a significant portion of the section pertaining to fraud and overpayment to focus on best practices.	CAPPA	Kristi Lopez 916.319-2039				Introduced: 2/4/15  Committee on Human Services Hearing: 3/24/15

Level of Interest <sup>1</sup>	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 3/10/15)
	AB 271 (Obernolte)	Would authorize CDE-contracted programs, including AP Programs and providers, to maintain any records electronically regardless of whether the original documents were created in electronic format and to retain a case record using either electronic or other alternative storage technologies. In addition, would authorize AP Programs and providers to use an electronic signature.						Introduced: 2/10/15 Committee on Human Services Hearing: 3/24/15
Spot bill	AB 427 (Weber)	Would make non-substantive changes to provisions pertaining to legislative declarations concerning early primary programs. Current law expresses legislative intent that school districts that establish early primary programs coordinate the programs with the Demonstration of Restructuring in Public Education program and the county interagency children's services coordination council whenever possible.						Introduced: 2/19/15
	AB 433 (Chu)	Would express Legislative intent to provide a grieving period and appropriate referrals to services when a CalWORKs recipient miscarries or when a child in the home of a CalWORKs recipient dies, without interruption of services.						Introduced: 2/19/14
	AB 589 (Lopez)	Would require online child care posting services to include specific information about each child care provider on the website profile or page that lists provider information, including but not limited to a description of the trustline registry and a description of the availability of free child care referrals in every county. The DPSS would be charged to responding to complaints about the website.						Introduced: 2/24/15 Committee on Human Services Committee on Privacy and Consumer Protection

Level of Interest <sup>1</sup>	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 3/10/15)
	AB 598 (Rendon)	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.						Introduced: 2/24/15  Committee on Human Services
	AB 762 (Mullin)	Would require CDSS to adopt regulations, on or before January 1, 2018, to develop and implement an integrated license for a child care center serving children from birth to kindergarten. Would repeal the provisions relating to a toddler program component effective January 1, 2018.	California Head Start Association (CHSA)					Introduced: 2/25/15
Spot bill	AB 765 (Ridley-Thomas)	Would make non-substantive changes to the provisions that require the SPI to implement a plan that establishes reasonable child care standards and assigns reimbursement rates.						Introduced: 2/25/15
Spot bill	AB 833 (Bonta)	Would state legislative intent to enact legislation that would improve early childhood education and development.						Introduced: 2/26/15
	AB 982 (Eggman)	Would include homeless families as part of the intended priority for child development programs. Would expand the list of entities that can identify a child in need of child care and development services to include a local educational agency liaison for homeless children and youths, a Head Start program, or a transitional shelter.						Introduced: 2/26/15
Spot bill	AB 1114 (Bonilla)	Would change the sunset date for the SPI to provide the Legislature with an evaluation of kindergarten program implementation in the state, including part-day and full-day kindergarten programs from 7/1/17 to 7/15/17.						Introduced: 2/27/15

Level of Interest <sup>1</sup>	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 3/10/15)
	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.						Introduced: 2/27/15
	AB 1207 (Lopez)	Would amend existing law pertaining to mandate child abuse reporting by requiring child care licensee applicants to take training in the duties of mandated reporters under the child abuse reporting laws as a condition of licensure, and a child care administrators or employees of a licensed child care facilities to take the training during the first six weeks of employment by the facility. Training to include, but not be limited to, training in child abuse and neglect identification and child abuse and neglect reporting.						Introduced: 2/27/15
Spot bill	AB 1314 (Thurmond)	Would express intent of the Legislature to enact legislation that would improve access to early care and education programs for working families.						Introduced: 2/27/15

