



**Policy Roundtable for Child Care**  
**Wednesday, November 9, 2011**  
**10:00 a.m. – Noon**  
**Conference Room 743**  
**Hahn Hall of Administration**  
**500 West Temple Street, Los Angeles**



**Meeting Agenda**

10:00	1.	Welcome and Introductions		Jacquelyn McCroskey Chair
		a. Comments from the Chair	<b>Action Item</b>	
		b. Review of Minutes		
		• October 12, 2011		
10:10	2.	Revised Mission Statement	<b>Action Item</b>	Stacy Miller Duane Dennis
10:30	3.	Ad Hoc Committee Report Roundtable Attendance	<b>Action Item</b>	Terri Nishimura
10:50	4.	Steps To Excellence Project Evaluation		Cheryl Wold Wold and Associates
11:10	5.	Implementation of the Child Care Policy Framework		Jacquelyn McCroskey
11:45	6.	Legislation and Budget Issues		Adam Sonenshein Michele Sartell
		• State		
		• Federal		
11:55	7.	Announcements and Public Comment		Members & Guests
12:00	8.	Call to Adjourn		Jacquelyn McCroskey

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**Mission Statement**

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

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## Policy Roundtable for Child Care

222 South Hill Street, Fifth Floor, Los Angeles, CA 90012

Phone: (213) 974-4103 • Fax: (213) 217-5106 • [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)

September 12, 2011

Edmund G. Brown Jr., Governor, State of California  
Tom Torlakson, State Superintendent of Public Instruction  
Michael Kirst, President, State Board of Education  
c/o Race to the Top Early Learning Challenge Grant State Working Group  
Child Development Division  
California Department of Education  
1430 N Street  
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

Today the Los Angeles County Policy Roundtable for Child Care (Roundtable) voted to support California's application for the federal *Race to the Top* Early Learning Challenge Grant. This exciting opportunity provides California the resources needed to build on local and regional early care and education programs, while also strengthening the state's early care and education infrastructure. The end result will be a statewide system of early care and education that offers high quality and sustainable services, utilizes local expertise and resources, and is supported by the California Department of Education. Highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to implement a Quality Rating and Improvement System (QRIS). A QRIS brings both support and accountability to early care and education services, and seeks to close the achievement gap that threatens our most vulnerable young children.
- Highlighting the success of local efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of Race to the Top - Early Learning Challenge Fund programs to drive changes in regulations and laws impacting all early care and education programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early care and education workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

Nora Armenta  
Maria Calix  
Nancy Carter  
Fran Chasen  
Duane C. Dennis

Bobbie Edwards  
Ann E. Franzen  
Michael Gray  
Carollee Howes, Ph.D.  
Dora Jacildo



Charlotte Lee  
Kathleen Malaske-Samu  
Jacquelyn McCroskey, D.S.W.  
Stacy Miller  
Terri Chew Nishimura, MA, OTR/L

Connie Russell  
Adam Sonenshein  
Esther A. Torrez  
Mika Yamamoto  
Ruth M. Yoon  
Sarah Younglove

Governor Brown, Superintendent Torlakson, and Board President Kirst  
October 12, 2011  
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If you have any questions regarding this letter of support, please contact Kathleen Malaske-Samu at 213/974-2440. Ms. Malaske-Samu is a member of the Roundtable and Director of the Los Angeles County Office of Child Care

Sincerely,



Jacquelyn McCroskey, DSW  
Chair, Los Angeles County Policy Roundtable for Child Care



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### **MEETING MINUTES**

**October 12, 2011  
10:30 a.m. – 12:00 p.m.  
Conference Room 743  
Kenneth Hahn Hall of Administration  
500 West Temple Street  
Los Angeles, California**

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#### **1. WELCOME AND INTRODUCTIONS**

Ms. Mika Yamamoto, Vice Chair of the Policy Roundtable for Child Care (Roundtable), opened the meeting at 10:04 a.m. Members and guests introduced themselves.

##### **a. Comments from the Vice Chair**

- Ms. Kathy Malaske-Samu announced the release of the Steps to Excellence Project (STEP) Child Care Rating Guide (“Rating Guide”). A limited number of copies in English and Spanish were made available at the meeting; the Rating Guide is available as a download from the Office of Child Care website at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov).
- Los Angeles Universal Preschool (LAUP) has reported that the contract for the expansion of STEP is in the mail.
- Ms. Yamamoto welcomed new members: Ms. Fran Chasen with the Southern California Association for the Education of Young Children, approved by the Board of Supervisors (Board) on September 20, 2011, and Ms. Jeannette Aguirre with Probation and Dr. Robert Gilchick with the Department of Public Health Department, approved by the Board on October 4, 2011.
- All County bodies are assessed by the Sunset Review Committee every five years. The Roundtable is currently under review by this Committee and concern has been expressed that attendance at Roundtable meetings averages fewer than 60 percent of the appointed members. The Committee asked what is being done to boost attendance. Ms. Malaske-Samu offered two suggestions: 1) informing members of the expectation for 60 percent attendance minimum at each meeting; and 2) revisiting the issue of alternates.

Ms. Yamamoto stated her understanding that when the Roundtable was formed the decision was made not to have alternates so that the actual appointees would be participating in the workings of the group. She asked for an ad hoc committee of three to five persons to reconsider this issue and present its recommendations at the November meeting. The following members volunteered to serve on the committee: Ms. Terri Nishimura, Mr. Adam Sonenshein, Ms. Malaske-Sam, and Ms. Yamamoto.

Members weighed in as follows:

- What do by-laws say? The Roundtable operates according to Robert's Rules of Order. With respect to attendance, the by-laws address consecutive absences. The ad hoc committee will look at the by-laws for direction.
- With respect to Board of Supervisor appointees – while it may be noted that a member's attendance is not good, it is up to the Board member to terminate their appointment.
- Mr. Duane Dennis urged the ad hoc committee against considering alternates for the sake of continuity and the sophistication of the content addressed by the Roundtable.
- Ms. Nishimura invited comments from members and requested attendance records for review.
- Ms. Sylvia Drew Ivie offered the Second Supervisorial District perspective. One of the challenges is trying to appoint a new member when the meetings conflict with other commissions. She offered that the issues being addressed by the Roundtable are steadily rising to higher levels of priority, which was not the case two years ago. She suggests the Roundtable prepare a letter to Board members discussing the importance of the work and collaboration across departments, speaking to the critical need for representation.

Ms. Malaske-Samu will work with the ad hoc committee members to schedule a meeting.

**b. Review of Meeting Minutes – September 14, 2011**

*Ms. Ann Franzen moved to accept the minutes as written; Ms. Nishimura seconded the motion. The motion passed unanimously.*

**2. PROPOSITION 98 AND CALIFORNIA'S SUBSIDIZED CHILD DEVELOPMENT SERVICES**

Ms. Yamamoto introduced Ms. Sharon Scott Dow, Director of Governmental Relations at the Advancement Project. Before coming to the Advancement Project, Ms. Dow was a legislative advocate and worked in candidate and initiative campaigns for the California Teachers Association (CTA). She served on California First Lady Sharon Davis' California Creativity Forum, a blue ribbon committee established to promote the arts in K-12 education. She also served as a CTA Training and Bargaining Specialist in Los Angeles County for over 50 CTA urban teacher associations, conducting training, negotiations, and consulting work in the areas of school finance and school district budget analysis, school reform, teacher professional issues, teacher compensation, organizing, and negotiations.

Ms. Dow was a teacher of History, Foreign Language, Reading, and Art in the public schools of Klamath Falls, Oregon and served as a member of the Board of Directors of the Oregon Education Association. She holds BS and MS degrees from Southern Oregon University.

Ms. Dow referred members to her PowerPoint presentation, which outlines the history of Proposition 98 (Classroom Instructional Improvement and Accountability Act), addresses the funding breakdown including a summary of the three tests, the requirements for augmenting and suspending the minimum guarantee, and how the maintenance factor is applied. Ms. Dow then summarized the history for including child development services under the Proposition 98 guarantee and the recent change that resulted in moving all but part-day State Preschool out of it. She next explained the concept of "rebenching" and how removing child development from Proposition 98 addresses the broader budget concerns. *(The PowerPoint is available on*

*the Office of Child Care website; go to Policy Roundtable for Child Care – Meeting Schedule, then click on the Meeting Materials for October 12, 2011.)*

Comments following the presentation:

- The Advancement Project is working on a ballot initiative that would raise money for K-12 education and programs for children from birth to five years old. Funding would be raised through an increase in the personal income tax, designed as a progressive tax.
- Ms. Dow expects that we will see mid-year cuts as tax receipts are not coming in as expected. In the 1980s, teachers took cuts in salaries as an alternative to lay-offs. A similar approach may be considered for this year.
- The Los Angeles Times included an article in the paper today related to cuts, proposing additional school days furloughs. The idea again is cutting time as opposed to jobs - keep people working and paying taxes, reducing the impact on their personal budgets.

### **3. LEGISLATIVE ISSUES**

#### **a. Roundtable Recommendations to the Legislative Platform**

Mr. Sonenshein referred members and guests to their packets for the copy of the memo to Mr. Gary Akopyan of the Chief Executive Office Intergovernmental Relations and External Affairs (IGEA) dated September 30, 2011. The memo contains the Roundtable's recommendations to the County's State Legislative Agenda for the Second Session of 2011-12.

#### **b. Integrating Child Development Issues into Department Legislative Agendas**

Ms Michele Sartell recalled the previous month's meeting at which the respective County departments were asked to consider recommendations to their contributions to the County's Legislative Agenda for the Second Session of 2011-12. The recommendations reflect items within the Child Care Policy Framework that speak to the integration of child care and development into the services offered by County departments as well as community members. As suggested at the meeting, Ms. Sartell worked with each of the County department representatives on refining the items, which they in turn planned to put forth to their respective legislative analyst for submission to the IGEA.

#### **c. Status of Legislation**

Mr. Sonenshein then referred members and guests to their meeting packets for a copy of the matrix of legislation and noted that AB 101 (Pérez) was vetoed by the Governor. This bill would have authorized the unionization of family child care providers and license-exempt providers who receive state reimbursement for their services. Mr. Sonenshein added that the issue of unionization is likely to return in the form of a bill if not in the next session, in the future. As such, he suggested that the Roundtable invite one of the bill sponsors as well as a representative of a group opposing the bill for their viewpoints. The goal would be to generate a dialogue rather than a debate. Dr. Randi Wolfe relayed a recent conversation she had with a representative of the Service Employees International Union (SEIU) who is aware that there are objections from various segments of the field. Ms. Malaske-Samu will add this item to the list of issues to be addressed at future Roundtable meetings, including inviting the Advancement Project to talk about the ballot initiative to fund birth to five programs and K-12 through a progressive personal income tax.

Mr. Sonenenshein concluded by mentioning that the Governor signed a total of four bills relating to child care and development, none of which were identified as priorities for the Roundtable.

#### **4. STATUS REPORT ON THE CHILD CARE POLICY FRAMEWORK**

Ms. Malaske-Samu reported that efforts are underway to develop a foundation for the Strengthening Families Learning Community with the Chief Executive Office as the lead in partnership with the Center for the Study of Social Policy. The first step is to more deeply create a context for the launch scheduled for January 2012. In the meantime, invitations are expected to go out to County department representatives for a preliminary meeting scheduled for October 27, 2011. Both Ms. Jean McIntosh and Ms. Judy Langford will be participating in the meeting.

On Monday, October 17<sup>th</sup>, Dr. Jacquelyn McCroskey and Ms. Malaske-Samu will present on the Strengthening Families Approach to the Commission on Children and Families. The Department of Children and Families will be presenting their work on their streamlined enrollment system.

Ms. Malaske-Samu stated that she would like to schedule conversations on how to design services for homeless families and ways to address mental health issues. Both Dr. Sam Chan and Ms. Dora Jacildo offered their support for attention to these issues. Ms. Jacildo added that the definition of homeless families has broadened and alignments are occurring, for example, between the U.S. Departments of Housing and Urban Development (HUD) and Education. Ms. Malaske-Samu suggested adding the Department of Public Social Services to the discussion on homelessness.

#### **5. MEMBER UPDATES**

##### **a. First 5 LA**

Mr. Duane Dennis provided brief updates as follows:

- The Judge in Fresno is expected to make a decision on the lawsuit regarding the diversion of First 5 funds in November.
- The Workforce Consortium should begin receiving their funds.
- The community investments section of budget allocates \$500,000 to implementation of the child care policy framework. Ms. Malaske-Samu and Dr. McCroskey met with First 5 LA to talk about the investment to support implementation.
- On the agenda for this month is a proposal to reallocate \$87 million from the Early Learning Endowment to LAUP to ensure continuing services at its current level through 2016. It is expected to pass.

##### **b. Denver Educare Tour**

Ms. Nora Armenta relayed that the Los Angeles Unified School District (LAUSD) is continuing to research Educare. She was part of a Los Angeles group that traveled to Denver where an Educare center has been established. The center serves 175 children from birth through five years old before they enter kindergarten. The center is built around a wheel with a hub; the classrooms are around the wheel and space dedicated to parents and services for families is in the center. A concept of educare is the braiding of funding sources. In Denver, Head Start is the foundation and a capital campaign funds other resources. Ms. Armenta commented that

LAUSD is continuing to look at evidenced-based programs to add and enhance their program; to that end, they are looking to see if Educare is viable for LAUSD. The Board of Education will make the final decision.

Ms. Malaske-Samu added her perspective, noting the differences from the sites she visited in Omaha and Chicago. The center is on the property of what was an orphanage, now an historical building. Unique to this visit was the participation of parents throughout the day. Among the comments was one from a parent who was surprised that anyone thought her child deserved to learn in such a beautiful environment. Ms. Malaske-Samu witnessed wonderful services being provided to the infants and toddlers and very busy preschool classrooms. In addition, the center hosts professional development activities that are available to other programs in the community. The health and social services appear to be limited to the families enrolled in the program, however a comment during the visit suggested think about making the services available to other families in the community in Los Angeles.

Ms. Malaske-Samu was impressed by the commitment of the Colorado governor, who participated with his wife in an Educare hosted buffet dinner the previous night. She referred to the meeting packets for a copy of the Educare research materials.

Ms. Armenta stated that LAUSD is building a center in Cudahy located within the Baldwin Park Unified School District area; whether it is an Educare is an unknown, however there are ideas that may be applied. Ms. Malaske-Samu expressed her hope that LAUSD pursue Educare as issues of quality are essential. Furthermore, there are not lots of places that one can point to as a model of high quality with a wraparound of services. Also interested in establishing an Educare site in Los Angeles are the Packard Foundation, First 5 LA and the Los Angeles Chamber. LAUSD would be the central piece and comes with the \$10 million bond funds set aside for the construction of the center.

Mr. John Berndt asked how something like Educare would impact other communities. Ms. Malaske-Samu replied that California has not done a good job on braiding funding. Educare would demonstrate the creative use of multiple funding sources in a way that could be replicated. In addition, earlier conversations suggested that the Educare site be a hub for professional development open to other early care and education programs that include wraparound county services available to the community. Partners with resources would include Head Start, LAUP and others with philanthropy filling the gap. Ms. Laura Escobedo added that the research piece would set the model for data and add to the body of knowledge used to convince policy makers to the importance of quality. Ms. Terry Ogawa added that aside from having lots of resources at one site, an Educare makes a public policy statement that demonstrates “what quality looks like and this is what it costs”. In addition, Los Angeles would become part of the national network and conversation.

### **c. California’s Proposed Application to the Early Learning Challenge Fund**

Ms. Malaske-Samu referred members to their meeting packets for a copy of a support letter prepared on behalf of the Roundtable. The action is consistent with County policy.

The current iteration of Race to the Top includes funding for the Early Learning Challenge Fund. Late in September, the California Department of Education/Child Development Division (CDE/CDD) decided to develop an application and seek the Governor’s signature. The Office of Child Care, among others including LAUP and representatives from 12 counties, has been invited to participate in the application due to the Governor by the end of the week. The CDE/CDD is collecting letters of support stating that California would like to be considered for

a grant award of \$100 million over four years. The Governor has not been supportive as he wants to avoid future cost pressures.

*Ms. Bobbie Edwards moved that the Roundtable prepare and send a letter of support urging the Governor to submit an application for the Early Learning Challenge Fund; Mr. Dennis seconded the motion. The motion passed unanimously.*

The question was raised about coordination between STEP and LAUP with respect to the Early Learning Challenge Fund. Ms. Malaske-Samu is working on scheduling a meeting with LAUP and First 5 LA within the next month.

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

- Mr. Dennis was recently honored by the Child Care Resource Center for his leadership in the early care and education field.
- This week, Ms. Jacildo will receive an image award from CENTRO CHA – Long Beach Community Hispanic Association – for excellence in promoting community culture.
- LAUP is currently accepting applications for ASPIRE – A Stipend Program in Support of ECE Excellence; applications are available at [www.laup.net/ASPIRE](http://www.laup.net/ASPIRE).

## **7. CALL TO ADJOURN**

The meeting was adjourned at 12:00 p.m.

### **Commissioners Present:**

Ms. Jeannette Aguirre  
Ms. Nora Armenta  
Ms. Fran Chasen  
Mr. Duane Dennis  
Ms. Bobbie Edwards  
Ms. Ann Franzen

Dr. Robert Gilchick  
Ms. Dora Jacildo  
Ms. Kathy Malaske-Samu  
Ms. Terri Chew Nishimura  
Ms. Connie Russell  
Mr. Adam Sonenshein  
Ms. Mika Yamamoto

### **Guests:**

Mr. John Berndt, Los Angeles County Office of Education (LACOE)  
Mr. Edgar Campos, Community Coalition  
Dr. Sam Chan, Department of Mental Health  
Ms. Leticia Colchado, Department of Public Services  
Ms. Sharon Scott Dow, Advancement Project  
Ms. Sylvia Drew Ivie, Second Supervisory District  
Ms. Mary Hammer, South Bay Center for Counseling  
Mr. Dave Mitchell, Probation Department  
Ms. Terry Ogawa  
Dr. Randi Wolfe

### **Staff:**

Ms. Laura Escobedo  
Ms. Michele Sartell

## Connecting Pregnant and Parenting Teens to Development Services A Work in Progress

*Prepared for the Policy Roundtable for Child Care  
November 9, 2011*

**Policy Framework for Child Care - Goal 3:** *County Departments will work collaboratively with each other and community partners to maximize the utilization of child development resources and promote the delivery of integrated family support services. Particular emphasis will be placed in connecting....teen parents under the jurisdiction of DCFS and Probation...to child development resources and, when appropriate, early intervention services.*

### **What we know: Pregnant and parenting teens under DCFS and Probation supervision**

In the past, data on the number of pregnant and parenting teens under the supervision of the Department of Children and Family Services (DCFS) and Probation has not been systematically collected and therefore not readily available. Rather, counts of pregnant and parenting teens has relied on moment-in-time surveys of Children's Social Workers (CSWs) or Deputy Probation Officers (DPOs) and the responsiveness of the staff to participate in the surveys. Furthermore, surveys focused on the female clients of the two systems.

