Policy Roundtable for Child Care Annual Retreat
July 10, 2013 ✦ 9:00 a.m. – 3:00 p.m.
Eaton Canyon Nature Center
1750 N. Altadena Drive ✦ Pasadena

Working the Levers for Change to Promote Child and Family Well-being

Retreat Goals

1. *Conduct Roundtable business in a transparent and efficient manner.*
2. *Engage members in the process of updating the Policy Framework.*
3. *Structure the retreat to facilitate social connections among members.*

When	What	Who
8:30	**Coffee and Networking**	
9:00	**1. Convene** a. Welcome and Introductions b. Overview of the Day • Levers for change ○ Parent partnerships ○ Professional development ○ Policies and systems	Dora Jacildo Vice Chair
	2. Approve Minutes from June 12, 2013 *ACTION ITEM*	
	3. Nominating Committee Report • Election of Chair and Vice Chair *ACTION ITEM* • Comments from New Officers	Keesha Woods Stacy Miller
9:30	**4. Legislative Report** a. Sacramento Update b. Federal Update	Adam Sonenshein Michele Sartell
9:40	**5. Updating the Child Care Policy Framework**	Dora Jacildo
9:45	a. Accomplishments and Lessons Learned Since 2009	K. Malaske-Samu
9:55	b. Current Landscape • Population and Child Care Supply	Karla Howell
10: 15	c. Policies and Systems • Federal Policies ○ Head Start funding in Los Angeles County ○ President's early education proposal - handout ○ Proposed federal CCDF regulation changes	Keesha Wood Michele Sartell

When	What	Who

10:25	• State Policies
	  ○ What the budget says about State policies for young children
	  ○ QRIS implementation (afternoon session)
	  ○ Transitional Kindergarten – handout
	  ○ Community Care Licensing – handout
		Adam Sonenshein

10:35	d. Parent Partnerships • Republic Article "*The Hell of American Day Care"* • Information, Access, Affordability and Parent Choice	*Ruth Yoon* Sharoni Little
10:50	e. Professional Development • Professional Development as a Vehicle for Practice Change – the Magnolia Community Initiative	Sam Chan
11:10	f. On the Horizon *This is the first in a series of efforts to collect input on the Policy Framework and is focused on County Departments* • Children and Family Services • Parks and Recreation • Probation • Public Health • Public Social Services	 *Jennifer Hottenroth* Faith Parducho *Jeannette Aguirre* Robert Gilchick *Nurhan Pirim*
12:10	**6. Did you hear what I heard? Checking-in with the group**	Dora Jacildo Sharoni Little
12:30	**Lunch**	
1:15	**7. OCC – Child Care Quality Rating and Improvement Systems** a. Steps to Excellence Program (STEP) b. Race to the Top – Early Learning Challenge (RTT-ELC)	Helen Chavez
2:00	**8. Report on Best Start Retreat** a. Adoption of 3 Core Family Results b. Adoption of 3 Core Community Results c. Implications for Countywide Investments	Duane Dennis
2:30	**9. Check-in** • Did we accomplish our goals for the meeting?	Dora Jacildo Sharoni Little
3:00	**10. Adjourn**	

Names in italics have been invited but not confirmed.

Levers for Change: Implementing and Sustaining Strengthening Families in States and Counties

Implementing Strengthening Families at a state, county or local level requires engaging the programs and services that already provide support for children and families as partners. States participating in the Strengthening Families National Network have found three key "levers for change" are critical for fully realizing the promise of Strengthening Families.

Using very small investments, these levers can create incentives, capacity and significant momentum to encourage local programs and service systems to use the Protective Factors Framework. The levers create a systemic, scalable and sustainable opportunity to implement the Protective Factors.

The three levers for change are:
- Parent partnerships
- Professional development
- Policy and systems

Parent Partnerships

Leadership from parents at every level ensures that program and practice strategies (a) are responsive and relevant to all kinds of family needs and choices (b) model the relationships among families, service providers, and community resources that can promote the best possible partnership to support children's development and (c) engage parents as active partners. Partnerships work best when many parents are consistently involved as decision-makers in program planning, implementation and assessment.

Starting points for implementing successful parent partnerships:
- Reach out and partner with existing parent organizations
- Create and maintain prominent leadership roles for parents
- Continually assess what motivates parents to engage in program leadership
- Provide leadership training and support for parent leaders to participate
- Create opportunities for parents to engage with other parents in understanding and using the protective factors in their own families
- Designate specific resources for parent engagement, participation and leadership

Professional Development

Infusing the Protective Factors Framework into training for all people who work with children and families helps build a workforce across disciplines with common knowledge, goals and language. Professionals at every level, from frontline workers to supervisors and administrators, should get training tailored to their roles with a consistent message focused on Strengthening Families.

Starting points for using professional development to implement Strengthening Families:
- Provide orientation and training on Strengthening Families at professional conferences and meetings
- Offer the Protective Factors Framework to current training providers to leverage existing training capacity
- Integrate Strengthening Families research and Protective Factors Framework into university, college, continuing education and certificate programs
- Incorporate Strengthening Families concepts into new worker training
- Develop online training and distance learning opportunities
- Reinforce training with follow-up support, such as reflective supervision and ongoing mentoring

Policies and Systems

Strengthening Families can serve as a platform for coordination across diverse initiatives since it's based on research used by different disciplines and focuses on goals held in common by several departments and agencies. The Protective Factors Framework provides a bridge for promoting optimal child development AND preventing child abuse and neglect. Regulations and procedures that govern everyday practice are one avenue for creating and reinforcing linkages across agencies using Strengthening Families as a basis for their work.

Policy and systems strategies for building collaboration:
- Engage multidisciplinary partners responsible for improving child outcomes and preventing maltreatment in Strengthening Families state leadership
- Use the Protective Factors Framework to define a shared set of desired outcomes for families across systems and disciplines
- Link Strengthening Families to cross-systems planning efforts as a way to implement common language and common goals
- Adapt contracting methods for funding and assessing programs to include a focus on Protective Factors
- Revise job requirements, performance reviews and performance contracts to reflect the Strengthening Families approach to working with children and families

CENTER FOR THE STUDY OF SOCIAL POLICY'S
strengthening families™
A PROTECTIVE FACTORS FRAMEWORK

Mobilizing partners, communities and families to build family strengths, promote optimal development and reduce child abuse and neglect

Strengthening Families: Creating a New Normal

The Strengthening Families Approach:

- Benefits ALL families
- Builds on family strengths, buffers risk, and promotes better outcomes
- Can be implemented through small but significant changes in everyday actions
- Builds on and can become a part of existing programs, strategies, systems and community opportunities
- Is grounded in research, practice and implementation knowledge

Levers

Community and multi-system leaders act to build sustainable infrastructure through key levers for change:

- Parent Partnerships
- Policy/Systems
- Professional Development

→

Strategies

Community programs and worker practice consistently:

- Facilitate friendships and mutual support
- Strengthen parenting
- Respond to family crises
- Link families to services and opportunities
- Value and support parents
- Further children's social and emotional development
- Observe and respond to early warning signs of abuse and neglect

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Protective Factors

Families and communities build protective factors that also promote healthy outcomes:

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Social and emotional competence of children

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Results

- Strengthened families
- Optimal child development
- Reduced child abuse & neglect

A New Normal

Families and communities, service systems and organizations:
- Focus on building protective and promotive factors to reduce risk and create optimal outcomes for children, youth and families
- Recognize and support parents as decision makers and leaders
- Value the culture and unique assets of each family
- Are mutually responsible for better outcomes for children, youth and families

Policy Roundtable for Child Care

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

June 12, 2013
10:00 a.m. – 12:00 p.m.
Conference Room 743
Kenneth Hahn Hall of Administration
500 West Temple Street
Los Angeles, California

I. WELCOME AND INTRODUCTIONS

Dr. Jacquelyn McCroskey, Chair of the Policy Roundtable for Child Care (Roundtable), opened the meeting at 10:06 a.m. Members and guests introduced themselves.

A. Review of Meeting Minutes – May 8, 2013

Action: *Ms. Nina Sorkin entered a motion to approve the minutes; Ms. Dora Jacildo seconded the motion. The motion passed with one abstention.*

B. Progress on Policy Framework Update

Dr. McCroskey reported that the first meeting of the Steering Committee was held on May 23, 2013. Committee members will be reviewing the accomplishments over the past two years and then think strategically about objectives for the next two years. Specifically, the Committee has outlined its work as follows:

- addressing this task as essentially building some new increments based on what the Roundtable has already done and learned,
- using the same goals as an interim structure (although the Steering Committee agreed to visit potentially combining goals 2, 3 and 4 in some way),
- working collaboratively with County departments and key partner institutions (e.g., Los Angeles County Office of Education (LACOE), Los Angeles Unified School District (LAUSD)) by asking representatives to suggest new strategies or ways to deepen existing strategies.

Dr. McCroskey then asked members to offer their thoughts on the logical next steps in terms of how the Roundtable can work most effectively with their department or institution.

The next meeting of the Steering Committee is scheduled for June 26, 2013 from 1:00 to 3:00 p.m. in the Service Integration Branch's 5th Floor Work Room.

Dr. Robert Gilchick asked what influence is available with respect to augmenting the elements included in the quality rating and improvement scale (QRIS). From a public health standpoint, he is interested in recommending the inclusion of health indicia in the ratings and offered the resources of the County's Department of Public Health (DPH) to help make this happen. Dr. McCroskey noted that to date only early childhood people have been involved in the development of the QRIS and added that not many counties have thought about public health issues. A brief discussion ensued about strategies for including the health perspective in the discussions. Ms. Laura Escobedo offered that the DPH representative serving on the Child Care Planning Committee (Planning Committee) could participate in their Quality Work Group, which provides feedback on quality projects. Mr. Adam Sonenhein suggested that he is available to facilitate a conversation with Los Angeles Universal Preschool (LAUP) representatives as well.

C. Nominating Committee Report

Reporting on behalf of the Nominating Committee, Ms. Karla Howell introduced the slate for Chair and Vice Chair as Ms. Dora Jacildo and Dr. Sharoni Little respectively who have both agreed to serve. The Roundtable will vote on the slate of officers at the July retreat.

Mr. Duane Dennis announced that he has been appointed as the Second Supervisorial District representative to the First 5 LA Commission. As such, he will no longer represent the Roundtable as an ex officio member, which means the Roundtable will need to appoint a new representative. Mr. Dennis is excited about his appointment as it gives a voting voice on behalf of early care and education. Furthermore, the changes will add a greater presence around issues near and dear to the field of early care and education. He is looking forward working closely with the Roundtable appointee to bring a greater emphasis to early care and education as it relates to First 5 LA.

Dr. McCroskey asked Mr. Dennis to describe his responsibilities as an ex officio member on behalf of the Roundtable. Mr. Dennis explained that he made sure the perspective of early care and education was always front and center during any conversation around First 5 LA endeavors and funding opportunities. He mentioned that First 5 LA's largest investment is in universal preschool and as such, requires careful examination. He mentioned that Supervisor Mark Ridley-Thomas, the current chair of the First 5 LA Commission, is interested in policy issues and plans to bring a policy motion relating to early care and education to the floor at their next meeting. Mr. Dennis commented that he has brought both a programmatic and policy perspective to the table. Operating early care and education programs is helpful, however more important is the ability to frame the issues from a systems perspective.

The time commitment can be intense given First 5 LA's work. Currently, their work on Best Start has prompted a number of extra meetings to discuss strategy. All members are expected to serve on committees. Mr. Dennis added that there is a lot of reading, especially in preparing for the monthly Commission meetings. And the next four months are critical as the Commission moves to approve a budget. Careful deliberation will be required to ensure that the budget relates to their priorities for allocating funds. Commissioners are off in August.

Mr. Dennis relayed that in terms of the appointment, the representative may need to recuse herself from funding decisions if her organization is an applicant, something that has occurred for most Commissioners. While it may be of value to have someone who may not be in line for funding, this is a decision of the nominating committee.

Members interested in representing the Roundtable as ex officio members on the Commission were invited to submit their names to Ms. Howell. The Nominating Committee will consider the names and then offer a recommendation at the July retreat. Mention was made that Roundtable members representing County departments are not eligible.

D. Update on Los Angeles County Office of the California Early Care and Education Workforce Registry

Ms. Malaske-Samu referred to the previous month meeting at which it was reported that First 5 LA was entering into a strategic partnership with the Child Care Alliance of Los Angeles (the Alliance) and the Office of Child Care to develop a pilot workforce registry for Los Angeles County. Since approved by the First 5 LA Commission, there is a better understanding of the budget, which is smaller than first expected. As a result, the Office of Child Care will participate on a more limited basis without funding, contributing to the work given its stipend and quality rating and improvement system programs and the Planning Committee. Ms. Cristina Alvarado thanked Ms. Kathy Malaske-Samu and Ms. Escobedo for their participation in the planning meetings and thinking through how the registry will work. The budget cut was not anticipated; however it is a pilot project and the Alliance wants to keep working with the Office of Child Care and its other community partners. Ms. Alvarado volunteered to present updates to the Roundtable as implementation is underway.

E. Updating the Policy Roundtable for Child Care Ordinance

Ms. Malaske-Samu referred to the draft Board letter and County Counsel ordinance that was e-mailed on June 7th to the membership and included as a copy in their meeting packets. Ms. Malaske-Samu asked members to send her final corrections as soon as possible. The ordinance will codify operational changes and updates to responsibilities and duties. It also takes the Roundtable through the sunset date of June 30, 2016.

II. SURPLUSES AND SHORTFALLS IN THE LOCAL CHILD CARE SUPPLY

Dr. McCroskey welcomed Ms. Laura Escobedo while simultaneously acknowledging her retirement planned for the end of next month. Dr. McCroskey, on behalf of the Roundtable, extended deep appreciation for her contributions to the Office of Child Care and to the Roundtable's understanding of the local child care supply and demand for those services. Ms. Escobedo was recognized for her incredible job of compiling and analyzing data on child care needs and demand, guiding the Planning Committee through its strategic planning process, and doing it all with a truly collaborative spirit. Dr. McCroskey thanked Ms. Escobedo for her service to the children and families of Los Angeles County.

Ms. Escobedo's last day with the Office of Child Care is July 30, 2013. A retirement party is planned for Thursday, July 25, 2013 from 5:00 – 7:00 p.m. at Les Noces du Figaro in downtown Los Angeles.

A. Recommended Priority Areas for Increased Child Care Subsidies

Ms. Escobedo assured members and guests that today is not the last time for them to receive an update on needs as it is a mandate of the Planning Committee, which is on track for completing one every other year. The current needs assessment is an update to the last one done in 2011. The most significant change is technical as all of the needs assessment work done prior to 2012 was based on data from the 2000 census. Ms. Escobedo remarked that at that time, projections relating to population growth were over-optimistic. The current numbers represent 200,000 fewer children ages birth to 12 years old than originally estimated. As such, the picture changes regarding need and availability. Referring to the handout included in the meeting packets, Ms. Escobedo noted an 11.5 percent reduction, with the largest reduction attributed to preschool age children. She added that minor changes in workforce show a slight increase in the number of families with infants and toddlers, thus raising demand and adding to the ongoing problem for the County and the state.

Moving to likely use of licensed options, Ms. Escobedo commented on the Los Angeles County Health Survey conducted every year by the DPH. The survey includes questions relating to the use of child care by selected populations, including specific enough questions to obtain information on the type of care arrangements sought by families. The data collected from the survey is then applied to general population to make assumptions.

Ms. Escobedo relayed that there has been a dramatic increase in the numbers of families with children from birth to three years old who would likely use center-based care. In addition, the numbers rose for families likely to seek services from family child care homes. Consequently, fewer families wanted to use license-exempt providers. Some discussion followed with consideration of possible explanations, such as the economy, decreased reimbursement rates for license-exempt providers, and public media campaigns around quality child care (i.e. LAUP advertisements). Still, there is not enough infant care in centers or family child care homes.

Half day preschool is much better positioned to meet the demand than two years ago, in part due to the drop in the number of preschool age children. Ms. Escobedo stated that preschool programs are meeting the needs of four out of every five children and that is with respect to all spaces, inclusive of LAUP. The question was asked whether the data includes the numbers of children enrolled in Transitional Kindergarten (TK). Ms. Escobedo thought that the overlap would likely be small, however no work has been done to sort out the impact of TK on demand and availability. Another issue raised is the potential impact that charging parent fees for the part-day State Preschool program might have on demand. The California Department of Education (CDE) has been conducting a study to learn about the impact; among the findings to date is that there has been a tremendous amount of turnover.

Ms. Escobedo commented that the numbers reflect all children eligible to participate in a preschool enrichment program, subsidized as well as unsubsidized. Overall, preschool is only serving 50 percent of three and four year old children. Ms. Escobedo added that some families secure enrichment opportunities through other sources for which they pay. Many families earn incomes on the border – high enough that they are not eligible for subsidized services, but low enough that they cannot afford to pay.

In answer to a question regarding choices providers might make with respect to serving children from birth to three years old, Ms. Escobedo replied that center and family child care homes are predominantly used by families with two and three year old children. *Ms. Nina Sorkin asked about the status of children under 14 years old and with disabilities and other special needs accessing child care and development services, including specialized programs. She specifically expressed her interest in whether there is a count of this sub-population of the children participating in licensed child care programs.* To date, no effort has been made to break out the numbers by special or sub-populations. The notion is that early intervention has a beneficial impact on children the younger they are enrolled in such programs. *Dr. Sam Chan commented that many school districts have scaled down resources for children formerly served through AB 3632 programs (now referred to as ERMHS - Education-Related Mental Health*

Services). It was suggested that this issue be added as an agenda item for a future meeting with the idea of expanding it to address early childhood mental health."

Ms. Escobedo, addressing the needs of working families, highlighted a 65 percent shortfall in spaces for infants and toddlers, less than projected in 2011. Similarly for preschool age children, the shortfall dropped to 16 percent. On the other hand, the shortfall for school age children increased to 71 percent, due mostly to school districts not fully utilizing the available funding as opposed to funding cuts. Ms. Escobedo explained that most of the funding for school age children is not intended for child care, however many working families use it as such, particularly since the programs are free. Furthermore most of the funding for school age does not provide for operation during school breaks.

Next, Ms. Escobedo talked about setting priorities for expansion as more funding becomes available. The CDE requires the local planning councils in each county to set priorities for funding allocations based on the needs of the communities. Priority zip codes are ranked on a scale of one to three, with one identified as highest need. Priorities are established based on family income and the ages of eligible children by spaces and number of children served. Spaces are counted for center-based, school age, State Preschool, Family Child Care Home Education Networks and Alternative Payment Programs. The CDE is only interested in benchmarks for all children from birth to 12 years old; that is, priorities are not provided based on age groupings. While data is reported to the CDE in the aggregate, the Office of Child Care maintains data that can be used for more targeted discussions on future funding allocations.

The needs assessment data and priority listings will be posted on the Office of Child Care website at www.childcare.lacounty.gov in the near future.

III. CALIFORNIA BUDGET AND LEGISLATIVE ISSUES

A. May Revise and Child Care and Development Issues

Mr. Sonenshein directed members and guests to their meeting packets for the matrix summarizing the Governor's May revisions to the child care and development budget items contained in his proposed budget package for 2013-14, the response of the Assembly and Senate budget subcommittees, and the actions of the Conference Committee to resolve the differences. Overall, the Conference Committee accepted the Department of Finance's more conservative budget forecast over the Legislative Analyst Office's (LAO) projections that suggested additional revenue of $3.2 billion. The budget agreement also includes $1.1 billion in reserves. The compromise includes an opening for the legislature to revisit the budget in January 2014 to review whether the LAO's predictions have been realized, thus possibly allowing for restoration of some funding priorities.

In summary, only modest increases in State Preschool and other child care and development programs were approved by the Conference Committee. Other agreements included no shifting of child care and development programs to Proposition 98, maintaining parent fees for part-day State Preschool, simplifying the family fee schedule to monthly rather than daily fees and establishing flat rates, developing a California Preschool Plan (without funding), and funding CalWORKs Child Care Stages 2 and 3 based on estimated caseloads. (See matrix for further detail).

Mr. Sonenshein added that the Local Control Funding Formula (LCFF) was approved by the Conference Committee. He suggested advocating with districts on allocating some of their funds to early care and education. Exploration will be needed to determine if districts could partner with local providers or whether funding would be limited to programs operating on the school campus.

As a final note on the budget, Mr. Sonenshein stated that the approved Conference Committee budget items resulted from agreements made over the weekend between the Governor and the Legislature. The Governor, however, still has the authority to blue pencil items. Given the upswing of the economy and the agreements, it is less likely that the Governor will make any significant changes with his blue pencil.

B. Bills Related to Child Care and Development Services

- AB 274 (Bonilla): Child Care and Development Services

The bill analysis and recommended position of support adopted by the Roundtable at its May meeting was forwarded to the Chief Executive Office's Intergovernmental Relations and External Affairs (IGEA) on June 4th, 2013. Next steps include IGEA's review for consistency with the County's State Legislative Agenda and vetting with other County department's as needed. Based on the review, it should be included as a Pursuit of Position in a Sacramento Update to the Board of Supervisors. Once the Board receives the memo, the Office of Child Care on behalf of the Roundtable will prepare letters to Committee Chairs and the author as the bill continues to proceed through the legislature. The bill analysis was included in the meeting packet.

- SB 192 (Liu): Early Learning and Educational Support Act

The bill analysis with recommended position of support adopted by the Roundtable at its May meeting was forwarded to IGEA on June 10th, 2013. The CDE has been working closely with local stakeholders on drafting language to amend the provision of the bill relating to using Academic Performance Index (API) rankings of 1 to 3 to determine the allocation of expansion funds. The amendments would require the local planning councils to consider the API rankings as well as existing methodology to determine priorities for the distribution of expansion funds as they become available. The bill analysis was included in the meeting packet.

- AB 1152 (Ammiano): California School-Age Families Education (Cal-SAFE) Program

The Roundtable approved a recommended position of support on this bill, which would remove the Cal-SAFE program from the list of categorical programs and maintain it as a specific line item in the State budget. Unfortunately, the bill did not pass out of the Assembly Committee on Appropriations. Regardless, statewide groups are continuing to advocate on behalf of the Cal-SAFE program, urging legislators to amend the proposed LCFF in order to ensure a dedicated funding stream for this program that serves pregnant and parenting teens with academic supports and their children with quality child care and development services.

