

Wednesday, June 6, 2018 • 12:00 – 2:00 p.m.

Los Angeles County Department of Public Works
 900 South Fremont Avenue, Alhambra Room
 Alhambra, CA 91803

PROPOSED AGENDA

- | | | |
|-------------|---|--|
| 1.
noon | Welcome and Introductions
▪ Opening Statement and Comments by the Chair | Nellie Ríos-Parra, Chair |
| 2.
12:10 | Approval of Minutes
▪ May 2, 2018 | Action Item
Tara Henriquez, Vice Chair |
| 3.
12:15 | Child Care Planning Committee Membership 2018-19
▪ Presentation of Membership Slate 2017-18
▪ Election of Officers – Chair and Vice Chair | La Tanga Gail Hardy and
Ancelma Sanchez
Governance Work Group Co-
chairs |
| 4.
12:30 | Development of CTC Draft Performance Expectations (TPEs),
Program Guidelines and CTC Stakeholder Survey To Be
Completed

Presenters:
▪ Nina Buthee, California Child Development Administrators Association
▪ Jan Fish, CSUN ECE MA Program and Partnerships for Education,
Articulation and Coordination through Higher Education (PEACH) | Toni Isaacs
Partnerships for Education,
Articulation and Coordination
through Higher Education
(PEACH) |
| 5.
1:00 | Breakout Conversations | Toni Isaacs |
| 6.
1:30 | Breakout Highlights | Toni Isaacs and Tara
Henriquez |
| 7.
1:50 | Announcements and Public Comment | Tara Henriquez |
| 8.
2:00 | Call to Adjourn | Nellie Ríos-Parra |

Next Meeting

Wednesday, September 5, 2018 • 12:00 – 2:00 p.m.

Location to be determined

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 – May 2, 2018

Members in Attendance (32)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Alejandra Berrio	Lindsey Evans	Edilma Cavazos	Daniel Orosco	Alexis Vasquez for Tonya Burns
Mona Franco	Valerie Marquez	Michaela Ferrari	Laurel Parker	Kelly O'Connell 1 st Supervisorial District
Tara Henriquez	Ricardo Rivera	Christine Manley Martinez	Alicia Rivas	Dianne Philibosian 5 th Supervisorial District
Mabel Munoz	Reiko Sakuma	Cyndi McAuley	Mariana Sanchez	Sarah Soriano 4 th Supervisorial District
Daniel Polanco	JoAnn Shalhoub-Mejia	Melissa Noriega	Jenny Trickey	Fiona Stewart
Nellie Ríos-Parra		Eli Pessar		Julie Taren 3 rd Supervisorial District
Ernesto Saldaña		Joyce Robinson		Veronica Torres
		Ancelma Sanchez		

Guests and Alternates: Norma Amezcua – Mexican American Opportunity Foundation, Mary Donnelly-Crocker – Young and Healthy, Carolyne Crolotte – Early Edge California, Mark Funston – Lakeshore, Adam Lara – Advancement Project, Kevin Lee – California Food Policy Advocates, Roders Shalehvabdyn – Los Angeles County Department of Public Social Services, Kathy Schreiner – ECE Advocate, and Emma Watson – Advancement Project

Staff: Michele Sartell and Harvey Kawasaki

I. Welcome and Introductions

Nellie Ríos-Parra, Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:01 p.m. She welcomed members and guests after reading the opening statement and asked Eli Pessar to read the mission statement. Nellie then asked members, alternates and guests to make self-introductions using a descriptive word for childhood. Thanks were extended to Dianne Philibosian for helping to arrange the meeting space at Pacific Oaks College.

II. Approval of Minutes

Tara Henriquez reviewed the minutes from April 4, 2018 and asked for a motion to approve. Ancelma Sanchez made the motion to approve the minutes; the motion was seconded by Mariana Sanchez. The motion passed with abstentions from Laurel Parker, Nellie Ríos-Parra, Fiona Stewart, and Jenny Trickey.

III. Office for the Advancement of Early Care and Education: An Update

Harvey Kawasaki referenced an early commitment by the County's Chief Executive Officer to the Board of Supervisors to streamline the work of the Chief Executive Office (CEO) with a focus on strategic issues rather than programmatic work. In 2016, programmatic work under the CEO was moved to other departments. While the Office for the Advancement of Early Care and Education was mentioned as a programmatic area, further analysis was required to determine the best fit. The

Department of Public Health (DPH) was recently selected given its overall mission to improve the well-being of children, families and communities, of which early care and education is a contributor. Additionally, opportunities exist to further the relationships between early care and education and other work underway by DPH, Help Me Grow and home visitation. Harvey also mentioned the expertise DPH holds at leveraging federal grant dollars.

The transfer is effective as of July 1, 2018 and will include the office in its entirety with nine staff positions inclusive of the yet to be filled Director position and will be housed within the Health Promotion Bureau/Maternal, Child and Adolescent Health Division. Questions for consideration by the Planning Committee as well as the Policy Roundtable for child Care and Development include: how can the DPH opportunity enhance our work? What does the early care and education community bring to the table?

IV. Meeting the Early Care and Education Needs of Babies and Toddlers in Los Angeles County

Emma Watson, Policy Research Assistant of Educational Equity at the Advancement Project, began the presentation acknowledging the contributions and insights of many partners that informed the policy brief – *Babies and Toddlers in Los Angeles County: Prioritizing High-Quality Early Care and Education to Set Children on a Path to Success – Recommendations for Decision Makers* – and its recommendations. Referring to the slide deck, she launched into the purpose both to highlight the lack of state subsidy dollars for early care and education reaching the children and families of Los Angeles County and to uplift stories as tools of advocacy with the County Board of Supervisors and others with the power to influence decisions. Emma stressed the early years as critical to setting the trajectory for the healthy growth and development of children with lifelong impacts in school and life. As example, she talked about her early experiences as a Head Start teacher where she nurtured curiosity and a love for learning while creating opportunities for social networking among parents.

In answer to the question, “why now”, Emma reflected on the research that supports the importance of investing in the youngest years, contrasted against some of the rhetoric and policy discussions at the federal level that have the potential of detrimentally effecting young children and their families, particularly immigrant families. Moving onto the data, Emma commented that early care and education in the state is under-resourced and more so since the recession. Even with the improved economy, recovery of funding to increase access has not reached pre-recession levels with losses most significant for infants and toddlers in centers as well as family child care homes.

Next, Adam Lara, Policy Research Analyst with Advancement Project reviewed the data showing that only six percent out of 51 percent of the babies and toddlers of income eligible families are served by subsidized early care and education programs. Adam then reviewed Advancement Project’s three policy recommendations: 1) advocate for increased state funding for babies and toddlers; 2) build infrastructure supports beginning with facility development; and 3) invest in building capacity to democratize child care data need and access. Adam and Emma invited members to join their advocacy efforts that will include scheduling meetings with Board of Supervisors during the months of May and June. A sign-up sheet was circulated during the meeting.

V. Trauma Informed Care

Tara introduced Mary Donnelly-Crocker, Executive Director of Young and Healthy, noting her experience working in the health field with strong links to early care and education. She referenced the materials packet for her bio.

Mary provided background information on the Adverse Childhood Experiences (ACEs) study, which identified up to 10 adverse conditions that may have bearing on a child’s life. She commented that

everyone experiences some level of stress, which builds resilience. However, traumatic stress has the potential to alter a child's brain development, leading to the essential importance of early intervention and a trauma-informed approach in working with children and families. She emphasized the importance of ensuring that all children feel safe, secure and nurtured, which requires working with kindness, empathy and compassion as well as changing the narrative from "what is wrong with that kid?" to "what happened to that kid".