Level of Interest <sup>1</sup>	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 3/10/15)
Spot bill	AB 1387 (Chu)	Would express intent of the Legislature to enact legislation that would revise the appeal procedures for a deficiency of a community care facility (inclusive of child development centers and family child care homes) licensed by the CDSS.						Introduced: 2/27/15
	AB 1467 (Bloom)	Would increase the amount of civil penalties to be imposed for a licensing violation against community care facilities (inclusive of child development centers and family child care homes), and would impose civil penalties for a repeat violation of those provisions. In addition, would delete a requirement that moneys collected from the imposition of certain penalties be used for assisting families with the identification, transportation, and enrollment of children in another day care or family day care home upon the revocation or suspension of the license of a day care or family day care home.						Introduced: 2/27/15 Committee on Rules
California Senate Bills								
	SB 3 (Leno)	Would increase the minimum wage, on and after 1/1/2016, to not less than \$11 per hour, 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.						Introduced: 12/2/14 Senate Committee on Labor and Industrial Relations

Level of Interest <sup>1</sup>	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 3/10/15)
	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.	WCLP, CWDA, ACLU		Support	Health Access; California Partnership; California Immigrant Policy Center; among others		Introduced: 12/1/14  Senate Committee on Human Services Hearing: 3/24/15
	SB 114 (Liu)	Would enact the Kindergarten-University Public Education Facilities Bond Act of 2016 to authorize an unspecified amount of state general obligation bonds, as scheduled, to provide aid to school districts, county superintendents of schools, county boards of education, charter schools, the California Community Colleges, the University of California, the Hastings College of the Law, and the California State University to construct and modernize education facilities. The proposed bond act would become operative only if approved by the voters at the November 8, 2016, statewide general election, and the bill would provide for its submission to the voters at that election.						Introduced: 1/13/15  Committee on Education  Committee on Government and Finance
	SB 174 (Wolk)	Would require the California Department of Social Services (CDSS) to implement a 2-year pilot project in the Counties of Sacramento and Yolo to conduct a study of the relationship between crisis respite care and incidents of reported child abuse in those counties, and report the results of the study to the Legislature. Would express Legislative intent to provide state funding for crisis nurseries in the Budget Act of 2015 for community services and this pilot project. Would sunset 1/1/2018.						Introduced: 2/5/15  Committee on Human Services Hearing: 3/24/15

Level of Interest <sup>1</sup>	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 3/10/15)
	SB 268 (Nguyen)	Would increase the allowable expenses for child care from a \$3,000 deduction per child to \$4,000 deduction per child and from a \$6,000 deduction per child to a \$12,000 deduction per child.		Emily Reeb 916.651.4034				Introduced: 2/19/15  Committee on Governance and Finance
Spot bill	SB 311 (Beall)	Would make non-substantive changes to law that provides Legislative intent that in providing child development programs the Superintendent of Public Instruction give priority to children of families that qualify under applicable federal statutes or regulations as recipients of public assistance and other low-income and disadvantaged families.						Introduced: 2/23/14  Committee on Rules
	SB 401 (Nguyen)	Would exempt child care facilities licensed as centers or crisis nurseries from the 35 square footage requirements if the facility is located in an office building.						Introduced: 2/25/15  Committee on Human Services Hearing: 4/14/15
Spot bill	SB 472 (Canella)	Would make technical, non-substantive changes to law pertaining to income tax credit for employment-related child and dependent care expenses.						Introduced: 2/26/15

Level of Interest <sup>1</sup>	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 3/10/15)
	SB 548 (De León)	Would authorize family child care providers to form, join, and participate in the activities of provider organizations and to seek the certification of a provider organization to act as the exclusive representative for family child care providers on matters related to state-funded child care programs. In addition, would require an unspecified entity to perform a study of best practices for engaging families in their children's early care and education in family child care settings, and would require a certified provider organization and the state to form a Joint Committee on Child Care Training, Education, and Quality Improvement to identify gaps in the training available to family child care providers and issue recommendations to improve the quality of care offered by licensed and licensed-exempt family child care providers.						Introduced: 2/26/15
	SB 567 (Liu)	Would require a child to be deemed eligible for the remainder of the program year subsequent to enrollment in a state or federally funded child care program to promote continuity of services.						Introduced: 2/26/15
	SB 645 (Hancock)	Would increase appropriations by specified amounts to the After School Education and Safety (ASES) program annually in fiscal years (FY) 2015-16 and 2016-17. Commencing with FY 2017-18, would require the DOF to adjust the amount upwards using a specified formula.						Introduced: 2/27/15
Spot bill	SB 670 (Jackson)	Would declare that it is the intent of the Legislature to enhance and expand the state's early care and educational system.						Introduced: 2/27/15