- SB 528 (Yee): Parenting and Pregnant Youth in Foster Care

The County has identified three bills relating to child care and development as legislation of interest. SB 528 was brought to the attention of IGEA by the Department of Children and Family Services (DCFS). Of particular concern to the County is the provision that would require foster youth to receive medical health information, including their rights to access certain services such as reproductive health care. At issue is the source of the information and ensuring that it is accurate and unbiased. The Office of Child Care was asked to weigh in on the child care and development provision; the bill analysis was included in the meeting packet. The County has not taken a position on this bill.

- AB 641(Rendon): Family Child Care Collective Bargaining

This bill also has been identified as legislation of County interest as have similar bills in previous years. Historically, the County has not taken a position on bills of this nature.

- AB 1187 (Mansoor): Title IV-E and Subsidized Child Care

AB 1187 has drawn some attention as well as confusion as some have interpreted it as an opportunity to draw down additional Title IV-E funds if used for child care and development services. There are counties that do not draw down their full allocation of Title IV-E funds due to the matching funds requirement. A proposed solution identified in this bill is to allow counties to use their subsidized child care and development and After School Education and Safety (ASES) program funds as the match. Based on a cursory examination of the bill, Ms. Patricia Carbajal of IGEA relayed in an e-mail to Ms. Michele Sartell that the bill may not apply to Los Angeles County as it participates in the CAP waiver program under a capped funding allocation, making it ineligible to draw down additional funds. Nevertheless, AB 1187 did not pass out of the Assembly Committee on Human Services. It could become a two-year bill; at that time the Roundtable could identify it as a bill of interest, which would cause some further research into its applicability to Los Angeles County.

C. Federal Initiative

- Proposal to Strengthen Regulations for the Child Care and Development Fund

Mr. Sonenshein directed members and guests to their meeting packets for the U.S. Department of Health and Human Services announcement of proposed new regulations to strengthen standards to better promote the health, safety and school readiness of children participating in child care and development programs receiving federal Child Care and Development Fund (CCDF) money. The new regulations would apply also to license-exempt (with some exemptions for relative caregivers) serving children subsidized with CCDF funds.

Mr. Sonenshein suggested that the Roundtable examine the regulations given the consistency with its Public Policy Platform, which addresses the need for a more robust licensing system and supports the development and implementation of a quality rating and improvement system. Comments are due by August 5, 2013.

Mr. Dennis asked that a fiscal analysis be prepared in time for the July retreat. He is particularly interested in the impact on individual providers. He noted that the focus on quality improvement is likely to result in fewer children in care, which could be significant for California. Ms. Malaske-Samu pointed out that the state is talking about a reduction in quality dollars. The discussion at the retreat will be an opportunity to identify potentially competing trends. STEP and RTT-ELC can be helpful in looking at the costs.

IV. ANNOUNCEMENTS AND PUBLIC COMMENT

- The Roundtable Annual Retreat is scheduled for Wednesday, July 10, 2013 from 9:00 a.m. to 3:00 p.m. at Eaton Canyon Nature Center. The retreat is an opportunity to engage in longer conversations and go deeper into issues. Members may be tapped to help with the conversations. Among items that will impact the discussions are the better economic outlook, pending work in the next iteration of the Policy Framework, expansion of the Steps to Excellence Program (STEP) and implementation of the Race to the Top-Early Learning Challenge (RTT-ELC). Mr. Sam Chan suggested capitalizing on the work of the Strengthening Families Learning Community to look at the bigger picture and how work can be done in concert with other networks.

V. CALL TO ADJOURN

The meeting was adjourned at 11:47 p.m.

Commissioners Present:
Ms. Maria Calix
Dr. Sam Chan
Mr. Duane Dennis
Dr. Robert Gilchick
Ms. Karla Howell
Ms. Dora Jacildo
Dr. Sharoni Little
Ms. Kathy Malaske-Samu
Dr. Jacquelyn McCroskey
Mr. Adam Sonenshein
Ms. Nina Sorkin

48 percent of members were in attendance

Guests:
Ms. Cristina Alvarado, Child Care Alliance of Los Angeles
Ms. Debi Anderson, Los Angeles County Office of Education
Mr. Robert Beck, Department of Public Social Services/Child Care Program
Ms. Patricia Carbajal, Intergovernmental Relations and External Affairs/Chief Executive Office
Ms. Nora Garcia-Rosales, Department of Public Social Services/Child Care Program
Ms. Jennifer Hottenroth, Department of Children and Family Services
Ms. Jennifer Quinn, Childhelp Foster Care
Ms. Kate Sachnoff, AdvoKate

Staff:
Ms. Laura Escobedo
Ms. Michele Sartell

County of Los Angeles
Policy Roundtable for Child Care

Policy Brief *July 5, 2013*

GOVERNOR SIGNS 2013-14 STATE BUDGET CHILD CARE AND DEVELOPMENT SERVICES

Overview

On June 27, 2013, Governor Jerry Brown signed the budget package for 2013-14, which reflects a multiyear balanced plan, continues to spend down budgetary debt and maintains a $1.1 billion reserve. The budget is comprised of a $96.3 state spending plan with an emphasis on restructuring K-12 education finance, reinvesting in state universities, and expanding Medi-Cal coverage under federal health care reform. Additionally, the budget package demonstrates modest efforts at re-investing in safety net programs, which have experienced cumulative reductions over the past four years.[1]

The remainder of this policy brief summarizes the 2013-14 state budget plan as it pertains to child care and development services.

Child Care and Development Budget Items

Overall, the budget for 2013-14 begins to restore funding for child care and development services. According to Early Edge California, the budget reflects a $50.8 million reinvestment - $15.8 million to backfill sequestration reductions, $25 million increase in State Preschool, and $10 million to expand non-CalWORKs child care.[2] Specifically, the budget package:

- Backfills an estimated $15.8 million of federal sequestration reductions with a like amount of General Fund as follows: $11.1 million for General Child Development programs, $4.2 million for Alternative Payment (AP) programs and $0.6 million for Migrant Day Care.[3]

- Allows for shifting any unspent CalWORKs Stage 2 funds to CalWORKs Stage 3 if funding is insufficient to support the estimated caseload.[4]

- Re-appropriates $10 million in unspent child care program funds from 2012-13 to 2013-14 to establish additional slots in the following programs: $7 million for General Child Development programs, $2.6 million for AP programs, and $0.4 million for Migrant Day Care.[5]

The Governor exercised his line item veto authority by:

- Eliminating the appropriation that would have required the California Department of Education to develop a preschool plan based on a federal proposal for universal preschool. In part, the Governor's veto message declared "The state does not have sufficient funds to support a universal preschool, and the federal government has not adopted funding for implementation of a universal preschool program involving states."[6]

- Reducing the budget for State Preschool by $5 million from $511.9 million to $506.9 million. The Governor's veto message stated "With this reduction, funding will be $25 million higher in the budget year, providing for increased preschool slots consistent with the $25 million augmentation I sustained for increased child care slots. While I am sustaining this augmentation for the preschool program, I am doing so on a one-time basis. Providing this increase on an ongoing basis would reduce future resources available for K-14 programs."[7]

Table 1 provides budget detail for items relating to child care and development services.

Programs	2012-13 Budget[8,9]	Budget Act of 2013[10]	Variance
Proposition 98 General Fund			
State Preschool	$481,003,000	$506,965,000	$25,962,000[11]
Non-Proposition 98 General Fund			
General Child Development	$464,913,000	476,938,000	$12,025,000
Migrant Child Care	$26,056,000	26,742,000	$686,000
Alternative Payment (AP) Program	$174,031,000	$178,501,000	$4,470,000
CalWORKs Stage 2 (AP)	$419,286,000	$357,797,000	($61,489,000)
CalWORKs Stage 3 (AP)	$148,425,000	$197,526,000	$49,101,000
Resource and Referral Programs	$18,688,000	$18,687,000	($1,000)
Handicap Allowance	$1,452,000	$1,457,000	$5,000
CA Child Care Initiative	$225,000	$225,000	No change
Quality Improvement	$49,490,000	$48,063,000	($1,427,000)
Local Planning Councils	$3,319,000	$3,319,000	No change
Accounts Payable	$4,000,000	$4,000,000	No change
Non-Proposition 98 Sub-total	***$1,309,885,000***	***$1,313,255,000***	***$3,370,000***
Child Care Facilities Revolving Fund	$5,000,000	$5,000,000	No change
Cost of Living Adjustment (COLA)	$0	$0	No change
Growth	$0		
Proposition 98 and non-Proposition 98 Sub-total	***$1,795,888,000***	***$1,825,220,000***	***$29,332,000***
Department of Social Services[12]			
CalWORKs Stage 1	$408,579,000	$332,800,000	($75,779,000)
Learning Supports			
After School and Education Safety Program	$547,025,000	$546,965,000	($60,000)
21st Century Community Learning Centers	$143,949,000[13]	$132,395,000[14]	($11,554,000)
Cal-SAFE Child Care	$24,778,000	Among categorical programs eliminated due to education finance reform.	
Pregnant Minor Program	$13,327,000		
Learning Supports Totals	***$729,079,000***		***($11,614,000)***
California Community Colleges[15,16]			
Cal-WORKs Child Care – Community Colleges	$9,188,000	$9,188,000	
Campus Child Care Tax Bailout	$3,350,000	$3,350,000[17]	
State Advisory Council on Early Childhood Development	$162,000[18]		
Race to the Top-Early Learning Challenge Fund	$11,913,000[19]	$11,339,000[20]	-$365,000

Funding for Quality Activities

The budget also reflects a $1.4 million decrease in funding for quality improvement activities. Budget language indicates that funding will be "allocated to meet the federal requirements to improve quality of child care and be used in accordance with the approved California plan for the federal Child Care and Development Fund."[21] The current plan for federal fiscal year 2012-13 lists 26 quality-funded activities.[22] The California Department of Education/Child Development Division expects to complete recommended revisions to the plan in the near future, which will then be submitted for approval to the Department of Finance before funds are expended as required by law.

State Medi-Cal Expansion and Programmatic Shifts

The budget adopts a state-based approach for expanding Medi-Cal under the federal Affordable Care Act without any realignment of human service programs (such as child care and development) to counties. The California State Budget 2013-14 Summary notes the "costs, risks and uncertainties" associated with increasing health coverage and improving access to certain services such as mental health care and substance abuse treatment. As such, funding currently allocated to counties for indigent populations may shift to human service programs based on a county by county formula as the state assumes more responsibility for meeting their health care needs.[23]

For More Information on 2013-14 Budget Bills: Impact on Children and Families

A number of organizations have developed overviews and analyses of the 2013-14 Budget as it impacts health and human services for children and families, including child care and development as follows:

California Budget Project	www.cbp.org
California Child Care Resource and Referral Network	www.rrnetwork.org
Child Development Policy Institute	www.cdpi.net
Early Edge California	www.earlyedgecalifornia.org
Legislative Analyst's Office	www.lao.ca.gov
ZERO TO THREE – Western Office	www.zerotothree.org/about-us/western-office.html

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

Endnotes:

[1] Brown, Jr. E.G. *California State Budget 2013-14.* State of California, June 27, 2013.
[2] Information retrieved on July 2, 2013 from Early Edge California website at http://www.earlyedgecalifornia.org/our-issues/budget/.
[3] AB 110, Chapter 20: Budget Act of 2013, Approved: June 27, 2013; item 6110-194-0890, Provision 5.
[4] AB 110, Chapter 20: Budget Act of 2013, Approved: June 27, 2013; item 6110-194-0001, Provision 8(f).
[5] AB 110, Chapter 20: Budget Act of 2013, Approved: June 27, 2013; item 6110-490.
[6] AB 110, Chapter 20: Budget Act of 2013, Approved: June 27, 2013; see line item veto for 6110-001—0001(9) with respect to Provision 21.
[7] AB 110, Chapter 20: Budget Act of 2013, Approved: June 27, 2013; see line item veto for 6110-196-001.
[8] AB 1464, Chapter 21: 2012-13 Budget, Approved: June 27, 2012; 6110-196-0001.
[9] AB 1497, Chapter 29: Budget Act of 2012, Approved: June 27, 2012; 6110-194-0001.
[10] AB 110, Chapter 20: Budget Act of 2013, Approved: June 27, 2013; items 6110-194-0001, 6110-196-0001.
[11] Expected to provide an additional 6,200 new slots for preschool age children in part-day programs. Of this amount, up to $5,000,000 is available for the family literacy supplemental grant provided to California State Preschool Programs pursuant to Education Code Section 8238.4.
[12] *California Child Care Programs Local Assistance –All Funds – 2013-14 Governor's Budget.*
[13] Of the funding allocation to 21st Century Community Learning Centers (CLCs) in the 2012-13 budget, $22,382,000 was one-time carryover from prior years payable from the federal trust fund.
[14] Of the funding allocation to the 21st CLCs, $10,700,000 is provided in one-time carryover funds to support the existing program.
[15] AB 1497, Chapter 29: Budget Act of 2012, Approved: June 27, 2012; 6870-101-0001(23).

[16] AB 110, Chapter 20: Budget Act of 2013, Approved: June 27, 2013; 6870-101-0001(23).
[17] Of the $332.8 million allocation to CalWORKs Child Care Stage 1. $53.9 million is for administration.
[18] AB 1464, Chapter 21: 2012-13 Budget, Approved: June 27, 2012; 6110-199-0890.
[19] AB 110, Chapter 20: Budget Act of 2013, Approved: June 27, 2013; Item 6110-200-0890. This item is supported with American Recovery and Reinvestment Act (ARRA) funds.
[20] Of the funding for RTT-ELC, $10,150,000 is available for allocation to the local regional leadership consortia to improve upon or develop quality rating improvement systems.
[21] AB 110, Chapter 20: Budget Act of 2013, Approved: June 27, 2013;. Item 6110-194-0001, Provision 1.
[22] Child Care and Development Fund (CCDF) Plan for State and Territory: California – FFY 2012-13. Retrieved on February 4, 2013 from www.cde.ca.gov/sp/cd/re/documents/stateplan1213final.pdf.
[23] Brown, Jr. E.G. *California State Budget 2013-14.* State of California, June 27, 2013.

COUNTY OF LOS ANGELES
Sacramento Legislative Office
1100 K Street, Suite 400, Sacramento, California 95814
(916) 441-7888 • Fax (916) 445-1424
http://ceo.lacounty.gov

WILLIAM T FUJIOKA
Chief Executive Officer

ALAN FERNANDES
Chief Legislative Representative

June 25, 2013

The Honorable Carol Liu, Chair
Senate Committee on Education
State Capitol, Room 5097
Sacramento, CA 95814

RE: AB 274 (Bonilla), As Amended May 24, 2013 – SUPPORT
Relating to Child Care and Development Services Act
Set July 3, 2013, in Senate Committee on Education

Dear Senator Liu:

The Los Angeles County Board of Supervisors supports AB 274.

Existing law establishes the Child Care and Development Services Act, which provides for subsidized child care and development services for eligible children up to 13 years. Under this act, the California Department of Education (CDE) contracts with Alternative Payment Programs (APPs) to provide families participating in the California Work Opportunities and Responsibility to Kids (CalWORKs) program or low-income working parents who do not qualify for CalWORKs, with subsidized child care vouchers.

AB 274 would positively benefit the programs and the families served by the 12 APPs in Los Angeles County that hold contracts with the CDE to administer subsidized child care programs. According to the County's Office of Child Care, AB 274 would reduce the processing of attendance documents from a daily to a monthly method and allow direct deposit of payments to providers. In addition, the bill would clarify that records may be maintained electronically, thus reducing the administrative burden of maintaining vast amounts of hard copies.

AB 274 is consistent with the County's policy to support the streamlining of CDE/Child Development Division administrative processes to expand access for low-income families, ensure continuity of care, and promote flexible use of early care and education funding to meet the needs of families. Therefore, I respectfully request your **"AYE"** vote on AB 274.

Sincerely,

Martha Flammer

Martha Flammer
Legislative Representative

c: Assembly Member Susan Bonilla
Each Member and Consultant, Senate Committee on Education

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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

June 26, 2013

The Honorable Carol Liu, Chair
Committee on Education
California State Senate
State Capitol, Room 5097
Sacramento, CA 95814-4900

Dear Senator Liu:

ASSEMBLY BILL 274 (BONILLA) – SUPPORT
SET FOR HEARING JULY 3, 2013

On behalf of the Los Angeles County Policy Roundtable for Child Care (Roundtable), I am writing to urge your support on AB 274 authored by Assembly Member Susan Bonilla. AB 274, if passed, will create greater efficiencies in the administration of subsidized child care and development services, particularly in the Alternative Payment (AP) Program.

The Roundtable, staffed by the Office of Child Care located within the Service Integration Branch of the Chief Executive Office, represents the collective experience, expertise and wisdom of community leaders in early childhood, education, business, economics and research and County departments representing child welfare, mental health, probation, public health, and parks and recreation. As a County Board of Supervisors appointed Commission, its primary mission is to build and strengthen child care and development services by providing recommendations to the Board of Supervisors on policy, systems, and infrastructure improvement.

Current processes for administering the subsidized child care and development system are cumbersome and do not reflect technological advances. AB 274 is intended to simplify administrative processes related to tracking and verifying attendance of children enrolled in child care and development programs that are subsidized with AP vouchers. The AP program, with vouchers, subsidizes child care provided primarily in private centers, family child care homes or by license-exempt providers such as a family, friend or neighbor. In addition, the bill would allow programs to maintain attendance and other records electronically and provide a mechanism for contractors to receive payments via direct deposit. In Los Angeles County, 12 agencies (inclusive of the eight Child Care Resource and Referral (R&R) Agencies and the Department of Children and Family Services (DCFS)) that hold a contract with the CDE to administer the AP Program will gain from the streamlined processes. Moreover, easing administrative burdens will ultimately free up agency resources that can then be used to improve direct services for children and their families.

AB 274 is consistent with the County's policy to support the streamlining of California Department of Education/Child Development Division (CDE/CDD) administrative processes to expand access for low-income families, ensure continuity of care, and promote flexible use of early care and education funding to meet the needs of families.

Please feel free to contact Kathleen Malaske-Samu by e-mail at kmalaske@ceo.lacounty.gov or by telephone at (213) 974-2440 or Michele Sartell by e-mail at msartell@ceo.lacounty.gov or by telephone at (213) 974-5187 at the Office of Child Care if you have any questions.

Yours truly,

Jacquelyn McCroskey

Jacquelyn McCroskey, D.S.W.
Chair

JM:MPS

Cc: Assembly Member Susan Bonilla
Each Member of Senate Committee on Education

Approved 3-2 on July 9, 2013

County of Los Angeles
CHIEF EXECUTIVE OFFICE
Kenneth Hahn Hall of Administration
500 West Temple Street, Room 713, Los Angeles, California 90012
(213) 974-1101
http://ceo.lacounty.gov

WILLIAM T FUJIOKA
Chief Executive Officer

July 8, 2013

To: Supervisor Mark Ridley-Thomas, Chairman
Supervisor Gloria Molina
Supervisor Zev Yaroslavsky
Supervisor Don Knabe
Supervisor Michael D. Antonovich

From: William T Fujioka
Chief Executive Officer

MOTION TO SUPPORT PRESIDENT'S PROPOSAL TO INCREASE INVESTMENTS IN EARLY CHILDHOOD EDUCATION AND UNIVERSAL PRESCHOOL (SUPPLEMENTAL AGENDA ITEM NO. 52-A, MEETING OF JULY 9, 2013)

Item No. 52-A on the July 9, 2013 Supplemental Agenda is a motion by Supervisor Ridley-Thomas to:

1. Instruct the County's Washington, D.C. Advocates to take all appropriate actions to support the passage of President Obama's plan to increase investments in universal preschool and early childhood education.

2. Direct the Chief Executive Office and the County's Washington, D.C. Advocates to send a five-signature letter to the President, Vice-President, Senate Majority Leader, Senate Minority Leader, House Speaker, House Minority Leader, and the County's Congressional Delegation stating the Board's support for the President's early learning plan and encourage them to ensure flexibility so that local preschool programs can implement a federally-supported preschool expansion plan; and

3. Direct the Chief Executive Office and the County's Sacramento Advocates to send a five-signature letter to the Governor, Senate President pro Tempore, Assembly Speaker, and the County's Legislative Delegation to encourage them to support the President's plan, voice their support to Federal representatives, and begin the planning process to best position California to qualify for this potential funding.

President's Early Childhood Education and Universal Preschool Proposals

In his 2013 State of the Union Address, the President briefly stated that "I propose working with states to make high-quality preschool available to every child in America." The President's Proposed Federal Fiscal Year (FFY) 2014 Budget subsequently included more detailed proposals to increase investments in early childhood education, including these two proposals, which were alluded to in Supervisor Ridley-Thomas' motion:

- $75 billion over 10 years for new "Preschool for All" matching grants to states to provide high-quality preschool to all four-year-old children from low and moderate income families, which would be financed by a 94 cent increase in the tax on a pack of cigarettes that would increase for inflation after 2014; and

- $750 million in FFY 2014 for Preschool Development Grants, which would be awarded on a competitive basis to states to help them build the infrastructure needed to implement high-quality preschool programs.

Other FFY 2014 budget proposals include: A $7 billion increase over 10 years to the child care entitlement portion of the Child Care and Development Block Grant (CCDBG); a $200 million increase in discretionary CCDBG funding for FFY 2014; and a $1.4 billion in FFY 2014 funding for newly created Early Head Start - Child Care Partnerships with states to expand high-quality early learning programs.

The biggest proposed early childhood education investment – the new $75 billion Preschool for All Program – would start at $1.3 billion in FFY 2014. Allocations to states would be based on each state's percentage share of four-year-olds from families with incomes at or below 200 percent of the Federal poverty level (FPL). The state match requirement would start at 10 percent in the first year and gradually increase to 300 percent by the tenth year, but the state match would be lower (starting at 5 percent and increasing to 250 percent) for a state which opts to expand coverage to children from families with incomes above 200 percent FPL. As a condition for receipt of funds, states would be required to maintain its financial support of existing state-funded preschool programs, and may not use any funds to supplant other Federal, state, or local preschool funding.

The Obama Administration has not released draft legislative language nor legislative specifications for its proposals, such as the new Preschool for All Program and Preschool Development Grants, which would require legislation to be enacted. None of the Congressional committees with jurisdiction over the proposals have held hearings on any of them.