Some strategies that Mary suggested are modeling, de-escalating techniques, and demonstrations of compassion and forgiveness. She added that it is important to understand how the brain works, for example the amygdala is activated with big emotions and does not understand language. And, children who have high ACEs scores need constant, loving, kind, and trusting relationships to heal.

Meeting participants were provided an opportunity to ask questions and/or comment on the presentation. Among the comments, it was noted that while some children will express what is going on in the family, the question is how to respond to what sounds like may be a point of stress. Mary answered that it depends on what child needs; for example is it validation despite the emotional issue? She suggested possibly coming from a source of wonder that may be achieved by asking the child questions such as "tell me more about it". Sometimes the child just needs to know they are heard and loved. Another comment led to a brief discussion of understanding that there may be lots of reasons to explain a child's behavior. Also, the research into adverse conditions and the impact on the brain is ongoing, although we know more now than we did in the past.

Mary distributed folders with additional resources. Echo Parenting & Education (<https://www.echoparenting.org/>) was mentioned as having a wealth of resources and opportunities for trainings. Also see Mary's TED talk, "Trauma: Changing Our Perception" at <https://www.bing.com/videos/search?q=TED+mary+donnelly+crocker&view=detail&mid=43844D2B4BCC0D39833043844D2B4BCC0D398330&FORM=VIRE>. And, the video Mary shared is at www.youtube.com/watch?v=VxyxywShewI.

VI. Announcements and Public Comment

- The Infant Development Association of California is hosting the 3rd Annual Vivian Weinstein Leadership Day on Tuesday, June 19, 2018 at The California Endowment. The theme of the day will be Best Practices in Home Visitation. For more information, visit <http://www.idaofcal.org/events-southern-california-chapter>. Early bird registration for the event has been extended to May 11, 2018.
- The D.A.D. Project recently received a grant from UPS to provide services in Boyle Heights. Staff are reaching out to other organizations to provide resources to families in the community. For more information, speak with Daniel Polanco.

VII. Adjournment

The meeting was adjourned at 1:56 p.m.



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CHECKING IN – MEMBERS AND ALTERNATES

How are we doing? How could we do better?

<i>Please rate each item on a scale of 1 to 5 – “1” indicates strong disagreement with the statement and “5” indicates strong agreement.</i>		Rating
1.	I understand my responsibilities as a member or alternate of the Child Care Planning Committee (Planning Committee). Comments:	
2.	I understand the Planning Committee’s mission and its obligations as a County Local Planning Child Care and Development Council. Comments:	
3.	The Planning Committee’s structure is clear, including officers, work groups and staff. Comments:	
4.	The Planning Committee has clear goals that lead to relevant actions. Comments:	
5.	The Planning Committee focuses on appropriate issues. Comments:	
6.	Planning Committee meetings are worthwhile and well attended. Comments:	
7.	Members and alternates are provided with appropriate materials in a timely manner, allowing for informed decision-making at Planning Committee meetings. Comments:	
8.	The Planning Committee meeting format is effective. Comments:	
9.	The Planning Committee is effectively utilizing my skills for addressing the overall infrastructure. Comments:	
10.	Other issues we should be aware of:	

Name (not required – may help with clarification, if needed):



CHECKING IN – COMMUNITY STAKEHOLDERS

How are we doing? How could we do better?

<i>Please rate each item on a scale of 1 to 5 – “1” indicates strong disagreement with the statement and “5” indicates strong agreement.</i>		Rating
1.	I understand the Planning Committee’s mission and its obligations as a County Local Planning Child Care and Development Council. Comments:	
2.	The Planning Committee’s structure is clear, including officers, work groups and staff. Comments:	
3.	The Planning Committee has clear goals that lead to relevant actions. Comments:	
4.	The Planning Committee focuses on appropriate issues. Comments:	
5.	Planning Committee meetings are worthwhile and well attended. Comments:	
6.	Meeting materials are appropriate and informative. Comments:	
7.	The Planning Committee meeting format is effective. Comments:	
8.	The Planning Committee engages effectively with related organizations to improve the overall infrastructure of early care and education. Comments:	
9.	How many Planning Committee meetings have you attended in the past year? Comments:	
10.	Other comments/suggestions:	
Name (not required – may help with clarification, if needed):		



Proposed Membership Slate – 2018-19

Parent/Consumer	Child Care Provider	Community	Public Agency	Discretionary
Alejandra Berrio Dignity Health/Hope St Family Ctr (2 nd term ends 2021) SPA 3; SD 5 - home	Tonya Burns Children Today (2 nd term ends 2021) SPA 8; SD 4	Norma Amezcua MAOF (1 st term ends 2021) SPA 7; SD 1	Ranae Amezcua LAUSD Early Childhood Education (1 st term ends 2020) Districtwide – SPA 4; SD 1	Kelly O'Connell 1st Supervisorial District Rep
Jessica Chang WeeCare (1 st term ends 2021) SPA 5; SD 2	Marvin Espinoza The Jeffrey Foundation (1 st term ends 2021) SPA 6; SD 2	Mallika Bhandarkar LA Best Babies Network/PECHVC (1 st term ends 2021) Countywide – SPA 4; SD 2/3	Teresa Figueras Hacienda-La Puente USD (2 nd term ends 2019) SPA 3; SD 1	Lauren Trosclair Duncan 2nd Supervisorial District Rep
Mona Franco Redwood Village Children's Center (2 nd term ends 2019) SPA 8; SD 2 - home	Lindsey Evans Un Mundo de Amigos Preschool (2 nd term ends 2021) SPA 8; SD 4	Alexandra Himmel Child 360 (1 st term ends 2020) Countywide – SPA 4; SD 1	Angela Gray CCUSD/Office of Child Development (1 st term ends 2021) SPA 5 ; SD 2	Julie Taren 3rd Supervisorial District Rep
Tara Henriquez (1 st term ends 2019) SPA 3; SD 5 – home	Zafira Firdosy K-Step Montessori (1 st term ends 2021) SPA 3; SD 1	Kevin Lee California Food Policy Advocates (1 st term ends 2021) SPA 4; SD 3	Valerie Marquez Redondo Beach USD/Edison Center (1 st term ends 2019) SPA 8; SD 2/4	Sarah Soriano 4th Supervisorial District Rep
Mabel Muñoz First 5 LA – ECE Systems Dept (1 st term ends 2020) SPA 3; SD – home	Andrea Joseph California Children's Academy (1 st term ends 2019) SPA 4; SD 1	Ritu Mahajan Public Counsel (2 nd term ends 2019) Countywide – SPA 4; SD 2	Daniel Orosco LACOE Early Learning Support Unit (2 nd term ends 2021) Countywide – SPA 7; SD 4	Dianne Philibosian 5th Supervisorial District Rep
Helen O'Connor LAC Department of Public Health (1 st term ends 2021) Countywide – SPA 4; SD 2	Aolelani Lutu Simmal Expressions (2 nd term ends 2021) SPA 8; SD 2	Cyndi McAuley Therapeutic Living Ctrs for the Blind (2 nd term ends 2019) SPA 2; SD 3	Laurel Parker Norwalk-La Mirada USD (2 nd term ends 2019) SPA 7; SD 4	Christina Acosta Pomona USD Child Dev/Child Care Alliance of LA (1 st term ends 2021) SPA 3; SD 1
Daniel Polanco D.A.D. Project (1 st term ends 2019) SPA 8; SD 2 – home	Reiko Sakuma ABC 123 Long Beach Learning Ctr (2 nd term ends 2021) SPA 8; SD 4	Melissa Noriega SEIU (2 nd term ends 2020) SPA 4; SD 2	Ricardo Rivera Baldwin Park Unified School District (2 nd term ends 2021) SPA 3 ; SD 1	La Tanga Gail Hardy LA Trade-Tech Community College (2 nd term ends 2019) SPA 4; SD 1
Nellie Ríos-Parra Lennox School District (2 nd term ends 2021) SPA 8; SD 2 (work)	JoAnn Shalhoub-Mejia CA Federation of FCC Association (1 st term ends 2020) SPA 4; SD 2	Joyce Robinson Low Income Investment Fund (LIIF) (2 nd term ends 2020) Countywide – SPA 4 ; SD 1	Mariana Sanchez Montebello USD (1 st term ends 2019) SPA 3; SD 1/5	Toni Isaacs PEACH (1 st term ends 2020) SPA 2; SD 3
Ernesto Saldaña Advancement Project (1 st term ends 2020) SPA 3; SD 5 – home	Andrea Sulsona YMCA of Greater Long Beach (2 nd term ends 2020) SPA 8; SD 4	Ancelma Sanchez SCAECY (2 nd term ends 2019) SPA 4; SD 1	Jenny Trickey Santa Monica College (2 nd term ends 2019) SPA 5; SD 3	Michael Shannon Consultant (2 nd term ends 2021) SPA 8; SD 4
Roselle Schafer Young Horizons (1 st term ends 2019) SPA 8; SD 4 (work)	Delia Vicente UCLA Early Head Start (1 st term ends 2021) SPA 2; SD 3	Kathy Schreiner ECE Workforce Advocate & Best Start Member (1 st term ends 2021) SPA 2; SD 3	Maria Vera LACOE Head Start & Early Learning (1 st term ends 2019) Countywide – SPA 7; SD 4	Veronica Torres Child360 (1 st term ends 2020) Countywide – SPA 4; SD 1

