

AGENDA

Welcome and Introductions

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|-------|---|--------------------|-------------|
| 10:00 | 1. Comments from the Chair | | Terry Ogawa |
| 10:10 | 2. Approval of Minutes – March 14, 2018 | Action Item | Terry Ogawa |

Strategic Priority Work

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|-------|--|--|---------------------------------------|
| 10:15 | 3. Follow-up on Old Business | | |
| | a) Strategic Planning Progress | | Terry Ogawa |
| | i. Updates from the Chief Executive Office | | Harvey Kawasaki |
| | ii. Strategic Planning Sub-committee Status Report | | Ellen Cervantes |
| 10:30 | 4. Workgroup Reports | | |
| | a) Los Angeles County's Prevention Plan – Improving Access to ECE Programs | | Jacquelyn McCroskey |
| 10:45 | 5. Priority Work Updates (brief to allow all updates) | | |
| | a) Board of Supervisor Designees | | |
| | i. Comments | | |
| | ii. Board Communication Document | | Karla Pleitéz Howell |
| | b) Roundtable Members | | |
| | i. Emergency Child Care Bridge Program for Foster Children | | Ellen Cervantes/
Cristina Alvarado |
| | ii. Exploring Early Childhood Mental Health Consultation | | Kalene Gilbert |

Public Policy

- | | | | |
|-------|---|--------------------|----------------------|
| 11:15 | 6. State Legislative Session 2017-18 Updates and Proposed Action | | |
| | a) Priority Legislation | | Michele Sartell |
| | b) Elevating Support of the Early Care and Education ECE Coalition Budget Ask | | Karla Pleitéz Howell |
| | | Action Item | |

Wrap-up

- | | | | |
|-------|--|--|----------------------|
| 11:30 | 7. Announcements & Public Comments | | Meeting Participants |
| 11:50 | 8. Meeting in Review & Call to Adjourn | | Terry Ogawa |

Pending Priority Items:

- Status on Strategic Plan Development
- Measure H – Homeless Initiative – Child Care - Cristina Alvarado
- Subsidy Child Care System – CalWORKs Stage 1
- Workgroup collaboration with Child Care Planning Committee
- Board Motion – Pregnant and Incarcerated Women and Girls
- Continued discussion regarding Portrait of Los Angeles County

Next Meeting: Wednesday, May 9, 2018, 10:00 a.m. to Noon

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Meeting Minutes for March 14, 2018

Welcome and Introductions

1. Call to Order and Comments by the Vice Chair

Chair Terry Ogawa opened the meeting of the Policy Roundtable for Child Care and Development (Roundtable) at approximately 10:10 a.m. with self-introductions.

2. Approval of February 14, 2018 Minutes

Upon a motion by Dr. Richard Cohen and second by Mr. Harvey Kawasaki, the minutes for February 14, 2018 were approved. Mr. Nurhan Pirim and Mr. Boris Villacorta abstained.

Strategic Priority Work

3. Follow-up on Old Business

a. Strategic Planning Progress

Mr. Kawasaki provided an update on First 5 LA's offer of support to fund a consultant to facilitate strategic planning for the Office for the Advancement of Early Care and Education (OAECE), which will also include assistance with the technical aspects of strategic planning for the Roundtable and the Child Care Planning Committee (Planning Committee). It is anticipated that a consultant will be identified within the next couple of months. Members agreed that internal attempts should continue to implement improvements discussed in the Roundtable's retreat held in August of 2017. Dr. Richard Cohen volunteered to lead a smaller workgroup with other volunteer members to guide efforts related to strategic planning in the meantime, which will include identifying key priority issues for ongoing focus.

Vice Chair Jackie Majors and other members acknowledged the National School Walkout Day and how it relates to the Roundtable's work around trauma-informed care.

4. Workgroup Reports

a. Subsidized Child Care System – CalWORKs Stage 1 Child Care (Stage 1 Workgroup)

Vice Chair Majors provided updates from the meeting with the Planning Committee's Access/Inclusion Workgroup co-chairs. She mentioned that additional meetings are planned with the representatives of the two workgroups and representatives from the Board of Supervisors (Board) to further narrow down the scope of work to the most pressing issues that are brought to the Board's attention. Chair Ogawa recommended for all the Board appointees to reach out to their respective offices and inquire about their most pressing access issues. Vice Chair Majors will initiate this communication with the Board appointees through a list of standard questions.



b. Los Angeles County's Prevention Plan – Improving Access to Early Care and Education Programs (Prevention Workgroup)

Dr. Jacquelyn McCroskey was unable to attend the meeting; therefore, no updates were presented.

5. Priority Work Updates

a. Board of Supervisor Designees - Board Communication Document

Mr. Boris Villacorta provided updates on the first official Board communication document that was sent to the Board Deputies in February; the document was well received. The Board designees will continue to prepare this document every two months and share it with the Roundtable before it is sent out to the Board Deputies.

b. Roundtable Members

i. Emergency Child Care Bridge Program for Foster Children

As an introduction to the County's plan, Ms. Ellen Cervantes described the Child Care Resource Center's pilot program that is currently connecting foster families care for young children with emergency subsidized child care and development services. The pilot is serving as a model for the countywide plan. Currently, 12 children from seven families are participating in CCRC's pilot program. The program provides vouchers for child care and development services to the foster families as well as navigators to help them transition to more permanent subsidy programs. In addition, CCRC is training the providers of the services in trauma-informed care.

Ms. Cristina Alvarado of Child Care Alliance of Los Angeles added information on the countywide plan for implementation, which includes hiring approximately 15 navigators to work with seven regional offices of the Department of Children and Services (DCFS); some offices will have more than one navigator according to the higher number of children removed from their home during last year. Also, staff will be hired to conduct trainings on trauma-informed care to the providers. DCFS will present the plan to the Board on April 10, 2018. Additional ideas were exchanged regarding the plan to continue this program as well as the immediate need to expand it.

Public Policy

a. State Legislative Updates – Second Session of 2017-18

Ms. Michele Sartell, staff with the OAECE, provided an overview of the updated matrix of bills introduced to date. She highlighted a list of bills that the Joint Committee on Legislation is watching closely, including: AB 1754 (McCarty) – Pre-K for All Act of 2018; AB 2626 (Mullin) – The Statewide Equity Bill; AB 2698 (Rubio) – Early Childhood Mental Health Consultation; SB 837 (Dodd) – Expansion of Transitional Kindergarten; and SB 1004 (Wiener and Moorlach) – Mental Health Services Act/Prevention and Early Intervention and Childhood Trauma Prevention and Early Intervention. A copy of the matrix of state legislation under consideration by the legislature was included in the meeting packets; Ms. Sartell noted that the matrix is updated and sent weekly to the membership as well as others on her e-mail distribution lists.

b. Proposed Pursuit of Position – AB 2292 (Rubio) – Reimbursement Rates for Infants and Toddlers

Ms. Sartell referred to the meeting packets for a copy of the bill analysis on AB 2292 introduced by Assembly Member Rubio. The bill proposes to increase the adjustment factor applied to the Standard Reimbursement Rate (SRR) to serve infants and toddlers. Referring to the analysis, Ms. Sartell commented on the lack of services for this population and the challenge for programs to meet operating costs associated with serving infants and toddlers. In addition, the bill would establish a Classroom Planning and Implementation Grant Program and expand the Family Child Care Recruitment and Training Fund. Representing the Joint Committee on Legislation, Ms. Sartell offered their suggestion that the Roundtable recommend a pursuit of position in support of AB 2292 to the Board of Supervisors.

Upon a motion by Ms. Fran Chasen and second by Ms. Ellen Cervantes, the Roundtable approved a recommended pursuit of position to support AB 2292 for consideration by the Board of Supervisors. The motion was unanimously approved without abstentions.

The next step will be submitting the bill analysis with the Roundtable's recommendation to the Chief Executive Office's Office of Legislative Affairs and Intergovernmental Relations for elevation to the Board.

c. Los Angeles Preschool Advocacy Initiative (LAPAI)

Ms. Araceli Sandoval-Gonzalez, consultant to LAPAI, shared an overview of how LAPAI was formed as a coalition in response to Proposition 82 (introduced as a ballot measure in 2006), which would have created a funding stream for a free, voluntary, half-day public preschool program available to all 4-year olds. The bill did not pass, however LAPAI has expanded its focus to the birth to five population and continued its work to identify opportunities to impact policy change resulting in increasing access to high-quality early care and education (ECE) programs for children and their families in underserved communities in the County. Currently, LAPAI is advocating for the designation of a portion of Los Angeles City's cannabis tax to meet the early care and education needs of underserved low-income families

Ms. Sandoval-Gonzalez invited the Roundtable members and other experts in the ECE field to attend LAPAI's upcoming meeting scheduled for Tuesday, March 27, 2018 from 9:00 to 11:00 a.m., at the Joan Palevsky Center Conference Room in the California Community Foundation located at 221 South Figueroa Street, Los Angeles, CA 90012.

Ms. Sandoval-Gonzalez also announced a communications grant opportunity that is available through the Stein Early Childhood Development Fund to be used towards increasing public awareness and engagement around early childhood development issues. Letters of Inquiry are due between April 2 and May 7, 2018. For more information, contact Araceli Sandoval-Gonzalez at araceli@asgstrategyconsulting.com.

