

Wednesday, April 4, 2018 • 12:00 – 2:00 p.m.
 Center for Healthy Communities at The California Endowment, Big Sur
 1000 N. Alameda Street
 Los Angeles, CA 90012

PROPOSED AGENDA

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| 1.
noon | Welcome and Introductions
▪ Opening Statement and Comments by the Chair | Tara Henriquez, Vice Chair |
| 2.
12:10 | Approval of Minutes
▪ March 7, 2018 | Action Item Tara Henriquez, Vice Chair |
| 3.
12:15 | Public Policy Report
▪ Priority Legislation
▪ Elevating Support of the Early Care and Education ECE Coalition Budget Ask | Michele Sartell, Staff |
| 4.
12:30 | Impact of Immigration Policies on Children and Families and the Programs that Serve Them: CLASP Reports | Ritu Mahajan
Public Counsel |
| 5.
12:45 | Work Group Breakouts
▪ Workforce
▪ Quality
▪ Access/Inclusion
▪ Strategic Planning | Tara Henriquez |
| 6.
1:15 | A Portrait of Los Angeles County – Los Angeles County Human Development Report 2017-18 | Cheryl Wold
Wold and Associates and Measure of America |
| 7.
1:50 | Announcements and Public Comment | Tara Henriquez |
| 8.
2:00 | Call to Adjourn | Tara Henriquez |

Next Meeting

Wednesday, May 2, 2018 • 12:00 – 2:00 p.m.
 Pacific Oaks College
 55 Eureka Street, Classrooms 40-41
 Pasadena, CA 91103

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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Meeting Minutes – March 7, 2018

Members in Attendance (24)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Alejandra Berrio	La Tanga Gail Hardy	Edilma Cavazos	Renee Amezcuita	Tonya Burns
Tara Henriquez	Andrea Joseph	Michaela Ferrari	Robert Beck for Nora Garcia-Rosales	Toni Isaacs
Nellie Ríos-Parra	JoAnn Shalhoub-Mejia	Ritu Mahajan	Laurel Parker	Kelly O'Connell <i>1st Supervisorial District</i>
		Cyndi Tovar for Christine Manley Martinez	Mariana Sanchez	Dianne Philibosian <i>5th Supervisorial District</i>
		Cyndi McAuley		Julie Taren <i>3rd Supervisorial District</i>
		Eli Pessar		Jocelyn Tucker <i>2nd Supervisorial District</i>
		Joyce Robinson		
		Ancelma Sanchez		

Guests and Alternates: Phil Bedel – Teaching At The Beginning, Sally Durbin – Teaching At the Beginning, Helen O'Connor – Los Angeles County Department of Public Health, Shoghig Khadarian – California Department of Social Services/Community Care Licensing Division, Aden Michael – Los Angeles County Department of Mental Health, Barbra Rosner – Partnerships for Education, Articulation and Coordination through Higher Education (PEACH), and Kathy Schreiner – ECE Advocate

Staff: Michele Sartell

I. Welcome and Introductions

Nellie Ríos-Para, 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 then asked Edilma Cavazos to read the mission statement. Members, alternates and guests were asked to make self-introductions.

II. Approval of Minutes

Tara Henriquez, Vice Chair, reviewed the minutes from February 7, 2018 and asked for a motion to approve. La Tanga Gail Hardy made the motion to approve the minutes; the motion was seconded by Laurel Parker. The motion passed with abstentions from Tonya Burns, Toni Isaacs, Kelly O'Connell, Ancelma Sanchez, and Andrea Sulsona.

III. Review and Approval of LPC Local Funding Priorities

Michele Sartell, staff to the Planning Committee, referred meeting participants to copies of the PowerPoint presentation and LPC Local Funding Priorities for Fiscal Year (FY) 2017-18 included in their meeting packets. The LPC Local Funding Priorities for General Child Care and Development

Program (CCTR) Priorities for Infants and Toddlers, California State Preschool Program (CSPP) Priorities for Full- and Part-Day State Preschool and General Child Care and Development Program (CCTR) Priorities for School Age Children have been prepared using the format as required by the California Department of Education/Early Education and Support Division (CDE/EESD), organized by Service Planning Areas (SPAs) listing zip codes with LPC priority assignments of a 1, 2 or 3. Michele reminded meeting participants that remaining zip codes not meeting the threshold for a priority 3 assignment, yet experiencing a gap in services have been added to the lists with a designation of 3*.

Nellie requested a motion to approve the LPC Local Funding Priorities for FY 2017-18. Ancelma Sanchez made the motion to approve; the motion was seconded by Toni Isaacs. The motion passed unanimously without discussion.

Michele reported that the next step is obtaining the approval of the County Superintendent of Schools and then the Board of Supervisors. The priorities are due to the CDE/EESD by May 30, 2018. Michele added that the background data to the priorities will be posted on the Office for the Advancement of Early Care and Education website at www.childcare.lacounty.gov and she will be available to assist programs that would like to conduct community-level analysis to better determine the gaps in services in the communities they serve.

IV. Conceptualizing Early Childhood Mental Health Consultation for Early Care and Education Programs: Role of Department of Mental Health and Mental Health Services Act/Prevention and Early Intervention Funding

Nellie commented on the Planning Committee's long-term interest in leveraging opportunities for investments in early childhood mental health consultation (ECMHC) for early care and education programs. She referenced the work of the Access/Inclusion Work Group in 2008 to facilitate participation of Planning Committee members and other early care and education stakeholders to inform initial planning for the allocation of Prevention and Early Intervention Funds under the Mental Health Services Act, advocating for the use of funds for ECMHC. Since that time, the research on the effectiveness of ECMHC in early care and education programs to build staff capacity and ensure the needs of each child enrolled in the program has exploded and supported ongoing advocacy efforts. More importantly, concentrated efforts are requiring trauma informed approaches to working with children and families, particularly with work underway to facilitate enrollment of children in the child welfare system and children of families experiencing homelessness into early care and education programs. And, the passage of AB 752 prohibiting State Preschool Programs from suspending and expelling children requires us to consider more carefully how are we meeting the individual needs of all children within the group setting.

Nellie acknowledged the recent work of the Department of Mental Health (DMH) to closely consider ECMHC as additional funding under PEI has become available. So, without further comment, Nellie welcomed Aden Michael, staff with the Los Angeles County DMH Children's Systems of Care Administration, to talk about their study with community stakeholders on strategies for integrating ECMH in early care and education programs and to hear from meeting participants on their thinking as DMH finalizes its planning and transitions to implementation of a pilot effort.

Aden reported that approximately two years ago, a new director of DMH was hired, bringing fresh leadership and new ideas including a focus on prevention and early intervention. He also brought a commitment to thinking about and taking a universal approach to meeting the needs of children and their families. ECMHC partnered with early care and education was a new idea to DMH, yet sparked interest given its consistency with prevention and early intervention. Yet, it required a

different way of thinking about service delivery by going into facilities, building relationships with program staff and addressing the individual needs of children within the classroom setting.

Aden described the process for developing a plan for implementation that included convening a small group of community stakeholders representing early care and education and early childhood mental health following the floating of an idea with the Roundtable. DMH staff also conducted observations with St. John's Well Child and Family Center in Santa Monica-Malibu Unified School District preschool programs to see ECMHC in action and learn what defines a high quality ECMHC program. Based on this preliminary work, DMH is building a pilot program and soliciting mental health providers with whom it currently contracts to identify those with interest and experience. In addition, DMH has been interested in the challenges, noting that while early educators are open to the program, their time to meet with the consultant is often limited. The hope for DMH is to begin implementation of a small pilot in the new fiscal year beginning in July 2018.

Meeting participants were eager to offer their comments and raise questions as follows:

- How will DMH identify programs for the integration of ECMHC during the pilot? First, DMH needs to know more about the early care and education programs and the children they are serving. Service Planning Areas (SPAs) 1, 3 and 6 have been identified as areas with the greatest need and depleted resources. In addition, DMH will be looking at how to best match available mental health providers with specific organizations.
- DMH may want to consider targeting services to programs serving children and families with specific needs, such as families experiencing homelessness and connected with the child welfare system. Aden mentioned the Intensive Field Capable Clinical Services (IFCCS) that targets the highest needs children.
- ECMHC's would be licensed clinicians, such as Licensed Clinical Social Workers (LCSWs) or psychologists.
- Could a mental health agency with IFCCS funding serve an early care and education program if staff are interested and able to provide the services? Aden answered that a program could potentially draw down from that funding bucket with unspent PEI dollars. However, the preference is to work with the ECMHC.
- With respect to mental health providers, DMH does have a cadre of people experienced in working with the birth to five population. The plan includes training more clinicians to serve this age group. It was noted that training also needs to address how to implement ECMHC in early care and education programs and working with the staff of the programs.
- The City of Santa Monica had funded ECMHC in the past. They shifted to a different model in the due to limited funding and the challenges of meeting depth and breadth as needed by the programs that really wanted it. Julie Taren offered to share lessons learned.
- Smaller agencies and family child care homes offer both challenges and opportunities for true benefits. Education of staff is key.
- Crystal Stairs operates nine centers, six of which are in Compton. Their programs are starved for real time training in the classroom rather than large group trainings, which are less effective. Many early educators are not prepared to handle certain levels of trauma experienced by children. Added are the mental health challenges faced by early educators, often working for low wages and in isolation.
- Support is needed in the classroom inclusive of building the capacity of the early educators to understand the children's behavior and developing strategies to make modifications in the curriculum and program that allow for nurturing and stimulating environments that supports each child's overall development and well-being.
- It is important to bring in higher education and lab schools to think about new ways to train the workforce.

- Any thoughts to capturing data? There are lots of conditions contributing to trauma in children, their families and staff. Learning from the programs also is important to know what they are observing and experiencing in the communities their programs serve. Parents are worried about societal issues that may be linked with mental health concerns. How does what is happening to the children impact their futures? Data should inform the practice – talking about this as well.
- What are the ECMCH pilot's particular objectives (e.g., after one year of ECMHC, provider will be able to ____.)? In 2017, Child360 launched the Exceptional Populations Certification Program. In partnership with LACCD, the program was designed to help emerging early care and education professionals strengthen their approaches toward supporting children with exceptional needs. Participants received weekly trainings and were placed at Child360 sites, where they applied their learning through specific practicum objectives. Participants also received mentoring throughout the duration of the four month program. Child360 is now equipped to partner with DMH to provide supplemental coaching for providers who receive ECMHC. Child360 would like to delve deeper into this opportunity.
- The concept of training must go beyond early educators to parent groups, inclusive of fathers. Suggested are dialogues and support more in line of focus groups with opportunities for interaction and discussion. Small focus groups within classrooms for parents place to talk about experiences with their children.

Nellie thanked Aden for her presentation and the meeting participants for their contributions to the conversation. Michele will provide the notes from the meeting to Aden and the list of names of members interested on continuing the dialogue with Aden's office.

V. Public Policy Report

Michele presented on behalf of the Joint Committee on Legislation. She reminded meeting participants of the matrix of state legislation updated and sent weekly via e-mail. The last day for the legislature to introduce bills was February 16th. The Joint Committee is closely watching a number of bills.

Referring to their meeting packets, Michele summarized the bill analysis prepared on AB 2292 introduced by Assembly Member Aguiar-Curry. This bill proposes to increase the adjustment factor applied to the Standard Reimbursement Rate (SRR) for infants and toddlers. In addition, the bill would establish the Classroom Planning and Implementation Grant Program to reflect the additional start-up costs of opening new general child care and development centers and the California State Preschool Program classrooms or converting existing classrooms to serve different age groups of children. The Joint Committee recommended a motion by the Planning Committee to suggest that the Roundtable approve a recommended pursuit of position in support of AB 2292 to elevate for consideration by the Board of Supervisors.

Nellie requested a motion to approve that the Planning Committee suggest to the Roundtable approval of a recommended pursuit of position in support of AB 2292 to elevate for consideration by the Board of Supervisors. Kelly O'Connell made the motion to approve; the motion was seconded by Joyce Robinson. The motion passed unanimously.

VI. Membership Launch

La Tanga Gail Hardy and Ancelma Sanchez, co-chairs of the Governance Work Group, announced the official launch of recruitment of Planning Committee members for Fiscal Year 2018-19. Copies of the cover letter and application form were included in the meeting packets and posted on the Office for the Advancement of Early Care and Education website at www.childcare.lacounty.gov. They requested the help of the current members to ensure that there is geographic representation in

addition to meeting the five mandated categories: parents/ consumers, early care and education programs, community-based organizations, public agencies and others. Applications are due April 23rd and members must apply if they want to continue – each member may serve up to two consecutive three year terms.

The Governance Work Group is charged with putting together the membership slate based on applications received and presenting it to the Planning Committee for action at its June meeting; the Board of Supervisors typically approves the membership in late summer.

Members asked whether participation at meetings is feasible via telephone conferencing or videoconferencing. This will require some exploration, including whether it needs to be addressed in the policies and procedures.

VII. Announcements and Public Comment

- The Child Care Resource Center provides an array of professional development opportunities. Flyers of the various training options were left on the tables. More information is available at www.ccrcca.org.
- The Los Angeles Preschool Advocacy Initiative (LAPAI), supported by the California Community Foundation, has invited Planning Committee members to its quarterly meeting scheduled for March 27, 2018. An e-mail invitation has been sent by the membership.
- Teaching at the Beginning has created a visual tool to enhance learning with Dual Language Learners. An e-mail with a link to the tool has been sent to the distribution list.
- The Infant Development Association South Region Conference is scheduled for March 23-24 at the Westin in Pasadena. There is an early childhood mental health consultation strand. An e-mail with details of the conference was sent to the distribution list.
- The Roundtable is engaged in ongoing conversations around crafting a common language in update reports submitted to the Board of Supervisor offices by their appointees. Copies of these reports will be shared with the Planning Committee going forward.

VIII. Adjournment

Nellie adjourned the meeting in memory of the students who were victims of the shooting at the Marjory Stoneman Douglas High School in Parkland, Florida. The meeting was adjourned at 1:57 p.m.

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BILL ANALYSIS

AB 2292 (Aguiar-Curry) – Child Care Reimbursement Rates and Start Up Costs for Programs Serving Infants and Toddlers: Would amend the Child Care and Development Services Act, which establishes a system of subsidized child care and development services, by 1) increasing the adjustment factor applied to the reimbursement rate for infants and toddlers served in a center or family child care home; 2) establish the Classroom Planning and Implementation Grant Program to reflect the additional start-up costs of opening new general child care and development centers and the California State Preschool Program classrooms or converting existing classrooms to serve different age groups of children; and 3) codify and expand the Family Child Care Recruitment and Training Fund with \$6 million over five years to recruit a new generation of family child care providers in California.¹

Introduced and Amended Dates: Introduced: February 13, 2018
Amended: Pending Finalization and Posting

Office for the Advancement of Early Care and Education Analyst: Michele P. Sartell
(213) 974-5187

Status: Assembly Committee on Human Services
Hearing: April 10, 2018

Sponsors: California Child Development Administrators Association,
Child Care Resource Center, First 5 CA

Support: Child Care Alliance of Los Angeles, ZERO TO THREE, Go Kid Inc.

