

Wednesday, November 1, 2017 • 12:00 – 2:00 p.m.

Los Angeles County Office of Education (LACOE)
Head Start-State Preschool Conference Center
10100 Pioneer Boulevard, Conference Room 105
Santa Fe Springs, CA 90670

AGENDA

- | | | |
|-------------|---|--|
| 1.
noon | Welcome and Introductions
▪ Opening Statement and Comments by the Chair | Nellie Ríos-Parra, Chair |
| 2.
12:10 | Approval of Minutes
▪ September 6, 2017
▪ October 4, 2017 | Action Items Tara Henriquez, Vice Chair |
| 3.
12:15 | Enhancing Access to Dual Language Learner Children in Early Care and Education Programs | Marlene Zepeda
Professor Emeritus, California State University, Los Angeles |
| 4.
12:45 | Breakout Session: Exploring Practical Strategies for Promoting Dual Language Learning in Early Care and Education | Meeting Participants |
| 5.
1:15 | Promoting Dual Language Learners: Key Take-aways | Breakout Reports |
| 6.
1:30 | Public Policy Report
▪ First State Legislative Session 2017-18 Wrap Up
▪ Governor's Race – Prioritizing Early Care and Education
▪ Federal – Child Care for Working Families Act | Michele Sartell, Staff |
| 7.
1:45 | Announcements and Public Comment | Tara Henriquez |
| 8.
2:00 | Call to Adjourn | Nellie Ríos-Parra |

Next Meeting

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Los Angeles County Office of Education (LACOE)
Head Start-State Preschool Conference Center
10100 Pioneer Boulevard, Conference Room 105
Santa Fe Springs, CA 90670

MISSION STATEMENT

The mission of the Child Care Planning Committee 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 Los Angeles County, including the quality and continuity, affordability, and accessibility of child care and development services for all families.

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COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

Meeting Minutes – September 6, 2017

Members in Attendance (30)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Alejandra Berrio	Diana Esquer	Edilma Cavazos	Demitra Adams	Tonya Burns
Tara Henriquez	La Tanga Gail Hardy	Michaela Ferrari	Ranae Amezcuita	Toni Isaacs
Daniel Polanco	Aolelani Lutu	Christine Manley	Teresa Figueras	Kelly O'Connell <i>1st Supervisorial District</i>
Nellie Ríos-Parra	Ritu Mahajan	Cyndi McAuley	Omar Ezzeldine for Daniel Orosco	Dianne Philibosian <i>5th Supervisorial District</i>
Ernesto Saldana	Valerie Marquez	Eli Pessar	Laurel Parker	Michael Shannon
Roselle Schafer	Ricardo Rivera	Joyce Robinson	Alicia Rivas	Fiona Stewart
Andrea Sulsona	JoAnn Shalhoub-Mejia	Ancelma Sanchez	Janet Scully	Julie Taren <i>3rd Supervisorial District</i>
				Veronica Torres
				Jocelyn Tucker <i>2nd Supervisorial District</i>

Guests and Alternates: Christina Acosta – Pomona Unified School District Child Development, Sue Baker – Alternate for Andrea Sulsona, Martha Borquez – Alternate for Ranae Amezcuita, Janice French – Alternate for Michaela Ferrari, Liliana Alvarez Hernandez – Alternate for Ancelma Sanchez, Karla Pleitez Howell – Alternate for Ernesto Saldana, Elsa Jacobsen – Alternate for Eli Pessar, Terry Johnson – Mexican American Opportunity Foundation (MAOF), Miriam Maya – First 5 LA, Patrick MacFarlane – Crystal Stairs, Kelly Meyers-Wagner – Alternate for Michael Shannon, Julia Morales – Alternate for Daniel Polanco, Alejandra Albarran Moses – City of Long Beach Department of Health and Human Services, Liz Perez-LoPresti – Juarez & Associates, Octavio Pescador – Juarez & Associates, Cristina Preuss – Alternate for Cyndi McAuley, Judy Sanchez – Alternate for Tara Henriquez, Nancy Sanchez – Alternate for Ricardo Rivera, Roders Shalehvabdyn – Los Angeles County Department of Public Social Services, and Lisa Wilkin – Child Development Consortium of Los Angeles

Staff: Michele Sartell

I. Welcome and Introductions

Nellie Ríos-Para, Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:04 p.m. She welcomed members and guests after reading the opening statement and asked Kelly O'Connell to read the mission statement. Nellie then challenged meeting participants to locate five people in the room they do not know and share with them: 1) expertise they bring to the table; and 2) how they will use their expertise to contribute to the Planning Committee's work.

Nellie commented on the year ahead by reflecting on the important needs assessment work conducted over the last two years that will help inform strategic planning. Michele Sartell, staff to the Planning Committee, relayed that the Office for the Advancement of Early Care and Education is

exploring securing the services of a paid consultant to guide the Planning Committee through the strategic planning process. In the meantime, some dynamic presentations over the next two months have been scheduled with the hope to inspire ideas as we delve into the important work of strategic planning

II. Approval of Minutes

Tara Henriquez, Vice Chair, reviewed the minutes from the meeting held on June 7, 2017. Ancelma Sanchez made the motion to approve the minutes; the motion was seconded by Valerie Marquez. The motion passed by the members present with abstentions from Ranae Amezquita, Michaela Ferrari, Toni Isaacs, Christine Manley, Eli Pessar, Ernesto Saldana, JoAnn Shalhoub-Mejia, Andrea Sulsona, Julie Taren, and Jocelyn Tucker.

III. Public Policy – Approval of the Public Policy Platform for the Second Year of the 2017-18 Legislative Session

Karla Pleitéz Howell, Co-chair of the Joint Committee on Legislation, introduced the Public Policy Platform as a guide for elevating top priority legislation and proposed budget items relating to early care and education to the Board of Supervisors. The Platform contains nine items addressing access, quality, workforce, regulatory compliance/health and safety, public investments in subsidized services, administrative practices, facility development, and continuity of services for vulnerable children and their families.

The Public Policy Platform is reviewed each year by the Joint Committee on Legislation on behalf of the Planning Committee and Policy Roundtable for Child Care and Development and, upon approval by each body, forwarded to the County's Legislative Affairs and Intergovernmental Relations Branch for inclusion in the County's legislative agenda. Once the Board has adopted a recommended position on legislation and/or budget items pertinent to the field, the Planning Committee and Roundtable are able to actively participate in advocacy activities specific to the position.

Laurel Parker made the motion to adopt the Public Policy Platform for the Second Year of the 2017-18 Legislative Session; the motion was seconded by Dianne Philibosian. The motion passed unanimously.