Level of Interest <sup>1</sup>	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 3/10/15)
Spot bill	SB 749 (Morrell)	Would make a technical, non-substantive change to a provision related to the trustline registry as it pertains to license-exempt child care providers.						Introduced: 2/27/15
	SB 792 (Mendoza)	Would prohibit a child development center or a family child care home from employing any person who has not been immunized against influenza, pertussis, and measles.						Introduced: 2/27/15
<b>California Budget Bills (including Trailer Bills)</b>								
	AB 103 (Weber)	Budget Act of 2015						Introduced: 1/9/15 Committee on Budget
	SB 69 (Leno)	Budget Act of 2015						Introduced: 1/9/15
	(TBD)	Omnibus Education Trailer Bill – proposed minor increase to child nutrition rate; would create stakeholders groups to streamline data and other reporting requirements related to subsidized child care and development programs.						(Pending)
	(TBD)	2015-16 Budget Trailer Bill – Suspension of Licensing Fee Exemption						(Pending)
	(TBD)	Department of Social Services Proposed Trailer Bill Legislation – Community Care Licensing Next Phase Quality Enhancement						(Pending)

To obtain additional information about any State legislation, go to [www.leginfo.ca.gov/bilinfo.htm](http://www.leginfo.ca.gov/bilinfo.htm); for Federal legislation, visit <http://thomas.loc.gov>. To access budget hearings on line, go to [www.calchannel.com](http://www.calchannel.com) and click on appropriate link at right under "Live Webcast". Links to Trailer Bills are available at [http://www.dof.ca.gov/budgeting/trailer\\_bill\\_language/](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](mailto: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](http://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	HHS	Health and Human Services Agency
CDA	California Dental Association	LCC	League of California Cities
CDE	California Department of Education	LAC CPSS	Los Angeles County Commission for Public Social Services
CDSS	California Department of Social Services	LACOE	Los Angeles County Office of Education
CFT	California Federation of Teachers	LAUSD	Los Angeles Unified School District
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:<sup>2</sup>**

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.

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<sup>2</sup> Definitions are taken from the official site for California legislative information, Your Legislature, Glossary of Legislative Terms at [www.leginfo.ca.gov/guide.html#Appendix\\_B](http://www.leginfo.ca.gov/guide.html#Appendix_B).

