

Thursday, January 17, 2019 • 12:00 p.m. – 2:00 p.m.

Pacific Oaks College
45 Eureka Street, Classrooms 7/8/9
Pasadena, CA 91103

AGENDA

- | | | |
|-------------|---|--|
| 1.
12:00 | Welcome and Introductions
▪ Opening Statement and Comments by the Chair | Nellie Ríos-Parra, Chair |
| 2.
12:10 | Approval of Minutes
▪ November 7, 2018
▪ December 14, 2018 | Action Item Julie Taren, Vice Chair |
| 3.
12:15 | Public Policy Report
▪ Governor's Proposed Budget for Fiscal Year 2019-20
▪ Priority State Legislation Proposed to Date | Michele Sartell |
| 4.
12:45 | Re-visiting Child Care Salary/Retention Program Funds (AB 212): Informing the Development of Guidelines and Principles | Renatta Cooper, Office for the Advancement of Early Care and Education |
| 5.
1:30 | Strategic Planning
▪ Reflections and Highlights
▪ Next Steps | Kelly O'Connell and Julie Taren |
| 6.
1:50 | Announcements and Public Comment | Julie Taren |
| 7. | Call to Adjourn | Nellie Ríos-Parra |

Next Meeting

Wednesday, February 6, 2019

Business Meeting: 12:00 – 12:45 p.m./**Public Hearing:** Local Funding Priorities: 12:50 – 3 p.m.
Los Angeles County Community Development Commission
700 W. Main St., Conference Room Babe Ruth A&B
Alhambra, CA 91801

MISSION STATEMENT

The mission of the Child Care Planning Committee is to engage parents, child care providers, allied organizations, community, and public agencies in collaborative planning efforts to improve the overall child care infrastructure of Los Angeles County, including the quality and continuity, affordability, and accessibility of child care and development services for all families.

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COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

Meeting Minutes – November 7, 2018

Members in Attendance (24)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Alejandra Berrio	Tonya Burns	Alexandra Himmel	Amy Lanza for Daniel Orosco	Christina Acosta
Jessica Chang	Lindsey Evans	Ritu Mahajan	Mariana Sanchez	Cindy Stephens for Toni Isaacs
Tara Henriquez	Valerie Marquez	Joyce Robinson	Jenny Trickey	Kelly O'Connell <i>1st Supervisorial District</i>
Daniel Polanco	Wendy Tseng for JoAnn Shalhoub-Mejia	Ancelma Sanchez		Dianne Philibosian <i>5th Supervisorial District</i>
Nellie Ríos-Parra				Michael Shannon
Ernest Saldaña				Sarah Soriano <i>4th Supervisorial District</i>
				Julie Taren <i>3rd Supervisorial District</i>

Guests and Alternates: Sally Durbin – Teaching At The Beginning, Cathy Coddington – Vital Research, Andrea Epps – Andrea's Learning Center, Eileen Friscia – Child Care Resource Center, Maura Harrington – Center for Nonprofit Management, Carolyn Macaranas – Little Tokyo Service Center, Jackie Majors – Policy Roundtable for Child Care and Development, Sandra Mendoza – Los Angeles County Office of Education, Christine Newkirk – Center for Nonprofit Management, Terry Ogawa – Policy Roundtable for Child Care and Development, Cynthia Renteria – Child Care Resource Center, Rodgers Shakhvalayon – Department of Public Social Services, Sally Swiatek – California Kinder Association, Laura Valles – Laura Valles and Associates, and Melba Yarbrough – International Institute Los Angeles

Staff: Michele Sartell

I. Welcome and Introductions

Nellie Ríos-Parra, Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:05 p.m. She welcomed members and guests after reading the opening statement and asked Kelly O'Connell to read the mission statement. She then asked members, alternates and guests for self-introductions.

Nellie reflected on the election, noting Governor-elect Newsom's commitment to families' access to high quality early care and education. At the time of the meeting, the election results for the incoming State Superintendent of Public Instruction was pending (*as of this writing, Marshall Tucker conceded to Tony Thurmond*). And, the State Senate and the Assembly Democrats have reach a supermajority in each house. On the federal front, more women and women of color have been elected into Congress, the Senate retains its Republican Majority, and the Democrats now hold the majority of House seats. Nellie commented that while this election restores some hope that children and families will be elevated as a priority as will investments in the field of early care and education, this is no time

to rest. As stakeholders, it is critical that we continue to lift issues of access, quality and workforce and hold our elected officials accountable to their promises. She added that the timing could not be better as the Planning Committee and the Policy Roundtable for Child Care and Development (Roundtable) dive deeper into strategic planning, which will serve as our roadmap for the next five years.

II. Approval of Minutes

Julie Taren, Vice Chair, reviewed the minutes from October 3, 2018 and asked for a motion to approve. Tonya Burns made the motion to approve the minutes; the motion was seconded by Alex Himmel. The motion on the minutes passed with abstentions from Lindsey Evans and Sarah Soriano.

III. Strategic Planning

Nellie announced that the Joint Strategic Planning Retreat has been scheduled for Friday, December 14, 2018 from 8:30 a.m. to 3:30 p.m. at Almansor Court located in Alhambra. Today's meeting is a continuation of preliminary work in preparation of the all-day retreat.

Maura Harrington, the strategic planning consultant, introduced the work for the afternoon that would help set the stage for the retreat. She referred to the meeting materials for the matrix comparing the Planning Committee and the Roundtable. She asked meeting participants to review the document and then discuss at their tables the similarities and differences, identifying any surprises and questions raised by their review.

Meeting participants offered a list of surprises, questions for clarification and thoughts on issues that will likely require attention at the retreat. Some commented on the disconnect between the two bodies, while noting that both address access to high quality early care and education suggesting duplication of efforts. Others remarked on the hierarchical nature with the Planning Committee elevating issues for consideration that may result in recommendations to the Board of Supervisors by the Roundtable. A suggestion offered for thinking structurally about the two bodies and the consideration of options to create efficiencies. A suggestion was made to conduct focus groups with parents through partnership with existing entities that have the capacity to convene them.

Maura closed the exercise by reflecting on the importance of the groundwork in preparation of the retreat, thanking everyone for their participation in the examination of the differences and commonalities across the two bodies. She extended invitations to anyone interested in attending the Roundtable meeting scheduled for the following week to lend the Planning Committee voice to their study comparing the two bodies.

IV. Comprehensive Fiscal Analysis of Early Care and Education: An Introduction to the Project

Dr. Katie Fallin Kenyon, consultant supporting the work of the Los Angeles County Prevention Plan Early Care and Education Workgroup convened by the Office of Child Protection and Roundtable, directed meeting participants to her PowerPoint presentation. She began with an introduction to the workgroup that was convened with an understanding of early care and education's critical role of early care and education towards preventing and mitigating child abuse and neglect as addressed in the Office of Child Protection's (OCP) *Prevention Plan for Los Angeles County*. The OCP reached out to the Roundtable to serve as a partner to realizing the goal in the plan that recognizes the value of early care and education as a resource, yet with limited access for families most in need. Workgroup

members representing 30 organizations serving children and families include representation from the Planning Committee as well as the Roundtable.

The workgroup identified the insufficient supply of publicly funded early care and education in Los Angeles County that exacerbates the ability of the system to serve the children and families most in need. Through an early examination of the complicated funding streams, the workgroup learned about the work of San Francisco to revamp their subsidized early care and education system to create efficiencies, which started with the development of a comprehensive fiscal analysis. Katie noted the uniqueness of San Francisco as much smaller in scale compared to Los Angeles County with additional local public dollars that support their early care and education system. Yet, San Francisco used data to simplify and streamline funding streams based on the analysis.

Referring to the PowerPoint, Katie posed a list of questions for which there are no current answers, for example: what other funding streams support the early care and education system in Los Angeles County? Are the funds fully spent? Are the funds fully leveraged? What role could the County plan in coordinating other resources? With grant funds awarded by the County's Quality and Productivity Commission, Jeanna Capito & Associates has been hired to conduct the Comprehensive Fiscal Analysis for Los Angeles County. Three elements are expected to be gained from the project: a catalogue of funding resources including information on eligibility and restrictions; an analysis of provider revenues and expenditures linked to quality based on the upper three tiers of the quality rating and improvement system (QRIS); and a set of recommendation with actionable steps to maximize resources that will be submitted to the Board of Supervisors. Project activities include an extensive document review, key informant interviews, regular meetings with the workgroup advisors, and a final report with stakeholder presentations in May of 2019.

Meeting participants were provided an opportunity to ask questions or make comments. It was noted that First 5 LA is working on a financial analysis, which will complement the fiscal analysis completed on behalf of the workgroup. Funding to support early care and education using Local Control Funding Formula dollars and investments by cities inclusive of land use and facilities and philanthropic investments will be captured in the fiscal analysis.

Nellie expressed her excitement for the project and thanked Katie for her presentation with an invitation for the consultants working on the project to take advantage of the Planning Committee for input as they proceed.

V. Announcements and Public Comment

- The Office for the Advancement of Early Care and Education will continue to receive applications from the Investing in Early Educators Stipend Program through November 15, 2018.
- Long Beach Early Childhood Education Committee will be holding its annual Early Learning Symposium on March 30, 2019. The theme is "Building Resiliency in Family and Community". More information will be forthcoming at their website: <http://lbece.org/>.
- The D.A.D. Project is seeking help with their holiday event that will be held in Southgate next month. Daniel Polanco added that planning is underway to hold the next "Men in Child Care" conference in Los Angeles County in October 2019. See Daniel for more information regarding both events.
- A webinar on ECE shared services, "Improving Quality, Reducing Costs in ECE Through Collaborative Alliances", is scheduled for December 3, 2018. Watch for an upcoming e-mail from Michele; the e-mail will have additional information on the event including a registration link.

- The Southern California Chapter of the Infant Development Association will hold its 4th Annual Early Start/ECE Policy Updates on January 28, 2019. For more information, visit <https://www.idaofcal.org/events-southern-california-chapter>.
- Play Matters is hosting a conference on March 23, 2019. More information about this event will be forthcoming.
- The California Child Development Administrators Association has changed its name to EveryChild California. For more information, visit <https://www.everychildca.org/>.

VI. Adjournment

The meeting was adjourned at 2:08 p.m.



CHILD CARE PLANNING COMMITTEE AND POLICY ROUNDTABLE FOR CHILD CARE AND DEVELOPMENT

Joint Strategic Planning Retreat Minutes
December 14, 2018

Child Care Planning Committee Members in Attendance (22)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Alejandra Berrio	Tonya Burns	Mallika Bhandarkar	Ranae Amezcuita	Christina Acosta
Rosa Alvarez for Jessica Chang	Nancy Sanchez for Ricardo Rivera	Ritu Mahajan	Angela Gray	Toni Isaacs
Tara Henriquez	Wendy Tseng for JoAnn Shalhoub- Mejia	Joyce Robinson	Laurel Parker	Kelly O'Connell <i>1st Supervisorial District</i>
Daniel Polanco		Kathy Schreiner		Dianne Philibosian <i>5th Supervisorial District</i>
Nellie Ríos-Parra				Michael Shannon
Ernest Saldaña				Julie Taren <i>3rd Supervisorial District</i>
Policy Roundtable for Child Care and Development Members in Attendance (19)				
Board Appointees	Organization Representatives		County Departments/Entities	
Ellen Cervantes <i>5th Supervisorial District</i>	Fran Chasen <i>Southern Chapter of the CAEYC</i>		Robert Gilchick <i>Department of Public Health</i>	
Richard Cohen <i>3rd Supervisorial District</i>	Jackie Majors <i>Child Care Alliance of Los Angeles</i>		Faith Parducho <i>Department of Parks and Recreation</i>	
Terry Ogawa <i>3rd Supervisorial District</i>	Jacquelyn McCroskey <i>Commission on Children and Families</i>			
Karla Pleitéz Howell <i>1st Supervisorial District</i>	Ofelia Medina (Alternate) <i>First 5 LA</i>			
Boris Villacorte <i>1st Supervisorial District</i>	Nellie Ríos-Parra <i>Child Care Planning Committee</i>			
	Dean Tagawa <i>Los Angeles Unified School District</i>			

Guests and Alternates: Cristina Alvarado – Child Care Alliance of Los Angeles, Jessica Barahona – Department of Mental Health, Robert Beck – Department of Public Social Services, Martha Borquez – Alternate for Ranae Amezcuita, Yecenia Cardenas – Mexican American Opportunity Foundation, Kevin Dieterle – First 5 LA, Liliana Hernandez – Alternate for Fran Chasen, Tinatra Glaspie – La Petit Academy, Kathy Malaske-Samu – Child360, Crys O'Grady – Alternate for Dianne Philibosian, Colleen Pagter – Los Angeles Unified School District, Edilma Serna – WestEd Program for Infant Caregivers, Nikki Stark – Frogstreet, Cindy Stephens – Alternate for Toni Isaacs, and Melba Yarbrough – International Institute Los Angeles

Consultants: Katie Fallin Kenyon – Kenyon Consultant, Maura Harrington – Center for Nonprofit Management, Christine Newkirk – Center for Nonprofit Management, and Laura Valles – Laura Valles and Associates

Staff: Margot Carabali, Renatta Cooper and Michele Sartell

I. Welcome and Introductions

Ms. Terry Ogawa, Chair of the Policy Roundtable for Child Care and Development (Roundtable), opened the retreat with welcoming statements at 8:45 a.m. She marked the day as historic, noting the joint retreat as the first time that the Roundtable and the Child Care Planning Committee (Planning Committee) have met in the same room. Realistically, the day will not result in a plan; rather the work of the day will guide the building of the plan to occur after the retreat. Ms. Ogawa then invited the retreat participants to make self-introductions.