In 2010, DCFS began offering Pregnant and Parenting Teen (PPT) Conferencing utilizing the Family Group Decision Making (FGDM) Model.<sup>1</sup> By coincidence of the PPT Conferences, it was discovered that the relationship page of the DCFS database collects information on parenting teens (e.g. teen mothers and some teen fathers) by listing their children and ages regardless of whether they are detained by DCFS. Notably, most children of teen parents under DCFS supervision are not wards of the court, however are able to remain with their parents in placement.

Table 1 indicates the number of teen parents under DCFS as of May 2011. Staff to the DCFS Pregnant and Parenting Teen Workgroup plans to generate a report on the population of teen parents every six months. The data is available by Regional Office. Seven out of the 20 Regional Offices currently carry caseloads of 20 or more parenting teens.

<b>Table 1. Data on Pregnant and Parenting Teens – DCFS (May 2011)</b>	
Number of teen parents	289
Number of children - birth to three year olds	251
Number of children – three and four year olds	31
Number of children – five to seven year olds	5
Number of teens – DCFS Alternative Payment Program	13

In 2005, Probation conducted a survey of all Juvenile DPOs, asking them to report the number of pregnant and parenting teens on their caseloads. Efforts were made to ensure 100 percent participation by the DPOs, however the survey was limited to collecting information only on the female population of juvenile Probationers. Table 2 indicates the results of the survey, completed in March 2005. No further surveys have been conducted to date.

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<sup>1</sup> PPT Conferencing is a proactive tool intended to identify and discuss issues related to pregnancy and early stages of child rearing. The youth's attorney, CSW and others may refer a teen for a PPT Conference, however the teen must volunteer to participate.

<b>Table 2. Data on Pregnant and Parenting Teens - Probation (March 2005)</b>	
Number of pregnant teens	96
Number of parenting teens	214

**Key strategies: Identifying partners and promoting tools for helping teens make connections**

Conversations with leadership staff within DCFS and Probation guided the development of key strategies for helping pregnant and parenting teens learn about and connect with high quality child development services. This section summarizes the key strategies that resulted from those conversations.

**Identification of pregnant and parenting teens under the supervision of Probation:** The Office of Child Care was invited to make recommendations to Probation’s Initial and Transition Multi-disciplinary Team (MDT) Action Plans. Recommendations include adding fields about parenting under the Youth Information section at the beginning of each MDT Action Plan and then including an addendum that captures the parenting teen’s need for child development services and the steps taken to help the teen access those services.

**Development of resource materials and tools targeted to staff working with pregnant and parenting teens as well as the teens to help guide their connections to high quality child development services:** New materials were created and existing materials updated to reflect any changes in programs as a result of State budget modifications for fiscal year 2011-12. The Office of Child Care has developed the following materials for distribution (see attachments):

- *For Pregnant and Parenting Teens – A Guide to Child Care and Development Programs (Revised: November 2011)*
- *Strengthening Families – Connecting Children and Their Families to Child Care and Development Programs (Revised: August 2011)*
- *Child Care and Development Resources for Pregnant and Parenting Teens (November 2011)*

**Distribution of materials:** The materials have been broadly distributed during presentations and at meetings as described in this section. All materials also are posted on the Office of Child Care website at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov). Efforts are underway to create links to the materials from the DCFS ILP (Independent Living Program) and LAKids websites.

**Presentation to staff of group homes serving Probation youth:** In late August 2011, a presentation was made to 60 group home staff members supervising suitably placed youth under the auspices of Probation. A small number of Juvenile DPOs were also in attendance. Members of the audience were provided resource materials and presented with a proposed case management approach for connecting families to child development services.

**Visits to residential programs housing pregnant and parenting teens:** During the month of October, Office of Child Care staff arranged for tours and meetings with staff of three residential programs serving pregnant and parenting teens under the supervision of DCFS and Probation.<sup>2</sup> Mary’s Shelter, located in Orange County, houses 18 girls and 12 infants, many of whom are placed by Los Angeles County’s DCFS and Probation and are likely to return to their home, a foster home or transition living situation in Los Angeles County upon discharge. Crittenton, also located in Orange County, is licensed to house 54 pregnant and parenting teens and 37 infants, toddlers and preschoolers; similar to Mary’s Shelter, many are placed by our county’s DCFS

<sup>2</sup> Probation staff arranged for the tour and meeting at Crittenton.

and Probation and are likely to return to Los Angeles County. St. Anne's, located in Los Angeles County, houses 157 pregnant and parenting teens and 125 infants and toddlers; St. Anne's is unique in that it also operates a transitional living program and offers on-site child development services. These services include the federally funded Early Head Start Program, as well as the child development and state preschool programs funded by California Department of Education/Child Development Division (CDE/CDD).

***Pending – presentation to Regional Administrators' (RAs) monthly meeting and selected RA offices staff meetings:*** The Office of Child Care is working with the convener of the DCFS Pregnant and Parenting Teen Workgroup on an outline of a proposed brief presentation to the RAs at an upcoming monthly meeting to hopefully be followed by invitations to speak with CSWs during RA offices' monthly staff meetings. Those RA offices with the largest populations of parenting teens (20 or more) will be targeted for the presentations.

***Pending – Outreach to DCFS CSWs:*** The Office of Child Care has developed a one-page, two-sided fact sheet on child development resources for pregnant and parenting teens for distribution to CSWs, who will be encouraged to share with the foster parent and teen parents on their caseloads. The Office of Child Care is working with the convener of the DCFS Pregnant and Parenting Teen Workgroup on the distribution of the document.

### **Planning the next steps: Promoting approaches for facilitating the connections**

Efforts are underway to ascertain concrete opportunities for facilitating the connections between teen parents and high quality child development services. The following are some initial ideas or points of engagement to explore:

***Proposed – Identify teens for participation in Head Start Referral System:*** As of May 2011, 31 children of teen parents under DCFS jurisdiction are three and four years old and therefore potentially eligible for Head Start. Because the children are not dependents of DCFS, they have not been identified for the Head Start Referral System. While preliminary discussions with the staff of the system about enrolling children of teen parents have occurred, the process will require careful consideration of ensuring the teen parents' early involvement, including how to present information on the program and the benefits to them as well as their children. The timing for further discussions is particularly relevant as DCFS gears up for the next stage of the referral system to expand its reach to CDE/CDD-contracted programs.

***Proposed – Increase teen parent participation in the child development services available through the DCFS Alternative Payment (AP) Program:*** As of September 2011, 13 teen parents were receiving subsidized child development services through the DCFS AP Program. More information is needed on how teen parents are referred for and use the services and what is needed to help them transition to ongoing services as they approach their time limit of six, 12 or 18 months. Additionally, more information is needed regarding teen parent eligibility for the program and whether opportunities exist to expand eligibility to additional populations of teen parents.

***Proposed – Explore opportunities for teen parents to fully participate in the Independent and Transitional Living Programs (ILP and TLP):*** Information is needed on the participation of pregnant and parenting teens eligible for ILP and TLP and what resources are potentially available through these programs for the teens. Based on the information, strategies for full inclusion of teen parents in ILP and TLP may be explored.

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# WE CAN'T WAIT ON CONGRESS: THE TIME TO ACT IS NOW



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JOBS ACT**

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The White House

Office of the Press Secretary

For Immediate Release

November 08, 2011

## We Can't Wait: President Obama Takes Action to Improve Quality and Promote Accountability in Head Start Programs

WASHINGTON, DC – Today, the President will announce important steps to improve the quality of services and accountability at Head Start centers across the country. The Department of Health and Human Services will implement new rules that will – for the first time – require all low-performing Head Start grantees that fail to meet a new set of rigorous benchmarks to re-compete for continued federal funding.

This reform will help direct taxpayer dollars to programs that provide high-quality Head Start services and ensure Head Start programs provide the best available early education services to children in every community. Today's announcement is part of a series of actions President Obama has taken because America's children only get one chance and can't wait for help getting a world-class education.

"We can't wait to give more of our youngest children the same basic opportunities we all want for our kids. That's why today, I'm announcing a new rule that will increase the quality of Head Start programs around the country," President Obama said. "After trying for months to work with Congress on education, we've decided to take matters into our own hands. Our future is at stake. Our children deserve action. And we can't wait for Congress any longer."

"With this new rule we are introducing unprecedented accountability in the Head Start program," said U.S. Secretary of Health and Human Services Kathleen Sebelius. "Head Start has a critical mission – to help children from low-income families achieve their full potential and, in turn, help our country build tomorrow's workforce. It is a top priority for the Obama Administration to ensure that the program fulfills that mission by holding programs to high standards for classroom quality and program integrity. We owe Head Start children the highest quality services available to prepare them for school and for life."

Head Start provides grants to local organizations to provide comprehensive child development services to low-income children and families. Today, there are nearly 1,600 Head Start and Early Head Start grantees across the country providing early learning services to nearly one million of our nation's most vulnerable infants, toddlers and preschoolers.

This reform in Head Start builds on bipartisan policies enacted in the most recent revision of the Head Start legislation in 2007. The rules were crafted by the Obama Administration with extensive input from a national advisory committee, parents, educators, child development experts and the public. The new quality benchmarks are transparent, research-based, and include standards for health and safety, and fiscal integrity. They will measure Head Start classroom quality based on a rigorous, validated evaluation tool to determine which programs are – and are not – providing high-quality services.

Over the next three years, the Department of Health and Human Services will review the performance and program quality of all Head Start grantees. Those that don't meet the quality benchmarks will be required to compete for continued funding.

The new benchmarks mandate that any low-performing Head Start grantee will have to compete for funding if they have deficiencies discovered in their onsite review, fail to establish and use school-readiness goals for children, or

### BLOG POSTS ON THIS ISSUE

November 08, 2011 3:03 PM EST

By the Numbers: \$500 Million

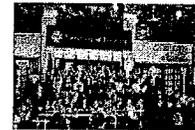


years.

We can't wait to ensure our students have access to a world-class education, starting from their earliest

November 04, 2011 6:29 PM EST

Vice President Biden Talks College Affordability in Pennsylvania



taken to make it easier to pay for college

On Friday, Vice President Biden spoke to a group of students at the University of Pittsburgh about steps the Administration has

November 04, 2011 4:46 PM EST

For the Win: The Language of Acceptance



in his community.

Clay, a 17 year-old from Lake Park, GA, combined his interests in the Spanish language and reading to develop a bilingual reading program for elementary school age children at local libraries and schools

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demonstrate low performance in the classroom quality evaluation. In addition, grantees will also be required to compete for federal funding if their state and local licensing has been revoked, a Head Start grant has been suspended or if fiscal or management issues prevent them from properly manage federal funds.

Based on analysis of current program performance data, it is estimated that one-third of all grantees will be required to re-compete for continued funding under this new rule. HHS will notify the first group of Head Start grantees that will be required to compete for continued funding in December 2011.

Going forward, all Head Start grants will be converted to five-year grants and each program's performance and quality will be evaluated every five years to determine whether the grantee meets the benchmarks or must compete to receive another grant.

Head Start is administered by the Office of Head Start in the Administration for Children and Families, a division of the U.S. Department of Health and Human Services.

### Strengthening Head Start

Through the American Recovery and Reinvestment Act, President Obama invested \$2.1 billion in Head Start and Early Head Start, expanding these programs to reach an additional 61,000 children and families. The President has also made reform of the Head Start program a high priority, and has committed to ensuring that every Head Start center provides a high-quality environment. While the majority of Head Start programs provide quality services to children and families, we need to ensure that children receive the full support needed to begin school ready for success.

Head Start is widely recognized for its comprehensive approach – programs promote early literacy and numeracy, while supporting good nutrition habits, physical activity, and positive social and emotional development. The rule announced today is an essential part of the Obama Administration's strategy to strengthen Head Start and to raise the bar on quality, particularly for lower performing programs.

The Obama Administration has taken additional steps to improve quality in Head Start programs, including:

- **Evaluating Teacher-Child Interactions in Head Start Classrooms.** Head Start program serving preschoolers have been evaluated using the CLASS: Pre-K tool since 2009. This assessment is not only important for identifying programs for competition; it is designed to be used by programs to identify areas in need of improvement so they can target their efforts where they are most needed. Rigorous research has shown that the CLASS: Pre-K is linked to important child outcomes, such as academic achievement and behavior.
- **Improved Training and Assistance in Head Start Programs.** The Obama Administration's new network of evidence-based training will prepare Head Start classrooms around the country to undertake continuous improvements in their program. Those who participate in these services can improve their programs so they are less likely to meet the criteria for competition.
- **Head Start Centers of Excellence.** Twenty centers have been selected by the Obama Administration for distinction as a Head Start Center of Excellence, based on the quality of their program. These Head Start Centers are producing positive, measurable outcomes related to school readiness for children; supporting families; and increasing staff competence. Information about their approaches and models of service will be disseminated to other Head Start and early childhood programs across the country to guide other grantees on a path to excellence.
- **Mentorship Across Head Start Programs.** More than 125 grantees were selected for a 17 month pilot that pairs Head Start programs with mentors who have the expertise to help them improve the quality of their programs. Selected grantees have proposed a variety of models that include on-site mentoring and distance mentoring through the use of technology.

### Promoting School Readiness for America's Children

The years prior to kindergarten are among the most significant in shaping a child's foundation for learning and school success. Today's announcement builds on a comprehensive early learning agenda to help provide the support needed for children to succeed in school and in life:

- **President Obama's Race to the Top: Early Learning Challenge** is a first-of-its-kind competition that will provide \$500 million to winning states to bring innovation and quality improvement to all early learning programs, including Head Start, public pre-K, child care, and private preschools to close the achievement gap between low-income children and their peers. The Race to the Top-Early Learning Challenge focuses on outcomes and results in early learning, challenging governors to develop new approaches to raising the bar

- across state early learning settings to adopt rigorous standards across programs; undertake efforts to improve the early education workforce; and ensure that more children enter kindergarten ready for success.
- **President Obama's call to strengthen our nation's child care providers** was presented in the FY 2012 budget, including principles for reauthorization of the child care subsidy system which serves 1.6 million low-income children and families each month. The American Recovery and Reinvestment Act invested \$2 billion in the Child Care and Development Fund, to support child care assistance and quality improvements. The Administration is working with State partners to raise the level of quality in child care programs by developing systems that set standards for quality, provide parents with information about the quality of child care programs, and provide pathways for providers to meet higher standards.
- **The Affordable Care Act provided \$1.5 billion over 5 years in funding for the Maternal, Infant, and Early Childhood Home Visiting Program**, which relies on evidence-based home visiting strategies that help families create a nurturing environment for young children. President Obama recognizes the importance of promoting healthy development and improving maternal and child health outcomes in the early years. This program connects families to a range of services – including health, early education, early intervention and more – in order to better ensure that children are healthy and prepared for school and life. Effective home visiting programs can have powerful positive impacts on maternal and child health, child maltreatment, parenting skills, children's cognitive, language, and social-emotional development, and school readiness.

