



Policy Roundtable for Child Care and Development

Wednesday, December 11, 2013

10:00 a.m. – Noon

Conference Room 743

Kenneth Hahn Hall of Administration

500 W. Temple Street, Los Angeles



Proposed Meeting Agenda

Goals for Meeting:

- Conduct Roundtable business in a fair and transparent manner.
- Surface issues that are relevant to the group's mission, provide accurate information on those issues, and facilitate both dialogue and action.

10:00	I.	Welcome and Introductions		
	A.	Comments from the Chair		Dora Jacildo Chair
	B.	Review of November 13, 2013 Meeting Minutes	<i>Action Item</i>	
10:10	II.	Strong Start for America's Children Act		Tessa Charnofsky First 5 LA
	A.	Comments from CEO/Legislative Policy Analysis		Olyvia Rodriguez
	B.	Discussion		
10:50	III.	Child Care Characteristics Study		Cristina Alvarado Child Care Alliance of Los Angeles
11:20	IV.	Child Care Policy Framework		K. Malaske-Samu
11:50	V.	Public Comments and Announcements		Members and Guests
12:00	VI.	Call to Adjourn		Dora Jacildo

Mission Statement

The Los Angeles County Policy Roundtable for Child Care builds and strengthens early care and education by providing recommendations to the Board of Supervisors on policy, systems, and infrastructure improvement.

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Policy Roundtable for Child Care and Development

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MEETING MINUTES

November 13, 2013

1. Call to Order and Announcements from the Chair

Chair Dora Jacildo called the meeting to order at 10:10 a.m., and welcomed all guests and members. Following self-introductions by members and guest, Ms. Jacildo extended a hearty thank you to Ms. Maria Calix for bringing coffee and rolls for all!

Ms. Jacildo reminded members that Supervisor Antonovich had introduced a motion on August 20, 2013, directing the Chief Executive Office to develop a feasibility report on extending child care rating services countywide. That report was submitted to the Board of Supervisors on October 18, 2013 and forwarded to members on November 7, 2013. In discussing the report, it was noted that the report was a thorough and diplomatic response to a complex issue. The issue of child care quality rating, however, highlighted the need for Community Care Licensing to be engaged in the conversation.

Members asked if the report had triggered inquiries from the Board Offices. Kathy Malaske-Samu responded that the Deputy CEO had been involved in some follow-up conversations. Members agreed that the report offered the opportunity for the Roundtable to develop a consistent list of talking points that could be shared with all Board Offices.

2. Approval of Minutes

Minutes of the October 9, 2013 meeting were approved with two abstentions on a motion by Robert Gilchick and a second by Sharoni Little.

3. Local Control Funding Formula (LCFF)

Ms. Jacildo introduced Kim Pattillo-Brownson, Director of Educational Equity with the Advancement Project and thanked her for adding this meeting to her schedule.

Ms. Pattillo-Brownson opened her presentation by emphasizing that the LCFF is very new and clean-up legislation is still in process. The former funding system that was in place for the past 48 years has been described at both unfair and unclear. The passage of Proposition 13 in 1978 exacerbated these problems, with poor communities absorbing a higher percentage of reductions than communities with higher property values. During the recent state fiscal crisis, K-12 and early care and education services experienced serious reductions. Proposition 30, which passes in 2012, increased K-12 funding and collapsed a number of categorical programs.

The LCFF offers a totally different approach to allocating funds. Under this system, the base grant is increased. The base grant is then adjusted based on the number of English language learners, low income and foster children in a district. Supplemental and Concentration Grants are also awarded based on the number of children who are English Language Learners, low-income (eligible for Free and reduced lunch) and foster care. As an example, for Los Angeles Unified (LAUSD), the LCFF will increase the per child allocation from \$7,738 to \$8,102 in 2013-14, and \$12,750 by 2020-21.

In addition to increasing the per child allocation, LCFF requires districts to adopt a Local Control and Accountability Plans (LCAP). The plans are to be adopted once every three years and are to include annual updates. Ms. Pattillo-Brownson suggested that it would be critical for early care and education advocates to be involved in the LCAP development.

LCAPs are to address eight priority areas, including:

- Student Achievement
- Parental Involvement
- School Climate
- Basic Services
- Student Engagement
- Implementation of Common Core Standards
- Other Student Outcomes
- Course Access

Ms. Pattillo-Brownson noted that early care and education are directly related to items one and two. In fact, early care and education ranked between 4 and 8 out of 22 items considered in multiple LAUSD LCAP planning sessions. The LAUSD Strategic Plan highlighted the role of early care and education in improving academic performance. Ms. Pattillo-Brownson stated that other districts may not be including early care and education in their planning efforts.

The following are major milestones in LCFF and LACAPs implementation as identified by the Legislative Analyst's Office:

- 1/31/13 State Board of Education (SBE) must adopt regulations for use of supplemental and concentration funds.
- 3/31/13 SBE must adopt LCAP template.
- 7/01/14 Districts must adopt LCAP for 2014-15.
- 10/08/14 County Offices of Education must approve or reject district LCAPs.
- 7/01/15 Districts must adopt LCAP annual updates.
Restrictions on spending for Adult Education, ROCPs, and JPAs expire.
- 10/01/15 SBE must adopt evaluation rubrics.
- 7/01/15 Districts adopt LCAP annual updates.