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Speaker Bios - June 6, 2018

NINA BUTHEE – EXECUTIVE DIRECTOR, CA CHILD DEVELOPMENT ADMINISTRATORS ASSOCIATION

Nina Buthee is the Executive Director of the California Child Development Administrators Association (CCDAA) with over 15 years of experience advocating for and educating early care and education professionals, working in leadership and partnership with community organizations, state associations, and advisory committees. Nina is dedicated to supporting low-income children and families in California, and believes that all children should have access to high quality early education. She has experience with the administration and implementation of federal and state funded programs, as well as knowledge and experience in policy development and policy analysis.

Nina has been awarded the Beatrice Gore Award for contributions in the field of adolescent pregnancy and parenting, the Association Executive of the Year by the California Society for Association Executives, and certification in Organizational Management by the US Chamber of Commerce. She currently sits on the Assembly Blue Ribbon Commission on Early Childhood Education as a County Commissioner. She is engaged as an executive, speaker, and analyst specializing in leadership, advocacy, creating empowering and safe environments and organizational efficiencies. Nina has a Masters of Arts degree in Economics and Public Policy and Bachelors in Arts in Political Science and International Relations. Nina is very involved in the San Francisco community, where she resides.

JAN FISH, Ed.D. – CSUN ECE MA PROGRAM AND PARTNERSHIPS FOR EDUCATION, ARTICULATION AND COORDINATION THROUGH HIGHER EDUCATION (PEACH)

Jan Fish, Ed.D., has taught at CSUN since 1979, in the BA in Child Development and the MA in Early Childhood Education, after 11 years' teaching and directing in state preschool and campus child development centers.

As PEACH Lead Consultant and now Co-Lead Consultant (2011 to the present), Jan collaborates with ECE/CD faculty members from 25 institutions of higher education (IHEs) in Los Angeles County (community colleges, CSU campuses, private universities and UCLA Education Extension). PEACH recently expanded to include ECE/CD faculty from the Sacramento and San Francisco Bay areas (2016 to the present), with participating faculty members from 24 additional IHEs. A major area of PEACH's scope of work is its support of the revision of the CD Permit.

Jan is member of the CA-TWB8 Core Team and a member of CTC's expanded CA-TWB8 technical advisory group responding to CTC writer' drafts of the Early Childhood TPEs and Program Guidelines.

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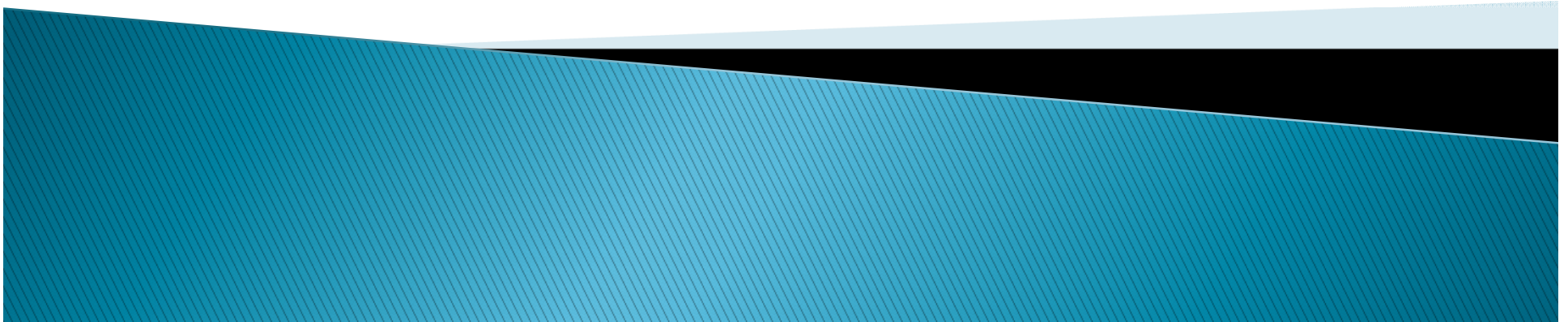
Development of CTC Draft Performance Expectations (TPEs and APEs), Program Guidelines: CTC Surveys To Be Completed

Nina Buthee, CCDAA

Jan Fish, PEACH

LA County Child Care Planning Committee Meeting

June 6, 2018



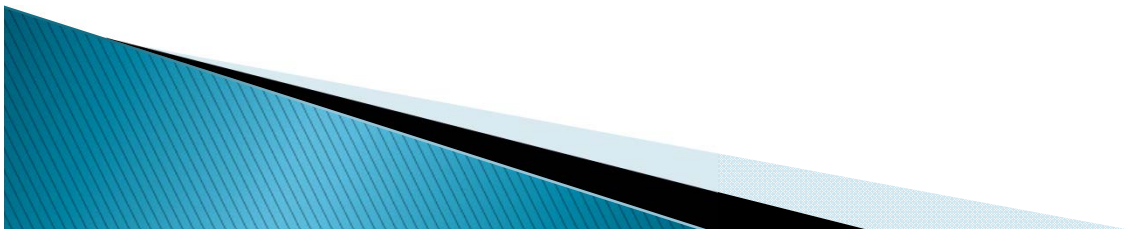
Introductions and Overview

- ▶ Introductions
- ▶ Background and Chronology
- ▶ CD Permit Advisory Panel Recommendations
- ▶ TPEs, APEs, and [Preparation] Program Guidelines
- ▶ Related CTC Surveys (2016)
- ▶ Role of the CTC–Augmented TWB8 Technical Advisory Workgroup
- ▶ DISSEMINATED--DUE BY: July 13, 2018—Current CTC Surveys: TPEs, APEs and Program Guidelines
- ▶ June 14th CTC Meeting Information Item 4F Update on CD Permit and Surveys
- ▶ Discussion
- ▶ Breakout Conversations
- ▶ Breakout Highlights



CA Child Development Permit: Related History

- ▶ 1961: California was one of the first states to develop a Children's Center Permit.
- ▶ 1990s: CTC conducted review, revision and approval of CD Permit Matrix in its current status
- ▶ 2014: Senate Bill 858 (Chap. 32, Stats. 2014) directed CTC to review the CD Permit and update, if appropriate.
- ▶ 2015 : CTC solicited applications and selected a 20-member Panel from >100 applicants.
- ▶ 2015–2017: Panel held 7 meetings.