Wrap Up

6. Announcements and Public Comments

- Ms. Sartell announced that the Planning Committee has launched membership recruitment for Fiscal Year 2018-19. Applications are posted at www.childcare.lacounty.gov.

- Mr. Kawasaki announced the upcoming Transition Age Youth Self-Sufficiency Engagement Conference on Thursday, May 3, 2018, 9:00 a.m. to 4:30 p.m., in the Pasadena Convention Center.
- Ms. Cervantes announced the Child Care Resource Center's 27th Annual Policy Forum coming up on March 23, 2018, at 7:30 a.m., at California State University, Northridge. More information is available at www.ccrcca.org.
- Vice Chair Majors announced the 3rd Annual Parent Empowerment Day hosted by Crystal Stairs on Saturday April 28, 2018, at Compton College. More information is available at <http://www.crystalstairs.org>.

7. Meeting in Review

a. Action Items

Item Description	Lead
Report on Strategic Planning Progress and Preparation for 2018 Retreat	Richard Cohen
Initiate Communications with Board Offices on ECE Access Issues	Jackie Majors

b. Follow up Items

Item Description	Lead	Pending/Due
Early Childhood Mental Health Consultation	Kalene Gilbert	Updates/ April 2018
Child Care Alliance of Los Angeles to present the updates on the Emergency Child Care Bridge Program for Foster Children	Ellen Cervantes Cristina Alvarado	Updates/ April 2018
Continue discussions with Cheryl Wold on strengthening and using data from the <i>Portrait of Los Angeles County</i>	Terry Ogawa	TBD
Continue discussions with the Office of Women and Girls Initiative	Terry Ogawa	TBD
Measure H – Homeless Initiative: Board of Supervisor's Child Care Motion	Cristina Alvarado	Updates

8. Call to Adjourn

The meeting was adjourned at 12:00 p.m.

Members Attending:

Boris Villacorta, First Supervisorial District
 Ellen Cervantes, Fifth Supervisorial District
 Fran Chasen, Southern California Association for the Education of Young Children
 Harvey Kawasaki, Chief Executive Office
 Jackie Majors, Child Care Alliance of Los Angeles
 Jeannette Aguirre, Probation Department
 Kalene Gilbert, Department of Mental Health
 Maria Calix, Second Supervisorial District
 Nurhan Pirim, Department of Public Social Services
 Richard Cohen, Third Supervisorial District
 Robert Gilchick, Department of Public Health
 Terry Ogawa, Third Supervisorial District

Alternate Members Attending:

Aden Michael for Kalene Gilbert, Department of Mental Health
Debi Anderson for Keesha Woods, Los Angeles County Office of Education
Gevik Shahverdian for Harvey Kawasaki, Chief Executive Office
Liliana Alvarez Hernandez for Fran Chasen, Southern California Association for the Education of Young Children
Lisa Sorensen for Jennifer Hottenroth, Department of Children and Family Services
Nora Garcia-Rosales for Nurhan Pirim, Department of Public Social Services
Ofelia Medina for Katie Fallin Kenyon, First 5 LA

Guests Attending:

Araceli Sandoval-Gonzalez, Consultant to the Los Angeles Preschool Advocacy Initiative
Cristina Alvarado, Child Care Alliance of Los Angeles
Kate Saehnof, AdvoKate Consulting
Yasmin Grewal-Kok, Early Edge California

Staff:

Michele Sartell
Gevik Shahverdian

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ECE Prevention Workgroup Overview – DRAFT 4/8/18

WHAT IS THE ECE PREVENTION WORKGROUP?	Improving access to early care and education (ECE) programs is one of the seven strategies outlined in LA County’s 2017 <i>Paving the Road to Safety for our Children: A prevention plan for Los Angeles County</i> . Working together, the LA County Office of Child Protection, the Policy Roundtable for Child Care and Development, First 5 LA and other partners have convened this workgroup to make policy and program recommendations to strengthen the countywide ECE system. .	
WHAT WE WANT	<ul style="list-style-type: none"> Improved access to child and family-centered supports and services Quality and program continuity Smooth connection for children/families to supports that prevent child maltreatment Ensure that educational achievement gaps, socio-economic mobility, and well-being are thoughtfully addressed 	
WHAT IS NEEDED (County Level)	Funding	Access and Affordability
	1. Leveraging to increase available funding 2. Advocacy for increased funding	3. Increasing affordability 4. Increasing access 5. Increasing coordination and flexibility across funding streams
	Workforce Development	Family Engagement
	6. Increased number of well-prepared staff and ongoing professional development 7. Higher compensation tied to qualifications 8. Improved competency in trauma-informed care	9. Accountability of program functioning 10. Inclusion of parent voices in planning/implementation 11. Use of technology to help parents search and identify available child care and scholarships (Care.com)
	Coordination	Accountability
	12. Coordination among service providers 13. Coordinated administrative functions across funding streams 14. Funding alignment 15. Alignment of program and reporting requirements	16. Tracking/monitoring of funding, service distribution and outcomes 17. Ensuring social justice
Priority for ECE WORKGROUP FOCUS	Comprehensive Independent Financial Analysis (CFA) <ul style="list-style-type: none"> Develop shared understanding of how dollars are allocated to ECE services and systems, including funding sources, historical spending trends, opportunities to blend, braid and streamline funding Model after San Francisco’s CFA Maximize, streamline and coordinate existing ECE funding Reduce administration burdens and align reporting requirements Increase access and affordability for children and families 	
PROPOSED SCOPE	Milestone	Complete by
	Secure funding to support LA County Comprehensive Fiscal Analysis (CFA)	May 2018
	Compile existing financial analysis, data and reports	June 2018
	Hire early childhood finance experts to conduct independent CFA	July 1, 2018
	Conduct analysis of existing data/reports, gather data, interview center based and family child care providers about revenue and expenses	July – December 2018
	Complete report including research, revenue & expense model, child financing profiles and recommendations	March 2019

CURRENT AND POTENTIAL PARTNERS	ECE Policy & Advocacy Fund (PAF) Grantees (F5LA Funded) <ul style="list-style-type: none"> • Advancement Project California • Partnership of CCALA, Crystal Stairs and Child Care Resource Center • Children Now • Early Edge • Child 360 (formerly LAUP) • Los Angeles Chamber of Commerce Foundation
	First 5 LA
	Los Angeles County Office of Education (LACOE) <ul style="list-style-type: none"> • Head Start – State Preschool • Quality Start LA (QRIS) • California Preschool Instructional Network (CPIN)
	Los Angeles Preschool Advocacy Initiative (LAPAI)
	PEACH – An Early Childhood Higher Education Collaborative
	Resource and Referral (R&R) and Alternative Payment (AP) Agencies
POSSIBLE RECOMMENDATIONS	<ol style="list-style-type: none"> 1) Central Administration of ECE Programs <ul style="list-style-type: none"> ○ Easy navigation for accessing services ○ Coordination of funding and contracts ○ Streamlining administration reporting requirements ○ Maximizing funding ○ Streamlining local funding programs ○ Integrating funding agreement(s) and reducing administration burden 2) Tying reimbursements to quality of services 3) Advocating for increased funding 4) Supporting/Maximizing R&R activities and simplifying ECE information for parents 5) Implementing an integrated Early Learning Scholarship <ul style="list-style-type: none"> ○ Equity focus, minimum standards of quality/connection to QRIS, easier access for families, lower administration for providers (single funding agreement, reduced reporting, etc.) ○ Improving data – child focused vs. program or funding focused
WORKGROUP MEMBERS	<p>Jacquelyn McCroskey, USC/Policy Roundtable (Workgroup Chair) Rochelle Alley, consultant Cristina Alvarado, Los Angeles Child Care Alliance Fran Chasen, SCAEYC/Policy Roundtable Genie Chough, DCFS Richard Cohen, Policy Roundtable Wendy Garen, Parsons Foundation/Commission for Children and Families Kalene Gilbert, DMH Genethia Hudley-Hayes, 3rd District Maral Karaccusian, 4th District Katie Fallin Kenyon, consultant Carrie Miller, LA County Office of Child Protection Terry Ogawa, Policy Roundtable Karla Pleitez-Howell, Advancement Project/Policy Roundtable Joyce Robinson, Child Care Planning Committee, Low Income Investment Fund Michele Sartell, Office for the Advancement of Early Care and Education Martine Singer, CII, Prevention and Aftercare Network (lead agency) Elise Weinberg, Alliance for Children’s Rights Cheryl Wold, consultant</p>