The Ralph M. Parsons Foundation and Ms. Wendy Garan, its President and CEO, were thanked for their generous sponsorship of the retreat with pastries and coffee upon arrival in the morning and a buffet lunch to be provided at noon

II. Warm Up

Ms. Nellie Ríos-Parra, Chair of the Planning Committee, facilitated a couple of welcoming exercises. She referred meeting participants to the materials at their tables to create their nameplates with their personal mission statement for the children and families of Los Angeles County in words or drawings and then share with the people at their table. Time was allowed for each of the tables to report on common themes from the nameplate exercise.

III. Context and Goals for the Day

Dr. Maura Harrington, the strategic planning consultant, introduced the work of the day, which included a deeper look into the future of early care and education for Los Angeles County. She commented on the timing of the development of the plan, coinciding with the transition of the Office for the Advancement of Early Care and Education (OAECE) to the Department of Public Health (DPH) that will likely drive conversations around intersect and integration with other services impacting children and families, and a change in public will with both Governor-elect Gavin Newcom's stated commitment to invest in the early years, and the growing in interest of the Board of Supervisor.

Dr. Robert Gilchick, Medical Director of Maternal, Child and Adolescent Health at DPH and Roundtable member, offered a brief update on the search for a Director of the OAECE. An employment bulletin was publicly issued at the end of October for a Health Program Manager I and has resulted in a number of application submissions. Dr. Gilchick noted the challenge of finding the ideal candidate with both managerial experience and early care and education expertise; most candidates are deficient in one of the areas. He solicited the help of the meeting participants, noting that every applicant is rated and measured by DPH's Human Resources to ensure an equitable process. The employment bulletin is listed as open until the position has been filled to allow time to identify the best candidate.

Dr. Harrington next reviewed the objectives for the day and the timetable as listed on the meeting agenda, asking for every ounce of wisdom from the participants. To start, meeting participants were invited to propose a set of ground rules for the day. The ground rules included: all ideas are good, listen, keep an open mind, listen to understand, ask questions, have a growth mindset, dream big, keep it simple, drive to conclusion, connect with action, step up and step back, make yourself comfortable, take a break as needed, keep self-focused, and meet new friends.

IV. Visioning Exercise – Developing One Vision

Ms. Laura Valles of Laura Valles Associates and a member of the consulting team led the visioning exercise intended to move participants into dreaming big. The year is 2023 and the OAECE has realized its vision as noted on the cover of a magazine in Union Station. She asked the meeting participants what they saw on the cover, and then instructed them to work at their tables to prepare individual visions. Each table identified a facilitator, scribe and timekeeper to complete their OAECE Cover Story Vision as a

group. The next step was a world café model to allow meeting participants to visit other tables and add dots to the most favorable items. Each table presented those that received most attention.¹

Next, Dr. Harrington distributed copies of the *California Assembly Blue Ribbon Commission on Early Childhood Education's Approved Principles* for consideration in guiding the principles for the Roundtable and Planning Committee's set of principles. Each table was instructed to consider the principles for alignment to the work of the Planning Committee and the Roundtable and/or prepare proposed modifications, if any, to share with the whole of the meeting participants. Each group was then asked to present their impressions of the principles and how they might apply for the work in Los Angeles County. Consensus was reached as to the applicability of the principles with recommended changes for relevancy to Los Angeles County.

V. Grounding Data

Ms. Christine Newkirk, a member of the consulting team, presented on the findings of her research into other localities across the United States that have strategically integrated early care and education as part of a larger public health system with the notion that the health of children and families influences children's early learning. Thus far, the research reveals different points of view and structures. Ms. Newkirk is in the process of synthesizing her findings and refining the report that will help inform the development of the strategic plan.

Ms. Newkirk continued by reflecting on the meetings of the Planning Committee and Roundtable leading up to the retreat and with attention to the larger umbrellas of the OAECE and DPH. She suggested that there is strength in numbers to building a sustained collaboration and impacting systems change. The challenge is ensuring that all voices are heard and lifting voices from all communities. She asked, what can be accomplished by revisiting and clarifying the roles of each body? The objectives for the retreat are conceptualizing the shared vision, principles, goals and new structures for sustaining the work going forward.

VI. Lunch and SWOT Analysis

Before allowing meeting participants to break for lunch, Dr. Harrington provided instructions for the table conversations to simultaneously occur. Each table engaged in completing a SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis specific to the merger of strategic plan. Following the close of lunch, each table was asked to report on the highlights of their SWOT Analysis.

VII. Setting Priorities, Articulating Goals, Identifying Action Items

Each table was instructed to develop a list of three recommended priorities for the strategic plan and then present their list to the full group. Next, Ms. Newkirk identified and organized the priorities into the following broad categories: structure/systems, partnerships, quality, access, synchronicity with DPH, workforce development, relationships with and expectations of the Board of Supervisors, and funding. Each group was invited to review and add to the strategies and action plans at each table to strengthen the ideas and make more aspirational.

¹ The outcomes of the exercises resulting from the retreat were captured by the consultant group and are included as an attachment to the minutes.

VIII. Next Steps and Wrap Up

Dr. Harrington relayed that the strategic planning leadership group will be meeting to give substance to the elements of the strategic plan, which will be presented to the Planning Committee and Roundtable ongoing for input. She then invited meeting participants to provide final comments and retreat takeaways. Comments were as follows:

- Interesting to learn about the original intent of the Roundtable and where it is today in relationship to the Board of Supervisors and its new home in DPH.
- Hope, brain trust of the County was in the room.
- Recognition of pieces converging, and hope is possible; hope is not just aspirational, but achievable at this moment in time.
- Feeling of inclusion, recognition of infants and toddlers within context of families
- Appreciate contributions – greater learning and understanding, a recognition of what is to be gained from retreat. Big ask to be here today; work we are doing today will impact millions of children and their families.
- Meeting participants extended their appreciation to staff, the consultant team and the strategic planning work group for the success of the day, both content and logistics. And another shout out to the Ralph M. Parsons Foundation for their support.

IX. Public Comment/Announcements

- Play Matters is hosting a conference on March 23, 2019 at Good Samaritan Hospital in the Mosley-Salvatore Conference Center located at 637 Lucas Avenue, Los Angeles. More information about this event will be forthcoming.
- The Infant Development Association of California, South Chapter is holding their 4th Annual Early Start/ECE IDA Public Policy Update on January 28, 2019 at Braille Institute in Los Angeles. For more information, visit <https://www.idaofcal.org>.

The retreat was adjourned at 3:17 p.m.

OAECE Joint Strategic Planning Retreat

12/14/2018

OAECE “Cover Story” Vision

Cover:

- Leading the way for high-quality early learning
- Look at LA County is doing for our kids!” – 12

Brainstorms:

- Who are the kids that most need the care? – 7

Quotations:

- OAECE: Celebrates success of collective efforts to inform public policy agenda, increasing quality childcare plots for LA County children

Outcomes!

- Children most in need participate in high quality childcare
- Children most in need are ready for kindergarten
- Children most in need achieve academic parity with all children at 3rd grade level

Images:

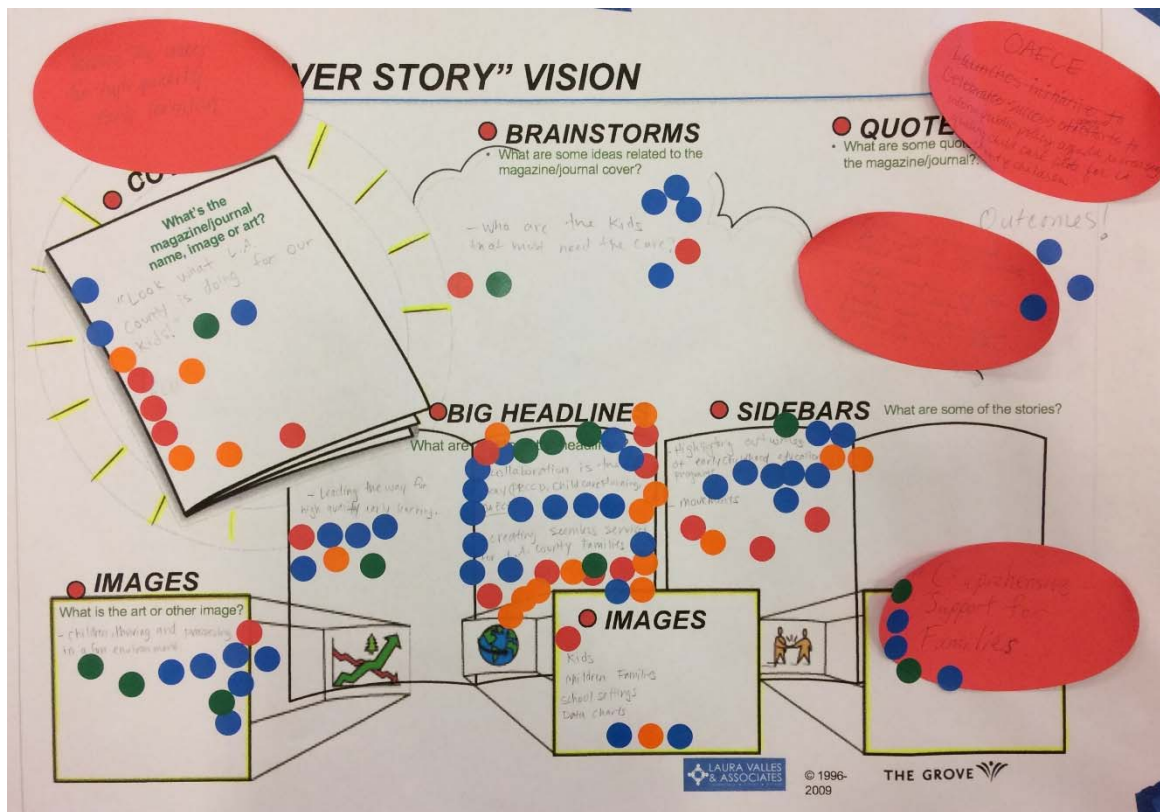
- Children thriving, prospering in a fun environment – 10
- Kids
- Children
- Families
- School settings
- Data charts - 3

Big Headline:

- Leading the way for high quality early learning – 7
- Collaboration is the key (PRCCD, Childcare planning, PAECE) – 20
- Creating seamless services for LA County Families – 16

Sidebars

- Highlighting outcomes of early childhood education programs – 10
- Movements – 5
- Comprehensive support for families – 5



Cover:

- LA County OAECE wins Nobel Peace Prize for work on children and families – 24

Brainstorms:

- Parent voices are central to planning – 3
- Investment-sustainable (federal/state/local), Tracking investments and results across cities, same reporting required – 10
- Integration of ECE services/homelessness – 9

Quotations:

- Parent: “I was able to find information easily online” – 5
- Parents: “Everyone in this county cares about me and my family.” – 4

Images:

- Detention centers closed/demolished, parks with children and families playing in new space – 6
- Mothers and babies getting prize
- Children and families playing – 2
- Charts/graphs
- Someone graduating
- (Check to LA County for \$5 Billion dollars)