CTC Stakeholder Surveys 2016

- ▶ Three CTC surveys were opened on October 24, 2016 and remained open through November 28, 2016.
- ▶ Response to the three surveys was very strong, with
 - Survey I receiving 2,102 responses (regarding Panels recommendations for the Matrix revision),
 - Survey II receiving 914 responses (regarding draft Teacher TPEs and concept of TPEs in general), and
 - Survey III receiving 718 responses (regarding Program guidelines).



**Five Step Work Plan approved by the Commission in
October 2017** Excerpted Slide #2 from Sullivan and Jacobson
March, 2018 presentations at CSU TK Conference and PEACH Convening

1: Complete, with input from the field, a draft set of performance expectations for all types of service authorized by the Permit (assisting, teaching, mentoring, and administering).

2: Complete a draft set of program guidelines for preparers of the early care and learning workforce.



**Five Step Work Plan approved by the Commission in
October 2017** Excerpted Slide #3 from Sullivan and Jacobson March,
2018 presentations at CSU TK Conference and PEACH Convening

3: Invite broad-based feedback from stakeholders on
both sets of documents

4: Provide opportunities for interested programs to
pilot the performance expectations and the program
guidelines

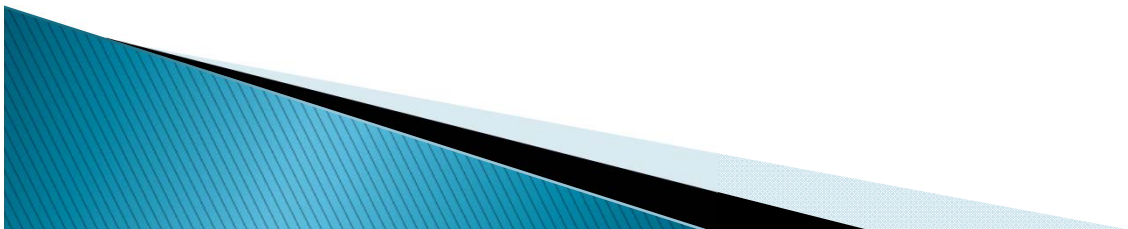
5: Bring the final draft versions of both documents to
the Commission for potential Commission approval



What Are Performance Expectations?

Excerpted Slide #9 from Sullivan and Jacobson March, 2018 presentations at CSU TK Conference and PEACH Convening

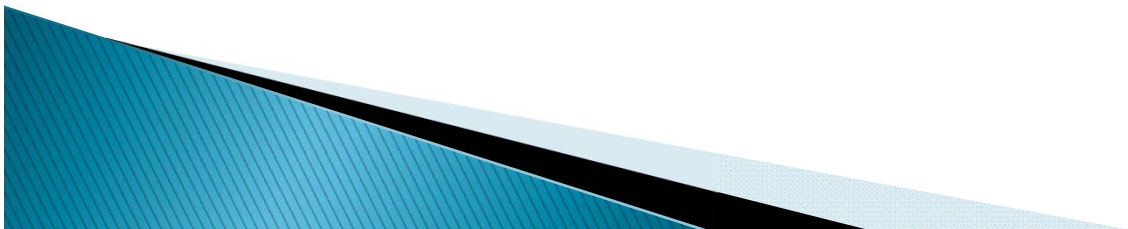
- ▶ A description of the knowledge, skills, and/or abilities an individual should have and be able to demonstrate at a minimally competent level to be qualified to **begin** professional practice.
- ▶ Describe expected performance relative to one or more job-related functions of the permit or credential sought by the candidate (e.g., assisting, teaching, mentoring/coaching, administering)
- ▶ Describe a PERFORMANCE by the candidate



What Are Performance Expectations?

Excerpted Slide #10 from Sullivan and Jacobson March, 2018 presentations at CSU TK Conference and PEACH CD Permit Convening

- ▶ Express a higher level of integration of the knowledge, skills, and/or abilities relative to required for effective job-related performance
- ▶ Describe pedagogical applications of content knowledge
- ▶ Describe observable behavior or actions by the candidate
- ▶ Are measurable through observable behavior and/or applied knowledge and skills



What Are Performance Expectations?

Excerpted Slide #11 from Sullivan and Jacobson March, 2018 presentations at CSU TK Conference and PEACH CD Permit Convening

- ▶ Should be taught to and learned by candidates within preparation programs (via coursework and focused field work/clinical practice experiences for candidates)
- ▶ Should be achievable by appropriately-prepared candidates



What Are Performance Expectations?

Excerpted Slide #12 from Sullivan and Jacobson March, 2018 presentations at CSU TK Conference and PEACH CD Permit Convening

- ▶ Represent or describe
 - discrete individual or narrow pieces or aspects of knowledge, skills, and/or abilities expected of candidates
 - passive subject area content knowledge independent from pedagogical applications of that content knowledge
 - the content or organization of specific courses taught within a preparation program
 - expectations for candidates' foundational content knowledge



Structure

- ▶ Structure of TPEs and APEs
 - ▶ 4 levels of ECE job roles (REMEMBER—All TPEs and APEs reflect what is expected of a beginning, “minimally competent” practitioner at that level.)
 - ▶ ECE Assisting TPEs
 - ▶ ECE Teaching TPEs
 - ▶ ECE Master Teacher/Mentor/Coach TPEs
 - ▶ ECE Administrator APEs
- ▶ Structure of ECE Preparation Program Guidelines
 - ▶ Intentional development as eventual basis for accreditation of ECE preparation programs
 - ▶ Role of Verification of Completion and/or NAEYC accreditation



The California Standards for the Teaching Profession: Basis of all CA Teaching Credentials and Draft ECE TPEs: Intended to Align ECE TPEs with K–12

Standard 1: *Engaging and Supporting All Students* in Learning*
(*young children)

Standard 2: *Creating and Maintaining Effective Environments for Student Learning*

Standard 3: *Understanding and Organizing Subject Matter for Student Learning*

Standard 4: *Planning Instruction and Designing Learning Experiences for All Students*

Standard 5: *Assessing Students for Learning*

Standard 6: *Developing as a Professional Educator*



CTC Bases of and Draft ECE APEs: The California Administrator Performance Expectations and Early Childhood Educator Competencies

Standard 1: Program Development and Administration

Standard 2: Personnel Management for Early Childhood Education Programs

Standard 3: Business and Fiscal Management for Early Childhood Education Programs

Standard 4: Personnel Development for Early Childhood Education Programs



CTC Early Childhood Work Leading to Draft ECE Teacher and Administrator Performance Expectations & Preparation Program Guidelines

CA Commission on Teacher Credentialing Meeting Items

- ▶ February 9, 2017 – Information Item 2A: Update on the Review of the Child Development Permit
- ▶ October 26, 2017 – Information/Action item 3D: Update on Work Related to the Child Development Permit.