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

LEGISLATION BEING CONSIDERED BY THE FEDERAL LEGISLATURE – 112<sup>TH</sup> CONGRESS

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 11/8/11)
<b>LEGISLATION BEING CONSIDERED BY THE FEDERAL LEGISLATURE – 112<sup>TH</sup> CONGRESS</b>								
<b>House Bills</b>								
	H.R. 1	Full-year Continuing Appropriations Act, 2011 would fund government for remainder of 2011. Would significantly cut programs and services that reach low income individuals, children and families and more while increasing overall funding for security programs. Among cuts, would reduce funding for Head Start by nearly \$1.1 billion (15%) and Child Care and Development Block Grant (CCDBG) by \$39 million.						Introduced: 2/11/11 Passed House: 2/19/11 Senate Floor: 3/9/11 – Returned to calendar
	H.R. 1891 (Duncan)	Would establish the Setting New Priorities in Education Spending Act to repeal ineffective or unnecessary education programs in order to restore the focus of Federal programs on quality elementary and secondary education programs for disadvantaged students. Among the 43 federal education programs slated for elimination under the proposed Act are: Early Reading First, William F. Goodling Even Start Family Literacy, early childhood educator professional development, Reading is Fundamental, and more.						Introduced: 5/13/11 Placed on Union Calendar, Calendar No. 60: 6/14/11

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 11/8/11)
	H.R. 2794 (Hirono)	<p>The Continuum of Learning Act 2011 would amend Title I and Title II of the Elementary and Secondary Education Act (ESEA) to strengthen connections to early childhood education programs. Highlights: states to review and revise K-3 standards as needed to ensure coverage of all areas of development and learning; promote joint professional development between schools and community-based early childhood education programs, allowing use of Title II funds for scholarships tied to compensation rewards for teachers earning AA or BA degrees in early childhood; provide professional development for elementary school principals in child development and learning and appropriate teaching practices and collaborations with community-based early childhood settings; require states to create teacher certificates relevant to teaching young children; prevent inappropriate high-stakes use of child assessments for grades 2 and below; and strengthen collaborations between community-based early childhood programs and schools to support transitions for young children.</p>						<p>Introduced: 8/5/11 House Committee on Education and the Workforce – Referred to Subcommittee on Early Childhood, Elementary and Secondary Education on 9/8/11</p>

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 11/8/11)
<b>Senate Bills</b>								
	S. 365 (Harkin) Pub.L. 112-225	Budget Control Act of 2011: 1) imposes nearly \$1 trillion in cuts to discretionary spending, of which more than half will come from non-defense spending; 2) charges a bi-partisan congressional "super-committee" to propose an additional \$1.5 trillion in deficit reduction over 10 years. May consider additional cuts to discretionary programs, cuts to entitlement programs, and revenue increases. Congress to give up or down vote on recommendations by end of 2011; and 3) makes automatic cuts split between defense and non-defense to take effect in 2013 if super-committee's plan not enacted or fails to achieve at least \$1.2 trillion in deficit reduction.						Introduced: 2/16/11 Passed by Congress: 8/2/11 Signed by President: 8/2/11
	S. 470 (Casey)	Supporting State Systems of Early Learning Act would establish the Early Learning Challenge Fund (ELCF) to help states build and strengthen systems of early learning. Funds to be made available to states on a competitive basis; states must demonstrate greatest progress in establishing a system of high quality early learning, priority to states that establish public-private partnerships, and that leverage federal child care funds. States would be required to provide a 15 percent match.						Introduced: 3/3/11 Committee on Health, Education, Labor and Pensions <i>Folded into FY 2011 Race to the Top funding: \$500 million set aside for ELCF</i>
	S. 581 (Burr)	Child Care Protection Act of 2011 would amend the CCDBG to require criminal background checks for child care providers. States would be required to have regulations, policies and procedures in place to required the background checks of child care staff and prospective staff and prohibit employment of staff found ineligible.						Introduced: 3/15/11 Committee on Health, Education, Labor and Pensions

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 11/8/11)
	S. 1156 (Casey)	The Prepare All Kids Act of 2011 would make voluntary high quality universal prekindergarten programs available to three and five year old children child at least one year prior to kindergarten. Secretary of Education, working with the Secretary of Health and Human Services, to create a Prekindergarten Incentive Fund with funds available to States that meet certain conditions, including how the State will collaborate and coordinate with the State Advisory Council on Early Childhood Education and care, state-funded providers of pre-k programs, Head Start agencies, local education agencies, and child care providers, ensure programs meet high quality standards, meet the needs of the most disadvantaged student and meet the needs of working parents, and address professional development.						Introduced: 6/8/11 Committee on Health, Education, Labor and Pensions
	S. 1170 (Murray)	Ready to Learn Act would set the U.S. on track to ensure children are ready to learn when they begin kindergarten by adding to end of ESEA authority to award competitive grants to States to establish and administer full day voluntary prekindergarten programs for four year old children to promote their school readiness.						Introduced: 6/9/11 Committee on Health, Education, Labor and Pensions

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 11/8/11)
	S. 1435 (Kerry)	<p>Children First Act of 2011 would amend part A of title IV of the Social Security Act to do the following: 1) exclude child care assistance from the definition of TANF Assistance; 2) increase funding for child care funding in the Child Care and Development Fund by \$500 million for FY 2012, \$700 million in 2013, and \$750 million in 2014 thru 2021, resulting in an increase of \$3.45 billion over five years and \$7.2 billion over 10 years; 3) applies same basic health and safety standards by states for providers receiving assistance under the CCDBG; 4) extends prohibitions of withholding or reducing assistance to parents with children under 13 if do not meet work requirements due to unavailability or unsuitability of appropriate, affordable child care arrangements; 5) applies CCDBG reporting rules to TANF funds expended for child care. Effective date of Act is October 1, 2012.</p>						<p>Introduced: 7/28/11 Committee on Finance</p>

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 11/8/11)
	S. 1439 (Brown)	The Ready Schools Act of 2011 would amend the ESEA. The Act would require school districts to help elementary schools undergo a "ready schools" needs review to support children's success, particularly in the early grades. The review to examine academic content standards and academic achievement standards that support children meeting grade expectations, use of developmentally appropriate curricula, classroom materials, teaching practices, and instructional assistance, supports for children with disabilities and children with limited English language skills, family and community engagement policies, support for school staff including professional development activities, and outreach and collaboration with early care and education providers that addresses alignment of standards and transitions between early childhood programs and elementary schools. <sup>1</sup>						Introduced: 7/28/11 Committee on Health, Education, Labor and Pensions

<sup>1</sup> NAEYC (National Association for the Education of Young Children)'s Children's Champions Special Update, August 5, 2011.

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 11/8/11)
	S. 1495 (Murkowski)	The Early Intervention for Graduation Success Authorization Act of 2011 would amend the school dropout prevention program in the ESEA. Would appropriate funding over five years to use for loan forgiveness for teachers earning a degree in early childhood education, support the state's development of a quality rating and improvement system, align learning standards from preschool through college; and expand access to early childhood programs. States would be required to provide funds to local partnerships of school districts and early childhood providers with high percentages of children at risk of failing to graduate from high school. <sup>2</sup>						Introduced: 8/2/11 Committee on Health, Education, Labor and Pensions
	S. 1549 (Reid)	The American Jobs Act, introduced by President Obama, is intended to provide tax relief for American workers and businesses, put folks back to work while rebuilding and modernizing the country, and provide pathways for work for Americans seeking employment. Among provisions, would provide funding for compensation, benefits and other supports to retain early educators, recall or rehire former early educators, or rehire new early educators to provide early learning services for children from birth to kindergarten entry. Would require States to maintain their support for early education. In addition, funds awarded to Local Education Agencies for modernization, renovation or repair activities of facilities may be used for early learning programs.						Introduced: 9/13/11 Placed on Senate Legislative Calendar under General Orders. Calendar No. 165: 9/14/11

<sup>2</sup> Ibid.

Level of Interest	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 11/8/11)
	S. 1677 (Casey)	The Continuum of Learning Act of 2011 would amend Titles I and II of the Elementary and Secondary Education Act (ESEA). Companion to bill introduced in House in August - see H.R. 2794 (Hirono).						Introduced: 10/11/11 Committee on Health, Education, Labor and Pensions
	S. 1722 (Boxer)	The Early Learning Proficiency Act would guide local education agencies on the use of funds under Title I of the ESEA for preschool education and Title III of the ESEA for promoting early childhood professional development systems.						Introduced: 10/17/11 Committee on Health, Education, Labor and Pensions

To obtain additional information about any Federal legislation, visit <http://thomas.loc.gov>. 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.

6  
Ways to  
Keep Your Family  
Strong

1  
Be strong *and* flexible

2  
Parents need friends

3  
Being a parent is part  
natural *and* part learned

4  
Parents all need help  
sometimes

5  
Help your child  
communicate

6  
Give your child  
love and respect

## Resources for Parents with Young Children

Many parents with young children are interested in participating in early learning programs that help strengthen their bond with their child, provide information on typical child development, offer opportunities to meet and socialize with other families, and prepare their children for school and life. The following is a list of programs and other resources that are available to parents who may be staying home with their children during the day, yet looking for programs in which they can engage with their children.

### Early Head Start

- **Free** comprehensive early education program for low-income pregnant women, infants and toddlers from birth to three years old, including young children with disabilities.
- Provides comprehensive services, including helping families get health, nutrition, and social services.
- Encourages parent involvement.

### Head Start

- **Free** comprehensive child development program for low-income children from three to five years old, including children with disabilities, living in the local community.
- Provides comprehensive services, including helping connect families with health social services, mental health, disability and nutrition services.
- Encourages parent involvement.

*For referrals to Early Head Start and Head Start programs, call the Los Angeles County Office of Education toll-free at 1-877-773-5543 or visit [www.PreKKid.com](http://www.PreKKid.com). The Child Care Resource and Referral (R&R) Agencies also provide families with referrals; call the L.A. County R&R Consumer Education Line at 1-888-922-4453 to be connected to your local R&R.*

### California State Preschool Programs (CSPPs)

- Free part-day comprehensive child development programs for three to four year old children from low-income families living in the community.
- Provides free snacks, offers parent education and encourages parent participation.
- Some programs have a Pre-kindergarten and Family Literacy component that promotes family literacy, encouraging parents to work on literacy activities with their children in the classroom and at home.

*For referrals to CSPPs, call the L.A. County R&R Consumer Education Line at 1-888-922-4453 to be connected to your local R&R. Be sure to ask for referrals to “State Preschool” programs.*

5  
Activities you to do with  
your child

1  
Sing and dance

2  
Play at the park

3  
Visit the library

4  
Search for bugs

5  
Share mealtimes

### **Los Angeles Universal Preschool (LAUP)**

- Part-day child development programs for four year old children .
- Operates in existing child development programs, including Head Start, CSPPs, private centers, faith-based programs, and family child care homes.

*For referrals, call toll-free 1-866-581-5287 or visit [www.laup.net](http://www.laup.net). The R&Rs also provide families with referrals; call the L.A. County R&R Consumer Education Line at 1-888-922-4453 to be connected to your local R&R. Be sure to ask for referrals to "LAUP" programs.*

### **First 5 LA's School Readiness Programs**

- Provides a range of services to help children from birth to five years old prepare for school.
- Offers parenting/family supports and health and social services.
- Located in 42 communities throughout Los Angeles County.

*To find a School Readiness Program near you, call First 5 LA at 213-482-5902 or visit their website at [www.first5la.org/Programs/School-Readiness](http://www.first5la.org/Programs/School-Readiness).*

### **School Readiness Language Development Program (SRLDP)/Los Angeles Unified School District (LAUSD)**

- Free program for students who will be four years old on or before December 2<sup>nd</sup> of their year of enrollment for kindergarten.
- Pre-kindergarten program taught by an experienced teacher with an early childhood education background.
- Parent involvement and education included to help parents positively influence their child's developmental potential and school readiness.

*Call 213-241-8172 for more information and to learn how to enroll.*

### **Local Libraries**

Most neighborhood libraries (city and county) have a children's section often staffed by youth librarians or have librarians available who are willing to answer questions and offer suggestions for books appropriate to young children. Lists of recommended books by children's age groups are also usually available for free. In addition, many libraries host a variety of programs targeted to children from birth on up and their families.

### **Local Parks**

Community programs, classes and activities are often available to families with young children at local County and city parks, beaches and/or recreation facilities. Check with your local park and recreation department to learn about their offering of classes and programs for parents with their young children. Some cities offer financial assistance on a sliding scale for low- and moderate-income families.

5

Ways to Reduce Child Abuse and Neglect

1

Enhance Parental Resilience

2

Develop Social Connections

3

Build Knowledge of Parenting and Child Development

4

Offer Concrete Support in Times of Need

5

Foster the Social and Emotional Competence of Children

## Ten Great Reasons to Partner with Child Development Programs

For Children’s Social Workers (CSWs), building relationships with staff of quality child development programs makes sense. The teachers and other staff with whom young children spend their days make a positive difference for kids and families who are in the child welfare system or at risk of entering it. By working with CSWs – including them in our processes and decisions and vice versa – we can maximize that positive effect. The staff of quality child development programs can be an invaluable resource in:

### 1. Keeping an eye on our kids

*Child development staff are mandated reporters of child abuse and neglect.* They see children every day and monitor their physical and emotional well being formally and informally. When child welfare and child development staff have good relationships, child development staff can be an “early warning system” for possible abuse and neglect, as well as monitoring kids already in the system and giving CSWs feedback on them. And that keeps our kids safer.

### 2. Getting kids ready for school

*Getting our kids ready for kindergarten needs to be at the center of our strategy for keeping young children safe.* Doing well in school is critical to success in life, and many of our kids start out behind and never catch up. Quality child development program staff are experts in preparing children for school. When we work with them and are aware of what our kids are learning in child development programs, we can help foster and biological parents reinforce these lessons.

### 3. Providing families with resources and support

*Foster and biological families get crucial support from quality child development programs.* Child development program staff care for their children and partner with them to address challenging behavioral issues. Many also provide family support services, supervised visits, and therapies on-site. CSWs and child development program staff need to work together to plan and provide supports that promote permanency plans (including family preservation efforts) and keep foster care placements stable.

### 4. Making informed decisions

*For any given child in a quality child development program, at least one teacher and numerous other staff know all about that child and his or her family and community.* Talking with them can help CSWs better understand and best meet the needs of a child and his or her family. When CSWs ask, staff of quality child development programs are usually willing to share their perspectives, opinions, and advice, because they care about our kids.

7  
Elements of a High  
Quality Child  
Development Program

1  
History of compliance  
with licensing

2  
Positive adult-child  
interactions

3  
Guides learning  
through play

4  
Supports growth and  
development of all  
children

5  
Employs qualified staff  
and supports professional  
growth opportunities

6  
Partners with families in  
their children's  
educational growth and  
learning

7  
Connect families to  
community resources as  
needed

Source: Steps to Excellence  
Project (STEP), a project of  
the Los Angeles County Policy  
Roundtable for Child Care

## 5. Keeping kids stable

*Children can participate in child development programs for many hours a day, and they form friendships with other children and strong, caring relationships with their teachers. When a child's life is in turmoil and he or she is removed from home, going to a familiar place and having these consistent relationships can be a buffer against trauma. When a child is moved, it can take some effort to keep him or her in the same quality child development. Having a relationship with the staff of the child development center creates a team of caring adults who can work together to make that happen.*

## 6. Reducing stress

*Being involved with the child welfare system is stressful for everyone involved. Broken lines of communication between child development program staff and CSWs can add to that stress, hampering efforts to keep kids safe and families strong. But when communication channels are open among families, child development program staff and CSWs, stress is decreased, everyone can do their jobs more successfully, and keep the focus on the kids.*

## 7. Building a team of allies around the child

*The fact that child development program staff have close relationships with families is well known. But these staff are also great collaborators and allies with CSWs and other experts involved in keeping the child safe. Because they are devoted to the best interests of the children enrolled at their centers, child development program staff go beyond neutrality and objectivity: they are truly on everybody's side and are committed to resolving problems to benefit the child.*

## 8. Building bridges to families

*Quality child development program staff generally have good, trusting relationships with the parents of the children enrolled at their centers whereas families often react to the staff of child welfare agencies with fear and anger. Having quality child development program staff bridge the gap between CSWs and biological parents can be especially helpful in intact family cases or when a report of abuse or neglect has been reported but a determination has not yet been made.*

## 9. Making good educational placements

*Different child development programs offer different services. A CSW who knows the staff of quality child development programs and understands what each program offers can make better recommendations for educational placements.*

## 10. Keeping kids safe!

*Children benefit when all of the caring adults in their lives collaborate to keep them happy and healthy. Taken together, all of the above amount to keeping kids safe from abuse and neglect, while providing families with the supports that they need.*

Adapted from a document by Strengthening Families Illinois  
by the Los Angeles County Office of Child Care - November 2011

5

Ways to Promote  
Children's Optimal  
Development

1

Enhance Parental  
Resilience

2

Develop Social  
Connections

3

Build Knowledge of  
Parenting and Child  
Development

4

Offer Concrete Support in  
Times of Need

5

Foster the Social and  
Emotional Competence of  
Children

## Our Commitment to Families

Every child development program aims to provide a safe and caring environment in which children can learn, grow, and develop their potential. Centers and family child care homes participating in the Steps to Excellence Program (STEP) do that and more! We pledge to:

1. Welcome and respect you and your ideas, talents and values.
2. Appreciate the important role you play in your child's life.
3. Help your child communicate feelings and get along with other children and adults.
4. Give you and your child opportunities to learn and have fun.
5. Introduce you to other parents for friendships and support.
6. Use our experience to help you deal with tough issues.
7. Connect you to community resources when you need them.
8. Help you be the best parent you can be.
9. Be a smiling face, a friendly place, and a partner you can trust

*Adapted from a document by  
Strengthening Families  
Illinois*

*Adapted by the Los Angeles County Office of Child Care - November 2011*

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6  
Ways to  
Keep Your Family  
Strong

1  
Be strong *and* flexible

2  
Parents need friends

3  
Being a parent is part  
natural *and* part learned

4  
Parents all need help  
sometimes

5  
Help your child  
communicate

6  
Give your child  
love and respect

## Child Care and Development Resources for Pregnant and Parenting Teens

Finding a child care and development program that meets the needs of your child and family is a very important responsibility. As a parent, while you are going to school or working, you want to trust that the person or program you choose to care for your child is keeping her/him safe and healthy and nurturing your child's growth and development. In addition, you want to share information about your child's progress with your child's provider or program staff and discuss ways that both of you can help your child grow and learn.

This paper provides a brief overview of child care and development programs that may be available to support you while you are attending school or working and contribute to your child's healthy growth and development. More detailed information about the programs and how to seek for and select the program that is the best fit for you and your family are available in the booklet, *For Pregnant and Parenting Teens: A Guide to Child Care and Development Programs* (the *Guide*). You may download a copy of the booklet from the Office of Child Care website at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov) or call the Office of Child Care at 213.974.5187 to request a copy be sent to you by U.S. mail.

### California School Age Families Education (Cal-SAFE) Programs

Supports the academic success of pregnant and parenting teens, increases the availability of support services for enrolled students, and provides child care and development services to their children. Sixteen school districts throughout Los Angeles County offer Cal-SAFE programs.

*See page 13 of the Guide for information on contacting the programs.*

### Early Head Start

**Free** comprehensive early education program for low-income pregnant women, infants and toddlers from birth to three years old, including young children with disabilities. Provides comprehensive services, including helping families get health, nutrition, and social services, and encourages parent involvement.

### Head Start

**Free** comprehensive child development program for low-income children from three to five years old, including children with disabilities, living in the local community. Provides comprehensive services, including helping connect families with health, social, mental health, disability and nutrition services. Encourages parent involvement.

*For referrals to Early Head Start and Head Start programs, call the Los Angeles County Office of Education toll-free at 1-877-773-5543 or visit [www.PreKKid.com](http://www.PreKKid.com). The Child Care Resource and Referral (R&R) Agencies also provide families with referrals; call the L.A. County R&R Consumer Education Line at 1-888-922-4453 to be connected to your local R&R. Be sure to ask for referrals to Early Head Start or Head Start programs.*

6  
Activities to do with  
your child

1  
Sing and dance

2  
Play at the park

3  
Visit the library

4  
Look at and read books  
together

5  
Search for bugs

6  
Share mealtimes

### State Subsidized Child Care and Development Programs

The California Department of Education/Child Development Division (CDE/CDD) contracts with schools and organizations to provide child care and development services to children from low-income families in one of the following program types:

- Child Care and Development Centers – Comprehensive programs for low-income infants and toddlers (birth to three years old) and school age children (up to 10 or 12 years old).
- State Preschool – Part-day (**free**) or full-day comprehensive child development programs for three to four year old children from low-income families living in the community.
- Family Child Care Home Education Networks – Groups of family child care homes that receive training and support from a sponsoring organization.
- Alternative Payment Programs – Child care subsidies for services provided primarily in private centers, family child care homes, or by a family, friend or neighbor to children from birth to 12 years old.