IV. Infant-Toddler Access Pilot Project

Michele stated that the needs assessment work of the local child care and development planning councils (LPCs) has been gaining lots of attention not only locally as experienced through our Planning Committee's partnership with First 5 LA, but statewide as well. As a result, Los Angeles County has been privileged to join LPCs representing four other counties in a pilot effort to explore how we can better align our data collection and analysis efforts to paint a statewide picture and present the data to elected officials and other stakeholders of influence using "heat" maps. Thanking the Advancement Project for leading this effort, Michele introduced Karla Pleitéz Howell, Director, and Adam Lara, Research Analyst, with Educational Equity of the Advancement Project to discuss the work underway to illustrate the need for increased investments for early care and education services for families with infants and toddlers.

Karla directed meeting participants to their PowerPoint presentation that covered the vision and goals of the project, the process currently underway to capture aligned data, the introduction of the heat maps illustrative of the gaps in services, and next steps. The project envisions a California where quality early learning experiences unlock every child's full potential with a focus on equity. Among the goals are to elevate the data collection by the LPCs and to strategically use the data to

highlight overwhelming needs for early care and education services throughout California. She also commented on the usefulness of the data to give voice to local communities.

Advancement Project is working in partnership with the California Child Care Coordinators Association to create a unified story among five pilot counties: Fresno, Los Angeles, San Francisco, San Luis Obispo and Santa Clara. Karla then described the process and the timeline for the project before launching into the presentation of the heat maps. Of note, the process and the maps raised some policy and procedural issues for the methodology used to establish local funding priorities, particularly when considering the geographic size of a county such as Los Angeles compared to a smaller county that may show a greater density of need.

Next steps include presenting the maps to other counties and identifying policy issues that should be elevated to elected officials.

V. Los Angeles Early Educators Advance Study: A Study of Professional Development in Early Care and Education

Nellie introduced Miriam Maya of First 5 LA to introduce Emily Moiduddin and Yange Xue of Mathematica Policy Research to present the results of their study. Commissioned by First 5 LA, the motivation for the study arose from the ECE Workforce Consortium. Miriam summarized the goals of the study and then turned it over to the speakers.

Following a brief overview of the agenda for the presentation, Emily explained LA Advance as a study of early educators participation in workforce development opportunities and participation impact on improving the quality of early care and education. The study focused on five programs: ASPIRE (A Stipend Program in Support of ECE Excellence), CDWFI (Child Development Workforce Initiative), ECEPLC (Early Childhood Education Professional Learning Communities Project), Gateways and Project Vistas. She noted that professional development under each of the programs varied and encompassed coursework, coaching/mentoring, college advisement, workshops/training, professional learning communities and stipends. The goals of the programs were to increase educator's qualifications, enhance classroom quality and support career advancement.

Referring meeting participants to the PowerPoint, Emily reviewed the study questions and the four key outcomes they planned to address: qualifications, employment, practices and beliefs, and classroom quality. The study captured various elements of data about the early educators and the programs in which they work. Notably, the workforce is largely Latino and around 40 years old. Center-based staff exceeded family child care providers in education degrees, except at the Master level and center-based staff had higher levels of child development permits. Both family child care homes and centers tended to serve more preschool age children, however it was more common for family child care homes to served mixed age groups of children. ECE Workforce Consortium participants were highly motivated to improve their knowledge and practice regardless of stipends. Yange discussed the key findings in relations to the challenges to professional development participation, the well-being of early educators, the importance of relationship-based strategies, and the context of the workplace.

Upon conclusion of Emily and Yange's presentation, the meeting was opened to comments and questions. Meeting participants were interested in the rigors of the study as well as the findings. Areas of interest included the findings on the levels of depression, job turnover and the positive findings resulting from relationship-based approaches. There was general agreement that the study offers important information on the supports currently accessed by early educators and impact on their work in the classroom and impacts on program quality. In addition, the study sets the stage for

ongoing conversations and research to continue measuring the impact of workforce supports, particularly as quality initiatives (e.g quality rating and improvement system) continue to evolve.

VI. Announcements and Public Comment

- Tara referred meeting participants to their meeting packets for the summaries of the work groups and listing of work group assignments. She then introduced the co-chairs of each of the work groups.
- Adam Lara of the Advancement Project announced the upcoming Water Cooler conference scheduled for October 2-3, 2017 in Sacramento.
- Daniel Polanco, representing the D.A.D. Project, announced that they will be co-hosting a back to school bash in Compton in partnership with El Nido. Volunteers are needed.
- Priska Neely of KPCC introduced herself. She is covering early care and education issues with the local NPR station.

VII. Adjournment

<i>The meeting was adjourned at 1:51 p.m.</i>

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Meeting Minutes – October 4, 2017

<i>Members in Attendance (36)</i>				
<i>Parents</i>	<i>ECE Program</i>	<i>Community Agency</i>	<i>Public Agencies</i>	<i>Discretionary</i>
Alejandra Berrio	Lindsey Evans	Edilma Cavazos	Martha Borquez for Ranae Amezcuita	Tonya Burns
Tara Henriquez	La Tanga Gail Hardy	Jan French for Michaela Ferrari	Teresa Figueras	Toni Isaacs
Kevin Dieterle for Mabel Munoz	Andrea Joseph	Lila Guirguis	Daniel Orosco	Kelly O'Connell 1 st Supervisorial District
Nellie Ríos-Parra	Aolelani Lutu	Ritu Mahajan	Alicia Rivas	Michael Shannon
Ernesto Saldaña	Valerie Marquez	Christine Manley Martinez	Mariana Sanchez	Fiona Stewart
Roselle Schafer	Ricardo Rivera	Cyndi McAuley	Janet Scully	Veronica Torres
Andrea Sulsona	JoAnn Shalhoub-Mejia	Eli Pessar	Jenny Trickey	Jocelyn Tucker 2 nd Supervisorial District
		Joyce Robinson		

Guests and Alternates: Sue Baker – Alternate for Andrea Sulsona, Nicole Lopez – Little Tokyo Service Center, Miriam Maya – First 5 LA, Patrick MacFarlane – Crystal Stairs, Ariana Oliva – LAUP, Nancy Sanchez – Alternate for Ricardo Rivera, Roders Shakhvabdyon – Los Angeles County Department of Public Social Services/Child Care Program Section, and Cyndi Tovar – Alternate for Christine Manley Martinez

Staff: Michele Sartell

I. Welcome and Introductions

Nellie Ríos-Parra, Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:07 p.m. She welcomed members and guests after reading the opening statement and asked Tonya Burns to read the mission statement. She then asked meeting participants for self-introductions to include a summer highlight, noting the importance of making connections and celebrating successes.

II. Approval of Minutes

Tara Henriquez, Vice Chair, announced that approval of the minutes from the meeting held on September 6, 2017 would be postponed to next month.