Potential Implications and Impacts

The President's most significant early childhood education investment proposal is the Preschool for All Program, which would receive, on average, $7.5 billion a year over the next 10 years. California would receive roughly $916 million a year under this program, based on the State's percentage share of all children under age six in families with incomes at or below 200 percent FPL in 2011. After the program's regular state match requirement reaches 300 percent in FFY 2023. California's annual match would be approximately $2.75 billion in order to receive its entire annual Federal allocation of $916 million. In short, this would require a huge increase in State support for preschool services.

The Federal share of the Preschool for All Program would be financed by a 94 cent per pack increase in cigarette taxes, which would be increased annually for inflation. The Congressional Budget Office (CBO) believes that a cigarette tax increase would have the effects of reducing tobacco usage and improving the health of individuals. For example, the proposed 94 cent tax increase is estimated to increase Federal revenues by $83 billion and reduce combined Medicaid and Medicare expenditures due to improved health outcomes by $2 billion over the next 10 years. Another indirect effect of the proposed Federal cigarette tax increase would be a slight reduction of the State's cigarette and sales tax revenues if cigarette usage drops. In California, an 87 cent excise tax currently is imposed on a pack of cigarettes in addition to the sales tax.

The President's other proposed early childhood education investments do not have an identified funding source, such as the tobacco tax increase, which means that Congress would have to make offsetting spending cuts to finance them. Moreover, the proposed discretionary spending increases for CCDBG and Preschool Development Grants would have to be funded through the annual Labor/Health and Human Services (HHS)/Education Appropriations bill, which is the single biggest non-defense appropriations bill and also is the single largest source of discretionary funding for the County. All discretionary HHS funding (including Ryan White AIDS, other health programs, Older Americans Act, Community Services Block Grant, Refugee Assistance, and Child Welfare Services) and Department of Labor's Workforce Investment Act programs are funded through this appropriations bill. The overall net fiscal impact of these early childhood education investments on the County would depend on the extent to which other Labor/HHS programs of importance to the County are cut to fund the investments.

It also is noteworthy that all of the President's proposed early childhood education investments, including the proposed Preschool for All Program, would be subject to sequestration spending cuts over the next eight years under current law. If imposed, such sequestration cuts would reduce Federal matching funds and increase the State's financial risks. This, in turn, could cause the State to be more reluctant to participate in the new program.

Existing Board Policies Relating to the President's Proposals

There currently are existing policies in the Board-adopted Federal Agenda to support proposals and funding that increase the availability and quality of affordable child care and development services, and a policy in the Board-adopted State Agenda to support efforts to adequately fund high-quality early care and education services for all children from low and moderate families. Therefore, support for increasing investments in early childhood education services, including universal preschool as proposed by the President, would be consistent with existing Board policies.

However, there are not any Board policies supporting an increase in Federal cigarette taxes. Therefore, support for the President's plan to increase the Federal cigarette tax is a matter of Board determination.

We will continue to keep you advised.

WTF:RA
MR:MT:lm

c: Executive Office, Board of Supervisors
County Counsel

Los Angeles County Child Care Policy Framework 2011- 2013
Promoting Healthy Children, Strong Families and Vibrant Communities

Executive Summary

The Los Angeles County Child Care Policy Framework (Policy Framework) 2011-2013 *reaffirms the commitment of the Board of Supervisors (Board), County departments and community stakeholders to close the gap between what we* ***know*** *and what we* ***do*** *to support the healthy development of young children, their families, and our communities.*

Despite significant budget challenges in the last few years, implementation of the original Child Care Policy Framework, adopted by the Board of Supervisors on January 6, 2009, resulted in significant accomplishments by several departments, a deeper understanding of ongoing challenges and a host of lessons learned; however, much work remains. The Child Care Policy Framework 2011-2013 builds on those successes, shared learning across departments, community-based agencies and clients, and seeks to engage new partners who share the vision of promoting healthy children, strong families, and vibrant communities.

Goals for 2011-13

Goal One: The quality of child development services for children birth to five years of age in Los Angeles County will be improved as the Steps to Excellence Project (STEP) is expanded and support services to STEP participants are intensified.

Strategies: Expand STEP to additional communities, grow STEP's on-site coaching and link STEP participants to County resources to offer families "concrete supports in times of need".

Partners and Commitments: Los Angeles Unified School District (LAUSD), Los Angeles Universal Preschool (LAUP), Los Angeles County Department of Public Health

Goal Two: Utilization of local, State, and Federal child development resources will be maximized. All available resources and policies will help strengthen the child development infrastructure and support the expansion of high quality child development programs that integrate family support, health, mental health and other relevant services.

Strategies: Continue efforts to enlist public and private sector partners to advocate for the maintenance and/or expansion of funding for high quality, comprehensive services that ensure the safety of children and promote school success, strong families and communities; and expand efforts to assure that all available resources are used to benefit families and children.

Partners and Commitments: Chief Executive Office Intergovernmental Relations and External Affairs Branch and external advocacy groups including but not limited to Advancement Project, First 5 LA, Los Angeles County Office of Education - Head Start (LACOE-HS), LAUP, LAUSD, and Preschool California

Goal Three: County departments will work collaboratively with each other and community partners to maximize the utilization of available child development resources, support quality improvements and promote the delivery of integrated services for children and their families.

Strategies: Develop strategies to make the subsidized child development system more accessible to vulnerable children and families in Los Angeles County; convene a forum with after school community-based providers to identify opportunities to increase the enrollment of youth under the supervision of the Department of Children and Family Services (DCFS) and Probation in safe and educationally enriching activities during non-school hours; convene Child Care Resource and Referral (R&R) Agencies and child development stakeholders to explore possible collaborative efforts to include child development personnel in Team Decision Making conferences; launch a targeted outreach effort aimed at CalWORKs participants with young children who are experiencing homelessness; promote, among Children's Services Workers, an understanding of the lifelong impacts of early brain development including cognitive, emotional and physical well-being.

Partners and Commitments: County departments (DCFS, Probation, Department of Public Social Services, Parks and Recreation, Library, Los Angeles County Office of Education/Head Start (LACOE/HS)), R&R agencies, LAUP, California Department of Education/Child Development Division (CDE/CDD)-contracted California State Preschool Programs, Long Beach Unified School District Head Start Programs, Regional Centers, Children Today, ICAN (Inter-agency Council on Child Abuse and Neglect) Task Force on Pregnant and Parenting Teens, DCFS Pregnant and Parenting Teens Work Group, Child Care Alliance of Los Angeles, University of Southern California-School of Social Work

Goal Four: County departments will work collaboratively with the Los Angeles County Office of Education (LACOE), key school districts and community-based child development services to integrate services, thereby supporting effective: a) articulation between child development and kindergarten, including approaches to effectively engage parents in the education of their children; b) design of developmentally appropriate transitional kindergarten programs; and c) identification and/or utilization of new or nontraditional funding for child development services such as, but not limited to, Federal Title 1 funds, to serve special populations.

Strategies: Promote articulation between child development programs and grades K-3, and the establishment of developmentally appropriate transition kindergartens with effective parent engagement practices in school districts throughout the County; support the development of an Educare site in Los Angeles County and promote co-location of County and other family services at the site; engage the CDE/CDD in a dialogue regarding the potential long term impacts of child abuse and neglect and the role of high quality child development services to mitigate those impacts; explore regulatory or legislative remedies to facilitate access to high quality child development services for children determined to be at risk or who have experienced child abuse and/or neglect; and identify and/or access new or nontraditional funding for child development services to serve special populations.

Partners and Commitments: LACOE and other local school districts, LAUSD, R&Rs, Los Angeles County Department of Mental Health

Goal Five: The Chief Executive Office (CEO) will facilitate County department efforts to work internally, across departments, and with community partners, to integrate the Strengthening Families Approach (SFA) and Protective Factors into their work with children, families and communities and engage families in high quality child development services. The CEO, with assistance from the Center for the Study of Social Policy and key local partners, will establish a multidisciplinary SFA learning community designed to support ongoing professional development and SFA projects that are underway or emerging in County departments.

Strategies: Promote the integration of the SFA into County department practices; facilitate collaborative partnerships among community stakeholders and County departments; support departments in accessing child development services for their clients; and work collaboratively to align countywide place-based effort in the promotion of the SFA.

Partners and Commitments: Center for the Study of Social Policy, First 5 LA, LAUP, Los Angeles Partnership for Early Childhood Investment, Education Coordinating Council, County Commissions, CEO Public Information, Cable and Telecommunications

The Los Angeles County Child Care Policy Framework is available in full on the home page of the Office of Child Care website at www.childcare.lacounty.gov or a copy may be requested by telephone at (213) 974-4103.

Los Angeles County: Opportunities and Challenges

Policy Roundtable for Child Care Annual Retreat
July 10, 2013

1

So how big is Los Angeles County?

Los Angeles County:

- Encompasses 4,084 square miles
- Is larger than 42 states
- Is ranked as the 20th economy in the world

2

Los Angeles County includes:

- 88 incorporated cities
- 80 K-12 school districts
- 13 community college districts
- Estimated 32,000 nonprofit organizations

3

How big is the County "family"?

- Over 101,000 employees in 39 departments
- 2013-14 budget = $25.378 Billion

Some of the County services provided in 2012-13 include:

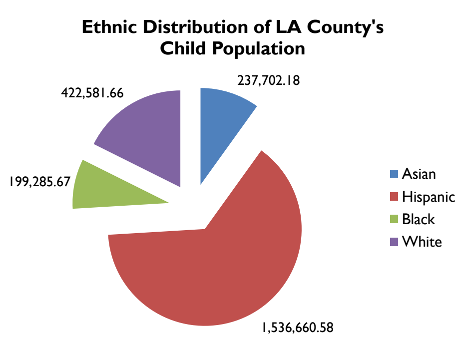
- Health Services treated **306,000** trauma cases
- Mental Health served **260,000** clients
- Public Health provided **584,845** immunizations

Some of the County services provided in 2012-13 include:

- Children and Family Services responded to **89,458** allegations of abuse involving **181,827** children
- Probation monitored **96,279** persons on probation
- County jails housed **18,000** inmates

Who lives in LA County?

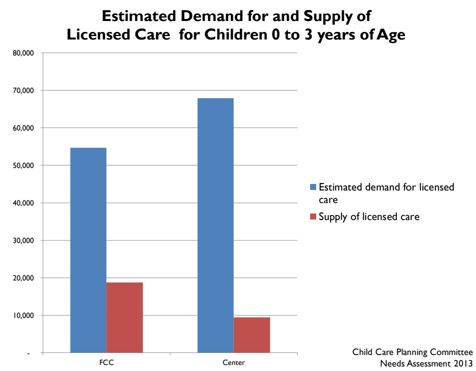
- Total population: 9,962,789
- Child population: 2,401,032
  - Birth to 5 years 657,544
  - Estimated poverty rate for children 24.3%



Licensed Child Care and Development Facilities

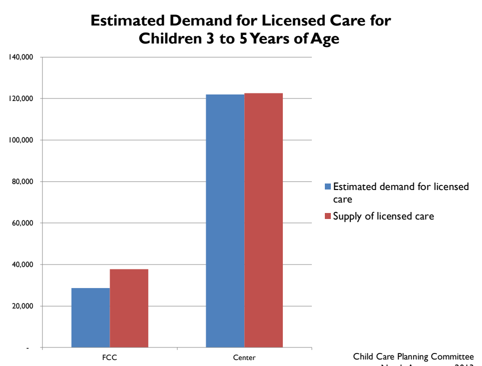
- Number of licensed family child care homes: 7,114
- Number of licensed child care centers
  - Infant licenses 428
  - Preschool licenses 2,685
  - School-age licenses 461

Child Care Planning Committee
Needs Assessment 2013



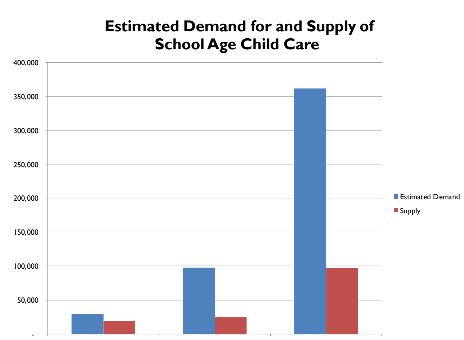
Child Care Planning Committee
Needs Assessment 2013

10



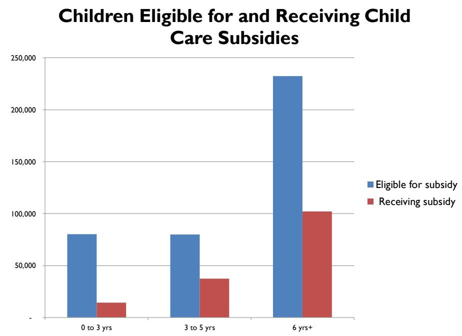
Child Care Planning Committee
Needs Assessment 2013

11



Child Care Planning Committee
Needs Assessment 2013

12



Child Care Planning Committee Needs Assessment 2013

Status of Child Care Licensing

Per Child Care Aware 2013 survey:

- California ranks 50th out of 52*
- Did not meet any of the oversight standards
- Did not fully meet any of the program standards

*Survey included 50 states, Dept. of Defense and Washington D.C.

What's the opportunity?

- We have **so many** opportunities to improve systems, change practice and provide children and families with quality services in a timely manner.
- Let's get to work!

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2013 KIDS COUNT PROFILE

CALIFORNIA

OVERALL RANK **41**

THE ANNIE E. CASEY FOUNDATION

ECONOMIC WELL-BEING

DOMAIN RANK **46**

	Children in poverty	Children whose parents lack secure employment	Children living in households with a high housing cost burden	Teens not in school and not working
Year	2011	2011	2011	2011
Value	23%	36%	52%	9%
Number	2,085,000 CHILDREN	3,314,000 CHILDREN	4,820,000 CHILDREN	193,000 TEENS
Trend	WORSENED	WORSENED	WORSENED	WORSENED
Earlier	2005 19%	2008 30%	2005 51%	2008 8%

EDUCATION

DOMAIN RANK **39**

	Children not attending preschool	Fourth graders not proficient in reading	Eighth graders not proficient in math	High school students not graduating on time
Year	2009–11	2011	2011	2009/10
Value	53%	75%	75%	22%
Number	532,000 CHILDREN	N.A.	N.A.	112,994 STUDENTS
Trend	IMPROVED	IMPROVED	IMPROVED	IMPROVED
Earlier	2005–07 55%	2005 79%	2005 78%	2005/06 31%

N.A. Not Available.

HEALTH

DOMAIN RANK **29**

	Low-birthweight babies	Children without health insurance	Child and teen deaths per 100,000	Teens who abuse alcohol or drugs
Year	2010	2011	2010	2010–11
Value	6.8%	8%	21	9%
Number	34,641 BABIES	745,000 CHILDREN	2,129 DEATHS	275,000 TEENS
Trend	IMPROVED	IMPROVED	IMPROVED	WORSENED
Earlier	2005 6.9%	2008 11%	2005 28	2005–06 8%

FAMILY AND COMMUNITY

DOMAIN RANK **42**

	Children in single-parent families	Children in families where the household head lacks a high school diploma	Children living in high-poverty areas	Teen births per 1,000
Year	2011	2011	2007-11	2010
Value	34%	25%	13%	32
Number	3,041,000 CHILDREN	2,271,000 CHILDREN	1,176,000 CHILDREN	43,149 BIRTHS
Trend	WORSENED	IMPROVED	WORSENED	IMPROVED
Earlier	2005 30%	2005 27%	2000 12%	2005 39

2013 KIDS COUNT PROFILE

UNITED STATES

THE ANNIE E. CASEY FOUNDATION

ECONOMIC WELL-BEING

Indicator	Year	Value	Number	Trend	Earlier year	Earlier value
Children in poverty	2011	23%	16,387,000 CHILDREN	WORSENED	2005	19%
Children whose parents lack secure employment	2011	32%	23,777,000 CHILDREN	WORSENED	2008	27%
Children living in households with a high housing cost burden	2011	40%	29,486,000 CHILDREN	WORSENED	2005	37%
Teens not in school and not working	2011	8%	1,497,000 TEENS	UNCHANGED	2008	8%

EDUCATION

Indicator	Year	Value	Number	Trend	Earlier year	Earlier value
Children not attending preschool	2009–11	54%	4,325,000 CHILDREN	IMPROVED	2005–07	56%
Fourth graders not proficient in reading	2011	68%	N.A.	IMPROVED	2005	70%
Eighth graders not proficient in math	2011	66%	N.A.	IMPROVED	2005	72%
High school students not graduating on time	2009/10	22%	870,542 STUDENTS	IMPROVED	2005/06	27%

N.A. Not Available.

HEALTH

Indicator	Year	Value	Number	Trend	Earlier year	Earlier value
Low-birthweight babies	2010	8.1%	325,563 BABIES	IMPROVED	2005	8.2%
Children without health insurance	2011	7%	5,528,000 CHILDREN	IMPROVED	2008	10%
Child and teen deaths per 100,000	2010	26	20,482 DEATHS	IMPROVED	2005	32
Teens who abuse alcohol or drugs	2010–11	7%	1,752,000 TEENS	IMPROVED	2005–06	8%

FAMILY AND COMMUNITY

Indicator	Year	Value	Number	Trend	Earlier year	Earlier value
Children in single-parent families	2011	35%	24,718,000 CHILDREN	WORSENED	2005	32%
Children in families where the household head lacks a high school diploma	2011	15%	11,131,000 CHILDREN	IMPROVED	2005	16%
Children living in high-poverty areas	2007-11	12%	8,591,000 CHILDREN	WORSENED	2000	9%
Teen births per 1,000	2010	34	367,678 BIRTHS	IMPROVED	2005	40

2013 KIDS COUNT PROFILE

UNITED STATES

THE ANNIE E. CASEY FOUNDATION

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Los Angeles County Office of Education
Head Start-State Preschool
Designation Renewal System Decisions

Phase 1

Phase 1 includes transitioning service area(s) to grantees that will begin services on July 1, 2013.

1. Current LACOE delegate agencies becoming new grantees:

    a. Baldwin Park Unified School District (Baldwin Park);

    b. Hacienda-La Puente Unified School District (Hacienda); and

    c. Montebello Unified School District (Montebello).

2. Delegate agencies transitioning portions of service areas and children's slots:

    a. Kedren Community Health Center (Kedren) to St. Anne's;

    b. Pacific Asian Consortium in Employment (PACE) EHS to Foothill Family Services (Foothill);

    c. Plaza de la Raza Child Development Services Inc. (Plaza) EHS to Foothill;

    d. Training and Research Foundation (TRF) Alpha site to Crystal Stairs; and

    e. Volunteers of America (VOA) EHS to Children's Institute, Inc. (CII).

3. Inglewood Unified School District (Inglewood) will close by June 30, 2013, and the service area will be awarded to TRF.

Phase 2

Phase two includes both LACOE delegate agencies and non-LACOE agencies that will begin operating as new grantees on January 1, 2014. These agencies include:

a. Child Care Resource Center (CCRC);

b. Volunteers of America (VOA);

c. Training and Research Foundation (TRF);

d. Duarte Unified School District (Duarte) to Options;

e. Portions of Foundation for Early Childhood Education Centers (Foundation) to Options;

f. Hacienda-La Puente Hurley site to Options;

g. Portions of Mexican American Opportunity Foundation (MAOF) to Human Services Association (HSA);

h. Palmdale School District (Palmdale) to CCRC;

i. Portion of Plaza de la Raza Child Development Services Inc. (Plaza) to Options; and

j. Portion of PACE (West Adams Hope Memorial site) to TRF.

Phase 3

The third phase is the transition and start-up of existing LACOE delegate agencies to realign service area assignments as a result of LACOE's reduced service area. During this phase, LACOE will focus on implementing the service delivery design proposed in the competition application.

The tables below (Table 1 and Tale 2) contain the specific service area for Early Head Start and Head Start agencies and the transition schedules.