Opposition: None listed

Summary:
This bill would amend existing law as follows:

- Increases the adjustment factor applied to the Standard Reimbursement Rate (SRR) from 1.7 to 2.44 for centers providing subsidized early care and education services to infants from birth to 18 months of age.
- Increases the adjustment factor applied to the SRR from 1.4 to 1.83 for centers providing subsidized early care and education services to toddlers from 18 to 36 months of age.
- Increases the adjustment factor applied to the SRR from 1.4 to 1.7 for family child care homes participating in CDE-funded Family Child Care Home Education Networks and providing subsidized early care and education services to infants and toddlers from birth to 36 months of age.

¹ Pending amendments to the bill will reflect the proposed codification and expansion of the Family Child Care Recruitment and Training Fund as alluded to in item 3.

The bill would add to Education Code as follows:

- Establishes the Classroom Planning and Implementation Grant Program to be administered by the Superintendent of Public Instruction.
- Allows applicants seeking a contract with the California Department of Education (CDE) or existing contracting agencies to apply for a grant under the program for up to 25 percent of the contractor's annual contract amount or proposed contract amount for child care and development facility renovation, classroom furnishings and equipment, instructional materials, staff recruitment, staff training and professional development costs, and other start-up costs.
- The SPI may award grants upon an appropriation by the Legislature.
- In addition, would codify and expand the Family Child Care Recruitment and Training Fund dedicating \$6 million over five years to targeted outreach, recruitment, training, supplies and resources for startup costs to recruit a new generation of family child care providers in California.

Analysis:

The Child Care and Development Services Act ("the Act") establishes a system of subsidized child care and development services for children from birth through 12 years old of low-income families. It requires the Superintendent of Public Instruction to implement a plan for assigning reimbursement rates per unit of average daily enrollment to be paid by the state to agencies contracting with the CDE to provide the subsidized services to income eligible families. Existing law provides adjustment factors to be applied to reimbursement rates for certain populations of children inclusive of infants, toddlers, children with exceptional needs, dual language learners, children at risk of abuse and neglect, and children with severe handicaps.

The Act also establishes the Child Care Facilities Revolving Fund, which provides funding for loans for the renovation, repair or improvement of an existing building to make it suitable for licensure for child care and development services. In addition, it allows for the purchase of new relocatable child care and development facilities for lease to local education agencies and contracting agencies that provide subsidized early care and education services to income eligible families.

This bill, if passed, would accomplish three objectives: raising the adjustment factors for serving infants and toddlers to more closely match the cost of providing quality services; creating a grant program for classroom infrastructure supports and start-up costs needed to increase access for infants and toddlers; and codifying and expanding the recruitment and training fund to increase the access for infants and toddlers in family child care homes.

California currently administers two distinct reimbursement structures for subsidizing child care and development services for low-income families, the Standard Reimbursement Rate (SRR) for California Department of Education (CDE)-contracted center-based programs and the Regional Market Rate (RMR) for the voucher-based Alternative Payment (AP) and CalWORKs child care programs. CDE-contracted agencies are reimbursed at a daily rate of \$77.25 for infants and \$63.62 for toddlers (adjusted for age from the base rate of \$45.44). CDE-contracted programs are required meet Title 5 standards that exceed basic health and safety standards under Title 22 for licensed programs.

Licensed centers serving children subsidized with an AP or CalWORKs child care voucher are reimbursed at the 75th percentile of the 2016 RMR survey, with the intent that eligible families may have access to 75 percent of providers in their community. The maximum daily RMR for a licensed center providing full-day services to an infant or toddler is \$96.53. Licensed non-CDE contracted centers are required to meet Title 22 standards for basic health and safety.

The following table illustrates the current reimbursement rates with the adjustment factors compared to the proposed increases.

Children Meeting Specified Criteria	Adjustment Factor ²		Adjustment Factor as of \$45.44	
	Current	Proposed	Current	Proposed
Infants (birth – 18 months)	1.7	2.44	\$77.25	\$110.87
Toddlers (18 – up to 36 months)	1.4	1.83	\$63.62	\$83.16
Family Child Care Homes (birth up to 36 months)	1.4	1.7	\$63.62	\$77.25

The standard reimbursement rate (SRR) is \$45.44 per child day of enrollment (cde) or \$11,360 per annum based on 250 days of operation (Education Code Section 8265).

Los Angeles County is experiencing a severe shortage of subsidized services for infants and toddlers in licensed centers and family child care homes, which was exacerbated during the recession when programs could no longer afford to provide the services and either converted classrooms to serve preschool age children or closed their doors. According to the needs assessment completed in 2017 by the Child Care Planning Committee, only 15 percent of the need for subsidized infant and toddler care can be met with the current supply.³ The needs assessment suggests the higher cost of care compared to serving preschool age children as a key issue impacting the supply, some of which is attributed to required smaller teacher to child ratios, appropriate physical environments that are designed for younger children that also meet space requirements for accommodating cribs and napping areas, compensation of early educators based on education and experience, and professional development opportunities for early educators that focus on promoting early brain development in our youngest learners within the context of a nurturing environment and in partnership with parents and other primary caregivers. Compounding the challenge of access are losses in family child care spaces since 2011, a critical resource for families with infants and toddlers offering more flexible hours in a home environment.

In addition to the adjustment factors, there is a severe shortage of new classroom spaces and facilities for center-based programs. Furthermore, the cost of modifying classrooms and/or facilities is often prohibitive.

This bill, if passed, will move reimbursement rates closer to the cost of providing high quality early learning environments that improve access to infants and toddlers and promote their optimal growth and development while supporting low-income working families. The adjustment factors reflect the recommendations of the American Institutes for Research as necessary to

² The proposed adjustment factors listed in this analysis are taken from the revised fact sheet that reflects proposed amendments to the bill and are therefore higher than in the bill originally introduced on February 13, 2018.

³ Los Angeles County Child Care Planning Committee. *The State of Early Care and Education in Los Angeles County – Los Angeles County Child Care Planning Committee 2017 Needs Assessment (Executive Summary)*. March 2017.

meet California's need for infant and toddler services. Furthermore, the bill will provide opportunities to open new classrooms and centers for children from birth to five years old build through the Classroom Planning and Implementation Grant Program pending an allocation of funds by the Legislature. The grant program will make it possible for operators to purchase age-appropriate facilities and provide infrastructure supports inclusive of appropriate equipment and materials and professional development for their early educators.

Recommended Position for Board Approval:

The Policy Roundtable for Child Care and Development (Roundtable), with input from the Child Care Planning Committee, recommends a position of "support" for AB 2292 that, if passed, will increase the rate of reimbursement paid to CDE-contracted early care and education centers and family child care homes serving infants and toddlers. In addition, it will create a grant program to fund facility renovation and development and infrastructure support intended to increase the supply of infant and toddler spaces in center-based programs and provide funding for the recruitment and training of additional family child care providers. This position is consistent with County policies as follows:

1.3 Child Care and Development

3. Support efforts to develop and sustain a well-educated and highly skilled professional workforce prepared to serve the culturally and linguistically diverse child and family populations of Los Angeles County.
5. Support efforts to adequately fund high quality early care and education services for all children from low and moderate income families.
8. Support efforts to ensure that vulnerable children and their families have access to consistent, uninterrupted subsidized early care and education services.
9. Support efforts to expand the supply of appropriate early care and education services through facility development in communities with a significant shortage of these services.

Completed by: _____ Date: _____

Approved by: _____ Date: _____



AB 2292 – Improving Infant and Toddler Care

SUMMARY

Assembly Bill 2292 will strategically invest in California's child care system by increasing state rates for infant and toddler care, creating a grant program to fund implementation and start-up costs of new child care facilities, and establishing a fund to recruit a new generation of family child care providers.

BACKGROUND

Well-established research demonstrates that the first three years of a child's life are critical to a child's positive brain development and future. Assuming normal development, a healthy baby will be born with 100 billion neurons, nearly twice as many neurons as adults, in a brain that's half the size. While brain volume will double by age three, not all of those neurons will stick around; synaptic pruning takes place as a baby ages, in which the brain gets rid of weaker synaptic connections in favor of stronger ones. Parents need access to high quality child care that promotes their child's healthy development and learning while they work--especially in the first years of a child's life.

California currently has two subsidized child care programs to help non-CalWORKS, working-poor families with babies find affordable child care. Subsidized child care providers are paid through either 1) direct contracts with the California Department of Education (CDE) or 2) vouchers through the Alternative Payment Program.

Direct Contractors receive funding from the state at a Standard Reimbursement Rate, which pays the same rates throughout the state, while Alternative Payment Programs reimburse care providers based on the Regional Market Rate (RMR), which is tied to the cost of care in each county.

The Standard Reimbursement Rate is exceptionally low and inadequate to fully fund high quality child care and development programs. Less than 14

percent of eligible infants and toddlers have access to subsidized care. Community agencies and school districts have long lost money, especially in infant and/or toddler classrooms. As a result, many agencies across California have closed infant and toddler classrooms and there is little or no ability to open new infant or toddler child care classrooms.

There is a specific problem in the Education Code that leads to the exceptionally low reimbursement rates. Center contractors are using a system similar to K-12 "ADA", called a standard maximum payment rate (currently \$45.44 per day of enrollment). Infant and toddler classes cost much more per child to operate, due largely to the much smaller teacher or adult to child ratios required. Therefore, there are "adjustment factors" to increase the standard maximum payment rate for infants and toddlers. The current adjustment factors are not enough to cover the significantly higher costs of infant and toddler centers. The current adjustment factors are 1.7 for infants (0 to 18 months) and 1.4 for toddlers (18 to 36 months).

In addition to the adjustment factors, there is also a need for new and updated state preschool program classrooms and centers. However, the cost associated with opening these new facilities often deters them from happening, further contributing to the shortage of care.

For California's working families with or without state-supported child care programs, access to licensed Family Child Care is critical to their ability to maintain employment. This is especially true for the parents of infants and toddlers, those who work in jobs meeting the demands of our 24/7 economy, and those in rural communities. Since 2008, California has seen a 26% drop in the number of licensed family child care homes leaving only 27,500 of these small businesses open in the state.

THIS BILL

AB 2292 by Assemblymember Aguiar-Curry will increase the state's capacity to serve babies and toddlers in our diverse, mixed-delivery child care system.

This bill will improve access to quality infant and toddler in California by increasing the adjustment factors for the Standard Reimbursement Rate. The new adjustment factors will be 2.44 for infants and 1.83 for toddlers. These new factors are based directly on the recommendations of the American Institute of Research, for the adjustment factor necessary to meet California's current infant/toddler care requirements.

AB 2292 will also create the "Classroom Planning and Implementation Grant Program" to fund start-up costs for opening new state preschool classrooms, and child care centers, as well as converting existing classrooms to serve a younger age group. The program will enable child care providers to purchase age-appropriate facilities and infrastructure, start-up support, and professional development for all care settings. Proper training, facilities, and infrastructure will ensure our infants and toddlers receive the best adult-child interaction to support their brain development when they are away from their parents. Those interested may apply to the Superintendent of Public Instruction, who is responsible for administering the grant.

AB 2292 will also codify and expand the "Family Child Care Recruitment and Training Fund," dedicating \$6 Million dollars over 5 years to targeted outreach, recruitment, training, supplies, and resources for startup costs to recruit a new generation of family child care providers in California.

SPONSORS

California Child Development Administrators Association
Nina Buthee (415) 948-8858
Child Care Resource Center
Donna Sneeringer (916) 715-0575
First 5 California
Erin Gabel (916) 708-8895

SUPPORT

Child Care Alliance Los Angeles
First 5 California
California Child Development Administrators Association
Child Care Resource Center
ZERO TO THREE
Go Kids Inc.

CONTACT

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BUDGET ANALYSIS AND RECOMMENDED PURSUIT OF POSITION

Governor's Proposal for FY 2018-19 Budget: The budget proposals for child care and development reflect the final phase of the Governor's multi-year budget agreement, building upon recent restorations to programs that experienced deep cuts during the Great Recession by continuing modest increases in access for children birth to five years old and reimbursement rates to programs serving low-income families. New this year, the Governor proposes increasing the availability of inclusive early care and education for children ages birth to five years old through a one-time grant program.

Corresponding Bills:

AB 1806 (Ting): Budget Act of 2018
SB 839 (Mitchell): Budget Act of 2018

**Office for the Advancement of
Early Care and Education**

Michele P. Sartell
(213) 974-5187

Analyst:

Early Care and Education (ECE) Coalition: Proposes support of a \$1 billion increase in the 2018-19 budget to boost access to subsidized early care and education services for children of low-income families, enhance professional development opportunities for early educators, and fund infrastructure/facility development to meet the needs of infants and toddlers.

Coalition Partners:

Advancement Project, Bay Area Council, California Alternative Payment Program Association, California Association for the Education of Young Children, California Child Care Resource and Referral Network, California Child Development Administrators Association, CaliforniansTogether, Center for Early Learning, Child Care Alliance of Los Angeles, Child Care Law Center, Child Care Providers United/AFSCME Local 3930, Child Care Resource Center, Child360, Children Now, Common Sense Kids Action, Council for a Strong America, Early Edge California, Fight Crime: Invest in Kids, First 5 California, First 5 Association of California, First 5 LA, KinderCare Education, Mission: Readiness, MomsRising.org, Parent Voices, PEACH, SEIU California, Silicon Valley Community Foundation, United Way of California

Summary of Governor's Budget Proposal and Corresponding Bills:

Increases to the Reimbursement Rates

- Increases the Standard Reimbursement Rate (SRR) to California Department of Education-contracted center-based programs serving low-income families by approximately 2.8 percent as of July 1, 2018 (\$31.6 million Proposition 98 General Fund and \$16.1 million non-Proposition General Fund).
- Permanently extends the temporary Regional Market Rate (RMR) hold harmless provision so that no provider accepting vouchers to serve low income families receives less than they received in 2015-16 beginning 2019-20.

California State Preschool Program (CSPP) Expansion

- Fully implements the multi-year agreement to increase access to full-day State Preschool by 2,859 slots for Local Education Agencies (LEAs) as of April 1, 2019 (\$28.4 million Proposition 98 General Fund).

Inclusive Early Education Expansion Program for Local Education Agencies (LEAs)

- Establishes the Inclusive Early Education Expansion Program to increase the availability of inclusive early care and education for children ages birth to five years old, especially in low-income communities and in areas with relatively low access to care. The competitive grant program would require successful program recipients to commit that all children benefiting from the funds, especially those with disabilities, have access to appropriate settings that support their educational and developmental growth (\$125 million one-time Proposition 98 General Fund and \$142.2 million one-time federal TANF).

Other Adjustments

- Provides a net increase of funding for CalWORKs Stage 2 and Stage 3 Child Care to reflect case adjustments (\$5.2 million non-Proposition 98 General Fund).
- Makes a cost of living adjustment (COLA) of 2.51 percent for a total of nearly \$50 million for all early care and education program.

