COUNTY OF LOS ANGELES

POLICY ROUNDTABLE FOR CHILD CARE AND DEVELOPMENT

POLICY • PLANNING • PRACTICE

Agenda

October 12, 2016 ♦ 10:00 a.m. to Noon
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. Review of September Minutes **Action Item**	Sharoni Little Chair Terry Ogawa Vice-Chair
10:05	2. Public Policy Update a. Second Legislative Session of 2015-16 Wrap up b. State non-compliance with Federal Child Care and Development Funds	Dean Tagawa Michele Sartell
10:20	3. Painting the ECE Picture with Data - What are we collecting? - What is missing? - How do we synergize the data? a. Child Care Planning Committee Needs Assessment b. Children's Data Network	Sharoni Little Terry Ogawa Michele Sartell Jacquelyn McCroskey Susan Savage
11:40	4. Next Steps	Sharoni Little Terry Ogawa
11:55	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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POLICY ROUNDTABLE FOR CHILD CARE AND DEVELOPMENT
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Meeting Minutes for September 14, 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.

2. Approval of July 13, 2016 Minutes

Upon motion of Ms. Maria Calix and second by Dr. Robert Gilchick, the minutes were approved. Ms. Fran Chasen and Dr. Dawn Kurtz abstained.

3. July Retreat

Dr. Little thanked members for the substantive discussions and work that occurred at the July Retreat. A significant portion of the Retreat focused on the relationship between the Roundtable and the Child Care Planning Committee (Planning Committee). Members reaffirmed their desire to work much more closely with the Planning Committee and to ensure that the work of each body furthered early care and education discussions and policy developments locally.

There was also discussion around the need for timely data-driven policy development and to see that reflected in the Roundtable meetings. Dr. Little stated her commitment to making the meetings as relevant and action oriented as possible.

Mr. Harvey Kawasaki noted his appreciation for the Roundtable's decision to focus on both short term and long term priorities.

Ms. Calix noted the need to look downstream at 3rd and 4th grade reading levels to determine the effectiveness of early care and education. Data collection will be critical for this to occur.

4. Assessment of the Office of Child Care

Mr. Kawasaki reminded members of several changes being made to the Office of Child Care:

- Overall, the Office of Child Care is moving from a programmatic emphasis to one of policy. This is in line with the new direction of the Chief Executive Office in general.
- Effective December 31, 2016, the Quality Rating and Improvement System (QRIS) program will no longer be operated by the Office of Child Care with the work transitioning to the Los Angeles County Office of Education (LACOE). The Office of Child Care will continue contributing to the QRIS effort as a strategy and policy development partner.
- The two stipend programs coordinated through the Office of Child Care – Investing in Early Educators Stipend Program and the California Transitional Kindergarten Stipend Incentive Program – will remain with the Office of Child Care as projects of the Planning Committee through this fiscal year. There are preliminary discussions regarding where those programs should be housed in the future.

- The Office of Child Care's name is being reviewed and may be changed. The Roundtable will be asked to provide feedback regarding possible new names.

Ms. Dora Jacildo asked how staffing and support related to the Roundtable would be impacted by the changes. Mr. Kawasaki noted that the Roundtable is still envisioned in the new Office of Child Care and that staff to support and more importantly advocate on behalf of the Roundtable would be provided.

Ms. Terry Ogawa asked if the Board of Supervisors had been notified. Mr. Kawasaki noted that there have been general discussions, but there would be additional discussions once a final plan was developed.

5. Health and Mental Health Equity

Dr. Robert Gilchick led the Roundtable in a discussion on Health and Mental Health Equity. Dr. Gilchick sought to provide a larger framework for early care and development issues and how they fit in the life continuum of an individual. This reframing might prove useful to the Roundtable as it refines its work. His review included a discussion on the determinants of equity – social, economic, geographic, political, and physical environment – and their impact on the development of individuals. When these determinants are protective factors, they support good health outcomes and when they are risk factors, they reinforce poor health outcomes.

Given that many children and youth come from communities where these determinants are potentially risk factors, early care and education advocates must consider how best to integrate their efforts into a larger framework that considers the many factors that impact the development of children.

- Early care and education objectives have to be reframed to emphasize their strong contribution to good health outcomes.
- Data must be integrated into the storytelling to show qualitative and quantitative movements.
- Cross-sector collaborations have to be harnessed as tools to enhance/develop more protective factors.

Mr. Kawasaki noted that those same risk factors are the drivers of individuals in the County's foster care and probation systems.

Ms. Kalene Gilbert noted the importance of mental health assessments in the early development of children. The Department of Mental Health (DMH) is restructuring their efforts to address developmental issues for children and adolescent. Roundtable members were also asked to participate in some of the stakeholder meetings being facilitated by DMH.

Dr. Little noted the importance of involving the community in DMH's stakeholder convening. Dr. Kurtz noted that LAUP through one of its grants will invite community stakeholders to participate in DMH's convening.

6. Child Care Planning Committee – Needs Assessment

Ms. Sarah Soriano and Ms. Michele Sartell discussed efforts underway by the Planning Committee to conduct an assessment of local early care and education needs as required by

contract with the California Department of Education (CDE). The report is produced every five years and assists the State in determining the distribution of funds to counties. A subset of this work includes identifying unmet needs for subsidized early care and education services. A copy of the draft needs assessment template was provided to members for reference.

The Planning Committee intends to release the needs assessment at an event at the The California Endowment scheduled for March 7, 2017 under the working title of "Elevating Our Voice through Data." The event is intended to draw more attention to the data included in the needs assessment and illustrate the local early care and education landscape.

Since the meeting, the event has been rescheduled to Monday, March 20, 2017 from 7:30 a.m. – 1:00 p.m. at The California Endowment.

Ms. Jacildo asked if the report included verified data on child care cost. Ms. Sartell noted that no current study was available that indicated the cost of services. Most of the cost amounts were based on ten year old data. Dr. Gilchick asked if any of the fields had been converted into rates which would allow for easier forecasting or trend analysis.

Ms. Ogawa asked if the Research Unit in the Chief Executive Office-Service Integration Branch could assist with data collection or questions. Mr. Kawasaki noted the possibility of that occurring, but first suggested the Roundtable determine its data needs.

Dr. Little suggested that the next meeting be used to review data needs and begin to identify those data elements that best paint the local early care and education landscape.

7. Legislative Updates

Mr. Dean Tagawa informed the members that AB 1712 (Obernolte) was signed into law by the governor. The bill allows the CDE to accept electronic signatures with the same force and effect as wet signatures. The bill was proposed to provide child development centers with greater efficiency and maximize the use of their resources.

Mr. Tagawa also informed members that action was needed on the Public Policy Platform for the First Year of the 2017-2018 Legislative Session. Members were provided with a draft copy of the platform for review.

Ms. Jacildo requested that language be added to section of the platform focused on the workforce and the skills needed to reflect the importance of teacher/provider and child relationships. Dr. Tagawa moved that the Roundtable adopt the Public Policy Platform with language to be added pursuant to Ms. Jacildo's request. The motion was seconded by Ms. Chasen and unanimously adopted.

8. Public Comment and Announcements

Ms. Gilbert reiterated that DMH will be holding a stakeholder convening Wednesday, September 21, 2016 from 9:00 a.m. to noon to discuss changes to its child/adolescent treatment plan. All members are encouraged to attend.