Table 1 Early Head Start Service Areas and Transition Schedule

	LACOE Delegate Agency	New Grantee	Service Area	Group 1 Departing July 1, 2013	Group 2 Departing Jan. 1, 2014
1	Baldwin Park USD (BPUSD)	Baldwin Park USD	Baldwin Park (91706)	X	
	BPUSD	LACOE (Plaza)	Boyle Heights (90033), East LA (90063)		
2	Child Care Resource Center (CCRC)	CCRC	Sherman Oaks (91403, 91423), Van Nuys (91405, 91411)		X
3	Pacific Asian Consortium in Employment (PACE)	Foothill Family Services	91801 (Alhambra); 91770 (Rosemead)	X	
	PACE	LACOE (PACE)	Gardena (90247, 90248, 90249), Lawndale (90260)		
	PACE	LACOE (Plaza)	Highland Park (90042)		
4	Palmdale SD	CCRC	Palmdale (93550, 93551, 93552)		X

Table 1 Early Head Start Service Areas and Transition Schedule					
	LACOE Delegate Agency	New Grantee	Service Area	Group 1 Departing July 1, 2013	Group 2 Departing Jan. 1, 2014
	Plaza de la Raza Child Development Services, Inc. (Plaza)	LACOE (Plaza)	Santa Fe Springs (90670), Downey (90240, 90241, 90242), Lakewood (90715)		
5	Plaza	Foothill Family Services	91733 (S. El Monte)	X	
6	Pomona USD	LACOE (Pomona)	Diamond Bar (91765), Pomona (91766, 91767, 91768)		
7	Volunteers of America (VOA)	VOA	Carson (90745), Harbor City (90710), Hawthorne (90250), Lennox (90304), Lomita (90717), N Hollywood (91601, 91602, 91605, 91606), Rancho Palos Verdes (90275), San Pedro (90731, 90732), Shadow Hills (91040), Studio City (91607), Sun Valley (91352), Sunland (91040), Tujunga (91042), Valley Village (91607)		X
	VOA - 1	Children's Institute Inc.	90501, 90502, 90504 (Torrance); 90744 (Wilmington)	X	
	VOA - 2	LACOE (Plaza)	East LA (90022)		

Table 2 Head Start Service Areas and Transition Schedule					
	Agency	New Grantee	Service Area	Group 1 Departing July 1, 2013	Group 2 Departing Jan. 1, 2014
1	ABC Unified School District	LACOE (ABC)	Cerritos, Lakewood, Artesia		
2	Baldwin Park USD	Baldwin Park USD	Baldwin Park, Cudahy, Portion of Irwindale within BPUSD, Bell, Maywood	X	
3	Bassett USD	LACOE (Bassett)	Bassett		
4	Bellflower USD	LACOE (Bellflower)	Bellflower		
5	Child Care Resource Center (CCRC)	CCRC	Van Nuys, Panorama City, Sun Valley, Sherman Oaks, Encino		X
6	Children's Institute, Inc	LACOE (CII)	Vermont Square & Chesterfield Square		

Table 2 Head Start Service Areas and Transition Schedule					
	Agency	New Grantee	Service Area	Group 1 Departing July 1, 2013	Group 2 Departing Jan. 1, 2014
7	Duarte School District to Options	Options	Duarte		X
8	El Monte City Schools	LACOE (El Monte)	El Monte		
9	Foundation for Early Childhood	LACOE (Foundation)	Boyle Heights portions of, All of Hollywood, Silverlake, Los Feliz, Elysian Park, Echo Park		
	Foundation	Options	Claremont, La Verne, San Dimas		X
10	Garvey School District	LACOE (Garvey)	San Gabriel (with Garvey SD boundaries), Monterey Park, Alhambra		
11	Hacienda-La Puente USD	Hacienda-La Puente USD	Hacienda Heights, La Puente, Valinda	X	
	Hacienda-La Puente USD	Options	Rowland Heights		X
12	Inglewood USD to TRF	TRF	Inglewood	X	
13	Kedren Community Health Center	LACOE (Kedren)	Koreatown, Harvard Heights, Watts, Westlake, Wilshire, Griffith Park, View Park, Windsor Hills, Burbank		
	Kedren to St. Anne's	St. Anne's	Portion of community surrounding St. Anne's	X	
14	MAOF	LACOE (MAOF)	Huntington Park, Florence-Firestone, Walnut Park		
	MAOF to Human Services Agency	Human Services Agency	South Gate		X
15	Montebello USD	Montebello USD	Bell Gardens, Montebello, Monterey Park, Portions of East LA and Pico Rivera within MUSD	X	
16	Mt. View School District	LACOE (Mt. View)	Mt. View, South El Monte (within school district boundaries)		
17	Norwalk-La Mirada USD	LACOE (Norwalk)	Norwalk		
18	Pacific Asian Consortium in Employment (PACE)	LACOE (PACE)	Gardena, Lawndale, Pico Union, Harvard Heights, Alondra Park, Redondo Beach, Mid-City, South Park, Portion of Historic South Central (Villa Esperanza/ Mariposa), Portion Central-Alameda, Highland Park, East LA,		

Table 2 Head Start Service Areas and Transition Schedule					
	Agency	New Grantee	Service Area	Group 1 Departing July 1, 2013	Group 2 Departing Jan. 1, 2014
			Alhambra, Rosemead		
	PACE -1	TRF	West Adams (Hope Memorial)		X
19	Palmdale School District to CCRC	CCRC	Acton, Agua Dulce, Castaic, Elizabeth Lake, Gorman, Hi Vista, Juniper Hill, Lake LA, Lancaster, Leona Valley, NE/SE Antelope Valley, Palmdale, Quartz Hill, Angeles Crest		X
20	Plaza de la Raza	LACOE (Plaza)	Whittier, El Sereno, Hazard, Lincoln Heights, Montecito Heights, La Mirada, West Whittier, Santa Fe Springs, Pico Rivera, La Mirada		
	Plaza de la Raza to Options	Options	Azusa		X
21	Pomona USD	LACOE (Pomona)	Pomona, Diamond Bar		
22	Santa Monica-Malibu School District	LACOE (Santa Monica)	Malibu, Santa Monica, Venice		
23	Training and Research Foundation	TRF	Hawthorne, Hyde Park, Inglewood, Ladera Heights, Leimert Park, Lennox, View Park, Windsor Hills, West Adams, West LA		X
	TRF (Watts Towers)	LACOE (Kedren)	Watts		
24	Volunteers of America	VOA	Avalon, Carson, Commerce, Culver City, Del Rey, East Los Angeles, El Segundo, Harbor City, Lomita, Mar Vista, North Hollywood, Palms, Rancho Palos Verdes, San Pedro, Shadow Hills, Studio City, Sun Valley, Torrance, Tujunga, Valley Village, Wilmington, Portion of Historic South Central		X

THE WHITE HOUSE
Office of the Press Secretary

FOR IMMEDIATE RELEASE
June 4, 2013

Increasing Access to High-Quality Early Childhood Education in California

The President believes we need to equip every child with the skills and education they need to be on a clear path to a good job and the middle class. That education has to start in the earliest possible years to prepare our children for later success in school and in life. To ensure these opportunities are available to all, President Obama has put forward a comprehensive early learning proposal to build a strong foundation for success in the first five years of life. These investments – made in partnership with States and fully paid for in the President's budget – will help close America's school readiness gap and ensure that America's children enter kindergarten ready to succeed:

- ***Providing High-Quality Preschool for All***. In partnership with the States, President Obama's Preschool for All proposal would provide every four-year-old child with access to high-quality preschool, while also incentivizing States to adopt full-day kindergarten policies. Providing a year of free, public preschool for every child is an important investment in our nation's future, providing our children the best start in life while helping hard-working families save thousands each year in costs associated with early care and education. This proposal would invest $75 billion over 10 years without adding a dime to the deficit.

  Under the President's proposal, California is estimated to receive $334,300,000 in the first year it participates in the Preschool for All program. This funding, combined with an initial estimated state match of $33,400,000, would serve about 40,857 children from low- and moderate-income families in the first year of the program alone.*

- ***Investing in High-Quality Infant and Toddler Care***. In order to increase high-quality early learning opportunities in the years before preschool, a new $1.4 billion competitive Early Head Start-Child Care Partnership grant program would support communities that expand the availability of early learning opportunities with child care providers that meet high Early Head Start quality standards, growing the supply of high-quality child care for children from birth through age 3.

  About 39,400 children in California from birth to age three are currently served by the Child Care and Development Block Grant. Through Early Head Start-Child Care Partnerships, more of these children will have access to high quality early care and education.

- ***Expanding Effective Parent and Family Support***. Quality education begins at home as parents support their child's learning and development. As part of a comprehensive early learning agenda, the President proposes $15 billion over 10 years to extend and expand voluntary home visiting programs. These programs allow nurses, social workers, parent educators, and other professionals to connect families to services, supports, and tools that positively impact the health, development, and education of their children.

  Under the President's proposal, California is estimated to receive $20,900,000 in the first year it participates in the expanded Home Visiting program. Each year, 138,337 low-income mothers in California give birth to a new baby and may benefit from these voluntary services.**

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* These figures estimate the funds a State could receive in the first year if it chooses to participate in the Preschool for All program. The estimate is based on the State's current population of four-year-olds in families at or below the 200 percent federal poverty level. Estimates will vary based on the scope of the State's preschool expansion and the cost of providing high-quality preschool services.

This estimate assumes that States will expand to 20 percent of their eligible four-year-olds in the first year at a per child cost of $9,000 a year. The federal share of the total cost is calculated at 90 percent, which is the regular match rate the State would receive in the first year. Please note that this estimate is designed to be illustrative only and does not attempt to represent how the Department of Education would determine actual first year awards.

** This figure estimates the funds a State could receive in the first year of an expanded Home Visiting program. The estimate assumes $15 billion of total funding over 10 years and assumes the same proportion of total funding is allocated for statutory set-asides, formula and competitive grants as in FY 2012 and States received an equal amount of competitive funding. Please note that this estimate is designed to be illustrative only and does not attempt to represent actual first year awards. The methodology and criteria for funding allocations beyond FY 2014 has not yet been determined.

U.S. Department of Health & Human Services

ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Child Care

Child Care and Development Fund (CCDF) Notice of Proposed Rulemaking

May 2013

Child Care and Development Fund (CCDF)

- CCDF is a $5 billion block grant program that provides funding to States, Territories, and Tribes.
- Primary Federal funding source devoted to providing access to child care services and improving quality of child care.
- Twin goals:
  - Promote self-sufficiency by making child care more affordable for low-income parents.
  - Foster healthy child development and school success by improving the quality of child care.

U.S. Department of Health & Human Services

ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Child Care

Notice of Proposed Rulemaking (NPRM)

- Reforms to strengthen accountability and better serve children and families in the CCDF program.
- Part of *President's Plan for Early Education for All Americans.*
- Incorporates what we know from research on early brain development, and evidence showing the role early childhood programs can play in supporting children's learning.
- Reflects Office of Child Care's ongoing dialogue with CCDF grantees and knowledge of best practices across the country.
- Same vision for reform reflected in re-design of CCDF Plan.

About the NPRM

- NPRM is available on Federal Register website at: https://federalregister.gov/a/2013-11673
- 75-day comment period; submit comments at: http://www.regulations.gov/#!documentDetail;D=HHS_FRDOC_0001-0496
- Comprehensive package of reforms – this presentation only highlights significant proposed changes.
- User-friendly, "tracked changes" version of CCDF regulations under proposed rule available on Office of Child Care website: http://www.acf.hhs.gov/programs/occ/child-care-rule
- All provisions applicable to Tribal CCDF grantees unless otherwise noted

U.S. Department of Health & Human Services

ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Child Care

NPRM Process: How it Will Work

- ACF will consider and respond to public comments as part of development of a Final Rule.
- Provisions included in a Final Rule would become effective 30 days from the date of publication of the Final Rule.
- ACF expects provisions included in a Final Rule would be incorporated into review of FY 2016-2017 CCDF Plans that would become effective October 1, 2015.
- ACF welcomes public comment on specific provisions included in the NPRM that may warrant a longer phase-in period (e.g., requires action of State legislature or rulemaking).

NPRM - Four Priority Areas

- Improving health and safety in child care
- Establishing family-friendly policies
- Improving the quality of child care
- Strengthening program integrity

NPRM Changes: Health and Safety

States would be required to ensure child care providers serving CCDF children meet the following: (45 CFR 98.41(a))

(Defining “building and physical premises safety”…)

- Compliance with State and local fire, health, and building codes, including the capacity to evacuate children;
- Comprehensive criminal background checks, including fingerprints; and
- Emergency preparedness planning.

NOTE: States already may exempt relatives from health and safety, monitoring provisions. The NPRM would also allow States to exempt in-home caregivers (in the child’s home).

Health and Safety (cont…)

States would be required to ensure child care providers serving CCDF children meet the following:

(Defining "minimum health and safety training"…)

- Pre-service/orientation training in:

  First Aid & CPR
  Medication administration
  Poison prevention
  Safe sleep practices/SIDS
  Shaken baby syndrome
  Nutrition and physical activity
  Child development

  Preventing spread of infectious disease
  Recognition of child abuse and neglect
  Emergency preparedness and response
  Management of common childhood illness
  Transportation and child passenger safety
  Caring for children with special needs

NPRM Changes: Monitoring

States would be required to establish the following monitoring procedures for providers serving CCDF children:

- Unannounced, on-site monitoring for compliance with health and safety requirements;
- May not solely rely on self-certification by providers without documentation or other verification that requirements have been met.

[45 CFR 98.41(d)]

Monitoring (cont…)

- Conduct unannounced visits in response to complaints;
  - NPRM also would require Lead Agencies to establish a hotline for parental complaints. (45 CFR 98.32)
- Require providers serving CCDF children to report serious injuries or deaths of children occurring in child care.
  - NPRM also would require Lead Agencies to conduct an annual assessment of all injuries and deaths in child care. (45 CFR 98.16(v)); (Tribes-exempt)

Health and Safety (seeking comment…)

The NPRM specifically requests comment in the following areas:

- Whether fire, health and building code compliance should be determined prior to serving CCDF children.
- Whether background checks should be required of other personnel in centers or adults in family child care homes.
- Appropriate phase-in period for providers already serving CCDF children to meet health and safety requirements.
- Whether there should be a minimum number of hours required for pre-service and ongoing hours of training.
- Recommendation that providers should receive initial monitoring visit and at least 1 unannounced visit annually.

NPRM Changes: Family-Friendly Policies

The NPRM would require States to implement family-friendly policies to promote employment stability for parents and continuity of care for children.

- Establishing 12-month eligibility (seeking comment).
- At option of Lead Agency, allowing child to remain eligible until the next re-determination.
- Allowing for some period of job search for families receiving CCDF that lose employment.
- Describe requirements for families to report changes in circumstances in the CCDF Plan.

(45 CFR 98.20)

Family-Friendly Policies (cont…)

The NPRM would increase State flexibility to:

- Establish criteria for waiving family co-pays (no longer limited to only families under 100% FPL). (45 CFR 98.42)
- Broadly define "Protective Services" eligibility category to include vulnerable populations, such as homeless and migrant families (not limited to children involved in the child welfare system). (45 CFR 98.20)
    - Removes limitation that determination must be made – *in consultation with a protective services worker*.

Child Development & Subsidy Policy

- Changes would require States to consider the **developmental needs of the child** when authorizing child care services.
  - States may authorize hours to facilitate wrap-around with Head Start or extend hours to support child's enrollment in high quality care.
  - States are not restricted to limiting authorized child care services based on the work, training or educational schedule of the parents.

(45 CFR 98.20(d))

NPRM Changes: Improving Quality

- Encourage, but not require, States to establish a framework for organizing and measuring quality activities.
    1. Activities to ensure health and safety
    2. Establishment of early learning guidelines
    3. Implementation of quality improvement systems
    4. Implementation of professional development systems
    5. Implementation of infrastructure of support
    6. Assessment and evaluation of quality activities
- Require States to submit annual Quality Performance Report. (Tribes-exempt)

(45 CFR 98.51)

NPRM Changes: Improving Quality (cont...)

- *Payment rates*: The proposed rule would require States to take into account the quality of child care when setting payment rates. (45 CFR 98.43)
  - Market Rate Survey → Market Price Study
  - Allow approval to use alternate methodology.
  - Seeking comment on innovative rate setting approaches to ensure payment rates provide access to high quality care.
- *Use of grants or contracts*: The proposed rule would require States to use grants or contracts for direct services linked to the supply of high quality care. (45 CFR 98.50)
  - NPRM continues to require use of vouchers

NPRM Changes: Consumer Education

The proposed changes would require States to establish:

- Website with provider-specific information about health & safety, licensing requirements, date of last inspection, licensing violations and compliance actions taken.
  - –Include description of State regulatory requirements for child care providers and processes for background checks.
  - –Tribes-exempt from website requirement
- Consumer statement for parents receiving CCDF.

(45 CFR 98.33)

NPRM Changes: System of Quality Indicators

- Proposed changes would require States to establish a transparent system of quality indicators, which must include:
  - Provider-specific info. about quality of care;
  - Standards used to assess the quality of child care providers;
  - Teaching staff qualifications and/or competencies, learning environment, and curricula and activities; and,
  - Disseminating provider-specific quality information to the public.
- States have flexibility to decide which providers to include in the quality indicators system.
- Recommend, but not mandating, a quality rating improvement system be used to implement the requirement.

NPRM Changes: Consumer Education (seeking comment)

The NPRM specifically requests comment in the following areas:

- Seeking feedback on what elements should be included on a consumer education website, and the categories we specified as part of a transparent system of quality indicators.
- State, Territory, Tribe experiences collecting and sharing provider information, including what types of information from background checks are shared with parents seeking care.

U.S. Department of Health & Human Services

ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Child Care

NPRM Changes: Program Integrity

- States would be required to have processes for monitoring program implementation responsibilities undertaken by sub-grantees; written agreements . (45 CFR 98.16)
- New proposed section *45 CFR 98.68 – Program Integrity* – would require State procedures for:
    - Internal controls, risk management; Identifying fraud; Documenting and verifying eligibility; and Investigating and recovering fraudulent payments.
- Proposed increase in technical assistance set-aside to ½ of 1%. (45 CFR 98.60)
- Error rate reviews – States with high improper payment rates must submit corrective action plans. (45 CFR 98.102)

NPRM Changes: Tribal Provisions

- Tribes must ensure that children receiving CCDF are age appropriately immunized. (Previously this requirement only applied to States & Territories).
- All Tribes (exempt and non-exempt) must spend at least 4% on quality.
- Smaller Tribes continue to be exempt from operating a certificate program. ACF intends to raise the threshold for exempt Tribes from $500,000 to $700,000.
- ACF intends to increase the base amount of funding from $20,000 to $30,000.
- ACF Tribal Consultation (July 2013)

Providing Public Comment

- Submit comments to the Office of Child Care, 370 L'Enfant Promenade, SW., Washington, DC 20024, Attention: Cheryl Vincent, Office of Child Care, or electronically via the internet at http://www.regulations.gov/#!documentDetail;D=HHS_FRDOC_0001-0496.
- Include your name and address, identify the docket number for this rulemaking (ACF-2013-0001), indicate the specific section of this document to which each comment applies, and give the reason for each comment
- A copy of this Notice of Proposed Rulemaking may be downloaded from https://federalregister.gov/a/2013-11673

Further Outreach on the NPRM

- We are planning additional webinars and listening sessions in the next few weeks that will cover the NPRM in more detail.
- We plan to do more Tribal-specific outreach on the propose changes at the ACF Tribal Consultation, July 9-10.
- NPRM information and resources available on Office of Child Care website:

  https://www.acf.hhs.gov/programs/occ/child-care-rule

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HOW THE CCDF PROPOSED RULE WOULD IMPACT CHILD CARE PROVIDERS

BACKGROUND:

The Child Care and Development Fund (CCDF) is a federal program that provides approximately $5 billion to States, Territories, and Tribes to help low-income working families obtain child care and to improve the quality and supply of child care for all families. The program has far-reaching implications for America's poorest children with approximately 1.6 million low-income children receiving child care subsidies per month.

The Office of Child Care (OCC) has prepared a Notice of Proposed Rulemaking (NPRM) for the CCDF, which would provide the first comprehensive update of CCDF regulations since 1998. The changes have the twin goals of promoting families' economic self-sufficiency by making child care more affordable, and fostering healthy child development and school success by improving the quality of child care.

The majority of subsidized child care services are provided through vouchers/certificates, and these funds can be used for a full range of child care options including centers, family home providers, in-home and relative care, and faith-based providers. For child care provided in faith-based settings, funds distributed through vouchers or certificates will continue to be available for any sectarian purpose or activity that is part of the child care services, including religious worship or instruction.

We hope you find this overview helpful, but it is only intended to provide summary information on some key points. For complete context and understanding, we encourage everyone to read the entire NPRM which was published in the Federal Register on May 20, 2013[1]. Comments about the NPRM can be submitted to http://www.regulations.gov/ during the public comment period, which is open until August 5, 2013.

KEY PROVISIONS OF THE PROPOSED RULE:

The proposed rule would change 4 key areas: (1) Improving Health and Safety in Child Care, (2) Improving the Quality of Child Care, (3) Establishing Family-Friendly Policies, and (4) Strengthening Program Integrity. This overview focuses on the first 3 areas, which may impact providers.

1. Improving Health and Safety in Child Care:

Many States have already taken steps to ensure health, safety, and quality of child care and to better prepare children to succeed in school. However, State policies vary widely and critical gaps remain. And while all providers serving CCDF children are already subject to the CCDF health and safety requirements,[2] too many children served by the CCDF program are in settings that don't meet adequate health and safety standards. This proposed rule would set a floor for these standards by:

Strengthening Minimum Standards: The proposed rule would require States to set minimum standards for all child care providers serving CCDF children (whether or not they are licensed by the State) to include:

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[1] https://www.federalregister.gov/articles/2013/05/20/2013-11673/child-care-and-development-fund-program

[2] States have the option of exempting relative care providers from these health and safety requirements, and the proposed rule would also allow exemptions for care provided in the child's home.

- Comprehensive criminal background checks (including fingerprints);
- Compliance with applicable state and local fire, health, and building codes, determined before serving children receiving subsidies;
- Emergency preparedness and response planning; and
- Minimum pre-service and orientation trainings (e.g. first aid, CPR, SIDS prevention, nutrition, etc.).

The cost of meeting these proposed requirements would vary by State. States already have many of these provisions in place. For those requirements that would be new costs, States have flexibility on how they allocate expenses. Some Lead Agencies use CCDF funds to pay for all or part of the background check. States also have flexibility with training, as some offer free or subsidized training to minimize burden on providers.

Strengthening Monitoring: The rule would require that all child care providers serving CCDF children be subject to on-site monitoring (including unannounced visits) by the State for compliance with minimum standards[3]. The proposed rule also says that States cannot rely solely on self-certification (e.g. a checklist filled out by the provider without documentation or other verification) to prove compliance with requirements.

2. Improving the Quality of Child Care:

CCDF invests $1 billion on improving the quality of child care, including investments in professional development for providers. However, the quality of child care across the country is uneven, and too often the quality is insufficient to promote children's growth and development. The proposed rule addresses this issue by:

Equipping Parents with Better Information: One of the pillars of CCDF is parental choice. OCC believes that in order for parents to make truly informed decisions, they need to have access to specific information on their provider options. This rule would require States to make information available to parents on any licensing or health and safety violations, including:

- **A user-friendly, easy-to-understand website** containing provider-specific information about compliance with health and safety requirements;
- **A transparent system of quality indicators** to provide parents with a way to differentiate the quality of child care providers available in their communities through a rating or other descriptive method.[4] The State would have the flexibility to develop a system based on its specific needs. Lead Agencies may develop a system that is voluntary for child care providers to participate in or could choose to exempt certain providers, such as faith-based providers.

Linking Payment Rates to Quality: The proposed rule would require States to take into account the quality of child care when determining payment rates for child care providers. This provision may impact providers that provide higher quality care, which is often more expensive to provide. HHS is also seeking comment on innovative rate setting approaches and possible new federal requirements that would better ensure that subsidy rates provide equal access, as required by the statute.

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[3] States would be able to exempt care by relatives or in the child's home and may also target based on a risk analysis.

[4] While the system is required to take into account staff qualifications and/or competencies, learning environment, curricula and activities, it does not mandate specific curricula, understanding that there are many choices available to providers. The aim of this requirement is to ensure that CCDF providers are intentional and responsive to the developmentally-appropriate needs of the children they serve.

3. Implementing family-friendly Policies:

Many CCDF families have difficulty accessing child care subsidies in a stable manner, often receiving assistance for a short period of time and frequently cycling on and off the program. This instability can negatively impact providers by causing them to have a high turnover in the number of children in their care. The proposed rule would address these issues by:

Establishing a 12-month Eligibility Redetermination Period: The proposed rule would require that CCDF eligibility be redetermined no sooner than every 12 months, allowing for more stable enrollment for providers serving children receiving CCDF.