III. Child Care Planning Committee Oversight

La Tanga Gail Hardy, on behalf of the Governance Work Group, presented the annual self-evaluation of the previous year due to the California Department of Education (CDE) by mid-November. The Governance Work Group met via conference call on August 31, 2017 and reviewed each of the items in reference to the corresponding California Education Codes. Based on the review, the LPC is compliant in most areas, however noted that the LPC Local Funding Priorities were submitted late due to the delay in obtaining the County Board of Supervisor signature before leaving on vacation. A question was raised with respect to noncompliance, which is generally accompanied by a corrective action plan. Nellie and Michele explained the importance of

transparency and referred to a thread of e-mail messages to CDE regarding the delay and efforts underway to submit the document.

La Tanga Gail Hardy made the motion to adopt the Local Child Care and Development Planning Council Programs Summary of Self Evaluation Findings; the motion was seconded by Kelly O'Connell. The motion passed unanimously.

IV. Unifying Perspectives of Science, Social Justice and Human Rights to Promote Optimal Child, Family and Community Well-being

Nellie introduced Ruth Beaglehole, Consultant in Nonviolent Parenting and Education and Thought Partner with the Magnolia Community Initiative, suggesting that her comments will inspire deeper thinking about the role of early care and education in the larger continuum of services working together to promote child, family and community well-being. She referred meeting participants to their packets for the bio summarizing Ruth's amazing history that has shaped her global perspective.

Ruth began her presentation by admitting her struggle from a social justice perspective to be optimistic as she thinks about the world in which families are raising children. She suggested a prevalence of naïve passion that exists in working with children that is often filled with hope and a belief that all social challenges are surmountable. She challenged the room to think about practices that exist in some programs that temper children's joy, relies on disciplinary methods to maintain classroom norms, and avoids discussions of values and emotions. Yet, Ruth is excited about the potential of strategic thinking and political work that may shape practices focused on adult-child and child-child interactions, contributing to the raising intelligent, emotional and responsible children. As such, Ruth encourages conversations with children that allow them to express a range of feelings, leading to empathy, creativity and empowerment. Ruth also touched upon the brain science and the importance of sharing this knowledge with parents and other primary caregivers.

Ruth concluded her comments by suggesting that strategic thinking should be forward thinking with a clear vision on how we are nurturing our youngest learners to grow, thrive and face any challenge and tough issue in the comfort of caring adults. Ruth emboldened stakeholders to join conversations both orally and in writing and provide community spaces for families to come together where they also can engage in meaningful conversations. She commented on the value of training that meets the needs of the workforce in service to children and families. Moreover, she emphasized the work from the perspective of what is best for our children, the basis for our advocacy efforts.

V. Connecting the Dots: Adding the Voices of the Child Care Planning Committee to the Conversations

Tara commented on the Planning Committee's representation on a number of community stakeholder groups, providing opportunities to broaden impact and build connections with others promoting child, family and community well-being. She added that in the future and as needed, forums within the meetings will be offered for exchanges of ideas and considerations with representatives of these stakeholder groups. To kick off this idea, Tara introduced Tonya Burns representing the Planning Committee on the Measure H Child Care Work Group addressing connections between families experiencing homelessness and early care and education services, Ritu Mahajan serving on the Help Me Grow-LA Leadership Council convened by First 5 LA, and Nellie as a member of the QRIS Architects.

Tonya relayed that on June 13th, the Board of Supervisors passed a motion directing the Chief Executive Office – Homeless Initiative to convene a work group of County Departments and community stakeholders serving children and families experiencing homelessness and early care and education programs. The work group has been charged with identifying barriers and solutions for accessing subsidized early care and education services, including exploring help for families to navigate the system and enroll in the programs. For background, voter approved Measure H provides an ongoing funding source to help stabilize people experiencing homelessness. Currently Measure H dollars fund 19 strategies developed by a coalition of stakeholders, however none of the strategies address the early care and education needs of families experiencing homelessness.

The work group quickly arrived at the lack of understanding of the respective fields. Another lesson is the lack of Measure H funds to support early care and education services given current allocations relating to the strategies. The next step was addressing the Board motion, which suggests exploring opportunities to connect families with subsidized services by, for example, co-locating the Child Care Resource and Referral Agencies (R&Rs) with homeless services and identifying funding sources as well as policy strategies to prioritize funding for the families. The Work Groups also discussed the trauma experienced by the children and their families and therefore the need to build capacity among early care and education programs.

Ritu provided background on the Help Me Grow-LA initiative launched by First 5 LA as a national effort that connects children with developmental delays to programs. Each initiative develops locally and includes four components: a centralized telephone point, networking opportunities, child health providers to work with doctors and nurses, and data collection and analysis to understand gaps and services to accessing services. A number of work groups have been meeting to provide input to the vision and mission and further define the priority goals and strategies for implementing the initiative in Los Angeles County. The draft recommendations will be presented to the Special Commission/Programs and Planning Committee on Thursday, October 26, 2017 and then to the Board of Commissioners on Thursday, November 9, 2017.

Nellie discussed her representation on behalf of the Planning Committee to the QRIS Architects convened by First 5 LA. As a program provider, she is able to bring voice to the strengths and challenges that a QRIS offers for early care and education programs. She mentioned the four phases of the work – define, learn, test and scale; the Architects are in the process of transitioning from the learn to the test phase. This work will allow for broader participation of early care and education programs serving children from birth to five years old, inclusive of center-based programs and family child care homes. Among the tasks the Architects will be tackling are the development of marketing strategies targeted to programs and, eventually, to parents/consumers. She introduced other members of the QRIS Architects who also serve on the Planning Committee: Toni Isaacs of PEACH (Partnerships for Education, Articulation and Coordination through Higher Education), Fiona Stewart of the Child Care Alliance of Los Angeles, and Kevin Dieterle of First 5 LA.

VI. Announcements and Public Comment

- JumpStart will launch its annual campaign, *Read for the Record*, on October 19, 2017. An e-mail with information on the campaign will be sent to the distribution list or visit www.jstart.org/read-for-the-record/.
- On November 7, 2017, Public Counsel will be hosting a free seminar on Nonprofit Risk Management. Visit <http://www.publiccounsel.org/tools/assets/files/0926.pdf> for more information.

- There has been a Hepatitis A Virus breakout, predominantly among people experiencing homelessness and drug users. Vigorous handwashing helps to prevent the spread of the virus. More information is available at <http://publichealth.lacounty.gov/index.htm>.

VII. Adjournment

The meeting was adjourned at 1:59 p.m.

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Speaker Bio • November 1, 2017

MARLENE ZEPEDA, PH.D. – PROFESSOR EMERITUS, DEPARTMENT OF CHILD AND FAMILY STUDIES, CALIFORNIA STATE UNIVERSITY, LOS ANGELES

A former preschool and elementary school teacher, Dr. Zepeda's current scholarship focuses on dual language learning in Spanish speaking preschool children. Dr. Zepeda has participated in a number of activities relevant to dual language learners. For the California State Department of Education, Dr. Zepeda led a group of national experts in the development of California's Early Learning Foundations for English Language Development for 3 and 4 year olds, the first effort of its kind in the nation and contributed to a series of research papers associated with California's Best Practices for Dual Language Learners.