9. Call to Adjourn

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

Members Attending:
Sharoni Little, Second Supervisorial District
Jeannette Aguirre, Probation Department
Maria Calix, Second Supervisorial District
Fran Chasen, Southern California Association for the Education of Young Children
Robert Gilchick, Department of Public Health
Jackie Majors, Child Care Alliance of Los Angeles
Jennifer Hottenroth, Department of Children and Family Services
Kara Pleitéz Howell, Third Supervisorial District
Terry Ogawa, Third Supervisorial District
Sarah Soriano, Child Care Planning Committee
Boris Villacorta, First Supervisorial District
Debbi Anderson, Los Angeles County Office of Education
Dawn Kurtz, LAUP
Dora Jacildo, Fourth Supervisorial District

Guests Attending:
Tonya Burns, Children Today
Jessenia Reyes, Advancement Project
Robert Beck, Department of Public Social Services
Alfredo B. Larios, Department of Mental Health
Stephanie Cohen, Office of Assemblyman Richard Bloom
Renita Bowlin, Office of Child Care
Lavinia Motroi, Office of Supervisor Sheila Kuehl
Nancy Lee Sayre, UCLA/Center for Improving Child Care Quality
Cristina Alvarado, Child Care Alliance of Los Angeles

Staff:
Vincent Holmes
Michele Sartell

COUNTY OF LOS ANGELES
CHILD CARE PLANNING COMMITTEE AND
POLICY ROUNDTABLE FOR CHILD CARE AND DEVELOPMENT

Winners and Losers
Wrap-up of the California State Budget and Legislation - Second Session of 2015-16
Child Care and Development

California State Budget 2016-17

Governor Jerry Brown signed the budget package for fiscal year (FY) 2016-17 on June 27, 2016 without line item vetoes, a first since 1982. The budget continues to grow the rainy day fund, pay down debt obligations and control spending in preparation of the next recession. Importantly, the budget reflects agreements reached between the Budget Conference Committee and the Governor. For child care and development services, the budget increases reimbursement rates that begin to address the growing costs of operating programs associated with raises in the minimum wage, adds preschool spaces over the next four years, and prioritizes expenditures for improving quality. Overall, child care and development services received a $527 million increase in funding over the next four years, of which $145 million has been allocated to FY 2016-17.

Child Care and Development Budget Items

Reimbursement Rates

- Increases the Standard Reimbursement Rate (SRR) for general child care and development center-based programs by 10 percent from $38.29 per day to $42.12 per day; increases the SRR for California State Preschool Programs (CSPPs) by 10 percent from $23.87 per day for part-day and $38.53 per day for full-day to $26.26 per day for part-day and $42.38 per day for full-day. Changes to the reimbursement rates become effective January 1, 2017.

- Raises the Regional Market Rate (RMR) for the voucher-based child care and development programs to the 75th percentile of the rates charged by providers offering similar services to children in the same geographic region based on the 2014 RMR survey as of January 1, 2017. Expresses legislative intent to reimburse child care providers at the 85th percentile of the most recent RMR survey. Further, states the intent of legislature to update the RMR ceilings with each new survey, based on available funding, and further increase the ceilings through the 2018-19 fiscal year to reflect increased costs to providers resulting from increases in the state minimum wage.

- Increases the reimbursement rate paid through alternative payment or other voucher programs to license-exempt providers from 65 percent to up to 70 percent of the regional reimbursement rate limits established for family child care homes beginning January 1, 2017.

Access

- Appropriates $7.8 million to local education agencies to increase the number of full-day preschool spaces by 2,959 beginning March 1, 2017. Over the next four years, 8,877 full-day, full-year preschool spaces will be added at a cost of $100 million of Proposition 98 funds.

California State Budget 2016-17

Quality

- Requires the California Department of Education (CDE) to develop and submit an amended quality funding expenditure plan to ensure that compliance with the federal Child Care and Development Block Grant by March 1, 2017. The plan is to prioritize activities that support the Quality Rating and Improvement System (QRIS); and maintain funding for resource and referral agencies, local planning councils, and licensing enforcement.

Budget Bills with Child Care and Development Items		
SB 826 (Committee on Budget and Fiscal Review)	Budget Act of 2016	Chapter 23 Approved by Governor: June 27, 2016
SB 828 (Committee on Budget and Fiscal Review)	School finance: education omnibus trailer bill	Chapter 29 Approved by Governor: June 27, 2016

California State Legislation[1]

Introduction

Legislators considered 28 bills of interest to the child care and development community during the Second Session of the State Legislative Session for 2015-16. Twelve bills made it to the Governor's desk for his consideration, of which 10 were approved and two were vetoed. This section contains a brief summary of the bills that passed the legislature for the Governor's consideration and action. Approved bills take effect on January 1, 2017 unless otherwise noted.

Regulatory Compliance/Health and Safety		
AB 2036 (López)	Requires a company that provides online information on services delivered by license-exempt child care providers to post a statement about the California Trustline registry. An online child care job posting service or background check service provider that fails to comply with the requirements of this chapter may be liable for a civil penalty of $1,000 for each offense. Sets conditions for the Attorney General, a city attorney, or a county counsel to bring an action to impose a civil penalty. Grants authority to the Attorney General, city attorney or county counsel to bring a civil cause or action against an online child care job posting service or background check service provider for damages as result of willful violation.	Chapter497 Approved by Governor: September 23, 2016

[1] To obtain additional information about any legislation, go to www.leginfo.ca.gov/bilinfo.htm.

AB 2231 (Calderon)	Beginning July 1, 2017, increases 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 imposes civil penalties for a repeat violations. Requires the California Department of Social Services (CDSS) to make a good faith effort to work with the licensee to determine the cause of the deficiency and ways to prevent any repeat violations, and to adopt regulations setting forth the appeal procedures for deficiencies. Allows CDSS to use discretion to reduce the civil penalty for the cited violation to the level of the underlying violation, if it determines that the cited repeat violation is not substantially similar to the original violation. Requires civil penalties due and payable when administrative appeals have been exhausted and subjected to late fees.	Chapter 823 Approved by Governor: September 29, 2016
School Age		
AB 1567 (Campos)	Amends the After School Education and Safety (ASES) Program by prioritizing enrollment for pupils experiencing homelessness, engaged with the foster care system, and in CalWORKs assistance units, followed by pupils attending the program daily. Prohibits charging fees to children meeting high need priority categories.	Chapter 399 Approved by Governor: September 21, 2016
AB 2615 (Wood)	Amends existing law pertaining to 21st Century High School After School Safety and Enrichment for Teens program by allowing assessment of family fees, termination of grants for noncompliance with reporting requirements, and transfer of funds across school sites. Amends existing law pertaining to ASES by allowing determination of the ages of children to serve based on local needs and fee waivers for certain students. In addition, states legislative intent to lend priority to middle/junior high pupils participating in the program for full-day, each day. Amends existing law pertaining to 21st Century Community Learning Centers (21st CCLC) program by requiring the CDE to award funds equitably to each geographic region and urban and rural areas of the state to the extent possible.	Chapter 470 Approved by Governor: September 22, 2016
Streamline of Administrative Processes and Eligibility for Subsidized Child Care and Development Services		
AB 1712 (Obernolte)	Authorizes CDE-contracted agencies providing early care and education services to use a digital signature; the digital signature will have the same force and effect as a manual signature if certain requirements are met.	Chapter 324 Approved by Governor: September 13, 2016