Payment Practices: States would be required to provide a description of payment practices for child care services, including timely reimbursement for services, how payment practices support providers' provision of high quality child care services, and practices to promote the participation of providers in the subsidy system.

Grants/Contracts for Direct Services: States would be required to use at least some grants or contracts to fund direct services in areas that lack supply of high-quality child care options. Grants or contracts can provide stability for providers which can lead to them making investments in quality improvements or in serving underserved populations. However, as is currently the case, child care certificates/vouchers will be made available to any parents offered CCDF child care services and can continue to be expended for any sectarian purpose or activity that is part of child care services, including worship or instruction.

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Code Section	Existing	Proposed Additions	Potential Cost
Subpart A – Goals, Purposes and Definitions			
98.1 Goals and purposes *(See page 3)*	Goals are to allow States flexibility in developing child care programs and policies that best meet needs of children and parents, promote parental choice, provide consumer education information to help parents make informed choices, provide child care to help parents achieve independence from public assistance, and implement health, safety, licensing, and registration standards. Purpose is to increase availability, affordability and quality of child care services. Program offers Federal funding to States, etc. to: provide low-income families with financial resources to find and afford quality child care, enhance the quality and increase the supply, provide parents with a range of child care options, strengthen the role of the family, and increase the availability of school age programs.	Proposed changes expand upon purpose with respect to providing information to parents that expands upon high quality choices, minimizes disruption to children's development and learning by promoting continuity of care, and engages families in their children's development, education and health.	No cost expanding goals and purpose
Subpart B – General Application Procedures			
98.14 Plan process *(See page 9)*	In development of plan, LEA to coordinate provision of services with other Federal, State and local child care and early childhood development programs, including public health and the agency responsible for immunizations, employment services/workforce development, and public education.	Adds to list of State programs with which to coordinate as follows: agencies responsible for pre-kindergarten services and educational services provided under Part B and C of IDEA; child care licensing; Head Start collaboration; State Advisory Council on Early Childhood Education and Care authorized by Head Start Act; and emergency management and response	Potential (nominal) administrative costs at State level for expanding coordination with additional partners
98.16 Plan provisions *(See pages 11-13)*	Plan to specify duties and responsibilities of Lead Agency, definitions of terms for determining eligibility (e.g. special needs children, physical or mental incapacity, attending job training or education program, residing with, working, protective services), description of activities to provide comprehensive consumer education, description of health and safety requirements,	- Description of processes that Lead Agency will use to monitor administrative and implementation responsibilities - Description of policies to promote continuity of care, including taking into account developmental needs of children - Description of unannounced on-site monitoring and enforcement, expanding upon the description of health	No additional cost for adding to provisions of State Plan (see later sections for implementation costs)

Code Section	Existing	Proposed Additions	Potential Cost
	payment rates, and licensing requirements.	and safety requirements - Description of exemptions to licensing requirements and rationale for exemptions - Description of payment practices, including timely reimbursement for services, how payment practices support providers provision of high quality child care services, and practices to promote participation of providers in subsidy system - Annual quality performance report	
Subpart C – Eligibility			
98.20 Child's eligibility *(See pages 14-15)*	- Be under 13 - Be under 19 and physically or mentally incapable of caring for self or under court supervision (optional) - Reside with family whose income does not exceed 85 percent of SMI for a family of the same size - Reside with parent(s) who are working or attending a job training or education program - Receive or need child protective services	SMI used to determine eligibility threshold level must be based on the most recent State Median Income (SMI) data published by the Bureau of the Census. Re-determine child's eligibility for child care no sooner than 12 months following initial determination or most recent re-determination.	Budget implications for using most recent SMI; currently, CA income eligibility limits at 70% of SMI that was in use for 2007-08 fiscal year adjusted for family size **Seeking comment:** impact of change, particularly any benefits or burdens for families
Subpart D – Program Operations, Parental Rights and Responsibilities			
98.3 Parental choice *(See pages 15-17)*	Parent(s) of each eligible child offered services for which financial assistance provided under CCDF given option to 1) enroll child with eligible provider that has grant or contract to provide services; or 2) receive child care certificate, which is to be issued directly to the parents and may be used for services provided by an organization or in home provider.	Parental choice not to be construed as prohibiting Lead Agency from providing parents with information and incentives that encourage selection of high quality child care.	No additional cost
98.32 Parental complaints *(See page 17)*	Maintain record of parental complaints; complaint information to be made available to the public upon request, and Lead Agency to provide detailed description of how records maintained and made available.	Establish hotline for parents to submit complaints about providers.	Cost for creating and staffing hotline *(Note – CA currently has 1-800 phone line for parents, which provides assistance to them in their search for child care - $91,000 in quality dollars targeted to this item)*

Code Section	Existing	Proposed Additions	Potential Cost
98.33 Consumer education *(See pages 17-18)*	Lead Agency to certify will collect and disseminate to parents and general public consumer education information that promotes informed child care choices including information about the full range of providers.	Information to be available through a user-friendly website and other means and to include: - Health and safety, licensing or regulatory requirements met by provider and date last inspected - Any history of violations and compliance actions taken - Description of health and safety requirements, including background check process for providers and other individuals in the setting and offenses that may preclude provider from serving children Consumer education activities include implementing transparent system of quality indicators appropriate to setting (i.e. QRIS or other system established by Lead Agency) - Provider specific information about quality of child care - Teaching staff qualifications and competencies, learning environment, curricula and activities - Make information, if available, via website	Establishing and maintaining website **Seeking comment:** areas to be included in the system Informed by Race to the Top-Early Learning Challenge (RTT-ELC) statewide collaboration – costs supported by RTT-ELC??
Subpart E – Program Operations (Child Care Services) Lead Agency and Provider Requirements			
98.40 Compliance with State and local regulatory requirements *(See page 18)*	Certify have in effect licensing requirements applicable to child care services	Any exemptions to licensing requirements and a rationale for such exemptions	No additional costs – incorporate rationale in State Plan

Code Section	Existing	Proposed Additions	Potential Cost
98.41 Health and safety requirements *(See pages 19-20)*	Prevention and control of infectious diseases - children have received immunizations (certain exemptions apply) with grace period to comply.	- Comprehensive background checks, including fingerprinting for criminal history records, child abuse and neglect and sex offender clearances - Compliance with fire, health and building codes determined prior to serving children - Emergency preparedness and response planning - Minimum pre-service or orientation health and safety training appropriate to provider setting and ages of children served – first aid and CPR; medication administration, poison prevention and safety; safe sleep practices (i.e. SIDS); shaken baby syndrome and abusive head trauma; age appropriate nutrition, feeding, support for breastfeeding and physical activity; preventing spread of infectious diseases; recognition and reporting of suspected child abuse and neglect; emergency preparedness; management of common childhood illnesses; transportation and child passenger safety; care for children with special needs, mental health needs, and development disabilities (re ADA); child development, stages and milestones of developmental domains - Lead Agency to ensure compliance – must include unannounced on-site monitoring; may not rely on self-certification of compliance; must require unannounced visit in response to complaints; must require providers to report any serious injuries or deaths of children occurring in child care - *Child care providers, at the option of the Lead Agency, do not include in-home child care providers and grandparents, great grandparents, siblings (if providers live in a separate residence), aunts or uncles. If Lead Agency excludes these providers, must provide a description and justification in CCDF Plan*	Significant costs for bolstering licensing oversight to include license-exempt (exclusive of some relative caregivers) providers; cost of extending fire, health and building code expansions before children served – inclusive of license-exempt (except certain relatives); expansion of trainings to include additional topics States have flexibility in design and delivery of training and no requirement for format (i.e. in-person or on-line) *(See handouts – 2012 State of SFCCH in CA and 2013 State of Centers in CA)* **Seeking comments:** ▪ Whether to extend background criminal background checks to other personnel ▪ Whether pre-inspections create additional barriers to parents ▪ Appropriate phase-in period for providers already serving CCDF subsidized children ▪ Minimum number of pre-service training hours and ongoing training in areas listed ▪ Whether rule should specify format for training and whether should link to measures of accountability ▪ Whether initial on-site monitoring be requirement and alternative frequency

Code Section	Existing	Proposed Additions	Potential Cost
98.43 Equal access *(See page 21)*	Payment rates are to be sufficient to ensure equal access for eligible families in the area served by the Lead Agency to child care services comparable to those provided to families not eligible to receive CCDF assistance or child care assistance under other Federal, State or local programs. Lead Agency to provide a summary of facts relied on to determine that payment rates ensure equal access.	Lead Agency shall take into account the quality of child care when determining payment rates	Cost for establishing a tiered reimbursement system **Seeking comment:** innovative rate setting approaches and possible new Federal requirements to ensure subsidy rates provide equal access
Subpart F – Use of Child Care and Development Funds			
98.51 Activities to improve the quality of child care (see pages 23 – 25)	No less than four percent of the aggregate funds expended by Lead Agency and including amounts expended in State shall be for quality activities, including those designed to provide comprehensive consumer information, increase parental choice and improve the quality and availability of child care. *Proposed addition replaces existing items (proposed for deletion) relating to financial assistance to organizations for resource and referral, meeting health and safety standards, training and technical assistance, and improving salaries and compensation.*	… from each fiscal year's allotment (Activities to improve the quality may include but are not limited to) implementation of a systemic framework for organizing, guiding, and measuring progress of quality improvement activities including the following components: - Health and safety through licensing and health and safety standards - Age-appropriate learning and development guidelines for children of all ages - Systems of quality improvement to evaluate, improve, and communicate the level of quality that may contain the following elements: • Program standards defining expectations for quality and indicators of different levels of quality appropriate to provider setting • Supports, training and technical assistance to help providers meet quality improvement standards • Financial incentives and monetary supports • Quality assurance and monitoring to measure quality over time • Strategies for outreach and consumer education - Professional development systems to ensure well-qualified workforce that may contain the following elements:	RTT-ELC collaborative work Build upon existing opportunities currently funded with quality dollars (i.e. AB 212, WestEd: PITC, CPIN, CCIP, CDTC, Desired Results Field Training, etc.)

Code Section	Existing	Proposed Additions	Potential Cost
		• Core knowledge and competencies • Career pathways to define knowledge and sequence of qualifications and ongoing professional opportunities • Professional development assessments to build capacity of higher education systems and other training institutions to meet diverse needs of workforce and range of development and needs of children • Access to professional development • Rewards or financial support • Infrastructure of support to build capacity to promote health through wellness, physical activity and nutrition programs, to serve children with special needs, dual language learners and other vulnerable children, to implement family engagement strategies - Assessment and evaluation Activities for improving quality are not to be restricted to activities affecting children meeting eligibility requirements for which assistance is provided. Unless authorized by law, targeted funds for quality improvement and other activities included in appropriations law may not count towards meeting the four percent minimum requirement. Description of performance goals associated with expenditure of quality dollars to be included in Plan.	
98.52 Administrative costs (See pages 25-26)	Not more than five percent of aggregate funds to be expended on administrative activities, including salaries and related costs, planning, development and designing CCDF program, developing agreements with contractors, monitoring compliance, coordinating audits and monitoring findings, travel and more. Five percent limit applies to States and Territories.	Following activities do not count towards five percent limit: - Establishment and maintenance of computerized child care information system - Establishing and operating certificate program - Eligibility determination - Preparation/participation in judicial hearings - Child care placement - Recruitment, licensing, inspection of providers	No additional costs

Code Section	Existing	Proposed Additions	Potential Cost
		- Training for Lead Agency or sub-recipient on billing and claims processes - Review and supervision of child care placements - Resource and referral services - Training for child care staff	
Subpart G – Financial Management			
98.65 Audits and financial reporting *(See pages 34-35)*	Each Lead Agency to conduct audit after close of each program year by an agency independent of State, etc. Lead Agency responsible for ensuring sub-grantees are audited.	Specifies contents of quarterly reports to be submitted by Lead Agency, inclusive of information on expenditures under CCDF grant funds, including Discretionary, Mandatory and Matching funds as follows: child care administration; quality activities excluding targeted funds; direct services; non-direct services; certificate program cost/eligibility determination; all other non-direct services; and other information as required by Secretary.	No additional costs
98.68 Program Integrity *(See pages 36-37)*	*(New section)*	Lead Agencies are to have effective controls in place to ensure integrity and accountability including processes to ensure sound fiscal management, processes to identify areas of risk, and regular evaluation of internal control activities. In addition, processes to identify and handle to resolution fraud and other program violations, and procedures to document and verifying children receiving assistance are eligible.	Administrative costs at state level *(any costs passed on to local level?)*
Subpart K – Error Rate Reporting			
98.100 Error rate reporting *(See pages 45-47)*	States, etc. required to calculate, prepare and submit report of errors occurring in administration of CCDF grant funds. Report includes strategies for reducing errors.	Lead Agencies with improper payment rate that exceeds threshold must submit for approval a comprehensive corrective action plan as well as subsequent reports describing progress in implementing plan. Lists items to include in corrective action plan. Failure to carry out actions in approved corrective action plan is grounds for a penalty or sanction.	Administrative costs at state level *(any costs passed on to local level?)*

TRANSITIONAL KINDERGARTEN

Preparing California's Children to Succeed in Kindergarten

Transitional kindergarten (TK) is a new grade for students born in the fall that provides the gift of time and builds a strong foundation for success in elementary school and beyond. The Kindergarten Readiness Act changed the kindergarten entry date so that children enter kindergarten at age 5, and created TK to serve younger students with birthdays between September and December. In TK, children learn from a curriculum designed to meet their needs that is aligned with kindergarten standards and taught by credentialed teachers from K-12.

California's New Kindergarten System: Preparing Children to Succeed

A LOOK INTO TRANSITIONAL KINDERGARTEN

In transitional kindergarten, students get a head start so they can do better in school. Children learn through hands-on experience, nurturing new skills that will stay with them throughout their academic careers. What is unique about TK:

- TK blends social and emotional experience with academic learning.
- In TK, students learn essential pre-literacy and pre-math skills through creative, play-based learning and shorter lessons for younger children's attention spans.
- Students develop social and self-regulation skills needed to succeed in school, such as interacting with teachers and peers in positive ways, solving problems with increasing independence and focusing attention.
- A typical TK classroom might include a dress-up area, puppet theater, play kitchen and sand table – age-appropriate activities no longer in kindergarten classrooms that enhance all cognitive, social and motor skills.
- Teachers tailor lessons to help every child thrive, thoughtfully constructing activities so each child is challenged at right level to succeed, persist through difficulty with little frustration and get to next skill level.

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EarlyEdgeCalifornia.org

Transitional Kindergarten: A Winning Solution for California

TK is a smart early investment and pivotal first step towards college and career readiness. Research shows that children who participate in school readiness programs like transitional kindergarten are more likely to do well in school, attend college and earn higher wages.

Nobel Laureate James Heckman's research shows that high-quality early education programs like TK offer one of the highest returns of any public investment.

- **Children** gain the skills and confidence they need to thrive in school, preparing them for success.
- **Families** now have an additional option to ensure their children enter kindergarten with the maturity, confidence and skills they need to excel.
- **Schools** benefit because children will be better prepared succeed academically and less likely to be placed in special education or held back in later grades.
- **California's economy** will be strengthened by a well-educated, globally competitive workforce.

THE VALUE OF TK IN CALIFORNIA

Before TK, California children started kindergarten at a younger age than kids in almost any other state – often without the maturity, social skills and early academic skills they need to succeed in kindergarten and the later grades. At the same time, kindergarten standards and curriculum have changed over the years, and many of the skills children were once taught in first grade are now expected in kindergarten.

Transitional kindergarten is now being offered at no immediate additional cost to the state, because funding that would have been used to support young 5 year olds in kindergarten is being redirected to support them in TK.

State Superintendent of Public Instruction Tom Torlakson hails TK as "one of the bright spots for education," noting that it will "create a wave of success" in education.

TRANSITIONAL KINDERGARTEN TODAY

History is being made for California's young learners. The creation of transitional kindergarten marks the launch of the first new grade since 1891. This fall marked the first year of statewide implementation, with more than 2,000 transitional kindergarten classrooms opening, serving about 40,000 students. Schools will continue to phase in transitional kindergarten by moving the kindergarten entry date one month a year until the final year of implementation in 2014. By then, more than 125,000 students – including more than 52,000 English language learners and about 79,000 who attend Title I schools – are expected to attend TK.

Some districts across the state have offered TK and similar programs for years, and they have seen their students make dramatic progress, especially in language and literacy. TK graduates are entering kindergarten with confidence and a love of learning that will follow them throughout school and beyond.

"Transitional kindergarten gives California a tremendous opportunity to increase kindergarten readiness. It will lay the foundation for reading proficiency in the early elementary years and help our state build a more seamless education system for children birth to age 8."

- Sacramento County Superintendent of Schools Dave Gordon

For more information on transitional kindergarten, please visit www.tkcalifornia.org.

NEW REPUBLIC

The Hell of American Day Care

An investigation into the barely regulated, unsafe business of looking after our children

by Jonathan Cohn | April 15, 2013


photo credit: Darren Braun

It was 5:30 in the morning when Kenya Mire looked down at her baby girl, Kendyll, who was curled up tight on a foldaway crib. "Night, night," Kendyll had just murmured in her quiet, serious way. At 20 months, she was picking up all sorts of words, like "baby," the name of the doll she kept nearby, and "Bryce," the name of her big brother. She hadn't slept much that night, and Mire thought about calling in late to work so Kendyll could get more rest. But it was only Mire's second day at a new job she badly needed, as a receptionist at a Houston oil company. Mire, who was 30, with an open face and wide smile, was intent on making a good impression. The best she could do was give Kendyll an extra hour to nap and prepare some warm milk for her breakfast.

When Kendyll got up, Mire dressed her in a purple shirt that matched her own—purple was Kendyll's favorite color—and put a pair of purple-striped stretch pants in her backpack. It was a challenge to get Kendyll to sit still for the hour it took to unbraid and re-braid her dark hair, and on such a hectic morning, Mire didn't even try. At around 7 a.m., they got into the car and drove to Kendyll's new day care.

The place was called "Jackie's Child Care," but there wasn't anyone named Jackie who worked there. The proprietor was Jessica Tata, an energetic 22-year-old registered with the state of Texas to look after children in the wood-paneled house she rented on a quiet, middle-class street. Her regulars included Elias, a chunky 16-month-old with a bowlegged walk, and 19-month-old Elizabeth, who always jumped into her mom's lap when it was time to drop her off. As Mire walked back to her car that warm February morning in 2011, she noticed Kendyll hovering at the entrance—a little sleepy, a little curious, gazing at the scene inside. Mire felt uneasy about leaving, especially since it was only Kendyll's second day there and she didn't know Tata that well. Shortly after, she called Tata to check in, and Tata reassured her that Kendyll was doing just fine.

Just after lunch, Mire's cell phone lit up. The number was Tata's, but she didn't recognize the voice. "There's been a fire," a woman said. "They've taken all the kids to the hospital, for smoke, as a precaution." Mire tried not to panic; she clutched at the word "precaution." Her phone buzzed again, this time with a text message from a friend: "What day care did you say Kendyll goes to?" Mire called the friend, who was watching live TV coverage of a burning Houston day care. Black smoke was billowing from windows and holes in the roof; firemen were running out of the house, cradling limp babies in their arms. One little girl had braided hair and a purple shirt, her friend told her. She looked like Kendyll. Mire ran to her car. *I can't panic*, she kept telling herself as she drove through heavy traffic and later past ambulances and fire engines. *I just have to get there.*

Trusting your child with someone else is one of the hardest things that a parent has to do—and in the United States, it's harder still, because American day care is a mess. About 8.2 million kids—about 40 percent of children under five—spend at least part of their week in the care of somebody other than a parent. Most of them are in centers, although a sizable minority attend home day cares like the one run by Jessica Tata. In other countries, such services are subsidized and well-regulated. In the United States, despite the fact that work and family life has changed profoundly in recent decades, we lack anything resembling an actual child care system. Excellent day cares are available, of course, if you have the money to pay for them and the luck to secure a spot. But the overall quality is wildly uneven and barely monitored, and at the lower end, it's Dickensian.

This situation is especially disturbing because, over the past two decades, researchers have developed an entirely new understanding of the first few years of life. This period affects the architecture of a child's brain in ways that indelibly shape intellectual abilities and behavior. Kids who grow up in nurturing, interactive environments tend to develop the skills they need to thrive as adults—like learning how to calm down after a setback or how to focus on a problem long enough to solve it. Kids who grow up without that kind of attention tend to lack impulse control and have more emotional outbursts. Later on, they are more likely to struggle in school or with the law. They also have more physical health problems. Numerous studies show that all children, especially those from low-income homes, benefit greatly from sound child care. The key ingredients are quite simple—starting with plenty of caregivers, who ideally have some expertise in child development.

By these metrics, American day care performs abysmally. A 2007 survey by the National Institute of Child Health Development deemed the majority of operations to be "fair" or "poor"—only 10 percent provided high-quality care. Experts recommend a ratio of one caregiver for every three infants between six and 18 months, but just one-third of children are in settings that meet that standard. Depending on the state, some providers may need only minimal or no training in safety, health, or child development. And because child care is so poorly paid, it doesn't attract the highly skilled. In 2011, the median annual salary for a child care worker was $19,430, less than a parking lot attendant or a janitor. Marcy Whitebook, the director of the Center for the Study of Child Care Employment at the University of California–Berkeley, told me, "We've got decades of research, and it suggests most child care and early childhood education in this country is mediocre at best."

At the same time, day care is a bruising financial burden for many families—more expensive than rent in 22 states. In the priciest, Massachusetts, it costs an average family $15,000 a year to place an infant full-time in a licensed center. In California, the cost is equivalent to 40 percent of the median income for a single mother.

Only minimal assistance is available to offset these expenses. The very poorest families receive a tax credit worth up to $1,050 a year per child. Some low-income families can also get subsidies or vouchers, but in most states the waiting lists for them are long. And so many parents put their kids in whatever they can find and whatever they can afford, hoping it will be good enough.