### STATE LEGISLATIVE CALENDAR 2015 (Tentative)<sup>3</sup>

January 1, 2015	Statutes take effect (Art. IV, Sec. 8(c)).
January 5, 2015	Legislature reconvenes (J.R. 51(a)(1)).
January 10, 2015	Budget Bill must be submitted by Governor (Art. IV, Sec. 12(a)).
January 19, 2015	Martin Luther King, Jr. Day Observed
January 30, 2015	Last day to submit bill requests to the Office of Legislative Counsel. Last day for any committee to meet and report to the Floor bills introduced in their house in 2013 (J.R. 61(b)(2)).
February 16, 2015	President's Day Observed
February 27, 2015	Last day for bills to be introduced (J.R. 61(a)(1), J.R. 54(a)).
March 26, 2015	Spring Recess begins upon adjournment (J.R. 51(a)(2)).
March 30, 2015	Cesar Chavez Day observed.
April 6, 2015	Legislature reconvenes from Spring Recess (J.R. 51(a)(2)).
May 1, 2015	Last day for policy committees to meet and report to fiscal committees fiscal bills introduced in their house (J.R. 61(a)(2)).
May 15, 2015	Last day for policy committees to meet and report to the floor non-fiscal bills introduced in their house (J.R. 61(a)(3)).
May 22, 2015	Last day for policy committees to meet prior to June 8 (J.R. 61(a)(4)).
May 25, 2015	Memorial Day observed.
May 23, 2015	Last day for fiscal committees to meet and report to the floor bills introduced in their house (J.R. 61(a)(5)). Last day for fiscal committees to meet prior to June 3 (J.R. 61(a)(6)).
June 1-5, 2015	Floor session only. No committee may meet for any purpose (J.R. 61(a)(7)). 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 5, 2015	Last day for each house to pass bills introduced in that house (J.R. 61(a)(8)).
June 8, 2015	Committee meetings may resume (J.R. 61(a)(9)).
June 15, 2015	Budget Bill must be passed by midnight (Art. IV, Sec. 12(c)(3)).
July 4, 2015	Independence Day observed.
July 17, 2015	Last day for policy committees to meet and report bills (J.R. 61(a)(10)).
July 17, 2015	Summer recess begins at the end of this day's session, provided the Budget Bill has been passed (J.R. 51(a)(3)).
August 17, 2015	Legislature reconvenes from Summer Recess (J.R. 51(a)(3)).
August 28, 2015	Last day for fiscal committees to meet and report bills (J.R. 61(a)(11)).
August 31-	Floor session only. No committees, other than conference committees and Rules Committee, may meet for any purpose (J.R. 61(a)(12)). This deadline APPLIES TO ALL bills,
Sept 11, 2015	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)).
September 4, 2014	Last day to amend bills on the floor (J.R. 61(a)(13)).
September 7, 2015	Labor Day observed.
Sept 11, 2015	Last day for each house to pass bills (Art. IV, Sec. 10(c), J.R. 61(b)(17)). Final Recess begins upon adjournment (J.R. 51(b)(3)).
Sept 30, 2015	Last day for Governor to sign or veto bills passed by the Legislature on or before September, 11, 2015 and in the Governor's possession after September 11 (Art. IV, Sec. 10(b)(1)).

#### 2016

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

<sup>3</sup> California State Assembly. *2015 Tentative Legislative Calendar*. Retrieved on October 29, 2014 from <http://assembly.ca.gov/legislativedeadlines>.

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COUNTY OFFICE OF LOS ANGELES/POLICY ROUNDTABLE FOR CHILD CARE AND DEVELOPMENT  
OFFICE OF INTERGOVERNMENTAL RELATIONS AND EXTERNAL AFFAIRS

**BILL ANALYSIS**

**AB 74 (Calderon) – Child Care Facilities: Regulatory Visits:** Would amend existing law by requiring the California Department of Social Services (CDSS) to conduct *annual unannounced inspections* of licensed facilities (except foster family homes), including child care centers and family child care homes as well as residential care facilities for the elderly, by July 1, 2018. The bill would provide for incremental steps for increasing the frequency of inspections of licensed facilities over two years.

**Introduced and Amended Dates:** Introduced: January 5, 2015

**OCC Analyst:** Michele P. Sartell  
(213) 974-5187

**Status:** Referred to Committee on Human Services  
Hearing: March 24, 2015

Also referred to Committee on Aging and Long-Term Care

**Sponsor:** None listed to date

**Support:** None listed to date

**Opposition:** None listed

**Summary:**

This bill would amend existing law as follows:

Note: While the bill pertains to licensed community care facilities, including residential care facilities for the elderly, this analysis is limited to those elements of the bill that directly impact licensed child care centers and family child care homes.

- On or before July 1, 2016, the CDSS would be required to conduct annual unannounced inspections of no less than 30 percent of licensed family child care homes and child care centers, among other licensed facilities. The CDSS would be required to use a random sampling methodology. Licensed facilities are to receive inspections at a minimum of every three years.
- On or before July 1, 2017, the CDSS would be required to conduct annual unannounced inspections of no less than 20 percent of licensed family child care homes and child care centers, among other licensed facilities. The CDSS would be required to use a random sampling methodology. Licensed facilities are to receive inspections at a minimum of every two years.
- Would require the CDSS to conduct *annual* unannounced inspections of all licensed family child care homes and child care centers by July 1, 2018.