AB 2296 (Low)	Expresses legislative intent to clarify that a "digital signature" on communications with a public entity may be used to satisfy the requirements of an electronic signature under the Uniform Electronic Transactions Act. Defines a digital signature as a type of electronic signature. Revises provisions of the Government Code by specifying that if a public entity elects to use a digital signature that meets specified requirements, the digital signature has the same force and effect of a manual signature in any communication with the public.	Chapter 144 Approved by Governor: August 19, 2016
AB 2368 (Gordon)	Authorizes, until January 1, 2022, the County of Santa Clara to develop an individualized county child care subsidy plan, and would require the plan to be submitted to the local planning council and the Santa Clara County Board of Supervisors for approval.	Chapter 574 Approved by Governor: September 24, 2016
Miscellaneous		
AB 492 (Gonzalez)	Would have included a diaper benefit of $50 per month for children up to two years old as part of necessary CalWORKs supportive services. The benefit would not have counted as income for CalWORKs eligibility and benefits consideration and would have allowed the participant to use the benefit only to purchase diapers.	**Vetoed September 25, 2016** Message, in part: The budget process allows for all spending proposals to be weighed equally through public hearings, negotiations and, finally, approval of a balanced budget.
AB 717 (Gonzalez)	Would have exempted from sales taxes diapers for infants and toddlers, designated size 3 or under. Was due to sunset effective January 1, 2022.	**Vetoed September 13, 2016** Message, in part: "[This] bill creates a new tax break or expands an existing tax break. … tax breaks are the same as new spending – they both cost the General Fund money."
AB 2799 (Chau)	Establishes the Early Learning Personal Information Protection Act. As of July 1, 2017, prohibits an Internet website operator, online service, online application or mobile application used primarily for preschool and pre-kindergarten purposes to knowingly engage in marketing or targeted advertising using information to amass a profile about a pupil or selling/disclosing a pupil's information.	Chapter 620 Approved by Governor: September 25, 2016
SB 3 (Leno) Chapter 4	Provides a schedule of annual increases to the minimum wage beginning with January 1, 2016 at $10 per hour to $15 per hour as of January 1, 2022. Once the minimum wage reaches $15 per hour, requires automatic adjustment of the minimum wage using a specified formula on January 1 of each year to maintain employee purchasing power diminished by the rate of inflation that occurred during the previous year.	Chapter 4 Approved by Governor: June 27, 2016

SB 1234 (De León)	Provides legislative approval for the California Secure Choice Retirement Savings Program (SCRSP) and sets forth recommendations and requirements for the design and implementation of the program. Information about the program to be provided to employers and their employees. Sets the timeframe for employers to notify employees of open enrollment in the program. Clarifies that the program is not sponsored by the employer and that the employer is not responsible or liable for the plan.	Chapter 804 Approved by Governor: September 29, 2016

Questions or comments relating to this document may be referred to Michele Sartell, Los Angeles County Office of Child Care within the Service Integration Branch of the Chief Executive Office, by e-mail at msartell@ceo.lacounty.gov or by telephone at (213) 974-5187.

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POLICY ROUNDTABLE FOR CHILD CARE AND DEVELOPMENT

POLICY • PLANNING • PRACTICE

Jeannette Aguirre

Maria Calix

Fran Chasen

Richard Cohen, Ph.D.

Robert Gilchick, M.D., M.P.H.

Jennifer Hottenroth, Psy.D.

Karla Pleitéz Howell, J.D.

Dora Jacildo

Dawn A. Kurtz, Ph.D.

Sharoni Little, Ph.D.

Jackie B. Majors

Jacqueline McCroskey, D.S.W.

Stacy Miller

Terri Chew Nishimura

Terry Ogawa

Faith Parducho

Nurhan Pirim

Sarah Soriano

Dean Tagawa

Boris E. Villacorta

Keesha Woods

September 26, 2016

To: Olivia Rodriguez
Legislative Affairs and Intergovernmental Relations

From: Harvey Kawasaki, Manager/Interim Director
Service Integration Branch/Office of Child Care

Vincent Holmes, Interim Staff
Service Integration Branch

Michele P. Sartell, Program Specialist III
Office of Child Care
Service Integration Branch

RECOMMENDATIONS FOR COUNTY OF LOS ANGELES STATE LEGISLATIVE AGENDA FOR FIRST SESSION OF 2017-18 – CHILD CARE AND DEVELOPMENT ITEMS

This memorandum responds to the request for review and update of the County's State Legislative Agenda for the first year of the 2017-18 legislative session. For reference, attached to this memorandum is the Child Care Planning Committee (Planning Committee) and Policy Roundtable for Child Care and Development (Roundtable) Public Policy Platform – First Year of 2017-18 Legislative Session (Platform).

In addition, this memorandum calls attention to priority issues with potentially significant impacts on the field of child care and development that may be addressed through budget proposals and legislation during the upcoming session. Jointly, the Roundtable and the Planning Committee will closely monitor proposals that address these issues and forward items relevant to meeting the needs of children and families in our County to the Board of Supervisors with proposed pursuits of position.

County Legislative Agenda – Items for Child Care and Development

For background, each year the Planning Committee and Roundtable review the Platform, which delineates the County's legislative agenda items for child care and development (sub-section 1.3) with examples of efforts that may be addressed by proposed legislation or state budget. The Platform was considered by the Planning Committee on September 7, 2016 and then was approved by the Roundtable on September 14, 2016. The Roundtable recommends referencing the availability of the Public Policy Platform document in the material presented to the Board of Supervisors and be made available to the general public through the County and/or Office of Child Care website.

The remainder of this memo reiterates sub-section 1.3 Child Care and Development as listed in the County's current State Legislative Agenda, recommending that the items be retained as written.

1.3 Child Care and Development

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

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

3. Support efforts to develop and sustain a well-educated and highly skilled professional workforce prepared to serve the culturally and linguistically diverse child and family populations of Los Angeles County.

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

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

6. Support the streamlining of California Department of Education administrative processes to expand access for low-income families, ensure continuity of care, and promote flexible use of early care and education funding to meet the needs of families.

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

8. Support efforts to ensure vulnerable children and their families have access to consistent, uninterrupted subsidized early care and education services.

9. Support efforts to expand the supply of appropriate early care and education services through facility development in communities of unmet need.

Emerging Child Care and Development Policy Priority Issues for 2017-18

Since taking office in 2011, Governor Brown has attempted to address the complexity of the child care and development system through the budget process. Unfortunately, the budget process does not afford the time needed to engage early care and education stakeholders as well as legislators in a thoughtful manner to create significant policy change that ensures children and families access to high quality child care and development services. Last year, the California Women's Legislative Caucus ("Women's Caucus") in collaboration with stakeholders responded to the Governor's proposal to consolidate funding resources for preschoolers and transition to a fully voucher-based system with alternative proposals urging for continued support of the mixed delivery system for subsidized child care and development services and increased investments focused on four areas: 1) raising reimbursement rates; 2) increasing access; 3) promoting developmentally appropriate practices; and 4) strengthening investments in the quality infrastructure. The final budget approved by the Governor reflected enhancements to the existing child care and development system as proposed by the legislators in response to the advocacy efforts of the Women's Caucus and stakeholders, albeit with more modest investments as achieved through compromise and negotiations between the Budget Conference Committee and the Governor.

It is notable that during budget negotiations, Assembly Speaker Anthony Rendon (D-Los Angeles) proposed convening a Blue Ribbon Commission on Early Care and Education ("Commission") comprised of state leaders and early care and education experts from across the state to develop an action plan for providing and improving high quality early care and education services for children from birth to five years old. While the item did not make it into the final budget, Speaker Rendon's office is forging ahead with the Commission by identifying members and preparing an agenda. The Commission is expected to be charged with planning for long-term change as well as developing proposals in the short term for consideration during the upcoming legislative session. The Planning Committee and the Roundtable will continue to monitor the development of the Commission and, as appropriate, seek opportunities for representation on this newly formed body.