*For referrals, call the L.A. County R&R Consumer Education Line at 1-888-922-4453 to be connected to your local R&R. Be sure to ask for referrals to state subsidized child care and development programs. In addition, see the Office of Child Care website at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov) for a complete listing of the subsidy programs; click on “Navigating Child Care & Development System and Subsidy Programs”, then scroll down to the link for the zip code or alphabetical listing of the subsidized programs.*

### Los Angeles Universal Preschool (LAUP)

Part-day child development programs for four year old children. **Free** to families receiving services and/or under the supervision of the Department of Children and Family Services (DCFS) and the Probation Department.

*For referrals, call toll-free 1-866-581-5287 or visit [www.laup.net](http://www.laup.net). The R&Rs also provide families with referrals; call the L.A. County R&R Consumer Education Line at 1-888-922-4453 to be connected to your local R&R. Be sure to ask for referrals to “LAUP” programs.*

### Los Angeles County Child Care Resource and Referral (R&R) Agencies

There are ten R&Rs throughout Los Angeles County that provide families with referrals to child care and development programs. In addition, the R&Rs offer written materials on a variety of topics, such as how to select a quality program as well as brochures on child development issues like separation, toilet training, discipline, and more. Call toll-free 1-888-922-4453 to be connected to your local R&R. Be prepared to provide information about your family and your need for services. The *Guide* offers a list of items you may want and need to discuss with the R&R Resource Specialist.

*Adapted from For Pregnant and Parenting Teens: A Guide to Child Care and Development Programs (Revised: June 2011) published by the Los Angeles County Office of Child Care*

*Prepared by the Los Angeles County Office of Child Care/SIB/CEO - November 2011*

## FOR PREGNANT AND PARENTING TEENS

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### A Guide to Child Care and Development Programs

Revised: November 2011



Office of Child Care  
within the Service Integration Branch of the Chief Executive Office  
County of Los Angeles  
222 South Hill Street, 5<sup>th</sup> Floor  
Los Angeles, California 90012  
Office: (213) 974-4103  
Facsimile: (213) 217-5106  
[www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)



Los Angeles County Office of Child Care

COUNTY OF LOS ANGELES  
FOR PREGNANT AND PARENTING TEENS:  
A GUIDE TO CHILD CARE AND DEVELOPMENT PROGRAMS

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Author  
Michele P. Sartell  
*Program Specialist III, Office of Child Care*

## IMPORTANT INFORMATION ABOUT MY CHILD

My child's name: \_\_\_\_\_

First, Middle, and Last

My child's date of birth: \_\_\_\_\_ My child's sex: Female/Male

*My contact information:*

Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City, State, and Zip Code: \_\_\_\_\_

Telephone numbers

Home: \_\_\_\_\_ Cell: \_\_\_\_\_

School: \_\_\_\_\_ Work: \_\_\_\_\_

*Contact information for person who can take responsibility for my child if I cannot be reached:*

Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City, State, and Zip Code: \_\_\_\_\_

Telephone numbers:

Home \_\_\_\_\_ Cell \_\_\_\_\_

*Contact information for my child's doctor in case of emergency:*

Doctor's Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City, State, and Zip Code: \_\_\_\_\_

Telephone numbers:

Office \_\_\_\_\_ Cell \_\_\_\_\_

Record of medications, including the name of the doctor and instructions for providing the medications to my child:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## MY CHILD CARE AND DEVELOPMENT CHECKLIST

Documents that may be required to enroll my child in a child care and development program:

- Copy of my child's original birth certificate
- Copy of my child's current Immunization Record (update annually)
- Income verification
- Current address verification (examples: driver's license/identification card, utility bill, etc.)
- Recent photos of my child
- Copies of social security cards for my child and me
- Physical form (provided by child care program) with current TB clearance completed by my child's doctor
- Individual Family Service Plan (IFSP) or Individual Education Program (IEP)

Information I may need to provide when I enroll my child in a child care and development program:

- My child's name, date of birth and sex
- My contact information, including my name, address, and telephone numbers (e.g. home, work, school, and/or cell)
- Name, telephone number and address of persons who can take responsibility for my child if I cannot be reached (e.g. my parents, my child's father/mother, etc.)
- Any information about my child's food restrictions and allergies
- Contact information, including the name, address, and telephone number of my child's doctor in case of emergency
- Record of current medications, including the name of the doctor and instructions for providing the medications to my child

*The documents required to enroll your child may vary based on the type of program for which you are eligible, if subsidized, and/or wish to enroll your child.*

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**CONNECTING FAMILIES WITH CHILD CARE AND DEVELOPMENT  
REFERRAL FORM**

Child Care and Development Program Name

Child Care and Development Contact

Hours of Operation

Telephone Number (     )

Appointment Date and Time

Child Care and Development Program Address

Nearest Cross Streets

Reason for Appointment (be specific)

**Documents Required for Appointment**

- Child's Birth Certificate
- Child's Immunization Record
- Child's Physical Form with TB Clearance
- Current Address Verification
- Proof of Income (payroll stubs)
- Income Verification—Other Sources
- Other \_\_\_\_\_

Name of Referring Agency

Referring Agency Contact

Telephone Number (     )

Additional Notes

CONNECTING FAMILIES WITH CHILD CARE AND DEVELOPMENT REFERRAL FORM	
Child Care and Development Program Name	
Child Care and Development Contact Telephone Number (     )	Hours of Operation
Appointment Date and Time	
Child Care and Development Program Address	
Nearest Cross Streets	
Reason for Appointment (be specific)	
<b>Documents Required for Appointment</b> <input type="checkbox"/> Child's Birth Certificate <input type="checkbox"/> Child's Immunization Record <input type="checkbox"/> Child's Physical Form with TB Clearance <input type="checkbox"/> Current Address Verification <input type="checkbox"/> Proof of Income (payroll stubs) <input type="checkbox"/> Income Verification—Other Sources <input type="checkbox"/> Other _____	
Name of Referring Agency	
Referring Agency Contact	
Telephone Number (     )	
Additional Notes	

## INTRODUCTION

Finding a child care and development program that meets the needs of your child and family is a very important responsibility. It also can be a challenging and lengthy process. As parents, while you are going to school or working, you want to trust that the person or program you choose to care for your child is keeping her/him safe and healthy and nurturing your child's growth and development. In addition, you want to share information with your child's provider or program staff about your child's progress and discuss ways that both of you can help your child grow and learn.

The Office of Child Care is delighted to offer you this Guide to Child Care and Development Programs (Guide). The Guide is designed to help you make informed decisions when looking for a child care and development program for your child and family. In addition, it may help you organize your important documents and information on your child so that it is readily available to you when you enroll your child into a child care and development program. Ultimately, the Guide is intended to help you in your search and selection of a high quality child care and development program that is the best fit for you and your family.

The Guide contains the following:

***Types of Child Care and Development Programs:*** a listing and brief description of the different types of child care and development programs,

***Finding Help Paying for Services - Understanding the Subsidized Child Care and Development System:*** provides brief summaries of child care and development subsidy programs available for low- to moderate-income families.

***Programs for Pregnant and Parenting Teens:*** describes programs specifically intended to ensure that teen parents receive the support they need to graduate from high school while promoting their child's optimal development, including participation in child care and development programs.

***Using Your Local Child Care Resource and Referral Agency:*** a guide to prepare you for requesting referrals to child care and development programs, including information that you will want to share with the resource and referral specialist.

**Los Angeles Child Care Resource and Referral Services:** a map showing the location and service areas of the resource and referral agencies in Los Angeles County. This map will help you select the agency that serves the community in which you live, attend school, or work.

**Choosing a Quality Child Care and Development Program:** a checklist of things to look for and ask when visiting prospective child care and development programs.

**Directory of Programs and Additional Resources:** a directory of organizations that provide information and referral to an array of resources that help families with a variety of needs; this section also contains a listing of the Early Head Start Programs located throughout Los Angeles County, a directory of the school districts that offer Cal-SAFE programs, and the contact numbers for Head Start Programs and Los Angeles Universal Preschool (LAUP).

**Referral and Enrollment Tools:** this section provides a referral form that may be used to track your efforts at searching for a child care and development program, a checklist of documents and information that you will likely need to provide to the child care and development program you select, and a handy worksheet for you to record information about your child and use as a resource for the type of information you will need when you enroll your child.

We hope you find this Guide helpful in your search for and participation in a high quality child care and development program. While parenting can be demanding, we hope your experiences are happy and rewarding.

## TYPES OF CHILD CARE AND DEVELOPMENT PROGRAMS

Child care and development programs are offered in different settings, including family child care homes, centers, and schools. Most child care and development programs are required to have a license to operate by the State of California. While licensing is intended to ensure the basic health and safety of the children participating in the program, licensing alone does not guarantee that the program will help your child develop and grow.

*Refer to **Choosing a Quality Child Care and Development Program** on page 10 of this Guide to help you ask the right questions when visiting a child care and development program to make sure that it is a good fit for your child and family.*

<b>CONNECTING FAMILIES WITH CHILD CARE AND DEVELOPMENT REFERRAL FORM</b>	
Child Care and Development Program Name	
Child Care and Development Program Contact Telephone Number (     )	Hours of Operation
Appointment Date and Time	
Child Care and Development Program Address	
Nearest Cross Streets	
Reason for Appointment (be specific)	
<b>Documents Required for Appointment</b> <input type="checkbox"/> Child's Birth Certificate <input type="checkbox"/> Child's Immunization Record <input type="checkbox"/> Child's Physical Form with TB Clearance <input type="checkbox"/> Current Address Verification <input type="checkbox"/> Proof of Income (payroll stubs) <input type="checkbox"/> Income Verification—Other Sources <input type="checkbox"/> Other _____	
Name of Referring Agency	
Referring Agency Contact	
Telephone Number (     )	
Additional Notes	

## REFERRAL AND ENROLLMENT TOOLS

This section of the booklet provides you with tools to help you with your search for a child care and development program. As mentioned previously in the section on Choosing a Quality Child Care and Development Program—when you schedule your visit, arrange to spend an hour or two to familiarize yourself with the program and get a sense of whether the program is right for your child and family. If possible, bring your child with you to the visit.

The tools:

### *Connecting Families with Child Care and Development Referral Form*

Three copies of the Referral Form are provided to help you keep track of the programs that you visit. As you will see, there is a section for the organization (such as an AFLP) that may be helping you with your search to provide their contact information. Documents are generally not required for a visit; rather the list is included on the form to help you remember what you will need if you decide to enroll your child in the program. Be sure to add your impressions and other important information in the box for Additional Notes!

### *My Child Care and Development Checklist*

Child care and development programs require families enrolling their children to complete an application and provide documents supporting the information that you provide on the application. If you are applying to enroll your child in a subsidized program, you will be required to verify your eligibility with supporting documents, such as payroll stubs or documentation showing that you are enrolled in school. If your child has a disability or other special need and has an Individual Family Service Plan (IFSP) or Individual Education Program (IEP), you will want to provide a copy to help the program understand your child's needs and the goals for your child. **Be sure to keep all of your original documents for your records by providing copies only.**

### *Important Information about My Child*

This page requests the basic information you will need to provide upon completing the application for enrolling your child.

### *Child Care and Development Center*

Full- or part-day program that cares for infants and toddlers (birth to three years old), preschoolers (three to five year olds) and school age children (up to 13 years old) in a group setting. Centers may serve one age group or a combination of two or all three age groups, separating the children into classrooms by age groups.

### *Family Child Care Home*

A family child care provider's home is licensed to care for up to eight or 14 children from birth up to age 13, including the provider's own children, in the provider's home.

### *In-Home Care*

Typically, in-home care occurs in the family's home or the home of the provider. In-home care is not licensed, therefore, it is essential for the parent or caregiver to make sure that the arrangement works.

### *School Age/Extended Care*

A variety of programs offer supervision, recreation, and enrichment to children during out of school hours, including before and after school and during winter, spring, and summer breaks. Programs may be offered on the school campus or in another location, such as a park or community-based organization. Some programs are licensed, while others are regulated by other entities.

## FINDING HELP PAYING FOR SERVICES: UNDERSTANDING THE SUBSIDIZED CHILD CARE AND DEVELOPMENT SYSTEM

Locating *affordable*, quality care is a challenge for most families. It is of particular concern for low- to moderate-income families, many of whom may be eligible for government-subsidized care. Unfortunately, there is not enough funding to help all of the families that meet the income criteria for a child care and development subsidy. Therefore, it is important to begin your search for a program early, ask to be added to the waiting lists of the programs that are likely to meet the needs of you and your family, and keep in contact with the programs by providing information on any changes, such as if you move or obtain a new telephone number.

This section briefly describes child care and development programs aimed at serving low-income families, including eligible pregnant and parenting teens.

### ***Early Head Start***

Free comprehensive early education program for low-income pregnant women, infants, and toddlers from ages birth to three, including young children with disabilities. Services may be provided in the home of the family, a licensed family child care home, and/or a center. Comprehensive services include helping families get health, nutrition, and social services. Early Head Start has a strong parent involvement component and services specifically designed for pregnant women. See page 14 of the Directory of Programs and Additional Resources section for a full listing of the Early Head Start Programs located throughout Los Angeles County.

### ***Head Start***

Free part-day or full-day comprehensive child development program for low-income and disabled preschoolers ages three to five years old living in the local community. Families most in need, including families at risk and/or in crisis, four year-old children, and children with disabilities, receive priority for enrollment. Comprehensive services include providing and linking families with social services, health, mental health, disability and nutrition services. Head Start strongly encourages parent involvement.

### ***California Department of Education/Child Development Division (CDE/CDD) Programs***

The CDE/CDD contracts with schools and organizations to provide child care and development services to children from low- to moderate-income families. Families with open cases with the Department of Children and Family Services (DCFS) receive priority for enrollment, as space is available. The following is a list of the program types:

- ***Child Care and Development Centers:*** Comprehensive programs for low-income infants and toddlers (birth to three) and school age children (up to 10 or 12 years old) in a group setting. To qualify, parents must be enrolled in school or a vocational job training program, working, seeking employment, seeking permanent housing for family stability, or be incapacitated. Families pay a fee based on their income. The centers provide meals and snacks, offer parent education, and encourage parent participation.
- ***Family Child Care Home Education Networks:*** Groups of family child care homes that operate under a sponsoring organization, such as a center or a Child Care Resource and Referral Agency, which provide training and support to participating providers.

### ***Early Head Start Programs (continued from previous page)***

Volunteers of America  
11243 Kittridge Street  
North Hollywood, CA 91606-2605  
(818) 980-2287

#### ***Locations***

Westside Children's Center  
12120 Wagner Street  
Culver City, CA 90230-5844  
(310) 397-4200

### ***Head Start Programs***

Contact your local child care resource and referral agency for referrals to a Head Start Program in your community. You may also receive referrals to Head Start Programs by calling, toll-free, 1-877-PRE-K-KID (773-5543).

### ***Los Angeles Universal Preschool (LAUP)***

Contact your local child care resource and referral agency for referrals to a LAUP in your community. You also may locate a LAUP site by visiting their website at [www.laup.net](http://www.laup.net) or by calling 1-866-581-5287.

### ***211 LA County***

Dedicated to providing guidance, advocacy, and 24 hour seven days per week access to a range of human services to the people of Los Angeles County. For more information or to access their services, visit [www.infoline-la.org](http://www.infoline-la.org) or call 211.

**First 5 LA Parent Helpline:** Provides information, support and assistance to expectant parents and parents/caregivers of children up to age five with questions and concerns about health, education and safety. Call 1-888-First5LA (1-888-347-7855).

### ***LACountyHelps!***

An easy-to-use website that confidentially can tell families whether they are able to get help from health and human services programs: CalWORKs, Child Health and Disability Prevention Program (CHDP), Child Support Services, Family Preservation Program, Food Stamps, Medi-Cal, Healthy Families and Healthy Kids, Supplemental Security Income, Women, Infants, and Children Services (WIC), and more. Visit [www.LACountyHelps.org](http://www.LACountyHelps.org).

*Early Head Start Programs (continued from previous page)*

Plaza de la Raza—Child Development Services, Inc.  
12830 Clark Avenue  
Downey, CA 90242-4720  
(562) 803-6229

Pediatric Therapy Network  
1815 West 213th Street, Suite 100  
Torrance, California 90501  
(310) 328-0276

Pomona Unified School District  
1460 East Holt Avenue, Suite 194A  
Pomona, CA 91767  
(909) 397-4740 x5607

St. Anne's  
155 North Occidental Avenue  
Los Angeles, California 90026-4641  
(213) 381-2931 x450

UCLA Early Head Start  
14423 Van Nuys Boulevard  
Arleta, CA 91331  
(818) 485-0129

University of Southern California—School for Early Childhood Education  
3716 South Hope Street, Suite 366  
Los Angeles, CA 90089  
(213) 743-4650

Venice Family Clinic—Children First Early Head Start Program  
604 Rose Avenue  
Venice, CA 90291  
(310) 664-7557

Vista Del Mar and Family Services—Home-SAFE  
6926 Melrose Avenue  
Los Angeles, CA 90038  
(323) 934-7979

• **Alternative Payment (AP) Programs:** Subsidized child care provided primarily in private centers, family child care homes, or by a license-exempt provider such as a family member, relative, friend, or neighbor to children from birth to 10 or 12 years old.

• **California State Preschool Programs (CSPPs):** Offer part-day, full-day—part-year or full-year—or both types of developmentally appropriate child development services to three and four year old children. CSPPs provide meals and snacks, offer parent education, and encourage parent participation.

\* **CSPP Part-day:** Free part-day (3½ hours) comprehensive child development programs for three- to four-year-old children from low-income families living in the local community. Generally operate from August through June or September through June.