The LCFF and the LACAPs are intended to bring the decision making process related to school funding issues, which has been in Sacramento, to local communities. The following comments were shared in the discussion following Ms. Pattillo-Brownson's presentation:

- School districts in the Antelope Valley terminated the Cal Safe Programs when given the opportunity in 2012.
- There is concern that the SBE is not listing early care and education as a permissible use of these funds. Many will interpret the silence as a prohibition.
- School districts seem willing to serve three and four-year olds, but what about the young children, birth to three years of age who are in need of services?
- Parents need to be encouraged to participate in the planning and ongoing implementation.
- Districts are to respond in writing to parent requests in this process.
- Regulations are still being developed. Districts that do not follow-through on the LACAPs could face sanctions in the future.

Ms. Jacildo thanked Ms. Pattillo-Brownson for her presentation and noted that the Roundtable will be very interested in how the LCFF is implemented across all 80 school districts in Los Angeles County.

4. Legislative Update

Michele Sartell opened the Legislative update by reporting that Congress had implemented a temporary solution to reopen the federal government. The Continuing Resolution that allowed the government to reopen will end on January 15, 2014. Congress will then need to pass either an appropriations bill or another Continuing Resolution.

On a more exciting note, the Early Childhood Education Improvement Act was just introduced in Congress, by Senator Tom Harkin (D-Iowa) and Congressmen George Miller (D-CA), and Richard Hanna (R-NY). This bill proposes a ten-year initiative to expand and improve early learning opportunities for children from birth to five years of age. Christina Nigrelli with Zero to Three commented that the bill allows for up to 15 percent of the funds to be used for infants and toddlers. It is our intention to engage in a full discussion of this bill at a future meeting.

Ms. Sartell closed this section by referring members to the year-end summary of state legislation included in their materials.

5. Child Care Planning Committee Report

Vice Chair Sharoni Little introduced Richard Cohen, Chair of the Child Care Planning Committee. Dr. Little noted the Roundtable's intent to maximize the synergy between the Child Care Planning Committee and the Roundtable, and asked Dr. Cohen to update the group on the Committee's goals.

Dr. Cohen opened his remarks by sharing the mission of the Child Care Planning Committee (Committee), which is "to engage parents, child care providers, allied organizations, community, and public agencies in collaborative planning efforts to improve the overall child care infrastructure of the County of Los Angeles, including the quality and continuity, affordability and accessibility of child care and development services for all families." The Committee operates according to the Education Code and its members are drawn from the following categories, with each category accounting for 20 percent of the overall membership:

- Parents/child care consumers
- Child Care Providers
- Community representatives
- Public agency representatives
- Discretionary representatives

In addition to the Joint Committee on Legislation and the Inclusion Work Group, the Planning Committee has established the following Work Groups to implement its Strategic Plan:

- **Quality:** The Quality Work Group develops plans to implement the Strategic Plan for Child Care and Development in Los Angeles County – 2013-14 (Strategic Plan) in areas relating to quality. Among its tasks is serving as an advisory to the locally-based quality rating and improvement systems.

- **Access:** The Access Work Group oversees the process for setting geographic priorities for State funding, reviews data related to the needs assessment for child care and development, and develops plans to implement the Access section of the Strategic Plan.
- **Planning Council Role:** The Planning Council Role Work Group will explore extending the role of the Planning Committee as a forum for open discussion and building consensus around issues relating to child care and development.
- **Workforce:** The Workforce Work Group develops plans to implement the Workforce section of the Strategic Plan. Among its tasks is serving as an advisory to the Investing in Early Educators – Stipend Program.

The Committee is working within the Strengthening Families Approach. Dr. Cohen noted that the Strengthening Families Approach and the Protective Factors were introduced at the September meeting. Since then, each of the Work Groups incorporated this approach into their work plans.

Duane Dennis requested that the Office of Child Care and LAUP Race to the Top projects report to the Roundtable on participating programs and their practices related to serving children with special needs.

Dr. Little thanked Dr. Cohen for his presentation, noting that it paved the way for the discussion of the Policy Framework.

6. Status of the Policy Framework Update

Dr. McCroskey noted that while the Planning Committee and the Roundtable share a commitment to improving the local child care infrastructure, the Roundtable focus includes policy, systems and reporting to the Board of Supervisor. By understanding our respective missions, she suggested that both groups will be better equipped to maximize the synergy between the bodies.

Dr. McCroskey then addressed the goals of the Policy Framework:

Goal 1 - Establish and sustain a single, validated child care quality rating and improvement system serving all of Los Angeles County.

- The Office of Child Care is preparing to expedite the merging of STEP into Race to the Top.

Goal 2 - Facilitate access to subsidized child care services by providing County departments working directly w/ families, access to information on vacancies in subsidized child care and development (CC&D) by refining and expanding an electronic vacancy tracking information system.

- The Vacancy Tracking Design Team is researching software applications to inform a proposal to be submitted to the Productivity Investment Fund. DCFS demonstrated the new foster care search engine to the Team.

Goal 3 - Address policy issues that impact the eligibility for and supply of subsidized child care and development services.

- Recommendations in this area will aim to bring multiple players to the table to consider the

impact of trauma and access to services.

Goal 4 – Engage community stakeholders, County Commissions and others as advocates for multi-disciplinary professional development across County departments and with community-based organizations for the purpose of promoting child and family well-being.

- Recommendations in this area will seek to bring new partners to the table.