Link to listen and read materials at

<https://www.ctc.ca.gov/commission/agendas/2017-10/october-2017-commission-agenda>

Minutes available at https://www.ctc.ca.gov/docs/default-source/commission/agendas/2017-12/2017-12-1a.pdf?sfvrsn=9f4e57b1_6

The Commission directed staff to move forward with the work related to the Child Development Permit as outlined in the agenda item and to bring back an item with a detailed timeline and steps on the planned work.



CTC Early Childhood Work Leading to Draft ECE TPEs and APEs Expectations & Preparation Program Guidelines

- ▶ February 8, 2018 – Information Item 4C: Update on Work Related to the Child Development Permit. *Link to listen and read materials at* <https://www.ctc.ca.gov/commission/agendas/2018-02/february-2018-commission-meeting>
- ▶ May 22, 2018 with July 13, 2018 DEADLINE-- CTC Surveys released—Encourage Colleagues to Complete and Disseminate Widely <https://www.ctc.ca.gov/educator-prep/early-care>
- ▶ June 14, 2018 – CTC Meeting agenda Information Item 4F Update on CD Permit and Surveys Regarding Draft EC TPEs, APEs and Program Guidelines ***Public Comment is Welcomed.*** https://www.ctc.ca.gov/docs/default-source/commission/agendas/2018-06/2018-06-4f.pdf?sfvrsn=c91a51b1_2regarding



CTC Augmented TWB8 Team as Technical Advisory Workgroup

Feb 2018: CTC decided to have state's TWB8 Higher Ed Work Group (and other TWB8 core team members from CDE/EESD, First5 CA) and additional representatives from

- ▶ CCDAA
- ▶ CD Permit Advisory Panel, and
- ▶ CCCECE

become the TWB8 Technical Advisory Workgroup to respond to drafts of TPEs, APEs and Program Guidelines written by CTC writers Phyllis Jacobson and Erin Sullivan.



Proposed Timeline for Work Relating to the Child Development Permit

Activity	Target Completion Dates
Work with expanded Technical Advisory TWB8 workgroup to finalize draft performance expectations and program guidelines	Spring 2018
Recruit and identify programs interested in piloting implementation of these two documents within coursework/fieldwork and program operations	Spring 2018
Circulate surveys for statewide stakeholder feedback on the draft performance expectations and program guidelines	May/June 2018
Provide draft performance expectations and program guidelines, along with technical assistance as needed, to programs interested in piloting implementation	May/June 2018
Programs begin piloting	Fall 2018
Collect initial feedback from piloting programs	December 2018
Programs continue piloting	Spring 2019
Collect final feedback from pilot	May/June 2019
Final draft performance expectations and program guidelines presented for Commission review and potential adoption	Summer 2019
Potential quality assurance mechanisms presented for initial Commission review	Late Spring/Summer 2019
Review and further discussion of CDP AP permit structure recommendations	Summer 2019

Meetings of CTC/TWB8 Technical Advisory Workgroup

Three meetings of the group were held:

- ▶ February 27, 2018: 1-hour conference call
- ▶ March 27, 2018: 4-hour face-to-face meeting to discuss 2 of 4 levels developed (Teacher and Master Teacher)
- ▶ April 18, 2018: 4-hour face-to-face meeting to discuss remaining 2 of 4 levels developed (Assisting and Administering) and Preparation Program Guidelines draft was presented and briefly discussed.



Procedures

- ▶ Drafts prepared by CTC writers Phyllis and Erin were emailed to members approximately 1 week before the 2nd and 3rd meetings, and a short survey was also emailed for members to complete regarding their level of satisfaction/agreement with the drafts to be discussed at the meetings.
- ▶ At the each of the 2 face-to-face meetings of the group, CTC writers presented new drafts that incorporated some of the language provided by members and the group reviewed the new drafts, page by page. Group members did not receive copies of subsequent CTC revisions after the meetings.



Draft ECE TPEs and APEs: Questions Regarding Survey Draft TPEs and APEs#1

- ▶ **BASIS of TPEs:** The California Standards for the Teaching Profession (CSTP) were developed and are basis of K–12 teaching credentials and ECE TPEs. CSTP are soon to be revised.
- ▶ **DLL children and families**—citation of research-based teaching strategies of Standard and Academic English, English Immersion and not of Supporting Home Language
- ▶ **Distribution of professional responsibilities across 4-Level Structure, e.g.,**
 - 4 levels of current drafts—How do they correspond to 6 levels of current CD Permit or 4 levels proposed by Panel? (Refer to CTC 6–14–18 Agenda Item 4F excerpt handout.)
 - PEs to describe expectations of **beginning**, “minimally competent” professional in each job role
 - Structure of Current CTC 5 Drafts and 5 Surveys

<https://www.ctc.ca.gov/educator-prep/early-care>



Draft ECE TPEs and APEs: Questions Regarding Survey Draft TPEs and APEs#2

- Future Orientation? Potential Future Application of TPEs—ECE Credential?
- Coaching PEs in draft Master Teacher Level TPEs tend to de-emphasize performance expectations related to in-classroom, collegial supervision, mentoring and team-teaching relationships of Master Teacher and Teachers
- Draft APEs for Administrator Level seemingly de-emphasize performance expectations of Site Supervisor–Teacher relationships and on-site administrator responsibilities related to staff supervision and professional development



Current CTC Surveys Need Our WIDE Dissemination and Completion

CTC 5 Stakeholder Surveys—July 13, 2018
Deadline

<https://www.ctc.ca.gov/educator-prep/early-care>

1) Read through all 5 documents:

- 3 Draft TPEs documents
- 1 Draft APE documents
- 1 Preparation Program Guidelines

2) Respond to all 5 corresponding surveys



Current CTC Surveys Need Our WIDE Dissemination and Completion

Collaborate in preparing Public Comment for
June 14, 2018 CTC Meeting Agenda
Information Item 4F

https://www.ctc.ca.gov/docs/default-source/commission/agendas/2018-06/2018-06-4f.pdf?sfvrsn=c91a51b1_2regarding



Breakout Conversations

- ▶ 1) What questions do you have about the TPEs and [Preparation] Program Guidelines?
- ▶ 2) What ideas/suggestions do you have for disseminating the survey widely to EC teachers, administrators, related agency personnel, and IHE faculty and EC/CD academic program administrators?
- ▶ 3) What kinds of efforts (such as stakeholder informational sessions) could increase ECE professionals' understanding of the draft TPEs and Program Guidelines?



Breakout Highlights



Thank you!

Nina Buthee,
Executive Director, CCDAA
nina@ccdaa.org

Jan Fish,
Co-Lead Consultant, PEACH
janet.fish@csun.edu



**Commission on Teacher Credentialing ECE Stakeholder Surveys
Are Now Available for Your Review and Completion.**

DEADLINE: July 13, 2018

Review Drafts, Complete the CTC Surveys, and Disseminate to Others!