Summary of ECE Coalition's Budget Ask for FY 2018-19:

The ECE Coalition is urging the legislature to support an increase of \$1 billion in the FY 2018-19 budget to improve access for more children of low-income families eligible for subsidized early care and education services as follows:

- Increase the adjustment factor applied to the Standard Reimbursement Rate (SRR) for serving infants and toddlers to reflect the actual cost of providing high quality care.
- Re-establish professional development days for early educators working in California Department of Education (CDE)-contracted programs.
- Provide start-up funds as a percentage of CDE contracts for center-based programs to convert existing preschool classrooms into appropriate infant and toddler rooms.
- Support the Governor's proposal for the Early Education Expansion Program, adopting the National Association for the Education of Young Children (NAEYC) definition of early childhood inclusion to ensure equitable opportunities for all types of early learning programs. In addition, significantly augment funding to support facilities, equipment, professional development and other quality improvements across California's mixed delivery system of subsidized services.
- Support the Child Care Initiative Project and professional development for all levels of care through the strategic use of one-time carry over funds of the federal Child Care Development Fund/Quality Improvement (CCDF/QI).

Analysis:

The Child Care and Development Services Act (“the Act”) establishes a system of subsidized child care and development services for children from birth through 12 years old of low-income families. The California Department of Education/Early Education and Support Division (CDE/EESD) administers a combination of state and federal funds to support a mixed delivery system of subsidized services through direct contracts with local agencies inclusive of community-based organizations, faith-based entities, and local education agencies (e.g. school districts and community colleges) to serve children of income-eligible families in licensed center-based programs and family child care homes or with vouchers that may be used to pay for care in a licensed or license-exempt (e.g. family, friend or neighbor) program.

During the Great Recession of 2008-2011, state funding for child care and development services was cut by \$1.2 billion, resulting in the loss of access for over 100,000 children across the state. The impacts of the cuts were experienced heavily by child care and development programs throughout Los Angeles County, with the most dramatic losses occurring in the number of licensed family child care homes and in services for infants and toddlers.

Since the recession, modest increases in funding have supported incremental steps towards recovery for child care and development services, with a primary focus on serving three and four year old children in preschool programs while less attention on meeting the needs of working families with infants and toddlers. Furthermore, funding has not kept pace with inflation nor taken into account actions by the legislature to increase the minimum wage.

Los Angeles County continues to experience a severe shortage of subsidized services for infants and toddlers in licensed centers and family child care homes, which was exacerbated during the recession when programs could no longer afford to provide the services and either converted classrooms to serve preschool age children or closed their doors. According to the needs assessment completed in 2017 by the Child Care Planning Committee, only 15 percent of the need for subsidized infant and toddler care can be met with the current supply.¹ The needs assessment suggests the higher cost of care compared to serving preschool age children as a key issue impacting the supply, some of which is attributed to required smaller teacher to child ratios, appropriate physical environments that are designed for younger children that also meet space requirements for accommodating cribs and napping areas, compensation of early educators based on education and experience, and professional development opportunities for early educators that focus on promoting early brain development in our youngest learners within the context of a nurturing environment and in partnership with parents and other primary caregivers.

Early educators are the backbone of a quality child care and development program. Unfortunately, approximately half of the workforce in Los Angeles County lacks a college degree. According to the need assessment, a significant barrier to education and professional development opportunities is funding to underwrite the cost of tuition or training. Among the recommendations listed in the report are expanding and increasing access to free and low-cost professional development opportunities.

¹ Los Angeles County Child Care Planning Committee. *The State of Early Care and Education in Los Angeles County – Los Angeles County Child Care Planning Committee 2017 Needs Assessment (Executive Summary)*. March 2017.

Recommended Position for Board Approval:

The Policy Roundtable for Child Care and Development (Roundtable), with input from the Child Care Planning Committee, recommends that the Board of Supervisors support the ECE Coalition's message to the legislature, urging their support of a \$1 billion increase in the FY 2018-19 budget to meet the needs of children of low-income families for access to quality early care and education services. This position is consistent with County policies as follows:

1.3 Child Care and Development

1. Support efforts to enhance the quality of early care and education that set high quality standards for all services and program types and address the needs of all children, including those with disabilities and other special needs and their families.
3. Support efforts to develop and sustain a well-educated and highly skilled professional workforce prepared to serve the culturally and linguistically diverse child and family populations of Los Angeles County.
5. Support efforts to adequately fund high quality early care and education services for all children from low and moderate income families.
8. Support efforts to ensure that vulnerable children and their families have access to consistent, uninterrupted subsidized early care and education services.
9. Support efforts to expand the supply of appropriate early care and education services through facility development in communities with a significant shortage of these services.

Completed by: _____ Date: _____

Approved by: _____ Date: _____



March 9, 2018

The Honorable Holly Mitchell, Chair
Senate Budget Committee
State Capitol, Room 5080
Sacramento, CA 95814

The Honorable Phil Ting, Chair
Assembly Budget Committee
State Capitol, Room 6026
Sacramento, CA 95814

Dear Senator Mitchell & Assemblymember Ting:

The Early Care and Education (ECE) Coalition is a partnership of early childhood education advocacy and service organizations working together to secure access to high quality early learning and care for California's low-income children and families. We all know that early care and education is vital to giving California's kids everything they need for a bright future while supporting working families, and we are urging you to support a one billion dollar increase in the 2018-19 budget to meet their childcare needs.

Well-established research demonstrates that the first three years of a child's life are critical to a child's positive brain development. Parents need access to child care that promotes their child's healthy development and learning while they work. However, affordable child care is simply not available for most low-income families. This crisis is particularly acute for our state's babies--less than 14 percent of California's eligible infants and toddlers, ages 0-2, have access to affordable, subsidized care. The severe

undersupply of infant and toddler care is creating a crisis for working parents, their families, our businesses, and our state's future. The state needs to begin this budget year with critical investments for new child care spaces, adequate per-child funding, age appropriate facilities and infrastructure, start-up support, and professional development for all care settings.

Specifically, we request that you take the following actions:

- 1) *A \$1 billion dollar increase in child care spaces to immediately improve access for California's families.*
- 2) *Provide supports for providers across the ECE system to open their doors to all our babies and toddlers in need by:*
 - *Increasing the infant/toddler factor to better reflect the actual cost of high quality care;*
 - *Reestablishing professional development days for Title 5 providers; and*
 - *Providing child care centers with start-up funds as a percentage of contracts so providers can begin to convert existing preschool classrooms into appropriate infant and toddler rooms.*
- 3) *Support the Governor's Early Education Expansion Program, using the National Association for the Education of Young Children (NAEYC) definition of Early Childhood Inclusion to ensure it will provide equitable opportunity for all types of early learning providers, and significantly augment its one-time funding to support facilities, equipment, professional development, and other quality improvements across our mixed-delivery system.*
- 4) *Support the Child Care Initiative Project and professional development for all levels of care through the strategic use of one-time carry over funds of the Child Care Development Fund - Quality Improvement (CCDF-QI) funds. The Coalition continues to support ongoing funding for the consumer education database from the CCDF-QI funds.*

We agree with the Legislative Women's Caucus: California's working families need greater access to child care. Moving forward, the workforce that cares for our earliest learners and working families urge a desperately needed a one billion dollar increase in the 2018-19 State Budget to meet our childcare needs. In addition, as we anticipate additional state revenues and California being in a much healthier financial position this spring, these dollars also need to address one-time asks within the early learning field. We wholeheartedly support the direction of the Legislative Women's Caucus.

If you have any questions or need assistance with child care data, costs, or technical assistance, please do not hesitate to contact us.

Sincerely,
The Early Care and Education Coalition

Cc: Members, Assembly Budget Sub 1 and 2
Members, Senate Budget Sub 1 and 2

¹ NAEYC Definition of Early Childhood Inclusion: Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

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Immigration Policy's Harmful Impacts on Early Care and Education

Report published by CLASP in March 2018

Can be found at:

https://www.clasp.org/sites/default/files/publications/2018/03/2018_harmfulimpactsece.pdf

The Study

- Purpose: to understand how changing immigration policy and increased immigration enforcement is affecting young children in immigrant families and their parents
- Method: CLASP interviewed childcare and early education teachers, home visitors, and staff, community based social service providers, and immigrant parents in six states
- Result: five key findings and recommendations

Finding #1

Early care and education programs have experienced drops in enrollment, attendance, and parent participation.

Finding #2

Early care and education programs face increased difficulty connecting immigrant families to health, nutrition, and social services.

Finding #3

Many early care and education programs feel unprepared to meet families' needs.

Finding #4

Immigration policy changes directly affect the early care and education workforce.

Finding #5

Early care and education programs' response to the current environment differed.

Recommendations

Recommendations for the Philanthropic Community

- Create a major effort to protect, defend, and elevate the wellbeing of children in immigrant families

Recommendation for State and Local Policy Makers

- Oppose laws that increase immigration enforcement
- Increase funding for legal services
- Encourage immigrant families to receive public benefits

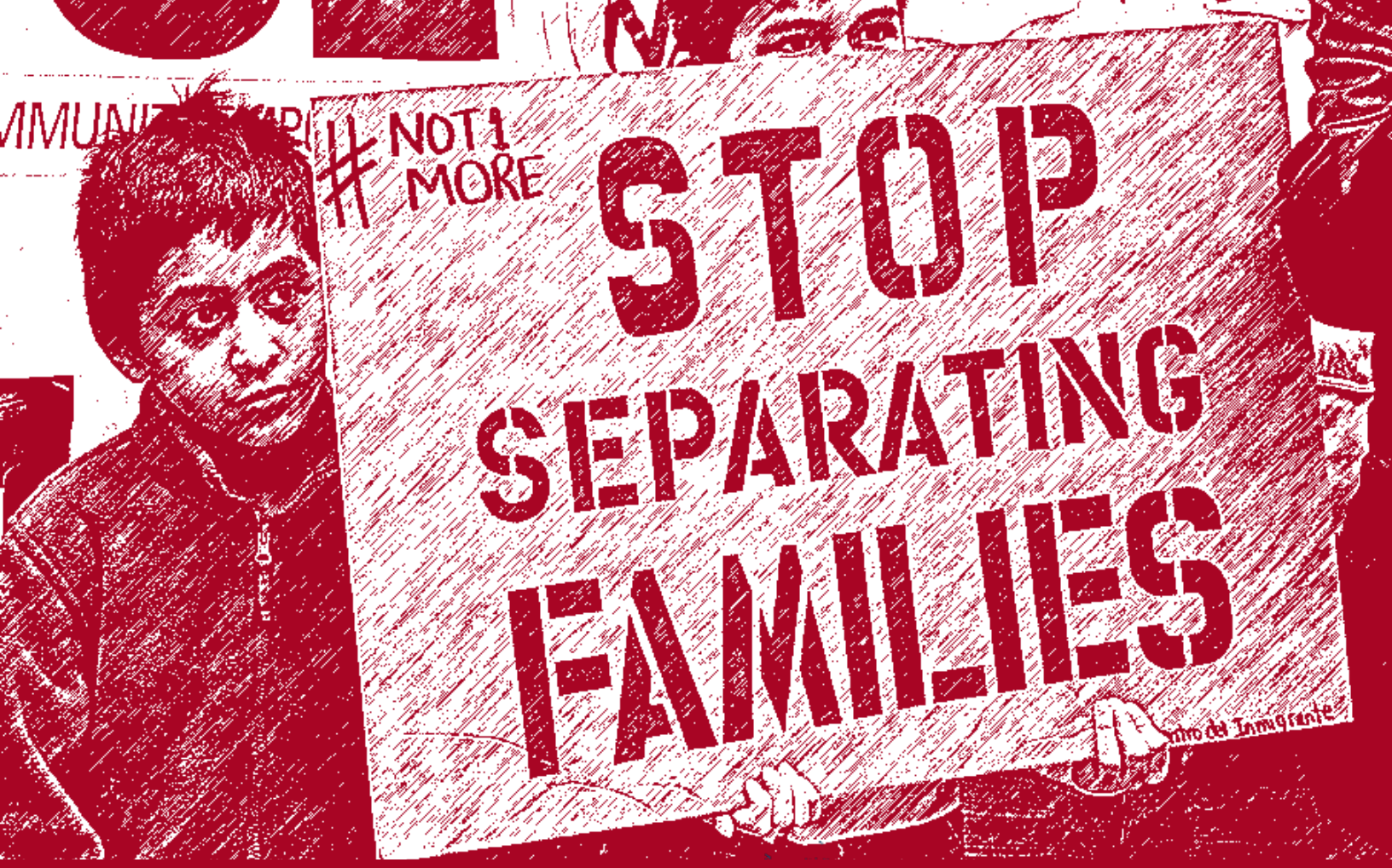
Recommendations for Early Childhood Programs

- Focus on needs of children in immigrant families
- Provide immigrant families with community resources
- Facilitate planning for immigration emergencies

How Public Counsel can help?

- Help eligible nonprofit employers and small businesses with questions regarding I-9 compliance and work authorization. See work authorization FAQ for employers:
<http://www.publiccounsel.org/tools/publications/files/0256.pdf>
- Drafting and implementing front desk policies to be used in case of an ICE visit/raid
- Know your rights type trainings for ECE staff

CALL our intake line at 213-385-2977, ext. 300



Our Children's Fear

Immigration Policy's Effects on Young Children



Wendy Cervantes
Rebecca Ullrich
Hannah Matthews
March 2018

Executive summary

“

**In 17 years, I've never seen this before.
The stress is so high, they're biting their fingers.**

– Georgia preschool director

”

This report documents how the current immigration context is affecting our nation's youngest children, under age eight, based on interviews and focus groups in 2017 with more than 150 early childhood educators and parents in six states—California, Georgia, Illinois, New Mexico, North Carolina, and Pennsylvania. We conducted this first multi-state study of its kind to focus on young children for two reasons.

First, the early years lay the foundation for children's long-term health and wellbeing. For children to learn and grow and ultimately succeed in school and in life, they need good nutrition, regular health care, a stable and healthy living environment, and nurturing and loving care. When their basic needs are not met—or when hardship and distress occur in children's environments—their growth and development is undercut and can have enduring, even life-long consequences.¹

Second, immigrants are central to our nation's past and future. Children of immigrants—those with at least one foreign-born parent—comprise a quarter of all young children, and the overwhelming majority of them are U.S. citizens. Our collective future is tied to their health and wellbeing, as well as their success in school and later careers.

Our study was motivated by widespread reports that children and families are being harmed by the Trump Administration's immigration policy priorities. This report documents impacts on young children of immigrants, whether their parents have some form of lawful immigration status or are undocumented.

Documenting the impact: key findings

Young children fear their parents will be taken away. Parent and provider reports of child behaviors and actions suggest that children as young as three are deeply aware of the Trump Administration's anti-immigrant sentiment and the possibility of losing a parent. As a result, they are fearful for their parents' and their own safety. An early childhood educator in New Mexico described children making comments such as, **“He cannot take my family”** and **“Can you imagine if they take my friend's family away from them? What will they do?”**

Children also showed disturbing new behaviors—such as increased aggression, separation anxiety, and withdrawal from their environments. Educators with many years of experience described behavior they observed as distinct from children's behaviors in past years.