In closing, Dr. McCroskey reported that the goal is to provide a draft document to members in December.

7. Public Comment and Announcements

Kathleen Malaske-Samu congratulated Dr. Gilchick and the Child Care Alliance of Los Angeles on the KPCC stories related to the Eat, Play, Grow project.

Dr. McCroskey reported that the Los Angeles Times included an article on work by Emily Putnam-Hornstein, Ph.D., and Julie A. Cederbaum, Ph.D., of USC and Barbara Needell, Ph.D. and Bryn King, M.S.W., of UC Berkeley, which revealed that 40 percent of teen mothers in Los Angeles County had been reported as an alleged victim of abuse or neglect. The report is available at: <http://www.hiltonfoundation.org/california-s-most-vulnerable-parents-report>

8. Call to Adjourn

The meeting was adjourned at approximately 11:55 a.m.

Members Attending:

Jeannette Aguirre, Probation Department
Maria Calix, Second District
Duane Dennis, Child Care Alliance of Los Angeles
Maureen Diekmann, Los Angeles Unified School District
Robert Gilchick, M.D., Department of Public Health
Jennifer Hottenroth, Psy.D., Department of Children and Family Services
Dora Jacildo, Fourth District
Sharoni Little, Second District
Kathleen Malaske-Samu, Chief Executive Office
Jacquelyn McCroskey, Third District
Esther Torrez, First District
John Whitaker, Ph.D., Fifth District
Keesha Woods, Los Angeles County Office of Education
(54 percent of members were in attendance.)

Guests Attending:

Cristina Alvarado, Child Care Alliance of Los Angeles
Christina Nigrelli, ZERO TO THREE
Roberto Viramontes, First 5 LA
Nancy Lee Sayre, UCLA
Joseph Matthews, Department of Parks and Recreation
Ellen Cervantes, Child Care Resource Center
Terry Ogawa, Consultant
Angela Vasques, Advancement Project
Lisa Winters, Advancement Project
Robert Beck, Department of Public Social Services
Richard Cohen, CII and Child Care Planning Committee
Kim Pattillo-Brownson, Advancement Project
John Harris, Strategic Counsel

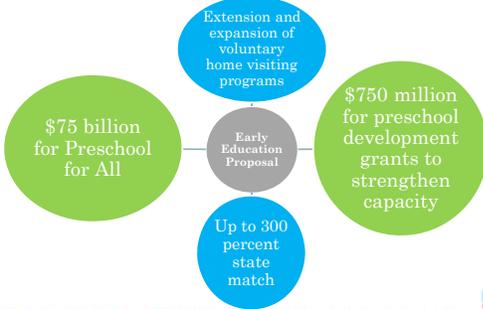
First 5 LA Strong Start for America's Children

Child Care Policy and Development Roundtable
December 11, 2013



Tessa Charnofsky
First 5 LA

President Obama's Plan



President's Proposal Would Increase Tobacco Taxes By .94 cents Per Pack



The Strong Start for America's Children Act

Legislation based on President Obama's plan:

• **Senate: S. 1697**, Tom Harkin (D-IA) Health, Education Labor, and Pensions (HELP) Chairman and 17 cosponsors

• **House: HR 3461**, George Miller (D-CA), Ranking Democrat on Education and the Workforce Committee, Richard Hanna (R-NY) and 37 cosponsors



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The Basics:

- Authorizes \$1.3 billion in 2014, \$27 billion over the first five years;
 - Congress would to appropriate these funds each year
- State grants based on the number of 4-year old children who come from families with incomes at 200% of FPL or below;
- After achieving that, may serve 3-year olds;



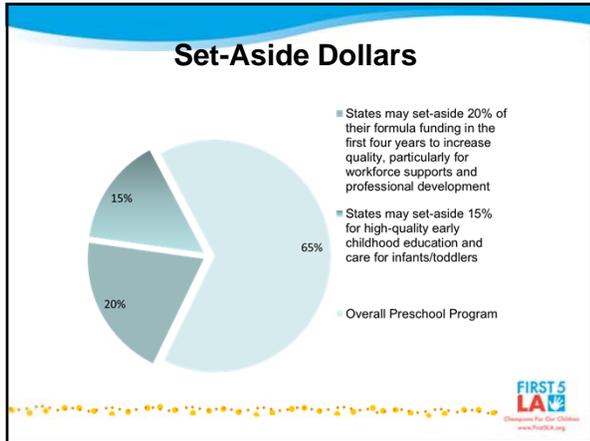
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The Basics:

- States will distribute funds to local entities – which may include districts, schools, Head Start programs or licensed child care providers – that meet high-quality standards;
- Early learning standards aligned with K-12 system that are developmentally, culturally and linguistically appropriate;
- Link preschool data to K-12 system;
- Have in place a state advisory council on early childhood education.



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Quality Measures

- Teachers have BA's in early childhood education or another field with training in early education;
- Comparable salaries to K-12 teachers;
- Class sizes and child-to-teacher ratios are low (no more than 20 children in a class and 10 children per teacher, according to the Senate bill);
- The pre-K program is full-day – at least 5 hours, according to both bills, and equivalent to the K-12 school day under the Senate bill;
- Pre-K programs are continually monitored to ensure they at least meet the standards of the Head Start program.

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State Match Requirement

Over 10 years, the match is an increasing state contribution, from 10% of the federal amount in the first year to an equal share of the federal amount by the 8th year.