LEGISLATION BEING CONSIDERED BY THE CALIFORNIA STATE LEGISLATURE – SECOND LEGISLATIVE SESSION OF 2017-18

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
California Assembly Bills								
	AB 11 (McCarty & Bonta)	Would require, consistent with federal law, that screening services under the Early Periodic Screening, Diagnosis and Treatment (EPSDT) program include <i>developmental</i> screening services for individuals zero to 3 years of age, inclusive, in compliance with the periodicity schedule and the standardized and validated screening <i>tools</i> that are established by the Bright Futures/American Academy of Pediatrics Recommendations for Preventive Pediatric Health Care and by any future updates to those recommendations. The bill would also make legislative findings and declarations relating to child development.	Children Now, First 5 CA Association	Bryan C. Singh 916.319.2007		AAP-CA, CDF-CA, Common Sense kids Action, Family Connections, Family Voices of CA, First 5 LA and several other First 5s (Alameda, Contra Costa, Fresno, Kern, Kings, Lake, Marin, Merced, Mono, Monterey, Napa, Placer, Riverside, Sacramento, San Bernardino, San Diego, San Luis Obispo, San Mateo, Santa Clara, Santa Cruz, Shasta, Siskiyou, Solano, Sonoma, Tehama, Ventruea), Help Me Grow Orange County and Ventura County, LA Trust for Children's Health, MCAH Action, The Children's Partnership, WCLP, and more	California Right to Life Committee	Introduced: 12/5/16 Amended: 3/23/17 Amended: 1/3/18 Amended: 1/10/18 In Senate Committee on Health
	AB 605 (Mullin)	<i>Would require the CDSS to adopt regulations on or before 1/1/9, to develop and implement a birth to entering first grade license option for day care centers. Lists proposed regulations to address age appropriate transitions from one age group to another, continuity of care, and more.</i>		Miriam Farouk 916.319.2022 Miriam.farouk@asm.ca.gov		Advancement Project, CAPP, CAEYC, CCDAA, CA Head Start Association, Child Care Resource Center, Children NOW, LACOE, PACE, and more		Introduced: 2/14/17 Amended: 3/23/17 In Senate Committee on Rules

¹ Levels of interest are assigned by the Joint Committee on Legislation based on consistency with the Public Policy Platform accepted by the Child Care Planning Committee and Policy Roundtable for Child Care and Development and consistent with County Legislative Policy for the current year. Levels of interest do **not** indicate a pursuit of position in either direction. The Joint Committee will continue to monitor all listed bills as proceed through the legislative process. Levels of interest may change based on future amendments.

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
Watch	AB 676 (Limón)	<i>Would require the Commission on Health and Safety and Workers' Compensation to establish and maintain an Early Educators' Occupational Safety and Health Training Program relating to occupational health and safety risks specific to early education professionals that includes specified components, including a discussion of the risks of chemical and biological hazards, infectious diseases, and physical hazards and stress, and how to identify and minimize those risks and more. Would require an early educator to attend that training within 6 years of it first being offered, or within 3 months of the person becoming an early educator, whichever occurs later. Would also establish the Early Educators' Safety and Health Education Fund and specify that moneys in the fund may be expended, upon appropriation by the Legislature, by the commission to establish and maintain the training. Would become operative on 7/1/18.</i>	SEIU	Bryn Sullivan 916.319.2037 Bryn.Sullivan@asm.ca.gov		AFSCME, CA Labor Federation, CA State PTA, Courage Campaign, Santa Barbara Women's Political Committee, SEIU, United Domestic Workers of America-AFSCME Local 3930/AFL-CIO, Voices for Progress Education Fund	A Creative Beginning, Anaheim Family YMCA, Baby World Child Care Ctr, Burbank Community YMCA, CA State Alliance of YMCA's, CCDAA, Camp Pendleton Armed Services YMCA, La Cañada Flintridge Community Center, Santa Monica Family YMCA, YMCA of Greater Long Beach, YMCA of Metropolitan LA, and more	Introduced: 2/15/17 Amended: 3/27/17 Amended: 5/30/17 Amended: 6/29/17 In Senate Committee on Appropriations Suspense File

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
2	AB 992 (Arambula)	Would establish the CalWORKs Baby Wellness and Family Support Home Visitation Program and require that the CA Department of Social Services <i>allocate</i> funds to counties for the purpose of implementing or contracting with home visitation programs to provide voluntary home visiting programs. <i>Parent/caregiver to be advised in writing to opt in to home visiting program and that it is not a condition of CalWORKs eligibility.</i>	Black Women for Wellness, Children's Defense Fund, Children Now, Western Center on Law and Poverty	Marla Cowan Marla.Cowan@asm.ca.gov		Advokids, AAP-CA, CAPP, CWDA, Courage Campaign, Nurse Family Partnership, Parents as Teachers, United Ways of CA, Women's Foundation of CA		Introduced: 2/16/17 Amended: 3/28/17 Amended: 5/26/17 In Senate Committee on Human Services
Two-year bill	AB 1250 (Jones-Sawyer)	Would establish specific standards for the use of personal services contracts by counties. Would allow a county or county agency to contract for personal services currently or customarily performed by employees when specified conditions are met. Among other things, the bill would require the county to clearly demonstrate that the proposed contract will result in actual overall costs savings to the county and also to show that the contract does not cause the displacement of county workers.	AFSCME, AFL-CIO; CA State Council of the Service Employees International Union		Oppose	Association for LA Deputy Sheriffs; CA Association of Professional Employees; CA Compost Coalition; CA Labor Federation; CA Professional Firefighters; CA School Employees Association; CTA; CA Teamster Public Affairs Council; LA County Probation Officers Union; The LACounty Professional Peace Officers Association; The Organization of SMUD Employees; UNITE; Utility Workers Union of America, and many more	Advent Group Ministries; Alameda County Community Food Bank; Alameda County Industries; Alliance Supporting Persons with Intellectual and Developmental Disabilities; Alternative Family Services, Amador Valley Industries; American Staffing Association; Aspirinet; Associated Builders and Contractors Inc., Association of Community Human Service Agencies; Aviva Family and Children's Services; CAPP, CCALA, and many more	Introduced: 2/17/17 Amended: 4/4/17 Amended: 4/17/17 Amended: 4/25/17 Amended: 5/30/17 Amended: 6/21/17 Amended: 9/25/17 In Senate Committee on Rules

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
Chaptered	AB 1694 (Stone) Chapter 10	Existing law requires foster care providers to be paid a per child per month rate, established by the CDSS, for the care and supervision of the child placed with the provider. Existing law prohibits foster care payments from being considered income of the foster parent or child for purposes of determining eligibility and benefits for specified state or federal programs unless required by federal law as a condition of the receipt of federal financial participation. This bill repeals the above-described prohibition on foster care payments from being considered as income to correct an inadvertent deletion included in AB 404 (Stone), Chapter 732, Statutes of 2017.						Introduced: 6/5/17 Amended: 1/12/18 Enrolled: 3/23/18 <i>Approved by Governor April 6, 2018</i>
	AB 1744 (McCarty)	Would amend existing law pertaining to the After School Education and Safety and the 21st Century Community Learning Centers and the 21st Century High School After School Safety and Enrichment for Teens programs to include within the education enrichment element pupil assistance to prevent and reduce substance use and improve school retention and performance.				After-School All-Stars, LA After School & Experiential Ed, APA, CA After School Network, CA Alliance of Boys & Girls Clubs, CFT, CA School-Age Consortium, CA State Alliance of YMCAs, Common Sense, Kids Action, Covina-Valley USD, EduCare Foundation, Fight Crime: Invest n in Kids, LA's Best After School Enrichment Program, Partnership for LA Schools, SPI, Think Together, Youth Policy Institute, and more		Introduced: 1/3/18 Committee on Education Hearing: 4/11/18 Committee on Health
1	AB 1754 (McCarty, Friedman, Eduardo Garcia, and Bonta)	Pre-K for All Act of 2018 would require the state to provide all 4-year-old children of low-income working families with access to early care and education programs.	Early Edge CA			Advancement Project, Common Sense, Kids Action, Fight Crime, Invest in Kids, First 5 CA, MomsRising		Introduced: 1/3/18 Committee on Education Hearing: 4/25/18

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
	AB 1767 (Cervantes)	Would establish the California Kickstart My Future Loan Forgiveness Program to provide student loan forgiveness awards for the purpose of alleviating the burden of federal student loan debt for recent graduates meeting specified requirements. <i>Technical amendments/revisions.</i>						Introduced: 1/4/18 Amended: 2/22/18 Revised: 3/6/18 Committee on Appropriations Suspense File
Watch	AB 1883 (Weber)	Would require, for purposes of determining eligibility for child care and development services, that the income of a person who is on state or federal active duty, active duty for special work, or Active Guard and Reserve duty in the military not include the amount of the basic allowance for housing provided to that person if the allowance is equal to the lowest rate of the allowance for the military housing area in which the person resides. <i>In addition, would require an alternative payment program to have no less than 12 months, instead of 36 months, to expend funds allocated to that program in any fiscal year,</i> and require the CDE to contract with alternative payment programs, instead of local contracting agencies, for services provided throughout the state. Also, would require the CDSS to establish the Military Families Food Assistance Program to provide food assistance benefits military personnel ineligible for <i>maximum</i> CalFresh <i>for the household size.</i>	CAPPA, WCLP			AAP-CA, AMVETS-Dept of CA, CA Association of Food Banks, CA Association of County Veterans Service Officers, CA State Commanders Veterans Council, Child Care Planning Council of Yuba & Sutter counties , Children's Council of San Francisco, CDF-CA, Coalition of CA Welfare Rights Organizations, Feeding San Diego, Food Bank of Contra Costa & Solano, Jewish Family Service of LA, Military Officers Association of America- CA Council of Chapters, National Guard Association of CA, Orange County Food Access Coalition, UDW/AFSCME Local 3930		Introduced: 1/17/18 Amended: 3/8/18 Amended: 4/2/18 Committee on Veterans Affairs Hearing: 4/10/18