A preschool director in Georgia described a five-year-old child whose anxiety was so severe that he was biting his fingertips to the point that they were bleeding.

Expressions of fear were not limited to children in mixed-status families (those with an undocumented parent) but extended to children whose parents have lawful immigration status—some even children of U.S. citizens. Because young children can't understand the details of immigration policy—and may not even know their parent's immigration status—providers reported that children feared the worst based on what they hear around them. A Head Start teacher in Pennsylvania told us that a four-year-old girl in her class said that President Trump wanted to send her mom back to Mexico. **"Her mother is not even from Mexico,"** the teacher told us.

Children who had been separated from a parent or who had come into contact with immigration agents seemed to exhibit the greatest fear and evidence of behavioral changes. Providers and parents in nearly all of our interview sites described disturbing accounts of immigration enforcement activities that undermine the best interest of children, such as parents being arrested in their children's view or children and parents being separated during interrogation.

Young children's daily routines are interrupted because fear is keeping families isolated in their homes—resulting in reduced access to early care and education programs. Families are afraid to leave their homes and encounter immigration enforcement agents, leading them to make dramatic changes to their daily routines. They leave their homes for necessary activities—like going to work or buying groceries—yet have stopped frequenting parks, libraries, and retail stores.

"We don't feel safe even taking the kids to child care," a parent in California told us. Early education programs reported drops in attendance, fewer applicants, trouble filling available spaces, and decreased parent participation in classrooms and at events.² As a result of this withdrawal from ordinary life and decreased participation in early care and education programs, children are losing out on enriching early childhood experiences that are important to prepare them for success in school and in life.³

Parent and provider accounts suggest that young children are getting less access to nutrition and health care services because of families' fears. In all six states, providers and parents report elevated concerns about enrolling in or maintaining enrollment in publicly funded programs that support basic needs, including for their citizen children. Parents reported being worried about their information being shared with immigration officials and about how participation in programs would affect their ability to obtain lawful permanent residence. Some providers also described instances of blatant discrimination against immigrant parents when attempting to enroll in public programs and parents avoiding services because they are afraid they might encounter immigration enforcement agents when they drive. For example, in Pennsylvania, parents questioned whether it was safe to take their children to the hospital for emergency care because it required taking a route where immigration agents often patrolled. Research shows that access to medical care and nutritious foods are critical to promote good health, particularly in early childhood. Delaying doctors' visits or not getting enough healthy food may lead to greater health and developmental problems later.⁴

Young children’s housing and economic stability are in turmoil, with likely significant consequences for their wellbeing. Providers and parents reported increased job loss and more difficulty finding work; overcrowded housing and frequent moving; and more exploitation by employers and landlords. A preschool director in California described receiving frequent notifications of changes in employment and addresses in recent months. She speculated that parents were making these changes to avoid immigration enforcement actions. This increased instability—on top of increased fear and anxiety—can impose incredible harm on children’s developing minds and bodies.⁵

Parents and caregivers—the most important source of support for young children—are themselves under severe stress and lack resources to meet their needs. Providers in all six states talked about parents coming to them with increased worries and new questions. Parents are struggling with difficult decisions, such as what to do if they or their spouses are deported, and how to talk to their children about deportation. Many parents are asking for resources, such as legal assistance and mental health services, but there is not enough to meet the need. Providers are also under increased stress as they attempt to support families in new ways.

“You feel like you don’t know what’s going to happen,” an early childhood educator in Illinois said. **“That feeling of stability—emotional stability and security—is what most of our families have lost.”** When the support systems that children rely on—their parents and teachers—are frayed due to their own stress and fear, children feel the effect as the adults they rely on may be preoccupied with anxiety to fully meet children’s caregiving needs.⁶

The cumulative effect of these threats is likely harming millions of young children.

Our interviews and focus groups revealed a distressing picture of the day-to-day experiences for young children around the country, characterized by fear, stress, and disruptions to their normal routines. Prolonged exposure to such anxiety and uncertainty undermines children’s brain development and can have lasting effects on their capacity to learn and manage their emotions.⁷ This elevated fear comes at the same time that children are losing access to health care, nutrition services, and early care and education—supports that are necessary to set them on a path to success.⁸

Each of these risk factors by themselves have well-documented and powerful negative effects on children’s health and wellbeing. But developmental research is clear that the harm children face is cumulative. Experiencing multiple types of hardships (for example, lower household income, housing instability, and not having enough to eat) does far greater damage to young children’s long-term development than simply adding up the effects of each individual risk factor.⁹ Without changing course, we as a nation will also pay a heavy price as our future prosperity will be largely determined by the extent to which our increasingly diverse U.S. child population is able to succeed.

A better path forward: recommendations

To change course and safeguard the healthy development of young children in immigrant families, CLASP recommends the following:

Congress and the Trump Administration should ensure that the best interests of children, including U.S. citizen children living in mixed-status families, are held paramount in immigration policy decisions.

- Congress should pass legislation that provides a pathway to citizenship to undocumented immigrants, including parents and Dreamers.
- Congress should ensure immigration judges are able to weigh the hardship to children in decisions regarding a parent's ability to enter or remain in the country.
- The U.S. Department of Homeland Security (DHS) should use discretion when making decisions to arrest, detain, and deport parents of minor children in the United States.
- Congress and DHS should expand and consistently enforce the sensitive locations policy to restrict enforcement actions at or near places that are critical to children's health and wellbeing.
- DHS should strengthen protocols to minimize potential harm to children when they are present during immigration enforcement actions and train all staff on these protocols.
- DHS should ensure that detained and deported parents are able to make decisions about their children's care.

Federal, state, and local policymakers should ensure that immigrant families have access to the programs and services they need to promote their children's healthy development.

- Congress and federal agencies should reverse course on the Trump Administration's efforts to discourage immigrant families and their children from accessing health, nutrition, and early childhood education services.
- State and local policymakers should safeguard the wellbeing of young children in immigrant families in state and local legislation, laws, and policies.
- State and local policymakers should increase funding for legal services in communities and build links to pro bono services.
- State agencies administering public benefits should ensure immigrant families and their children are not deterred from enrolling in critical programs.
- State agencies administering public benefits should issue guidance to programs on protecting data and personal confidentiality.

State policymakers should ensure early childhood programs have the resources they need to better serve children in immigrant families.

- State policymakers should promote and fund coordination and collaboration between child care and early education and immigrant-serving organizations, so families and providers have better access to key immigration information.
- State policymakers should provide resources to meet the unprecedented needs of the early childhood workforce for training, education, and support.
- State policymakers should ensure that programs have access to best practices and training on trauma-informed care, as well as the funding to implement those practices.

The philanthropic community should protect, defend, and elevate the wellbeing of children in immigrant families.

- Funders should invest in immediate and urgent support to children in immigrant families and the programs that serve them through a comprehensive agenda that includes policy advocacy; strong collaborations across the immigrant and early childhood sectors; creation and dissemination of training and resources for early care and education and other program staff; and a research agenda that includes documentation of the impacts of immigration policies on young children.
- Funders should speak out about the wellbeing of young children of immigrants, their needs and the developmental consequences of the current crisis.





Immigration Policy's Harmful Impacts on Early Care and Education



Hannah Matthews
Rebecca Ullrich
Wendy Cervantes
March 2018

Executive summary

“ You do go home and think about it [families' wellbeing]. It's heart-wrenching for me. It can be a little depressing because you're worried about your families. We work not only with the children but the whole family... It seems like the harder it gets the harder we work.

– Family services worker in California ”

CLASP conducted the first ever multi-state study of the effects of the current immigration climate on young children under age 8. In 2017, CLASP interviewed early care and education providers, community-based social service providers, and immigrant parents in six states. Our findings, detailed in *Our Children's Fear: Immigration Policy's Effects on Young Children*, reveal a distressing picture of fear, stress, and unease that occupy the minds of millions of young children and their parents daily. This stress—and other documented hardships—puts children's growth and development at great risk with the potential for impacts that last well into adulthood.

Young children of immigrants—children with one or more foreign-born parents—make up a quarter of our country's young children. The vast majority of them are U.S. citizens. Most live with parents who have some form of legal immigration status; many others are members of “mixed-status families,” meaning that they are living with at least one undocumented family member. Our study found impacts on all these children regardless of parents' status.

The focus of this companion paper is the effects on early care and education programs and the central role of early childhood professionals working with families during a grave and stressful time, often with limited resources, insufficient information on immigration-related issues, and under tremendous strain. Our key findings include:

Early care and education programs have experienced drops in enrollment, attendance, and parent participation. Immigrant families are fearful of leaving their homes, largely due to a perceived increase of immigration enforcement agents in communities. One consequence of the resulting social isolation is children not regularly attending child care and early education programs. “It's been hard. It's never been hard before,” said a provider in California. “We still have a center that needs children. We used to fill up...but now we're scrounging for children. They think maybe they're going to be deported if they sign up.”

Early care and education programs face increased difficulty connecting immigrant families to health, nutrition, and social services. Parents are increasingly reluctant to access public health insurance and nutrition assistance programs—even for their U.S. citizen children. Providers and parents reported being concerned about their information being shared with immigration officials and about how participation in programs would affect their immigration status. “We’ve seen a major reluctance to enroll or re-enroll in public benefits. Moms are afraid to sign back up for Medicaid, food stamps, other services,” one home visitor in North Carolina said.

Many early care and education programs feel unprepared to meet families’ needs.

Immigrant families are seeking resources, such as legal advice and information on how immigration policies affect them, that are often outside of the expertise of early childhood providers. Across study sites, teachers and staff working directly with children and families expressed intense emotions about working with immigrant families and feeling unable to meet their needs. “It’s been really tough. Watching families go through this and not knowing how to support them,” said a social worker in California.

Immigration policy changes directly affect the early care and education workforce. An estimated one-fifth of the early care and education workforce is foreign-born. Early care and education staff reported anxiety about increased incidents of racism and xenophobia that are affecting the families they serve and/or themselves, personally. Some were worried about the legal status of their own family members or friends. And several staff people had personal concerns, particularly those who had DACA status and worried about their futures. “I have some employees that are in the Dreamer program. And they’re kinda scared. And I’m kinda devastated you know—they grow up here, they know the language very well. They graduated and now they’re going to college and trying to start a career and they might not be able to fulfill their career anymore,” said a child care provider in New Mexico.

Early care and education programs’ responses to the current environment differ—with some taking on new roles and approaches. Many early care and education programs have intentionally changed how they work with families, while others struggled to make changes. Few programs had formalized policies or clear procedures related to potential immigration enforcement activity. Many programs that sought to work with immigrant families in more meaningful ways lacked the capacity to offer increased support to staff. Programs having strong relationships with community-based immigrant-serving organizations were most likely to meet a wider set of families’ needs.

A better path forward: recommendations

In order to protect and defend the wellbeing of young children in immigrant families and increase supports for the early childhood workforce to better serve immigrant families, CLASP recommends:

The philanthropic community should:

- Mount a major effort to protect, defend, and elevate the wellbeing of children in immigrant families.
- Speak out about the wellbeing of young children of immigrants, their needs, and the developmental consequences of the current crisis.

State and local policymakers across government should:

- Safeguard young children in immigrant families against state and local legislation, laws, and policies that undermine the wellbeing of these children.
- Increase funding for legal services in communities and build links to pro bono services.
- Promote and fund coordination and collaboration between child care and early education and immigrant-serving organizations to improve access by families and the workforce to key information that affects immigrant families.
- Ensure immigrants and their families have a voice in key coalitions, councils, and activities.

State agencies administering early childhood programs should:

- Provide resources to meet the unprecedented needs of the early childhood workforce for training, education, and support.
- Ensure that programs have access to best practices and training on trauma-informed care and funding to implement those practices.

State agencies administering public benefits should:

- Ensure immigrant children and families are not deterred from enrolling in critical programs by issuing guidance to staff and distributing information to families and community partners.
- Provide guidance to programs on protecting data and personal confidentiality.

Early care and education programs should:

- Engage leadership, including boards of directors, boards of education, and district superintendents, in a dialogue on immigration and its consequences that creates an intentional focus on the needs of children in immigrant families.
- Partner with community-based organizations to connect parents and staff to local information and resources.
- Adopt policies to safeguard their locations and share these policies with staff and parents.
- Ensure that all staff and parents have information about existing privacy protections.
- Encourage families to create their own deportation safety plans and to share them with program staff.
- Engage parents, social service providers, and immigrant-serving organizations in identifying community-specific solutions to program participation.



Work Group: _____
Activity Planning Tool

Overall Outcome Goal			
Objective # _____			
Critical Action Steps	Due Date	Assigned to	Status Update

Overall Outcome Goal			
Objective # _____			
Critical Action Steps	Due Date	Assigned to	Status Update

Definitions

- Outcome Goal – a goal that is beyond our control; it is the big picture. Example: All early educators are compensated at levels comparable to their education and experience and receive the benefits of employee support benefit packages (e.g. health insurance, retirement plans).
- Objective – an objective is a specific result that the group aims to achieve within a time frame and with available resources; it is specific and easier to measure. Example: Develop models of compensation scales for the early care and education personnel.

WORK GROUP NOTES
Updated – January 3, 2018

QUALITY

- Access to all providers
 - QIS Quality improvement without rating
 - QRIS/QSLA
- Demand for quality (parents asking for it)
 - How to build it
- Recognition program – logo
- Currently it's a voluntary program
- Struggle to run programs with appropriate money **and** quality
- Look at MH of teachers. How is that supported?
- Include current providers in QRIS process not only for input but also to provide “heads-up” as to what is being considered.
- Insuring that home language and culture are included in the quality conversation. (Dual language learners) – connecting to providers/teachers.
- Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA) - (NIEER) tool – quality for dual language learners – ELCO
- Strategies for instructions of dual language learners when teacher does not speak language (M. Zepeda).

QUESTIONS

- What is the mission? (Kevin – Up to group)
- Do these efforts materialize in the strategic plan? (T – Could)
- What is the status of the QRIS single model? (Kevin – Updates forthcoming)
- Is there anything this group could do to support the QRIS architects? (Kevin – Probably)
- Is there an advisory group to QRIS on an ongoing basis (of providers)?

Suggested project(s):¹

- * Develop an economic model of quality early care and education to demonstrate the cost of quality and to promote investments in early care and education programs by community stakeholders

ACCESS/INCLUSION

- Resource awareness by community
- Relationship building with families
- Daunting/redundant paperwork

Suggest project(s):

- * Study Voluntary, Temporary Transfer of Funds and impact on dollars returned to the State
- * Consider zoning challenges
- * Conduct data collection and analysis on Transitional Kindergarten and Expanded Transitional Kindergarten to understand participation rates and impact on subsidized preschool programs (CSPP and Head Start). Explore potential administrative/legislative changes with respect to CSPP enrollment age requirements.