In the meantime, it is anticipated that Governor Brown, in his budget proposal for FY 2017-18, will reintroduce reforms for subsidized child care and development services that may mirror proposals from previous years. The Roundtable, with input from the Planning Committee, will urge the Board of Supervisors to join efforts locally and across the state to support proposals that reflect the priorities established by the Women's Caucus and early care and education stakeholder during the last session with modifications to be developed during the upcoming session. For the most part, priority items will continue to focus around three general areas: 1) increase access to subsidized child care and development services for children birth to five years old (birth up to 35 months old and preschool for three and four year olds) for all eligible families; 2) raise reimbursement rates reflective of the true cost of providing quality services and consistent with current market need; and 3) grow investments to enhance the quality of the services through professional development activities, the evolution of the quality rating and improvement system (QRIS), and QRIS Block Grants that address the quality of programs serving infants and toddlers as well as preschool age children.

Los Angeles County continues to experience significant gaps between the supply and demand for families eligible for subsidized child care and development services, particularly for low-income working families with infants and toddlers. Of the 357,849 children

(212,294 infants/toddlers, 145,555 preschoolers) eligible in 2015, 83,427 (17,459 infants and toddlers, 65,968 preschoolers) were served by Early Head Start/Head Start programs or California Department of Education/Early Education and Support Division (CDE/EESD)-contracted programs. Since 2005, Los Angeles County has been a leader in the state in developing and implementing quality rating and improvement systems (QRIS). Various funding streams to support a QRIS locally and across the state have shaped its evolution from a broad focus on children birth to five served by a mixed delivery system of centers and family child care homes and inclusive of private as well as publicly funded programs to a narrow shift to CDE/EESD-contracted programs serving preschool age children. With funds from First 5 CA IMPACT (Improve and Maximize Programs So All Children Thrive), efforts are underway in Los Angeles County to develop a unified and streamlined QRIS that is easy for programs serving children from birth to five years old to navigate and informs parents to the value of quality and to use as a guide when selecting a program for their children.

In closing, thank you for this opportunity to weigh in on the County's State Legislative Agenda and offer preliminary areas of advocacy for the coming session. If you have any questions regarding the information provided in this memo, please contact Michele by e-mail at msartell@ceo.lacounty.gov or by telephone at (213) 974-5187.

Attachment

HK:VH:MPS

Cc: Sarah M. Soriano, Chair, Child Care Planning Committee
Sharoni Little, Ph.D., Chair, Policy Roundtable for Child Care and Development

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

PUBLIC POLICY PLATFORM
First Year of 2017-18 Legislative Session

Introduction

The Child Care Planning Committee (Planning Committee) and Policy Roundtable for Child Care and Development (Roundtable) promote policies designed to increase the availability of and access to affordable, high quality early care and education programs for all children and their families of Los Angeles County. This public policy platform presents current and emerging policy issues in early care and education that are consistent with the County of Los Angeles State Legislative Agenda for the First Year of the 2017-18 Legislative Session. The platform delineates each of the County's legislative agenda items in **bold** followed by examples of efforts that may be addressed by proposed legislation and/or the proposed state budget.

Platform Issues

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

   Such efforts should include, but not be limited to:

   - Addressing the early care and education needs of children from birth through age 12, including infants and toddlers, preschool and school age children, and children with disabilities and other special needs up to age 22, and their families.
   - Enhancing the quality of centers, family child care homes, and license-exempt care providers.
   - Promoting a strengthening families approach to meet the needs of children at risk for abuse, neglect or sexual exploitation or under the supervision of the child welfare system and children of families under the supervision of Probation.
   - Integrating early identification and intervention systems that recognize and respond early to young children who may be at risk for disabilities and other special needs.
   - Developing policies that encourage collaboration between early care and education programs and locally-funded projects and public agencies that foster child and family well-being through the provision of coordinated services.
   - Incorporating optimal health promotion policies and procedures as an integral component that contributes to the overall quality of early care and education services and programs.
   - Engaging parents as their child's first teachers and partners in promoting their child's optimal growth and development.

Pending Approval of the Board of Supervisors

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

   Such efforts should include, but not be limited to:

   - Providing parents with clear, concise information on the quality of early care and education settings.

   - Fostering the engagement of parents that promotes their child's optimal healthy growth and development and learning.

   - Incorporating early learning standards that are research-based**,** culturally responsive to children from diverse cultural and linguistic backgrounds, aligned with existing regulatory systems and local quality initiatives, recognize and respond to the individual needs of children in group settings, and attend to families' needs for comprehensive services.

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

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

   Such efforts should include, but not be limited to:

   - Focusing on teachers and other members of the workforce gaining skills and demonstrating competencies in the following areas: forming relationships and interacting with children, how to provide instructional support to children, best practices in working with dual language learners, proficiency in recognition and response to children with disabilities and other special needs, health and nutrition best practices, engaging parents and guardians, and expertise on the spectrum of child development from birth through early adolescence. Workforce practice must be based on established early care and education research.

   - Offering coursework and instruction responsive to a multi-lingual, multicultural workforce, including but not limited to providing content in students' home language and offering classes during non-traditional hours.

   - Expanding early childhood educators' access to higher education through stipend programs, grant funds and loan forgiveness programs, higher compensation when they attain post-secondary degrees, and benefits (i.e. health insurance and retirement plans).

   - Facilitating child development or early childhood education coursework coordination and articulation between the community colleges and California State University (CSU) and University of California (UC) systems.

   - Supporting efforts to enhance the quality of the license-exempt care workforce and facilitating connections between license-exempt care and the larger system of early care and education.

Pending Approval of the Board of Supervisors

- Supporting alignment of teacher requirements under Title 22 with teacher requirements under Title 5.

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

   Such efforts should include, but not be limited to:

   - Increasing to, at a minimum, annual inspections of centers and family child care homes.
   - Advocating for, at a minimum, annual unannounced inspections of all licensed facilities.
   - Providing that CCLD is sufficiently funded, staffed and held accountable to meet the standards, conduct timely reviews of licensing applications and responses to complaints, and provide technical assistance and resources to current and future licensees.
   - Ensuring that costs of obtaining and renewing the license (or licenses for programs with multiple sites) is reasonable and not an extraordinary burden to the licensee's cost of doing business.

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

   Such efforts should include, but not be limited to:

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

Pending Approval of the Board of Supervisors

6. **Support the streamlining of California Department of Education administrative processes to expand access for low-income families, ensure continuity of care, and promote flexible use of early care and education funding to meet the needs of families.**

   Such efforts should include, but not be limited to:

   - Allowing administrative efficiencies such as multi-year contracting, grant-based funding, and waivers on program rules and regulations to allow flexibility of services based on community and family needs.
   - Establishing a 12-month annual eligibility redetermination to allow for more stable enrollments for early care and education programs and continuous services for children and their families.
   - Ensuring agencies have the capacity to connect with and serve the most vulnerable and the most difficult-to-serve families.
   - Maintaining affordable family fees that do not exceed eight percent of gross family income.
   - Maintaining part-day State Preschool as a free, comprehensive early care and education program.
   - Allowing for various systems that serve vulnerable and low-income children and families to streamline administrative functions and share information in order to facilitate the enrollment of children in subsidized early care and education programs and to participate in joint data collection efforts.

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

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

   Such efforts should include, but not be limited to:

   - Making sure that California Work Opportunity and Responsibility to Kids (CalWORKs) families have access to child care and education services, ensure that participating families are afforded the time and information needed to evaluate their child care and education options and make sound choices, and that allow parents to pursue or maintain employment.
   - Promoting, facilitating and supporting consistent and continuous participation of children under the supervision of the child welfare system and Probation and their families in high quality programs that promote healthy child development and support effective parenting.

Pending Approval of the Board of Supervisors

- Ensuring that all subsidized children – infants and toddlers, preschool age, and school age children – and their families have access to consistent and continuous high quality early care and education services that partner with parents to promote children's healthy growth and development and prepare them for school and life, and meet the needs of families.