### **Analysis:**

The Community Care Licensing Division (CCLD) of the CDSS is responsible for licensing and regulating child care centers and family child care homes to ensure that minimal standards for health and safety are met. Prior to 2004, CCLD was required to conduct annual unannounced inspections of child care centers annually and family child care homes triennially. Reductions in the Budget Act of 2003-04 resulted in annual visits only to programs on probation and the establishment of annual random visits to 20 percent of the remaining facilities, with the requirement that all facilities receive inspections once every five years. Notable is a study conducted by Child Care Aware® of America ranking California 50<sup>th</sup> out of 52 (inclusive of the District of Columbia and the Department of Defense, which ranked 1<sup>st</sup>) for program oversight and meeting benchmarks (e.g. staff qualifications, health and safety standards, staff to child ratios and group size, frequency of inspections and posting inspection reports and more), just above Nebraska (51) and Idaho (52).<sup>1</sup>

This bill would require, by July 1, 2018, annual unannounced inspections of licensed child care centers and family child care homes, with more frequent inspections occurring in certain circumstances such as when a program is on probation, out of compliance with their license or a complaint against the program is pending. The bill's author, Assembly Member Calderon, introduced a similar bill (AB 1454) in the previous legislative session, accompanied by a fact sheet suggesting the use of key inspection protocol considered to be faster and more efficient. Inspections completed using the key inspection protocol include a complete walk-through of the facility with a focus on previously identified key health and safety risk indicators to predict overall propensity for compliance. A more comprehensive inspection would be indicated if a program is found out of compliance with a key indicator.<sup>2</sup>

Children, as young as six weeks old, spend significant portions of their days in child care and development settings while their parents are working, in school or attending training. Rigorous and frequent licensing inspections offer some assurances that these programs are meeting basic health and safety standards. Currently, programs could enroll an infant, and five years later, celebrate that child's transition to kindergarten without ever having an on-site licensing inspection. Consequently, risks of serious harm to children may go unnoticed, particularly in those centers and family child care homes that do not participate in a quality rating and improvement system program with quality standards, such as Race to the Top-Early Learning Challenge, under contract with the California Department of Education, Early Education and Support Division, Early Head Start or Head Start, Los Angeles Universal Preschool (LAUP), or accreditation programs administered by the National Association for the Education of Young Children (NAEYC) or the National Association for Family Child Care (NAFCC).

In fact, licensing is currently out of step with quality rating and improvement systems in which regulatory compliance is required, demonstrating the participating program's track record of meeting health and safety standards. Furthermore, a strong monitoring system sets the bar for improving the quality of child care and development programs. And, most importantly, it is a key element of information for parents seeking a child care and development program that is safe for their child while also promoting their child's healthy growth and development and preparing their child for school and lifelong learning.

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<sup>1</sup> Child Care Aware® of America. *We Can Do Better: Child Care Aware® of America's Ranking of State Child Care Center Regulations and Oversight*. 2013 Update. Retrieved on February 25, 2015 from [http://www.naccrra.org/sites/default/files/default\\_site\\_pages/2013/wcdb\\_2013\\_final\\_april\\_11\\_0.pdf](http://www.naccrra.org/sites/default/files/default_site_pages/2013/wcdb_2013_final_april_11_0.pdf).

<sup>2</sup> Assemblymember Ian C. Calderon, 57<sup>th</sup> District. Fact Sheet - "AB 1454 – Community Care Facilities: Annual Unannounced Visits.

**Recommended Position for Board Approval:**

The Policy Roundtable for Child Care and Development (Roundtable) recommends a position of “support” for AB 74 that, if passed, will require annual unannounced inspections of family child care homes and child care centers by July 1, 2018. The Roundtable has long encouraged the County to pursue policies that would strengthen licensing standards and enforcement so as to ensure child health and safety and guarantee a solid base for quality rating and improvement systems. This position is consistent with County policies as follows:

1.3 Child Care and Development

4. Support efforts to ensure the health and safety of all children cared for in licensed early care and education facilities as afforded by timely, regular and frequent on-site monitoring by the California Department of Social Services, Community Care Licensing Division (CCLD).<sup>3</sup>

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

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<sup>3</sup> The Child Care Planning Committee and Policy Roundtable for Child Care and Development’s Public Policy Platform for the First Year of the 2015-16 Legislative Session lists increasing annual unannounced inspections of centers and family child care homes as examples of efforts.

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