WORKFORCE

- Wages/compensation
- Regional Market Rate and Standard Reimbursement Rate
- Registry
- ☀ Staffing crisis – qualifications up, but not wages
- Older workforce
- Kindercare study – recruitment strategies
- ☀ Local tax initiative/NY City Mayor
- Gen to Gen – develop pathways for older adults

Suggested projects:

- * Update the model compensation scales – inform reimbursement rates
- * Comment on credential and permit proposals (ask Toni Isaacs)

¹ Suggested projects were added after the December meeting in preparation of the January meeting.

- ✱ Business model – true cost of quality
 - Staffing costs
- * Governor's race – Heckman
- * Underfunded system – subsidized through lower wages
- * Statewide or local initiative to address staff salaries and facilities
- * Board of Supervisors
- * Tiered reimbursement
- * What is the model?
 - Based on QRIS
 - Child Development Permits

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Speaker Bio - April 4, 2018

CHERYL WOLD, MPH

Cheryl founded Wold and Associates, an independent consulting firm, to support innovative, collaborative strategies for improving health and well-being. Her portfolio includes strategic research, evaluation, planning, and outreach services for non-profit and public sector organizations and private foundations. She has extensive experience with prevention-oriented programs especially those in health and early childhood. She finds helping organizations use data and technology to improve their effectiveness especially rewarding. Prior to starting her business in 2006, Cheryl spent eight years as the Chief of Health Assessment with Los Angeles County Department of Public Health, where she directed the Los Angeles County Health Survey, developed data and indicators to guide improvement, and supported County-wide initiatives.

A PORTRAIT OF **LOS ANGELES COUNTY**

LOS ANGELES COUNTY HUMAN DEVELOPMENT REPORT 2017–2018

Presentation to the Child Care Planning Committee of LA County
April 4, 2018
Cheryl Wold, MPH

Kristen Lewis
Sarah Burd-Sharps

WITH FOREWORD BY COUNTY SUPERVISORS

Mark Ridley-Thomas—Second District
Chair of the Board, Dec. 2016–Nov. 2017

Sheila Kuehl—Third District
Chair of the Board, Dec. 2017–Nov. 2018

IN PARTNERSHIP WITH:



SOUTHERN CALIFORNIA
GRANTMAKERS



CONSORTIUM OF FUNDERS:



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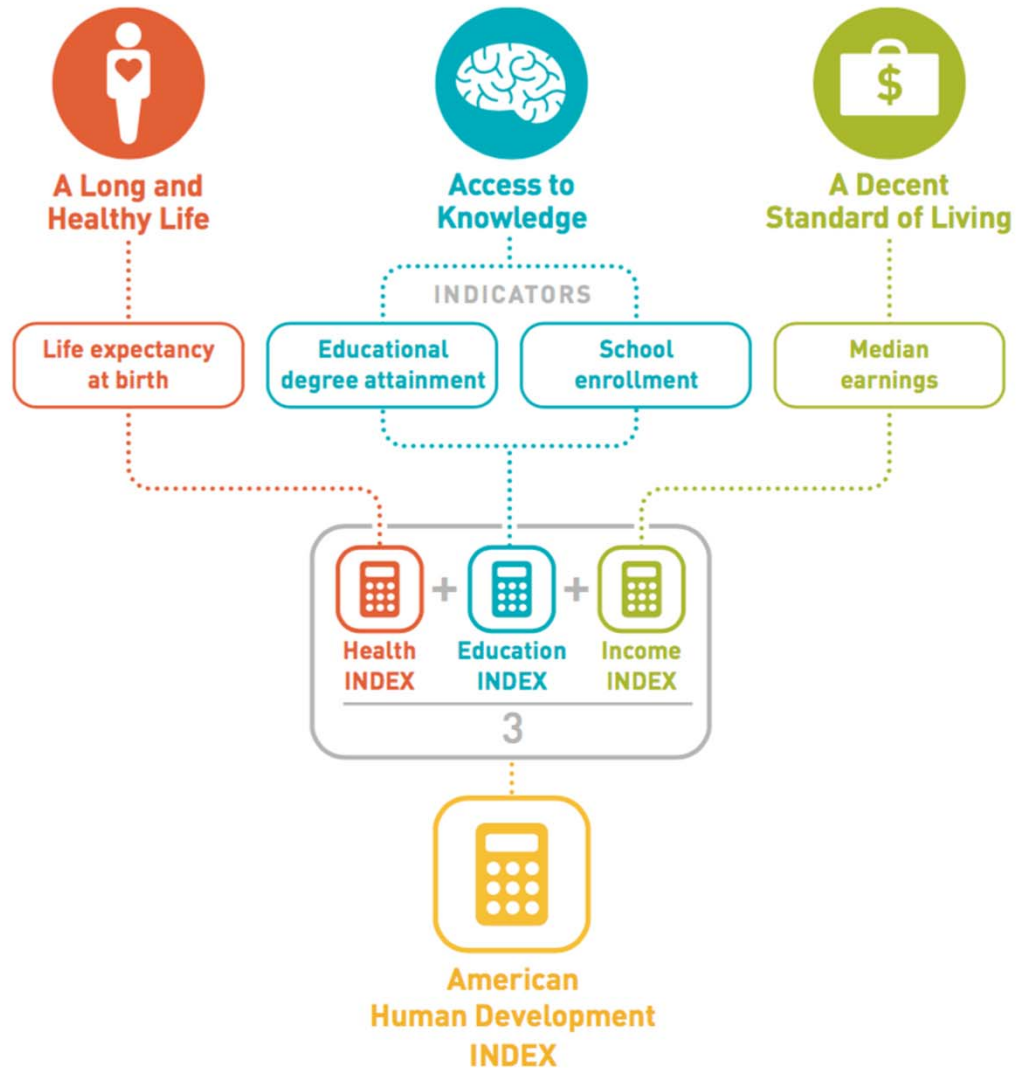
THE
RALPH M. PARSONS
FOUNDATION



Quality and Productivity
Commission



HUMAN DEVELOPMENT INDEX



HUMAN DEVELOPMENT IN LA COUNTY

BY CITIES AND UNINCORPORATED AREAS

	HD INDEX
United States	5.17
California	5.54
Los Angeles County	5.43

A wider range in well-being within LA than across US congressional districts

TOP TWENTY

1	San Marino	9.43
2	Manhattan Beach	9.34
3	Palos Verdes Estates	9.30
4	Rancho Palos Verdes	9.12
5	Malibu	9.07
6	La Cañada Flintridge	9.03
7	Hermosa Beach	9.01
8	Stevenson Ranch	8.75
9	Beverly Hills	8.70
10	South Pasadena	8.27
11	Calabasas	8.24
12	Sierra Madre	8.24
13	Redondo Beach	7.99
14	View Park-Windsor Hills	7.88
15	Santa Monica	7.83
16	Castaic	7.81
17	Cerritos	7.61
18	La Crescenta-Montrose	7.58
19	Culver City	7.56
20	Agoura Hills	7.53

REST OF THE TOP TWENTY

88	Pomona City	4.13
89	Commerce	3.96
90	South Gate	3.93
91	Bell	3.90
92	Lake Los Angeles	3.89
93	Hawaiian Gardens	3.83
94	Paramount	3.71
95	Sun Village	3.66
96	South San Jose Hills	3.58
97	Lynwood	3.52
98	East Los Angeles	3.28
99	Compton	3.19
100	Bell Gardens	3.16
101	Maywood	3.11
102	Huntington Park	3.11
103	Cudahy	2.84
104	Westmont	2.83
105	Lennox	2.63
106	East Rancho Dominguez	2.59
107	Florence-Graham	2.44

TABLE 1 Human Development Index by Superdistrict

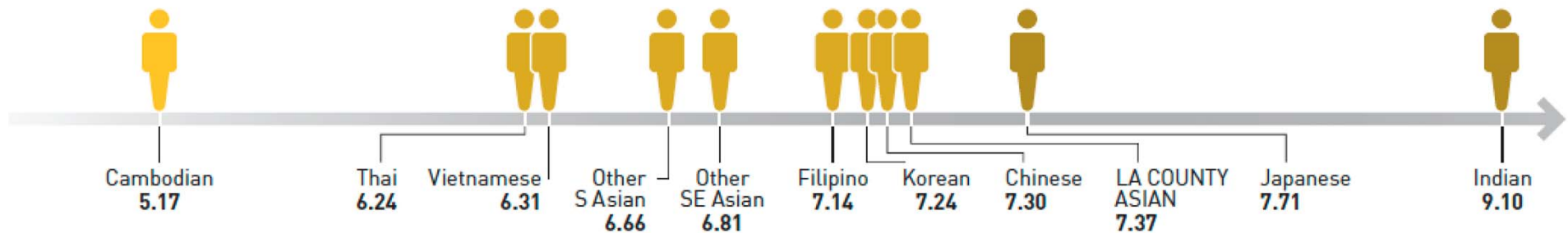
DISTRICT 1	DISTRICT 2	DISTRICT 3	DISTRICT 4	DISTRICT 5	DISTRICT 6
<p>Alhambra 8.1</p> <p>Arroyo 7.9</p> <p>Burbank 8.0</p> <p>Chico Park 7.8</p> <p>Claremont 7.7</p> <p>Covina 7.6</p> <p>Diamond Bar 7.5</p> <p>Glendale 7.4</p> <p>Monterey Park 7.3</p> <p>Pasadena 7.2</p> <p>Rosemead 7.1</p> <p>San Gabriel 7.0</p> <p>San Marino 6.9</p> <p>Temecula 6.8</p> <p>Upland 6.7</p> <p>Van Nuys 6.6</p> <p>West Covina 6.5</p> <p>Westmont 6.4</p> <p>Yuba City 6.3</p>	<p>Alhambra 8.1</p> <p>Arroyo 7.9</p> <p>Burbank 8.0</p> <p>Chico Park 7.8</p> <p>Claremont 7.7</p> <p>Covina 7.6</p> <p>Diamond Bar 7.5</p> <p>Glendale 7.4</p> <p>Monterey Park 7.3</p> <p>Pasadena 7.2</p> <p>Rosemead 7.1</p> <p>San Gabriel 7.0</p> <p>San Marino 6.9</p> <p>Temecula 6.8</p> <p>Upland 6.7</p> <p>Van Nuys 6.6</p> <p>West Covina 6.5</p> <p>Westmont 6.4</p> <p>Yuba City 6.3</p>	<p>Alhambra 8.1</p> <p>Arroyo 7.9</p> <p>Burbank 8.0</p> <p>Chico Park 7.8</p> <p>Claremont 7.7</p> <p>Covina 7.6</p> <p>Diamond Bar 7.5</p> <p>Glendale 7.4</p> <p>Monterey Park 7.3</p> <p>Pasadena 7.2</p> <p>Rosemead 7.1</p> <p>San Gabriel 7.0</p> <p>San Marino 6.9</p> <p>Temecula 6.8</p> <p>Upland 6.7</p> <p>Van Nuys 6.6</p> <p>West Covina 6.5</p> <p>Westmont 6.4</p> <p>Yuba City 6.3</p>	<p>Alhambra 8.1</p> <p>Arroyo 7.9</p> <p>Burbank 8.0</p> <p>Chico Park 7.8</p> <p>Claremont 7.7</p> <p>Covina 7.6</p> <p>Diamond Bar 7.5</p> <p>Glendale 7.4</p> <p>Monterey Park 7.3</p> <p>Pasadena 7.2</p> <p>Rosemead 7.1</p> <p>San Gabriel 7.0</p> <p>San Marino 6.9</p> <p>Temecula 6.8</p> <p>Upland 6.7</p> <p>Van Nuys 6.6</p> <p>West Covina 6.5</p> <p>Westmont 6.4</p> <p>Yuba City 6.3</p>	<p>Alhambra 8.1</p> <p>Arroyo 7.9</p> <p>Burbank 8.0</p> <p>Chico Park 7.8</p> <p>Claremont 7.7</p> <p>Covina 7.6</p> <p>Diamond Bar 7.5</p> <p>Glendale 7.4</p> <p>Monterey Park 7.3</p> <p>Pasadena 7.2</p> <p>Rosemead 7.1</p> <p>San Gabriel 7.0</p> <p>San Marino 6.9</p> <p>Temecula 6.8</p> <p>Upland 6.7</p> <p>Van Nuys 6.6</p> <p>West Covina 6.5</p> <p>Westmont 6.4</p> <p>Yuba City 6.3</p>	<p>Alhambra 8.1</p> <p>Arroyo 7.9</p> <p>Burbank 8.0</p> <p>Chico Park 7.8</p> <p>Claremont 7.7</p> <p>Covina 7.6</p> <p>Diamond Bar 7.5</p> <p>Glendale 7.4</p> <p>Monterey Park 7.3</p> <p>Pasadena 7.2</p> <p>Rosemead 7.1</p> <p>San Gabriel 7.0</p> <p>San Marino 6.9</p> <p>Temecula 6.8</p> <p>Upland 6.7</p> <p>Van Nuys 6.6</p> <p>West Covina 6.5</p> <p>Westmont 6.4</p> <p>Yuba City 6.3</p>

Note: Figures are based on the Human Development Index (HDI) for each city and are not necessarily representative of the entire city or county. Figures are rounded to two decimal places.