Links to the five draft documents and corresponding surveys are on the California Commission on Teacher Credentialing's (CTC) ECE webpage, with additional background information regarding this work:

<https://www.ctc.ca.gov/educator-prep/early-care>

The five draft documents for review on the webpage include:

- 1) **ECE Assisting:** Teacher Performance Expectations
- 2) **ECE Teaching:** Teacher Performance Expectations
- 3) **Master Teacher/Mentor/Coach:** Teacher Performance Expectations
- 4) **ECE Administrator:** Administrator Performance Expectations
- 5) **ECE Preparation Program Guidelines**

The five corresponding CTC stakeholder surveys regarding the four sets of Performance Expectations and the set of Program Guidelines are available for input at the following links:

Assisting: <https://www.surveymonkey.com/r/ECEAssistTPEs>

Teaching: <https://www.surveymonkey.com/r/ECETeacherTPEs>

Master Teaching/Coaching/Mentoring:

<https://www.surveymonkey.com/r/ECEMasterTeacherTPEs>

Administering:

<https://www.surveymonkey.com/r/ECEAdministratorPEs>

ECE Preparation Program Guidelines:

<https://www.surveymonkey.com/r/ECEProgramGuidelines>

CTC needs to hear from ECE teachers, directors, professors, trainers, program administrators, policy makers, and more!!!

CTC Timeline of Tasks Related to Consideration of Draft ECE TPEs, APEs, ECE Preparation Program Guidelines and Pilot “Early Adopter” Preparation Program Pilot (CTC 6-14-18 Item 4F, p. 2)

Activity	Target Completion Date	Status
Work with the Technical Advisory TWB8 work group to finalize draft performance expectations and program guidelines	Spring 2018	Completed
Publish surveys for statewide stakeholder feedback on the draft performance expectations and program guidelines	May/June 2018	Surveys published May 2018
Recruit and identify programs interested in piloting implementation of these two documents within coursework/fieldwork and program operations	Summer 2018	
Provide draft performance expectations and program guidelines, along with technical assistance as needed, to programs interested in “early adopter” implementation	August 2018	
“Early Adopter” programs begin pilot planning and implementation activities	Fall 2018	
Collect initial feedback from “early adopter” programs	December 2018	
Input from the field regarding possible quality assurance mechanisms	Winter 2019	
“Early adopter” programs continue implementation	Spring 2019	
Collect feedback from “early adopter” programs	May/June 2019	
Final draft performance expectations and program guidelines presented for Commission review and potential adoption	Summer 2019	
Potential quality assurance mechanisms presented for initial Commission review	Late Spring/ Summer 2019	
Review and further discussion of CDP AP permit structure recommendations	Summer 2019	

COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

VOLUNTARY, TEMPORARY TRANSFER OF FUNDS (VTTF)

Ensuring contract funds are fully utilized to serve eligible children in Los Angeles County

Preliminary Report – Spring 2018¹

The California Department of Education/Early Education and Support Division (CDE/EESD) requires Local Child Care and Development Planning Councils to develop and implement a process for handling requests from CDE/EESD-contracted that are anticipating under- or over-earning their contracts in the current fiscal year. In the Spring of each year, the Office for the Advancement of Early Care and Education, on behalf of the Child Care Planning Committee, facilitates the process of inviting organizations to participate and preparing the information for submission to the CDE/EESD.

Results for fiscal year 2017-18 are as follows:

- ✚ Ten organizations agreed to release an aggregated \$2.7 million from their California State Preschool Program (CSPP) contracts due to anticipated under-earnings.
- ✚ One organization volunteered to release \$250,000 from their Center-based (CCTR) contract due to anticipated under-earnings.
- ✚ Nineteen organizations volunteered to accept in the aggregate a total of \$4.9 million due to anticipated over-earnings.
- ✚ Reasons for under-earnings varied: organizations reported delays in construction as well as licensing approvals to increase capacity to serve additional children, competition with transitional kindergarten and/or other preschool programs located in the same community, and a decrease in the number of preschool children of income eligible families in the local community. Most expect to fully earn their respective contracts in fiscal year 2018-19.

	California State Preschool Program (CSPP)	Center Based Child Care (CCTR)	Total Over- and Under-earnings
Over-earnings	\$727,227	\$4,180,094	\$4,907,321
Under-earnings	\$2,718,284	\$250,000	\$2,968,284
Variance	(\$1,991,057)	\$3,930,094	

Questions or comments regarding this report may be referred to Michele Sartell, Child Care Planning Coordinator, by e-mail at msartell@ceo.lacounty.gov or by telephone at (213) 974-5187.

¹ Preliminary calculations for under- and over-earning contracts are based on letters from organizations volunteering to participate in the VTTF. A final report will be released upon CDE's final analysis of under- and overearnings of individual contracts to determine whether to grant adjustments in contract amounts for the current fiscal year.



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California Child Care Coordinators Association

Restoration of Local Child Care Planning Councils (LPCs)

The Local Child Care and Development Planning Councils (LPCs) have been operating with a significant funding deficit over the past seven years, despite the substantial role that they play within each county. Moreover, although the funding has decreased, the expectations and workload have increased (see Table 1 on Page 3). The time is now for LPCs to be allocated appropriate funding to operate effectively and to fully realize the intent of their creation – to “...support the overall coordination of child care services” (CDE, 2017).

Thus, the purpose of this letter is to urge fully funding for the Local Child Care and Development Planning Councils (LPCs) to \$8.1 million, the level at which the LPCs were funded prior to the 50 percent reduction enacted in the Fiscal Year (FY) 2010-11 budget signed by then Governor Schwarzenegger. In addition, we propose that the California Department of Education, Early Education and Support Division (CDE/EESD) modify the LPC funding structure to create a more equitable distribution of funds that allows for flexibility among smaller, rural counties to engage in regional approaches for meet the legislative mandates listed in the California Education Codes.

Background

On January 30 2018, the California Child Care Coordinators Association (CCCCA), representing the LPC Coordinators in 58 counties, discussed at our quarterly meeting the existing LPC funding and structure in anticipation of advocating for LPC fund restoration/re-allocation. Members considered the challenges of accomplishing existing legislative mandates as well as additional duties and responsibilities arising from the implementation of quality rating and improvement systems and, for some counties, administering the local subsidy pilots. Members approved a motion, empowering the CCCCCA Executive Committee to draft a proposal addressed to CDE/EESD urging the restoration of funds and using legislation to strengthen the role of the LPCs to the early care and education infrastructure. The costs of effectively operating the required functions of LPCs requires additional funding. Moreover, many LPCs are under the auspices of a County Office of Education (COE), which have heightened cost structures.

Since the quarterly meeting, CCCCCA Executive Committee members have met to further discuss and develop the LPC restoration/re-allocation proposal. Additionally, members of the Executive Committee consulted with Hannah Melnick, Research Associate with the Learning Policy Institute and primary author of “Building an Early Learning System That Works: Next Steps for California”. The report, among other recommendations, recommends fully funding LPCs as part of their overall recommendation to build a coherent system of early care and education administration.”¹

Our original proposal recommended that CDE/EESD determine an allocation formula based on

- A minimum county allocation to fund a half time (0.5) FTE Coordinator position, and
- Additional funding based on the overall number of children birth to 12 in each county

¹ Melnick, H, Meloy B., Gardner M., Wechsler, M., & Maier, A. (2018). Building an Early Learning System That Works: Next Steps for California, Palo Alto, CA: Learning Policy Institute <https://learningpolicyinstitute.org/product/building-early-learning-system-california-report>.

While it was our intention to recommend re-allocation of current LPC funding (\$3,319,000), after much discussion we came to the conclusion that, due to the variety of responsibilities taken on by each LPC Coordinator, in rural, mid-size, and urban counties, it was nearly impossible to begin to discuss the re-allocation of current funding.