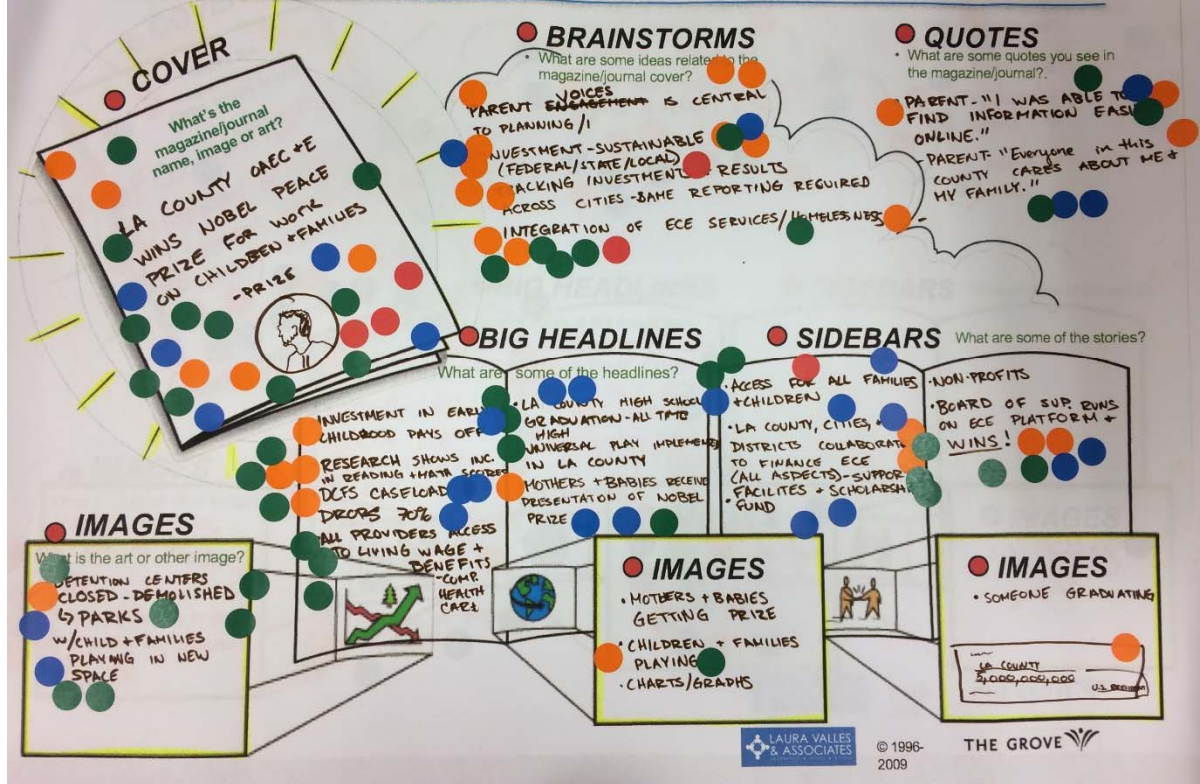
Big Headline:

- Investment in early childhood pays off – 4
- Research shows increase in reading and math scores – 10
- DCFS caseload – 6
- All providers access to living wage and benefits, comp. health care – 3

Sidebars

- Access for all families and children – 5
- LA County, cities and districts collaborate to finance ECE (all aspects), support facilities and scholarship – 7
- Fund – 2

OAECE "COVER STORY" VISION



Cover:

- ECE matters! – 10
- Alignment of funding services finally achieved – 24

Brainstorms:

- Funding approved for more schools, salaries for teachers and services – 17

Quotes:

- “I can finally support my family on my teachers salary” – 12
- “I can quit my second job” – 4

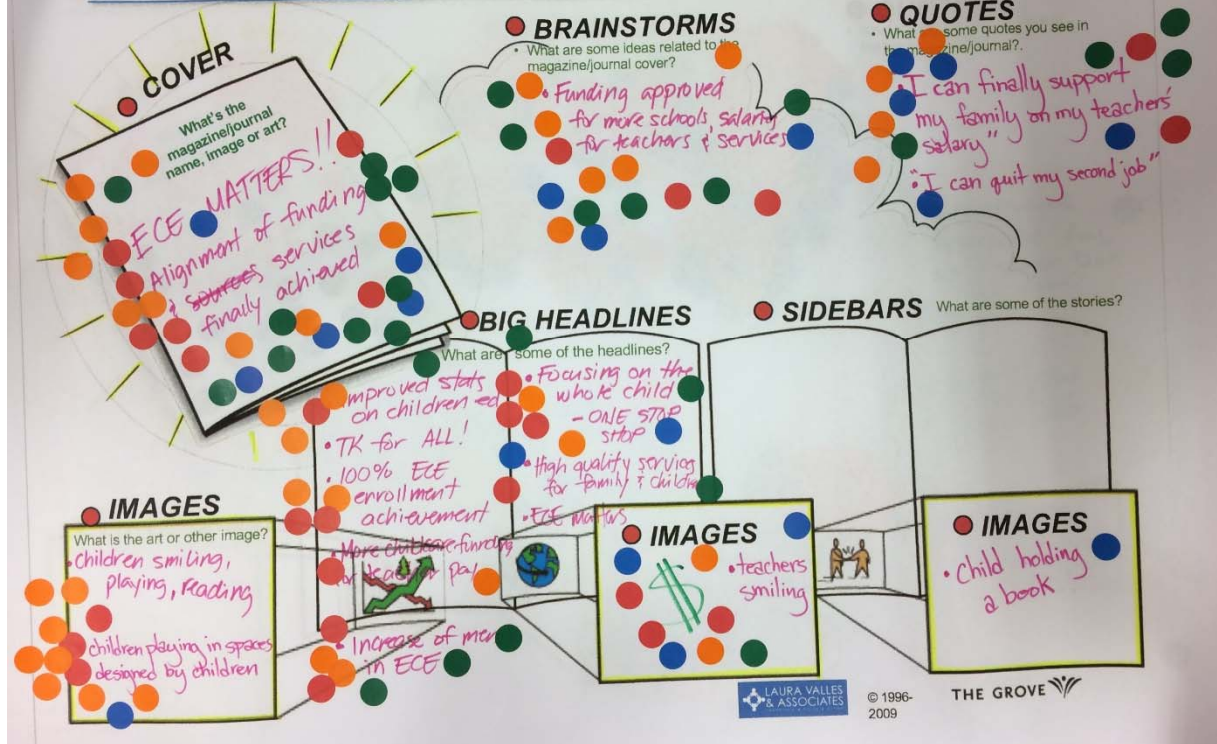
Images:

- Children smiling, playing, reading – 2
- Children playing spaces designed by children – 12
- Teachers smiling – 2
- Money – 7
- Child holding a book – 1

Big Headline:

- Improved stats on children ed – 9
- TK for all! – 2
- 100% ECE enrollment achievement – 6
- More childcare funding for teacher pay – 2
- Increase of men in ECE – 7
- Focusing on the whole child – 6
- One stop shop – 3
- High quality services for family and children – 3

OAECE "COVER STORY" VISION



Cover:

- It's here!
- All access 0 to 5
- Quality ECE

Brainstorms:

- All access – 9
- Full money – 16
- Whole families – 16
- Workforce – 8
- Quality – 10
- Well-paid – 12
- Qualified – 8

Quotes:

- Universal preschool for all – what does this mean? – 1

Images:

- All LA County 0-5 year olds enjoy quality early care and education with well-paid, qualified teaching staff!
- Wages up for ECE workforce
- Percentage increase in infant/toddler care
- Universal Pre-k
- Homelessness down
- Bridge program expanded
- Universal healthcare
- Full funding for our future, Birth-to-5 programs fully funded in California – 1

Big Headline:

- Subsidized childcare for quality programs, ALL babies in LA County – 1

Sidebars

- Wrap-around alignment – 3
- LA County now has a 75% enrollment in quality ECE programs



Cover:

- LA County! Highest paid ECE workforce in the nation – 26

Brainstorms:

- ECE investments results in – 8
- Lower cost in special education – 4
- Preschool suspensions and expulsions a thing of the past – 5
- Teenage delinquency dramatically reduced – 8

Quotes:

- Child Care options for parents are numerous centers and family child care homes – 5
- International leaders come to LA County to study the ECE system to grow their own version of the model – 20

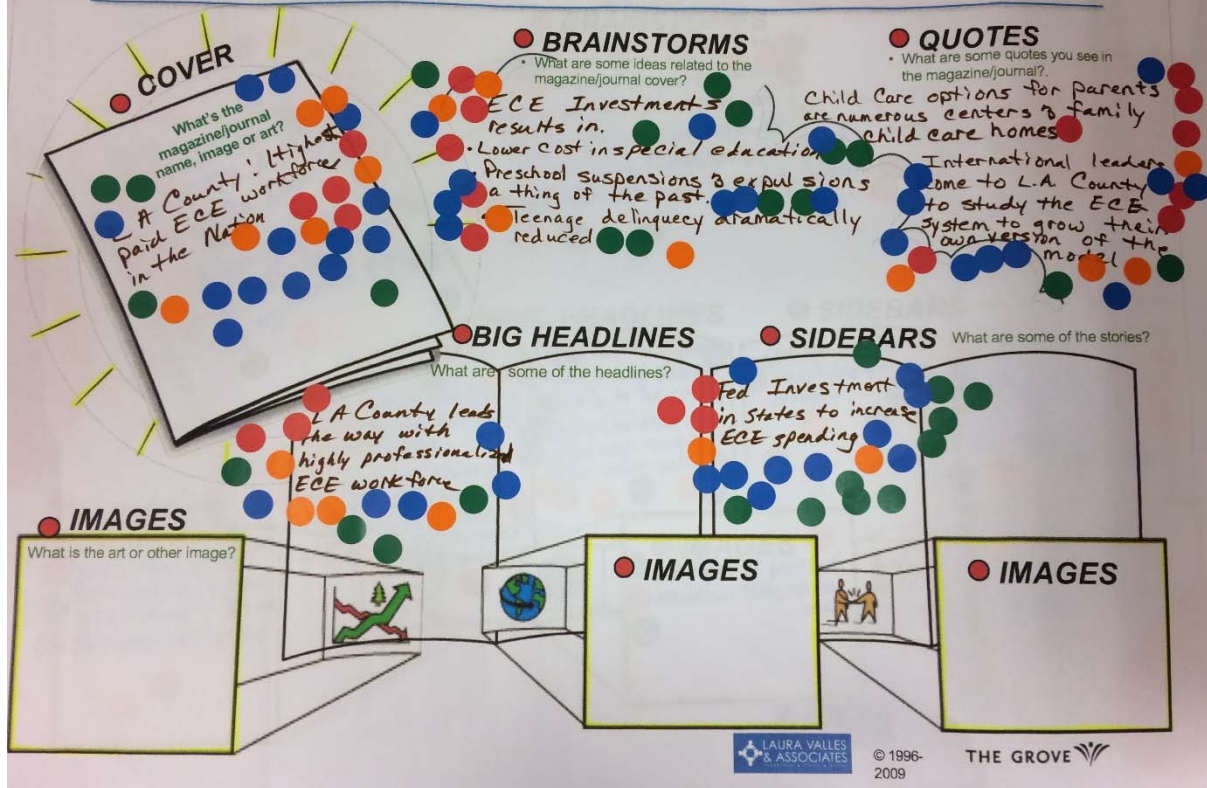
Big Headline:

- LA County leads the way with highly professionalized ECE workforce – 15

Sidebars

- Fed investment in states to increase ECE spending – 25

OAECE "COVER STORY" VISION



Cover:

- Inequity a thing of the past – 18
- Aligning systems and investing early closes big opportunity gaps – 16
- Los Angeles most childcare-friendly county in the country

Brainstorms:

- Plan for all LA Families set to have access to quality, affordable care for kids 0-5
- Quality, well-compensated workforce – 8
- Diverse workforce to meet community need
- Quality childcare and preschool for all
- Achieve equity through early investment
- All families have access to quality childcare – 8

Quotes:

- Board investments
- Every high-needs child has access to high quality childcare
- LA Families close the gap in health and educated outcomes, equity achieved

Images:

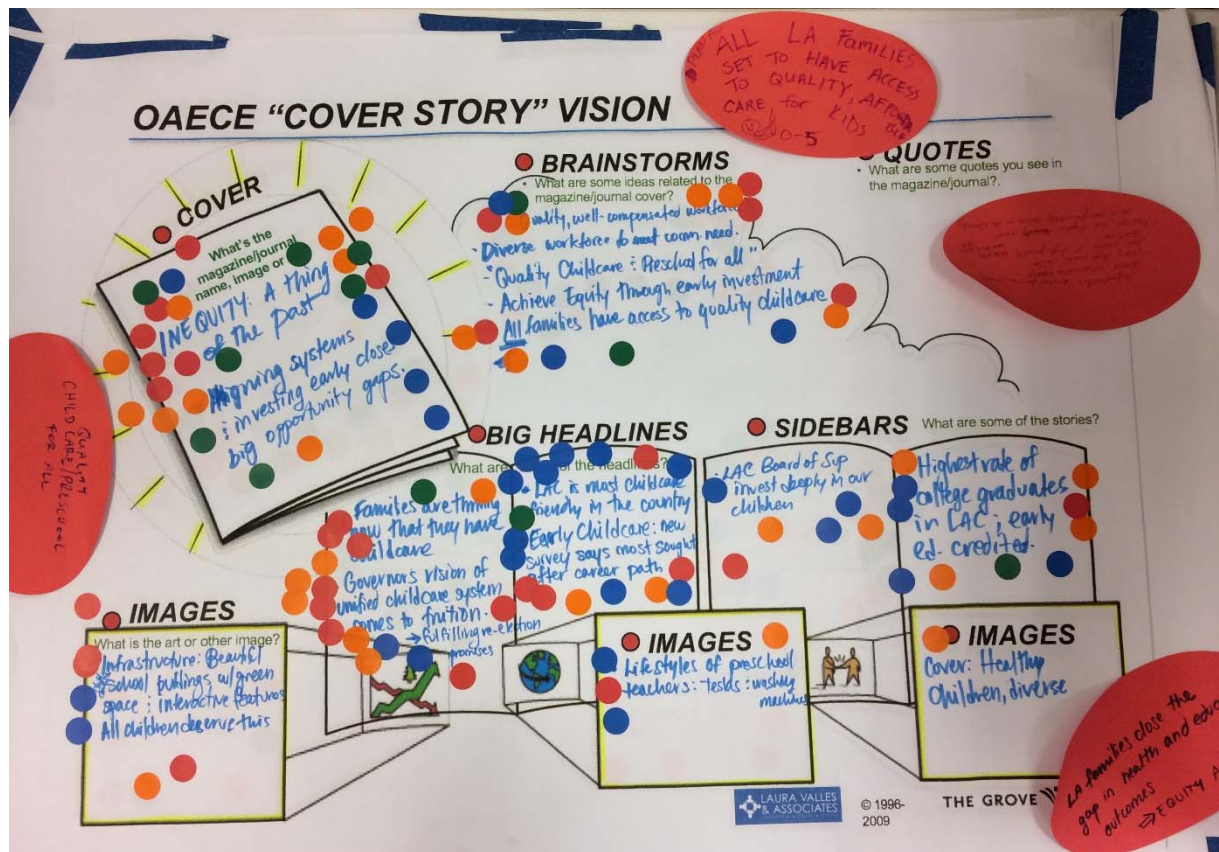
- Infrastructure – beautiful facilities
- Infrastructure: Beautiful school buildings with green space and interactive features. All children deserve this – 7
- Lifestyles of preschool teachers: Teslas and washing machines – 4
- Healthy children, diverse – 1

Big Headline:

- Families are thriving now that they have childcare – 10
- Governors vision of unified childcare system comes to fruition, fulfilling re-election promise – 14

Sidebars

- LAC Board of Supervisors invest deeply in our children – 8
- Highest rate of college graduates in LAC, early ed. Certified – 10



Cover:

- Investments pay off for LA County families! – 23

Brainstorms:

- Return on investment closing of achievement gap – 12
- Principals of quality child development span across the entire education continuum – 16

Images:

- Parade (children and families cheering, confetti, streamers, happiness) – 7
- Board of supervisors surrounded by young children and director of OAECE – 6

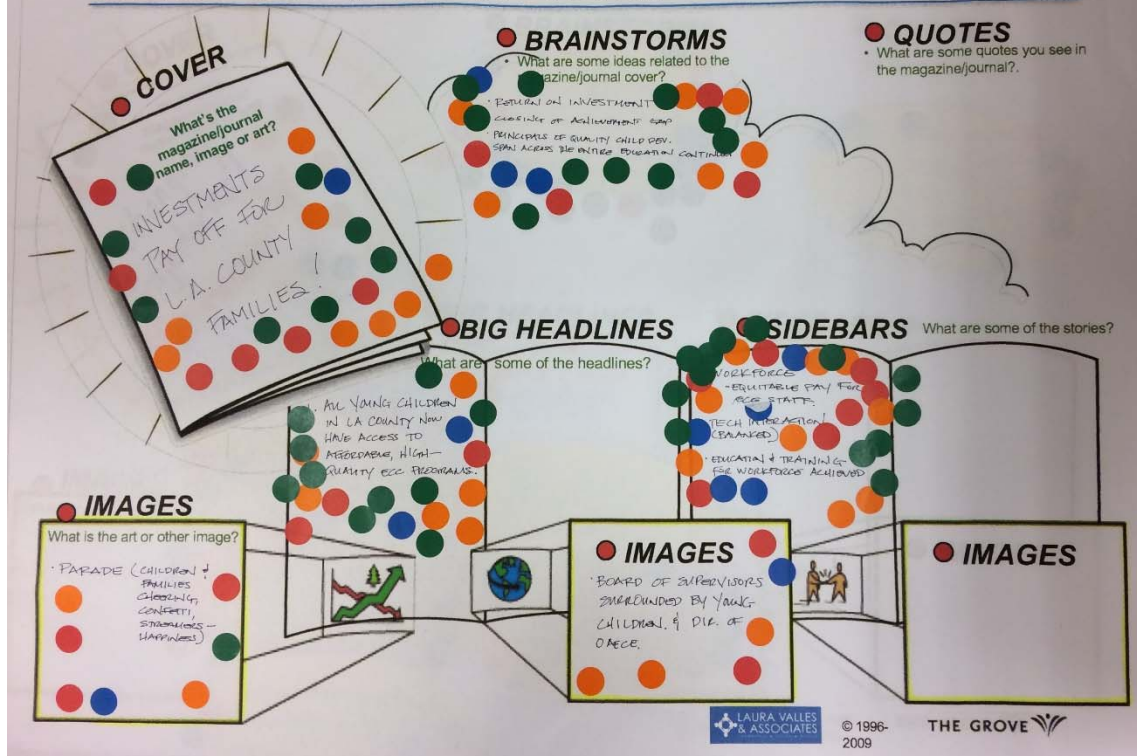
Big Headline:

- All young children in LA County now have access to affordable, high-quality ECC programs – 22

Sidebars

- Workforce, equitable pay for ECE staff – 20
- Tech interaction (balanced) – 10
- Education and training for workforce achieved – 10

OAECE "COVER STORY" VISION



Cover:

- Changing trajectories! – 6
- LA County Children and Families – 7

Brainstorms:

- No more silos!!! – 8
- ECE systems, Full alignment and collaboration promote better outcomes – 20

Quotes:

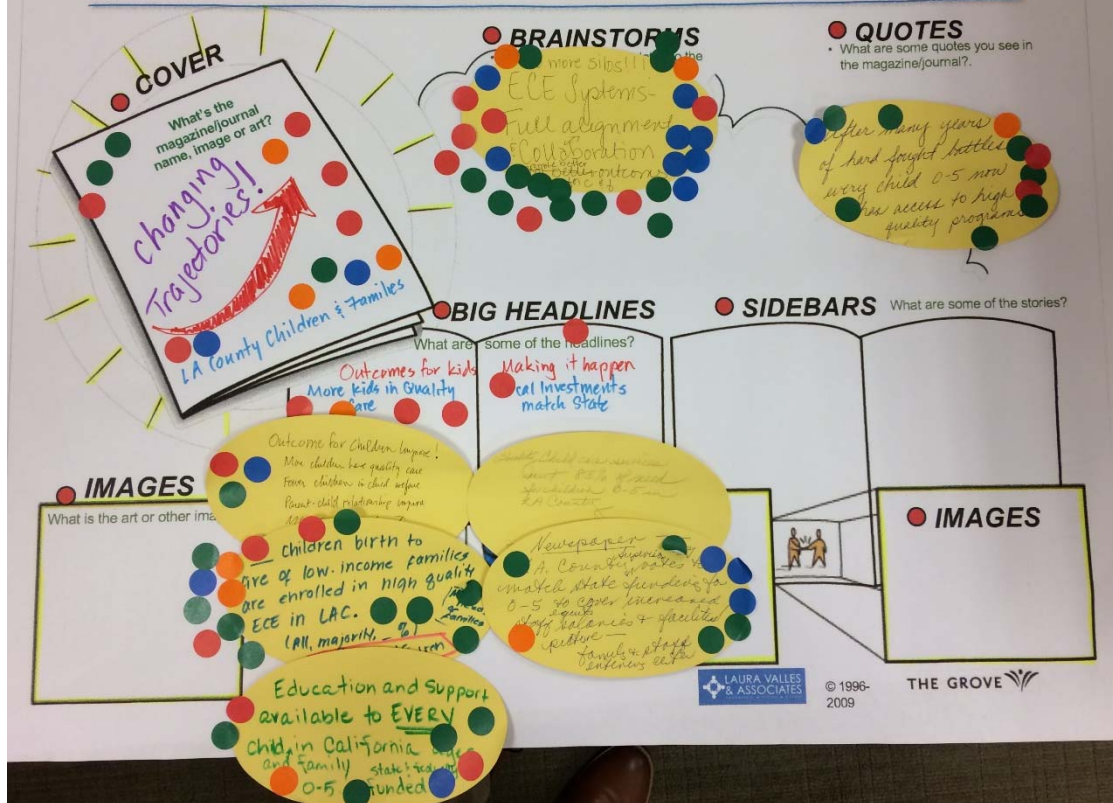
- After many years of hard-fought battles, every child 0-5 now has access to high quality programs – 11

Images:

Big Headline:

- Outcomes for kids more kids in quality care – 4
- Making it happen, cal investments match state – 2
- Outcome for children improve! More children have quality care, fewer children in child welfare, parent-child relationship improve – 3
- Children birth-to-five of low-income families are enrolled in high quality ECE in LAC. (All majority %), quality ECE for all LAC children, meets needs of families – 15
- Education and support available to EVERY child in California and family, state and federally funded – 8
- Quality child care services meet 85% of needs for children 0-5 in LA County
- LA County supervisors vote to match state funding for 0-5 to cover increased staff salaries and facilities – 8

OAECE "COVER STORY" VISION



Principles – Impressions

- BRC Report in Spring 2019 with recommendations
- Last bullet – the legislature and local government (including county) play central role
- Comprehensive
- Increased emphasis on mixed delivery system
- Need to create political will to move these forward (business sector, parents, public)
- Alignment with state vision and encourage other counties to consider doing the same
- Implementation needs to be aligned but local focus
- What resources do we have, what are our priorities, etc.
- More specific
- Elevate the professionalism of the field
- How families are given “agency” to help shape system
- BRB Principles are thorough
- Add something about safety and site inspections
- Last bullet point on legislature: instead of “plays central role,” reads “shapes/make policies...” (more active role)
- “Continually address bias” rather than “eradicate”
- “Whoever welcomes family first” rather than “no wrong door”
- Early childhood and k-6 need to be thoughtfully integrated and cooperating
- Define “high quality”
- “Families” is more inclusive than “parents”
- Include all systems under equity bullet. Not just child welfare.

*Need one page statewide statement of principles - -can be adapted for localities. Alignment is key.