One indicator of the importance that the United States places on child care is how little official information the country bothers to collect about it. There are no regular surveys of quality and no national database of safety problems. One of the only serious studies, by Julia Wrigley and Joanna Dreby, appeared in the *American Sociological Review* in 2005. The researchers cobbled together a database of fatalities from state records, court documents, and media reports. On the surface, they said, day care appears "quite safe," but looking closer, they discovered "striking differences." The death rate for infants in home settings—whether in their own houses with a nanny or in home day cares—was seven times higher than in centers. The most common causes included drowning, violence—typically, caregivers shaking babies—and fire.

Statistics on Sudden Infant Death Syndrome (SIDS) are also revealing. ChildCare Aware of America, an advocacy group, calculated that, proportionally, about 9 percent of all reported SIDS deaths should take place in child care. The actual number is twice that. And while overall SIDS fatalities declined after a nationwide education campaign, the death rate in child care held steady.

Fatalities in child care remain relatively rare, but not as rare as they should be. In an investigation of Missouri day cares, *St. Louis Post-Dispatch* reporter Nancy Cambria documented 45 deaths between 2007 and 2010. One was three-month-old William Pratt, who died from blunt trauma after a caregiver threw him on a couch because she was frustrated with him. In 2012, a toddler named Juan Carlos Cardenas wandered off at an Indiana church day care. Nobody was watching him when he fell, face-first, into a baptismal pool and drowned.

Kenya Mire was an only child and hated it, and perhaps that's why she liked kids so much. After finishing high school, in 1999, she started training to be a medical assistant, hoping to work in a maternity ward. "I was just so interested in the idea of pregnancy," she says in her clear, measured way. "I always wanted to be that person where I was in the room with them from the time when they came in up through when they had the baby. I wanted to be the person that you told your story to."

When she was 22, however, Mire had to put her plans on hold, because she was pregnant herself. She and the father weren't together and her morning sickness got so bad she had to quit her job in a restaurant kitchen and move in with her mom. Despite all that, she felt "worry-free," she says. "I was just so excited to have a child." Eight years later, when she got pregnant again, it was different. This time, she knew how hard it would be.

When Mire went back to work, she put Kendyll in the same day care where she'd sent her son, Bryce: Grandma's Place—a bright, cheery operation with a professional staff. But Grandma's Place was expensive. Even with the subsidies Texas provides to low-income mothers, Mire had to pay $200 a week from her $12.50-an-hour job at a water utility company. Then the recession hit, and Mire lost the job. She had to pull Kendyll from the center.

For the next two years, Mire worked as the hostess at a steak house for five hours a night, earning $10 an hour. Every day, she also checked in with several temping agencies. She relied on her mother and friends for child care, which meant she often had to pass up last-minute opportunities because she couldn't find anyone to look after Kendyll. At one point, she scraped up the money to send Kendyll to a KinderCare franchise, but eventually fell behind on the payments and had to withdraw her. Once, she quit a customer-service job because she had nowhere for Kendyll to go.

When she was offered the oil company position, Mire felt like stability was finally within reach. "This was a really good opportunity," she told me emphatically. "They were starting me on $12.50, and if I became permanent, they would move to like $13." But in order to take the job, she needed child care.

First, Mire tried KinderCare again, but they wouldn't take Kendyll until Mire paid her debt; when she did, there were no openings. She called about a dozen centers, all of which were either too expensive or had no available slots. Mire thought she might have to turn down the job. "I just kind of broke down, because it seemed like nothing was going right, everything was just falling apart," she says. "I sat in my car for about thirty minutes. I was just like, *I don't even know what to do anymore. Because I want to* *start this job, but I literally don't have nowhere for Kendyll to go.*"

Then a solution materialized. Mire's mother was shopping at Target when a woman named Jessica Tata handed her a business card for her home day care. Mire quickly called Tata, who said she could take another toddler. And the state subsidies—would Tata accept those? Yes, she said, she did it all the time.

Still, Mire was hesitant to leave Kendyll in a home day care—she'd never done that before. When she and Kendyll went to check out Jackie's, she noticed dirty dishes piled up on the kitchen counters. Over the next two hours, she plied Tata with questions, about everything from her experience to her education methods.

Tata's answers eased her anxiety. "She seemed like she understood the struggle of single parents and trying to work and take care of kids at the same time," Mire recalls. "She just seemed very open and honest, really." Mire liked the fact that Tata promised to teach the children Christian values through Bible reading and prayer. Most important, she seemed warm with children. Kendyll was usually wary in strange settings, but she left her mother's side and started playing with the other kids. Maybe the arrangement wasn't ideal, Mire thought, but it would be OK for now.

Mire's dilemma was one that American parents, particularly single mothers, have struggled with for generations. The United States has always been profoundly uncomfortable with the idea of supporting child care outside the home, for reasons that inevitably trace back to beliefs over the proper role of women and mothers. At no point has a well-organized public day care system ever been considered the social ideal.

The first day cares were established during the Industrial Revolution, as increasing numbers of women in cities had to work. Jane Addams, the Progressive Era activist, was horrified to learn that all over Chicago, children were being left alone in tenement homes, morning till night. "The first three crippled children we encountered in the neighborhood had all been injured while their mothers were at work," she wrote in her 1910 memoir, *Twenty Years at Hull-House*. "One had fallen out of a third-story window, another had been burned, and the third had a curved spine due to the fact that for three years he had been tied all day long to the leg of the kitchen table, only released at noon by his older brother who hastily ran in from a neighboring factory to share his lunch with him."

Addams and other do-gooders created "day nurseries," although in many cities they were little more than baby farms. Geraldine Youcha writes in *Minding the Children* that a survey from that era by Chicago authorities "found children unclean and crowded into one small room without any playthings, and several nurseries in which the 'superintendent' did not even know the last names and addresses of some of the children."

The prevailing assumption at the time was that child care outside the home was deeply inferior to a mother's care. At best, it was regarded as a useful tool to "Americanize" the children of recent immigrants. Even Addams believed the optimal solution was government subsidies that would allow single mothers to look after their own children. ("With all of the efforts made by modern society to nurture and educate the young, how stupid it is to permit the mothers of young children to spend themselves in the coarser work of the world!" she wrote.) Toward that end, progressive states created widows' pensions, which were eventually expanded by the New Deal. Decades later, most people would know this kind of assistance simply as "welfare."

Arguably the best child care system America has ever had emerged during World War II, when women stepped in to fill the jobs of absent soldiers. For the first time, women were employed outside the home in a manner that society approved of, or at least tolerated. But many of these women had nowhere to leave their small children. They resorted to desperate measures—locking kids in the car in the factory parking lot, with the windows cracked open and blankets stretched across the back seats. This created the only moment in American politics when child care was ever a national priority. In 1940, Congress passed the Lanham Act, which created a system of government-run centers that served more than 100,000 children from families of all incomes.

After the war, children's advocates wanted to keep the centers open. But lawmakers saw them only as a wartime contingency—and if day care enabled women to keep their factory jobs, veterans would have a harder time finding work. The Lanham Act was allowed to lapse.

The federal government didn't get back into the child care business until the 1960s, with the creation of Head Start, which was narrowly targeted to support low-income children. A broader bill, designed to help working mothers by providing care to all kids who needed it, passed Congress a few years later. But President Nixon vetoed the legislation, saying he didn't want the government getting mixed up with "communal" child-rearing arrangements. Other than some increases in government funding for child tax credits and subsidies, federal child care policy has hardly changed in the last few decades.

But family life has changed immeasurably. In 1975, most American families had a male breadwinner and a female homemaker, compared with one in five today. Around two-thirds of mothers of young children now work outside the home.

Meanwhile, the idea that it is preferable to support low-income women to stay home with their children has become toxic in American politics. Since the passage of welfare reform in 1996, single mothers no longer get cash benefits unless they have a job or demonstrate progress toward getting one. Millions of women with meager resources who would have qualified under the old welfare regime must find somewhere for their young children to go while they're at work.

Day care, in other words, has become a permanent reality, although the public conversation barely reflects that fact. The issue of child care is either neglected as a "women's issue" or obsessed over in mommy-wars debates about the virtues of day care versus stay-at-home moms. Whether out of reluctance to acknowledge a fundamental change in the conception of parenthood—especially motherhood—or out of a fear of expanding the role of government in family life, we still haven't come to terms with the shift of women from the home to the workplace.[1]

On the day of the fire, as her house filled with smoke, Jessica Tata called 911. In the recording of the call, she is screaming: "Children are dying. I can't see anything. I can't even get there and get them. I can't see anything. My kids are dying. Please hurry. Oh my god!"

Tata grew up in west Houston, the odd one out in a high-achieving Nigerian family. While her siblings excelled at academics and sports, Tata spent some time in juvenile detention, as well as a special school for troubled youth. At one point, she admitted to a charge of delinquent arson for starting a fire in a school bathroom.

But when Tata was around 16, her family saw a radical change in her. She became a dedicated Christian and started volunteering at her church's day care. Her parents wanted her to go to college, like most of her brothers and sisters, but Tata decided to open a day care in her two-bedroom apartment.

In 2010, Tata started a bigger operation, Jackie's Child Care, which she registered with the state. She divided the lower floor of her house into different areas—mats on the tile floor for naptime, a classroom area with little desks, a play area with Legos and musical instruments. For the kids' lunch, she often cooked corn dogs or catfish. Tata liked to keep her older brother, Ron, posted on their progress, proudly describing the best speller or a child who had learned a new word. "I felt like she was trying to impress us all, like, *Hey, you people thought I wouldn't go to college and I wouldn't be successful, but look at me now*," he recalled. "*I have this day care. I have these kids. I have everything that I dreamed of.*"

When the first-responders arrived at the scene, Tata told them she had been in the bathroom when a pan of heated oil caught fire on the stove and that she ran outside when she couldn't find any of the kids. A neighbor was trying to console a distraught Tata when she noticed that the children and the firefighters carrying them outside were covered in black soot. But Tata's white blouse, cherry-red vest, and matching knit beret were clean.

Other neighbors reported that they had seen her run out the door screaming, but, seconds before, some had also seen her drive up to the house, with nobody in her van. Later, a fire department investigator found a bag from Target behind the front door, with a receipt issued around the time of the fire.

Afterward—apparently the very next night—Tata returned to the charred remains of her home, retrieved her passport, and caught a flight to Nigeria. Interpol agents would eventually take her into custody, and at one point, Tata spoke with the mother of one of her charges on the phone. "I'm so sorry, Ms. Betty," she said.

As questions about Tata accumulated, many of them in coverage by the *Houston Chronicle*,[2] people started asking why authorities had allowed her to run a home day care in the first place. After all, she had a criminal record, even though Texas regulations state that children must not be supervised by anyone with "a history of criminal activity, abuse, or neglect."

I put the question to Sue Lahmeyer, former district director of licensing for the Texas Department of Family and Protective Services (DFPS). Her office was responsible for monitoring 6,000 child care providers in and around Houston, including Tata. Lahmeyer, a transplanted New Yorker who spent some 30 years working on services for children and families, explained how little power inspectors have to make sure kids are getting safe, quality care.

In Texas, a person only needs a high school qualification or equivalent to operate a home day care. (That includes online degrees.) As for Tata's juvenile record, she hadn't disclosed it on her application, and a computer background check hadn't uncovered it. In 2007, the agency had ordered Tata to close the day care in her apartment, because she was operating without a proper license. But, under the law, that didn't disqualify her from obtaining permission to start a new business.

Caregivers are also required to attend a state-sanctioned education session. According to a trainer, Tata had wandered in and out of the classroom, put her head down on the table, and spent much of the time texting. But since the law only requires applicants to show up, Tata had satisfied the requirement.

By national standards, Texas child care regulations are typical—better than average in some respects, worse in others. That is to say, they are painfully minimal. "You know, when we walk into some of these places, they're meeting the letter of the standards," Lahmeyer says. "But it's like a warehouse for children. You know it when, as the inspector, you are the most interesting thing the kids have seen all day. They attach themselves to you and are trying to engage because there's nothing else going on for them."

Like most states, Texas inspects child care centers at least once a year, but only has the manpower to visit home day cares every two. Even egregious violations don't always lead to shutdowns. Sometimes, that's because parents, lacking alternatives, fight to keep notorious places open. An inspector named Carol McGinnis told me she'd recently visited a center in "total disarray," with "feces smeared on the walls." Nevertheless, if the agency closed it, McGinnis expected some parents would resist, because it was one of the few places offering care on weekends.

On other occasions, the process of closing a day care can be torturous. Lahmeyer recalled one place that racked up repeated violations over two years before a judge would shut it down. "I can tell you there's a fair number [of cases] that we lost because the judge decided, *No child's died yet, so they stay open*," Lahmeyer says.

All too often, it takes an incident to force a closure. Last November, for instance, DFPS closed a center after a caregiver left a nine-month-old infant alone on a changing table without a belt. The baby fell onto a concrete floor, sustaining a serious skull injury. In addition to the caregiver, DFPS cited the director for failing to "contact the parents the next day when a 'mushy' bump was observed on the infant's head." I asked McGinnis how many of the area's providers she'd trust with her own child. She answered promptly: "Twenty percent." [3]

It took Kenya Mire about 25 minutes to get to the hospital, where she found a frantic scene. Parents were desperately seeking information; staffers were having trouble identifying the kids. Even then, Mire says: "I didn't expect it to be to the extreme. I still was kind of hoping it was OK." But then a nurse came into the waiting area holding a pair of purple striped stretch pants, covered in soot and cut into pieces. Mire practically had to be pulled into the emergency room. When they brought her in, she saw Kendyll laid out on a table like a doll. A doctor was pumping her chest, hard. Then a nurse pulled her aside and told her there was nothing more they could do.

Four of the seven children at the day care died that day. Elizabeth died before her mother, Betty Ukera Kajoh, a teacher who met Tata through church, made it to the hospital. Elias was in a special breathing chamber, expelling smoke from his lungs, by the time his mom, Keshia Brown, finished a training session for a new job at a grocery store and learned about the fire. He died the next day in Keshia's arms.

Tiffany Dickerson had two children at Tata's day care: Makayla, two, and Shomari, three. She worked at West Houston Medical Center as a nurse's assistant, and shortly after lunchtime, she heard a page over the intercom: "Code Blue, Double P.D."—the shorthand for "pediatric department." She thought nothing of it, until she called the day care a few minutes later and found out what had happened. "Oh god, Tiffany, that's who's in the emergency room," Dickerson's manager told her. Makayla survived; Shomari did not.[4]

In many countries, day care is treated not as an afterthought, but as a priority. France, for instance, has a government-run system that experts consider exemplary. Infants and toddlers can attend *crèche*, which is part of the public health system, while preschoolers go to the *école maternelle*, which is part of the public education system. At every *crèche*, half the caregivers must have specialized collegiate degrees in child care or psychology; pediatricians and psychologists are available for consultation. Teachers in the *école maternelle* must have special post-college training and are paid the same as public school teachers. Neither program is mandatory, but nearly every preschooler goes to the *école maternelle*. Parents who stay at home to care for their children or hire their own caregivers receive generous tax breaks. It hardly seems a coincidence that 80 percent of French women work, compared with 60 percent of their American counterparts.

France spends more on care per child than the United States—a lot more, in the case of infants and toddlers. But most French families pay far less out of pocket, because the government subsidizes child care with tax dollars and sets fees according to a sliding scale based on income. Overall, the government devotes about 1 percent of France's gross domestic product to child care, more than twice as much as the United States does. As Steven Greenhouse once observed in *The New York Times*, "Comparing the French system with the American system ... is like comparing a vintage bottle of Chateau Margaux with a $4 bottle of American wine."

There is one place in the United States where you can find a very similar arrangement: the military. In the 1980s, the Defense Department decided to address, rather than ignore, the same social changes that have transformed the wider economy. More women were entering the military, and many had children. Increasingly, the wives of male soldiers had jobs of their own. Believing that subsidized day care was essential for recruitment and morale, military leaders created a system the National Women's Law Center has called a "model for the nation." More than 98 percent of military child care centers meet standards set by the National Association for the Education of Young Children, compared with only 10 percent of private-sector day cares.

A growing number of economists have become convinced that a comprehensive child care system is not only a worthwhile investment, but also an essential one. James Heckman, the Nobel-winning economist, has calculated that, in the best early childhood programs, every dollar that society invests yields between $7 and $12 in benefits. When children grow up to become productive members of the workforce, they feed more money into the economy and pay more taxes. They also cost the state less—for trips to the E.R., special education, incarceration, unemployment benefits, and other expenses that have been linked to inadequate nurturing in the earliest years of life. Two Fed economists concluded in a report that "the most efficient means to boost the productivity of the workforce 15 to 20 years down the road is to invest in today's youngest children" and that such spending would yield "a much higher return than most government-funded economic development initiatives."

In a July 2012 speech, Fed Chairman Ben Bernanke made the case that significant investment in early childhood would deliver even broader gains to the U.S. economy. "Notably, a portion of these economic returns accrues to the children themselves and their families," he said, "but studies show that the rest of society enjoys the majority of the benefits." Right now, too many Americans make major choices about work or finances based on the scarcity or cost of child care. Sometimes, this means women curtail their careers because it's cheaper to stay home or take a more flexible job than to pay for full-time care. Sometimes, a person of limited means pours a significant portion of their income into day care, which limits their ability to build a financial foundation for the future. When parents can find safe, affordable child care, they are more likely to realize their full economic potential. Their employers gain, too: Numerous studies show that access to quality day care increases productivity significantly.

This year, President Barack Obama has put forward what he calls a "universal pre-kindergarten" proposal. It would provide states with matching funds, so that they could set up their own programs for three- and four-year-olds, while modestly increasing subsidies for infant and toddler care. This plan would cost $75 billion over ten years, financed by higher cigarette taxes, which means it will meet serious political resistance. But the concept has support from key Democrats like House Minority Leader Nancy Pelosi, who has spoken of "doing for child care what we did for health care."

Since the 1930s, with the introduction of Social Security, the United States has constructed—slowly, haphazardly, often painfully—a welfare state. Pensions, public housing, health care—piece by piece, the government created protections for citizens that the market doesn't always provide. Child care is the major unfinished part of that project. The lack of quality, affordable day care is arguably the most significant barrier to full equality for women in the workplace. It makes it more likely that children born in poverty will remain there. That's why other developed countries made child care a collective responsibility long ago.

In November 2012, Tata went on trial for multiple charges, including felony murder. Family and former clients talked about her love of children. A nurse named Eudora Walcott said Tata was the first caregiver who didn't make her grandson scream. "The person I know was always there for the kids," she recalled. But Tata herself never took the stand. (She also declined interview requests for this article.)

A young woman who'd worked with Tata briefly in 2010 testified that Tata sometimes left her alone with a dozen kids for hours at a time and that when she arrived in the morning, the place occasionally had "diapers on the floor, throw up under the playpen." A seven-year-old girl told jurors that Tata once took the older kids to McDonald's while the younger ones slept at home. A neighbor described several occasions when she'd knocked on Tata's door and nobody answered, even though she could hear children inside.

The prosecutor, Steve Baldassano, played surveillance video taken at Target during the fire that showed Tata browsing the aisles and then stopping by a Starbucks. A manager testified that he asked Tata to take a customer survey, but she told him she didn't have time—because she had something on the stove and little kids were at home, sleeping.

Tata's attorney, Mike DeGeurin, didn't dispute that she had left the kids alone. But while Tata was guilty of bad judgment, he said, she hadn't meant to hurt anyone. "It was a terrible accident," DeGeurin told the court. "What it's not is murder." The next day, the jury found Tata guilty. She is now serving an 80-year sentence in a state prison.

Mire also testified, but when the trial was over, she felt disappointed, like there were more things she wanted to say. "I wanted to come to her face-to-face and be like, *What happened?*" she says. "I could look at babies now, not even my baby, and I'm still just like, it's a comfort feeling to know that something so precious is here. You cherish that. You keep that close. You can look at a baby or child and just see their innocence. Even when they do something bad, there's still innocence to that.

"So when you hear a story where people have done neglective things to that kind of innocence, it's heartbreaking because I don't fathom it. I just can't imagine what she was thinking."

Nearly a year after the fire, Mire got a steady job at the same hospital where Kendyll died. Oddly, the experience has provided her with a measure of peace. Some of the nurses in the emergency room remembered Mire, and when firefighters brought in patients, some of them recognized her, too. They talked to her about the day of the fire, and Mire learned that, by the time Kendyll reached the hospital, she had already passed away. "They think that she was sleeping and the smoke just put her in a deeper sleep," she says. "It was kind of like a comfort, because I was able to get answers that I needed." For months, she said, she had been tormented by the thought that her daughter had died alone and in pain. "It scared me to death because I always wondered if she was awake, if she was in the crib crying for me. I just didn't want her to feel like I left her there."