Supplanting is prohibited; Maintenance of Effort is Required (this is standard for federal education programs)

A reduced match rate would be available for states serving preschool to half or more of eligible 4-year olds.

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Collaboration, Parent Involvement, Community Services

- Comprehensive parent and family engagement policies;
- Coordination with Head Start, CCDBG, IDEA and other early childhood education programs;
- Address particular needs of homeless children, English language learners, children with disabilities, children in foster care, and free and reduced price lunch eligible children;
- Carrying out a community needs assessment to identify any additional on-site, local comprehensive services;



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Prekindergarten Development Grants

- \$750 million in first year for Development grants would be used to help states increase their capacity for preschool formula grants. States could use funding to improve the quality of their current prekindergarten programs or to establish prekindergarten programs if they do not currently support any.
- States would be able to sub-grant to early childhood education programs and local school districts to improve the quality of prekindergarten programs in the state.



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Head Start and Childcare Partnerships

Head Start

Transitions from serving 4 year olds to 3 year olds

Child Care-Head Start Partnerships to improve quality (Senate version provides 3x more-- \$4 billion)



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HOME VISITATION

Expresses a *sense of the Congress* that Congress should continue to fund evidence-based, voluntary home visitation programs under MIECHV to promote maternal and child health, improve school readiness, prevent child abuse and neglect, support family economic self-sufficiency, reduce crime and delinquency, and improve community resources. (HELP and Education and Workforce are *not committees of jurisdiction* over MIECHV program)



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Does California Qualify?

Harkin/Miller

Teachers hold a bachelor's degree

Require parity with K-12 teacher pay

Senate version requires full-day programs be offered

Require programs to provide or connect families with health and other supportive services.

California

In California, only 12 units are required

Most teachers in the CA state preschool program are paid lower wages than K-12 teachers.

California only funds a half day of preschool in most cases

California's programs are not currently mandated to offer these service



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Political Landscape

- As of now neither Boxer nor Feinstein are cosponsors.
- CA House sponsors: Speier (CD-14), Honda (CD-17), Vargas (CD-51) and Davis (CD-53)
- No Senate Republican cosponsors, only 2 House Republicans (both NY).
- No action expected in 2013. Probability of Senate hearing, committee markup and floor action in early 2014.



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Political Landscape

- Education and the Workforce Committee Chairman Kline (R-MN) may hold hearing on federal preschool programs.
- Senate Appropriations Committee's Fiscal Year 2014 Labor-HHS-Education Appropriations bill includes funding for parts of Strong Start:
 - \$750 million for preschool development grants
 - \$1.4 billion for Early Head Start/Child Care partnerships
- **Key issues:**
 - Republican concerns about creating big new programs
 - Funding



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Key Questions

- What about the tobacco tax?
- Will this happen as part of a "grand budget deal?"
- How does Sequestration affect this proposal?
- What would be the impact on Head Start?





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SUMMARY

STRONG START FOR AMERICA'S CHILDREN ACT OF 2013



= *Infant-Toddler Related Provision*

The principal difference between the House bill, H.R. 3461, and Senate bill, S. 1697, is the proposed authorization for the Early Learning Quality Partnerships between Early Head Start and Child Care. The House bill would fund them at \$1.4 billion for FY 2014, while the Senate bill would fund them at \$4 billion.

Access to Prekindergarten

- Establishes a new federal-state partnership to provide access to high-quality prekindergarten programs for all low-income and moderate-income children to ensure kindergarten readiness. The programs would serve 4 year-olds from families with incomes at or below 200% of the Federal Poverty Level (FPL) and may serve 3 year-olds once the 4 year-olds are served.
- High-quality prekindergarten programs are defined as including high staff qualifications, with salaries comparable to K-12; evidence-based class sizes and child-teacher ratios; developmentally-appropriate, evidence-based curricular and learning environments aligned with state's early learning standards; accessible comprehensive services; and ongoing program evaluation.
- Allows delivery of services through Local Education Agencies (LEA's), a high-quality early childhood education program in the community, or a consortium of the two.
- Local entities must have comprehensive parent and family engagement policies; coordinate with Head Start, CCDBG, IDEA and other early childhood education programs and have strong partnerships between LEA's and community-based providers (depending on which is the grantee); have policies for Kindergarten transition; address the needs of homeless children, dual language learners, children with disabilities, children in foster care, and children who qualify for free and reduced price lunch; have supports for workforce to gain relevant credentials and ongoing professional development around early childhood skills and working with special populations.
- States may set aside 20% of funds in the first 4 years of implementation for quality improvement, particularly workforce supports and professional development.
- *Infant-Toddler Related Provisions:*
 - States may set aside 15% for high-quality early childhood education for infants and toddlers, such as programs that meet EHS standards or are accredited. The Secretaries of Education and HHS would determine the most appropriate way of administering these funds.
 - State applications must contain assurances that the state will ensure that prekindergarten services will not diminish or disrupt child care services in areas served; assurances may include a description of how states will direct funds to provide more high-quality services using the permissible infant-toddler set-aside.
- Performance measures and targets include increasing school readiness and narrowing gaps, reducing special education placements, reducing the need for grade retention, increasing the number of high-quality programs and children in those programs. States are prohibited from using a single assessment as the primary or sole method for assessing program effectiveness, or to reward or sanction children or teachers.
- The Secretaries of Education and HHS would create a process for converting the Head Start funds previously used to provide services for four year-olds to services for younger children, as more four year-olds enter state prekindergarten programs.
- Funding: Authorizes \$1.3 billion in FY 2014, increasing to \$8.96 billion in FY 2018 and such sums through FY 2023. The state match increases over the years, starting at 10% in the first year to an equal share with the federal funds by the tenth year.
- Establishes Preschool Development grants for states not receiving prekindergarten formula grants to improve the quality of their prekindergarten programs or establish them if they do not already provide such programs. Funding: Authorizes \$750 million in FY 2014 and such sums thereafter through FY 2023.