She has authored a number of publications focused on teaching strategies for dual language learners. She is currently involved with two major research projects focused on understanding the language trajectory of Spanish dominant 3 year olds learning English and a study of the efficacy of preschool curriculum developed for use with Spanish speaking preschool children learning English: The Nuestro Niños School Readiness Study. Dr. Zepeda received her BA in Child Development from California State University, Los Angeles and her MA and Ph.D. degrees in Developmental Studies and Early Childhood Education from the University of California, Los Angeles.

Serving Young Dual Language Learners in Los Angeles County

November 1, 2017

Santa Fe Springs, CA

Los Angeles County Child Care Planning Committee

Marlene Zepeda, Ph.D.

California State University, Los Angeles

mzepeda@calstatela.edu

English Language Learners or Dual Language Learners? Why are there two terms?



Terminology

* E -

- * **English Language Learner** is an individual— who is aged 3 through 21; who is enrolled or preparing to enroll in an elementary school or secondary school; who may not have been born in the United States or whose native language is a language other than English;
 - * An **ELL** can be an individual who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency
 - * **Dual Language Learner** is a child learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.
- Elementary and Secondary Education Act of 2015, Section 8101
 - OHS (2008). Dual Language Learning: What does it take?

Who are ELLs/DLLs in the US and California?



CA and LAUSD EL/DLL population

California

- * 1.5 million ELs enrolled in public schools
- * 70% of CA's ELs are in elementary schools
- * 60% of children birth through age five are DLLs

LACOE

- * 22.7% of total school population or 349,873 (per 15/16 data)
- * 58% of total Head Start population of 13,155 (per 16/17 data)

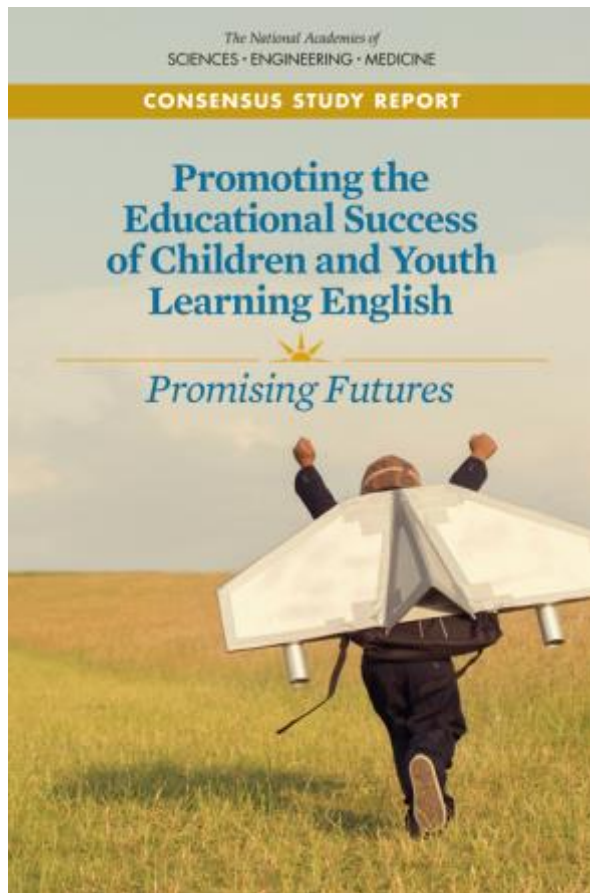
LAUSD

- * 50% of the over 14,000 children LAUSD's Early Education Centers & State Preschool programs are DLL students
- * 165,000 (26%) of LAUSD students are ELs

Why Focus on ELLs/DLLs?

- * ELLs/DLLs constitute a large percentage of California's and LA County's child population
- * There is a school readiness gap or “opportunity gap” that can be addressed with high quality early childhood educational programs.
- * First 5 CA, DLL Pilot, Passage of Proposition 58, the Ed.G.E. Initiative (Education for a Global Economy), English Learner Roadmap, Every Student Succeeds Act (ESSA) and Local Control Funding Formula (LCAP).
- * Bilingualism is an asset. ELLs/DLLs have the potential to make valuable contributions to the state's multicultural identity, and its economy.

Assumptions Underlying DLL Development



- * All children have the capacity to learn 2 languages
- * Second language development takes time
- * Language mixing is normal
- * Monolingual English speaking educators are capable of serving DLLs
- * Pedagogical support of the primary language enhances the acquisition of the second language
- * Primary language is strongly associated with a child's sense of identity and language loss has psychic costs

A Word About Understanding DLL Development for Infants/Toddlers and Preschoolers

* **Preschool Age Children**

- * Growing research base in understanding their language development
- * Growing interest in understanding pedagogical and assessment strategies
- * ECE models emerging
 - * SEAL
 - * Nuestro Ninos
 - * ECircle

* **Children Birth to Three**

- * Stronger focus on brain development
- * Research focuses more on universal processes of language development
- * Less information about pedagogical and assessment strategies
- * More emphasis on parent-child interaction with a focus on vocabulary development

Issues to Consider in Serving Young DLLs and their Families



What are the program's goals and objectives for first and second language development? (e.g., transition to English language development or bilingualism)