- Addressing the needs of pregnant and parenting teens to ensure their access to high quality early care and education services that support their academic goals, promote positive and effective parenting skills, and contribute to their child's healthy growth and development.

- Facilitating access to high quality early care and education programs that are responsive to the unique needs of children and families experiencing homelessness.

9. Support efforts to expand the supply of appropriate early care and education services through facility development in communities with a significant shortage of these services.

Such efforts should include, but not be limited to:

- Facilitating the cost of effective construction or renovation of early care and education facilities in communities with unmet needs for these services.

- Integrating early care and education in specific plans for land use, housing, transportation, economic, workforce, and community development.

Pending Approval of the Board of Supervisors

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Child Care and Development Fund State Plan

Introduction

The federal Child Care and Development Fund (CCDF) is an aggregate of several funding sources that is distributed in block grants by the federal government to the states and territories. The majority of the funds are to be used to provide child care services to families who meet certain income and need criteria. A portion of the funding is to be used for activities to improve the quality of child care. Another portion is to be used to pay for costs of administering the CCDF.

The purpose of the CCDF is to increase the availability, affordability, and quality of child care services. States and territories receiving CCDF funds must prepare and submit to the federal government a plan detailing how these funds will be allocated and expended.

Federal Fiscal Years 2016–18

- CCDF Fiscal Years 2016-18 Information
- State Plan Summary FFY 2016–18
- Final CCDF State Plan FFY 2016–18 (DOC)
- Final CCDF State Plan FFY 2016–18 Waiver Letter (DOC)
  A letter submitted by the California Department of Education on June 6, 2016 to the Administration of Children and Families requesting waivers and extensions for specific sections of the California's CCDF State Plan.
- CCDF State Plan FFY 2016–18 Approval Letter (PDF)
  A letter submitted by the Administration of Children and Families on June 10, 2016 to the California Department of Education approving California's Child Care and Development Fund Fiscal Year 2016-18 State Plan

Federal Fiscal Years 2014 and 2015

- State Plan Summary FFY 2014 and 2015
- Final CCDF State Plan FFY 2014 and 2015 (PDF)

Federal Fiscal Years 2012 and 2013

- State Plan Summary FFY 2012 and 2013
- Final CCDF State Plan FFY 2012 and 2013 (PDF; 2MB)

Federal Fiscal Years 2010 and 2011

- State Plan Summary FFY 2010 and 2011
- Final CCDF State Plan FFY 2010 and 2011 (DOC; 1MB)

Federal Fiscal Years 2008 and 2009

- State Plan Summary FFY 2008 and 2009
- Final CCDF State Plan FFY 2008 and 2009 (DOC)

Federal Fiscal Years 2006 and 2007

- State Plan Summary FFY 2006 and 2007
- Final CCDF State Plan FFY 2006 and 2007 (DOC)

Questions: Early Education and Support Division | statepln@cde.ca.gov | 916-322-6233

Last Reviewed: Friday, September 9, 2016

Overview of 2016 Child Care and Development Fund Final Rule

The 2016 Child Care and Development Fund Final Rule updates regulations to incorporate, and in some cases clarify, changes made through the Child Care and Development Block Grant Act of 2014.

Background

The Child Care and Development Fund (CCDF) is the primary Federal funding source devoted to providing low-income families that are working or participating in education and training with help paying for child care and improving the quality of care for all children. It provides child care financial assistance for 1.4 million children each month throughout the United States, U.S. Territories and Tribal Nations. A majority of these children are under the age of five, allowing CCDF to support early childhood education and care for hundreds of thousands of young children. Additionally, CCDF investments in improving the quality of care benefit millions more of the nation's children who do not receive a child care subsidy but participate in child care programs that benefit from these quality investments, such as teacher training.

On November 19, 2014, President Obama signed bipartisan legislation that comprehensively updated the Child Care and Development Block Grant (CCDBG) Act for the first time in nearly twenty years. The law made many important statutory changes focused on strengthening child care to better support the success of both parents and children, while also providing a new emphasis on the importance of providing high-quality early education and care for our youngest learners.

This final rule updates CCDF regulations for the first time since 1998. The rule applies to states, territories and tribes administering CCDF and incorporates and clarifies changes made through the bipartisan CCDBG Act. It also is reflective of helpful comments received on the Notice of Proposed Rulemaking (NPRM) published in December 2015. Throughout the final rule, ACF responds to the more than 150 comments received during the public comment period and makes changes where appropriate. Where possible, it also aligns child care

requirements with new Head Start regulations, including certain requirements for background checks and health and safety trainings for staff.

Below is a brief summary of the major changes in the CCDBG Act and the final rule, in the following categories:

1) protect the health and safety of children in child care;
2) help parents make informed consumer choices and access information to support child development;
3) support equal access to stable, high quality child care for low-income children; and
4) enhance the quality of child care and better support the workforce.

Protect the health and safety of children in child care

Prior to the new law, health and safety standards varied widely across states and left critical gaps. The Act and this rule establish a baseline for health, safety, and quality to ensure children are adequately protected and are in nurturing environments that support their healthy growth and development.

The requirements include, but are not limited to:

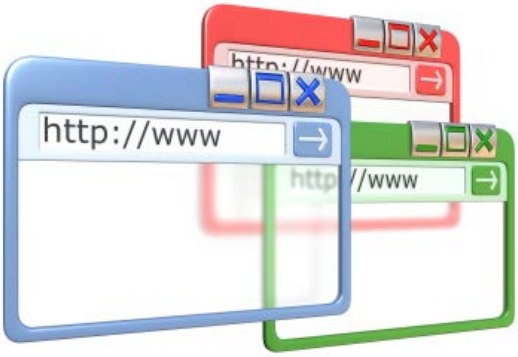
- Annual monitoring for CCDF licensed and license-exempt providers and a pre-licensure inspection for licensed CCDF providers;
- Health and safety requirements and training on ten basic topics (such as first aid and CPR), to which the final rule adds "reporting and recognition of child abuse and neglect" and "child development training" and points to Caring for Our Children Basics as a recommended baseline for minimum health and safety standards;
- Comprehensive background checks for child care staff members (including prospective child care staff members and individuals with unsupervised access to children) of all licensed and CCDF-eligible providers (which includes licensed providers who do not receive CCDF funds); and
- Allowing provisional hiring under certain conditions, aligned with Head Start provisional hiring requirements that include important protections for children.

States may exempt child care providers from the health and safety requirements if the providers are only serving children to whom they are related.

Help parents make informed consumer choices and access information to support child development

A key pillar of CCDF is parental choice, and providing families clear and accurate information about child care providers can help them make sound decisions for their families. The final rule, which will reach beyond those directly served by CCDF, ensures that parents have specific information on provider options and available services. This includes, but is not limited to, requiring states to:

- Disseminate information to parents, providers, and the general public on child care services and other assistance programs such as the Supplemental Nutrition Assistance Program (SNAP);
- Provide parents applying for child care assistance with information about developmental screenings that can identify any delays or disabilities. The rule recommends all children receive a developmental screening within 45 days or enrollment, similar to Head Start;
- Describe a state's policies relating to suspension and expulsion in early childhood settings, including any policies to prevent suspension and expulsion of children birth to age 5 in child care and other early childhood programs;
- Maintain a consumer education website with provider-specific information, including, if available, quality information through a Quality Rating and Improvement System or other transparent system of quality indicators;
- Post provider-specific reports and results from child care monitoring inspections in a consumer-friendly and easily accessible format;
- Provide CCDF families with a provider-specific consumer education statement that includes a summary of the state's health and safety and licensing policies;
- Post the annual number of deaths, serious injuries, and instances of substantiated child abuse that occurred in all CCDF-eligible child care settings.