Early Learning Quality Partnerships

- Establishes grants to Early Head Start (EHS) programs to partner with center-based and family child care programs that agree to meet Early Head Start Program Performance Standards.
- Priority is given to applicants that will create strong alignments with service providers in the Maternal, Infant, and Early Childhood Home Visiting program, programs receiving child care subsidies under the Child Care and Development Block Grant (CCDBG), and prekindergarten programs to create a continuum of services from birth to school entry as well as programs that will work with child care providers across settings (i.e., home-based and center-based).
- Adds a priority to the basic EHS grants for future EHS grants for entities that agree to form child care partnerships.
- EHS agencies receiving partnership grants must establish a contractual agreement with the child care programs to raise quality to meet program performance standards. They may use grant funds for child care program expansion; training, technical assistance, and support in meeting the standards (including earning credentials or degrees); and blending funds to provide high-quality full-day child care meeting the program performance standards.
- Grantees must create a clear timeline for meeting the program standards; HHS must establish standards for defining responsibilities of the partners; programs are exempt from designation renewal requirements for 18 months.
- Authorization: House bill authorizes \$1.4 billion in appropriations for FY 2014 and such sums through FY 2023. Senate bill authorizes \$4 billion in appropriations for FY 2014 and such sums through FY 2023. Funds are allocated by states.



Child Care

- Amends CCDBG to allow the Secretary of HHS to reserve \$100 million for formula grants to states to support quality improvements such as training, education, and professional development for child care staff; training and technical assistance for providers to become licensed; workforce incentives linked to increased credential or degree completion; meeting health and safety standards; and technical assistance to implement nutrition, physical activity or obesity prevention programs.
- Ensures children can receive care for at least a year before eligibility is re-determined.



Sense of the House/Senate on Maternal, Infant and Early Childhood Home Visiting Program

Expresses the sense of the House/Senate that the Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) should be extended, citing evidence related to early development starting prenatally, the proportion of infants and toddlers in low-income families, and evidence related to the effectiveness of high-quality programs to promote positive development.

Program characteristics under current law:

- 75% of funds must be spent on evidence-based home visiting models as approved by HHS. 13 models are currently approved; 25% of funds may be spent on promising approaches that must be rigorously evaluated.
- Programs must demonstrate improvements for families in six benchmark areas related to health, child abuse and neglect prevention, school readiness, self-sufficiency, reductions in crime and domestic violence, and coordination of community resources.
- Funding is \$400 million for FY 2014, when the program's authorization for funding expires.

*Author: Patty Cole, Director of Government Relations
November 2013*

About Us

The ZERO TO THREE Policy Center is a nonpartisan, research-based, nonprofit organization committed to promoting the healthy development of our nation's infants and toddlers. To learn more about this topic or about the ZERO TO THREE Policy Center, please visit our website at

www.zerotothree.org/public-policy

STRONG START FOR AMERICA'S CHILDREN ACT OF 2013

The Strong Start for America's Children Act of 2013 is a robust beginning toward giving young children the best start in school and in life. In addition to a new federal-state Pre-K partnership, this birth-to-five bill focuses on important early learning opportunities for infants and toddlers.

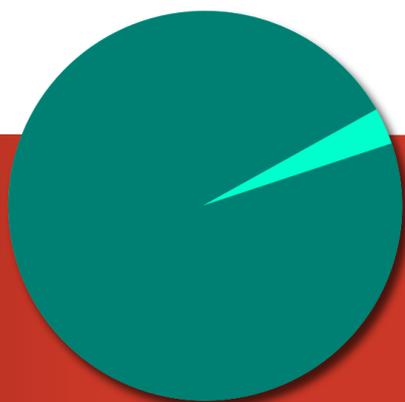
#RALLY4BABIES #INVESTINKIDS

STILL MORE WORK TO DO

Urge your Members of Congress to support a budget agreement that rolls back the sequester and includes significant new investments in early learning and to signal their support for the youngest learners by cosponsoring the Strong Start for America's Children Act. Thanks so much for being a Big Voice for Little Kids. Let's rally on for babies!

WWW.RALLY4BABIES.ORG

US FAMILIES TODAY



ONLY 3.7%

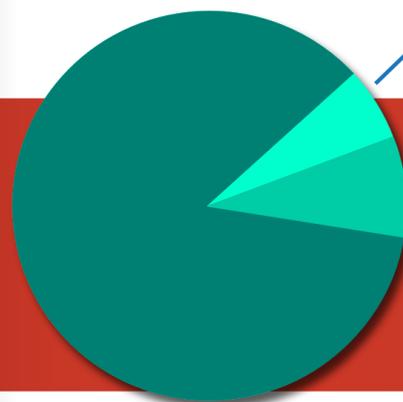
Only 3.7% of eligible children are receiving Early Head Start (EHS) services.