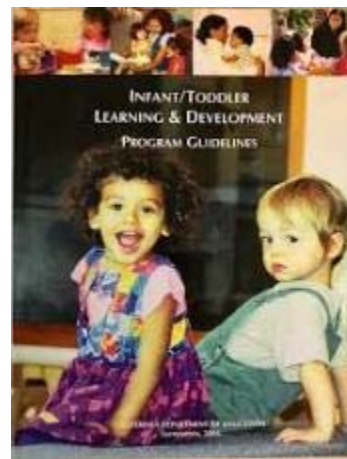
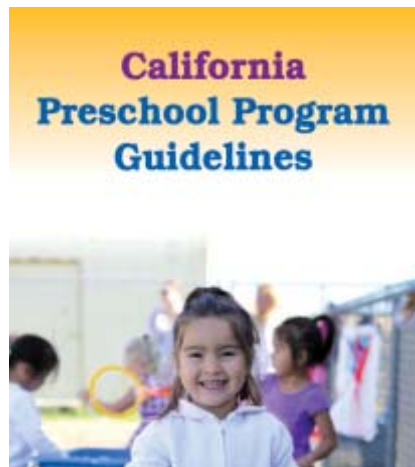
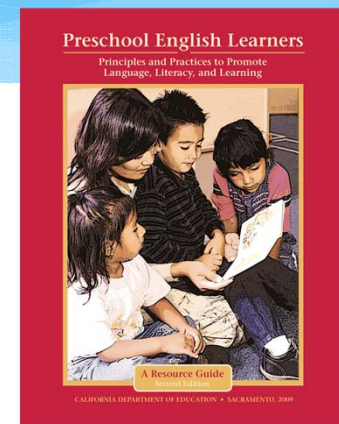
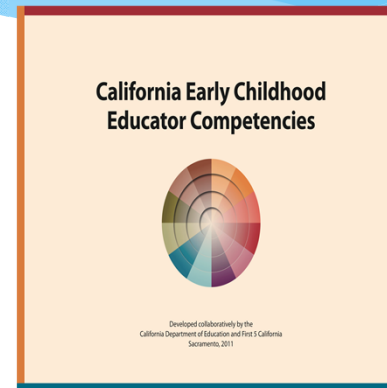
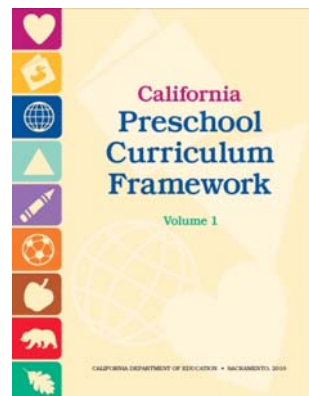
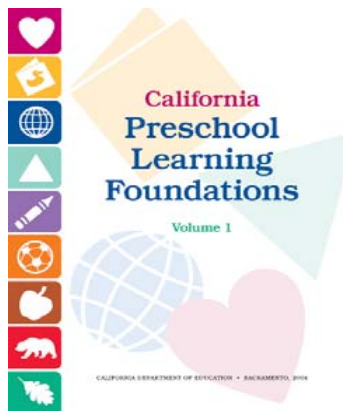
What capacity does the program have to support the development of young DLLs? (e.g., personnel, materials, parental engagement-what do the parents want?)

Are programs able to make a commitment over time?

Pedagogical Strategies – Moving Beyond Generalities (See Resources)

- * Develop a positive climate for adult-child and child-child interaction; learn to pronounce child's name, learn about child's language & culture, allow for children's voluntary participation, provide quiet time
- * Utilize materials that authentically represent the linguistic and cultural diversity of families
- * Employ small group instruction (3 to 5 children)
- * Provide a language rich verbal environment in both the primary language and in English; direct vocabulary instruction; scaffold learning using primary language
- * Provide 'adequate' instructional time in both languages if bilingualism is the objective
- * Frequent monitoring and assessment in both languages
- * Engage families as their children's primary informants about their child's development; onus is on educator to reach out

California Guidance Documents



Revision
Forthcoming

Local policies matter because their
destiny is our future



Zepeda Resources

1. Byers-Heinlein, K., & Lew-Williams, C. (2013). Bilingualism in the early years: What the science says. *Learning Landscapes*, 7 (1). Available at <http://www.learninglandscapes.ca/images/documents/ll-no13/byers-heinlein.pdf>
2. California Department of Education (2013). California's best practices for young DLLs: Research Overview Papers. Sacramento, CA: Author. Available at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf>
3. California Department of Education (2009). *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning* (2nd Ed.). Sacramento, CA: Author. Retrieved from <http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>
4. Colorin Colorado, a bilingual site for educators and families of English language learners. <http://www.colorincolorado.org/>
5. Dual Language Development in Children Pre-natal to Three (2014) presentation by Robert Stechuk and Joanne Knapp-Philo <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/btt/docs/a8-dll-prenatal-to-three-duallanguage-development.pdf>
6. Espinosa, L. M. (2013). PreK-3rd: Challenging Common Myths About Young English Language Learners: An Update to the Seminal 2008 Report. Foundation for Child Development Policy Brief, Advancing PK-3. Available at <https://www.fcdus.org/assets/2016/04/Challenging-Common-Myths-Update.pdf>
7. Fuligni, A. S., Hoff, E., Zepeda, M., & Mangione, P. (March, 2014). Development of infants and toddlers who are dual language learners. Working paper #2. Center for Early Care and Education Research-Dual Language Learners (CECER-DLL). Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute. Retrieved from http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/FPG_CECERDLL_WorkingPaper2.pdf
8. Institute for Learning & Brain Sciences (producer). (2016) Module 11: Bilingual Language Development [online module]. Available at: <http://modules.ilabs.uw.edu/module/bilingual-language-development/> National Center on Cultural and Linguistic Responsiveness. Office of Head Start. A number of resources are available on this website. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/culturallinguistic>
9. National Academy of Sciences, Engineering and Medicine (2017) Toolkit on Promoting the Educational Success of Children and Youth Learning English: Promising Futures. <https://www.nap.edu/resource/24677/toolkit/>
10. Nemeth, K. N. (2012). *Many languages, building connections: Supporting infants and toddlers who are dual language learners*. Lewisville, NC: Gryphon House, Inc.
11. Nemeth, K. N. (2009). *Many languages, building connections: Teaching Dual language and English language learners*. Lewisville, NC: Gryphon House, Inc.
12. Nemeth, K. N., & Erdosi, V. (2012). Enhancing practice with infants and toddlers from diverse cultural backgrounds. *Young Children*, 67 (4), 49-57.
13. Zero to Three, Parlakian, R. (2017) Bilingual from birth, <https://www.zerotothree.org/resources/1780-bilingual-from-birth>.
14. Ramirez, N.F. & Kuhl, P. (2017) The Brain Science of Bilingualism, *Young Children*, 72(2), 38-44.
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16. Too Small to Fail (2017) The Benefits of Bilingualism <http://mailchi.mp/toosmall/the-benefitsof-bilingualism?e=7e6efba24f>

Teaching Strategies from California's Preschool Program Guidelines

1. Read to children from books in the child's home language. This can be done by teachers, families, or community members.
2. Create books that include children's home languages. These can be classbooks (about animals, for example, where each animal is labeled in all of the classroom's home languages) or individual books (e.g., about children's families, with many words or labels in the home language).
3. Teach children rhymes, letters, and numbers in their home language. There are many authentic children's books, compact discs, computer programs, audiotapes, and printed nursery rhymes available in multiple languages that can be used independently in centers or read by an adult. This practice may require community or parental support.
4. Teach the entire class the expressions for greetings in all of the home languages in the classroom.
5. Summarize or provide key phrases of a story in a book, finger play, or song in the child's home language before introducing it in English. This practice may also require recruiting parents or community volunteers into the classroom.
6. Point out cognates (words in two languages that have common roots, such as elephant in English and elefante in Spanish; giant in English and gigante in Spanish) and connections between words in the home language and words in English. This may not be possible for some languages.
7. Let parents know what topics are going to be explored in the classroom (e.g., insects, weather) so that families can build conceptual knowledge in the home language before children are exposed to those concepts in English. For many families, programs will need to use the skills of an experienced interpreter or translator so that information is presented in families' preferred language.
8. Display family posters, cultural artifacts, and "All About My Family" projects (stories that children make describing their family, home activities, favorite foods, and the like) in a designated area throughout the year. Teachers can also share and display their own history and cultural heritage to provide a model, share personal background, and build rapport with children and families.
9. Establish a partnership with families and help them understand their role in maintaining the home language. Collaborating with families can help ensure young DLLs hear and use sufficient amounts of their home language outside preschool.
10. Use many types of pictures of vocabulary words to illustrate word meanings.
11. Use hand puppets, other realistic props, and gamelike activities to illustrate concepts and actions and to engage children physically.
12. Use multimedia-enhanced instruction in the form of videos and computerized animation to enhance vocabulary instruction with nonfiction texts.
13. Use books, themes, and resource material with culturally familiar content to promote comprehension and facilitate the learning of new concepts and skills.
14. Use pictorial, real-world objects and concrete experiences to convey the meaning of words and concepts.
15. Use visual cues and physical gestures and signals linked to specific content vocabulary to imprint meaning.
16. Integrate songs and physical movement throughout academic instruction.
17. Provide some explicit teaching (or explanations) of features of English, such as vocabulary and pragmatics.
18. Teach children rhymes, poems, and songs, particularly those with repetitive refrains;
19. Pair children with different levels of proficiency in English as supports for