Furthermore, since January we were encouraged by the Learning Policy Institute's recommendation to fully fund LPCs, as part of their aforementioned report. Below you'll find two excerpts from their report:

County level agencies lack the funding and authority to coordinate ECE effectively

LPCs are legislatively tasked with coordination of ECE efforts as well, but lack of funding for their mandated activities makes this role unrealistic in many counties. The councils are composed of individuals with responsibilities outside of ECE, and they have only a single staff person, the coordinator, dedicated to the work. Because most coordinators are only partially funded, they take on other roles in order to create a full-time job. As a result, deliverable deadlines required by law are not always met. Of the 10 counties we examined, only four had completed a public-facing needs assessment in the past 5 years as statute requires, and those that had not cited a lack of adequate funding as the reason for not publishing a formal assessment.

Despite their coordinating roles, neither the LPCs nor First 5 commissions have authority over program directors or local, state, or federal agencies. Other agencies (with the exception of those that are grant recipients of First 5) are not required to share data or work with these coordinating bodies. For example, in order to get information on Head Start enrollment in their counties, some LPCs create and send their own survey to contractors, despite the fact that these data exist elsewhere. Thus, the extent to which First 5 commissions and LPCs are able to serve a coordinating role reflects the strength of their relationships with other agencies.

Without county-level coordination, each agency, and often each ECE program site, independently conducts its own outreach, data collection, and professional development. In some cases, they compete for the same staff and facilities. They also miss an opportunity to have a unified voice when it comes to building a policy agenda at the city, county, or state level (Learning Policy Institute, 2018, p. 9).

Recommendations for California's Early Care and Education System

1) Build a coherent system of ECE Administration

Immediate steps

California should also streamline access to care for families and ECE administration, through a series of more immediate steps.

Fully fund Local Child Care and Development Planning Councils, which are currently only partially funded and often lack funding to complete their legislatively mandated needs assessments. Increased funding would allow local planning councils to assess and plan for child care needs (Learning Policy Institute, 2018, p. 65).

Moreover, to further describe the history of LPC Coordinator responsibilities, the Executive Committee researched the mandates described in original California Education Code and Management Bulletin language and provided a chronological history of increasing responsibilities, juxtaposed to the 50% budget cut LPCs received in 2010.

Table 1 summarizes the original mandates assigned to the LPCs compared to the expansion of mandates

Original LPC Mandates	Current Mandates
<ul style="list-style-type: none"> Needs assessment of child care needs at least once every five years. Prepare a comprehensive countywide child care plan. Encourage public input in the development of the priorities. Conduct a periodic review of child care programs to determine if identified priorities are being met. Collaborate with all interested parties to foster partnerships designed to meet local child care needs. Facilitate community-based efforts to coordinate part-day programs with other child care and development services to provide full-day, full-year child care and development services. Develop and implement a training plan to provide increased efficiency, productivity, and facilitation of LPC meetings. Report significant activities and challenges quarterly and complete an annual self-review. 	<ul style="list-style-type: none"> Needs assessment of child care needs at least once every five years. Prepare a comprehensive countywide child care plan. Encourage public input in the development of the priorities. Conduct a periodic review of child care programs to determine if identified priorities are being met. Collaborate with all interested parties to foster partnerships designed to meet local child care needs. Facilitate community-based efforts to coordinate part-day programs with other child care and development services to provide full-day, full-year child care and development services. Develop and implement a training plan to provide increased efficiency, productivity, and facilitation of LPC meetings. Report significant activities and challenges quarterly and complete an annual self-review. Coordinate all elements of the Staff Retention Plan for State Subsidized Center Based Programs (AB 212). Develop a transparent and fair process to make voluntary, temporary contract fund transfer requests to CDE (VTTF). Coordinate the distribution of funds for the Transitional Kindergarten Stipend Initiative Project (SB 876). Maintain a significant role in the development and implementation of the Quality Rating and Improvement System (QRIS) / Quality Counts California.

Approximately \$10.5 million was cut from Quality Improvement initiatives due to the passing of AB 1630 in October of 2010, as reflected in Table 2 below:

Quality Improvement Initiative	Percentage Reduction	Amount of Reduction
Resource & Referral	3%	\$750,000
Local Planning Council (LPC)	50%	\$3.319 million
TANF Training for Child Care	10%	\$409,000
License-Exempt Training	50%	\$1.250 million
CARES (AB212)	25%	\$3.175 million

Recommendation

The CCCCA recommends a statewide allocation of \$8.1 million to the LPCs, which would in addition to restoring funding to its original level before the 50 percent cut in the 2010-11 budget seven tiers, would capture accounted for cost of living adjustments and the increased costs assumed by the counties.

In addition to increasing the allocation, the CCCCA has developed guidance for the allocation of the funds to counties. With increasing responsibilities compared to a static budget allocation since 2010, the CCCCA respectfully submits the following proposal for LPC, in which there are seven (7) Tiers of counties based on child population (0-12) and that increases to the overall LPC budget allocation is warranted statewide (see Table 3 on next page).

We look forward to working and partnering with CDE/EESD on this issue in order to better serve the children and families of our state. Below you'll find a listing of CCCCA leadership that are prepared to respond to questions:

- Samantha Thompson, Co-Chair: SThompson@mcoe.org
- Michele Sartell, Co-Chair: msartell@ceo.lacounty.gov
- Michael Garcia, Public Policy Co-Chair: michael_garcia@sccoe.org
- <http://www.california-childcare-coordinators.org/>