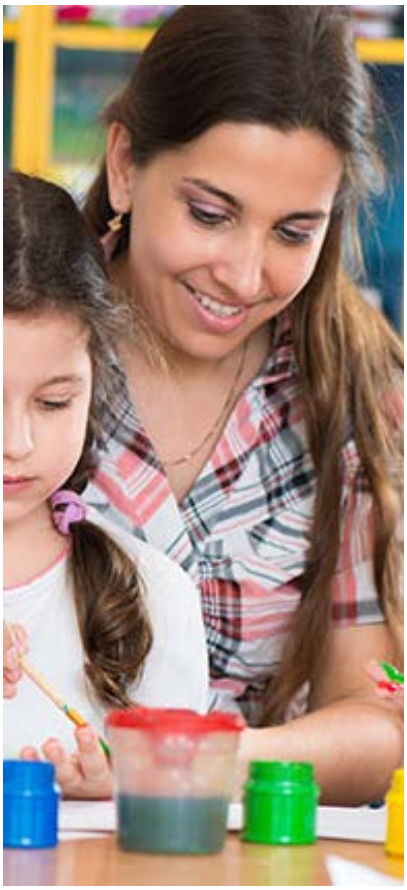


Support equal access to stable, high quality child care for low-income children

Prior to the new law, many families received subsidies for only a short period and frequently cycled on and off the program, leading to significant instability for families and breaking the adult-child attachments that are so critical for many of our youngest learners,. Provider subsidy payment rates and other policies and practices were also insufficient to allow low-income families to afford high quality care. The law and this final rule lengthen eligibility periods so families have more stable subsidies while also supporting continuity of care and relationships between children and their providers. These and other reforms in the law and rule also encourage more providers to care for children receiving subsidies. This includes, but is not limited to:

- Establishing minimum twelve month eligibility periods;
- Allowing states to end assistance prior to the end of the eligibility period only in limited circumstances: loss of job or cessation of attendance at a job training or education program, excessive unexplained absences, change in residency outside of State, and substantiated fraud or intentional program violations;

- Establishing a graduated phase-out of subsidies for families who, at eligibility redetermination, exceed initial State income thresholds but still have modest incomes; this would extend assistance until families exceed 85% of state median income or a lower income level that still accommodates some increase in family income and reasonably allows a family to continue accessing care;
- Requiring states to offer a minimum of three months of continued assistance (at least at the same level) if they choose to terminate assistance if a family suffers a non-temporary job loss or stops participating (for more than a temporary period) in training or education;
- Requiring states to take the cost of providing quality child care into account when setting provider subsidy payment rates, and to use valid methodologies to update rates at least every three years;
- Allowing the public to participate in the state's decision-making process around the setting of reimbursement rates;
- Requiring states to show how base payment rates enable providers to meet health, safety, quality, and staffing requirements;
- Providing for affordable co-payments that are not a barrier to families' ability to access quality care and requiring states to monitor, and limit if applicable ,any additional fees a provider may charge above the copayment; and
- Building the supply and quality of care for priority and vulnerable populations, including promoting services for children experiencing homelessness.



Enhance the quality of child care and the early childhood workforce

Despite extensive research on how early learning shapes brain development, many children are in child care settings that do not lay a strong foundation for future learning and life, or do not have access to stable, quality child care. The law and rule address these concerns, in part, by the following:

- Gradually increasing (over a five year period) the proportion of funds States must use for quality from four percent to nine percent and adding a new three percent infant-toddler set aside;
- Requiring states to have training and professional development requirements tied to a progression of professional development for CCDF providers; and
- Prioritizing populations with high-concentrations of poverty & unemployment

Changes for Tribal Grantees

The new law did not explicitly apply many provisions to Tribes. This final rule clarifies which provisions apply to CCDF tribal grantees. This includes, but is not limited to:

- Establishing three categories of tribal grantee sizes, based on large, medium, and small CCDF allocations, and providing greater flexibility to grantees with lower levels of funding; and
- Allowing tribes the flexibility to consider any Indian child in the Tribe's service area to be eligible to receive CCDF funds if a tribe's median income is below an amount established by the Secretary.

ADMINISTRATION FOR
CHILDREN & FAMILIES
330 C Street, S.W., Washington DC 20201 | www.acf.hhs.gov

June 10, 2016

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Director McMannis:

The Office of Child Care (OCC) recognizes that there are many new requirements included in the Child Care and Development Block Grant Act of 2014 that you are working to implement during this Plan period. We appreciate the time and energy that you put into developing your Child Care and Development Fund (CCDF) Plan to reform and effectively administer your program. I am pleased to inform you that the California CCDF Plan for the period of June 1, 2016, through September 30, 2018, has been conditionally approved. A "conditionally approved" plan is a fully approved plan with conditions to be met based on your waiver requests, if applicable, and implementation plans for unmet requirements. The conditions will be deemed fully met once all provisions in the CCDBG Act of 2014 are fully implemented and implementation plan action steps are completed. At that time the California CCDF Plan will be approved without conditions. OCC gave careful consideration to the statutory conditions outlined in the Act, as well as the length of time requested, with the goal of having all provisions related to the Act fully implemented by October 1, 2018 corresponding to the start of the FY2019-2021 CCDF Plan period.

The following conditions apply to your CCDF Plan:

- Waiver Requests – The CCDBG Act of 2014 gives the Secretary the option to waive statutory provisions or penalties for up to 3 years if certain statutory

conditions are met. Background Check provisions were not considered under this waiver implementation process because the Act provided for a separate extension process for States and Territories unable to comply by September 30, 2017. Decisions regarding your waiver requests are listed below.

- { Your waiver request(s) for Graduated Phase-Out (3.1.5), Fluctuation in Earnings (3.1.6), 12-month eligibility (3.3.1), Prevent Disruption of Work (3.3.3), Equal Access (4.4.2), Payment Practices and Timeliness of Payments (4.5.1), Child Care Standards that address ratios and group size (5.1.3), Health and Safety Requirements – 10 topics (5.1.6a), Policies to Enforce Licensing Requirements (5.2.1), Inspections for Licensed Providers (5.2.2b), Inspections for Exempt Providers (5.2.2c), Business Practices (6.2.3) have been approved through the date listed in your Implementation Plan, not to exceed one year.
- { No waiver requests for the health and safety training provision (5.1.6b) were approved, therefore California will be on a Corrective Action Plan for this provision starting October 1, 2016 for a period not to exceed one year. The Administration for Children and Families considers health and safety training critical to reducing risk of injury and death for children receiving assistance. According to the Program Instruction CCDF-ACF-PI-2015-09 issued December 2015, all new and existing caregivers and teachers providing services for children receiving CCDF assistance must have completed these training requirements by the effective date of September 30, 2016. You will now have an additional year to achieve this goal. You have 60 days following receipt of this letter to formally submit your Corrective Action Plan by completing or revising the Implementation Plan at 5.1.6b in the ACF-118 system.

Key principles of the CCDF are to provide equal access to child care for children receiving child care assistance and to ensure parental choice. Provider payment rates set too low undermine these principles. As you are aware, the CCDBG Act of 2014 requires states and territories to take the cost of quality into account when setting rates, and to set rates based on the results of the most recent market rate survey or alternative methodology. We continue to be concerned that your rates may not allow for equal access. OCC plans to make review of payment rates a priority for our upcoming implementation monitoring visits. Thus, the conditional approval of your Plan **does not** constitute a final determination that your payment rates are sufficient to provide access to child care services for eligible families that are comparable to those provided to families that do not receive subsidies, as required by law.