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
	AB 1914 (Flora)	Would further specify persons prohibited working or otherwise being present at a community care facility, including, among other crimes, the willful and unlawful use of personal identifying information. <i>Technical amendments.</i>				Congress of CA Seniors, The Arc, United Cerebral Palsy CA Collaboration	ACLU of CA	Introduced: 1/23/18 Amended: 4/2/18 Committee on Appropriations Hearing: 4/11/18
Watch	AB 2001 (Reyes)	Would amend existing law pertaining to Family Child Care Home Education Networks (FCCHENs). Would require assessment tools used to ensure that services are of high quality and are educationally and developmentally appropriate be appropriate to family child care home settings and that developmental profiles include observations by providers. Would also require providers requiring those providers to adopt and use a curriculum and to provide age- and developmentally-appropriate educational activities for children.	CCCRRN, CCDAA, CCRC	Melissa Cosio 916.319.2047 Melissa.Cosio@asm.ca.gov				Introduced: 2/1/18 Assembly Floor
	AB 2023 (Caballero)	Would amend existing Personal Income Tax Law that authorizes a credit for household and dependent care expenses necessary for gainful employment. This bill would allow a payment to the taxpayer in excess of that credit amount for a taxpayer with an allowable credit in excess of tax liability as of 1/1/2019.	CCRC, CDF-CA	Enedina Garcia 916.319.2030 enedina.garcia@asm.ca.gov		AAP-CA, CAPP, CA Asset Building Coalition, CCCRRN, CA Catholic Conf, CFPA, Coalition of CA Welfare Rights Orgs, Rise Together		Introduced: 2/5/18 Committee on Appropriations Suspense File

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
	AB 2168 (Thurmond)	<p>Would appropriate \$2M in carryover funding from the federal Individuals with Disabilities Education Act to the SPI to establish a statewide framework and training and support network for the purpose of training and supporting qualified mentor teachers who will support the new statewide influx of special education teachers in CA. Would require the CDE to allocate a one-time grant of \$500,000 to an eligible entity with demonstrated expertise in the area of recruitment and retention of teachers at elementary and secondary schools.</p>						<p>Introduced: 2/12/18 Amended: 3/20/18 Amended: 4/4/18</p> <p>Committee on Education</p>

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
1	AB 2292 (Aguiar-Curry)	Would increase the adjustment factor for infants who are 0 to 18 months of age from 1.7 to 2.44, and toddlers who are 18 to 36 months of age from 1.4 to 1.83, regardless of facility type. In addition, would establish the Early Education Expansion Program, to increase access to inclusive early care and education programs and increase early learning infrastructure capacity in high need communities. Also would establish the Early Education Expansion Program for LEAs, making competitive grants for one-time infrastructure costs to serve young children with exceptional needs. And, would establish the Family Child Care Recruitment and Training Program of 2018 to be operated under the auspices of the Child Care Initiative Project.	CCDAA, CCALA, CCRC, First 5 CA	Puja Navaney 916.319.2004 Puja.Navaney@asm.ca.gov		CAPPA, CA Community Colleges Early Childhood Educators, CTA, Child360, Children Now, Fight Crime: Invest in Kids, Ready Nation, First 5 Assoc of CA, First 5 LA, Children and Families Commission, Kidango, League of Women Voters, CA National Association of Social Workers-CA Chapter, Options for Learning, SEIU CA, UDW/ AFSCME Local 3930, United Ways of CA, ZERO TO THREE, and many more		Introduced: 2/13/18 Amended: 4/4/18 Committee on Human Services Hearing: 4/10/18 Committee on Education Hearing: 4/25/18
Watch	AB 2326 (Rubio)	Would modify the exemption for welfare-to-work requirements under CalWORKs to a parent or other relative who has primary responsibility for personally providing care to a child 24 months of age or under, without limiting the exemption to one child or one instance. The exempt parent or caregiver may voluntarily participate in the welfare-to-work program.		Denise Viviana Barajas (916) 319-2048 Denise.Barajas@asm.ca.gov		Coalition of CA Welfare Rights Organizations		Introduced: 2/13/18 Committee on Human Services Hearing: 4/24/18

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
1 Watch	AB 2370 (Holden)	Would require, as a condition of licensure, the inclusion of lead exposure prevention to health and safety training. In addition, would require the licensed child care facility to request documentation demonstrating that the child had received a blood lead screening test from the child's parent or guardian and provide parents with information on the risks of lead exposure and <i>the blood lead testing recommendations and requirements</i> . Furthermore, would require the CDSS to adopt regulations for testing drinking water at child development centers to ensure lead-free. Provides for loan funding for centers that demonstrate both a financial need and a lack of reasonable alternative funding sources.	Environmental Working Group			ARC & Cerebral Palsy CA Collaboration, CA Coalition of Welfare Rts Orgs, CA League of Conservation Voters, Ctr for Environmental Health, Ctr for Food Safety, Children's Advocacy Institute, Clean Water Action, Community Water Ctr, Friends Committee on Legislation of CA, Healthy Black Families Inc., 7 th Generation Advisors, Natural Resources Defense Council, SF Bay Area Physicians for Social Responsibility, SmartOakland.org, The Trust for Public Land, WCLP		Introduced: 2/14/18 Amended: 3/12/18 Amended: 4/2/18 Amended: 4/5/18 Committee on Environmental Safety and Toxic Materials Hearing: 4/10/18
2	AB 2398 (Mullin)	Would amend the law pertaining to the Child Care Facilities Revolving Fund in the State Treasury that provides funding for loans for the renovation, repair, or improvement of an existing building to make the building suitable for licensure for child care and development services, and for the purchase of new relocatable child care facilities for the lease to local educational agencies and contracting agencies that provide child care and development services by extending the repayment period to up to 20 years.						Introduced: 2/14/18 Committee on Human Services

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
NEW	AB 2514 (Thurmond)	Would establish the Pathways to Success Incentive Grant Program with the goal of providing pupils in preschool, transitional kindergarten, kindergarten, and grades 1 to 12 with dual language immersion programs, developmental <i>bilingual</i> programs for English learners, or early learning dual language learners programs. Would require the CDE to award at least 10 <i>one-time</i> grants of up to \$300,000 each for 3 years to school districts <i>or consortium</i> to implement the program	Californians Together, California Association for Bilingual Education			CA Immigrant Policy Center, Advancement Proj, AVID Center, CAPP, CA Kindergarten Assoc, CA Language Teachers Assoc, Common Sense, Kids Action, Public Advocates, San Francisco Unified School District, and more		Introduced: 2/14/18 Amended: 4/5/18 Committee on Education Hearing: 4/11/18
NEW	AB 2560 (Thurmond)	Would <i>impose a tax</i> on vendors that contract for goods and services with the Department of Corrections and Rehabilitation. <i>Collected taxes would be appropriated to the CDE for preschool and afterschool programs for the purposes of providing services to prevent people from being incarcerated and providing early intervention programs.</i>						Introduced: 2/15/18 Amended: 3/22/18 Committee on Revenue and Taxation Hearing: 4/16/18
NEW	AB 2622 (Dahle)	Would amend existing law pertaining to the After School Education and Safety (ASES) Program to allow a program that operates at a school site located in an area that has a population density of less than 11 persons per square mile to end operating hours <i>not earlier than</i> 5 p.m. rather than 6 p.m. <i>In addition, would exempt a program that operates at a low-density school site from grant adjustment for falling below 15% of its target attendance level.</i>				Butte COE, Lassen COE, Modoc COE, Siskiyou COE, Tehama County Dept of Education, Trinity COE, The Children's Initiative, Julian Union Elementary School District, Julian Pathways		Introduced: 2/15/18 Amended: 3/20/18 Committee on Education Hearing: 4/11/18

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
NEW	AB 2626 (Mullin)	Would amend provisions contained in the Child Care and Development Services Act as follows: 1) redefine 3- and 4-year old children as those who will have their 3 rd or 4 th birthday respectively on or before December 2 of the fiscal year in which they are enrolled in a State Preschool program; 2) delete the requirement that at least ½ of the children enrolled at a preschool site by 4-year-old children; 3) extend initial eligibility for families seeking employment, experiencing homelessness or incapacitated to up to 12 months and limit the services to no more than five days per week at 6½ hours per day; and 4) require the CDE to establish timelines for interagency of contract fund transfers.	SPI	Miriam Farouk 916-319-2022 miriam.farouk@asm.ca.gov		APA, CCDAA, First 5 Association of CA, First 5 Contra Costa County, First 5 LA, First 5 Fresno County, NASW-CA Chapter		Introduced: 2/15/18 Committee on Human Services Hearing: 4/10/18 Committee on Education Hearing: 4/25/18
NEW	AB 2680 (Jones-Sawyer)	Would require the Department of Justice to adopt a consent standard form for use by an employer, whether public or private, seeking the consent of an applicant for employment to conduct a conviction history background check. Would also require an employer to use the form. Would specify that a violation of its provisions would not be subject to the misdemeanor provision.						Introduced: 2/15/18 Committee on Labor and Employment