Zepeda Resources

each other, and occasionally present tasks for those partnerships to complete that do not depend on language proficiency.

20. Provide both safe havens where children do not have to speak to anyone and spaces in the classroom where children can interact in small groups and one-on-one.

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Breakout Session: Exploring Practical Strategies for Promoting Dual Language Learning in Early Care and Education
November 1, 2017

How are you working with DLL's in your programs or classrooms?	How does today's presentation inform your work and what action steps might you need to take as a result? What additional information and supports might you need?	What may be the implications of supporting DLLs for parent/family engagement in your organization?	How might we address this in the strategic plan?



AN ALIGNED PREK-3 SYSTEM: An integrated early childhood and K-12 system that recognizes the importance of continuity and coherence within the early childhood period in DLL populations and that supports accountability, data collection, and measurement approaches that advance effective learning.

This report and the associated web materials were authored by Marlene Zepeda, Professor Emeritus in the Department of Child and Family Studies at California State University, Los Angeles. Funding was provided by the Heising-Simons Foundation.

You are receiving this email because you and/or your organization and its members may be interested in learning more about opportunities for advancing the needs of young DLLs in California education policy. If you have questions, please contact Maggie Steakley at maggie@glenpricegroup.com.

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You are receiving this email because you and/or your organization and its members may be interested in learning more about opportunities for advancing the needs of young DLLs in California education policy.

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

**Wrap-up of the California State Budget and Legislation – First Session of 2017-18
Child Care and Development**

California State Budget 2017-18

On June 27th, Governor Jerry Brown approved the Budget Act of 2017-18. Overall, the budget reflects the Governor's continuing fiscal prudence due to economic uncertainties in anticipation of another recession, while increasing investments in key priority areas including education, reducing poverty and improving state infrastructure. Contrary to Governor Brown's initial proposal to pause multi-year investments to child care and development as promised in the 2016-17 budget, his approved 2017-18 budget package boosts reimbursement rates and expands full-day state preschool spaces. Furthermore, the budget expands eligibility for state subsidized child care and development services to low-income families and creates a bridge fund to provide emergency services to foster children. Concurrently, the budget package initiates a process for streamlining and aligning early learning programs serving four year old children administered by local education agencies (LEAs).

Child Care and Development Budget Items

Reimbursement Rates

- Allocates \$160.3 million (\$43.7 million Proposition 98, \$23.9 million non-Proposition 98 General Fund) to raise by five percent the State Reimbursement Rate (SRR) paid to organizations holding contracts with the California Department of Education (CDE) to provide center-based services to children of income-eligible families. Provides an additional six percent (\$60.7 million Proposition 98, \$32 million non-Proposition 98 General Fund) increase to the SRR. Per se, Increases the SRR for general child care and development programs to \$45.44 per child day of enrollment; increases the SRR for part-day California State Preschool Program (CSPP) to \$28.32 per child day of enrollment and for full-day CSPP to \$45.73 per child day of enrollment. Increases are effective as of July 1, 2017.
- Augments the budget for the Regional Market Rate (RMR) by \$40.6 million General Fund to increase the maximum reimbursement ceiling for voucher-based child care and development programs serving low-income families to the 75th percentile of the 2016 RMR survey effective January 1, 2018.

Access

- Expands the availability of full-day CSPP for local education agencies (LEAs) to serve an additional 2,959 children with an increase of \$7.9 million Proposition 98 funds beginning March 1, 2018.
- Allows part-day CSPP to achieve full enrollment by admitting three and four year old children with exceptional needs regardless of family income once all otherwise eligible children have been enrolled.

California State Budget 2017-18

Eligibility

- Establishes 12 months of continuous eligibility for income-eligible families with children at 70 percent of State Median Income (SMI) at time of enrollment in state subsidized early care and education programs. Families will remain income-eligible at time of recertification as long as their total adjusted income is at or below 85 percent of SMI. Families are required to report increases in income that exceeds the 85 percent threshold. The SMI will reflect the most current census data as calculated by the California Department of Finance, effective July 1, 2018. Allocates \$25 million to update the income eligibility limits and implement the provision.

Emergency Child Care Bridge Program for Foster Children

- Creates a voucher based program to subsidize child care and development services for eligible children placed by the child welfare system with approved resource families, licensed or certified foster families, or approved relatives or nonrelative extended family members or children of system-involved young parents, effective January 1, 2018. The new program also provides navigators through the Child Care Resource and Referral Agencies to help families transition to more permanent sources of subsidized services and arranges for trauma informed training for staff of programs serving children involved with the child welfare system.

Budget Bills with Child Care and Development Items

AB 97	Budget Act of 2017	Chapter 14 Approved by Governor: June 27, 2017
AB 99	School finance: education omnibus trailer bill – modifies various education programs, including child care and development	Chapter 15 Approved by Governor: June 27, 2017
SB 89	Human Services Budget Bill – includes provision for Emergency Child Care Bridge Fund for Foster Children	Chapter 24 Approved by Governor: June 27, 2017
SB 113	Budget Act of 2017 – amends Budget Act of 2017, including modest adjustments to funding for CalWORKs Stage 3 Child Care, Quality Improvements and 21st Century Community Learning Centers	Chapter 181 Approved by Governor: August 24, 2017

California State Legislation¹

Introduction

Legislators considered 45 bills of interest to the early care and education community during the First Session of the State Legislative Session for 2017-18. Eighteen bills made it to the Governor's desk for his consideration, of which 17 were approved and one was vetoed. Two bills – AB 60 providing continuous eligibility for income eligible families and AB 1154 establishing the Emergency Child Care Bridge Program for Foster Children – were addressed in the budget bills approved by the Governor. This section contains a brief summary of the bills that passed the legislature for the Governor's consideration and action. Approved bills take effect on January 1, 2018 unless otherwise noted.