HUMAN DEVELOPMENT IN LA COUNTY

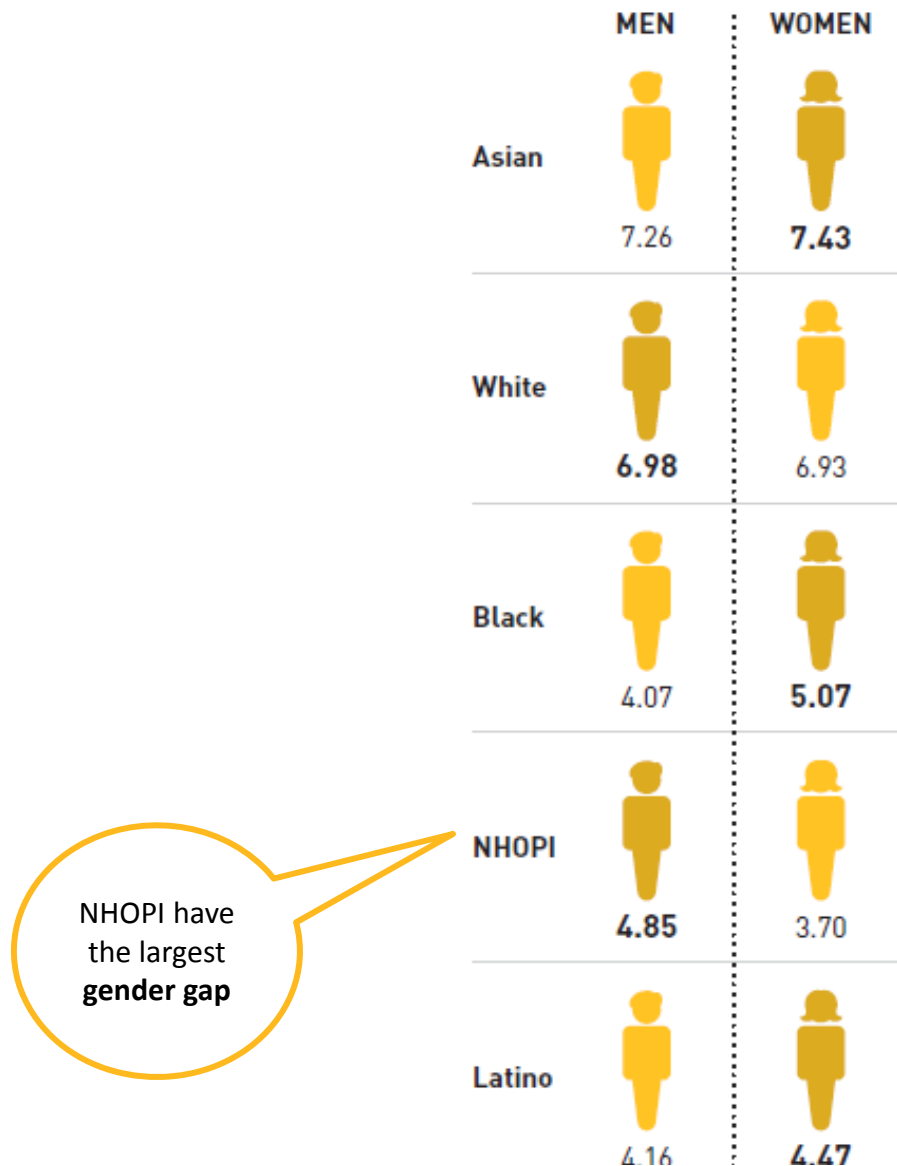
BY RACE AND ETHNICITY

RACE/ETHNICITY		
1	Asians	7.37
2	Whites	6.96
3	Native Americans	4.64
4	Blacks	4.54
5	NHOPI	4.44
6	Latinos	4.32



HUMAN DEVELOPMENT IN LA COUNTY

BY GENDER AND RACE AND ETHNICITY



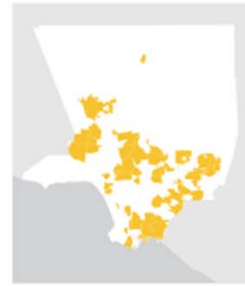
THE FIVE LA COUNTIES



Glittering LA



Elite Enclave LA



Main Street LA

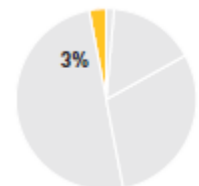
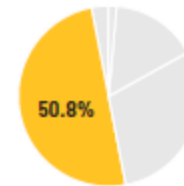
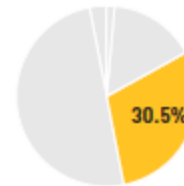
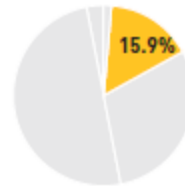
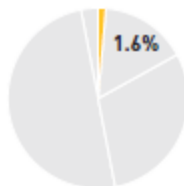


Struggling LA



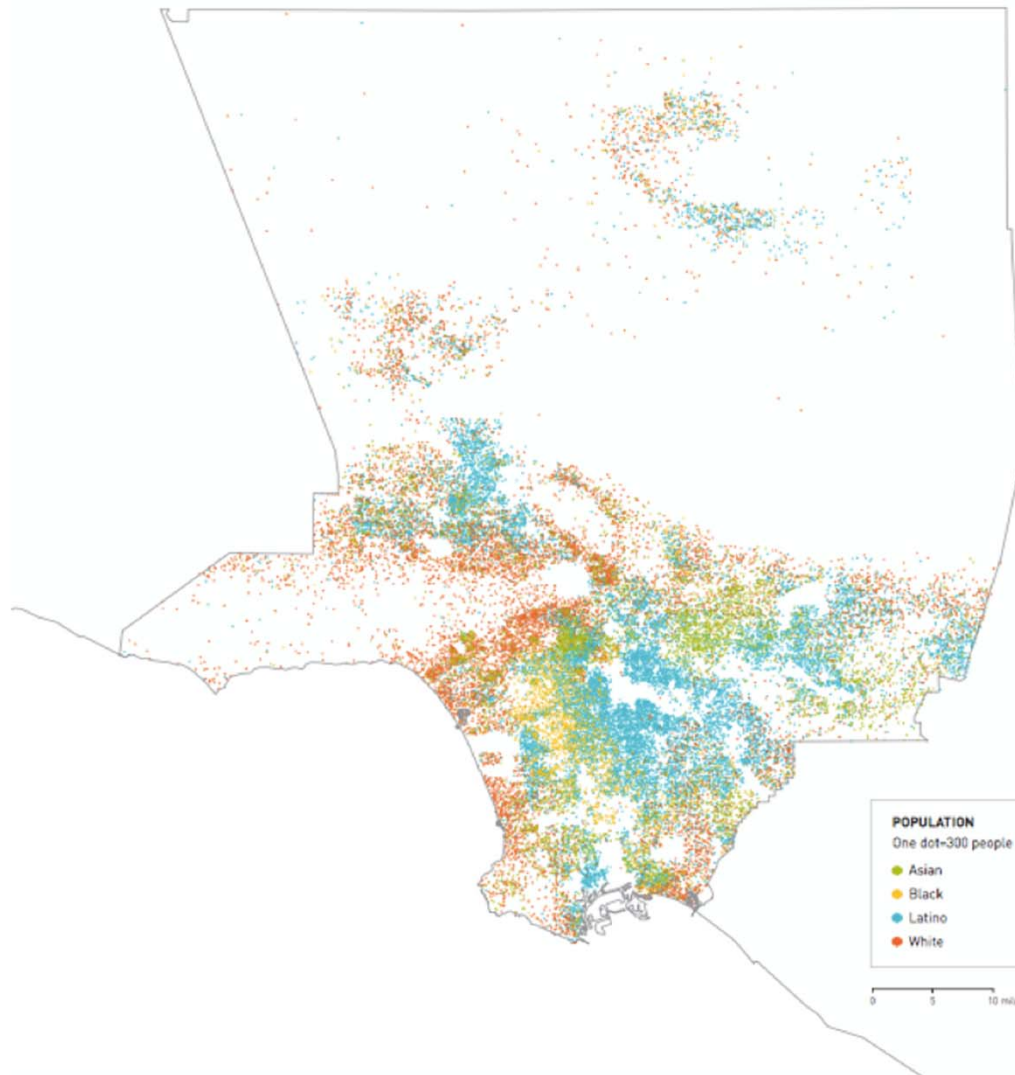
Precarious LA

	HD Index	9 and above	7 to 8.99	5 to 6.99	3 to 4.99	below 3
	Life Expectancy (years)	86.4	83.9	82.9	81.5	78.7
	Less than High School (%)*	2.3	5.4	14.9	30.8	51.8
	At least Bachelor's Degree (%)*	69.9	58.3	35.5	19.6	4.7
	Graduate/Professional Degree (%)*	31.5	24.0	12.6	5.4	0.7
	School Enrollment (%)	91.7	84.7	82.6	77.1	73.4
	Median Earnings (2015 \$)	\$52,687 and up	48,347	35,773	25,469	19,060



HUMAN DEVELOPMENT IN LA COUNTY

RACE AND PLACE OVERLAP

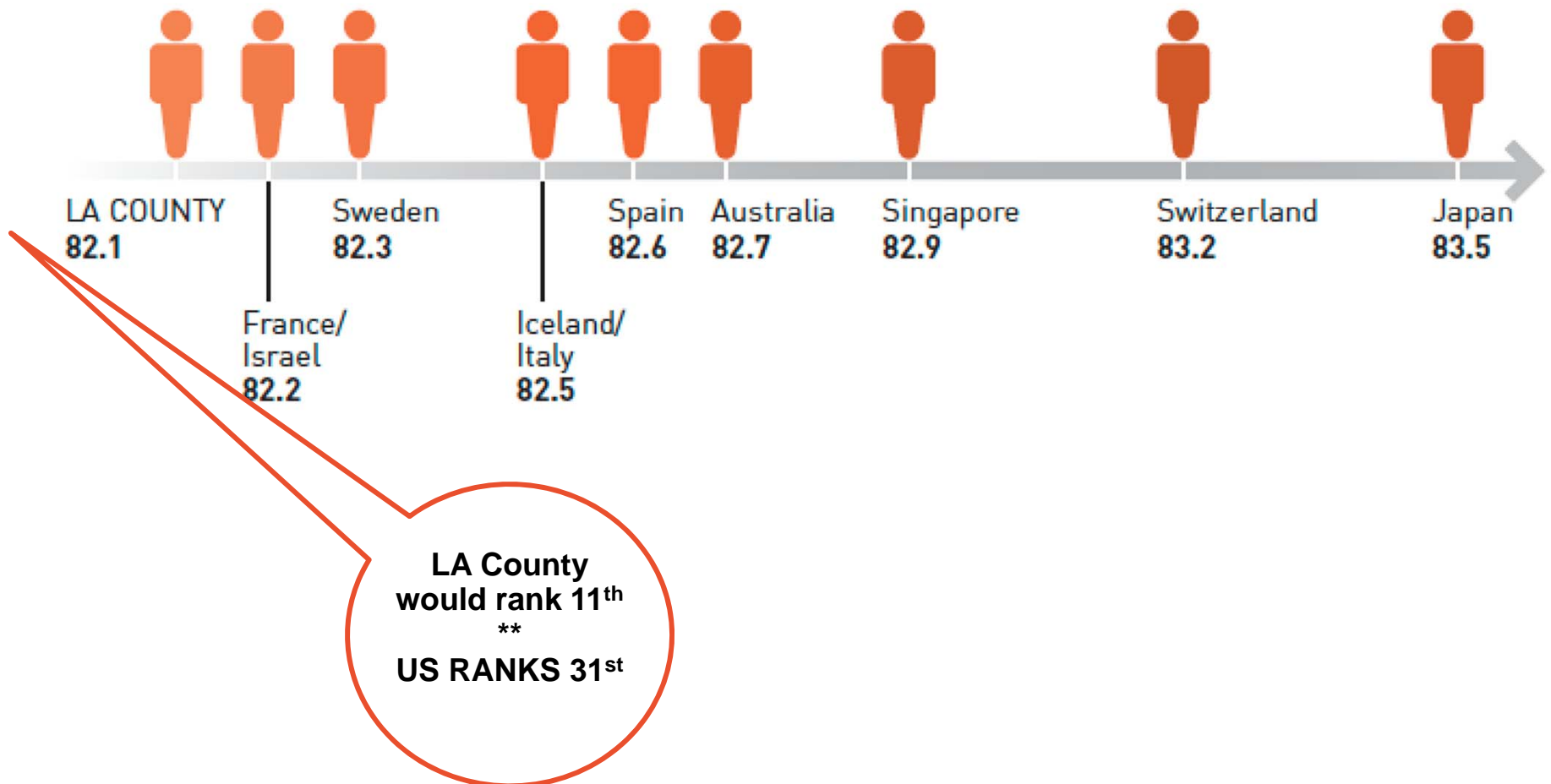


Due to sharp **residential segregation**, there is considerable **overlap** in the Index between demographics and geography

A LONG AND HEALTHY LIFE

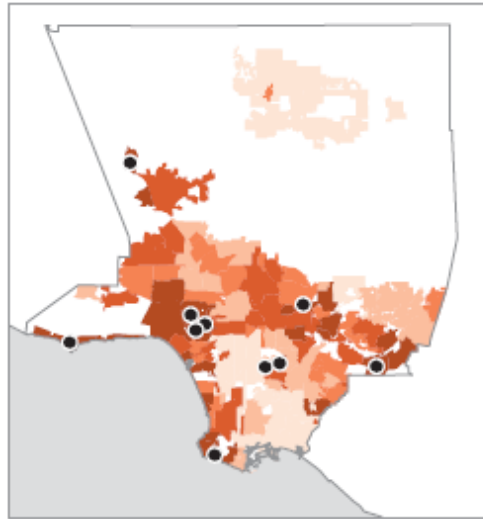


LA COUNTY IS A HEALTHY PLACE!



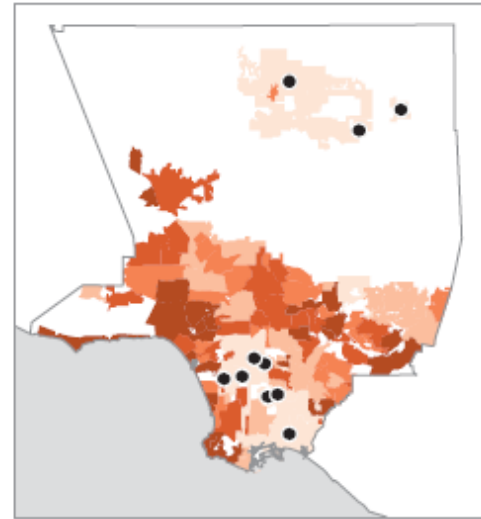
LIFE EXPECTANCY IN LA COUNTY

BY GEOGRAPHY



TOP-TEN COMMUNITIES

1	Walnut Park	90.5 years
2	Malibu	89.8
3	Castaic	88.9
4	Westwood	87.7
5	Bel Air-Beverly Crest	87.4
6	Rowland Heights	87.0
7	Rancho Palos Verdes	86.7
8	Beverly Hills	86.6
9	San Marino	86.5
10	Bell	86.5



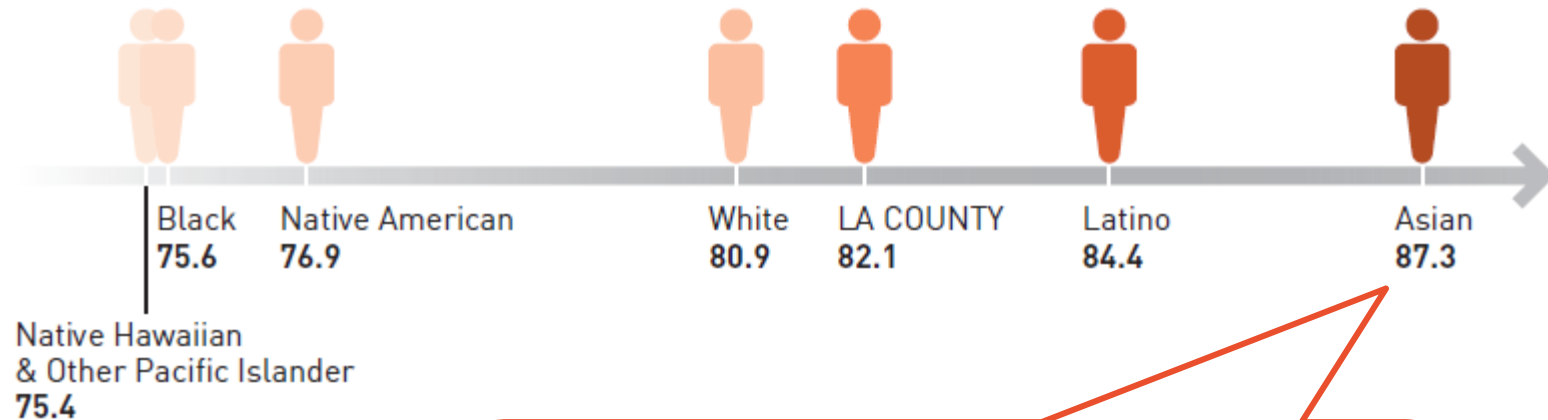
BOTTOM-TEN COMMUNITIES

131	Compton	78.4 years
132	Signal Hill	78.4
133	Florence-Graham	78.0
134	Southeast Los Angeles	77.7
135	Lennox	76.8
136	Lancaster	76.4
137	Westmont	76.3
138	Lake Los Angeles	76.2
139	East Rancho Dominguez	76.1
140	Sun Village	75.8

LIFE EXPECTANCY IN LA COUNTY

BY RACE AND ETHNICITY

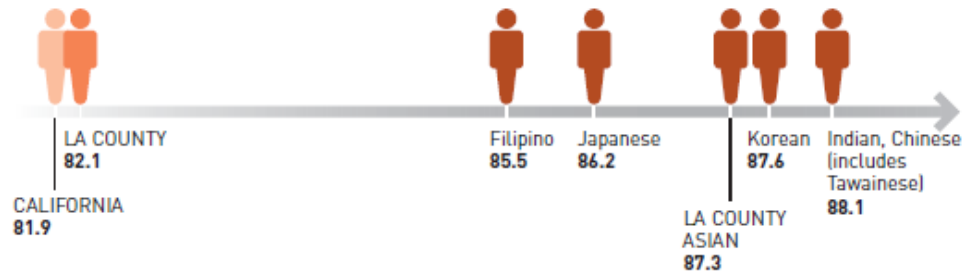
LIFE EXPECTANCY AT BIRTH (YEARS)



Yet there is a gap of nearly a **dozen years** among the major racial/ethnic groups.