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
NEW	AB 2698 (Rubio)	<i>Would require the application of an adjustment factor of 1.05 for children who are served in a CSPP and for infants and toddlers who are 0 to 36 months of age and are served in general child care and development programs, where early childhood mental health consultation services are provided.</i>	Kidango			Fight Crime: Invest in Kids, Mission: Readiness, Ready Nation		Introduced: 2/15/18 Amended: 3/22/18 Committee on Human Services Hearing: 4/10/18 Committee on Education Hearing: 4/25/18
NEW	AB 2702 (McCarty)	<i>Would require the CDSS to create a Web-based application process for submitting completed trustline applications to the department, and to make the application available to county welfare departments, local child care resource and referral agencies, and employment agencies, among others. Would allow consumers to search and locate the registration status of trustline applicants and registered trustline child care providers. Amendments add specificity to the data collection and making it available to consumers.</i>						Introduced: 2/15/18 Amended: 4/2/18 Committee on Human Services Hearing: 4/24/18

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
NEW	AB 2960 (Thurmond)	<i>Would require the SPI to develop a comprehensive and post on the CDE's Internet Web site, for use by the general public, an online portal for the state's comprehensive child care and development online portal, services by 6/30/21. Would require the portal to include assisting families in gaining access to information about child care and development programs. Would require SPI to submit a report to appropriate committees of the Legislature detailing the current landscape of programs that provide child care and development services by 6/30/19.</i>				CAPPA, CCALA, CCRC		Introduced: 2/16/18 Amended: 4/3/18 Amended: 4/5/18 Committee on Education Hearing: 4/11/18
	AB 3007 (Garcia)	<i>Would authorize Riverside County to establish a program to provide comprehensive social services to children who reside in the county, whose parents are currently or were formerly incarcerated in either a county jail or the state prison, and who are currently enrolled in or eligible for Medi-Cal.</i>	Riverside County Board of Supervisors			California Immigrant Policy Center		Introduced: 2/16/18 Amended: 3/20/18 Committee on Human Services Hearing: 4/10/18
Spot Bill	AB 3210 (Carrillo)	Would make non-substantive changes to the administration of funds for subsidized general child care and development programs						Introduced: 2/16/18
Spot Bill	AB 3225 (Burke)	Would make technical, non-substantive changes to provisions of the CA Children and Families Act of 1998 and would update obsolete references to the Board of Equalization.						Introduced: 2/16/18

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
California Senate Bills								
Watch	SB 55 (Jackson)	Would extend the DASH (Distinguished After School Health Recognition Program) <i>until 1/1/23</i> . DASH, administered by the California Department of Education (CDE), recognizes after school programs that meeting healthy eating and physical activity requirements, inclusive of staff training.		Brandon Darnell		AAP, American Heart Assoc, American Stroke Assoc, A World Fit For Kids!, CA Assoc for Health, Physical Ed, Recreation and Dance, CA State Alliance of YMCAs, , CA State PTA, LA's Best, LACOE		Introduced: 12/5/16 Amended: 3/15/17 In Assembly Committee on Appropriations Held under submission
2	SB 78 (Leyva)	Would, commencing with increases to the minimum wage implemented in 2018-19 and each year thereafter, require the Department of Finance (DOF) to annually adjust the total program funding amount for each minimum wage increase using a specified calculation, provided that the adjustment for the After School Education and Safety (ASES) Program. Requires additional funding adjustments per state law. <i>Amendment reflects technical correction.</i>	California Afterschool Advocacy Alliance	Phillip Vander Klay 916.651.4020 Phillip.VanderKlay@sen.ca.gov		After-school All-Stars Los Angeles, Arc, CA Afterschool Network, CA Alliance of Boys & Girls Clubs, CCDAA, CA State Alliance of YMCAs, CA School-Age Consortium, CA Teaching Fellows Foundation, CalSac, EduCare Foundation, Fight Crime: Invest in Kids, LA's Best, and more	California Teachers Association	Introduced: 1/11/17 Amended: 4/4/17 Amended: 4/25/17 Amended: 5/26/17 In Assembly Committee on Education Hearing cancelled at author's request
	SB 424 (Allen)	Would establish the California Regional Environmental Education Community Network under the direction and control of a 5-member governing board appointed for the purpose of facilitating the implementation of high quality environmental literacy in California public schools. <i>Would make implementation contingent upon the appropriation of funds in the annual Budget Act or another statute.</i> Limited to K-12 education.	Ten Strands			Audubon CA, CA Alliance of Boys & Girls Clubs, CA Black Health Network, CA Institute for Biodiversity, CA Pan-Ethnic Health Network, CALPIRG, Heal the Bay, & many more		Introduced: 2/15/17 Amended: 4/24/17 Amended: 5/26/17 In Assembly Committee on Education

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
1	SB 837 (Dodd)	As a condition of receipt of apportionments for pupils in a transitional kindergarten (TK), beginning in the 2020–21 school year, would require progressively younger 4-year-old pupils to be admitted to TK maintained by a school district or charter school, until, in the 2022–23 school year and each school year thereafter, all 4-year-old pupils are admitted.						Introduced: 1/8/18 Committee on Education Hearing: 4/11/18
	SB 982 (Mitchell)	<i>Would increase the maximum cash aid amount for a family participating in the CalWORKs program. The cash aid amount would increase each year by the same percentage as the increase in the federal poverty level for each family size, as annually updated by the United States Department of Health and Human Services.</i>						Introduced: 2/1/18 Amended: 3/5/18 Committee on Human Services Hearing: 4/24/18

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
	SB 1004 (Wiener & Moorlach)	<i>Would require the Mental Health Services Oversight and Accountability Commission to establish priorities for the use of prevention and early intervention (PEI) funds and to develop a statewide strategy for monitoring implementation of PEI services, including enhancing public understanding and creating metrics for assessing the effectiveness of how funds are used and the outcomes that are achieved by 1/1/20. Would amend the Mental Health Services Act to focus the PEI portion of its local plan on the priorities established by the commission and authorize a county to include other priorities, as determined through the stakeholder process, either in place of, or in addition to, the established priorities.</i>	Steinberg Institute			America's Physician Groups, American Foundation for Suicide Prevention, CA Assoc of Veteran Service Agencies, CA Hospital Assoc, CA Medical Assoc, CA State Student Assoc, CA State University, Californians for Safety & Justice, Children Now, CDF-CA, Disability Rights CA, Jed Foundation, JERICHO, Juvenile Court Judges of CA, National Center for Youth Law, One Mind	County Behavioral Health Directors Association of California (unless amended)	Introduced: 2/6/18 Amended: 3/22/18 Committee on Health Hearing: 4/11/18
NEW	SB 1359 (McGuire)	Would merge CalWORKs Child Care Stages 2 and 3 and continue family eligibility for subsidized services up to 85% of State Median Income.						Introduced: 2/16/18 Committee on Education Hearing: April 11th hearing cancelled at author's request
	SCR 41 (Pan)	States Legislature's support for a Bill of Rights for the Children and Youth of California that resolves that all children and youth under 21 years old residing in CA to live in a just, safe and supportive society and are entitled specified rights.						Introduced: 4/18/17 Committee on Rules

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 4/10/18)
California Budget Bills (including Trailer Bills)								
Chapter 7	AB 108 (Committee on Budget)	Education Trailer Bill – Child Care		Individualized county child care subsidy plans; the Every Kid Counts Act				Introduced: Amended: 6/12/17 Amended: 2/26/18 Amended: 2/27/18 Enrolled: 3/8/18 <i>Approved by Governor:</i> 3/13/18
	AB 1806 (Ting)	Budget Act of 2018						Introduced: 1/10/18 Corrected: 1/19/18 Committee on Budget
	SB 839 (Mitchell)	Budget Act of 2018						Introduced: 1/10/18 Corrected: 1/19/18 Committee on Budget and Fiscal Review
		CalWORKs Home Visitation Initiative		(See www.dof.ca.gov/budget/Trailer_Bill_Language/documents/CalWORKsHomeVisitingInitiative.pdf)				Posted: 1/30/18

To obtain additional information about any State legislation, go to <http://leginfo.legislature.ca.gov/faces/billSearchClient.xhtml>. To access budget hearings on line, go to www.calchannel.com and click on appropriate link at right under "Live Webcast". Links to Trailer Bills will become available at http://www.dof.ca.gov/budgeting/trailer_bill_language/. For questions or comments regarding this document, contact Michele Sartell, staff with the Office for the Advancement of Early Care and Education, by e-mail at msartell@ceo.lacounty.gov or call (213) 974-5187.

KEY TO LEVEL OF INTEREST ON BILLS:

- 1: Of potentially high interest to the Child Care Planning Committee and Policy Roundtable for Child Care.
- 2: Of moderate interest.
- 3: Of relatively low interest.