\* **CSPP Full-day:** Comprehensive child development program for three- to four- year old children from low-income families. To qualify, parents must be enrolled in school or a vocational job training program, working, seeking employment, seeking permanent housing for family stability, or be incapacitated. Families pay a fee based on their income.

**Los Angeles Universal Preschool (LAUP)**

Part-day (3½ hours) child development programs for four year old children regardless of family income. LAUP generally operates from September to June. LAUP is free to families receiving services and/or under the supervision of the DCFS and the Probation Department. Families not associated with DCFS or Probation may be required to pay an investment fee depending on their income and the program in which they enroll their child.

**Department of Children and Family Services (DCFS) Child Care Assistance Program**

The DCFS Child Care Assistance Program serves “at risk” children and families. Teen parents under the supervision of DCFS and living with their birth parent, a relative, or in a basic licensed foster home may be eligible for free child care for up to six, 12, or 18 months. For more information, speak with your Children’s Services Worker (CSW) to decide whether child care is a necessary part of your case plan. If so, your CSW will submit a child care referral form to the DCFS Child Care Unit.

## PROGRAMS FOR PREGNANT AND PARENTING TEENS

Teen parents are encouraged to explore enrolling their children in one of the many programs listed in this booklet, including those listed in the previous section. Three programs specifically intended to ensure that teen parents receive the support they need to graduate from high school are summarized in this section.

### *Adolescent Family Life Programs*

Adolescent Family Life Programs (AFLPs) provide intensive case management services to pregnant and parenting teens with infants up to 18 months old. Pregnant teens and mothers under 18 years old with children under 12 months old receive priority for participation as space is available. Among the services provided by AFLPs are: ensuring teens are able to meet their educational and career goals; promoting healthy family relationships; and assisting teens and their children with access to health and social services, including resources for finding and selecting a child care and development program. See page 12 of the Resources section for the listing of the AFLPs with their contact information.

### *California School Age Families Education (Cal-SAFE) Programs*

The Cal-SAFE Program is designed to support the academic success of pregnant and parenting teens, increase the availability of support services for enrolled students, and provide child care and development services to their children. Sixteen school districts throughout Los Angeles County offer Cal-SAFE programs. See page 13 of the Resources section for a complete listing of the Cal-SAFE programs.

### *CalWORKs Stage 1 Child Care for Cal-Learn Teens*

Pregnant and parenting teens under the age of 19 who have not completed their high school education may qualify for cash aid if you live with your parents, guardian, another adult relative, or in an adult-supervised arrangement. Alternatively, you may qualify for cash aid if you meet one of the following conditions: 1) you do not have a parent or adult relative with whom to live (parents are either deceased or whereabouts unknown); 2) you or your child would be at risk for abuse, neglect or sexual exploitation if you lived with your parent or relative; 3) you have lived apart from your parent or adult relative for at least 12 months before your child was born or before applying for cash aid; 4) you are married or legally emancipated; or 5) the senior parent or guardian does not allow you to live with him/her.

### *Early Head Start Programs (continued from previous page)*

Kedren Community Health Center, Inc.  
710 East 111<sup>th</sup> Place  
Los Angeles, CA 90059  
(323) 777-1411

Long Beach Unified School District  
Head Start Program  
2898 Orange Avenue  
Signal Hill, CA 90755  
(562) 427-0833  
*2 locations*

Los Angeles County Office of Education  
10100 Pioneer Boulevard, Suite 325  
Santa Fe Springs, CA 90670  
(562) 940-1770

Los Angeles Education Partnership  
1055 West Seventh Street, Suite 200  
Los Angeles, CA 90017  
(213) 622-5237 x0

Options-A Child Care and Human Services Agency  
100 North Citrus Street, Suite 301  
West Covina, CA 91791  
(626) 967-7848

Palmdale School District Office  
Early Childhood Programs  
975 East Avenue P-8  
Palmdale, CA 93550  
(661) 273-4710

Plaza de la Raza  
Child Development Services, Inc.  
11015 Bloomfield Avenue  
Santa Fe Springs, CA 90690  
(562) 777-7170

## *Early Head Start Programs*

Baldwin Park Unified School District  
3699 North Holly Avenue  
Baldwin Park, CA 91706  
(626) 962-3311 x4642

Center for Community and Family Services  
508 East Mendocino Street  
Altadena, CA 91001-2232  
(626) 585-6500  
*3 locations*

Children's Institute, Inc.  
711 South New Hampshire Avenue  
Los Angeles, CA 90005  
(213) 385-5100 x1885

Community Development Institute (CDI)  
135 West Victoria Street  
Long Beach, CA 90805  
(310) 605-0164

El Nido Family Centers  
2152 West Manchester Avenue  
Los Angeles, CA 90047  
(323) 971-7360

Foothill Family Services  
2500 East Foothill Boulevard, Suite 300  
Pasadena, CA 91107  
(626) 564-1613

Hope Street Family Center  
1401 South Grand Avenue  
Los Angeles, CA 90015  
(213) 742-6385

Human Services Association  
6800 Florence Avenue  
Bell Gardens, CA 90201-4958  
(562) 806-5400 x192

Cal-Learn is a mandatory program for CalWORKs participants receiving cash assistance, under 19 years of age, are pregnant or parenting, and have not completed high school. Cal-Learn participants are required to enroll in high school or an equivalency program. The Cal-Learn program provides payments for child care, transportation and school supplies, intensive case management through the Adolescent Family Life Programs (AFLPs) or the Department of Public Social Services (DPSS) depending on a determination of risk; bonuses of \$100 up to four times per year for report cards with average grades of "C" or better, sanction for report cards showing average grades of "D" or worse, and a \$500 one time only bonus for receiving a high school diploma or its equivalent.

Teen parents participating in Cal-Learn receive Stage 1 Child Care; teen parents are not required to work, however must attend school. The five year limit for cash aid does not begin until the teen parent has left Cal-Learn.

For more information about Cal-Learn, including the eligibility requirements and the services available under the program, contact the County of Los Angeles Cal-Learn toll free number at 1-800-511-2070 or call your local AFLP (see page 12).

## **USING YOUR LOCAL CHILD CARE RESOURCE AND REFERRAL AGENCY**

Selecting a child care and development program that will help your child develop and learn and meet the needs of your family is an important job. Because you want the best for your child, you will want to spend time learning as much as you can about your choices – whether you prefer a center-based or family child care home – and visiting different child care and development programs before you enroll your child. In addition, you will need to think about the cost of care and how you will pay for it or find out if you qualify for help paying for your child care. Most importantly, you will want to consider the quality of experiences for you and your child.

As a first step to beginning your search for a child care and development program, you will want to contact your local child care resource and referral agency.

### ***What is a Child Care Resource and Referral Agency?***

- Gives families referrals to a range of licensed child care and development programs for children from birth to 12 years old.
- Provides resources and referrals to low-income families eligible for child care subsidies.
- Offers written materials on several topics, including selecting a child care and development program that is right for you, as well as brochures on child development topics, such as separation, toilet training, discipline, and more. Ask about their brochures and other materials and how you can receive them.

### ***How to Request Referrals***

Before you call the resource and referral agency, think about the type of care you would prefer, such as center-based or family child care. You may decide that you would like to visit both types of programs to help you make your decision. Also, think about whether you want your child in a program near your home, school, or work. When you call, the resource and referral specialist should ask you for the following information:

- Age of your child
- Your home ZIP code
- Hours child care is needed
- Why you need child care (attending school, working, participating in job training, child's enrichment and school readiness)
- Where you want the care (city and ZIP code) – near your home, school, work, etc.
- Special considerations (such as whether your child has disabilities or special needs, you need transportation, you need help paying for care/subsidized child care; your family speaks a language other than English)
- Types of care you are most interested in (center-based or family child care home; full-day or part-day)

Based on your answers, the resource and referral specialist will provide you with a list of referrals. Typically, you will receive the following information:

- Name of the centers and/or family child care providers
- For centers, the address and telephone number
- For family child care, the closest major cross streets and the provider's telephone number

### ***California School Age Families Education (CAL-SAFE) Programs***

The following school districts offer Cal-SAFE Programs:

<b>ABC Unified School District</b>	<b>(562) 926-7136</b>
<b>Baldwin Park Unified School District</b>	<b>(626) 962-3311 x5953</b>
<b>Bassett Unified School District</b>	<b>(626) 931-3005</b>
<b>Charter Oak Unified School District</b>	<b>(626) 966-8331 x214</b>
<b>Covina Valley Unified School District</b>	<b>(626) 974-6436</b>
<b>Glendale Unified School District</b>	<b>(818) 247-4805</b>
<b>Hacienda La Puente Unified School District</b>	<b>(626) 933-8879</b>
<b>Los Angeles Unified School District</b>	
• <i>Cleveland High School</i>	<i>(818) 349-8410</i>
• <i>Locke High School</i>	<i>(323) 755-0102</i>
• <i>Ramona High School</i>	<i>(323) 263-1120</i>
• <i>Roosevelt High School</i>	<i>(323) 780-6535</i>
<b>Montebello Unified School District</b>	<b>(323) 887-7900 x2482</b>
<b>Paramount Unified School District</b>	<b>(562) 602-6014</b>
<b>Pomona Unified School District</b>	<b>(909) 397-4740 x5636</b>
<b>Rowland Unified School District</b>	<b>(626) 913-0376</b>
<b>Santa Monica-Malibu Unified School District</b>	<b>(310) 395-3204 x1167</b>
<b>Walnut Valley Unified School District</b>	<b>(909) 468-5208</b>
<b>West Covina Unified School District</b>	<b>(626) 931-1810 x7</b>
<b>Whittier Union High School District</b>	<b>(562) 698-8121 x1312</b>

**\*\* Los Angeles County Office of Education no longer offers Cal-SAFE, however does offer education services to pregnant and parenting teens; very limited child care available. Call (562) 940-1864.**

## DIRECTORY OF PROGRAMS AND ADDITIONAL RESOURCES

### *Adolescent Family Life Programs (AFLPs)*

#### *ALTAMED Health Services Corporation*

Youth Services Division                      711 East Wardlow Rd, Suite 203  
512 South Indiana Street                      Long Beach, CA 90807  
Los Angeles, CA 90063                          (562) 595-8040  
(323) 307-0160

#### *El Nido Family Centers*

**Administrative Offices**  
10200 Sepulveda Boulevard, Suite 350  
Mission Hills, CA 91345  
(818) 830-3646

2152 W Manchester Ave, Suite 4              13460 Van Nuys Boulevard  
Los Angeles, CA 90047                          Pacoima, CA 91331  
(323) 971-7360                                      (818) 896-7776

#### *Foothill Family Services*

Teen Family Services                          West Covina Center  
2500 E Foothill Blvd, Suite 300              1215 W. West Covina Pkwy, Suite 200  
Pasadena, CA 91107                              West Covina, CA 91790  
(626) 564-1613                                      (626) 338-9200

#### *Project NATEEN*

Childrens Hospital Los Angeles  
5000 Sunset Boulevard, 7th Floor  
Los Angeles, CA 90027  
(323) 361-5981

Most referrals will be provided to you on the telephone the day you call. In some cases, the resource and referral specialist may call you later the same day or later in the week with a list of referrals.

It will be up to you to contact the centers and/or family child care home providers to conduct telephone interviews and/or schedule times to meet with them and visit their programs. If you are not satisfied with any of the programs that you have contacted and/or visited, call the resource and referral agencies for additional referrals.

#### *Paying for Care*

The cost of child care and development services generally depends on the age of your child and the hours of care needed. Be sure to let the resource and referral specialist know if you think you may qualify for subsidized child care. In addition, ask for referrals to programs that offer subsidized child care or scholarships to families unable to afford the full cost.

Funding for subsidized care is limited and scholarships depend on the fundraising efforts of the individual center. As a result, you may be placed the waiting list(s) of the program(s) in which you are interested in enrolling your child.

*The map with contact information of the 10 Los Angeles County Child Care Resource and Referral Agencies is included as an insert. For child care and development referrals, call the toll-free Consumer Education Line to be connected to the agency closest to your home, school, or work.*

#### *Other Resources*

In addition to your local resource and referral agency, information on finding and selecting high quality child care and development services is available from the Steps to Excellence Project (STEP) at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov), the National Association for the Education of Young Children at [www.naeyc.org](http://www.naeyc.org), and the National Association for Family Child Care at [www.nafcc.org](http://www.nafcc.org). The websites also post listings of licensed centers and family child care homes that are notable for participating in a quality rating and improvement system initiative (STEP) or have received national accreditation for meeting high quality standards (NAEYC and NAFCC).

## CHOOSING A QUALITY CHILD CARE AND DEVELOPMENT PROGRAM: A CHECKLIST

Finding a child care and development program that is right for you and your family is a process that will take time, lots of time. But in the end it will be worth it! As a parent, you want to choose a program that makes sure your child is safe, loved and cared for and works with you to promote your child's growth and development. Ultimately, the best programs are those in which the provider or teacher builds a warm and loving relationship with your child as the foundation for your child's growth and learning and supports and works with you as your child's first and primary teacher.

This checklist is a list of items to consider when visiting prospective child care and development programs. When you schedule your visit, arrange to spend an hour or two to get a sense of the program. Be sure to observe and ask questions. And use this checklist. The more items you check based on what you see or learn by asking questions during your visit, the more you will know whether you have found a quality program.<sup>1</sup>

- Is the program licensed? Ask to see a copy of the license.
- What is the ratio of children to early educators? Check the license for capacity and ages.
- Is there an open door policy that welcomes your visits, participation, and input?
- Does the early educator encourage you to share appropriate information about your child and family? How is ongoing communication encouraged between parent(s) and caregiver?
- What is the program philosophy? Does the early educator respect your concerns as a parent(s) and your philosophy, values, and goals for your child?
- Does the early educator listen closely to children and use positive language when talking to them? Do you feel comfortable with this person and the way she/he interacts with you and the children?

- What are the expectations and rules for children's behavior? Does the early educator use positive and non-punitive discipline methods? Ask and look for examples.
- What type of child care training has the early educator received?
- Does the early educator talk with the children and play with them on the floor?
- Observe the indoor and outdoor environments for safety and cleanliness.
- Are materials easily available to children? Are toys and materials appropriate to the development levels of the children? Is there enough variety to facilitate development in all areas?
- How is the day structured? Are there scheduled times for free play, structured activities, meals, quiet time, naps, and outdoor play?
- Are daily or weekly activity plans posted? What types of activities are provided, both child-initiated and adult-initiated? Does your child bring home a variety of things to show you?
- What is the policy on watching television and using the computer?
- Are meals and snacks provided? Are they nutritious and fresh? Are menu plans posted? Is social interaction encouraged during meal and snack times?
- Do the children seem happy, secure, and stimulated?
- Is your child eager to go there each day? Does she/he talk positively about friends, activities, and the early educator? Is your child happy when you arrive, even reluctant to go home?

<sup>1</sup> The checklist is provided with the permission of Connections for Children. Retrieved from [www.cfc-ca.org](http://www.cfc-ca.org) on July 9, 2007.

# STRENGTHENING FAMILIES

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Connecting Children and Their Families to Child Care and Development Programs

Prepared by the Office of Child Care  
Revised: August 2011



# STRENGTHENING FAMILIES

Connecting Children and Their Families with Child Care and Development Programs



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Office of Child Care  
Within the Services Integration Branch of the Chief Executive Office  
222 South Hill Street, 5<sup>th</sup> Floor  
Los Angeles, California 90012  
Office: (213) 947-5187  
Fax: (213) 217-5106  
[www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)



## TABLE OF CONTENTS

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The Office of Child Care is pleased to offer a series of handouts designed for organizations that work with children and families who need help accessing the child care and development system. The handouts may be duplicated and are available for download on the Office of Child Care Web site at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov) – click on “Navigating the Child Care and Development System”.

Making Choices: Child Care and Development Services

Connecting Families to Child Care and Development Services: A Case Management Approach

Case Management: Connecting Families to Child Care and Development Services

Using Child Care Resource and Referral Services

Los Angeles County Child Care Resource and Referral Map (*© Crystal Stairs Inc., 3/27/07*)

Maximizing Resources: Navigating the Subsidized Child Care and Development System

Registration and Enrollment: Developing a Portfolio for Child Care and Development

Preschool Programs Enrolling Now: State Preschool, Head Start and Los Angeles Universal Preschool (LAUP)



# MAKING CHOICES: SUBSIDIZED CHILD CARE AND DEVELOPMENT SERVICES

\* See reverse for definitions and more detailed information



**Infants/Toddlers**  
Birth to 3 years

**Preschoolers**  
3 to 5 years

**School Age**  
6 to 12 years

**Parent Works, Attends School, etc.**

**Parent Works, Attends School, etc.**

**Parent Works, Attends School, etc.**

- Full-day, Full-year Programs**
- Early Head Start\*
  - CA Department of Education/Child Development Division-contracted Programs:
    - ✓ Child Development Centers
    - ✓ Family Child Care Home Education Networks
    - ✓ Alternative Payment Programs
  - CalWORKs
    - ✓ Stage 1 Child Care
    - ✓ Stage 2 Child Care
    - ✓ Stage 3 Child Care

- Full-day, Full-year Programs**
- Head Start (full-day)
  - CA Department of Education/Child Development Division-contracted programs:
    - ✓ California State Preschool Programs (CSPP)
    - ✓ Family Child Care Home Education Networks
    - ✓ Alternative Payment Programs
  - CalWORKs
    - ✓ Stage 1 Child Care
    - ✓ Stage 2 Child Care
    - ✓ Stage 3 Child Care

- Out of School Hours**
- CA Department of Education/Child Development Division-contracted Programs:
    - ✓ Child Development Centers
    - ✓ Family Child Care Home Education Networks
    - ✓ Alternative Payment Program
  - CalWORKs
    - ✓ Stage 1 Child Care
    - ✓ Stage 2 Child Care
    - ✓ Stage 3 Child Care
- \* See below for more program options.

**CHILD DEVELOPMENT/PARENT SUPPORT**

**PRESCHOOL/SCHOOL READINESS**

**ACADEMIC ENRICHMENT/RECREATION**

- Part-day, Part-year Program**
- Early Head Start\*
- \*Available full- or part-day.