There are **12 MILLION INFANTS AND TODDLERS** in the U.S.

MORE THAN HALF of children under age 3 spend some or all of their day being cared for by someone other than their parents.

WHAT THE BILL WOULD DO FOR FAMILIES IN THE US



INCREASES TO 7.5%-20%

Innovative Early Head Start **PARTNERSHIPS WITH CHILD CARE PROGRAMS** will dramatically boost the number of infants and toddlers receiving EHS services.



STATES CAN USE UP TO 15%

of their PreK money for high-quality infant-toddler early learning experiences.



Developmental disparities for children at risk emerge **AS EARLY AS 9 MONTHS**



SUPPORT FOR EXPANDING THE EVIDENCE-BASED HOME VISITING PROGRAMS

funded through the Maternal, Infant, and Early Childhood Home Visiting program.

“LEARNING HAPPENS FROM THE START”



RALLY™
for
BABIES

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November 13, 2013

Child Care Characteristics Study Communication Plan\Governance Plan

The California Department of Social Services (CDSS) and the California Department of Education (CDE) will lead the effort to conduct a statewide Subsidized Child Care Characteristics Study. The purpose of the Subsidized Child Care Characteristics Study is to generate data from the state's subsidized child care programs regarding the characteristics of providers of these services, children and families receiving these services, and the impact of these programs on the ability of needy families to care for their children and move toward self-sufficiency through employment.

The CDSS administers California Work Opportunity and Responsibility to Kids (CalWORKs) Stage One of the state's subsidized child care programs. The majority of the state's subsidized child care programs (CalWORKs Stage Two, CalWORKs Stage Three, Alternative Payment Program (APP), General Child Care and Development, Migrant Child Care and Development, California Preschool Program, and Severely Handicapped Program) are administered by the CDE. In order for the statewide Subsidized Child Care Characteristics Study to be successful the CDSS and the CDE will work collaboratively with their stakeholders who have established relationships with the families and providers they serve. The CDSS and the CDE will also work closely with internal stakeholders who have a background in data, research, contracts, and fiscal policies.

This communication plan provides steps for regular and ongoing communications with internal and external stakeholders to support a successful Subsidized Child Care Characteristics Study.

Communication Goals

The goal in communication for the Subsidized Child Care Characteristics Study is to communicate early and often. It is important to provide ongoing updates and solicit regular input from stakeholders. Including stakeholders in the development of the study will ensure the success of the Subsidized Child Care Characteristic Study through their participation as well as the participation of their clients.

Audiences

The following stakeholder groups are identified as our Project Sponsor, Project Team, Technical Advisory Group, Key Informants and Internal Stakeholders.

Project Sponsor

The Project Sponsor is CDSS. The project sponsor will hold the vendor contract and will secure the project funding.

Activities:

- Approve the Request for Proposal (RFP).

- Approve the winning bidder of the RFP, with input from the CDE.
- Approve the use of funds for the study.
- Settle any issues and/or questions that cannot be agreed upon by the Project Team.
- Approve the initial and final study reports.

Project Team

The Project Team will include decision makers from CDSS and CDE. The team also includes CDSS staff from Policy, Research, and Estimates. CDE is to determine which of their staff and management is to be included in the Project Team. The Project Team provides oversight of the Request for information (RFI) and the RFP, promotes the value of the study, and provides the day to day management of the study.

Members:

- CDSS
- CDE

Activities:

- Draft a communication plan.
- Draft the RFP and/or RFI.
- Invite members to join the Technical Advisory Group.
- Distribute an introductory email or letter and invitations to agreed upon members of the Technical Advisory Group.
- Gather input from the Technical Advisory Group.
- Distribute emails to inform Key Informants of the study's progress.
- Develop a Child Care Study Fact Sheet for stakeholders, providers, internal and external partners.
- Send email updates to the Technical Advisory Group on a monthly basis.
- Maintain a historical record in the child care common file with all communication documents and emails.

Technical Advisory Group

The Technical Advisory Group will include representatives from the CDSS, the CDE, the County Welfare Directors Association (CWDA), Resource and Referral Network (R&R), local representatives from counties and APPs, and Title 5, Child Development Division (CDD)-administered programs. The Technical Advisory Group is co-chaired by CDSS and CDE. Other members are stakeholders and experts within the child care community and membership is by invitation only. The stakeholder workgroup informs the development of the RFP and promotes the value of the study. The committee will meet monthly until established and then as needed.

Additionally, the Technical Advisory Group will be tasked with ensuring that the study's scope of work reflects statewide ideas and questions, and with promoting the value of the study to ensure state and local collaboration. The Technical Advisory Group will receive regular updates from researchers throughout the study and will provide input to the Project Team.

The following Technical Advisory Group member and activity lists are to be finalized in collaboration with CDE.

Co-Chairs:

- CDSS - Todd Bland, Deputy Director, Welfare to Work Division
- CDE – Debra McMannis, Director, Child Development Division

Members:

- R&R Network
- CWDA
- California Alternative Payment Program (CAPP)
- California Child Development Administrators Association (CCDAA)
- California County Superintendents Educational Services Association
- Child Care Alliance of Los Angeles
- Northern Directors Group of California
- Child Care Law Center

Activities:

- Hold Technical Advisory Group meetings on a monthly basis initially and as needed once established to accomplish the following;
 - Provide input in the development of a Child Care Study Fact Sheet for stakeholders, providers, internal and external partners.
 - Provide input into the development of the Scope of Work(SOW) for a RFI and a RFP.
 - Develop a public relations campaign.
 - Develop operational definitions of key child care terminology that will be uniform across agencies for purposes of the study.
 - Support the vendor conducting the Subsidized Child Care Characteristics Study.