Watch: Of interest, however level of interest may change based on further information regarding author's or sponsor's intent and/or future amendments.

** Levels of interest are assigned by the Joint Committee on Legislation based on consistency with Policy Platform accepted by the Child Care Planning Committee and Policy Roundtable for Child Care and consistent with County Legislative Policy for the current year. Levels of interest *do not* indicate a pursuit of position. Joint Committee will continue to monitor all listed bills as proceed through legislative process. Levels of interest may change based on future amendments.

KEY:

AAP	American Academy of Pediatrics	CTC	Commission on Teacher Credentialing
ACLU	American Civil Liberties Union	CWDA	County Welfare Directors' Association
AFSCME:	American Federation of State, County and Municipal Employees	DDS	Department of Developmental Services
CAPPA	California Alternative Payment Program Association	DHS	Department of Health Services
CAEYC	California Association for the Education of Young Children	DOF	Department of Finance
CAFB	California Association of Food Banks	DMH	Department of Mental Health
CCCCA	California Child Care Coordinators Association	First 5 CA	First 5 Commission of California
CCRNR	California Child Care Resource and Referral Network	HHS	Health and Human Services Agency
CCDAA	California Child Development Administrators Association	LCC	League of California Cities
CDA	California Dental Association	LAC CPSS	Los Angeles County Commission for Public Social Services
CDE	California Department of Education	LACOE	Los Angeles County Office of Education
CDSS	California Department of Social Services	LAUSD	Los Angeles Unified School District
CFT	California Federation of Teachers	MALDEF	Mexican American Legal Defense and Education Fund
CFPA	California Food Policy Advocates	NASW	National Association of Social Workers
CHAC	California Hunger Action Coalition	NCYL	National Center for Youth Law
CIWC	California Immigrant Welfare Collaborative	PG&E	Pacific Gas and Electric Company
CSAC	California School-Age Consortium	SEIU	Service Employees International Union
CSAC	California State Association of Counties	SPI	Superintendent of Public Instruction
CTA	California Teachers Association	TCI	The Children's Initiative
CCALA	Child Care Alliance of Los Angeles	US DHHS	US Department of Health and Human Services
CCLC	Child Care Law Center	WCLP	Western Center on Law and Poverty
CDPI	Child Development Policy Institute		

DEFINITIONS:²

Committee on Rules	Bills are assigned to a Committee for hearing from here.
Consent Calendar	A set of non-controversial bills, grouped together and voted out of a committee or on the floor as a package.
First Reading	Each bill introduced must be read three times before final passage. The first reading of a bill occurs when it is introduced.
Held in Committee	Status of a bill that fails to receive sufficient affirmative votes to pass out of committee.
Held under Submission	Action taken by a committee when a bill is heard and there is an indication that the author and the committee members want to work on or discuss the bill further, but there is no motion for the bill to progress out of committee.
Inactive File	The portion of the Daily File containing legislation that is ready for floor consideration, but, for a variety of reasons, is dead or dormant. An author may move a bill to the inactive file, and move it off the inactive file at a later date. During the final weeks of the legislative session, measures may be moved there by the leadership as a method of encouraging authors to take up their bills promptly.
On File	A bill on the second or third reading file of the Assembly or Senate Daily File.
Second Reading	Each bill introduced must be read three times before final passage. Second reading occurs after a bill has been reported to the floor from committee.
Spot Bill	A bill that proposes non-substantive amendments to a code section in a particular subject; introduced to assure that a bill will be available, subsequent to the deadline to introduce bills, for revision by amendments that are germane to the subject of the bill.
Third Reading	Each bill introduced must be read three times before final passage. Third reading occurs when the measure is about to be taken up on the floor of either house for final passage.
Third Reading File	That portion of the Daily File listing the bills that is ready to be taken up for final passage.
Urgency Measure	A bill affecting the public peace, health, or safety, containing an urgency clause, and requiring a two-thirds vote for passage. An urgency bill becomes effective immediately upon enactment.
Urgency Clause	Section of bill stating that bill will take effect immediately upon enactment. A vote on the urgency clause, requiring a two-thirds vote in each house, must precede a vote on bill.
Enrollment	Bill has passed both Houses, House of origin has concurred with amendments (as needed), and bill is now on its way to the Governor's desk.

² Definitions are taken from the official site for California legislative information, Your Legislature, Glossary of Legislative Terms at www.leginfo.ca.gov/guide.html#Appendix_B.

STATE LEGISLATIVE CALENDAR 2018 (Tentative)³

January 1, 2018	Statutes take effect (Art. IV, Sec. 8(c)).
January 3, 2018	Legislature reconvenes (J.R. 51(a)(4)).
January 10, 2018	Budget Bill must be submitted by Governor (Art. IV, Sec. 12(a)).
January 12, 2018	Last day for policy committees to hear and report to Fiscal Committee fiscal bills introduced in their house in the odd-numbered year (J.R. 61(b)(1)).
January 15, 2018	Martin Luther King, Jr. Day Observed
January 19, 2018	Last day for any committee to hear and report to the Floor bills introduced in their house in 2015 (J.R. 61(b)(2)). Last day to submit bill requests to the Office of Legislative Counsel.
January 31, 2018	Last day to for each house to pass bills introduced in that house in the off-numbered year (J.R. 61(b)(3)). (Art. IV, Sec. 10(c)).
February 16, 2018	Last day for bills to be introduced (J.R. 61(a)(1), J.R. 54(a)).
February 19, 2018	President's Day Observed
March 22, 2018	Spring Recess begins upon adjournment (J.R. 51(b)(1)).
March 30, 2018	Cesar Chavez Day observed.
April 2, 2018	Legislature reconvenes from Spring Recess (J.R. 51(b)(1)).
April 27, 2018	Last day for policy committees to meet and report to fiscal committees fiscal bills introduced in their house (J.R. 61(b)(5)).
May 11, 2018	Last day for policy committees to meet and report to the floor non-fiscal bills introduced in their house (J.R. 61(b)(6)).
May 18, 2018	Last day for policy committees to meet prior to June 6 (J.R. 61(b)(7)).
May 25, 2018	Last day for fiscal committees to meet and report to the floor bills introduced in their house (J.R. 61(b)(8)). Last day for fiscal committees to meet prior to June 6 (J.R. 61(b)(9)).
May 28, 2018	Memorial Day observed.
May 29-June 1, 2018	Floor session only. No committee may meet for any purpose (J.R. 61(b)(10)). This deadline APPLIES TO ALL bills, constitutional amendments and bills which would go into immediate effect pursuant to Section 8 of Article IV of the Constitution (Art. IV, Sec. 8(c); J.R. 61(i)).
June 1, 2018	Last day for each house to pass bills introduced in that house (J.R. 61(b)(11)).
June 4, 2018	Committee meetings may resume (J.R. 61(b)(12)).
June 15, 2018	Budget Bill must be passed by midnight (Art. IV, Sec. 12(c)(3)).
June 29, 2018	Last day for a legislative measure to qualify for the November 8 General election ballot (Election Code Sec. 9040).
July 4, 2018	Independence Day observed.
July 6, 2018	Last day for policy committees to meet and report bills (J.R. 61(a)(10)).
July 6, 2018	Summer recess begins at the end of this day's session, provided the Budget Bill has been passed (J.R. 51(b)(2)).
August 6, 2018	Legislature reconvenes from Summer Recess (J.R. 51(b)(2)).
August 17, 2018	Last day for fiscal committees to meet and report bills (J.R. 61(b)(14)).
August 20 – 31, 2018	Floor session only. No committees, other than conference committees and Rules Committee, may meet for any purpose (J.R. 61(b)(15)). This deadline APPLIES TO ALL bills, constitutional amendments and bills which would go into immediate effect pursuant to Section 8 of Article IV of the Constitution (Art. IV, Sec. 8(c); J.R. 61(i)).
August 24, 2018	Last day to amend bills on the floor (J.R. 61(b)(16)).
August 31, 2018	Last day for each house to pass bills, except bills that take effect immediately or bills in Extraordinary Session (Art. IV, Sec. 10(c), J.R. 61(b)(17)). Final Recess begins upon adjournment (J.R. 51(b)(3)).
Sept 30, 2018	Last day for Governor to sign or veto bills passed by the Legislature on or before September 11, 2016 and in the Governor's possession after September 1 (Art. IV, Sec. 10(b)(2)).

2019

- Jan. 1 Statutes take effect (Art. IV, Sec. 8(c)).
Jan. 2 Legislature reconvenes (J.R. 51 (a)(4)).

³ California State Assembly. *2018 Legislative Deadlines*. Retrieved on January 8, 2018 from <http://assembly.ca.gov/legislativedeadlines>.

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BILL ANALYSIS

AB 2292 (Aguilar-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 Early Education Expansion Program to increase access to inclusive early care and education programs and increase capacity in high need communities; 3) establish the Early Education Expansion Program for Local Education Agencies to serve young children with exceptional needs in the least restrictive environments; and 4) establish the Family Child Care Recruitment and Training Program of 2018 with \$6 million over five years to recruit a new generation of family child care providers in California.