Life Expectancy of Five Major Asian Subgroups in Los Angeles County

LIFE EXPECTANCY (YEARS)



ACCESS TO KNOWLEDGE



EDUCATION INDEX

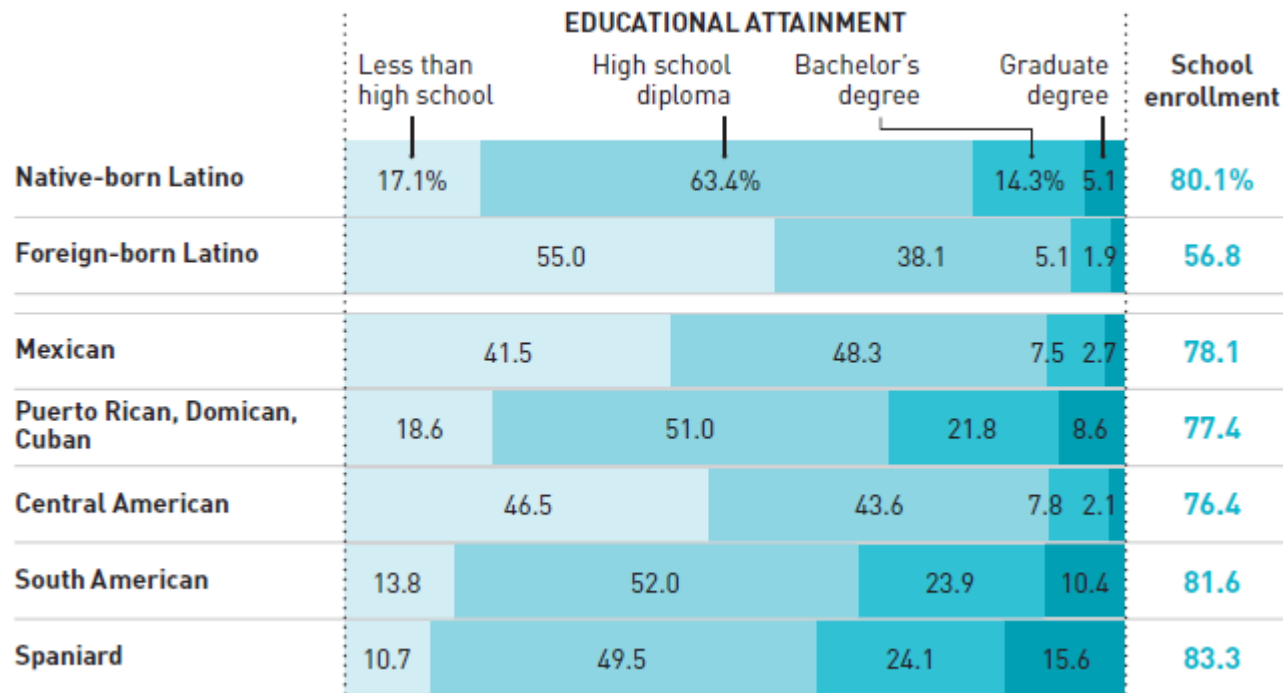
BY RACE AND ETHNICITY AND GENDER



EDUCATION INDEX

BY LATINO SUBGROUP

Latinos face the greatest challenges in the education arena.



The **low school enrollment** of foreign-born Latino children is concerning.

EDUCATIONAL DISPARITIES

FOR CITIES AND UNINCORPORATED AREAS

Highest Education Index Scores

	HD INDEX	EDUCATION INDEX	Less than high school	High school diploma	Bachelor's degree	Graduate degree	School Enrollment
Westwood	6.36	9.95	3.1%	24.4%	35.3%	37.1%	94.4%
Palos Verdes Estates	9.30	9.79	1.4	23.5	40.3	34.8	92.8
San Marino	9.43	9.72	5.5	23.4	33.6	37.5	92.1
Bel Air-Beverly Crest	9.51	9.69	2.3	24.9	34.5	38.4	91.7
Rancho Palos Verdes	9.12	9.65	2.4	32.7	33.8	31.1	94.3

Lowest Education Index Scores

	HD INDEX	EDUCATION INDEX	Less than high school	High school diploma	Bachelor's degree	Graduate degree	School Enrollment
Florence-Graham	2.44	1.24	58.5%		37.0%	3.5	73.0%
Southeast Los Angeles	2.26	1.42	55.3		40.2	3.6	74.8
Maywood	3.11	1.45	58.8		36.4	4.1	75.2
Bell Gardens	3.16	1.58	55.7		38.9	4.3	76.3
Huntington Park	3.11	1.61	58.6		35.6	4.6	76.9

Educational Index by Supervisorial District



DISTRICT 1
Supervisor
Hilda Solis

Claremont	8.95
Walnut	7.46
Silver Lake/ Echo Park/ Elysian Valley	5.53
Monterey Park	5.02
West Covina	4.96
Azusa	4.60
Central City	4.27
Northeast LA	4.27
Avocado Heights	3.73
Montebello	3.70
Rosemead	3.56
Vincent	3.43
Pomona	3.39
Citrus	3.38
Pico Rivera	3.23
Baldwin Park	3.08
Valinda	2.95
West Puente Valley	2.88



DISTRICT 2
Supervisor
Mark Ridley-
Thomas

View Park- Windsor Hills	8.50
Westchester/ Playa del Rey	8.36
West Los Angeles	7.97
Culver City	7.38
Palms/Mar Vista/ Del Rey	6.35
Del Aire	5.53
West Carson	5.44
Wilshire	5.19
Gardena	4.63
Carson	4.44
Central City	4.27
Hawthorne	3.87
West Adams/ Baldwin Hills/ Leimert	3.86
Inglewood	3.84
Harbor Gateway	3.78
Lawndale	3.60



DISTRICT 3
Supervisor
Sheila Kuehl

Westwood	9.95
Bel Air/Beverly Crest	9.69
Brentwood/ Pacific Palisades	9.33
Calabasas	9.00
Malibu	8.95
Beverly Hills	8.73
Santa Monica	8.11
West Los Angeles	7.97
Agoura Hills	7.68
Sherman Oaks/ Studio City/ Toluca Lake/ Cahuenga Pass	7.66
Encino-Tarzana	7.57
Northridge	6.71
Venice	6.66
Canoga Park/ Winnetka/ Woodland Hills/ West Hills	5.69
West Hollywood	5.56



DISTRICT 4
Supervisor
Janice Hahn

Palos Verdes Estates	9.79
Rancho Palos Verdes	9.65
Manhattan Beach	9.64
Hermosa Beach	8.93
Westchester - Playa del Rey	8.36
Redondo Beach	7.96
Diamond Bar	7.44
Cerritos	7.34
Torrance	7.02
El Segundo	7.02
Hacienda Heights	5.77
Rowland Heights	5.55
La Mirada	5.50
Signal Hill	5.34
Lomita	5.28
Lakewood	5.16
San Pedro	4.95
Whittier	4.82



DISTRICT 5
Supervisor
Kathryn
Barger

San Marino	9.72
La Cañada Flintridge	9.64
Sierra Madre	9.33
South Pasadena	8.71
Stevenson Ranch	8.20
La Crescenta- Montrose	8.16
Arcadia	7.85
East San Gabriel	7.03
Pasadena	6.83
Altadena	6.75
Northridge	6.71
San Dimas	6.65
Chatsworth- Porter Ranch	6.36
Temple City	6.34
La Verne	6.31
Castaic	6.23
Granada Hills- Knollwood	6.16

YOUTH DISCONNECTION

BY NEIGHBORHOOD CLUSTER

	DISCONNECTED YOUTH		HD INDEX
	Percent	Number	
LA County	11.8	153,457	5.43
LA: West Central/Westwood, West Los Angeles	3.9	1,563	7.08
Glendora, Claremont, San Dimas, La Verne	6.9	1,630	6.41
Arcadia, San Gabriel, Temple City	7.1	1,423	6.62
Santa Clarita	7.6	1,831	6.69
LA: Northwest/Chatsworth, Porter Ranch	7.6	1,927	6.55
Compton, West Rancho Dominguez	19.8	5,271	3.26
Long Beach (North)	20.2	4,131	4.52
Lancaster	21.1	4,547	4.58
LA: East Central/Central City, Boyle Heights	21.4	5,151	3.75
LA: South Central/Watts	23.0	6,118	2.37

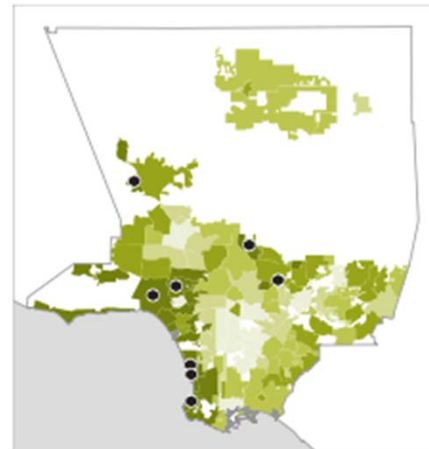
Over **one in five** are disconnected

DECENT STANDARD OF LIVING



MEDIAN PERSONAL EARNINGS

FOR CITIES, UNINCORPORATED AREAS & COMMUNITY PLAN AREAS



EARNINGS ABOVE \$60,000

Palos Verdes Estates \$82,813

Manhattan Beach \$82,340

San Marino \$77,948

Hermosa Beach \$70,730

La Cañada Flintridge \$67,500

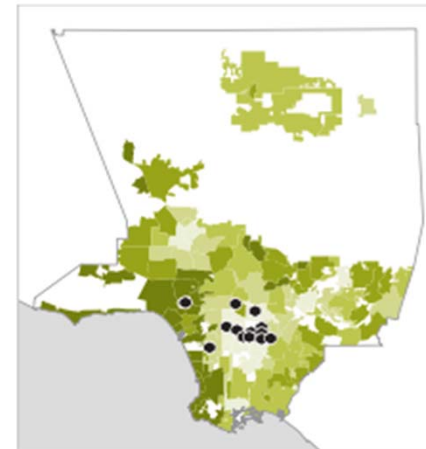
Bel Air - Beverly Crest \$66,113

Brentwood-Pacific Palisades \$65,982

Stevenson Ranch \$63,247

COUNTY MEDIAN

All residents of LA County \$30,654



EARNINGS BELOW \$20,000

Maywood \$19,651

Walnut Park \$19,368

Cudahy \$19,234

Bell \$19,207

Lennox \$19,155

Bell Gardens \$19,065

Boyle Heights \$18,739

Huntington Park \$18,496

Florence-Graham \$18,405

South Los Angeles \$17,988

Westlake \$17,026

Southeast Los Angeles \$16,921

Westwood \$16,044

TABLE 2 - Median Personal Earnings by Supervisorial District

DISTRICT	Median Personal Earnings	DISTRICT	Median Personal Earnings	DISTRICT	Median Personal Earnings	DISTRICT	Median Personal Earnings	DISTRICT	Median Personal Earnings
DISTRICT 1	\$30,654	DISTRICT 11	\$19,155	DISTRICT 21	\$17,988	DISTRICT 31	\$16,921	DISTRICT 41	\$16,044
DISTRICT 2	\$30,654	DISTRICT 12	\$19,155	DISTRICT 22	\$17,988	DISTRICT 32	\$16,921	DISTRICT 42	\$16,044
DISTRICT 3	\$30,654	DISTRICT 13	\$19,155	DISTRICT 23	\$17,988	DISTRICT 33	\$16,921	DISTRICT 43	\$16,044
DISTRICT 4	\$30,654	DISTRICT 14	\$19,155	DISTRICT 24	\$17,988	DISTRICT 34	\$16,921	DISTRICT 44	\$16,044
DISTRICT 5	\$30,654	DISTRICT 15	\$19,155	DISTRICT 25	\$17,988	DISTRICT 35	\$16,921	DISTRICT 45	\$16,044
DISTRICT 6	\$30,654	DISTRICT 16	\$19,155	DISTRICT 26	\$17,988	DISTRICT 36	\$16,921	DISTRICT 46	\$16,044
DISTRICT 7	\$30,654	DISTRICT 17	\$19,155	DISTRICT 27	\$17,988	DISTRICT 37	\$16,921	DISTRICT 47	\$16,044
DISTRICT 8	\$30,654	DISTRICT 18	\$19,155	DISTRICT 28	\$17,988	DISTRICT 38	\$16,921	DISTRICT 48	\$16,044
DISTRICT 9	\$30,654	DISTRICT 19	\$19,155	DISTRICT 29	\$17,988	DISTRICT 39	\$16,921	DISTRICT 49	\$16,044
DISTRICT 10	\$30,654	DISTRICT 20	\$19,155	DISTRICT 30	\$17,988	DISTRICT 40	\$16,921	DISTRICT 50	\$16,044

Note: Places are listed according to the Supervisorial District in which they are primarily located. When a large portion of a local's land area is in a district, it is included in both.

Source: US Census Bureau ACS, 2011-2015.

MEDIAN EARNINGS

BY SUBGROUP

Earnings by Latino Subgroup

MEDIAN EARNINGS



Both **Latinos** and **Asians** are diverse racial/ethnic groups.

For both, the highest-earning subgroups make over **twice as much** as those at the bottom of the scale.