- Part-day, Part-year Programs**
- Head Start (part-day)
  - California Department of Education/Child Development Division-contracted Programs:
    - ✓ California State Preschool Programs (part-time)
  - Los Angeles Universal Preschool (LAUP)
  - School Readiness Language Development Program (SRLDP)/LAUSD
  - First 5 LA's School Readiness Initiative

- Out of School Hours**
- 21<sup>st</sup> Century Community Learning Centers
  - After School Education and Safety Program (ASES)
  - Los Angeles Unified School District (LAUSD)/Beyond the Bell Branch
    - ✓ Beyond the Bell
    - ✓ LA's BEST
- \*Available to working parents, however most programs operate only when school is in session.



Office of Child Care

# MAKING CHOICES: SUBSIDIZED CHILD CARE AND DEVELOPMENT SERVICES

## Definitions and Detailed Information

### Introduction

*Making Choices: Subsidized Child Care and Development Services* is intended as a quick guide to the subsidized child care and development system available to low- to moderate-income families with children from birth up to 13 years old. It is one in a series of handouts developed for organizations that work with families. The following handouts provide more detailed information that may guide organizations in helping families navigate the subsidized child care and development system:

- Case Management: Connecting Families to Child Care and Development Services
- Using Child Care Resource and Referral Services
- Maximizing Resources: Navigating the Subsidized Child Care and Development System
- Registration and Enrollment: Developing a Portfolio to Child Care and Development Services
- Preschool Programs Enrolling Now: State Preschool, Head Start, and Los Angeles Universal Preschool (LAUP)

All handouts are available at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov); click on “Navigating the Child Care and Development System including Subsidy Programs”.

### Defining Parent Need

Parents/primary caregivers typically must demonstrate a reason (such as working, seeking employment, enrolled in school or job training program, seeking housing, or be incapacitated) to qualify for most full-day, full-year child care and development services.

### Program Eligibility Criteria

- **Early Head Start and Head Start Programs:** Families with incomes up to the Federal Poverty Level (FPL); may serve families up to 130% of the FPL as space is available.
- **California Department of Education/Child Development Division-contracted Programs:** Families at or below 70% of the State Median Income (SMI).
- **CalWORKs Stage 1 Child Care:** CalWORKs recipients participating in welfare-to-work activities that lead to employment and self-sufficiency. Must be approved by CalWORKs or GAIN Eligibility Worker.
- **CalWORKs Stage 2 Child Care:** Families may receive Stage 2 Child Care up to 24 months after stop receiving cash aid.
- **CalWORKs Stage 3 Child Care:** Supports families as move off welfare and into self-sufficiency and have exhausted 24 months of eligibility for Stage 2; families may continue to receive Stage 3 Child Care until they no longer meet the income eligibility requirements or their children exceed the age limit.
- **Los Angeles Universal Preschool (LAUP):** Enrollment in some programs (Head Start, CDE/CDD-contracted programs) limited to families that meet their eligibility criteria. Enrollment in non-subsidized programs do not have income criteria.
- **School Readiness Language Development Program (SRLDP):** No income eligibility requirements; priority to children living within boundary of a PHBAO (Predominantly Hispanic, Black, Asian or Other Non-Anglo Saxon).
- **First 5 LA's School Readiness Initiative:** Targeted to low-income families in 42 school readiness communities
- **21<sup>st</sup> Century Community Learning Centers (CCLC) and After School Education and Safety (ASES) Program:** Available to students as space allows attending a public school operating an ASES Program. Schools operating 21<sup>st</sup> CCLC also open to students from area schools as space allows.
- **Beyond the Bell/Los Angeles Unified School District (LAUSD):** No income requirements; open to students attending school offering the program as space is available. Free tutoring available only to students eligible for free and reduced lunches and attending Title I schools.
- **LA's BEST:** Open to children regularly attending school where program located; students enrolled on first-come, first-served basis. Some spaces reserved for referrals from principals and counselors.

### How to Access Services

Ten Child Care Resource and Referral (R&Rs) Agencies throughout Los Angeles County provide families with referrals to child care and development programs. Families may call 1-888-922-4453 to be connected to their local R&R. For immediate access to information regarding Early Head Start and Head Start, contact the Los Angeles County Office of Education at 1-877-773-5543 or visit [www.PreKKid.org](http://www.PreKKid.org). For referrals to LAUP, visit their website at [www.laup.net](http://www.laup.net) or call 1-866-581-5287.

# CONNECTING FAMILIES TO CHILD CARE AND DEVELOPMENT SERVICES

## A CASE MANAGEMENT APPROACH

### Identify Needs

What are the ages of the children?

What is the family's gross annual income?

Are children currently enrolled in a child development program or school age program?

What is family need?

- Part-day, part year
- Full-day, full year\*

### Research Resources

Child Care Resource and Referral Agencies (R&Rs)

School Readiness Programs

School Age Programs

Information on how to identify quality/select a program

### Navigate Systems

Establish liaisons with local R&Rs

Serve as contact on for family on subsidy program waiting lists

Provide family with step by step instructions on how to use local R&R and maintaining files while seeking and waiting for services

Supply family with information on selecting a quality program

### Provide Ongoing Support

Help family build portfolio to prepare for enrollment

Check in with family to ensure maintaining record

Ensure family replies to call for enrollment in timely manner, has documentation needed to enroll, and is prepared for the visit with questions

Support family through enrollment and provide ongoing encouragement in their participation with the program

\* Parents/primary caregivers must demonstrate need for full-day, full year subsidized services. Qualifying need includes working, seeking employment, enrolled in school or job training, seeking housing, or incapacitated.





## **CASE MANAGEMENT: CONNECTING FAMILIES TO CHILD CARE AND DEVELOPMENT SERVICES**

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The array of choices and requirements for subsidized child care and development services is not easy for many parents or primary caregivers\*. It is particularly challenging for families experiencing extraordinary stress, such as interactions with the child welfare and/or probation systems. Case management or guidance through the process of obtaining information, applying for child care and development services, enrolling in a program, and then meeting the ongoing eligibility requirements is essential to ensuring successful long term outcomes for children and their families.

The following is a list of key points in the process where support may be critical:

### **Identifying the Need for Child Care and Development**

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- What type of care is needed? Is it available? Is the family eligible? How does the family access their child care and development options?
- Use the “*Making Choices: Subsidized Child Care and Development Services*” chart to help guide the conversation about what is needed and for whom.

### **Contacting the Appropriate Child Care Resource & Referral Agency (R&R)**

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- Refer to the “*Using Child Care Resource and Referral Services*” guide to help the parents or primary caregivers have the conversation with or to engage the R&R on their behalf.

### **Preparing for the Call to Enroll**

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- Assist the parents or primary caregivers in creating a portfolio of documents needed to respond to an invitation to enroll. Use the guide, “*Registration and Enrollment: Developing a Portfolio for Child Care and Development*”.
- Check with the parents or primary caregivers periodically about whether they have received anything in the mail or received a call relating to the availability of child care and development services. If parents or primary caregivers do not respond, they may lose their opportunity to enroll their child. Encourage them to respond quickly to any contact and to keep any appointments made with a child care and development agency or to call to reschedule ahead of time.

### **Maintaining the Subsidized Child Care and Development Services**

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- Check with the families periodically to see if the child care and development services are working well for them.
- Remind the family that if their income, family size, contact information, or anything else changes to contact the child care and development program to update their information. They should also maintain the documentation portfolio to verify any changes they report.

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\* Primary caregiver for the purposes of this document refers to relative caregivers, foster parents or legal guardians.



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## USING CHILD CARE RESOURCE AND REFERRAL SERVICES

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Contacting the local Child Care Resource and Referral (R&R) Agency is a first step to searching for an appropriate child care and development program, including requesting referrals to subsidized programs. A map with the R&R agency names, service areas and Consumer Education Line that will contact you with the appropriate agency based on where you live or work is posted on the Office of Child Care website ([www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)); click on “Navigating the Child Care and Development System”.

Organizations working with families needing child care and development services are strongly encouraged to build working relationships with the R&Rs in their service area. Ideally, identify a single contact within the R&R who is familiar with the work and personnel of the referring organization so that when a staff person calls on behalf of a parent or primary caregiver\* or the parent or primary caregiver calls directly, there is a basic understanding of need and circumstances.

### ***Requesting Referrals***

If there is no one contact, ask for the R&R department when you call. You will be connected to one of several R&R specialists assigned to searching a database for child care and development programs based on the parent or primary caregiver’s stated needs and preferences.

1. Explain the particular need of the family:
  - “The parent or primary caregiver needs child care in order to continue to work”; **or**
  - “The child needs a part-day program to support his/her development”; **or**
  - “The parent or primary caregiver needs part-day, intermittent care in order to participate in counseling and support services.”
2. Tell the R&R specialist up front if the family needs referrals to subsidized child care and development services.
3. The R&R specialist will request specific information from (or about) the family:
  - Ages of the children for whom care is needed
  - Home address and zip code
  - Hours, days child care and development services are needed
  - Why child care is needed, e.g. parent or primary caregiver is attending school, working, or participating in job training or is seeking a part-day program for the child’s enrichment and school readiness or other
  - Where the services are needed, such as near home, school, or work (city, zip code)
  - Special considerations (such as a child with disabilities or other special needs, transportation issues, family’s language is other than English)
  - Type of care family prefers: center-based or family child care home, full-day or part-day

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\* Primary caregiver for the purposes of this document refers to relative caregivers, foster parents or legal guardians.



4. Based on your answers, the R&R specialist will provide you with a list of referrals to child care and development programs that will most likely have openings. Typically, you will receive the following information:
  - Name of centers and/or family child care home providers
  - For centers, the addresses and telephone numbers
  - For family child care homes, the nearest major cross streets and the providers' telephone numbers

Most referrals will be provided to you on the telephone the day you call. In some cases, the R&R specialist may call you later the same day or later in the week with a list of referrals.

5. When receiving resources and/or when contacting possible child care and development programs, ask about characteristics of the center or family child care home that may be important in working with the family. For example, ask about the training the child care provider or center staff has received in working with at-risk families. In addition, explore the willingness of the center or family child care provider to have contact with your organization for additional support in working with the child and the family. The R&R specialist may be able to provide this information, or you may need to request this information from the child care and development programs directly.
6. Ask for materials for evaluating the quality of the referred child care and development programs and providers during the telephone screening and visit.

### ***Researching the Referrals***

1. It is up to the parent or primary caregiver to contact the centers and/or family child care home providers to conduct telephone interviews and/or schedule times to meet with them and visit their programs. There are quality checklists that may be helpful in determining the best situation for the child and the family. The R&R specialist can provide the parent or primary caregiver with such materials.

If the parent or primary caregiver is not satisfied with any of the centers or family child care homes that have been contacted and/or visited, call the R&R agency for additional referrals.

2. An in-person visit, with the child, to any potential center or family child care home is strongly encouraged. If possible, a joint visit by the parent or primary caregiver, child and support organization staff may be valuable in determining the best situation and establishing a working relationship with the new center or family child care provider. Ask about staff education and training, policies on payment, absences, etc. Does the center or family child care provider conduct developmental screenings of the children? How does the program use the developmental screenings? To whom do they refer families following a screening, if needed? Ask for the name of a parent who has used the program to call as a reference.
3. When a family needs a child care and development subsidy to access any of the referred services, they may conduct the visits in order to understand their choices and what is available. If the need is critical and the family can pay the cost of child care and development services for a period of time on their own without subsidy, then they are able to move forward to enrollment.

## **MAXIMIZING RESOURCES: NAVIGATING THE SUBSIDIZED CHILD CARE AND DEVELOPMENT SYSTEM**

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This document was developed for organizations that may be in a position to help low to moderate income families access an array of child care and development programs and programs specifically designed to prepare children for school and life. Specifically, it is intended to help community-based organizations match families to the most appropriate program based on their income eligibility and/or other criteria by prioritizing programs from the most restrictive criteria for determining their eligibility to those with the least restrictive criteria. As an example, Table 1 (see page 2) compares income ceilings between the federally funded Early Head Start and Head Start programs and the California Department of Education/Child Development Division (CDE/CDD) Programs with two scenarios for referring families.

The remainder of the document is organized as follows:

- Introduction
- Early Head Start and Head Start Programs
- California Department of Education/Child Development Division Programs (CDE/CDD)
- School Readiness/Pre-Kindergarten Programs
- California Work Opportunities and Responsibility to Kids (CalWORKs) Child Care
- Pregnant and Parenting Teens Programs
- School Age Programs

### **Introduction**

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Child care and development services are intended to meet two purposes:

- 1) Promote children's healthy growth and development while preparing them for school and life; and
- 2) Provide families with the support they need to achieve and maintain self-sufficiency through employment and/or education.

Navigating the early education and child care and development system can be a complicated experience, particularly for low- and moderate-income families eligible for subsidized child care and development services. Their challenges are compounded by the lack of adequate federal and state government funding to support all of the eligible families. As a result, families are vying for limited resources that exist across most child care and development program types designed to serve them.

While some programs offer full-day, full-year services to support working families, others by design are purposely tailored to prepare children for kindergarten enrollment and success in school and are typically offered part of the day and part of the year. Ironically, there is a more generous supply of the part-day programs when most families are seeking full-day services to support their work schedules. Far from ideal, families unable to access full-day services due to the limited supply may find ways to create a patchwork of services that support parents while they work and contribute to their child's overall development.

The next sections are offered as a menu of options that may be available to the families you serve. Each section provides a brief description of the programs, a summary of the eligibility requirements and information on how to connect with the program.



**Table 1. Comparing Income Ceilings across Child Care and Development Programs**

Family Size	Income Ceilings for Early Head Start and Head Start				Income Ceilings for CDE/CDD Programs	
	Monthly Income (100% FPL)	Yearly Income (100% FPL)	Monthly Income (130% FPL)	Yearly Income (130% FPL)	Monthly Income (70% SMI)	Yearly Income (70% SMI)
1	\$902	\$10,830	\$1,173	\$14,079		
2	\$1,214	\$14,570	\$1,578	\$18,941	\$3,283	\$39,396
3	\$1,525	\$18,310	\$1,983	\$23,803	\$3,518	\$42,216
4	\$1,837	\$22,050	\$2,388	\$28,665	\$3,908	\$46,896
5	\$2,149	\$25,790	\$2,793	\$33,527	\$4,534	\$54,408
6	\$2,460	\$29,530	\$3,199	\$38,389	\$5,159	\$61,908
7	\$2,772	\$33,270	\$3,604	\$43,251	\$5,276	\$63,312
8	\$3,084	\$37,010	\$4,009	\$48,113	\$5,394	\$64,728
9	\$3,395	\$40,750	\$4,414	\$52,975	\$5,511	\$66,132
10	\$3,707	\$44,490	\$4,819	\$57,837	\$5,628	\$67,536
11	\$4,019	\$48,230	\$5,224	\$62,699	\$5,745	\$68,940
12	\$4,330	\$51,970	\$5,630	\$67,651	\$5,863	\$70,356

Head Start determines family eligibility based on their annual income, not their monthly income; once the family is determined eligible, the child is considered eligible through the program year and the subsequent program year. On the other hand, CDE/CDD programs establish eligibility at the time of enrollment; families participating in full-day programs that require them to demonstrate a need (working, seeking employment, enrolled in school or a vocational job training program, seeking permanent housing, or incapacitated) are required to provide ongoing eligibility documentation as changes in income or family size occurs. Families with children participating in the part-day California State Preschool Programs remain eligible for the program year once eligibility has been determined.

**Scenario 1:**

- Family of four, two parent family with two young children.
- Family’s combined monthly income is approximately \$1,700; yearly income varies, but is less than \$20,000.
- While the family may be eligible for Early Head Start and Head Start as well as a CDE/CDD-contracted program, to maximize resources it is recommended that the family begin with exploring enrolling their child into an Early Head Start and/or Head Start Program depending on the ages of the children.

**Scenario 2:**

- Family of four, two parent family with two young children.
- Family’s combined monthly income is approximately \$3,500; yearly income is less than \$42,000.
- Family’s combined income makes them ineligible for Early Head Start/Head Start; however based on income they may be eligible for a CDE/CDD-contracted program as well as others such as Los Angeles Universal Preschool.



## Early Head Start and Head Start Preschool Programs

*Serving pregnant women, children ages birth to three and preschool age children*

### Program Descriptions

- **Early Head Start:** A “no cost to family” comprehensive early education program for low-income pregnant women and infants and toddlers from ages birth to three, including young children with disabilities. Services may be provided in the home of the family (home-based), a licensed family child care home, and/or a center. In addition to comprehensive early education services, other services include providing and linking families with health, mental health, disability, nutrition and social services. Early Head Start has a strong parent involvement component and services specifically designed for pregnant women.
- **Head Start:** A “no cost to family” part-day (3½ hours) or full-day (six plus hours) comprehensive child development program for low-income preschoolers ages three to five years old. Head Start generally operates from September to June. Some Head Start programs offer full-day programs that operate from 10 to 12 months. Children in foster care, families at risk and/or in crisis, homeless families, and children with disabilities receive priority for enrollment. Additional selection criteria may be used to determine priority for services. Comprehensive services include providing and linking families with social services, health, mental health, disabilities, and nutrition services. Head Start also has a strong parent involvement component.

### Income Limits

Families are eligible for Early Head Start and Head Start Preschool Programs if their families' income is below the federal poverty level. Children in foster care, homeless or with families receiving public assistance are automatically eligible regardless of income. Early Head Start and Head Start Preschool Programs may serve families with incomes up to 130% of the Federal Poverty Level (FPL) if space is available and the needs of all other eligible children are met. At least 10% of enrollment must include children with disabilities. Table 2 shows the yearly income caps at the federal poverty level and up to 130% of the FPL by the size of the family.