Introduced and Amended Dates: Introduced: February 13, 2018
Amended: April 4, 2018

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

Analyst:

Status: Assembly Committee on Education
Hearing: April 25, 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 programs 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 programs providing subsidized early care and education services to toddlers from 18 to 36 months of age.

The bill would add to Education Code as follows:

- Establishes the Early Education Expansion Program and the Early Education Expansion Program for Local Education Agencies (LEAs) to increase access to inclusive early care and education programs and increase early learning infrastructure capacity in high need communities through a competitive grant process.
 - Requires applicants to provide information on their proposal to increase access to subsidized inclusive early care and education programs for children up to five years old or subsidized services for infants and toddlers in low-income, high need communities.

The application must include a plan for filling and sustaining subsidized spaces or programs created with the grant funds beyond the grant period.

- Requires applicants to address the inclusion on a set-aside of resources to invest in professional development to allow staff to develop the knowledge and skills required to implement effective and age appropriate inclusive practices.
- Sets the priority for grant awards to applicants with a demonstrated need for expanded access to inclusive early care and education or infant and toddler care as well as applicants representing a consortium of local partners.
- Specifies use of grants for one-time infrastructure costs only, including by not limited to adaptive and age-appropriate facility renovations or new construction, adaptive and age-appropriate equipment, staff recruitment and professional development.

Specific to Early Education Expansion Program for Local Education Agencies (LEAs):

- Requires the CDE's Special Education Division and Early Education and Support Division to provide guidance to LEAs on serving young children with exceptional needs in the least restrictive environment as required by the federal Individuals with Disabilities Education Act.
- Adds as a priority for funding to LEAs that demonstrate collaboration between special education and early education staff and that commit to serving a higher proportion of children with exceptional needs in least restrictive environments.
- Would establish the Family Child Care Recruitment and Training Program of 2018 to be administered by the Superintendent of Instruction; would provide resources upon an appropriation by the Legislature to conduct outreach, recruitment and business training as well as startup costs and resources to new family child care providers across the state.

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.

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 two grant programs to increase access to inclusive early care and education programs in low-income, high need communities for children birth to five years old operated by non-LEAs and LEAs; and expanding outreach, recruitment and training targeted to a new generation of family child care providers in order increase the availability of early care and education services.

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 adjustment factors compared to the proposed increases that would be applied regardless of program type (e.g. CDE-contracted center for family child care home) to the SRR .

Children Meeting Specified Criteria	Adjustment Factor		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

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.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. 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, additional work is needed to ensure all children, including children with exceptional needs, have the opportunity to participate in high quality early care and education programs that meet the individual needs of each child within the group setting. According to the author and sponsors of the bill, early intervention with children at risk for or with disabilities in early care and education programs can improve the trajectory of their developmental progress and educational outcomes. Moreover, early

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.

childhood inclusion supports the right of every infant and young child and their family to participate in a broad range of activities and contexts as full members of families, communities and society, providing the child with a sense of belonging and membership, positive social relationship and friendships, and development and learning that contributes to reaching their full potential.

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 meet California's need for infant and toddler services. Furthermore, the bill will provide improved opportunities to develop inclusive classrooms and centers for children from birth to five years old with exceptional needs. The grant programs 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. And, investing in a new generation of family child care providers will further increase access to early care and education services, particularly the woefully underserved families with infants and toddlers.

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 two grant programs to fund infrastructure support in non-LEAs and LEAs intended to improve access to children with exceptional needs 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

1. Support efforts to enhance the quality of early care and education that set high 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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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
Analyst:** Michele P. Sartell
(213) 974-5187

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: _____

Pending Approval



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.



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.





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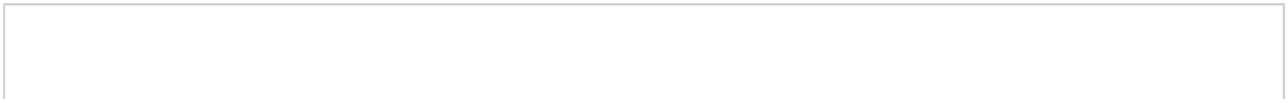
Top 10 Early Childhood Ideas for States in 2018

By [Simon Workman](#), [Katie Hamm](#), [Rasheed Malik](#), and [Cristina Novoa](#) Posted on March 14, 2018, 4:00 am



Getty/Lawrence K. Ho/Los Angeles Times

A Los Angeles preschool teacher conducts a class as preschoolers look on, March 2013.



States have a critical role to play in expanding access to high-quality early childhood programs to ensure all children have the best start in life.



Introduction and summary

The American political landscape is increasingly polarized, with almost every issue falling on one side or the other of the partisan divide.¹ There is, however, at least one issue that unites voters across the country: early childhood education. According to a recent poll from the First Five Years Fund, 82 percent of Republicans, 85 percent of Independents, and 97 percent of Democrats support “making quality early education for children from birth through age five, including child care, more affordable for working families.”²

Voters recognize the benefits of quality early childhood programs—including preschool, child care, Head Start programs, and voluntary home visiting programs—and want their elected officials to increase funding to make these programs available to low- and middle-income families.³ Despite this broad support, too many children are currently unable to access the services they need, and too many parents are left scrambling to put together a patchwork of care that meets their families’ needs.

States have a critical role to play in expanding access to high-quality early childhood programs. With voters prioritizing investments in young children and with 36 upcoming gubernatorial races, now is the time for bold proposals. This report provides the following 10 progressive policy ideas that states can explore to help give all children the best start in life:

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1. Ensure no family pays more than 7 percent of their income for high-quality child care.
2. Make full-day, high-quality preschool available to all 3- and 4-year-olds.
3. Value early educators by paying them a living wage.
4. Support early educators' access to higher education and early childhood credentials.
5. Give parents more child care options by reducing child care deserts.
6. Use the tax system to increase access to high-quality early childhood programs.
7. End suspensions and expulsions in preschool.
8. Address the school readiness gap by investing in the Early Head Start program.
9. Invest in voluntary home visiting programs so that new parents and their children have the best possible start.
10. Improve supports for parents of children with disabilities and developmental delays.

Top 10 ways states can support young children and their families

1. Ensure no family pays more than 7 percent of their income for high-quality child care

Child care is one of the most significant expenses in a family's budget and often exceeds the cost of housing or public college tuition.⁴ The annual price of a child care center surpasses \$10,000 per child, putting it out of reach for many low- and middle-income families.

States can support working families by providing a significant public investment that guarantees child care assistance to low- and middle-income families and ensures no family pays more than 7 percent of their income on child care. Child care assistance

should reflect the true cost of high-quality child care, including a livable wage for early educators.⁵

Current child care assistance programs fail to reach all families that need support, with only 1 in 6 eligible families served by the federal Child Care Development Block Grant.⁶ Congress recently approved a \$6 billion increase in federal child care assistance, but many eligible families still will not receive child care assistance. The Child Care for Working Families Act, introduced by Sen. Patty Murray (D-WA) and Rep. Bobby Scott (D-VA) in 2017, provides a model that states can follow to guarantee access to high-quality child care for all families.⁷

2. Make full-day, high-quality preschool available to all 3- and 4-year-olds

Parents understand the importance of high-quality preschool in preparing their children for kindergarten.⁸ While 67 percent of 4-year-olds and 38 percent of 3-year-olds are currently enrolled in preschool, only a handful of states provide public funding to support access to high-quality preschool programs.⁹ Higher-income children are also more likely to have access to full-day, high-quality programs compared with their peers in lower-income households, furthering the school readiness gap.¹⁰

States can promote kindergarten readiness by making high-quality preschool available to all 3- and 4-year-olds.¹¹ Priority should be given to low-income families who struggle to afford the cost of preschool and whose children would benefit the most from a high-quality program.¹²

Parents should have their choice of preschool in school district programs, community-based child care centers, or family child care homes that meet high-quality standards.¹³ Research has demonstrated that participation in high-quality preschool has a significant return on investment for children, parents, and state economies.¹⁴ One recent analysis estimated that universal preschool for 4-year-olds would generate more than \$83 billion per year in economic benefits.¹⁵

3. Value early educators by paying them a living wage

- 0 Early educators are chronically underpaid for the important work that they do. In fact, the average wage for a child care teacher is just \$10 per hour.¹⁶ As a result of their low wages, nearly half of the early childhood workforce depends on public benefit programs just to meet their basic needs. Moreover, child care programs struggle to recruit and retain highly skilled teachers because they cannot offer competitive salaries.¹⁷
- 1 States can show that they value early childhood educators by setting up a wage board charged with developing compensation standards. Wage boards have previously been proposed by the Center for American Progress Action Fund as an approach to set industry-wide working standards and compensation levels.¹⁸
- 2 In the early childhood sector, this wage board should include government officials; representatives of private-sector early education providers; and organizations representing child care teachers, directors, and other staff. The board should gather input from experts, researchers, advocates, parents, and a diverse group of early educators and child care providers to determine the compensation necessary for educators to be self-sufficient and for the sector to retain a qualified and stable workforce.¹⁹ The board would make recommendations to establish a wage ladder and compensation standards tied to increased experience and educational qualifications, which would strengthen workforce retention.