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Source URL: http://www.newrepublic.com//article/112892/hell-american-day-care

Los Angeles County: Parent Partnerships

Policy Roundtable for Child Care Annual Retreat

July 10, 2013

Parent Partnerships

* State of Child Care
* Access
* Affordability and Parent Choice
* Regulations, Standards, and Safety

LA County Child Population

* Total population:	9,962,789
* **Child population:**	**2,401,032**
* Birth to 5 years	**657,544**
* Estimated poverty rate for children	**24.3%**

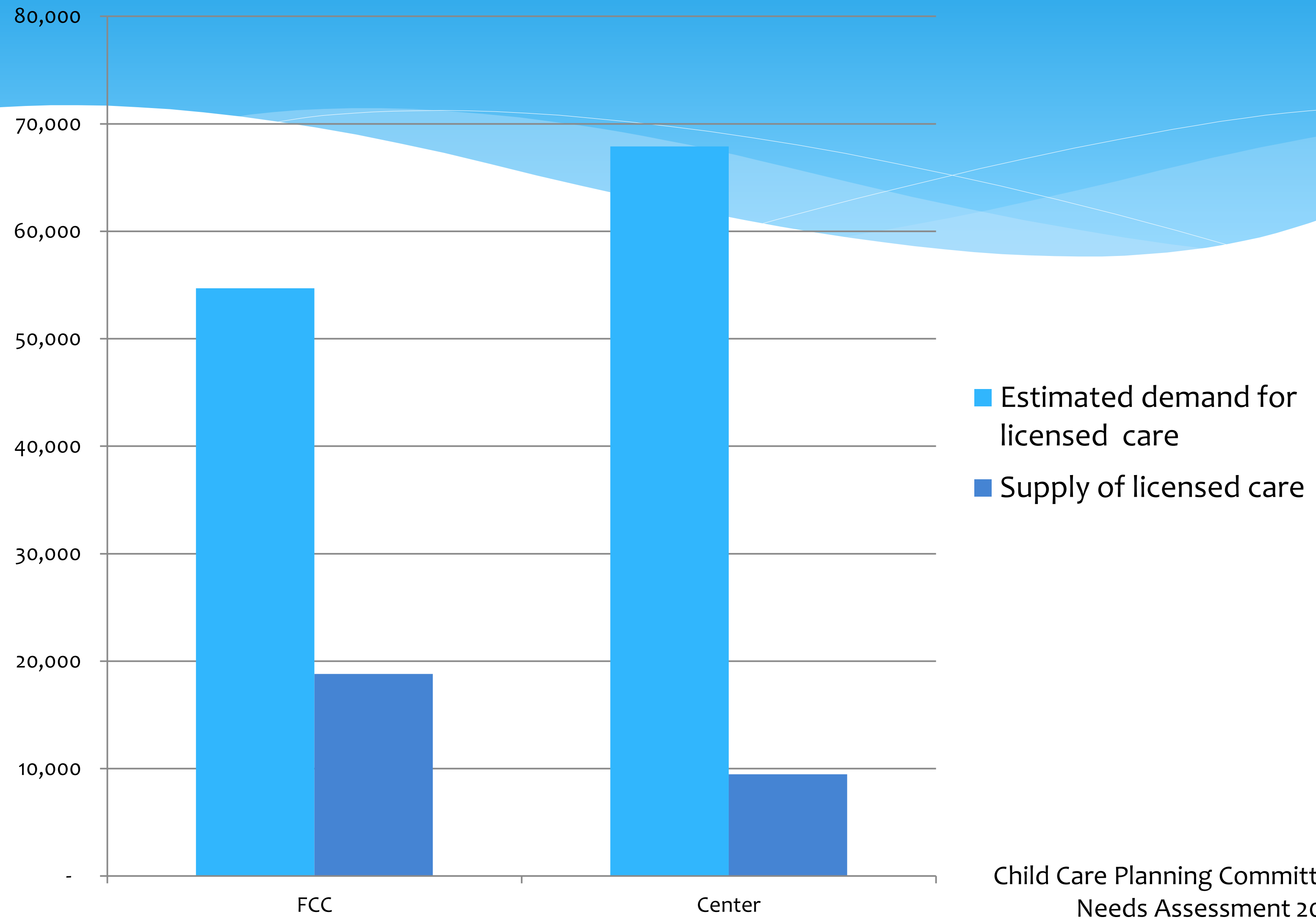
Licensed Child Care and Development Facilities

* Number of licensed family child care homes: 7,114

* Number of licensed child care centers
  * Infant licenses 428
  * Preschool licenses 2,685
  * School-age licenses 461

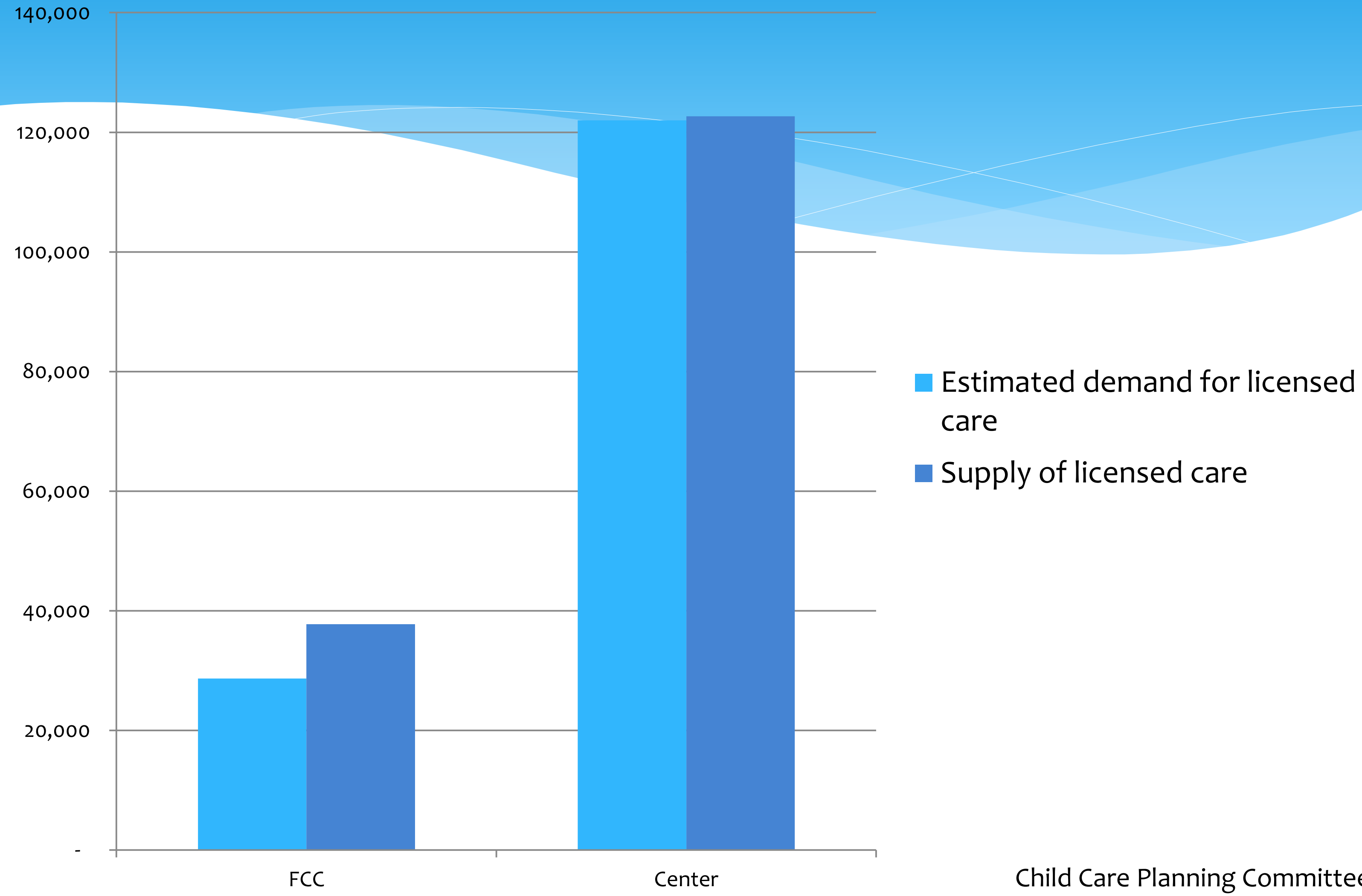
Child Care Planning Committee
Needs Assessment 2013

Estimated Demand for and Supply of Licensed Care for Children 0 to 3 years of Age



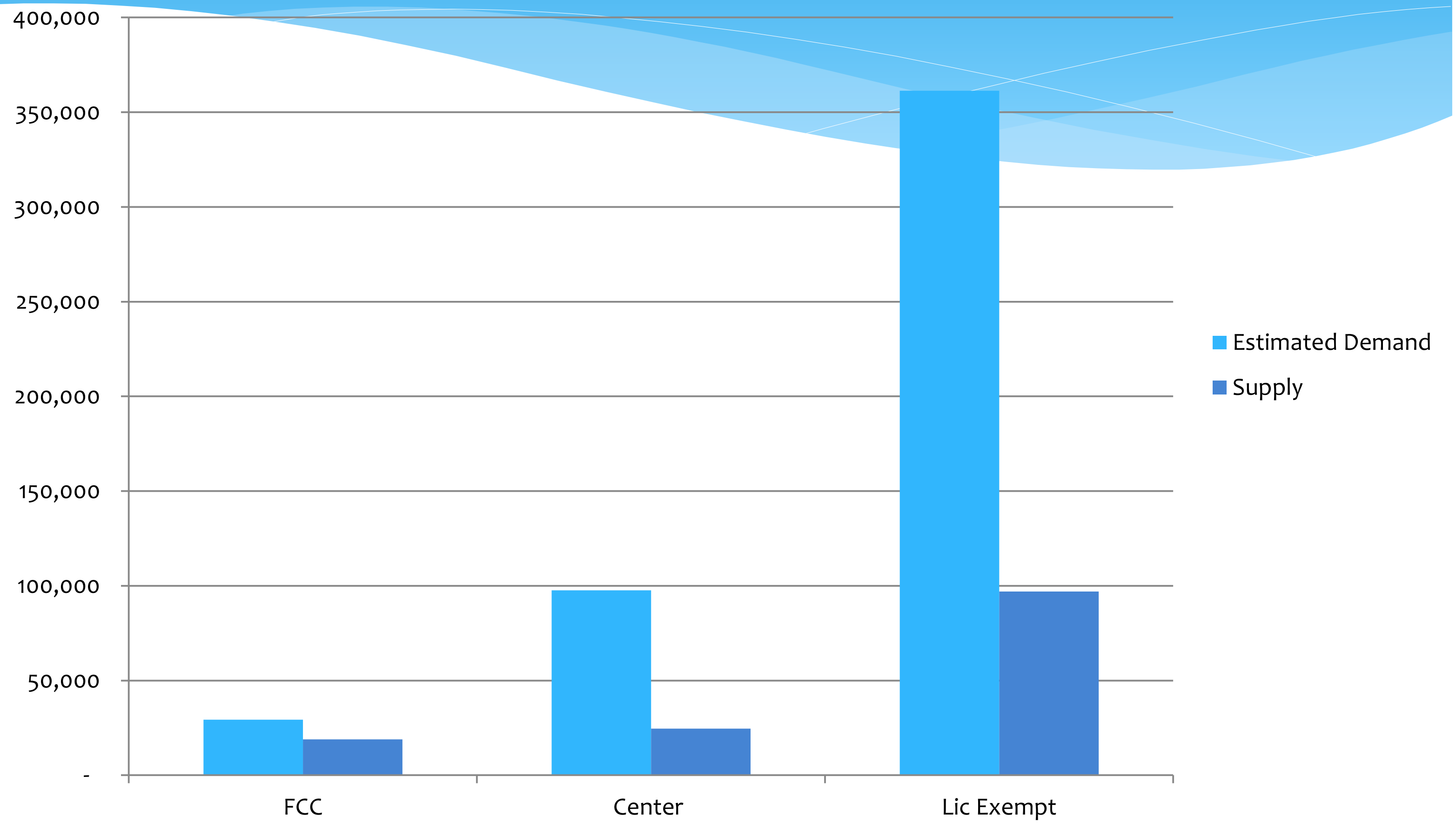
Child Care Planning Committee
Needs Assessment 2013

Estimated Demand for Licensed Care for Children 3 to 5 Years of Age



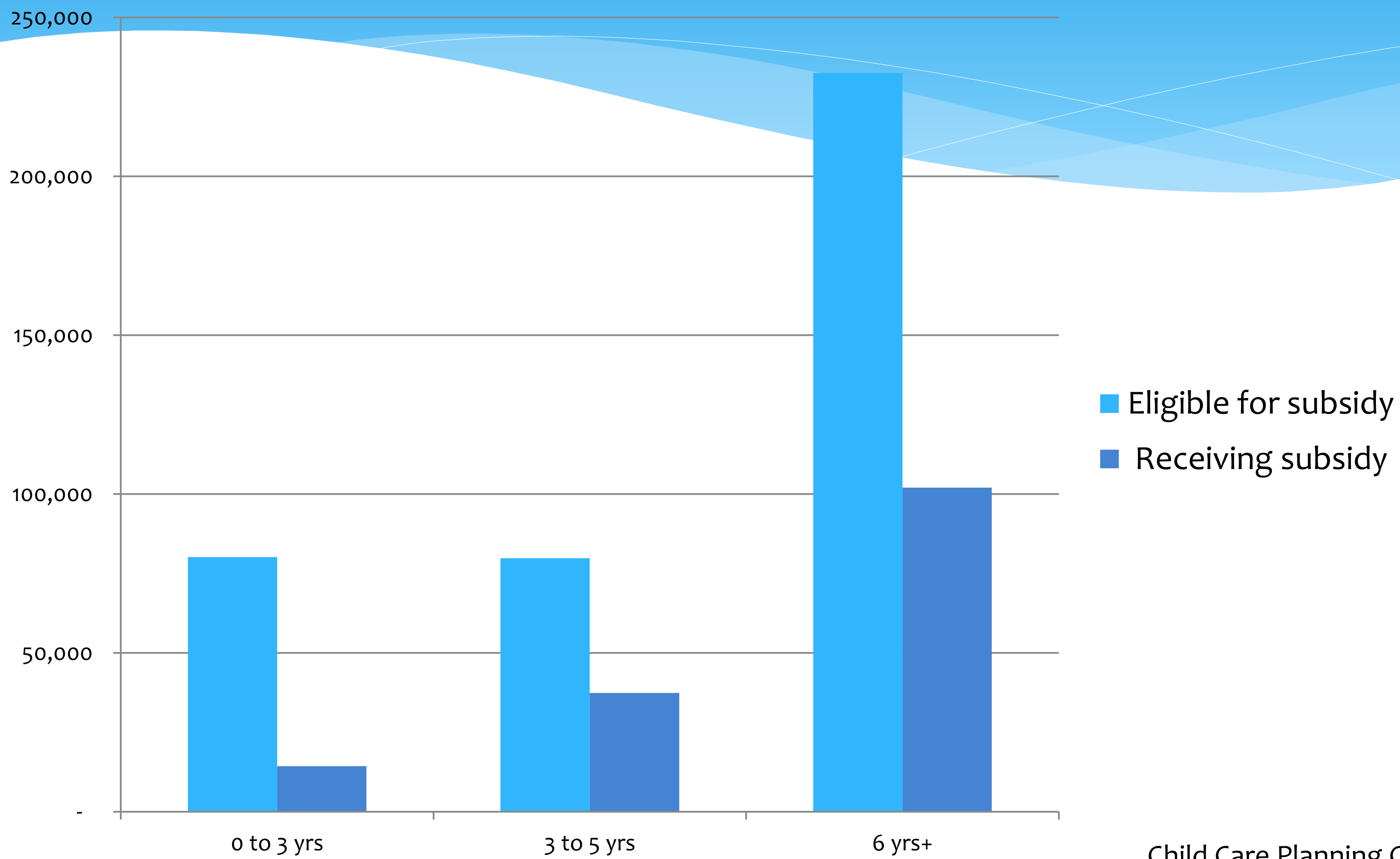
Child Care Planning Committee
Needs Assessment 2013

Estimated Demand for and Supply of School Age Child Care



Child Care Planning Committee
Needs Assessment 2013

Children Eligible for and Receiving Child Care Subsidies



Child Care Planning Committee
Needs Assessment 2013

Where California Fits: 2011 Ranking of Least Affordable Child Care

As compiled by the National Association of Child Care Resource and Referral Agencies

Type of Care	*Average Annual Cost of Care	State Median Income (SMI) for a Single Mother Family	Cost of Care as % of SMI for Single Mother Family	SMI for 2-Parent Family	Cost of Care as % of SMI for 2-Parent Family	Rank (Based on Percentage of SM for 2-Parent Family)
Center						
• Infant	$11,823	$27,534	**42.9%**	$80,796	**14.6%**	7
• 4-yr. old	$8,237	$27,534	**29.9%**	$80,796	**10.2%**	19
• School age	$2,736	$27,534	**9.9%**	$80,796	**3%**	43
Family Child Care						
• Infant	$7,187	$27,534	**26%**	$80,796	**9%**	
• 4-yr old	$6,916	$27,534	**25%**	$80,796	**8%**	
• School age	$3,015	$27,534	**11%**	$80,796	**4%**	

Where California Fits: 2011 Ranking of Least Affordable Child Care

As compiled by the National Association of Child Care Resource and Referral Agencies

Type of Care	*Average Annual Cost of Care	Public College Tuition	Annual Rent Payments	Annual Mortgage Costs
Center				
• Infant	$11,823			
• 4-yr. old	$8,237	**$9,022**	**$13,956**	**$27,996**
• School age	$2,736			
Family Child Care				
• Infant	$7,187			
• 4-yr old	$6,916			
• School age	$3,015			

*2009 data adjusted for inflation

Status of Child Care Licensing

Per Child Care Aware 2013 survey:

- California ranks 50th out 52*
- Did not meet any of the oversight standards
- Did not fully meet any of the program standards

*Survey included 50 states, Dept. of Defense and Washington D.C.

NACCRRA's Oversight Standards VS. CA's Child Care Licensing

* **NACCRRA**
* Centers are inspected at **least 4 times** per year including CCL, Health and Fire
* Licensing staff have a BA degree in ECE or related field
* Online inspection & complaint reports are available to parents via the internet

* **CA Licensing**
* **CCL conducts onsite visit once every 5 yrs.**
* Background in ECE is not required.
* Inspection and complaint info is only available if one goes to CCL office to review program file.

CA Child Care Licensing Vs. NACCRRA Program Standard

California does not:

* Require BA of center directors
* 24 hours annual training/professional development
* Staff to child ratios are not compliant with NAEYC accreditation
* Group sizes are not regulated

California Child Care Center Ratios

Age of Children	Child: Staff Ratio	Max Group Size
6 weeks	4:1	Not Regulated (NR)
9 months	4:1	12
18 months	6:1	12
27 months	6:1	NR
3 years	12:1	NR
4 years	12:1	NR
5 years	14:1	NR
6 years	14:1	NR
7 years	14:1	NR
8-9 years	14:1	NR
10 years and older	14:1	NR

CA Child Care Ratios for Family Child Care

Age Range	Small Family Child Care
Total Number of Children Allowed:	2-6; Plus 2 School-Age Children (SAC)
Maximum Number of Children to One Provider:	8
Provider's Own Children Counted:	Yes; If under age 10
Maximum Number of Infants/Toddlers to One Provider:	*See note below

Age Range	Large Family Child Care
Total Number of Children Allowed:	7-12; Plus 2 SAC
Ratio of Children to One Provider:	6:1; With no more than 4 infants
Provider's Own Children Counted:	Yes; If under age 10

Source: CA Child Care Licensing, 2013

NAEYC Early Childhood Program Standards

1. **Relationships**

* Program Standard: The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.

NAEYC Early Childhood Program Standards

2. Curriculum

Program Standard: The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

3. Teaching

Program Standard: The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the program’s curriculum goals.

NAEYC Early Childhood Program Standards

4. Assessment of Child Progress

Program Standard: The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.

NAEYC Early Childhood Program Standards

5. Health

Program Standard: The program promotes the nutrition and health of children and protects children and staff from illness and injury.

6. Teachers

Program Standard: The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

NAEYC Early Childhood Program Standards

7. Families

Program Standard: The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.

8. Community Relationships

Program Standard: The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.

NAEYC Early Childhood Program Standards

9. Physical Environment

Program Standard: The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.

10. Leadership and Management

Program Standard: The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high quality experiences.

NAEYC Accreditation Standards: Evaluation Criterion

Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in a library area, or who are napping).

* Preschool and kindergarten aged children: Teaching staff must be aware of where children are at all times. The
* Structural design for any classroom, restroom or other program space must not interfere with teacher's ability to observe children according to criterion
* Preschool aged children: Preschool children (defined as child enrolled in a group of children ages 30 months to 5 years) may be momentarily out of sight and sound (e.g., if a child leaves the playground to go into an adjoining classroom alone to get something)as long as the child is back in sight and sound within one minute. Note that it is permissible for staff members to supervise preschool children by sound for up to five minutes only before regaining both sight and sound observation.
* Kindergarten aged children: Kindergarten aged children (defined as children enrolled in a public or private kindergarten group) may be out of sight and sound for no longer than 10 minutes.
* This is a required criterion. If a child is in immediate danger, assessors must immediately notify the program administrator and contact NAEYC.

Children and Families Deserve Better!