- Financing – what does it look like, need detail
- Good comprehensive aligned with concepts. It’s LONG.
- Like Bullet Point #2, keep top of mind
- Don’t mention parent English
- Like streamlining of service systems
- Definition for high quality
- Under effective (partnerships) add coordination with higher education for coordination of ECE workforce
- Add health system to child welfare (1st and 2nd page)
- Add state and federal
- Align with what’s going on at state
- What resources do we have here...common principles...implement different.
- Equity in legislature

SWOT (Strengths, Weaknesses, Opportunities, Threats)

Strengths	Weaknesses
<ul style="list-style-type: none"> • Strength in numbers – wealth of talent, Experienced • Better use of resources • Single voice, clarity • Reduce confusion of roles and responsibilities • Fewer meetings • Oversight of DPH leadership and program integration • Existence – all 3-links Bofsy Policy • Learning Opportunities • Collaboration, collaborative among 3 groups • Knowledge of community needs • Many different and diverse voices • Diversity, language, experiences • Collective knowledge • Commitment • Alignment of vision around principle such as workforce, quality • County willing to thing differently, leadership and commitment (local, state) • OAECE move to PH and integration with HC, HMG, ECMH • Passionate, diverse, “players” • Current Board of Supervisors • A lot of higher ed. Opportunities • Openness to improving ECE • New Gov. champion for ECE • Sheila Kueht strong advocate • LA County of Supervisors • Diversity of Membership across groups • Willingness to collaborate and explore new ideas • Interest in Department of Public Health to collaborate • One strategic plan, Common principles/plan • Increase (alignment) • New leadership • Public Health focus • Equity/Social Justice • Increase in interest in ECE from BOS and by State Legislature • Diverse body of people with a variety of experiences, diverse connectivity to child care, representative of the CC system. • Our opinions are recognized because of subject matter expertise • DPH leadership is strong • Ability to leverage existing networks/partnerships that had been established • Michele’s institutional knowledge of the ECE system, how the office has worked 	<ul style="list-style-type: none"> • Unwieldy number for consensus building • Disorganized now • Budget-small compared to PH • Parent voice not strong • Different bodies (CCPC, PRCD, and others) create a lack of alignment • Consolidated-statement on definition of quality of ECE • Reimbursement rate not high enough for ECE; cost exceeds rate/tuition/budgets • QRIS not reaching enough providers • Lack of data/Too little alignment of data systems • Funding determines what you do/OAECE does • Current capacity of OAECE • Territorial • Siloed collaboration • Data sharing • Jargon used to inform the public • The inability to merge multiple funding sources • Inadequate career counselors • Silos (in departments, across state and county-wide efforts) • Policy and practitioners often “speak different languages” • Separate meetings • Inability to take action (have strong passionate members, how can we capitalize on this?) • Greater need to share information both ways • Need for collective mission • View of ECE as simply childcare. Ongoing perception that it’s not important • Insufficient funding of the system • Lack of longitudinal data • Inundated with several ideas/voices • How do we show up with a unified voice • Categorical funding “silo” • Not working in concert in a coordinated way • Don’t know about DPH • Common data sets • Lack of alignment of systems • Limited resources • Fragmented funding streams • Don’t know what organizations at the table do • Lack of distinction between CCPC and PRCCD

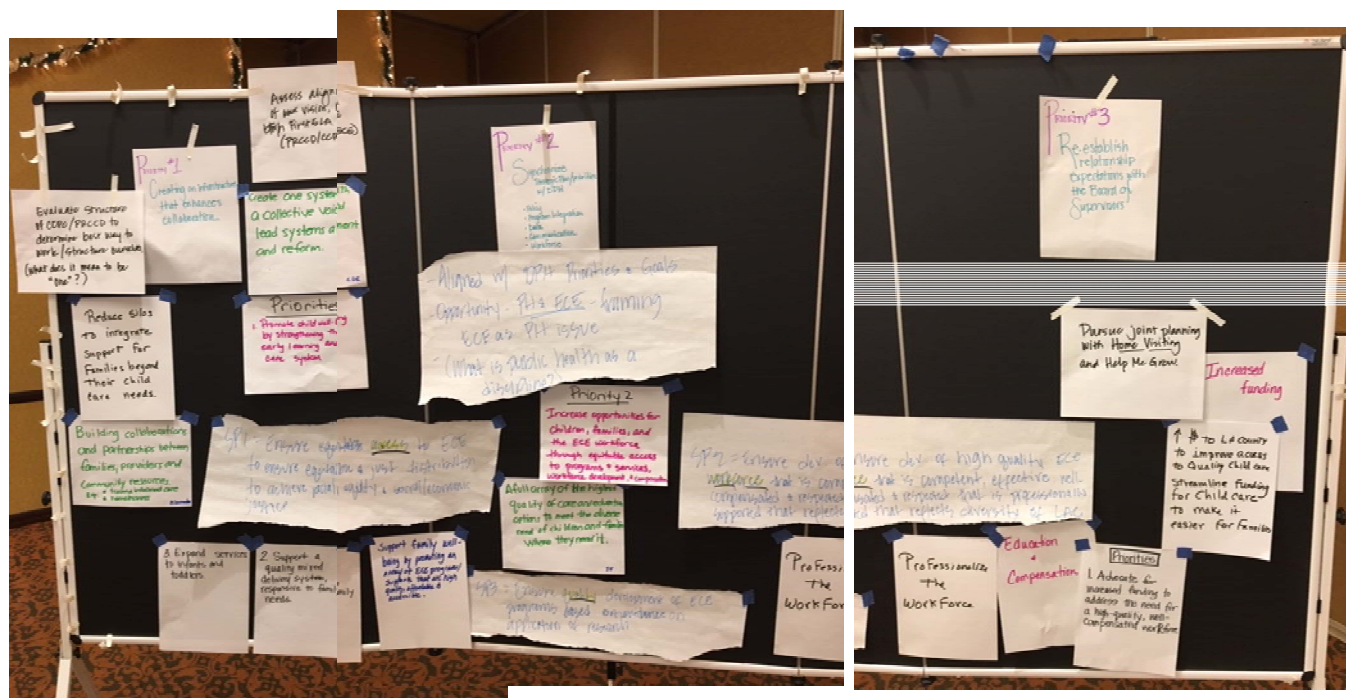
Opportunities	Threats
<ul style="list-style-type: none"> • Taking advantage of public health perspective • Utilizing resources better • Cross sector collaboration/champions • More timely communication with BOS connected with action • Easier alignment with BOS perspective • Supportive of Director of Health for ECE • Opportunity to be creative • Opportunity for the way for PRCC and CCPC to work together in new ways • Political will – public perception, rebranding • Hiring of OAECE Director • Policy voice strengthened – public additional presence-health • Outreach-ECE view had opportunity to broaden • New resources (financial, services, etc.), collaboration • Stronger equity lens (all children) • Research – qualitative and quantitative, local data • Clarify our message(s) • Higher education • OAECE work together with HV and HMG • Financial Analysis of ECE funding in LA County • Potential expansion of AB212 money • Coordinated advocacy efforts between CCPC and PRCCD • Workforce development • Higher education • Potential for field-CCPC to have a voice in policy • Link with other counties to drive state-wide efforts • Climate is there to unify or raise important of ECE (BRC, QRIS, etc.) • Capitalize on our passions • There is more that brings us together • Tear down silos • Utilize 2-year free community college and support ECE workforce • Provide more incentives for retaining childcare industry. (Opportunity with trauma-informed advocacy.) • CCPC/PRCCD work together as one • Work in coordination • Address the infrastructure • Fiscal landscaping, Increase funding • Integrate groups/services, Integrate early Ed. (P21) and funding streams • Engage new governor and staff, Governor support of ECE • Build relationships, Open doors to collaboration, Leverage resources • Greater access to families, home visitation 	<ul style="list-style-type: none"> • Loss of voice and role • Transitional stage will take time • Policy focus swamped by state requirements • Larger body may be unwieldy • Parent representation reduced even further • Inherent inefficiency of bureaucracy • Disconnect between Round Table and Childcare community reps. – possible mixed messaging • Funding options • Volatile Fed landscape • Declining enrollment of children in ECE programs (and K12) • Declining birth rate • Families moving out of state • Immigration climate • Homelessness/transiency of families • Affordability of living in CA • Lack of knowledge on research importance of early years)brain development, return on investment, closing achievement gaps), what is important for ECE • Competition among funding sources • Federal government (unraveling standards) • Not having a unified voice • Field is complex, fragmented • History of fighting each other • Federal administration? • Head Start guidelines • Licensing and what it could mean for new funding – limited capacity • Combining into one entity causes loss of identity • Lack of knowledge • Lack of support from Federal Government • Federal and State poverty guidelines are different, need alignment • Funding • Process instead of execution of plan, sense of urgency • Missing the opportunity to hire a director for the office for advancement of early care and education that has deep knowledge around ECE and navigating county (reflective of societal bias against growing ECE)

SWOT Themes

- High hopes for new governor
- Unified voice
- May be more difficult to focus on advocacy
- DPH is a strength
- Structural issues

Priorities Exercise

Each table wrote three priorities and they were organized on the board in the front of the room.



- Evaluate structure of CCPC/PRCCD to determine best way to work/structure ourselves. (What does it mean to be “one”?)
- Reduce silos to integrate support for families beyond their childcare needs
- Building collaborations and partnerships between families, providers and community resources.
 - Example: Trauma-informed care; homelessness
- Assess alignment of vision, mission between F5LA and ECE (PRCCD/CCPC/OAECE)
- Create one system with a collective voice and lead systems alignment and reform
- 3. Expand services to infants and toddlers
- 2. Support a quality mixed delivery system, responsive to family needs
- Support family well-being by promoting an array of ECE programs/support that are high quality and affordable and accessible.
- SP1=Ensure access to ECE to ensure equitable and just distribution to achieve racial equity and social/economic justice

- Priority #1: Creating an infrastructure that enhances collaboration
- Priorities: 1. Promote child well-being by strengthening the early learning and care system
- Priority #2: Synchronize Strategic Plan/priorities with DPH
 - Policy
 - Program Integration
 - Data
 - Communication
 - Workforce
- Aligned with DPH Priorities and Goals
- Opportunity: PH and ECE – framing ECE as PH issue
- (What is public health as a discipline?)
- Priority 2: Increase opportunities for children, families, and the ECE workforce through equitable access to programs and services, workforce development and compensation
- A full array of the highest quality of core and education options to meet the diverse need of children and families where they need it.
- SP 3= Ensure quality development of ECE programs based on application of research
- Priority #3: Re-establish relationship expectations with the Board of Supervisors
- Pursue joint planning with Home Visiting and Help Me Grow
- Increased Funding
- Increase money to LA County to improve access to quality childcare, streamline funding to childcare to make it easier for families
- Priorities: 1. Advocate for increased funding to address the need for high-quality, well-compensated workforce
- Education and Compensation
- Professionalize the workforce
- SP 2= Ensure development of high quality ECE workforce that is competent, effective, well compensated and respected, that is professionally supported, that reflects diversity of LAC.

Action-Steps Activity

In small groups, goals and action steps were assigned to each priority area derived from the list of priorities above.

Structures

Goals:

- Effectively integrate both the policy roundtable and the childcare planning committee for the purpose of enhancing ECE in LA County.
- Inform childcare providers in LA County of new body and its role.

Actions:

- One strategic plan that incorporates that charges/roles/responsibilities of both groups.
- Spell out and define role of each group.

Action Item:

- Establish criteria for membership
- Maintain diversity of perspectives
- Set benchmarks to measure effectiveness
- Create ad hoc groups to incorporate responsibilities from both the CCPLC and PRCCD.

Partnerships

Goals:

- To create and foster join advocacy
- Policy and advocacy strategies will be created to foster join advocacy at the local, state, and federal levels, through partnerships with other agencies, organizations and families.

Actions:

- Align LA County ECE policy agendas (i.e. school districts, F5LA, LAPAI, etc.)
- Promote agenda
- Explore sub0group creation tasked with fostering partnerships
- Create MOUs with DCFS, DMH and DPSS to foster join advocacy, services, and data.
- Housing

Create collaborative relationships for comprehensive family strengthening services. – 1

Quality Goals, Strategies and Actions

In 5 years...

- 1)
 - Goal:
 - 25% of licensed programs in LA County will be evaluated with 5 years and rated for quality, using QRIS.
 - Strategy:
 - 50% (75%) of programs will develop and create and fund quality improvement plan
 - Inclusion of license-exempt providers in overall QIP.
- 2)
 - Goal:
 - In 5 years have a single QRIS (standards for NAEYC) model aligned with state approach – (thought we have one!)
 - Questions:
 - What does support look like? Who will provide that support?
 - What will state funding quality look like in 5 years?
 - How will we ensure all programs receive funding for quality?