Tier	Report for 2016	Child Population 0-12		Current	Total	Original	Increase	New Allocation	# Counties
	County								
1	Alpine	172	Up to 1,000	\$53,098		\$106,196	0%	\$106,196.00	2
	Sierra	351		\$53,098		\$106,196		\$106,196.00	
2	Modoc	1,268	Up to 10,000	\$53,098		\$106,196	10% over Tier 1	\$116,816.00	14
	Trinity	1,752		\$53,098		\$106,196		\$116,816.00	
	Mariposa	2,231		\$53,098		\$106,196		\$116,816.00	
	Mono	2,337		\$53,098		\$106,196		\$116,816.00	
	Plumas	2,409		\$53,098		\$106,196		\$116,816.00	
	Inyo	2,845		\$53,098		\$106,196		\$116,816.00	
	Amador	4,106		\$53,098		\$106,196		\$116,816.00	
	Lassen	4,244		\$53,098		\$106,196		\$116,816.00	
	Del Norte	4,359		\$53,098		\$106,196		\$116,816.00	
	Colusa	4,886		\$53,098		\$106,196		\$116,816.00	
	Calaveras	5,739		\$53,098		\$106,196		\$116,816.00	
	Glenn	5,813		\$53,098		\$106,196		\$116,816.00	
	Tuolumne	6,686		\$53,098		\$106,196		\$116,816.00	
	Siskiyou	6,792		\$53,098		\$106,196		\$116,816.00	
3	Lake	10,262	Up to 30,000	\$53,098		\$106,196	10% over Tier 2	\$128,497.00	11
	San Benito	11,521		\$53,098		\$106,196		\$128,497.00	
	Tehama	11,717		\$53,098		\$106,196		\$128,497.00	
	Nevada	12,221		\$53,098		\$106,196		\$128,497.00	
	Mendocino	14,363		\$53,098		\$106,196		\$128,497.00	
	Yuba	17,115		\$53,098		\$106,196		\$128,497.00	
	Sutter	19,506		\$53,098		\$106,196		\$128,497.00	
	Humboldt	20,880		\$53,098		\$106,196		\$128,497.00	
	Napa	22,542		\$53,098		\$106,196		\$128,497.00	
	El Dorado	26,242		\$53,098		\$106,196		\$128,497.00	
	Shasta	29,227		\$53,098		\$106,196		\$128,497.00	
4	Kings	32,069	Up to 100,000	\$53,098		\$106,196	10% over Tier 3	\$141,347.00	14
	Madera	33,306		\$53,098		\$106,196		\$141,347.00	
	Yolo	34,429		\$56,647		\$113,253		\$141,347.00	
	Butte	34,489		\$56,647		\$113,253		\$141,347.00	
	San Luis Obispo	38,033		\$56,647		\$113,253		\$141,347.00	
	Marin	38,207		\$56,647		\$113,253		\$141,347.00	
	Imperial	40,775		\$53,098		\$106,196		\$141,347.00	
	Santa Cruz	44,507		\$56,647		\$113,253		\$141,347.00	
	Placer	60,628		\$56,647		\$113,253		\$141,347.00	
	Merced	60,970		\$56,647		\$113,253		\$141,347.00	
	Solano	75,391		\$56,647		\$113,253		\$141,347.00	
	Santa Barbara	78,029		\$56,647		\$113,253		\$141,347.00	
	Sonoma	79,042		\$56,647		\$113,253		\$141,347.00	
	Monterey	86,391		\$56,647		\$113,253		\$141,347.00	
5	San Francisco	103,125	Up to 400,000	\$56,647		\$113,253	10% over Tier 4	\$155,482.00	12
	Stanislaus	111,206		\$56,647		\$113,253		\$155,482.00	
	Tulare	112,939		\$56,647		\$113,253		\$155,482.00	
	San Mateo	126,755		\$56,647		\$113,253		\$155,482.00	
	San Joaquin	150,473		\$56,647		\$113,253		\$155,482.00	
	Ventura	153,003		\$56,647		\$113,253		\$155,482.00	
	Contra Costa	191,584		\$72,595		\$145,189		\$155,482.00	
	Kern	203,129		\$56,647		\$113,253		\$155,482.00	
	Fresno	221,255		\$56,647		\$113,253		\$155,482.00	
	Alameda	271,139		\$72,595		\$145,189		\$155,482.00	
	Sacramento	279,767		\$72,595		\$145,189		\$155,482.00	
	Santa Clara	341,849		\$72,595		\$145,189		\$155,482.00	
6	San Bernardino	435,527	Up to 500,000	\$72,595		\$145,189	20% over original allocation	\$171,020.00	4
	Riverside	449,502		\$72,595		\$145,189		\$171,020.00	
	Orange	539,702		\$72,595		\$145,189		\$171,020.00	
	San Diego	588,217		\$72,595		\$145,189		\$171,020.00	
7	Los Angeles	1,812,808	Over 1 million	\$188,779		\$377,411	20% over original allocation	\$452,893.00	1
				\$3,438,772		\$6,876,610		\$8,242,898.00	

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California Child Care Coordinators Association

Proposal for Restoration of Local Child Care Planning Councils

Local Child Care and Development Planning Councils (LPCs) have been operating with a significant funding deficit for seven years, despite the substantial role they play within each county. While funding has decreased, expectations and workload have increased (see Table 1 on Page 3). **The time is now** for LPCs to be allocated appropriate funding to operate effectively and to fully realize the intent of their creation – to “...support the overall coordination of child care services” (CDE, 2017).

We recommend that policymakers:

- **Increase funding to \$8.1 million** for LPCs to operate effectively. This is the level LPCs were funded prior to a 50 percent reduction in the 2010-11 budget plus adjustments for cost of living. This is in line with the Learning Policy Institute’s recent report that recommends full funding for LPCs as part of building a coherent system of early care and education administration; and

CCCCA has developed guidance for allocating funds to counties. Our proposal includes seven (7) Tiers of counties based on child population (0-12). The detailed proposal is available upon request.

We look forward to working and partnering with CDE/EESD on this issue in order to better serve the children and families of our state. Below you’ll find a listing of CCCCCA leadership that are prepared to respond to questions:

- Samantha Thompson, Co-Chair: SThompson@mcoe.org
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- Michael Garcia, Public Policy Co-Chair: michael_garcia@sccoe.org
- <http://www.california-childcare-coordinators.org/>

Appendix 1: LPI report excerpts:

County level agencies lack the funding and authority to coordinate ECE effectively¹

LPCs are legislatively tasked with coordination of ECE efforts as well, but lack of funding for their mandated activities makes this role unrealistic in many counties. The councils are composed of individuals with responsibilities outside of ECE, and they have only a single staff person, the coordinator, dedicated to the work. Because most coordinators are only partially funded, they take on other roles in order to create a full-time job. As a result, deliverable deadlines required by law are not always met. Of the 10 counties we examined, only four had completed a public-facing needs assessment in the past 5 years as statute requires, and those that had not cited a lack of adequate funding as the reason for not publishing a formal assessment.

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Without county-level coordination, each agency, and often each ECE program site, independently conducts its own outreach, data collection, and professional development. In some cases, they compete for the same staff and facilities. They also miss an opportunity to have a unified voice when it comes to building a policy agenda at the city, county, or state level (Learning Policy Institute, 2018, p. 9).

Recommendations for California's Early Care and Education System

1) Build a coherent system of ECE Administration

Immediate steps

California should also streamline access to care for families and ECE administration, through a series of more immediate steps.

Fully fund Local Child Care and Development Planning Councils, which are currently only partially funded and often lack funding to complete their legislatively mandated needs assessments. Increased funding would allow local planning councils to assess and plan for child care needs (Learning Policy Institute, 2018, p. 65).

¹ Melnick, H, Meloy B., Gardner M., Wechsler, M., & Maier, A. (2018). Building an Early Learning System That Works: Next Steps for California, Palo Alto, CA: Learning Policy Institute <https://learningpolicyinstitute.org/product/building-early-learning-system-california-report>.

Appendix 2: Comparison of past and future LPC mandates

Original LPC Mandates	Current Mandates
<ul style="list-style-type: none"> • Needs assessment of child care needs at least once every five years. • Prepare a comprehensive countywide child care plan . • Encourage public input in the development of the priorities. • Conduct a periodic review of child care programs to determine if identified priorities are being met. • Collaborate with all interested parties to foster partnerships designed to meet local child care needs. • Facilitate community-based efforts to coordinate part-day programs with other child care and development services to provide full-day, full-year child care and development services. • Develop and implement a training plan to provide increased efficiency, productivity, and facilitation of LPC meetings. • Report significant activities and challenges quarterly and complete an annual self-review. 	<ul style="list-style-type: none"> • Needs assessment of child care needs at least once every five years. • Prepare a comprehensive countywide child care plan • Encourage public input in the development of the priorities. • Conduct a periodic review of child care programs to determine if identified priorities are being met. • Collaborate with all interested parties to foster partnerships designed to meet local child care needs. • Facilitate community-based efforts to coordinate part-day programs with other child care and development services to provide full-day, full-year child care and development services. • Develop and implement a training plan to provide increased efficiency, productivity, and facilitation of LPC meetings. • Report significant activities and challenges quarterly and complete an annual self-review. • Coordinate all elements of the Staff Retention Plan for State Subsidized Center Based Programs (AB 212). • Develop a transparent and fair process to make voluntary, temporary contract fund transfer requests to CDE (VTTF). • Coordinate the distribution of funds for the Transitional Kindergarten Stipend Initiative Project (SB 876). • Maintain a significant role in the development and implementation of the Quality Rating and Improvement System (QRIS) / Quality Counts California.