You will receive a Notice of Grant Award in October 2016 from the Office of Administration in the Administration for Children and Families. The notice will include the amount of your award and any additional terms and conditions for the receipt of CCDF program funds. During the effective period of this plan, any substantial changes to the California program must be submitted as a plan amendment to your Regional Office for approval in accordance with 45 CFR 98.18(b).

We remind you that your CCDF-funded child care program for in-home providers must comply with all applicable Federal laws and regulations, including Federal wage and income tax laws governing domestic workers. Questions regarding Federal wage laws should be directed to your local or district office of the Wage and Hour Division within the U.S. Department of Labor. Likewise, questions regarding Federal income tax laws should be directed to your local or district office of the Internal Revenue Service.

We look forward to working together toward implementation of the CCDBG Act of 2014 and promoting the early learning and development of children along with family economic stability and success. If you have any questions, please contact Gwendolyn Jones, Child Care Program Manager, Office of Child Care at (214) 767-3849 or Gwendolyn.jones@acf.hhs.gov. Thank you for all you do each day for children and families.

Sincerely,

Rachel Schumacher
Director
Office of Child Care

cc: Gwendolyn Jones, Acting Regional Program Manager, Office of Child Care Region IX

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Highlighting Strategies for Student Success

EARLY LEARNING

State could lose federal funds if rules for child care eligibility don't change

By Jeremy Hay | October 3, 2016 | 1 Comment

California risks losing more than $500 million in federal funds if it doesn't establish new rules within a year governing eligibility for state-subsidized childcare and after-school programs. At least three attempts to accomplish that have died in the Legislature since 2014.

The state has until Sept. 30, 2017 to comply with a 2-year-old federal requirement to ensure that families qualifying for public childcare, preschool and after-school programs remain eligible for 12 months without having to re-establish eligibility during that time. The legislative window to pass a bill making that change has narrowed to one session, starting in January. Failing that, the change would have to occur through the state budget process.

Advocates and parents say the current rules often cause people to lose benefits over bureaucratic hurdles, when their job status changes or they receive even a minor wage increase.

"The status quo is hurting families, women and children stuck in a vicious cycle of poverty," said Mary Ignatius, statewide organizer for Parent Voices, a nonprofit that advocates for childcare policies. "No matter how hard someone works, how many jobs they have, how many degrees they are pursuing, they always end up against a wall that keeps them from breaking through."

"They thought I was a little crazy. They said, 'Well, no, he's doing good, we really like him, we want to reward him,'" said Angela Torres of Santa Rosa, who asked her husband's employer to take back a raise they'd given him.

Angela Torres of Santa Rosa has battled the status quo for two years.

This year, Torres' husband became licensed to drive large trucks and, as a result, received a raise from his employer of about $2.50 an hour.

However, that bumped the Torres family over the income limits for the subsidized childcare programs.

"I went to his job and thanked them and told them we really appreciated it, but could they take it back so we could afford our childcare," Torres said. "They thought I was a little crazy. They said, 'Well, no, he's doing good, we really like him, we want to reward him.'"

Torres cut her work hours back to preserve her eligibility for childcare for her two daughters, ages 3 years old and 10 months old. Then she was laid off from her job at a thrift store and when her unemployment benefits kicked in, she became ineligible again. To regain eligibility, Torres registered for classes at Santa Rosa Junior College and dropped her unemployment benefits.

"It literally feels like every couple of months my childcare is getting terminated and I'm trying to work the system to change things around and fix it," she said.

The latest legislative attempt to change those rules was AB 2150, sponsored by Assemblyman Miguel Santiago, D-Los Angeles. The bill, co-sponsored by Parent Voices, died in the state Senate in August over concerns about its cost.

About 450,000 children under age 13 are in California's state-subsidized childcare, preschool and after-school programs. Families must re-establish eligibility whenever their circumstances change, including employment, income, address or school status. Also, families lose eligibility once their income exceeds 70 percent of the state median income; 70 percent is about $42,000 for a family of three. Santiago's bill would have revised both those requirements, guaranteeing 12-month eligibility and raising the income limit to 85 percent of the median income.

The federal requirement establishing 12-month eligibility took effect in 2014 with the reauthorization of the Child Care Development Block

Grant. California received $573 million in block grant funds last year — about 15 percent of its early education budget. It was one of 10 states to request a one-year waiver — extending the compliance date from Sept. 30, 2016 to Sept. 30, 2017 — from the requirement.

Patrick Fisher, a spokesman with the federal Office of the Administration for Children and Families, said the penalties for not meeting the requirement range from partial loss of funding to disqualification from additional block grant funds.

"We married two concepts that were really important: consistent, stable child care and the ability for someone to earn just a little more to make ends meet," said Assemblyman Miguel Santiago, D-Los Angeles.

Looking ahead, said Peter Tira, a spokesman for the California Department of Education, which backed AB 2150, "We will have to explore options with the Legislature and the Department of Finance, as we have no authority to implement (compliance measures) on our own."

Santiago said he will put some version of the bill forward in January.

"We've learned the argument better and who we need to talk to," he said. "It's absolutely imperative to get this done. The problem is still there, and the solution is on the table."

Tira said, "In addition to the need to comply with the CCDBG requirement for 12-month eligibility, we think it is the right thing to do for children and families."

But while the Department of Education estimated the bill would cost between $1 million and $5 million a year — as 2 to 10 percent of children who now dis-enroll each year remained in the system under the new rules — the state Department of Finance arrived at a much higher number, estimating costs as high as $30 million annually. Department of Finance analysts said the state would incur greater costs as fewer families were removed from programs for exceeding income limits, and as more children became eligible for services through CalWorks, the state's welfare program.

This week, Department of Finance officials said they are aware of the compliance deadline — and have discussed the issue with federal officials — but it's not certain what the ramifications of not coming into compliance would be.

"A half a billion dollars is always a significant part of the discussion," said Jessica Holmes, the department's acting principal program budget analyst. "However, it's not clear at this time what the penalty would be, and it could be much smaller."

Department of Finance spokesman H.D. Palmer said, "Given that you're looking at a deadline of more than a year, it's fair to say that it is speculative at this point to talk about loss of funding."

Santiago said that with more time to hash out the difference between cost estimates, "We'll have the ability to reconcile over the numbers and begin with a much more solid bill."

AB 2150's supporters are strategizing what's next. One option is to separate the changes to income limits issue from the 12-month eligibility rules.

Santiago said he'd consider that but "we married two concepts that were really important: consistent, stable child care, and the ability for someone to earn just a little more to make ends meet."

With the state having passed a law increasing the state's minimum wage to $15 by 2021, Santiago said, the income limit consideration becomes that much more important.

Using linked data to improve early care and education programs

Early care and education (ECE) program leaders can better understand and serve the children and families in their program when they combine their own data with data from other organizations. This can be tough for programs to do, though, and many programs lack resources or knowledge that would support this aspect of their continuous improvement.

That's why we took part in a project called Building Capacity to Use Linked Data, funded by the Assistant Secretary for Planning and Evaluation, in partnership with the Office of Planning, Research and Evaluation in the U.S. Department of Health and Human Services. Together, we developed several short, easy-to-read resources (https://aspe.hhs.gov/building-capacity-use-linked-data-program-improvement-and-research-initiatives) to help program leaders link their data with other agencies', and use that linked data to support quality improvement.