Earnings by Asian Subgroup

MEDIAN EARNINGS










GENDER EARNING GAP

BY RACE AND ETHNICITY

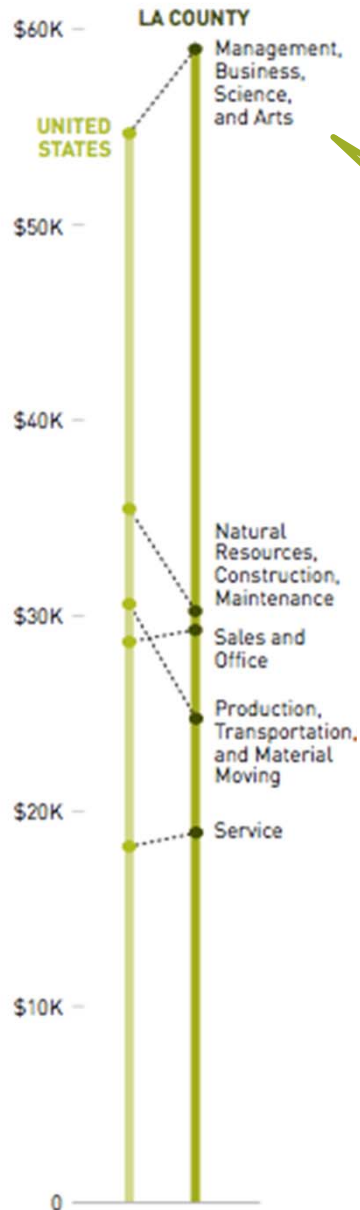
Whites have
the largest
gender
earnings gap

LOS ANGELES COUNTY
Median for
all residents:
\$30,654

	 MEN	 WOMEN	GAP
All	\$32,444	\$26,652	 \$5,792
White	\$55,348	\$40,702	 \$14,646
Asian	\$41,812	\$34,496	 \$7,316
Latino	\$25,547	\$20,258	 \$5,289
Black	\$34,533	\$32,033	 \$2,500

- Part-time work
- Responsibilities for care-taking labor
- Motherhood penalty
- Wage discrimination
- Women work different jobs

EARNINGS AND OCCUPATIONAL CATEGORY



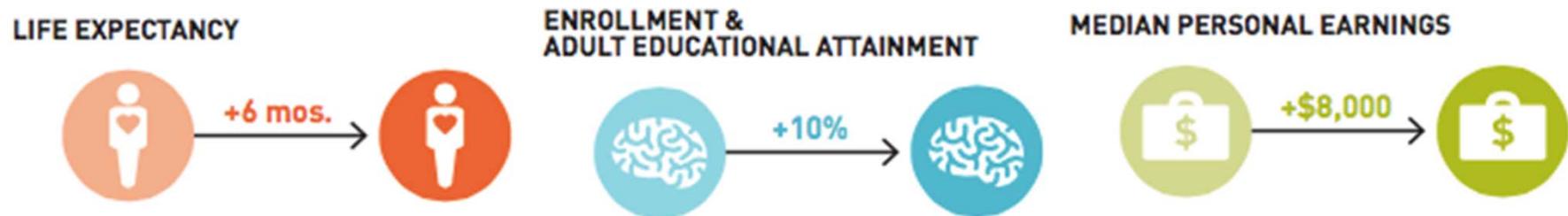
Earnings are nearly 3X those of service industry workers

A key driver of the vast earnings differences is the **type of work** performed by residents.

In LA, the high-earners earn higher, the low-earners earn lower than in the US.

GOAL: INCREASE HDI

5.43 → 6.43 by 2025



SUPPORT ACTIONS THAT
Narrow gaps in well-being and opportunity in LA County
between different groups of Angelenos

HOW?

Build and support public / private, cross-sector partnerships that:

- Promote equity
- Increase UPSTREAM investments -> PREVENTION
 - > Thriving community and social environments
 - > Prevent entry into crisis-oriented systems
- Expand investments in our future prosperity (heavy ECE and early life course focus)

PRIORITY ACTIONS

1. ADDRESS THE GLARING RACIAL AND ETHNIC DISPARITIES IN WELL-BEING
2. PRIORITIZE PLACES WHERE THE WELL-BEING OF CHILDREN AND FAMILIES IS AT RISK.
3. REDUCE THE TOLL OF VIOLENCE AND TRAUMA.
4. PRIORITIZE THE HEALTH OF BLACK CHILDREN, YOUTH AND FAMILIES.
5. INVEST IN UNIVERSAL HOME VISITATION.
6. INVEST IN HIGH-QUALITY EARLY CARE AND EDUCATION
7. MAKE EDUCATIONAL EQUITY A REALITY
8. HELP YOUNG PEOPLE GRADUATE HIGH SCHOOL AND SUCCESSFULLY TRANSITION TO ADULTHOOD.
9. EXPAND AFFORDABLE HOUSING.
10. PROMOTE GENDER EQUALITY IN PAY.

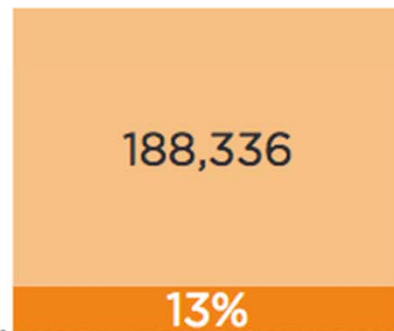
Focus on ECE Systems

1. Crisis in ECE supply, especially infant-toddler
2. High financial need / low availability of subsidies
3. Variable preschool enrollment in communities where children can benefit most.
4. Crisis in the numbers of very young children entering the child welfare system

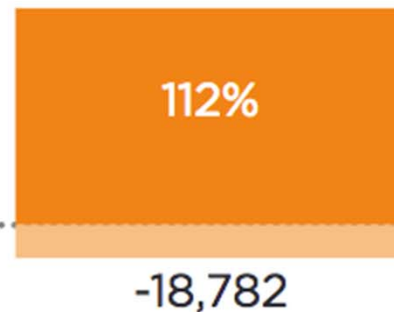
The Need for Early Care and Education in Los Angeles County

- % of need met
- Estimate of spaces needed

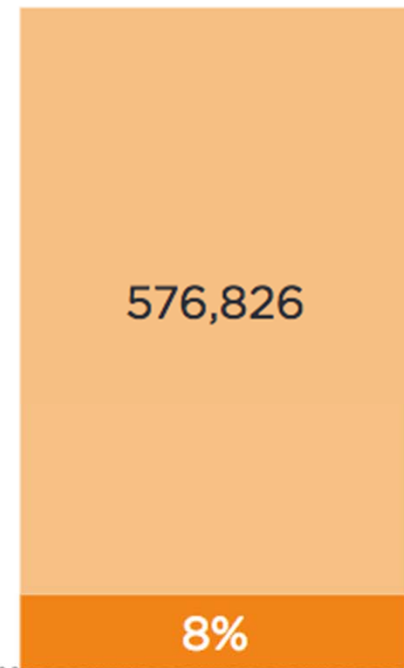
INFANTS / TODDLERS



PRE- SCHOOLERS

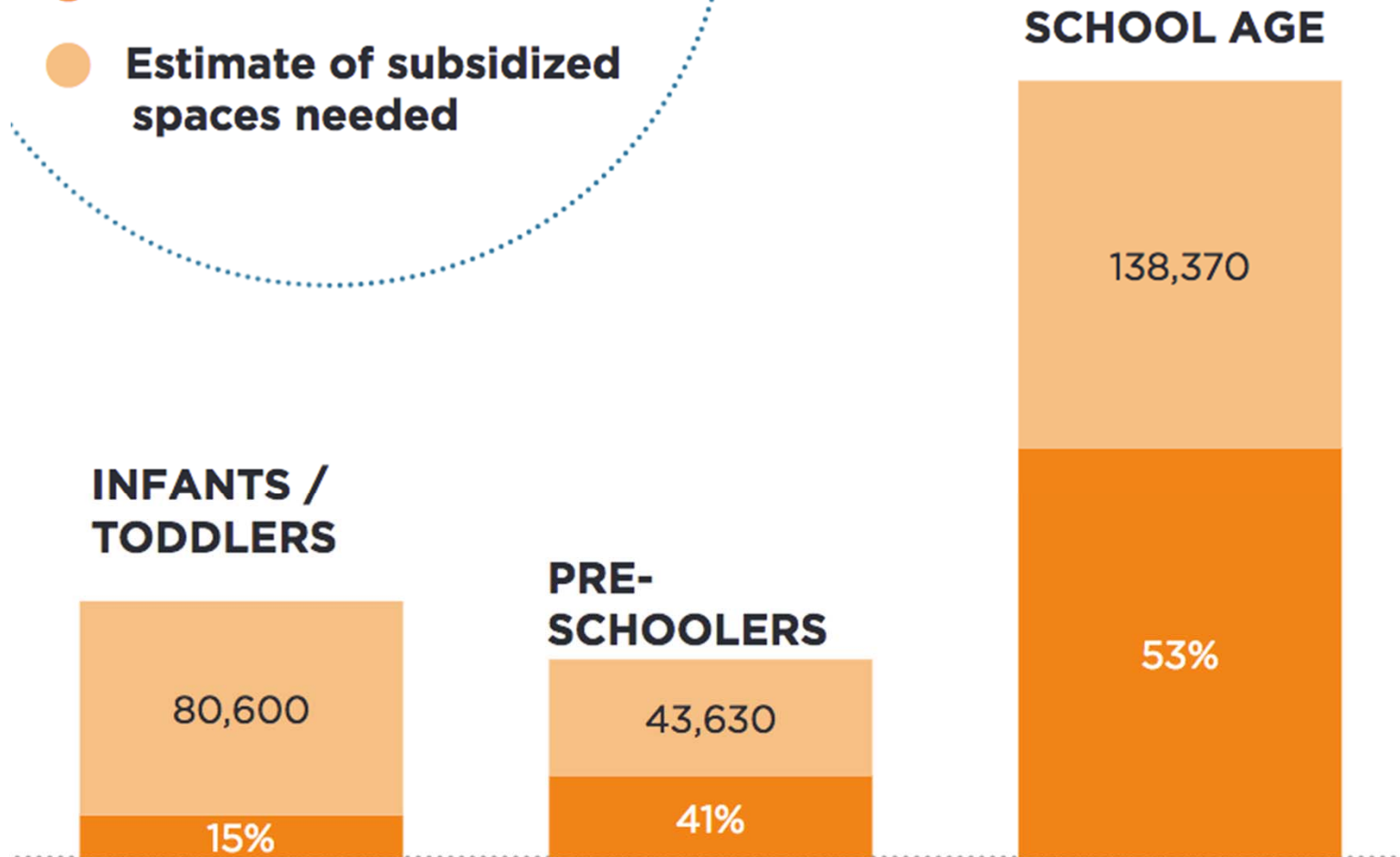


SCHOOL AGE

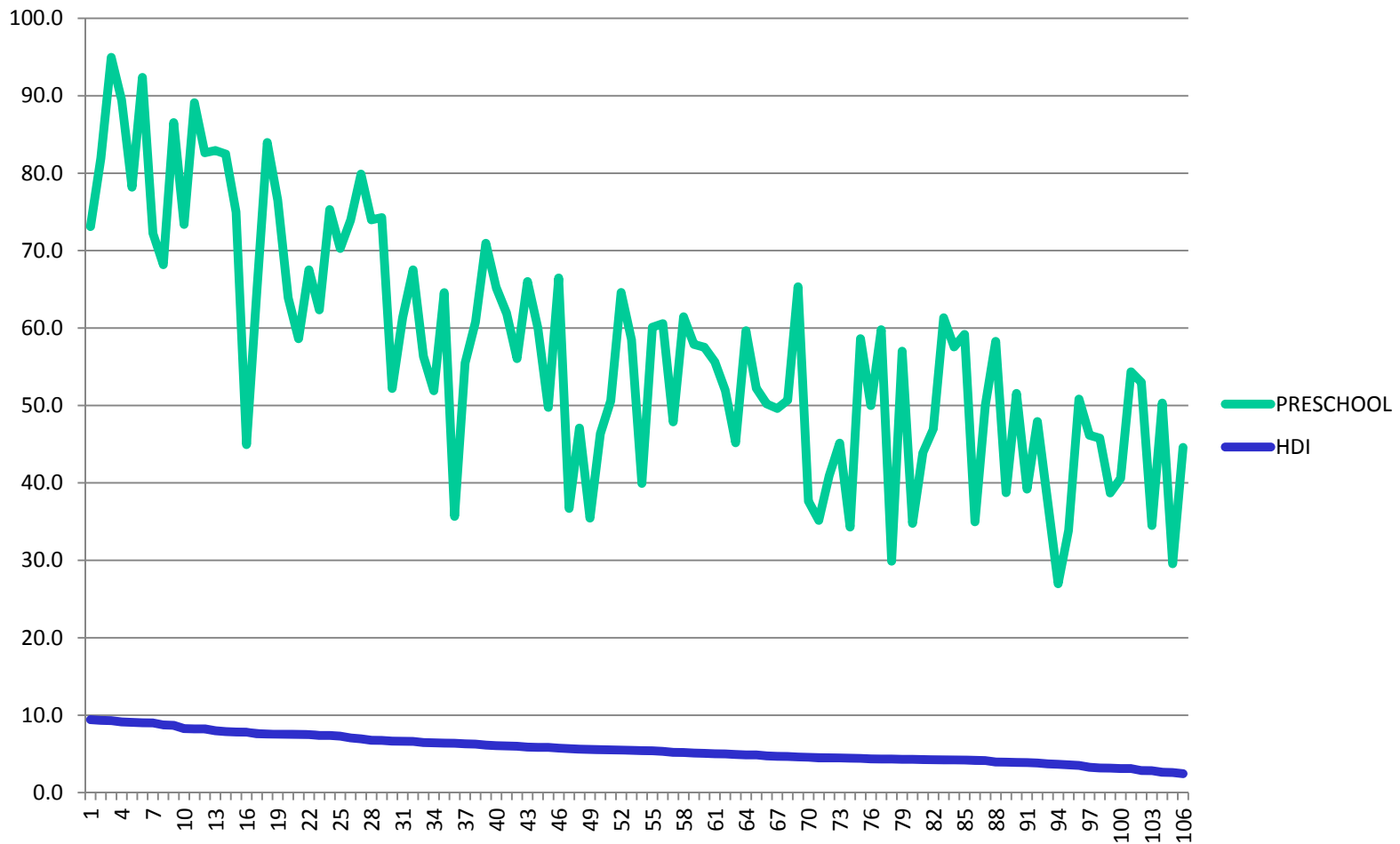


Unmet Need for Subsidies Among Low Income Families in Los Angeles County by Age Group

- % of need met
- Estimate of subsidized spaces needed



Preschool Enrollment (% 3-4 year olds) by HDI Score across 106 Places in LA County



10/20/14

Focus on ECE Systems

1. Crisis in ECE supply, especially infant-toddler
2. High financial need / low availability of subsidies
3. Variable preschool enrollment in communities where children can benefit most.
4. Crisis in the numbers of very young children entering the child welfare system

Focus on ECE Systems

High quality ECE has enormous potential:

- Close gaps in educational achievement
- Promote child health and development
- Promote child safety
- Prevent entry into child welfare

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Thank you!

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