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Steps To Excellence Program
Promoting Quality Child Care

STEP QRIS
Implementation Update

Policy Roundtable for Child Care
Annual Retreat

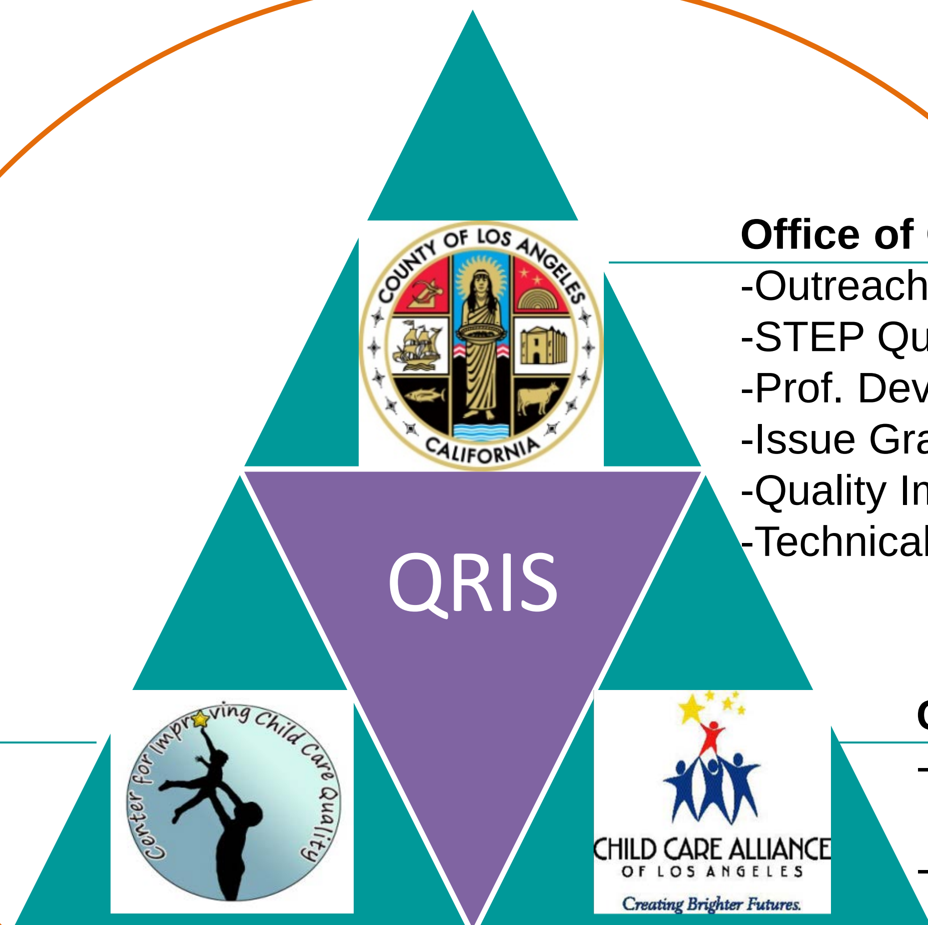
June 16, 2010

Presenter: Helen E. Chavez, MSW

STEP's Implementation Partners

LAUP ECE Workforce Consortium

F5LA

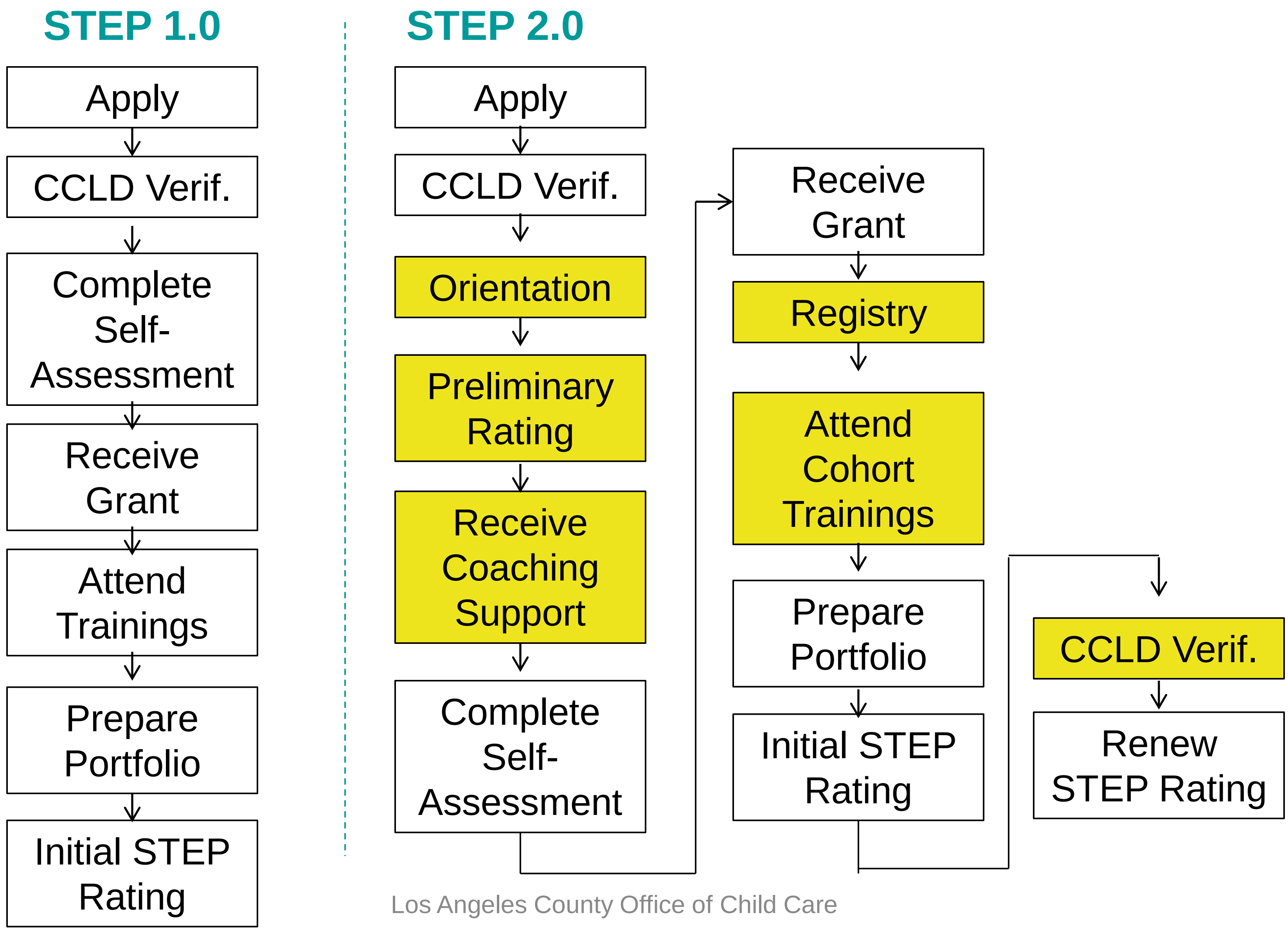


Office of Child Care
- -Outreach
- -STEP Quality Standards
- -Prof. Development Coordination
- -Issue Grants & Ratings
- -Quality Improvement Trainings
- -Technical Assistance

UCLA CICCQ
- -Data Collectors
- -Reliability
- -Site Visits

CCALA/R&Rs
- -Quality Improvement Coaches
- -Outreach support

Our Enhanced STEP Model



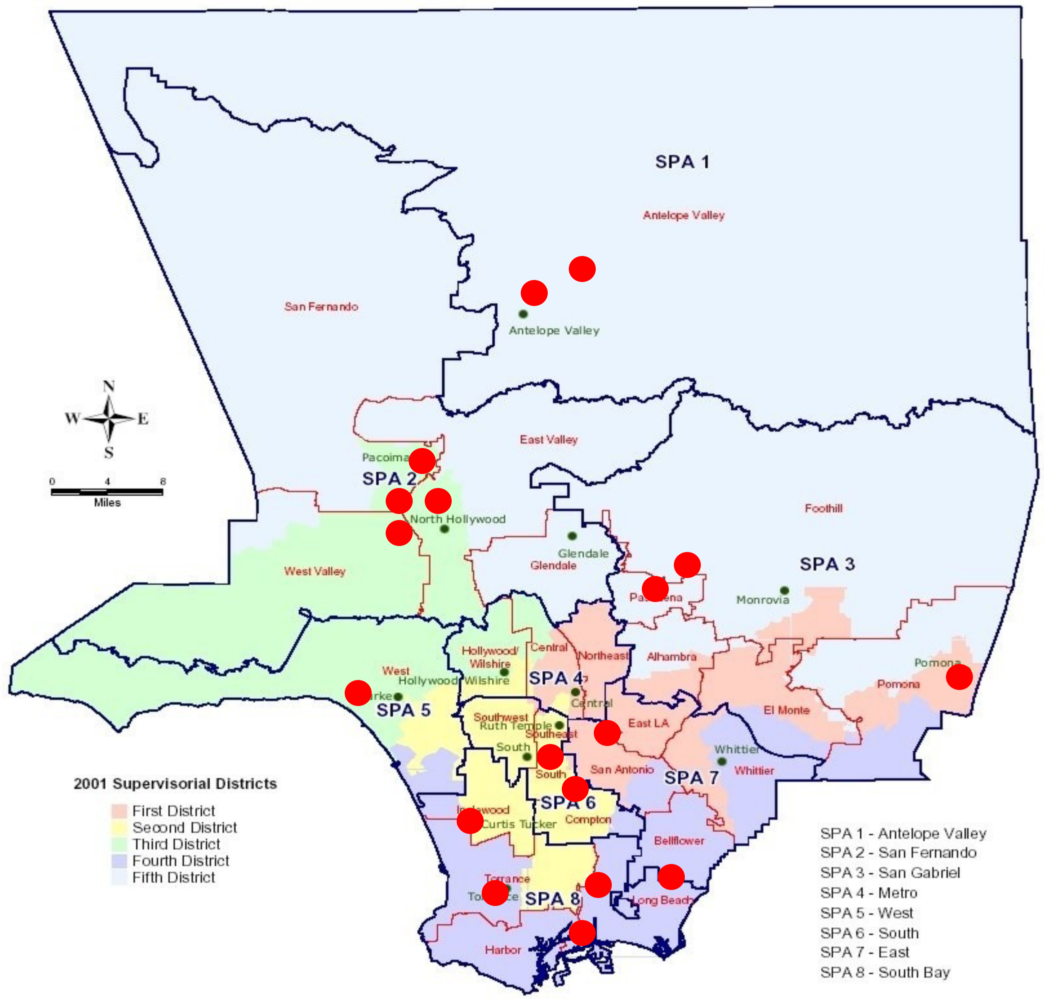
FY 2012-13 Accomplishments

QRIS Operational Component	Accomplishments
1. Staffing	-Expanded QRIS Team Mariela Balam……..Outreach/TA Specialist[1] *Yecenia Cardenas….Outreach/TA Specialist* *Helia Castellon……..Outreach/TA Specialist*** Jodie Chin……….Intermediate Typist Clerk[2] Tina Navarro……….Senior Admin. Clerk[1]* *Jocelyn Tucker………PD Coordinator**
2. Expansion to Addtn'l Communities	-Added 7 new STEP communities -STEP is now in a total **of 18 communities**
3. Outreach	-Conducted 13 outreach meetings (150+ attendees) -Currently there are 245 active*** programs in STEP -Attrition rate for FY 2012-13 = 6%

[1] Assigned to STEP as of FY 2011-12
[2] Assigned to STEP as of FY 2007-08
*Assigned to both STEP and RTT
**Assigned to RTT only
***Active is defined as having been rated by STEP as of FY 2011-12

STEP Communities

1. Altadena
2. Boyle Heights*
3. Florence/Firestone
4. Granada Hills*
5. Inglewood
6. Lancaster*
7. Long Beach
8. Mission Hills*
9. Pacoima/Arleta
10. Palmdale
11. Pasadena
12. Pomona
13. San Fernando (City)*
14. San Pedro
15. Santa Monica
16. Torrance*
17. Watts/Willowbrook*
18. Wilmington



*Cities marked with asterisk were newly added to STEP in FY 2012-13

FY 2012-13 Accomplishments (Cont'd)

QRIS Op. Component | **Accomplishments**

4. Quality Ratings

-Completed **158** ratings (capacity to complete 200)

Type of Rating	**No. of Ratings Completed**	**No. of Ratings Deferred**
Preliminary	124	32*
Initial/Full	31	10**
Renewal	3	
Totals:	**158**	**42**

*Deferred per providers' request; **Deferred due to funding restrictions

5. Quality Improvement Grants

Awarded over **58 QI grants** (5 Centers; 53 FCCs)

Total amount distributed to programs: **$286K**

6. Quality Improvement Trainings

-Conducted **51 trainings** for ECE practitioners

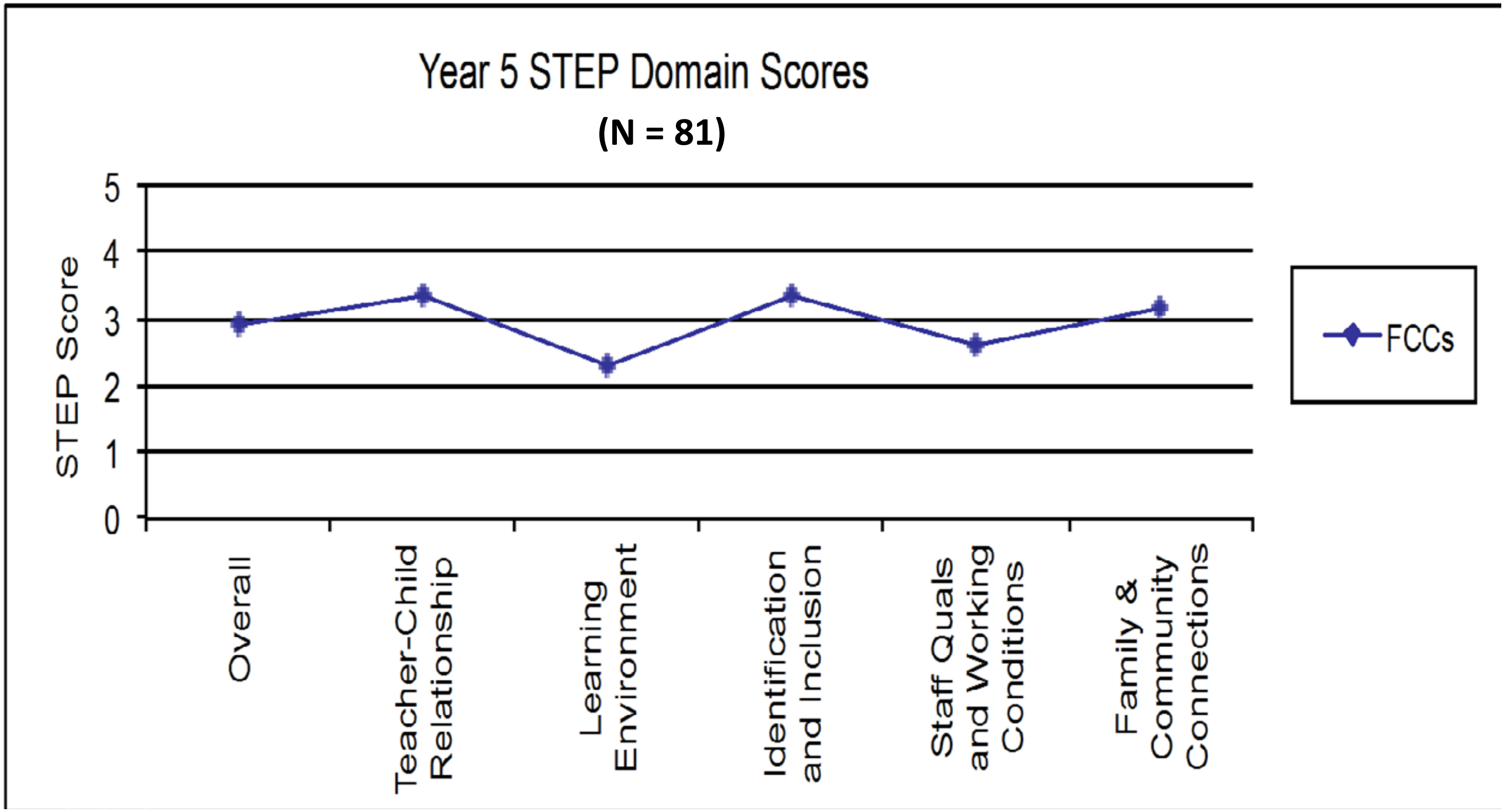
-Attendance grand total: **758**

What STEP Quality Ratings Mean

STEP 1	Beginning Quality Level	
STEP 2	Intermediate Quality Level	
STEP 3	Good Quality Level	
STEP 4	Advanced Quality Level	
STEP 5	Excellent Quality Level	

STEP Quality Rating Results FY 2012-13

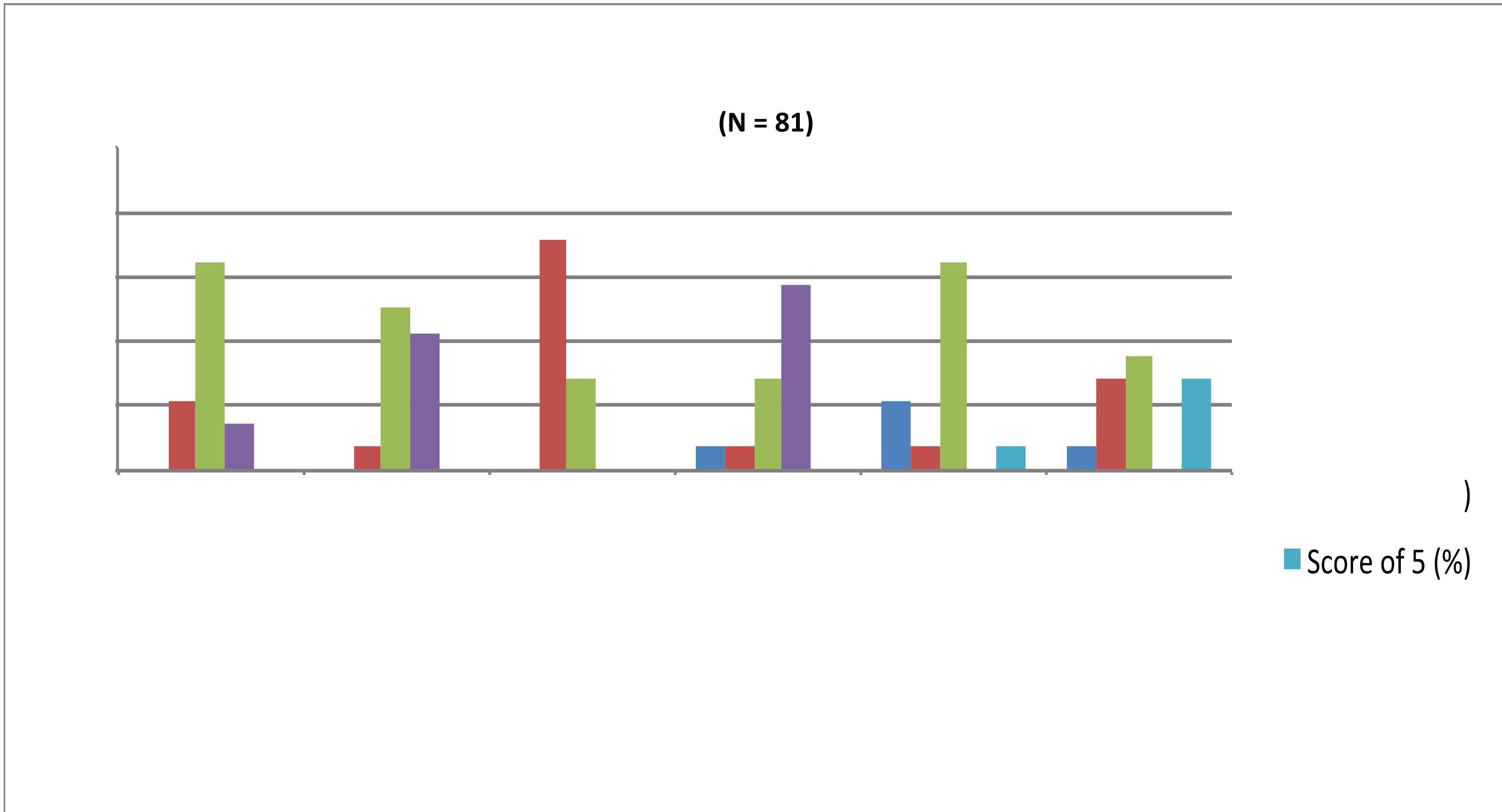
Chart 1. Year 5 Average Overall STEP Score and Domain Scores* (Full/Initial Review Sites Only – FCCs)



*Analysis completed by UCLA CCICQ, as documented in *Final Report on Year 5 Implementation STEP (June 28, 2013)*

STEP Quality Rating Results FY 2012-13

Chart 2. Year 5 Frequency of Overall STEP Score and Domain Scores* (Full Review Sites Only- All FCCs)



*Analysis completed by UCLA CCICQ, as documented in *Final Report on Year 5 Implementation STEP (June 28, 2013)*

FY 2012-13 Accomplishments (Cont'd)

QRIS Op. Component | **Accomplishments**

7. Quality Improvement Coaching — *CCALA highlights*

8. TA Strategies — STEP PAL Program debut

Fig. 1. STEP PAL orientation meeting on March 8, 2013
(STEP PALs listed in order from left to right)
Back row Amina Gedle, Catherine Scott
Front row: Maria Esquivel, Shatoune Shepard, Sara Krikorian, and Morena Barrera

FY 2012-13 Accomplishments (Cont'd)

<u>Operational Op. Component</u>	<u>Accomplishments</u>
9. Evaluation	**-**STEP is recognized in American Institutes for Research's forthcoming *Local Quality Improvement Efforts & Outcomes Descriptive Study* as one of three[1] QRIS in California that had <u>all</u> six elements typical of a QRIS -Cheryl Wold & Associates Evaluation highlights: -68% of survey respondents reported that their **overall experience with STEP** was "very positive" and 30% was "mostly positive" -A majority of those surveyed reported that STEP helped them **prioritize improvement goals** and **understand quality standards**

[1]The other two QRIS cited in that study are in El Dorado and Nevada counties.

FY 2012-13 Accomplishments (Cont'd)

Operational Op. Component | **Accomplishments**

9. Evaluation

-Cheryl Wold & Associates Evaluation highlights:

-STEP promotes professional growth

- Child care program directors reported that STEP helped them set a higher bar for quality practices and measure performance against those standards.
- FCC providers reported going back to school for credit and attending trainings as well as leading workshops in the community.

-STEP promotes community

- Providers reported interacting with other providers and cited the learning, support, and community benefit from doing so.

  -88% met with other providers

  -83% learned from other providers

  -62% observed other programs

-STEP programs want help marketing their ratings

Strategic Plan Strategies

- Direct Services (Family Strengthening)
- Community Capacity Building
- Systems Improvement

Policy Roundtable for Child Care

Meeting Schedule – 2013-14

Meeting Date	Time	Location
July 10, 2013	9:00 a.m. - 3:30 p.m. Annual Retreat	Eaton Canyon Nature Center 1750 North Altadena Drive Pasadena, CA 91107
September 11, 2013	10:00 a.m. - 12:00 p.m.	Kenneth Hahn Hall of Administration Room 743 500 West Temple Street Los Angeles, CA 90012
October 9, 2013	10:00 a.m. - 12:00 p.m.	Kenneth Hahn Hall of Administration Room 743 500 West Temple Street Los Angeles, CA 90012
November 13, 2013	10:00 a.m. - 12:00 p.m.	Kenneth Hahn Hall of Administration Room 743 500 West Temple Street Los Angeles, CA 90012
December 11, 2013	10:00 a.m. - 12:00 p.m.	Kenneth Hahn Hall of Administration Room 743 500 West Temple Street Los Angeles, CA 90012
January 8, 2014	10:00 a.m. - 12:00 p.m.	Kenneth Hahn Hall of Administration Room 743 500 West Temple Street Los Angeles, CA 90012
February 12, 2014	10:00 a.m. - 12:00 p.m.	Kenneth Hahn Hall of Administration Room 743 500 West Temple Street Los Angeles, CA 90012
March 12, 2014	10:00 a.m. - 12:00 p.m.	Kenneth Hahn Hall of Administration Room 743 500 West Temple Street Los Angeles, CA 90012
April 9, 2014	10:00 a.m. - 12:00 p.m.	Kenneth Hahn Hall of Administration Room 743 500 West Temple Street Los Angeles, CA 90012
May 14, 2014	10:00 a.m. - 12:00 p.m.	Kenneth Hahn Hall of Administration Room 743 500 West Temple Street Los Angeles, CA 90012
June 11, 2014	10:00 a.m. - 12:00 p.m.	Kenneth Hahn Hall of Administration Room 743 500 West Temple Street Los Angeles, CA 90012

** No meeting in August.

Revised: June 25, 2013