Key Informants

Key informants are those who may have information that can assist in the development of the study. They may be interested in the progress and results of the study and will share this information with constituents and members.

- CWDA
- CAPP
- CCDAA
- California County Superintendents Educational Services Association
- Resource and Referral Network
- First Five Commission
- Child Care Law Center
- State Advisory Council on Early Learning and Care (SAC)
- Department of Finance (DOF)

- Legislative Analyst Office (LAO)
- Key Legislative Staff
- Race to the Top (RTTT) Regional Leadership Consortia
- Coalition of California Welfare Rights Organizations, Inc.
- Parent Voices

Activities:

- Receive an introductory email or letter informing of the study.
- Receive email updates on a monthly basis.

Internal CDSS Stakeholders

Internal stakeholders are those within the CDSS who may assist the Project Team in the various tasks needed to complete the study or who may be interested in the study results.

- Child Care Program Bureau Staff
- Employment and Eligibility Branch
- Research Services Branch
- Fiscal Policy Bureau
- Estimates Bureau
- Budgets Bureau
- Legal Division
- Contracts Bureau

Activities:

- Receive an introductory email soliciting input regarding the Child Care Characteristics Study.
- Participate in meetings to develop the SOW for the RFP, Memorandum of Understanding (MOU), Temporary Assistance for Needy Families (TANF) state plan, research questions, and budget.
- Receive regular updates from the Project Team.
- Provide feedback and consultation to support the Project Team throughout the study.

Internal CDE Stakeholders

Internal stakeholders are those within CDE who may assist the Project Team in the various tasks needed to complete the study or who may be interested in the study results.

- Child Development Division Staff
- Child Development Fiscal Services Staff
- Legal Division
- Contracts Division
- Legislative Affairs

- Psychometrics and Assessment Analysis Unit, Assessment Development and Administration Division

Activities:

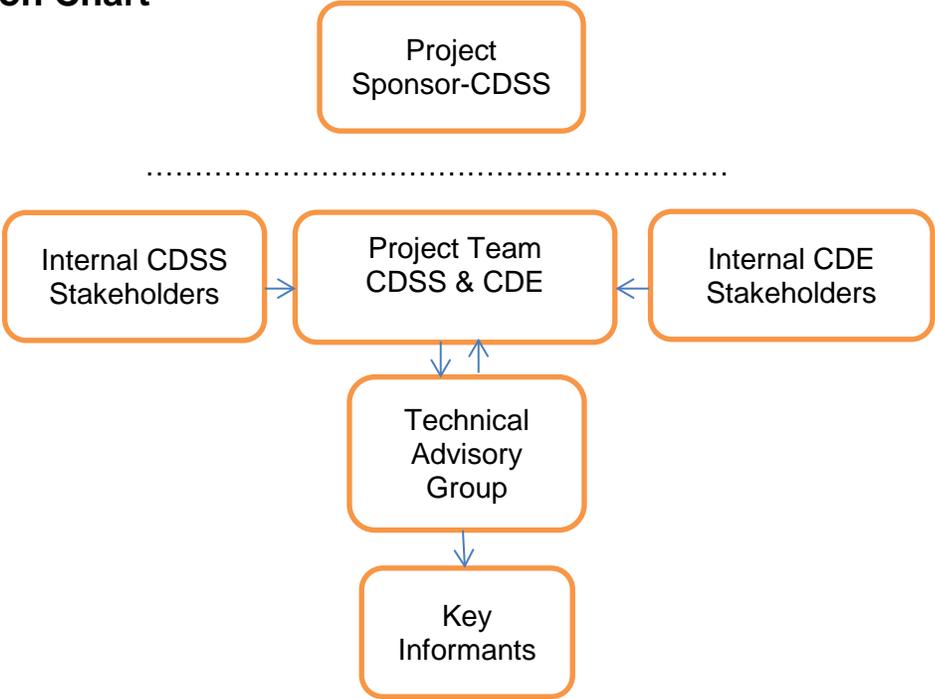
- Receive an introductory email soliciting input regarding the Child Care Characteristics Study.
- Participate in meetings to develop the SOW for the RFP, MOU, research questions, and results dissemination.
- Receive regular updates from the Project Team.
- Provide feedback and consultation to support the Project Team throughout the study.

Timeline

Action	Begin Date	End Date
Stakeholder Engagement <ul style="list-style-type: none"> • CDE • CWDA • Form Technical Advisory Group • Statewide 	<ul style="list-style-type: none"> • June 2013 • September 2013 • October 2013 • December 2013 	<ul style="list-style-type: none"> • March 6, 2017 • March 6, 2017 • March 6, 2017 • March 6, 2017
RFI release*	January 31, 2014	June 30, 2014
RFP release	September 30, 2014	October 31, 2014
Review proposals	November 17, 2014	November 21, 2014
Finalize contracts	April 6, 2015	April 10, 2015
Begin Study	April 10, 2015	
Final Report		April 10, 2017

*The RFI release is subject to change based on need. If the RFI release is eliminated, the RFP release will be moved up.