Family Size	Family Yearly Income (100% FPL)	Family Yearly Income (130% FPL)
1	\$10,830	\$14,079
2	\$14,570	\$18,941
3	\$18,310	\$23,803
4	\$22,050	\$28,665
5	\$25,790	\$33,527
6	\$29,530	\$38,389
7	\$33,270	\$43,251
8	\$37,010	\$48,113
9	\$40,750	\$52,975
10	\$44,490	\$57,837
11	\$48,230	\$62,699
12	\$51,970	\$67,651

\* Based on 2009 Federal Poverty Guidelines

Head Start determines family eligibility based on their annual income; once the family is determined eligible, the child will be considered eligible through the end of the program year and the subsequent program year. Early Head Start and Head Start Preschool Program services are free.

## How to Connect

There are ten Child Care Resource and Referral Agencies (R&Rs) throughout Los Angeles County to provide families with referrals to child care and development programs, including referrals to Early Head Start and Head Start Programs. Families may call toll-free 1-888-922-4453 to be connected to their local R&R. For immediate access to information regarding Early Head Start and Head Start, contact the Los Angeles County Office of Education at (877) Pre-K-Kid (773-5543) or visit [www.PreKKid.org](http://www.PreKKid.org).

## **California Department of Education/Child Development Division (CDE/CDD) Programs**

*Serving children from birth to three, preschool age children and school age children up to 13 years old*

### Program Descriptions

The CDE/CDD contracts with schools and organizations to provide child care and development services to children from low- to moderate-income families. The CDE/CDD holds contracts with schools and organizations for the following program types:

- **California State Preschool Programs (CSPPs):** Offer part-day, full-day – part-year or full-year - or both types of developmentally appropriate child development services to three- and four-year old children from low income families living in the local community. Families with case plans with the Department of Children and Family Services (DCFS) receive priority for enrollment as space is available. CSPPs provide free meals and snacks, offer parent education, and encourage parent participation. Families are referred to health and social services, as needed. The following describes the unique features of the part-day programs, full-day programs, and the programs with the Prekindergarten and Family Literacy (PKFL) Program component.
  - ☀ **CSPP Part-Day:** Free part-day (3½ hours) comprehensive child development program for income eligible families that generally operates from August through June or September through June. Families establish income eligibility at the time of enrollment; the child remains eligible for the part-day program for the remainder of the year. Some CSPPs have a PKFL Program component that promotes family literacy, encouraging parents to work on interactive literacy activities both in the classroom and at home with their children.
  - ☀ **CSPP Full-Day:** Full day comprehensive child development program for three- to four-year-old children from low-income families. To qualify, parents must be working, seeking employment, enrolled in school or a vocational job training program, seeking permanent housing for family stability, or be incapacitated. Families establish eligibility at the time of enrollment and provide ongoing eligibility documentation as changes in income, family size, or occupation occurs. Families are assessed a fee based on their income; families that become ineligible due to income changes are required to pay the full cost of care to remain in the full-day program. Some CSPPs have a PKFL Program component that promotes family literacy, encouraging parents to work on interactive literacy activities both in the classroom and at home with their children.
- **Child Care and Development Centers:** Comprehensive child development program for low-income infants and toddlers (birth to three), and school age children (up to 13 years old) in a group setting. Centers may serve one age group or combination of age groups, separating children into classrooms by age group. The centers provide developmentally



appropriate activities, nutrition, health screening, parent education, staff development and referrals to social services. To qualify, parents must be working, seeking employment, enrolled in school or a vocational job training program, seeking permanent housing for family stability, or be incapacitated. Families establish eligibility at the time of enrollment and provide ongoing eligibility documentation as changes in income or family size occurs. Families are assessed a fee based on their income; families that become ineligible due to income changes are required to pay the full cost of care to remain in the full-day program.

- **Family Child Care Home Education Networks (FCCHENs):** Groups of family child care homes that operate under sponsoring organizations. The sponsoring organization, such as a center or local R&R, provide consultation, training, resource materials and support services to participating family child care providers and enrolled families. Participating family child care homes are licensed to serve up to eight or 14 children from birth through 12 years old. Services are offered full-day and year round.
- **Alternative Payment (AP) Programs:** Subsidized child care provided primarily in private centers, family child care homes, or by a license-exempt provider such as a family member, relative, friend, or neighbor to children from birth through 12 years old. In Los Angeles County, there are 13 agencies (including the 10 R&Rs) that administer AP Programs. Additionally, the Department of Children and Family Services (see description unique to DCFS in next section) administers an AP.

### Income Limits

Families must be at or below 70% of the State Median Income (SMI) to enroll in a CDE/CDD-contracted program. Table 3 delineates the monthly and annual income ceilings by family size used to determine their eligibility for enrollment in a program contracted by the CDE/CDD.

Table 3. Income Ceilings for California Department of Education Child Development Division (CDE/CDD)-contracted Programs		
Family Size	Family Monthly Income	Family Yearly Income
1-2	\$3,283	\$39,396
3	\$3,518	\$42,216
4	\$3,908	\$46,896
5	\$4,534	\$54,408
6	\$5,159	\$61,908
7	\$5,276	\$63,312
8	\$5,394	\$64,728
9	\$5,511	\$66,132
10	\$5,628	\$67,536
11	\$5,745	\$68,940
12	\$5,863	\$70,356

\* Based on 70% of the 2007-08 State Median Income

As previously mentioned, the CSPP Part-Days are free to eligible families. Families enrolled in a CSPP Full-Day Program, a Child Care and Development Center, AP Program, or a family child care home participating in a FCCHEN are required to pay a monthly fee on a sliding scale depending on their income unless they are exempt from paying fees.



Families exempt from paying fees are as follows:

- Families below 40% of the SMI do not pay fees.
- Families under the supervision of the Department of Children and Family Services (DCFS) may be exempt from paying fees for up to 12 months if determined necessary by the DCFS Children Services Worker (CSW).
- Families with children at risk of child abuse, neglect, or exploitation as determined by a legally qualified professional in a legal, medical, or social services agency or emergency shelter may be exempt from fees for up to a total of 12 cumulative months.
- Families receiving CalWORKs cash aid.

Fees may range from \$2 to \$17.75 per day for full day or \$1 to \$8.88 for part-day depending on family size and income. Full day is defined as enrollment for 6 to 6½ or more hours per day, while part day is defined as enrollment for less than 6 to 6½ hours per day depending on program type. Fees are usually paid to the program; some AP Program agencies have the contracted provider collect the fees directly from the parents.

### How to Connect

Families who may be eligible to enroll their child in a CDE/CDD-contracted program should contact their local R&R for referrals. Families may call toll-free 1-888-922-4453 to be connected to their local R&R. The R&Rs provide referrals to licensed child care and development programs – centers and family child care homes – including to CDE/CDD-contracted programs. For a listing of the CDE/CDD-contracted child care and development programs (alphabetically and by zip code), visit the Office of Child Care website at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov); click on “Navigating the Child Care and Development System”.

## Department of Children and Family Services (DCFS) Child Care Assistance Program

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*Serving children from birth up to 13 years old*

### Program Description

DCFS administers an AP Program funded by the CDE to serve “at risk” children and families. “Home of parent” cases, relative caregivers, and teen parents under the supervision of DCFS and living with their birth parent, a relative, or in a basic rate licensed foster home may be eligible for free child care for up to six, 12, or 18 months. Families must use licensed child care and development programs. If the Children’s Services Worker (CSW) decides child care is a necessary part of the family’s case plan, the CSW will submit a child care referral form to the DCFS Child Care Unit. For more information, call (562) 345-6629.

## School Readiness/Pre-kindergarten Programs

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*Serving four year old children*

The programs listed in this section are specifically intended to prepare young children before kindergarten entry.

### Program Description

- **Los Angeles Universal Preschool (LAUP):** Part-day (3½ hours) child development programs for four year old children that generally operate from September to June; some offer summer programs as well. LAUP operates in existing child care and development

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programs, including publicly subsidized centers, private centers, faith-based programs, Head Starts, and family child care homes.

- **School Readiness Language Development Program (SRLDP)/Los Angeles Unified School District (LAUSD):** Free, part-day oral language program for students who will be four years old on or before December 2nd of the year of enrollment. The goal of the program is to ensure that students entering kindergarten are ready for school through a quality pre-kindergarten program taught by an experienced teacher with an early childhood education background. It provides a parent involvement and education program that helps meet the needs of parents to positively facilitate the pre-kindergarten child's developmental potential and school readiness.
- **First 5 LA's School Readiness Initiative (SRI):** First 5 LA funds 42 school readiness communities throughout Los Angeles County to provide a range of services to help children birth to five prepare for school. SRI builds upon existing early childhood development programs by integrating them with parenting/family supports and health and social services. Children and families residing within the targeted zip code of the School Readiness Program receive priority for services.

### Income Limits

- **LAUP:** Enrollment in some programs – CSPP and Head Start – is limited to families that meet the eligibility factors described in the previous sections of this document. LAUP sites located in non-subsidized programs may require parents to pay a one-time Annual Investment Fee based on the family median income in that preschool program's neighborhood. Annual fees range from \$100 to \$3,000 (where the median family income is over \$150,000). Fees are not assessed in communities where the median family income is below \$27,000. Additionally, any family can request a fee waiver and LAUP programs are **free** to families with foster children, children under the supervision of the DCFS, children with current Individual Education Programs (IEPs), and teen parents (18 years old and under).
- **SRLDP/LAUSD:** There are no income eligibility requirements. Priority is given to children who live within the boundary of a PHBAO (Predominantly Hispanic, Black, Asian or Other Non-Anglo) resident school.
- **First 5 LA's SRI:** First 5 LA funds 42 school readiness communities throughout Los Angeles County to provide a range of services to help low income children birth to five prepare for school.

### How to Connect

- **LAUP:** A program with a LAUP site may be located by visiting the Web site at [www.laup.net](http://www.laup.net) or by calling, toll free, 1-866-581-LAUP (5287). The R&Rs also provide referrals to child care and development programs with LAUP sites.
- **SRLDP/LAUSD:** For more information, call (213) 241-8172.
- **First 5 LA's SRI:** Visit [www.first5la.org/Programs/School-Readiness](http://www.first5la.org/Programs/School-Readiness) for links to the School Readiness grantees and information on the services they provide. You may also contact First 5 LA at (213) 482-5902.



## California Work Opportunities and Responsibility to Kids (CalWORKs) Child Care

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*Serving children from birth up to 13 years old*

### Program Descriptions

CalWORKs provides temporary cash aid to families with children under the age of 19. For families with income and property, the amounts must be below the State limits. Most adults are limited to receiving up to 48 months of cash aid over a lifetime. Unless exempt, CalWORKs participants are required to participate in welfare-to-work activities. Parents or other relative caregivers with primary responsibility for providing care to one child up to 24 months old or two or more children under six years old are exempt from welfare-to-work activities. However, parents of young children may volunteer to participate; parents volunteering to participate in welfare-to-work activities are eligible for child care services.

For CalWORKs recipients participating in welfare-to-work activities that lead to employment and self-sufficiency, subsidized child care is available for their children up to age 12 and children with special needs and severe disabilities to age 18.

There are three stages of child care:

- **Stage 1 Child Care:** Stage 1 Child Care is funded by the California Department of Social Services (CDSS) and is locally administered by the Los Angeles County Department of Public Social Services (DPSS) through contracts with the 13 local AP Program agencies. Stage 1 Child Care begins with a parent's entry into a County-approved welfare-to-work program or employment and continues serving them for up to six months or until their work and child care are stable. Families may continue to receive Stage 1 Child Care assistance if there are insufficient funds in Stages 2. Parents may select from 1) licensed child care providers such as child care and development centers or family child care homes; or 2) license-exempt child care providers such as family, friends, or neighbors.
- **Stage 2 Child Care:** The CDE contracts with the local AP Program agencies to administer Stage 2 Child Care, which is available to families on welfare and with stable employment. Families may be eligible for Stage 2 Child Care for up to 24 months after they stop receiving cash aid. Parents may select from 1) licensed child care providers such as child care and development centers or family child care homes; or 2) license-exempt child care providers such as family, friends, or neighbors.
- **Stage 3 Child Care:** The CDE contracts with the local AP Program agencies to administer Stage 3 Child Care. Stage 3 supports families as they move off welfare and into self-sufficiency and have exhausted their up to 24 months of eligibility for Stage 2. Families can continue to receive Stage 3 Child Care until they no longer meet the income eligibility requirements or their children exceed the age limit. Parents may select from 1) licensed child care providers such as child care and development centers or family child care homes; or 2) license-exempt child care providers such as family, friends, or neighbors.

### Income Limits

- **CalWORKs Cash Aid:** Families with children may be eligible for CalWORKs cash aid if they meet certain eligibility criteria. Table 4 lists the CalWORKs income limits for 2009; keep in mind that a number of other factors in addition to income are used to determine eligibility and grant amounts.



<b>Family Size</b>	<b>Gross Income Limit</b>
1	\$540
2	\$885
3	\$1,097
4	\$1,302
5	\$1,486
6	\$1,500
7	\$1,520
8	\$1,540
9	\$1,560
10	\$1,580

- CalWORKs Child Care:** Families receiving CalWORKs cash aid are exempt from paying child care family fees. Families no longer receiving cash aid will be required to pay a monthly fee on a sliding scale depending on their income, adjusted for family size. Families may be eligible for CalWORKs child care until their income exceeds 70% of the State Median Income for their family size or their children exceed the age limit or up to 24 months after they stop receiving cash aid.

### How to Connect

- CalWORKs Cash Aid:** Families apply to their local DPSS office. To learn more about CalWORKs including information on eligibility, time limits and location of the local DPSS, visit [www.ladpss.org](http://www.ladpss.org) or call 1-866-613-3777.
- CalWORKs Child Care:** Families currently receiving cash aid should contact their Eligibility Worker (EW) or Greater Avenues to Independence (GAIN) Worker to request child care. The EW or GAIN Worker will refer the family to the contracted AP Program agency for payment.

### Pregnant and Parenting Teens

*Serving pregnant and parenting teens and their children*

Teen parents are encouraged to explore enrolling their children in one of the many programs listed in this handout, including Early Head Start and Head Start, programs holding contracts with the CDE/CDD, and the programs listed in the school readiness section. Three programs specifically intended to ensure that teen parents receive the support they need to graduate from high school are summarized in this section.

### Program Descriptions

- CalWORKs Stage 1 Child Care for Cal-Learn Teens:** Pregnant and parenting teens under the age of 19 who have not completed their high school education may qualify for cash aid if they live with their parents, guardian, another adult relative, or in an adult-supervised arrangement. Alternatively, pregnant and parenting teens may qualify for cash aid if they meet one of the following conditions: 1) they do not have a parent or adult relative with whom to live (parents are either deceased or whereabouts unknown); 2) the teen parents or their child would be at risk for abuse, neglect or sexual exploitation if they lived with the teens' parent or relative; 3) the teens have lived apart from their parent or adult relative for at least 12 months before their child was born or before applying for cash



aid; 4) they are married or legally emancipated; or 5) the senior parent or guardian does not allow the teen parent to live with him/her.

Cal-Learn is a mandatory program for CalWORKs participants receiving cash assistance, under 19 years of age, are pregnant or parenting, and have not completed high school. Cal-Learn participants are required to enroll in high school or an equivalency program. The Cal-Learn program provides payments for child care, transportation and school supplies, intensive case management through the Adolescent Family Life Programs (AFLPs) for those teens considered most at risk; bonuses of \$100 up to four times per year for report cards with average grades of "C" or better, and no bonuses or sanction for report cards showing average grades of "D". Teens not making adequate progress in school or not attending school regularly without a good reason will be sanctioned based on their age as follows:

- ↓ For teen parents from 16 through 19 years old who are not attending school or making adequate progress, the family's cash aid will be lowered by the amount the family receives for the teen.
- ↓ For teens younger than 16 years old who are not attending school regularly, their family's cash aid will be lowered by the amount of cash aid the family receives for the teen's parent(s)/caretaker relative.
- ↓ For teens younger than 16 years old who are attending school but not making satisfactory progress, their family's cash aid will be lowered by the amount the family receives for the teen.

Teen parents participating in Cal-Learn receive Stage 1 Child Care; teen parents are not required to work, however must attend school. The 48 month limit for cash aid does not begin until the teen parent has left Cal-Learn.

- **Adolescent Family Life Programs (AFLPs):** AFLPs provide intensive, in-home case management services to pregnant and parenting teens with infants up to 18 months old. Pregnant teens and mothers under 18 years old with children under 12 months old receive priority for participation as space is available. Among the services provided by AFLPs are: promoting self-sufficiency by assisting teens in meeting their educational and career goals; promoting healthy personal and family relationships; and assisting teens and their children with access to health care resources and social services, including resources for finding and selecting a child care and development program as well as increasing their parenting skills to help them raise healthier children.
- **California School Age Families Education (Cal-SAFE):** The Cal-SAFE Program is designed to support the academic success of pregnant and parenting teens, increase the availability of support services for enrolled students, and provide child care and development services to their children. Eighteen school districts offer Cal-SAFE Programs.

## Income Limits

- **Cal-Learn:** If the teen parent lives at home, her parent's income will be counted to determine if she and her child are eligible. If her parent is receiving CalWORKs, the baby will be added to the parent's case. If the teen parent lives with a relative, the relative's income will not be considered in determining eligibility.



- **AFLPs:** There are no income requirements for teens to participate in the AFLPs. However, there are State determined entrance criteria. In order to be eligible for AFLP, teens must be under 18 years of age, pregnant or parenting, and have a child less than 18 months old.
- **Cal-SAFE:** There are no income eligibility requirements for teens to participate in a Cal-SAFE program. Sixteen school districts host Cal-SAFE Programs, some of which offer child care and development services.