4. Support early educators' access to higher education and early childhood credentials

- 3 Successful high-quality early childhood programs are staffed by experienced and highly skilled teachers. Unfortunately, low wages make it challenging to recruit and retain educators with college degrees or advanced credentials, and there are few financial incentives for early childhood educators to pursue higher education.

- 4 States can support the early childhood workforce by providing a robust scholarship program. The T.E.A.C.H. Early Childhood Initiative offers a model for a comprehensive scholarship program that has successfully increased educator credentials in several states. States that already operate these scholarship programs should increase funding in order to broaden their reach, while other states can look to the T.E.A.C.H. program as a proven effective model.²⁰
- 5 Scholarships should be sufficient to cover the costs of higher education, including not just tuition but also materials and release time from the classroom. They must also be responsive to the realities of the early childhood workforce by offering programs in the evenings and weekends; providing on-site child care; being located in local communities or offering distance learning; and requiring little to no out-of-pocket costs for educators.

5. Give parents more child care options by reducing child care deserts

- 6 Many parents who set out to find child care encounter long waitlists and few choices. According to a recent report, more than half of Americans live in a child care desert, where there are more than three children for every licensed child care slot.²¹ While child care deserts are a widespread problem, licensed child care is especially scarce in small towns and rural communities.
- 7 States should include child care facilities when making infrastructure investments. Just as public roads and bridges help parents get to work, child care is a vital component of a modern economy for working families.
- 8 Because quality early childhood education has been shown to have long-term benefits for children, these investments would have positive effects across generations. Through targeted long-term investment in child care deserts, state agencies can spur economic development in areas that need it most while also providing hardworking families with much-needed relief.

6. Use the tax system to increase access to high-quality early childhood programs

- 9 The economics of the current child care system provide little to no incentive for providers to improve the quality of their programs, for parents to choose a high-quality program, or for early educators to obtain higher credentials. With parents unable to pay higher tuition, and with low child care subsidy rates, revenues are insufficient to cover the cost of operating a high-quality program, including a livable wage for early educators.²² Meanwhile, the benefits of early childhood education are greatest when children attend high-quality programs.²³
- 10 In the absence of a significant increase in public investment, states can utilize their tax systems to incentivize program quality improvements. States can implement a package of tax credits that encourage programs to improve their level of quality, help parents offset some of the cost of a high-quality program, and compensate early educators who achieve higher credentials.²⁴
- 11 The tax credits should be tied to the state's quality rating improvement system (QRIS) and be designed to increase access to high-quality programs for those who struggle the most to afford it. As such, the provider credit should be tied to the number of child care subsidy-eligible children served as well as the program quality, and the family credit should be fully refundable and offer a higher credit when parents choose high-quality programs.

7. End suspensions and expulsions in preschool

- 12 More than 250 preschoolers are suspended or expelled every day across the United States.²⁵ Perhaps most troubling is the fact that exclusionary discipline is applied disproportionately to African American preschoolers, which can potentially extend the school-to-prison pipeline down to our youngest learners.²⁶ Excluding children from school at an early age can create negative associations with learning environments that can have profound impacts on children's later academic careers.

- 13 States can address this issue by eliminating exclusionary discipline in preschools.²⁷ New evidence shows that children with disabilities are at the greatest risk of suspension; if states outlaw preschool suspension and expulsion, they will affirm the rights of our most vulnerable students at the earliest stages of learning.
- 14 In addition, states must address the root of the behavioral issues that can lead to suspensions and expulsions. Research has shown that when teachers have access to behavioral health consultants the likelihood of expulsion is greatly reduced.²⁸ Investing in teacher training and support programs can help educators recognize behavioral problems and connect children with early intervention services. These alternative services have been shown to help children who display disruptive behaviors and to allow teachers to meet the needs of all students.²⁹

8. Address the school readiness gap by investing in the Early Head Start program

- 15 Early Head Start is a federal program that provides early education and services such as health screenings and parenting support to pregnant women and children less than 3 years old. The program currently reaches about 6 percent of eligible children.³⁰
- 16 States can increase participation in Early Head Start by providing state funds or using flexible federal funds to augment federal resources. Setting a goal of serving all children in families living below the poverty line can be part of a birth-to-college education plan.
- 17 Many states struggle to find opportunities to increase school readiness, particularly among children who face multiple risk factors. Research shows that the earlier children participate in early childhood education, the better their long-term outcomes become. Early Head Start improves cognitive and socio-emotional skills in young children, especially when paired with a preschool program.³¹

9. Invest in voluntary home visiting programs so that new parents and their children have the best possible start

- 8 Bringing a new child home is challenging in even the best circumstances. Many parents face additional stressors—including economic challenges and lack of social support—that can negatively impact their well-being and the well-being of their children.³² Home visiting programs connect these families with nurses, social workers, and other trained professionals who provide families with the coaching and resources necessary to create a healthy home environment.
- 9 States should expand funding for these vital programs and work towards achieving universal access by including home visiting services as an optional Medicaid benefit.³³
- 10 Home visiting is a tested and effective intervention that is ready to be scaled up. The demonstrated benefits—improved child health and school readiness, improved maternal health, and increased family economic self-sufficiency—are good for the economy and produce significant long-term savings.³⁴ In fact, a recent analysis estimated that if all eligible families were enrolled in these programs, states could save up to \$2.4 billion over 10 years.³⁵ Unfortunately, states currently only serve around 2 percent of high-priority individuals, such as pregnant women whose incomes fall below the poverty line or who are less than 21 years old.³⁶

10. Improve supports for parents of children with disabilities and developmental delays

- 11 Although each child is unique, the acquisition of specific skills and abilities—known as developmental milestones—typically follow a predictable pattern. When children do not achieve these milestones within the anticipated timeframe, it may be a sign that their development is delayed or disordered. Developmental and behavioral screenings play an important role in the early detection of developmental delays.

12

States should provide home visitors and early childhood teachers with robust training on developmental screenings and allow Medicaid to be billed for screenings. States should also increase funding for early intervention services to guarantee that all children with disabilities or delays receive the required services in a timely manner. These services, which can lead to significant cost savings in the future, can be paid for by expanding Medicaid.

- 13 Just 3 percent of infants and toddlers nationally receive early intervention services, although research suggests that as much as 13 percent of American infants and toddlers experience developmental delays.³⁷ Even after delays are identified, many children are placed on long waitlists to receive these crucial, high-demand services.³⁸ Increasing funding for screenings, early interventions, and planning—including by providing connections to disability supports and service—can help families identify delays early, access treatment and information about available services, and make informed choices for care.

Funding early childhood initiatives

- 14 A significant public investment is needed to support a comprehensive early childhood education system that meets the needs of children and their families, early childhood education providers, and early educators. Ideally, states would increase general fund appropriations to address the policies outlined in this report, recognizing that investing in young children is a public good that produces a significant return on investment.
- 15 There are several other financing options states can explore to increase investments in this sector, including:
 - Expanding the K-12 funding formula to include preschool and services for infants and toddlers, with funding flowing through local school districts to community providers.

- Introduce new excise taxes on consumables such as soda, tobacco, or marijuana, with revenues earmarked specifically for early childhood initiatives.³⁹
- Directing property tax revenue to support early childhood programs. While property taxes have long been used to fund public schools, few states have used them to fund programs for young children.⁴⁰
- Increasing tax rates for high-income earners and identify areas where the tax system disproportionately favors higher-income families and corporations at the expense of services for low-income and middle-class households. For example, states can address corporate tax loopholes, end inefficient corporate subsidies, and consider raising or restoring state estate and inheritance taxes.⁴¹ The increased revenue that results from these changes can be directed to support early childhood education initiatives that in turn contribute to the state economy.

Conclusion

- ¹⁶ Research shows that early childhood education is one of the smartest investments states can make, and voters overwhelmingly agree. Supporting new parents and their infants; helping families access high-quality child care that allows them to work and provides their children with developmentally appropriate learning environments; and improving conditions for the predominantly low-income and female early childhood workforce is a win-win for states. The benefits are immediate, long-term, and apply to children, families, and the state's economy.
- ¹⁷ It is time to view investments in early childhood in the same light as other economic development investments. Building a comprehensive early childhood system that addresses the multiple needs identified in this report can help grow states' economies and develop the workforce of the future. In the absence of federal leadership, states have a prime opportunity to lead on this issue. The policy ideas laid out in this report provide a roadmap for taking bold action to support all families in 2018 and beyond.

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KATHRYN BARGER

2018 WORKSHOP SCHEDULE

Workshops will be held at the Kenneth Hahn Hall of Administration, 500 West Temple Street, Los Angeles. Please review the schedule of meeting dates and notate your calendars accordingly.

NEW COMMISSIONER ORIENTATION WORKSHOP

<u>DATE</u>	<u>TIME</u>	<u>ROOM LOCATION</u>
APRIL 5, 2018	1:00 P.M.	372
AUGUST 23, 2018	1:00 P.M.	372
NOVEMBER 1, 2018	1:00 P.M.	372

BROWN ACT WORKSHOP

<u>DATE</u>	<u>TIME</u>	<u>ROOM LOCATION</u>
OCTOBER 25, 2018	1:00 P.M.	374A