Regulatory Compliance/Health and Safety

SB 401 (Pan)	Requires an office building meeting the child care needs of state employees to comply with Title 22 regulations for indoor and outdoor activity space.	Chapter 235 Approved: September 11, 2017
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Streamline of Administrative Processes and Eligibility for Subsidized Child Care and Development Services

AB 258 (Arambula) ²	Authorizes Fresno County to develop an individualized county child care subsidy plan.	Chapter 697 Approved by Governor: October 12, 2017
AB 273 (Aguiar-Curry)	Creates a condition for eligibility of subsidized child care and development services to parents engaged in an educational program for English language learners or to attain a high school diploma or general education development certificate.	Chapter 689 Approved by Governor: October 12, 2017
AB 300 (Caballero)	Authorizes Monterey, San Benito and Santa Cruz Counties to develop an individualized county child care subsidy plans.	Chapter 699 Approved by Governor: October 12, 2017
AB 377 (Frazier)	Authorizes San Diego and Solano Counties to develop an individualized county child care subsidy plans.	Chapter 701 Approved by Governor: October 12, 2017
AB 435 (Thurmond)	Authorizes Contra Costa, Marin and Sonoma Counties to develop an individualized county child care subsidy plans.	Chapter 703 Approved by Governor: October 12, 2017
AB 603 (Quirk-Silva)	Allows Alternative Payment (AP) Programs to establish an electronic timesheet process for the monthly attendance record or invoices. Requires AP programs to offer reimbursement to providers via direct deposit transfer into provider's financial institution account. Effective as of July 1, 2019.	Chapter 706 Approved by Governor: October 12, 2017
AB 1106 (Weber)	Requires, with exceptions, an AP program to have no less than 36 months to expend funds allocated to that program in any fiscal year.	Chapter 716 Approved by Governor: October 12, 2017

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

² Governor Brown included a signing message with his approval of AB 258, AB 300, AB 377 and AB 435 as follows: "Although I am signing [AB 258]. ... the process for developing and approving individualized plans needs to be streamlined. Additionally, counties need to ensure that CalWORKs families in Stage 1 child care are not inadvertently disadvantaged when crafting these plans. Thus, I am directing my administration to work with the [CDE] and the specific counties named in these bills to implement whatever administrative or statutory changes are needed to reduce the bureaucratic burden that has become all too commonplace in the development and oversight of these plans. Changes should be expedited so that counties can proceed with the business of serving families in the most appropriate and efficient manner possible. Our programs in this area have become overly complicated and bureaucratic. We can and should establish a more efficient and flexible system for our partners."

Higher Education		
AB 19 (Santiago)	Establishes the CA College Promise, which will waive for one academic year some or all of the fees for any first-time community college student enrolled full time who submits either a Free Application for Federal Student Aid or a California Dream Act application.	Chapter 735 Approved by Governor: October 13, 2017
SB 164 (McGuire)	Amends existing law by requiring each community college district that administers a priority enrollment system to grant priority for registration to any student who is a recipient under the Tribal TANF program.	Chapter 97 Approved by Governor: July 21, 2017
Workforce		
AB 26 (Caballero)	Would have provided an outreach, training and technical assistance pilot program targeted to license-exempt child care providers.	Vetoed by Governor: October 12, 2017 Message, in part: A new pilot program, undifferentiated from existing programs, seems unnecessary to establish at this time.
AB 168 (Eggman)	Prohibits an employer from relying on salary history information of an applicant for employment as a factor in determining whether to offer an applicant employment or what salary to offer an applicant. Applies to all employers, including state and local government employers and the Legislature.	Chapter 788 Approved by Governor: October 12, 2017
AB 450 (Chiu)	A companion bill to California's 'sanctuary state' bill (SB 54), the Immigrant Worker Protection Act introduces measures designed to limit workplace raids by federal enforcement.	Chapter 492 Approved by Governor: October 5, 2017
SB 54 (De León)	Prohibits state and local law enforcement agencies, including school police and security departments, from using money or personnel to investigate, interrogate, detain, detect, or arrest persons for immigration enforcement purposes and would, subject to exceptions, proscribe other activities or conduct in connection with immigration enforcement by law enforcement agencies.	Chapter 495 Approved by Governor: October 5, 2017
Miscellaneous		
AB 480 (Gonzalez Fletcher)	Supportive services for families participating in CalWORKs to include additional \$30 per month to assist with cost of diapers for each child under 36 months of age.	Chapter 690 Approved by Governor: October 12, 2017
AB 752 (Rubio)	Prohibits a CDE-contracted child care and development agency from expelling or un-enrolling a child due to behavioral concerns unless certain conditions are met.	Chapter 708 Approved by Governor: October 12, 2017
AB 1520 (Burke)	Establishes the Lifting Children and Families Out of Poverty Task Force for the purpose of submitting a report to the Legislature and the executive branch administration of the state that recommends future comprehensive strategies to achieve the reduction of deep poverty among children and reduce the overall child poverty rate in the state.	Chapter 415 Approved by Governor: October 2, 2017

SB 63 (Jackson)	Establishes the New Parent Leave Act. Prohibits an employer for refusing to allow an employee with more than 12 months of service and at least 1,250 hours of service during the previous 12-month period, and who works at a worksite in which the employer employs at least 20 employees within 75 miles, to take up to 12 weeks of parental leave to bond with a new child within one year of the child's birth, adoption, or foster care placement. Additional provisions relating to family leave included in the legislation.	Chapter 686 Approved by Governor: October 12, 2017
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Questions or comments relating to this document may be referred to Michele Sartell, Los Angeles County Office for the Advancement of Early Care and Education within the Service Integration Branch of the Chief Executive Office, by e-mail at msartell@ceo.lacounty.gov or by telephone at (213) 974-5187.

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CHOOSE
CHILDREN
2018

CHOOSE CHILDREN 2018

Choose Children 2018 is a statewide campaign committed to ensuring California's next governor is a champion for young children who makes early childhood care and education more accessible, affordable, and of higher quality and takes action to do so from day one in office.

87%

OF CALIFORNIANS BELIEVE OUR
NEXT GOVERNOR MUST INVEST
MORE IN OUR YOUNGEST KIDS

The 2018 California governor's race represents a defining moment for the future success of our youngest children, and ultimately, the strength of our state. In this upcoming election, California must elect a governor who chooses children.

OUR VISION ✓

California needs a "children's governor" who understands that investing in quality early childhood care and education (known as "ECE") is essential to the future success of babies, toddlers and preschoolers. Our next governor must be a visible and vocal champion for young children.

OUR PRIORITY ✓

Anyone who wants to be our next Governor must listen to Californians and make early childhood care and education a priority. That's why we are working to ensure that every candidate for governor publicly commits to supporting early care and education and take immediate action during the first 100 days of their Administration and beyond.