Organization Chart



Policy Roundtable for Child Care and Development

Child Care Characteristics Study

Input/Feedback December 2013

The characteristics research will include all families utilizing any state subsidized child care programs. They include CalWORKs Stages One, Two, and Three, General Child Care Programs, Alternative Payment Programs, and State Preschool.

Below are Child Care Characteristics to be addressed:

Characteristics of families utilizing subsidized childcare:

- **Cost of Child Care**
 - Cost to the state per hour for each program.
 - Family Fees – who pays the fee and how much, who is exempt from paying and why.
 - Co-payments – average co-payment per family and child care type.
 - Cost of care by quality rating (Race to the Top pilot counties only)

- **Utilization**
 - Time base of families using child care (e.g., full time, part-time, hourly, Preschool only, etc.).
 - Number of hours used for child care due to employment, attending school, seeking employment, and vocational training.
 - Number of families that use non-traditional hours of care.
 - Identify characteristics of families using non-traditional hours of care.
 - Type of subsidized child care accessed and the reason it was chosen.
 - Center, large and small family child care home providers, and, in-home providers.
 - Types of license-exempt providers (family member, friend, or neighbor).

Suggestion(s):

- **Duration**
 - Length of time by month that families receive subsidized Child Care in each CalWORKs stage.
 - Length of time by months and in each child care setting (i.e. general child care, alternative payment programs, and preschool programs).
 - Reasons for families leaving subsidized child care (kids age out, families income out, no longer employed or participating in an activity that constitutes “need”).

- **Barriers**
 - Reasons families are unable to transfer to Stage Two (barriers).

Suggestion(s):

- Family Demographics
 - Primary language, ethnicity, family size and zip code of family's residence.
 - Parent's education level when she/he began subsidized child care and current education level.
 - Parents income when she/he began subsidized child care and current income.
 - Ages of children in each program.
 - Type of work or activities of parents.
 - Number of families per eligibility and need criteria (Ed Code 8263(a)).
 - Number of hours the parent was able to increase work hours per week while utilizing subsidized child care.
 - Number of times the child has been to the pediatrician in the last 12 months.
 - Number of times the child care provider gave the family a health care referral.

Suggestion(s):

Characteristics of child care providers:

- Provider Data
 - Providers of Subsidized child care: average age, gender, ratio of providers, group size, qualifications, education level, and zip code.
 - Reimbursement amount by facility setting (center, family home, exempt) and time in care (i.e. part-time weekly, part-time monthly, weekly, monthly, daily, hourly).
 - Reimbursement amount based on quality rating (only for the 16 Race to the Top pilot counties).
 - If applicable, what is the quality score?
 - Number of subsidized and non-subsidized families in care.

Suggestion(s):

2014 Child Care and Development State Budget Policy Workshops

Now in our 25th year of providing overviews of political issues and the state budgets through our annual workshops, OTC and the California Child Development Administrators Association are partnering with CDF-California to offer you the most current information. To learn more about our organizations, visit www.otcdkids.com, www.ccdaa.org, and www.cdfca.org.

Presentations by:

Alex Cooke, Publisher

On the Capitol Doorstep

Jennifer Pare, Sacramento/Oakland
Eric Sonnenfeld, Los Angeles/San Diego

California Child Development Administrators Association

Michele Stillwell-Parvensky,
Policy Associate

Children's Defense Fund-California

Sponsored by:

Lakeshore Learning Materials

Center for Children/Los Angeles

YMCA Childcare Resource Service/San Diego

REGISTRATION FORM (One Per Person):

Name, Title: _____

Agency: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone: () - ext . Email: _____

Payment enclosed for (please check amount): I will attend (please check box in front of city):

\$110 (must be received by 1/17/14)

\$140 (if received after 1/17/14)

Sacramento

Los Angeles

Oakland

San Diego

For vegetarian meal, specify: yes no Other Comments: _____

Schedule for all locations:

- 8:30 - 9:30 Registration at door
- 8:45 - 9:15 Primer on Budget and Legislative Processes
- 9:30 - 12:00 Budget / Legislation
- 12:00 - 12:30 Lunch (provided)
- 12:30 - 2:00 Federal/State Issues Advocacy Activities

Topics:

- *Governor's 2014-15 Budget
- *Child Care Legislation
- *Federal Impacts on California
- *Licensing/Early Care and Ed. Issues
- *Advocacy/Local and State Activities

SACRAMENTO WORKSHOP

Monday, January 27, 2014

KVIE, Channel 6

Ose Community Room
2030 W. El Camino Avenue
Sacramento, CA 95833

OAKLAND WORKSHOP

Tuesday, January 28, 2014

Preservation Park
Nile Hall
668 13th Street
Oakland, CA 94612

LOS ANGELES WORKSHOP

Thursday, January 30, 2014

Koopmans Hall
La Crescenta Presbyterian Church
2902 Montrose Avenue
La Crescenta, CA 91214

SAN DIEGO WORKSHOP

Friday, January 31, 2014

Neighborhood House
5660 Copley Drive
San Diego, CA 92111

No refunds after January 17, 2014. Purchase orders, checks and money orders accepted. Please return registration forms for each attendee with payment to: *On the Capitol Doorstep*, P.O. Box 73601, Davis, CA 95617. Contact us with any questions: otcd@otcdkids.com Phone: (530) 297-5420 Fax: (530) 297-5420.