Workforce

- Goal 1:
 - Create an option for certification/education, for drivers/learners, that meets combining experience and education
 - Create incentives for continued education
 - Provide professional development and higher education pathways to ECE workforce career advancement and quality improvement (which includes ongoing support).
 - Incorporate “to meet the diverse needs of the workforce”
- Strategy:
 - Integrated links
 - Work across higher education systems through collaboration, justly
- Goal 2:
 - The ECE workforce is fairly compensated through high salary and benefits to reflect their level of education, experience, and responsibility.
 - Rate reform should include SRR too
- Strategy:
 - Increase regional reimbursement rates to provide fair compensation

Compensation should reflect professional prep (in line with TK-12)

Funding

- Increase Funding
 - Advocate at locality, county and federal state level to include increasing access for eligible families
 - Funding to support and reward quality
 - Rate increase for general childcare and CalWorks (CalWorks childcare should have access to QSLA supports)
 - Develop legislation to increase available money for state funding/funded programs. (Advocate for this.)
 - Adopt regional reimbursement rate to more accurately reflect the cost of care. – 1
 - Advocate for funding for integrated higher education/coaching systems to provide weekly coaching visits for providers
- Organize Funding
 - Simplify and stabilize regulations for CalWorks
 - Allow blended/stacked funding streams
 - Reduce administrative burden to free up funding for childcare payments
 - Find and adapt best practices from other counties and states
 - Develop comprehensive fiscal analysis

Re-establish Relationship/Expectations with Board of Supervisors

Learn to make recommendations in terms of BOS priorities/perspectives.

Action Items:

- Determine asks(s)
- Share and discuss SP and public policy priorities with board offices
- Develop a shared vision of ECE in LAC
- Attend cluster meeting(s), budget meeting(s)
- Discuss with board offices best way to align with F5LA
- Mingling event
- Invite individual BOS to speak to RT and LPCC
- Develop plan for unified approach to BOS deputies
- Request annual commitment from BOS for S.P. review – 2
- Leverage financial and facilities assessment
- Build relationships with Children's and Health Deputies

Access

- Continue to increase the income eligibility guidelines (for CA, LA County) and expand AP spaces, Head Start
- Increase of integration of family serving systems (transportation, HUD, etc.)
- Increase funding for program development and training (including facilities and number of available spaces)
- Reduction of bureaucratic red tape (simplification)
- Include services for children with special needs
- Develop a partnership and educational community outreach plan with local medical/dental providers (immunizations for children and parents) and other children and family service providers (ex., P&A providers)
- Increase infant and toddler quality services care, with increase in rates, and inclusion (ED, challenging behaviors)

Synchronize with DPH

Goals:

- Strengthen conceptual understanding of DPH model and how ECE fits in
- Align ECE priorities with DPH as appropriate

Structures:

- Identify points of intersection and divergence with DPH
- Build mutual knowledge development through 2-way communication

Action Items:

- Discuss and identify what equity and social justice mean for ECE
- Agree on communication methods to reach both sectors health and ECE
- Frame ECE outcomes within Social Determinant of Health
- Develop Joint Community proposal
- Bolster/enhance support for development screening/timely referrals

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GOVERNOR INTRODUCES PROPOSED BUDGET – FY 2019-20 EARLY CARE AND EDUCATION ITEMS

Overview

Governor Gavin Newsom released his proposed budget for 2019-20 on January 10, 2019 that includes bold investments focused on helping children and families move out of poverty and improve their overall well-being. Among his investments, the Governor proposes increasing access and strengthening early care and education programs serving young children and their families, reducing barriers to full day kindergarten, and expanding California's Paid Family Leave Program. This paper serves as a preliminary summary of the Governor's proposals for bolstering funding for early care and education and other related services that contribute to stronger families and child well-being.

Table 1 on page 4 specifies the funding allocations by program type for 2019-20 compared to the Budget Act of 2018-19.

Early Care and Education Items

Universal Preschool – Funds full-day, full-year access to all eligible low-income four-year-old children as a first step in a three-year phase in period towards universal preschool (\$124.9 million non-Proposition 98 General Fund). Additional investments in the two succeeding years is expected to result in a total 200,000 slots by 2021-22. In addition, eliminates the requirements that families with four-year-old children need proof of employment or enrollment in higher education to access the full-day program.

State Preschool Slots – Reflects full-year costs of 2,959 full-day state preschool slots implemented part-way through the 2018-19 fiscal year (\$26.8 million Proposition 98 General Fund).

Access and Quality – Expands facilities for subsidized early care and education services and invests in the workforce to support their movement along the education/professional continuum and improve the quality of the services (\$500 million one-time General Fund).

Infrastructure Planning – Requires the State Board of Education in consultation with the Department of Finance and the Department of Social Services to contract with a research and analysis entity to develop a roadmap for universal preschool as well as a long-term plan to improve access to and the quality of subsidized early care and education programs. The plan is to be developed during the budget year in consultation with stakeholders and experts (\$10 million General Fund).

Cost-of-Living Adjustment (COLA) – Provides a 3.46 percent COLA for categorical programs outside of the K-12 Local Control Funding Formula, including Child Nutrition and early care and education services.

CalWORKs Stages 2 and 3 Child Care – Adjusts funding to reflect anticipated increased caseloads of families eligible for CalWORKs Stage 2 and 3 Child Care (\$119 million non-Proposition 98 General Fund for total costs of \$597 million and \$482 million, respectively).

California State University Child Care – Funds the expansion of early care and education facilities to meet the needs of student parents attending California institutions of higher learning (\$247 million one-time General Fund).

Cradle to Career Data System – Proposes building a comprehensive, longitudinal data system to track the impacts of state investments on achieving educational goals designed to connect student information from early education providers, K-12 schools, higher education institutions, employers, other workforce entities, and health and human services agencies (\$10 million one-time non-Proposition General Funds).

Additional Investments in Children and Families

Universal Full-Day Kindergarten – Builds upon recent investments to eligible school districts to construct new or retrofit existing school facilities for full-day kindergarten programs to reduce barriers to enrollment (\$750 million one-time non-Proposition 98 General Fund).

Paid Family Leave – Expands the Paid Family Leave program to allow a parent or close family member to promote bonding with their newborn or newly adopted baby during the baby's first six months of life. In the short term, proposes supporting the program by adjusting the reserve requirement to allow the state to make a down payment. During the year, the Administration plans to convene a task force to explore options for phasing in and expanding the Paid Family Leave program.

Home Visitation/CalWORKs – Expands home visiting programs targeted to pregnant and parent women with children under the age of two up to 24 months with priority to first time parents receiving CalWORKs assistance (\$78.9 million of federal and General Funds combined).

Home Visitation/Public Health – Augments the Department of Public Health's home visiting programs with a focus on low-income, young mothers and the use of a wider range of home visiting models based on varying family needs (\$23 million General Fund). In addition, proposes increasing funding to the Black Infant Health Program to improve African-American infant and maternal health through case management and home visiting services (\$7.5 million General Fund).

Developmental Screenings – Includes funding to provide early developmental screenings for children (\$60 million of which \$56 million Proposition 56 funds) and adverse childhood experiences (ACEs) screenings for children and adults in the Medi-Cal program (\$45 million of which \$22.5 million Proposition 56).

Child Savings Account – Supports pilot projects and partnerships with First 5 California and local First 5 Commissions, local government and philanthropy to develop or strengthen cost-effective models for replication or expansion to help families with incoming kindergartners build assets for their children's post-secondary education through access to Child Savings Accounts (\$50 million one-time General Fund).

Working Families Tax Credit – Expands California's Earned Income Tax Credit with an additional \$500 credit for low-income working families with children under six years old. In addition, increases the maximum eligible earned income so that full-time workers earning \$15 per hour will be eligible for the credit. The budget also proposes allowing workers to receive their credit in monthly installments rather than in a one-year lump sum.

Concluding Statements

While Governor Newsom's proposed investments in early care and education are historic, his budget overlooks the significant gap in services available for babies and toddlers of low-income working families. In Los Angeles County, only six percent of 51 percent of eligible babies and toddlers of low-income, working families are served by state subsidized programs. Furthermore, the Governor does not address the reimbursement rates for subsidized services that continue to lag behind the cost of operating programs that meet higher quality standards as set forth by the quality rating and improvement system being implemented across the state.

Concurrently, the Governor's proposal to expand the Paid Family Leave program for up to six months is a step in the right direction to allow parents opportunities to bond with their very young children, which would also lift the burden of cost for serving infants in early care and education programs. The Office for the Advancement of Early Care and Education will monitor throughout the legislative process this proposal as well as all the budget proposals that are likely to impact the early care and education system and the families it serves.

For More Information

Questions and comments regarding this summary may be referred to Michele Sartell, staff with the Office for the Advancement of Early Care and Education located within the Department of Public Health/Maternal, Child and Adolescent Health Division by e-mail at msartell@ph.lacounty.gov or by telephone at (213) 639-6239.

Table 1. Comparison between the Budget Act of 2018-19 and the Proposed Budget for Fiscal Year 2019-20

Program Type	Budget Act of 2018	Proposed 2019-20			Difference
		Totals - 2018-19 Budget Proposals	State General Funds	Federal Funds	
General Child Development	\$588,409,000	\$637,758,000	\$453,531,000	\$184,227,000	\$49,349,000
Migrant Day Care	\$40,080,000	\$44,849,000	\$39,438,000	\$5,411,000	\$4,769,000
Alternative Payment Program	\$529,675,000	\$340,049,000	\$170,051,000	\$170,199,000	(\$186,626,000)
Resource and Referral	\$19,691,000	\$20,372,000	\$20,372,000		\$681,000
CalWORKs Stage 2	\$559,923,000	\$597,049,000	\$516,413,000	\$80,636,000	\$37,126,000
CalWORKs Stage 3	\$398,552,000	\$482,213,000	\$305,411,000	\$176,802,000	\$83,661,000
Accounts Payable	\$4,000,000	\$4,000,000	\$4,000,000		
Child Care for Children with Disabilities	\$2,032,000	\$2,084,000	\$2,084,000		52,000
California Child Care Initiative	\$225,000	\$225,000	\$225,000		
Quality Improvement	\$116,805,000	\$600,762,000	\$501,461,000 ¹	\$99,301,000	\$483,957,000
Local Planning Councils	\$3,497,000	\$3,618,000	\$299,000	\$3,319,000	\$121,000
QRIS Infant-Toddler Block Grant	\$100,000,000				
<i>Subtotal</i>	<i>\$2,362,889,000</i>	<i>\$2,733,180,000</i>	<i>\$2,013,285,000</i>	<i>\$719,895,000</i>	<i>\$370,291,000</i>
			Proposition 98	Non-Prop 98	
State Preschool – Local Educational Agencies	\$1,165,467,000	\$925,423,000	\$925,423,000 ²		
State Preschool (Prop 98, full-day wrap)					
State Preschool – non-Local Educational Agencies		\$421,980,000	\$421,980,000 ³		
Child Development QRIS Grants	\$50,000,000	\$50,000,000	\$50,000,000		
<i>Subtotal</i>	<i>\$1,215,467,000</i>	<i>\$1,397,403,000</i>	<i>\$1,297,403,000</i>		<i>\$818,064,000</i>
			Proposition 98	TANF	
Inclusive Early Education Expansion Program (one time)	\$167,242,000				
			State Funds	Federal Funds	
Early Head Start-Child Care Partnership Grant	\$5,566,000	\$3,060,000		\$3,060,000	
Emergency Child Care Bridge Program	\$15,250,000				
California Department of Social Services			State General Funds	Federal Funds	
CalWORKs Stage 1	\$356,453,000	\$273,075,000			
Non-Direct Child Care Services, Trustline, etc.	\$4,239,000	\$2,654,000			
<i>Subtotal</i>	<i>\$360,692,000</i>	<i>\$320,290,000</i>			
Learning Supports			State General Funds	Federal Funds	
After School and Education Safety Program	\$596,547,000	\$596,407,000	\$596,407,000		
21st Century Community Learning Centers	\$138,153,000	\$133,153,000		\$133,153,000	
<i>Subtotal</i>	<i>\$734,700,000</i>				
California Community Colleges			Proposition 98		
Cal-WORKs Child Care – Community Colleges	\$9,188,000	\$9,506,000			
Campus Child Care Tax Bailout	\$3,434,000		\$3,652,000		

Resources

Newsom, Governor Gavin. *Governor's Budget Summary 2019-20*. State of California. Retrieved from <http://ebudget.ca.gov/FullBudgetSummary.pdf> on January 10, 2019.

California Department of Finance. *Department of Education – Child Development Programs – 2019-20 Governor's Budget*. January 10, 2019.