WHY CHOOSE CHILDREN?

Quality early childhood care and education is essential to the health, development, and future success of California's kids. The facts are clear:



Kids who receive quality early childhood care and education do better in school, are more likely to attend college, and are better prepared for the workforce.



The first five years of life – when a baby's brain absorbs knowledge like a sponge – are the building blocks for a child's future. Investing in kids' healthy development as early as possible sets them up for future success.



Investing in the early years leads to safer communities. Yet, too many children don't have access to ECE programs. A lower-income child whose education does not include access to high quality early education is 70% more likely to be arrested for a violent crime. And CA taxpayers spend over \$75,000 per year to keep one inmate in prison – one year of high quality, publicly funded preschool costs only a fraction of that.

California is failing our kids

Education, health and well-being are rights, not privileges. Every child should be able to receive quality early care and education. Yet, since 2008, the state of California has cut early childhood programs by over \$1 billion dollars and reinvestments have been lethargic.

Too many children are denied the right to enroll in early childhood programs because it is too expensive, too far from home, or space isn't available.

\$1B

in budget cuts to state early education programs over the last decade.

86%

of eligible babies and toddlers have no access to affordable early childhood education programs.

75%

of families seeking licensed childcare can't find it.



CAMPAIGN PRINCIPLES

AN AGENDA THAT PUTS CHILDREN FIRST

California's next governor must **prioritize early child care and education from the first day in office**. Early childhood care and education policies should be part of the next governor's 100-day action plan, and his or her first budget must include resources to support child development programs.

The facts are clear: children who receive quality early childhood care and education are more successful. In the classroom. In college. In the workforce. And in life. Greater investment in early childhood care and education will protect and improve the lives of California's working and middle-class families by giving their children the best chance for success in life.

A GOVERNOR WHO "CHOOSSES CHILDREN" WILL COMMIT TO THE FOLLOWING KEY PRINCIPLES:

ENSURE EVERY CHILD HAS ACCESS TO QUALITY EARLY LEARNING

All children should be able to receive early education opportunities like child care, preschool, and full-day kindergarten to prepare them for school and give them the best shot at success as they grow up.

MAKE CHILD DEVELOPMENT PROGRAMS MORE AFFORDABLE

High-quality childcare, preschool along with other learning and development programs must be affordable for all families in California. All babies and toddlers should also receive developmental screenings, early interventions, and other critical health services. No child (starting at birth) should be denied these essential supports due to income level.

SUPPORT PARENTS OF CHILDREN 0 TO 3 YEARS

A child begins learning the minute they are born, and their first teachers are parents. Therefore, all families must receive educational resources and health services that promote the healthy growth and brain development of their children. All parents should have longer paid family leave to stimulate greater child bonding, and we must provide an array of services to expectant and new parents starting at pregnancy.

HOW TO GET INVOLVED

SIGN-UP ✓

Visit choosechildren.org to show your support for quality early childhood care and education, and to receive regular email updates from the campaign. You'll be the first to hear about new developments, events, and ways to get involved.

EVALUATE ✓

Review the candidates' websites and campaign literature. Listen and watch their debates. Are they talking about how they will support infants, toddlers and preschoolers? Are they offering a vision for how they will prioritize making early childhood development programs more accessible, affordable and of higher quality for more families?

COMMUNICATE ✓

Share with friends and family the need to elect a "children's governor." Be a voice for children by letting your network know that the next governor must take immediate action during the first 100 days of their administration to support our youngest children.

VOTE ✓

Exercise your fundamental right as an American – for yourself and for our children's futures. Register to vote at registertovote.ca.gov.

Campaign Contacts

Choose Children 2018 is an initiative led by the Silicon Valley Community Foundation's Center for Early Learning in partnership with community, business, philanthropic, and educational leaders throughout California.



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Child Care for Working Families Act

Senator Patty Murray and Representative Bobby Scott

Across the country, too many families do not have access to high-quality early learning and care that will help their children thrive without breaking the bank. The cost of child care has increased by 25 percent in the past decade, forcing parents to choose between going to work and paying for child care.¹ In fact, in 33 states and the District of Columbia, infant care costs exceed the average cost of in-state college tuition at public 4-year institutions.² These costs make it difficult for parents to balance the high cost of child care while securing a well-paying job and providing for their family.

In order to address the current child care crisis in this country, families need a child care and early learning system that provides high-quality, affordable child care and access to quality preschool programs that will prepare children for success in kindergarten and beyond. Payments should be affordable, programs should be high-quality, and the system should work for working families, not the other way around.

The Child Care for Working Families Act would address the current early learning and care crisis by ensuring that no family under 150% of state median income pays more than seven percent of their income on child care. Families would pay their fair share for care on a sliding scale, regardless of the number of children they have. The bill would also support universal access to high-quality preschool programs for all 3- and 4-year olds. Finally, the bill would significantly improve compensation and training for the child care workforce to ensure that our nation's teachers and caregivers have the support they need, as well as the children they are caring for, to thrive.

Additionally, the bill would:

- Establish a new federal-state partnership to provide high-quality, affordable child care from birth through age 13.
- More than double the number of children eligible for child care assistance, and ensure all those who are eligible have the ability to enroll their child in a quality program.³
- Provide incentives and funding for states to create high-quality preschool programs for low- and moderate-income 3- and 4-year olds during the school day, while providing a higher matching rate for programs for infants and toddlers, who are often harder and more expensive to care for.
- Increase workforce training and compensation, including by ensuring that all child care workers are paid a living wage and early childhood educators are provided parity with elementary school teachers with similar credentials and experience.
- Improve care in a variety of settings, including addressing the needs of family, friend, and neighbor care and care during non-traditional hours to help meet the needs of working families.
- Build more inclusive, high-quality child care providers for children with disabilities, and infants and toddlers with disabilities, including by increasing funding for the Individuals with Disabilities Education Act.
- Help all Head Start programs meet the new expanded duration requirements and provide full-day, full-year programming.

¹ Erickson, Jennifer. "The Middle-Class Squeeze." Center for American Progress. September 24, 2014. <https://www.americanprogress.org/issues/economy/reports/2014/09/24/96903/the-middle-class-squeeze/>.

² Gould, Elise, and Tanyell Cooke. "High Quality Child Care Is out of Reach for Working Families." Economic Policy Institute. October 6, 2015. <http://www.epi.org/publication/child-care-affordability/>.

³ CRS memorandum, "Eligibility Estimates for Expanded CCDBG." June 15, 2017; Chaudry, Ajay memorandum. "Senate HELP CC Expansion Bill Cost Estimate." August 29, 2017.



CA ASSEMBLY BLUE RIBBON COMMISSION



ON EARLY CHILDHOOD EDUCATION

Save the Date!

**Friday, November 17, 2017
at 2 p.m.**

Elihu M. Harris State Building - First Floor Auditorium
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More info at speaker.asmdc.org, click on "issues"