The first resource, Strength in Numbers: Supporting Quality Improvement in Early Care and Education Programs through Linking Administrative Data (https://aspe.hhs.gov/pdf-report/strength-numbers-supporting-quality-improvement-early-care-and-education-programs-through-linking-administrative-data), is a research brief that may be used by both ECE program leaders and community or state partners interested in linking data (http://www.ecedata.org/) with ECE programs. It highlights opportunities in linking data and offers ideas for overcoming related challenges.

We know hearing from colleagues is an important way to learn, so we also developed case studies highlighting real ECE programs that have linked their data with data from other organizations—and that use these linked data to learn more about serving children and families.

1. **CAP Tulsa** (https://aspe.hhs.gov/sites/default/files/pdf/207846/TulsaCaseStudy.pdf). This program linked multiple types of data within their own program to support teachers and adapt

services for children. They also linked their data with public schools to understand their children's transition to kindergarten and support teacher effectiveness.

2. **Utah's Learning Center for Families** (https://aspe.hhs.gov/sites/default/files/pdf/207841/TheLearningCenterCaseStudy.pdf). This program linked health and early intervention data within their program and with external programs, to better serve their children.
3. **Telamon North Carolina** (https://aspe.hhs.gov/sites/default/files/pdf/207836/TelamonCaseStudy.pdf). This agency partnered with another community agency to link their Head Start data with those of the Temporary Assistance for Needy Families program, leading to improved enrollment in and coordination between services.
4. **Rochester Childfirst Network** (https://aspe.hhs.gov/sites/default/files/pdf/207831/RochesterCaseStudy.pdf). This program partnered with The Children's Institute of the University of Rochester to use linked data to support classroom instruction and teacher professional development.
5. **AVANCE-Houston** (https://aspe.hhs.gov/sites/default/files/pdf/207821/AVANCECaseStudy.pdf). This Early Head Start/Head Start program partnered with the Houston Independent School District to follow AVANCE children through the early elementary grades. Their intent was to better understand children's literacy and math skills and how they compared to the skills of other children from low-income families.

We also developed five "Data Direction" guides that describe data issues program staff may encounter if they are interested in linking, or are attempting to link, their data with other agencies. The Data Directions offer action steps programs can use to address these common issues.

Four of the Data Directions focus on broad issues related to linking data, and the fifth one describes a specific example of linking data and highlights issues that might arise during that process.

1. **Data Governance** (https://aspe.hhs.gov/sites/default/files/pdf/207851/DataDirection1DataGovEntity.pdf). Data Direction #1 offers ideas about setting up a structure to develop guidelines for using and linking data, including who to invite to join a data governance group, roles and responsibilities for different members, and developing data-use policies.
2. **Discussing Data with Families** (https://aspe.hhs.gov/sites/default/files/pdf/207856/DataDirection2DiscussingData.pdf). Data Direction #2 provides suggestions for ECE program staff for discussing data with families.
3. **Engaging Research Partners** (https://aspe.hhs.gov/sites/default/files/pdf/207866/DataDirection3ExternalPartners.pdf). Data Direction #3 includes ideas about locating a research partner to help them link and use data, steps to take before reaching out to a possible partner, and considerations for selecting an appropriate partner.
4. **Developing a Data Sharing Partnership** (https://aspe.hhs.gov/sites/default/files/pdf/207871/DataDirection4BuildingDataPartnership.pdf). Data Direction #4 offers suggestions for initiating conversations with other organizations about sharing data.
5. **Linking ECE Data with Public School Data** (https://aspe.hhs.gov/sites/default/files/pdf/207876/DataDirection5TrackProgress.pdf). Some ECE program leaders are interested in learning how their children fare after they leave the program and enter K-12 schools. Data Direction #5 offers ideas for talking with schools about data-linking projects and possible steps in linking ECE program data with public school data.

The next resource, a Planning Guide for Linking Data to Support Program Improvement in Early Care and Education Programs (https://aspe.hhs.gov/sites/default/files/pdf/207816/Data%20LinkingPlanningGuide.pdf), is designed to help ECE program leaders reflect on their own capacity to link data and identify next steps to accomplish data-linking goals. Using this guide, program leaders will learn six practices that support linking and using data, including how to: (1) identify priority questions to answer with linked data, (2) take inventory of current data and identify

additional data needs, (3) engage data-savvy staff, (4) use technology that supports data linking, (5) implement data management standards, and (6) establish organizational practices to support data linking and use.

The final document is a compilation of Resources to Support the Use and Linking of Data in Early Care and Education Programs (https://aspe.hhs.gov/sites/default/files/pdf/207826/ResourcesList.pdf). It includes brief descriptions and hyperlinks to existing resources that program leaders may find useful in understanding a range of issues related to linking data, and using linked data.

We hope this collection of resources will be helpful to ECE program leaders, program staff, and the technical assistance providers who work with them. We're firm believers in strength in numbers. Quality, linked data can help programs better understand the children and families they serve, the quality of the services they provide, and possible areas for improvement.

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Van-Kim Lin, Senior Research Analyst

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This blog is adapted from the Overview of Resources Developed by the Building Capacity to Use Linked Data Project by Kelly Maxwell and Dale Epstein.

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TOPICS: EARLY CHILDHOOD (HTTP://WWW.CHILDTRENDS.ORG/RESEARCH-TOPIC/EARLY-CHILDHOOD/), EARLY CHILDHOOD DATA TO INFORM POLICY AND PRACTICE (HTTP://WWW.CHILDTRENDS.ORG/RESEARCH-TOPIC/EARLY-CHILDHOOD-DATA/), EDUCATION (HTTP://WWW.CHILDTRENDS.ORG/RESEARCH-TOPIC/EDUCATION/)

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COUNTY OF LOS ANGELES

CHILD CARE PLANNING COMMITTEE

POLICY • PLANNING • PRACTICE

Meeting Schedule – FY 2016-17

Meeting Date	Time	Location
September 7, 2016	**New Member Orientation** 10:30 – 11:45 a.m. **General Meeting** 12:00 – 2:00 p.m.	Center for Healthy Communities at The California Endowment 1000 N. Alameda Street, Big Sur Room Los Angeles, CA 90012
October 5, 2016	12:00 – 2:00 p.m.	Los Angeles County Office of Education (LACOE) Head Start-State Preschool 10100 Pioneer Boulevard, Conference Room 105 Santa Fe Springs, CA 90670
November 2, 2016	12:00 – 2:00 p.m.	Center for Healthy Communities at The California Endowment 1000 N. Alameda Street, Catalina Room Los Angeles, CA 90012
December 7, 2016	12:00 – 2:00 p.m.	Los Angeles County Office of Education (LACOE) Head Start-State Preschool 10100 Pioneer Boulevard, Conference Room 105 Santa Fe Springs, CA 90670
January 4, 2017	12:00 – 2:00 p.m.	Center for Healthy Communities at The California Endowment 1000 N. Alameda Street, Catalina Room Los Angeles, CA 90012
February 1, 2017	**General Meeting:** 12:00 – 12:45 p.m. **Public Hearing –** **Local Funding Priorities** 12:50 – 2:00 p.m.	To be determined
March 1, 2017	12:00 – 2:00 p.m.	Center for Healthy Communities at The California Endowment 1000 N. Alameda Street, Yosemite B Los Angeles, CA 90012
April 5, 2017	12:00 – 2:00 p.m.	To be determined
May 3, 2017	12:00 – 2:00 p.m.	To be determined
June 7, 2017	12:00 – 2:00 p.m.	To be determined

** The Child Care Planning Committee generally meets the first Wednesday of the month from 12:00 – 2:00 p.m. at various locations throughout the County. The public is welcome to attend the Committee meetings and participate in its work groups. To confirm meeting schedule and verify meeting locations, check the Office of Child Care website at www.childcare.lacounty.gov or call Michele Sartell at (213) 974-5187.