AB 190 (Ting) and SB 73 (Mitchell). Budget Act of 2019. See sections 6100-194-001, 6100-194-0890, 6100-196-0001, 6100-197-089, 6100-294-0890, and 6870-101-0001. Retrieved on January 15, 2019 from http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB190.

Endnotes

¹ Of this amount, \$245 million is available on a one-time basis for early learning workforce development and \$245 million is available on a one-time basis for child care and early learning infrastructure. The remaining \$10,000 is allocated to the development of the blueprint for universal preschool expansion (see 2019 Education Omnibus Trailer Bill).

² Of this amount, \$5 million is available for the family literacy supplemental grant provided to California State Preschool Programs.

³ Funding is available to both the part- and full-day California State Preschool Program for non-local educational agencies. Of this amount, \$297,104 is for part-day; \$124,876,000 is available beginning July 1, 2019 to provide 10,000 additional full-day state preschool slots to non-local educational agencies.

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LEGISLATION BEING CONSIDERED BY THE CALIFORNIA STATE LEGISLATURE – FIRST LEGISLATIVE SESSION OF 2019-20

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 1/15/19)
California Assembly Bills								
	AB 2 (Santiago, Bonta, McCarty, & Chiu)	Would amend existing Ed Code to authorize a community college to use California College Promise funding to waive fees for 2 academic years for first-time students enrolled at the college full time, and complete and submit either a Free Application for Federal Student Aid or a California Dream Act application.						Introduced: 12/3/18
	AB 5 (Gonzalez)	Adds to existing law resulting from the decision in the Supreme Court case on Dynamex Corporations West that creates a presumption that a worker who performs services for a hirer is an employee. The bill would clarify its application to independent contractors.						Introduced: 12/3/18
	AB 6 (Reyes & McCarty)	Establishes in the CA Department of Education (CDE) the Office of Early Childhood Education to ensure a holistic implementation of early childhood education programs and universal preschool. Requires the office to have specified responsibilities.						Introduced: 12/3/18

* 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 Interest¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 1/15/19)
	AB 8 (Chu)	Requires a school or a school district or county office of education (COE) and a charter school to have at least one mental health professional for every 600 pupils generally accessible to pupils on campus during school hours.						Introduced: 12/3/18
	AB 15 (Nazarian, McCarty & Ting)	Expresses Legislative intent to establish a universal statewide children's savings account program for each child at entrance into kindergarten, to ensure that California's children and families save, build assets, and achieve economic mobility.						Introduced: 12/3/18
	AB 24 (Burke)	Expresses Legislative intent to establish a Targeted Child Tax Credit as recommended by the Lifting Children and Families Out of Poverty Task Force as part of a comprehensive strategy to end deep child poverty and to reduce the overall child poverty rate in the state.						Introduced: 12/3/18
	AB 123 (McCarty, Berman, Bonta, Burke, Carrillo, Chiu, Friedman, Gonzalez, Limón, Reyes, Santiago, Ting, & Wicks)	Makes various findings and declarations regarding early childhood education. Provides the Legislative intent to enact legislation relating to early childhood education, including expanding the state preschool program and enabling local educational agencies (LEAs) to blend the program with transitional kindergarten.						Introduced: 12/3/18

Level of Interest¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 1/15/19)
	AB 124 (McCarty, Berman, Bonta, Burke, Carrillo, Chiu, Friedman, Eduardo Garcia, Gonzalez, Limón, Reyes, Santiago, Ting, & Wicks)	Enacts the Preschool Facilities Bond Act of 2020. Authorizes the issuance of bonds in the amount of \$500,000,000 pursuant to the State General Obligation Bond Law to finance a preschool facility grant program.						Introduced: 12/3/18
	AB 125 (McCarty, Berman, Bonta, Burke, Carrillo, Chiu, Friedman, Eduardo Garcia, Gonzalez, Limón, Reyes, Santiago, Ting, & Wicks)	Expresses legislative intent to establish a single regionalized state reimbursement rate system for child care, preschool, and early learning services that would achieve specified objectives.						Introduced: 12/3/18
	AB 151 (Voepel)	Amends existing law regarding eligibility for student financial aid under the CalGrant Program under the California Community College Transfer Entitlement Program. Raises the age limit for eligibility from up to 28 to up to 30 years of age.						Introduced: 1/7/19
	AB 167 (Rubio)	Would create the Child Care-Early Head Start Partnership, and provide that a state grant to support the partnership that supplements any federal funding shall be made available and distributed, upon appropriation by the Legislature, to qualifying child care and development programs and family child care home education networks that serve infants and toddlers from birth to 3 years of age at a base grant amount of \$4,000 annually per child, adjusted as specified.						Introduced: 1/8/19

Level of Interest¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 1/15/19)
Spot Bill	AB 194 (Reyes)	Expresses legislative to enact legislation to appropriate \$1,000,000,000 to immediately improve access to alternative payment programs and general childcare and development programs that subsidize services for low-income families.						Introduced: 1/10/19
Spot Bill	AB 196 (Gonzalez)	Expresses legislative intent to enact legislation that would expand the paid family leave program to provide a 100% wage replacement benefit for workers earning \$100,000 or less annually.						Introduced: 1/10/19
	AB 197 (Weber)	Would require, commencing with the 2021–22 school year, school districts offering kindergarten to implement a full -day kindergarten program. Would provide that a minimum school day for full-day kindergarten is the same number of minutes per school day that is offered to 1 st grade pupils.						Introduced: 1/10/19
	ACR 1 (Bonta)	Would condemn regulations proposed by the Department of Homeland Security to prescribe how a determination of an alien's inadmissibility is made based on the likelihood that the alien will become a public charge. Would also urge the federal government to reconsider and roll back the proposed regulations.						Introduced: 12/3/18

Level of Interest ¹	Bill Number (Author)	Brief Description	Sponsor	Contact	County Position	Support	Oppose	Status (As of 1/15/19)
California Senate Bills								
	SB 2 (Glazer & Allen)	Expresses legislative intent to establish the Statewide Longitudinal Student Database to 1) collect and store data regarding individual students as they matriculate through P-20 and into the workforce; and 2) encourage education stakeholders, including, but not limited to, the segments of postsecondary education, the CDE, school districts, COEs, schools, school teachers and administrators, policymakers, and the community to use such data to develop innovative approaches, services, and programs that may have the potential to deliver education that is cost effective and responsive to the needs of students. * P=preschool						Introduced: 12/3/18
	SB 26 (Caballero)	Would amend the Personal Income Tax Law by restoring the refundable tax credit relating to expenses for household and dependent care services necessary for gainful employment						Introduced: 12/3/18
California Budget Bills (including Trailer Bills)								
	AB 190 (Ting)	Budget Act of 2019						Introduced: 1/10/19
	SB 73 (Mitchell)	Budget Act of 2019						Introduced: 1/10/19

To obtain additional information about any State legislation, go to <http://leginfo.legislature.ca.gov/>; for Federal legislation, visit <http://thomas.loc.gov>. 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 are 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@ph.lacounty.gov or call (213) 639-6239.

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

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 2019 (Tentative)³

January 1	Statutes take effect (Art. IV, Sec. 8(c)).
January 7	Legislature reconvenes (J.R. 51(a)(1)).
January 10	Budget Bill must be submitted by Governor (Art. IV, Sec. 12(a)).
January 21	Martin Luther King, Jr. Day Observed
January 25	Last day to submit bill requests to the Office of Legislative Counsel.
February 18	President's Day Observed
February 22	Last day for bills to be introduced (J.R. 61(a)(1), J.R. 54 (a)).
March 29	Cesar Chavez Day observed.
April 11	Spring Recess begins upon adjournment (J.R. 51 (a) (2)).
April 22	Legislature reconvenes from Spring Recess (J.R. 51(b)(1)).
April 26	Last day for policy committees to meet and report to the fiscal committees fiscal bills introduced in their house (J.R. 61(a)(3)).
May 3	Last day for policy committees to meet and report to the floor non-fiscal bills (J.R. 61(a)(3)).
May 10	Last day for policy committees to meet prior to June 3 (J.R. 61(a)(4)).
May 17	Last day for fiscal committees to hear and report bills to the floor bills introduced in their house (J.R. 61(a) (5)). Last day for fiscal committees to meet prior to June 3 (J.R. 61(a) (6)).
May 27	Memorial Day observed.
May 28-31	Floor Session Only. No committee may meet for any purpose except for Rules Committee, bills referred pursuant to A.R. 77.2, and Conferene Committees (J.R. 61(a) (7)).
May 31	Last day for each house to pass bills introduced in that house (J.R. 61(a) (8)).
June 3	Committee meetings may resume (J.R. 61(a)(9)).
June 15	Budget Bill must be passed by midnight (Art. IV, Sec. 12(c)(3)).
July 4	Independence Day observed.
July 10	Last day for policy committees to hear and report fiscal bills to fiscal committees (J.R. 61(a)(10)).
July 12	Last day for policy committees to meet and report bills (J.R. 61(a)(11)). Summer recess begins upon adjournment, provided the Budget Bill has been passed (J.R. 51(a)(3)).
August 12	Legislature reconvenes from Summer Recess (J.R. 51(a)(3)).
August 30	Last day for fiscal committees to meet and report bills (J.R. 61(a)(12)).
Sept 2	Labor Day
Sept 3-13	Floor session only. No committees may meet for any purpose, except Rules Committee, bills referred pursuant to A.R. 77.2. and Conference Committees (J.R. 61(a)(13)).
Sept 6	Last day to amend bills on the floor (J.R. 61(a) (14)).
Sept 13	Last day for any bill to be passed (J.R. 61(a) (15)). Interim recess begins upon adjournment (J.R. 51(a) (4)).

2020

Jan. 1 Statutes take effect (Art. IV, Sec. 8(c)).

Jan. 3 Legislature reconvenes (J.R. 51 (a)(4)).

*Holiday schedule subject to final approval by Rules Committee.

³ 2019 Legislative Deadlines. Retrieved on January 10, 2019 from <https://www.assembly.ca.gov/legislativedeadlines>.

Investing in Early Educators Stipend Program Fact Sheet

Introduction

The Investing in Early Educators Stipend Program, funded by the California Department of Education/Early Learning and Care Division (CDE/ELCD) and developed by the County of Los Angeles Child Care Planning Committee, is designed to promote the professional development and educational attainment of teachers and providers working in child development programs – centers and family child care homes – in which most of the children are subsidized by the State. The program incentivizes the completion of college coursework that contributes towards a degree in child development or a closely related field. In addition, the Stipend Program helps retain these teachers and providers in the field of early childhood.

Employment Criteria

Teachers must meet the following eligibility criteria to apply for a stipend:

1. Work in a CDE/ELCD-contracted child development center or participate in a CDE/ELCD-contracted Family Child Care Home Education Network, **OR**

Work in a licensed center or family child care home in which the majority (51% or more) of the children receive a child care subsidy from the CDE/ELCD at the time the application is submitted; **AND**

2. Work directly teaching children as a teacher, teacher/director (those with dual roles), teacher aide/assistant, or substitute in the classroom on a consistent and continual basis at least 15 to 20 hours per week depending on program type and job title; **AND**
3. **If working in a center**, maintain employment at an eligible child development program located in Los Angeles County for at least one year during the Stipend Program cycle, which typically runs from July 1st through June 30th.

For family child care homes, have been licensed and operating for one year in Los Angeles County or been employed in an eligible family child care home located in Los Angeles County for one year during the Stipend Program cycle.

4. Determine your Child Development Permit awarded by the California Commission on Teacher Credentialing (CTC).

Educational Requirements

Stipends are awarded based on the completion of at least three (3) semester units (4.5 quarter units) OR six (6) semester units (9 quarter units) of eligible coursework at an accredited community college, college, or university. Eligible coursework must be completed during the Stipend Program cycle and applicants must pass the class(es) with a grade of “C” or better. Copies of official transcripts from accredited educational institutions are required to verify successful completion of the coursework.

Attention Bachelor degree candidates: *For teachers taking one final class required to graduate with a BA/BS degree in child development or a closely related field, you may qualify for an additional graduation stipend with the coursework stipend as long as the completed class is the equivalent of at least three (3) quarter units. The units and the degree must be earned during the Stipend Program cycle.*

Eligible Coursework

Eligible coursework is unit-bearing and fulfills the requirements for a degree in child development. Extension or continuing education courses are not eligible unless the applicant has a Bachelor Degree (BA/BS) or higher.