### How to Connect

- **Cal-Learn:** For more information about Cal-Learn, including the eligibility requirements and the services available under the program including child care, contact the County of Los Angeles Cal-Learn toll free number at 1-800-511-2070, visit [www.ladpss.org/dpss/calworks/callearn.cfm](http://www.ladpss.org/dpss/calworks/callearn.cfm) or call your local AFLP.
- **AFLPs:** Four organizations administer AFLPs that serve pregnant and parenting teens within their geographic area:

#### ALTAMED Health Services Corporation

Youth Services Division  
512 South Indiana Street  
Los Angeles, CA 90063  
(323) 307-0160

*Satellite Office:*  
711 East Wardlow Road, Suite 203  
Long Beach, CA 900807  
(562) 595-8040

#### El Nido Family Centers

Administrative Offices  
10200 Sepulveda Boulevard, Suite 350  
Mission Hills, CA 91345  
(818) 830-3646

2152 West Manchester Avenue, Suite 4  
Los Angeles, CA 90047  
(323) 971-7360

13460 Van Nuys Boulevard  
Pacoima, CA 91331  
(818) 896-7776

#### Foothill Family Services

Teen Family Services  
2500 East Foothill Boulevard, Suite 300  
Pasadena, CA 91107  
(626) 564-1613

*Satellite Office:*  
West Covina Center  
1215 W. West Covina Parkway, Suite 200  
West Covina, CA 91790  
(626) 338-9200

#### Project NATEEN

Childrens Hospital Los Angeles  
4610 Hollywood Boulevard  
Los Angeles, CA 90027  
(323) 361-5981

**Cal-SAFE:** Sixteen school districts throughout Los Angeles County offer Cal-SAFE programs as follows:

ABC Unified School District  
(562) 926-7136

Montebello Unified School District  
(323) 887-7900 x2482

Baldwin Park Unified School District  
(626) 962-3311 x5953

Paramount Unified School District  
(562) 602-6014

Bassett Unified School District  
(626) 931-3005

Pomona Unified School District  
(909) 397-4740 x5636

Charter Oak Unified School District  
(626) 966-8331 x214

Rowland Unified School District  
(626) 913-0376

Covina Valley Unified School District  
(626) 974-6436

Santa Monica-Malibu Unified School District  
(310) 395-3204 x1167

Glendale Unified School District  
(818) 247-4805

Walnut Valley Unified School District  
(909) 468-5208

Hacienda La Puente Unified School District  
(626) 933-8879

West Covina Unified School District  
(626) 931-1810 x7

Los Angeles Unified School District

- Cleveland High School - (818) 349-8410
- Locke High School - (323) 755-0102
- Ramona High School - (323) 263-1120
- Roosevelt High School – (323) 780-6535

Whittier Union High School District  
(562) 698-8121 x1312

\*\* Los Angeles County Office of Education does not offer Cal-SAFE, however does provide education services to pregnant and parenting teens; very limited child care is available. Call (562) 940-1864.

## School Age Programs

*Serving school age children from kindergarten up to 13 years old or through 12<sup>th</sup> grade*

Families frequently face challenges seeking services for their children before and after school and when schools are not in session. This section describes two of the larger programs – the 21<sup>st</sup> Century Community Learning Centers and the After School Education and Safety Programs - targeted to school age children from kindergarten through 12<sup>th</sup> grade. It is not comprehensive in that the availability of school age programs is often determined by the offerings available through school districts, cities and local community-based organizations. Local schools are an excellent starting place for information about resources for school age children, some of which may be based on the school site, or at a community-based organization. While not intending to omit information on how individual school districts administer and operate their school age programs, special consideration is given in this section to Los Angeles Unified School District (LAUSD) as it is the largest school district in the county as well as the state and among the largest in the country. Local libraries and County and City Park and Recreation Departments are other potential sources of services for school age children.

In addition to the programs listed in this section, income eligible families with children from birth through 12 years old may enroll in a CDE/CDD-contracted program as funding and space is available (see section on California Department of Education/Child Development Division

(CDE/CDD) Programs, specifically the Child Care and Development centers, Alternative Payment Programs and Family Child Care Home Education Networks).

## Program Descriptions

- **21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC):** Provides before and after school programs for disadvantaged kindergarten through 12<sup>th</sup> grade students (particularly students attending schools in need of improvement) with academic enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The Centers also focus on family literacy and related educational supports. Most programs do not operate during vacation and summer breaks.
- **After School Education and Safety (ASES) Programs:** With funding from the CDE, schools and local community resources partner to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through eighth/ninth grade (elementary and middle schools). Program elements include: 1) education and literacy through tutoring and homework assistance in academic subjects; and 2) education enrichment that includes recreation and prevention activities. ASES Programs operate for a minimum of 15 hours per week and at least until 6:00 p.m. on regular school days. Before School Programs operate one to two hours per day. Most programs do not operate during vacation and summer breaks.
- **Los Angeles Unified School District (LAUSD – Beyond the Bell Branch):** LAUSD, through its Beyond the Bell Branch and as the grant recipient and administrator of their district's 21<sup>st</sup> CCLC and ASES funds, contracts with a number of community-based organizations - such as LA's BEST, Woodcraft Rangers, LA Conservation Corps, Afterschool All-Stars, and more - to deliver before and after school services throughout their district. LAUSD also provides services directly through units such as the Youth Development Program (YDP), Youth Services Plus (YS Plus) and "Ready, Set, Go! – Before School Program". As such, LAUSD provides funds for the operation of the following programs that are designed to ensure that school age children have access to high quality, safe and supervised educational, enrichment and recreational programs:
  - 🔔 **Beyond the Bell Branch:** An administrative department of the Los Angeles Unified School District (LAUSD), ensures that all students within the district have access to high quality, safe and supervised educational, enrichment and recreational programs that engage and inspire learning and achievement beyond the regular school day. Beyond the Bell Branch connects students and youth to their home, school and community through a variety of programs that are provided and operated by the school district and its partner agencies before and after school and on weekends. Beyond the Bell programs offer academic intervention programs, before and after school programs, and free tutoring.
  - ☀️ **LA's BEST (Better Educated Students for Tomorrow) After School Enrichment Program:** In a unique partnership with the City of Los Angeles and LAUSD, provides a safe haven for children, ages 5 to 12, at 180 elementary school sites each day during the critical hours after school at no cost to parents. LA's BEST provides its students with homework assistance, a cognitively-based enrichment activity (i.e. science club, math club, literacy activity), a fun recreation activity of their choosing (i.e., dance, sports, art, cooking), and a nutritious snack. In addition to daily core



activities, LA's BEST has several enhanced programs in the arts, fitness, science and technology, typing, or literacy.

### Income Limits

- **21<sup>st</sup> CCLC and ASES:** Every student attending a public school operating an ASES Program is eligible to participate as space allows. Any school and public or private organization operating a 21<sup>st</sup> CCLC must provide opportunities for the participation of both public and private school students in the area as space allows.
- **Beyond the Bell Branch:** The before and after school programs operated under Beyond the Bell Branch are available by application to students attending that particular school site as space is available. The free tutoring is available only to students eligible for free and reduced lunches and attending need to improve (Title I) schools.
- **LA's BEST:** Open to children who regularly attend a school where the program is located and at no cost to parents. Students are enrolled on a first come, first serve basis with some spaces reserved for special referrals by principals and counselors of students whom they feel are in great need of such a program.

### How to Connect

- **21<sup>st</sup> CCLC and ASES:** The R&Rs provide referrals to school age programs including 21st CCLCs and ASES Programs. Families may call toll-free 1-888-922-4453 to be connected to their local R&R. Families are also encouraged to check with their child's school to find out if a 21<sup>st</sup> CCLC or ASES is hosted on the school site. If the school does not offer the services, contact the family's school district to find out if there are programs on other school sites and whether their child may enroll in the program.
- **Beyond the Bell Branch:** For more information about Beyond the Bell and its programs, visit <http://btb.lausd.net> or call (213) 241-7900.
- **LA's BEST:** Visit [www.lasbest.org](http://www.lasbest.org) to learn more about the program offerings; to locate a school offering a LA's BEST program, click on 'Our Programs', then 'Our Schools'. For those without Internet access, call (213) 745-1900.



## **REGISTRATION AND ENROLLMENT: DEVELOPING A PORTFOLIO FOR CHILD CARE AND DEVELOPMENT**

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The California Department of Education/Child Development Division-contracted child development programs require documentation to verify family and income status as well as work and school/training status of parents or other primary caregivers\*. If there is more than one parent or primary caregiver in the home, or more than one adult with some responsibility for the care and shelter of the children, then documents for that other adult must also be maintained.

**The following documents are important to collect and maintain in a safe place for easy reference and duplication when needed. Note that a number of items are relevant only when the child is under the custody of the parent.**

- Copy of each child's original birth certificate.  
*Verifies the relationship between parents and children and to verify family size.*
- Contact information for the employer: name and address of business, name of supervisor or manager, telephone number or e-mail address.  
*Used to contact the employer to verify employment and work schedule. Other methods may be used if contacting the employer would pose a risk to the parent or primary caregiver.*
- Copies of other documents verifying income sources and amounts. Examples:
  - Copies of SSI, unemployment, or Workers Compensation checks for a month or more
  - Copies of child support checks*Used to document types of income other than from employment.*
- Work schedules, if the parent or primary caregiver works variable schedules from week to week or month to month. The schedule may be from work or the parent or primary caregiver may develop a record of past schedules by marking a calendar.  
*Verifies the hours and days care is needed.*
- Copies of college or job training enrollment forms; transcripts or other grade/progress reports issued from the college or training institution; class or training schedules.  
*Verifies that the parent or primary caregiver's need for child care is due to participation in education or training.*

### **If the child is residing under the custody of the parent(s):**

- Copies of two to three months of pay stubs for each working parent in the family. The pay stubs should state gross and net income as well as the hours of work for the pay period if parent is paid by the hour. The dates on the pay stubs should be current. As new stubs are available, old ones may be discarded.  
*Verifies income for working parents.*
- Copies of business licenses, tax returns, business cards or ads, space rental agreements, business invoices and receipts. In some instances, client appointment lists may be required.  
*Verifies that an individual is self-employed, their income from the self-employment or business, and the hours of work.*

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\* Primary caregiver for the purposes of this document refers to relative caregivers, foster parents or legal guardians.

- Copies of legal separation or divorce papers, or rent receipts or rental agreements, utility bills, or other records that identify the head of household (applying parent or primary caregiver). The address on the records should match the address used by the parent to apply for care. Child support documentation or court orders may also be used to verify single parent status.

*Necessary when the applying parent indicates they are a single parent and head of household.*

**Information needed when enrolling a child in a child care and development program. Many of the same records or documents will be needed when children enroll in elementary school.**

- Copy of each child's original birth certificate with name, date of birth and gender.
- Parent or primary caregiver's contact information, including name, address and telephone numbers (e.g., home, work, school, and/or cell).
- Names and contact information of individuals who could be called in an emergency when parent or primary caregiver is unavailable.
- Physical form (provided by the child care and development program) with current TB clearance completed by a doctor. For your home records, keep forms from visits to pediatrician.
- Copy of each child's current Immunization Record (update annually).
- Any information about the child's food restrictions and allergies.
- Contact information, including the name, address and telephone number of the child's doctor, in case of emergency.
- Record of current medications, including the name of the doctor and instructions for providing the medications to the child.
- Rent receipts or utility bills to verify residence within a particular service area or school district.

# **PRESCHOOL PROGRAMS ENROLLING NOW**

## **State Preschool, Head Start and Los Angeles Universal Preschool (LAUP)**

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### ***Attention: Parents, Foster Parents and Relative Caregivers of Preschool-Age Children***

Children who participate in high quality preschool programs are better ready to learn when they enter kindergarten and the effects of a high quality preschool program are often long lasting. Parents, foster parents, and relative caregivers are encouraged to enroll their three- and four-year-old children in late winter/early spring for classes beginning in August and September in the current year and ending in June of the following year. If interested, act fast as programs fill up!

### **California State Preschool Programs (CSSPs)**

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#### ***What is a California State Preschool Program?***

- **Free** part-day (3½ hours) comprehensive child development program.
- Generally operates from August through June or September through June.
- Serves three- to four-year-old children from low-income families residing in the local community.
- Priority given to families with open cases with the Department of Children and Family Services (DCFS), as space is available.
- Provides free meals and snacks.
- Also, provides parent education and encourages parent participation.
- Refers families, as needed, to health and social services.

**\*\* Some CSPPs operate a full day for income-eligible parents needing to maintain employment, meet work participation requirements, or participate in education or job training.**

#### ***What will I need to enroll my child?***

- A copy of the child's original birth certificate.
- Child's current immunization record.
- Current address verification, such as utility bills.
- Documents to determine family size, such as birth certificates.
- Physician's Report Form provided by the State Preschool Program, indicating that the child has received a physical exam and is current with immunizations.

### **Head Start**

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#### ***What is Head Start?***

- **Free** part-day (at least 3½ hours) child development program for low-income and disabled preschoolers.
- Generally operates from September to June; some full-year programs are available.
- Serves three- to five-year-old children from low-income families residing in the local community, with priority given to four-year-olds.
- Priority given to families most in need, including families at risk and/or in crisis, and children with disabilities.
- Comprehensive services, including social services, health, mental health, nutrition and parent involvement.
- Families receiving public assistance and children in foster care are eligible even if their family income exceeds the guidelines.

**\*\* Some Head Start Programs operate a full day for income-eligible parents needing to maintain employment, meet work participation requirements, or participate in education or job training.**



### **What will I need?**

- A copy of the child's original birth certificate.
- Child's current immunization record with TB test.
- Documentation of child's disability, if applicable.
- Documentation of family at risk or in crisis (i.e. court referral, treatment center, etc.), if applicable.
- Evidence of family's annual income.
- Proof of current address.
- Current physical report from child's doctor.

## **Los Angeles Universal Preschool (LAUP)**

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### **What is LAUP?**

- Part-day (3½ hours) child development programs. (LAUP is **free** to families under the supervision of the County of Los Angeles Department of Children and Family Services (DCFS) and Probation Department. Families not associated with DCFS or Probation may be required to pay an investment fee depending on their income and the program in which they enroll their child.)
- Generally operates from September to June; some offer summer programs as well.
- Serves four-year-old children regardless of family income.

*LAUP operates in existing child care and development programs, including publicly subsidized centers, private centers, faith-based programs, Head Starts, and family child care homes. Enrollment in some programs – State Preschool and Head Start – is limited to families that meet the eligibility factors described in the previous sections of this flyer.*

### **What will I need to enroll my child?**

In general, you will need to provide documents similar to those required for State Preschool and Head Start Programs. However, the required documents may vary based on the type of program for which you are eligible and wish to enroll your child.

## **How Do I find a Preschool Program?**

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To learn more about California State Preschool Programs, Head Start and LAUP and receive referrals to programs in your local community, contact your local Child Care Resource and Referral Agency (R&R). Visit the Office of Child Care website ([www.childcare.lacounty.gov](http://www.childcare.lacounty.gov)) and click on "Navigating the Child Care and Development System" for a map to help you select the R&R serving your community. R&Rs help families by providing referrals to an array of licensed child care and development programs for children from birth and up and by providing resources and referrals to low-income families eligible for child care subsidies. Be sure to ask for referrals to **California State Preschool, Head Start** and/or **LAUP** when you call. You may also receive referrals to Head Start Programs by calling, toll-free, 1-877-PRE-K-KID (773-5543) or locate an LAUP site by visiting their Web site at [www.laup.net](http://www.laup.net) or calling 1-866-581-LAUP (581-5287).

In addition to your local R&R, information on finding and selecting high quality child care and development services is available from the National Association for the Education of Young Children at [www.naeyc.org](http://www.naeyc.org) and the National Association for Family Child Care at [www.nafcc.org](http://www.nafcc.org) or the Steps to Excellence Project (STEP) at [www.childcare.lacounty.gov](http://www.childcare.lacounty.gov).

We hope that you will take this opportunity to enroll your preschool age child in a free California State Preschool Program, Head Start Program or LAUP.



**Sartell, Michele**

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**From:** Patricia Cole [kquigley@zerotothree.org]  
**Sent:** Tuesday, November 01, 2011 2:21 PM  
**To:** Sartell, Michele  
**Subject:** November 17 Webinar: Supporting Infants & Toddlers in the Child Welfare System



Join the ZERO TO THREE Policy Network

**Supporting the Development of Infants and Toddlers in the Child Welfare System: A Call to Action**  
**November 17, 2011 Webinar**  
**2:00 PM - 3:30 PM EST**



**[CLICK HERE TO REGISTER!](#)**

This webinar will focus on the need to infuse child welfare policies and practices for infants and toddlers with the science of early childhood development, highlighting a recent report, ***A Call to Action on Behalf of Maltreated Infants and Toddlers***. Created by leading early childhood development and child welfare organizations, the report lays out the elements of a developmental approach. The new Child and Family Services Improvement and Innovation Act requires states to report strategies for addressing the developmental needs of infants and toddlers in their care, making this a timely topic for states.

Infants and toddlers are the largest single group entering foster care. Thirty-one percent of children entering care are under 3 and remain in care 50 percent longer than older children. During this pivotal period of development, maltreatment can alter brain architecture and lead to lifelong problems. Foster care practices not attuned to developmental needs can compound this damage. Yet, this time provides a window for successful interventions.

Panelists will discuss the prevalence of infants and toddlers in the child welfare system, the compelling evidence on the developmental impact of maltreatment, and elements of a system that puts science into action. Following the presentations, listeners will have the opportunity to ask questions.

- **Moderator**

**Patricia Cole**  
Director of Government Relations  
ZERO TO THREE Policy Center

- **Presenters**

**Dr. Michelle Ernst**

Senior Researcher  
Chapin Hall at the University of Chicago

**Dr. Brenda Jones Harden**  
Associate Professor  
Institute for Child Study, University of Maryland

**Janie Huddleston**  
Deputy Director  
Arkansas Department of Human Services

**Judy Langford**  
Senior Fellow  
Center for the Study of Social Policy

**To join the webinar, you need a computer with an Internet connection.** You can listen to the webinar over the Internet with your computer speakers. Be sure to test your network and system compatibility with iLinc and prepare your system for your first online session [here](#).

**As phone lines for this webinar are limited, only those without speakers are encouraged to listen over the phone.** If it is necessary to use the call-in line, we ask that each organization use one line only.

**A recording of the webinar and supporting materials will be posted on the ZERO TO THREE website** at <http://www.zerotothree.org/policywebinars> for those who are unable to attend the live event.

For questions about the webinar, please contact Kelsey Quigley at [kquigley@zerotothree.org](mailto:kquigley@zerotothree.org).

To Unsubscribe: You may unsubscribe from our mailing list at any time by visiting [here](#).



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1255 23rd Street, NW, Suite 350 · Washington DC 20037 · [www.zerotothree.org](http://www.zerotothree.org)

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