Eligible coursework is limited to the following five categories:

1. If you are not proficient in English, you may take English-as-a-Second-Language (ESL) classes at a community college if directed to do so by your college. This option is intended for applicants needing to improve their English language skills in order to enroll in college classes toward earning a degree in child development.
2. If you do not have a child development permit issued by the California Commission on Teacher Credentialing (CTC), you may take required child development classes, or the required general education courses (for teacher permit level or higher). If you already have a permit, you may take classes needed to upgrade or renew your permit. You may participate in three (3) cycles while working toward your permit.

Note: *If you do not have a permit, contact the CTC by visiting their website at www.ctc.ca.gov; click on "Credentialing", then "Child Development Permits" and follow the instructions for obtaining or upgrading your permit. Child Development Departments at community colleges can often process permit applications quicker than the CTC. In addition, the Child Development Training Consortium offers support for eligible persons applying for, renewing, or upgrading their permits; more information is available at www.childdevelopment.org.*

3. If you do not have an Associate Degree (AA/AS), you may take English, math or general education classes; or prerequisites to classes that are transferable for a degree in child development at a four year college. Check with an advisor at your college or university before enrolling in a class if you are not sure it is a prerequisite or transferable class.
4. If you are taking classes at a community college with the goal of transferring to a California State University (CSU) or University of California (UC) school, your educational program should indicate the AA-T or AS-T degree, whichever the school offers. This degree will ensure that the classes you take are transferable and will give you preferred enrollment at some colleges. Check with an academic advisor at your college to make sure you are enrolled in the correct program and that your classes fit the requirements for your degree. Acceptable degrees for the Investing in Early Educators Program include: Early Childhood Education, Early Special Education, Child Psychology, and Child Development.
5. If you have a BA/BS or higher, you may take college or university classes that are directly related to your work with children and families in a child development program. Sample topics include: special needs, diversity, dual language learners, parent relations, adult supervision, program evaluation, and advanced child development. Unit bearing extension or continuing education courses can be counted as eligible only for individuals who already hold a BA/BS or higher.

Application Process

Applying to the Stipend Program is a two-part process:

1. Application: determines that the eligibility criteria have been met. Applications with supporting documents are generally due in the fall.
2. Verification: verifies that the applicant has met the educational requirements and continues to meet the employment criteria. Verification forms with supporting documents are generally due by late winter/early spring.

Stipend Amounts

Stipend amounts vary depending on the amount of available CDE/ELCD funding and the number of successful applicants. Teachers earning Associate, Bachelor or Master degrees may qualify for an additional stipend if you also graduate during the Stipend Program cycle, typically in January or June.

More Information

Instructions and applications to the Stipend Program are posted by late summer/early fall on the Office for the Advancement of Early Care and Education website at <http://childcare.lacounty.gov>. Applications with instructions may also be requested by contacting the Investing in Early Educators Stipend Program at (213) 639-6202.

AB 212 Workgroup Meeting

December 13, 2018 | 10:00am - 2:00pm

California Department of Education, Room 3102 | 1430 N St, Sacramento, CA 95814

Meeting Notes

On December 13, 2018, First 5 California (F5CA) partnered with the California Department of Education, Early Learning and Care Division (ELCD) to convene a meeting on AB 212. The purpose of this meeting was to inform the development of guidelines or standards for the use of AB 212 funds. The meeting had the following objectives:

- Review the intent on the AB 212 stipend program and county examples of successful implementation
- Develop principles for how AB 212 funds should be used

The meeting agenda was as follows:

Time	Agenda Item
10:00 am	Welcome and Agenda Review
10:40 am	Level Setting: Reviewing the Intent of AB 212
11:10 am	Level Setting: Successful Implementation and Emerging Themes
12:00 pm	<i>Break for Lunch</i>
12:20 pm	Developing Guidance: Focusing the use of AB 212 Funds
1:45 pm	Wrap Up and Next Steps
2:00 pm	Adjourn

This document summarizes the meeting discussions. Materials from the presentations and draft starter-list of guiding principles are available in a shared Google Drive folder here: <http://bit.ly/2EhTvnW>

Part 1: Level Setting

To begin, the group identified some of the key issues around AB 212 implementation that needed to be addressed. The group also began identifying the system infrastructure that supports successful implementation. The list of system infrastructure components was added to throughout the day.

Issues to Address	<ul style="list-style-type: none"> • Flexibility to use funds within a quality improvement system • Inclusion of family child care, alternative settings • Finding ways to recognize and value the experience teachers bring to the program • Increase the amount of the stipend to make relevant enough to have the intended impact • Make the professional development more practice focused • Better integrate it into the QRIS system • Increase funding to include funding to adequately administer the program • Increase the administrative training so program administration can be most effective • Get input from the end-users • Fully fund professional development and use AB 212 as a stipend not a reimbursement
Necessary System Infrastructure	<ul style="list-style-type: none"> • Stipend program embedded in QRIS/Quality Counts California • Advising • Outreach/application support • Consistency of professional growth plans (avoid multiple plans) • Verification structures • Professional development progressions/plan • Linguistically appropriate professional development opportunities • Institutional supports (ex: nontraditional course times, place-based course offerings) • Institutional capacity (ex: faculty capacity, course offerings, etc.) • Linkages to workforce development funding (ex: WIOA) • Networks/cohorts for program participants

AB 212 History and Intent Overview by Marcy Whitebook

To support level setting, Marcy Whitebook from the Center for the Study of Child Care Employment presented on the history and intent of AB 212. Slides from her presentation are available [here](#) and key points are highlighted below:

- When AB 212 was put into place, compromises were made that limited eligibility, but at the time that seemed fine because there were other more flexible funds available to counties (CARES funding).
- The bill was meant to address the issue of retention of quality employees in early learning centers. The field already had a retention issue when AB 212 was established.
- The bill targeted Title 5 centers. There was a major amendment to the bill so L.A. County could include family childcare.

- **Funding for the program has fluctuated and is currently at about \$11 million. It would be closer to \$25 million if it had kept up with inflation.**
- The loss of CARES funding made it so that a lot of people lost the opportunity to access stipends
- Quality expectations have increased over this period of time, but wages have not. Wages have also not kept up with inflation.
- **There are three strategies for improving qualifications and retention: Compensation, financial relief, educational support. AB 212 is mostly an education support program in most places and typically isn't enough money to provide financial relief.**
- **In thinking about the future of AB 212, California needs to define its goals more clearly and identify what strategies it is trying to implement.**
- The state has been investing in professional development, but people are still leaving the field. This drains funding (falling out the bottom). To retain the workforce, the state needs to address compensation.

Through discussion, the group also elevated the following key issues:

- Educational support has grown in other sectors (ex: free community college). It is important to think about how that growth should impact ECE workforce strategies. This may necessitate greater access to navigators or professional development plans.
- Transitional Kindergarten and QRIS coaching have taken a lot of qualified people out of ECE settings.
- Many young people accessing AB 212 funding don't intend to stay in an ECE classroom.
- There are capacity issues at community colleges that are important to consider.
- There are opportunities to tap in workforce development funding, but the issue of low wages limits the field's ability to access these funds because most workforce dev funding is flagged to go to "high-wage, high-growth" sectors.
- It is important to include more voices from people using AB 212 funds.

Implementation in El Dorado County, Overview by Elizabeth Blackmore

Slide are available [here](#).

- El Dorado implements a "one door" approach for all professional development stipends by braiding multiple components (see slide).
- The county's goal is to get as much money out to people as possible.
- The program started with \$1,800/year stipends, but they are now much lower.
- El Dorado only pays stipends for unit-bearing coursework (BA Cohort of 20/class).
- AB 212 is integrated into QRIS: people are only eligible for AB 212 if they are in QRIS. In El Dorado 100% of state funded sites are in QRIS.
- El Dorado has 150 ECE teachers in its professional development stipends program, with a waiting list of 20.

- The county has had a lot of people get BAs. A lot of those people are now in TK classrooms, which hasn't helped the retention issues.
- Retention is only really ensured for the one year they are in the program.

Implementation in Contra Costa County, Overview by Ruth Fernandez

- Contra Costa's Professional Development Program has embedded professional development, including coursework and milestones. The program is aligned with QRIS and includes leadership development and degree attainment support.
- Contra Costa started serving 600, now serves 150.
- The county blends IMPACT dollars and AB 212 dollars to spread resources.
- First 5 Contra Costa, funds three navigator positions (professional growth advisors).
- The county has seen a decline in eagerness to participate in the professional development program.
 - Requirements were increased in order to align with QRIS
 - People don't want to do more to be paid the same
 - The county will be hosting a focus group to understand the decline in utilization
- About 8 years ago, the county offered a BA and Master's cohort, this was stopped due to cost.
- Contra Costa also has a one-door approach to permit applications, growth planning, and professional development plans.
 - Single common application (entry point) regardless of funding
 - Single calendar of PD activities
 - All aligned with QRIS
- Contra Costa is engaging the county's workforce investment board in an apprenticeship program with the YMCA of the East Bay.
- Participants say that without the financial relief of AB 212, they would be unable to participate.

Implementation in L.A. County, Overview by Renatta Cooper

- L.A. used AB 212 funding to fund stipend (about \$1.2-\$1.5 million annually).
 - No reimbursements
 - 1,500 stipends per years, mostly to center-based programs
 - 5-10% of stipends go to family childcare providers
- L.A.'s LPC decided to focus on academic credits towards degree (goal is to move towards BAs).
 - Pays for 3-6 units (not more), which helps up spread the money around
 - About \$1K for three units
 - Another bump for completing the Degree (still under \$3K total)
- This structure allows people to work towards a permit and brought a lot more assistant teachers into the program.
- It is very difficult for program users to jump through the state system hoops.
 - Need to think about advising

- Some institutions are predatory
- AB 212 is not attached to QRIS in L.A. County. If it were, a lot of people would not be able to apply.

Part 2: Developing Guidance

The group review a set of draft guiding principles that emerged from an information gathering process conducted by F5CA. The draft document is available [here](#). The group elevated the following issues during the meeting and agreed on the need to meet again sometime in the future.

- The issue of ECE workforce retention and wages is a huge issue, one that may be bigger than AB 212 can deal with.
- The **Classified Staff Program** is one to learn from: Classified staff can get \$4,000 to get their credential (\$45 million dollars, 2,000 people).
 - Five-year program
 - Classified program had a 95% retention rate (over 8 years)
 - Have to commit to spending time in the classroom or they have to pay back the funding
- The **Apprenticeship Model with SEIU** is also a model to learn from.
 - \$4 million, none of it from ECE funding sources
 - WIOA dollars
 - Partnering with the Community College Chancellor's office
 - 400 people across the state
 - 3 state-registered apprenticeships (Official)
 - Center Based
 - Family Childcare
 - Head Start
 - Aligned to ECE standards (competencies, permits, foundations, etc.)
 - Participants get more money as they move through (this is a requirement of apprenticeships)
 - Participants
 - Working full time
 - Coaching/mentoring (somewhat aligned with CLASS)
 - Taking college courses
- AB 212 has been used as a band aid (that was not intended) for other broken system elements. These system elements need to be built, but not likely through AB 212:
 - AB 212 could be about workforce development, but the compensation/retention issue is the bigger issue that needs to be addressed
 - There needs to be a principle on compensation
 - AB 212 needs to be very explicit about what it is and what it is not
- There needs to be some standardization of professional growth advising and the development of professional growth plan.
- It will be important to make sure that any rate increases get passed along to providers/teachers.
- AB 212 may have a short-term retention benefit, but maybe not long-term.

- The group should think about the outcomes measures it would look to in order to say AB 212 was successful.
 - Set a narrow goal around retention
 - Be realistic about what this funding can achieve
 - Be able to demonstrate results
 - CARES did two evaluations, showed outcomes (validation, advisors, support system with a pathway)
 - Needs to be based on core elements that are research based, standardized
- It will also be important for this group to unpack the terms it is using.
- Local AB 212 and Planning Council Programs need to have a voice.

Immediate Next Steps:

- GPG will share recommendations document with the workgroup and solicit feedback.
- Participants will share any guiding principles they have concerns about (see [here](#)).
- The workgroup will learn more about Liz Golchert's county-level analysis at the next meeting.
- GPG and F5CA will schedule the next meeting of the AB 212 workgroup.
- F5CA will work with Assembly member Curry to move forward in the development of a legislative vehicle to great momentum.