

**Wednesday, May 1, 2019 • 12:00 p.m. – 2:00 p.m.**  
 Los Angeles County Office of Education (LACOE)  
 Head Start-State Preschool Conference Center  
 10100 Pioneer Boulevard, Conference Room 109  
 Santa Fe Springs, CA 90670

### **AGENDA**

- |             |  |   |
|-------------|--|---|
| 1.<br>12:00 | Welcome and Introductions<br><ul style="list-style-type: none"> <li>Opening Statement and Comments by the Chair</li> </ul>               | Nellie Ríos-Parra, Chair  |
| 2.<br>12:10 | Approval of Minutes<br><ul style="list-style-type: none"> <li>April 3, 2019</li> </ul>   | <b>Action Item</b><br>Julie Taren, Vice Chair                       |
| 3.<br>12:15 | Public Policy<br><ul style="list-style-type: none"> <li>Public Policy Platform for Second Year of 2019-20 Legislative Session</li> </ul> | Michele Sartell, Staff  |
| 4.<br>12:25 | Strategic Planning<br><ul style="list-style-type: none"> <li>Identifying and Refining Goals and Objectives</li> </ul>                    | <b>Action Item</b><br>Kelly O'Connell and Julie Taren               |
| 5.<br>1:00  | ECE Workforce Registry and AB 212 – Proposed Partnership to Build Efficiencies through Technology  | Elise Crane and Fiona Stewart<br>Child Care Alliance of Los Angeles |
| 6.<br>1:30  | Tackling the Facilities Challenge – An Advancement Project Report  | Leila Forouzan and Emma Watson<br>Advancement Project               |
| 7.<br>1:50  | Announcements and Public Comment   | Julie Taren   |
| 8.<br>2:00  | Call to Adjourn  | Nellie Ríos-Parra   |

### **Next Meeting**

Center for Healthy Communities at  
 The California Endowment, Catalina Room  
 1000 N. Alameda Street  
 Los Angeles, CA 90012

### **MISSION STATEMENT**

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

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**Meeting Minutes – April 3, 2019**

Members in Attendance (33)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Alejandra Berrio	Alexis Vasquez for Tonya Burns	Mallika Bhandarkar	Ranae Amezquita	La Tanga Hardy
Mona Franco	Jessica Chang	Alexandra Himmel	Teresa Figueras	Toni Isaacs
Ernesto Saldaña	Lindsey Evans	Cyndi McAuley	Daniel Orosco	Kelly O'Connell <i>1<sup>st</sup> Supervisorial District</i>
	Aolelani Lutu	Melissa Noriega	Laurel Parker	Dianne Philibosian <i>5<sup>th</sup> Supervisorial District</i>
	Nancy Sanchez for Ricardo Rivera	Joyce Robinson	Mariana Sanchez	Sarah Soriano <i>4<sup>th</sup> Supervisorial District</i>
	Andrea Sulsona	Ancelma Sanchez		Julie Taren <i>3<sup>rd</sup> Supervisorial District</i>
	Delia Vicente	Kathy Schreiner		Veronica Torres

**Guests and Alternates:** Anne Blackstock-Bernstein – UCLA Center for Improving Child Care Quality, Rocio Bach – The Children's Collective, Cathy Coddington – Vital Research, Shari Davis – Santa Monica College, Kevin Dieterle – First 5 LA, Eileen Friscia – Child Care Resource Center, Shoghig Khadarian – California Department of Social Services/Community Care Licensing Division, Alejandra Albarran Moses – City of Long Beach Department of Health and Human Services/Early Childhood Education Program, Adam Lara – Advancement Project, Nicole Lopez – Little Tokyo Service Center, Ariana Oliva – LA Area Chamber of Commerce, Magdalena Pereya – Alternate for Delia Vicente, Marcella McKnight – Alternate for Joyce Robinson, Edilma Serna – WestEd/PITC, and Emma Watson – Advancement Project

**Staff:** Michele Sartell

**I. Welcome and Introductions**

Julie Taren, Vice Chair, opened the Child Care Planning Committee (Planning Committee) meeting at 12:03 p.m. She welcomed members and guests after reading the opening statement and reading the mission statement. She then asked members, alternates and guests to make self-introductions.

Julie thanked Roberto Viramontes, the LA Area Chamber of Commerce Director of Public Affairs for Educare Los Angeles at Long Beach, for securing the meeting location. Roberto welcomed the meeting participants and provided a brief history of Educare, which officially opened on July 16, 2018. The site has 16 classrooms serving 150 children from ages 12 months to five years old, all eligible for Head Start. The site is co-located with Barton Elementary School where many of the siblings of children enrolled in Educare attend. Educare has been the vision of Susie Buffet, achieved when the first Educare site opened in Chicago in 2000. There are now 22 Educare sites across the country, one of which is located in Silicon Valley. The Long Beach site includes a Dual Language Learning program and intentional parent engagement. Professional development is embedded in the program, serving the early care and education community every Thursday.

## II. Approval of Minutes

*Julie Taren, Vice Chair, reviewed the minutes from March 6, 2019 and asked for a motion to approve. Laurel Parker made the motion to approve the minutes; the motion was seconded by Ernesto Saldaña. The motion on the minutes passed with abstentions from Lindsey Evans, Teresa Figueras, La Tanga Hardy, Alexandra Himmel, and Veronica Torres.*

## III. Strategic Planning

Julie reminded meeting participants that the Policy Roundtable for Child Care and Development and the Planning Committee have joined forces to create one strategic plan. A smaller work group with representatives of both bodies are hard at work hashing out the draft vision, mission, goals and objectives, which will be presented to the meeting participants each month for feedback. At this meeting, the work group is specifically seeking input on the direction of the work to date. Julie then reviewed the concepts for the vision, the draft mission and the five priority outcome areas, noting the alignment with the needs assessment and emerging works including the draft recommendations of the Assembly Blue Ribbon Commission on Early Childhood Education, County initiatives and more. She added that consideration also be given to the strategic plan's fit with the larger vision, mission and goals of the Department of Public Health (DPH).

Alex Himmel presented the preliminary thinking for potential objectives under each of the priority areas. Directing the meeting participants to the slide deck, Alex commented on each of the priority areas as follows:

- **Lifting the Office for the Advancement of Early Care and Education (OAECE) as a Change Agent** seizes upon the opportunity resulting from the move to DPH, the hiring of a new director for OAECE, and bridging the work of the Roundtable and Planning Committee. This item is about building capacity and shaping the Los Angeles County voice.
- **Increasing Access** contains overall concepts honoring the mixed delivery system and needs of families, with priority attention focused on infants and toddlers, facility development, and diversity of needs. The idea is to look at access intentionally through an equity lens.
- **Enhancing Quality** is around alignment with efforts of quality at the local, state and federal level. It addresses the integration of services and speaks to the need for increased investments.
- **Growing the Workforce** reveres the essential role of staff to the quality of programs. The workforce requires supports to grow professionally and educationally while connected to their career goals.
- **Engaging Families and Communities** is a rising area of interest and requires thoughtful discussions on what this means, including yet beyond giving a voice to programmatic policies and advocacy. And it starts with honoring parents and primary caregivers as children's first and most significant teachers.

Each of the outcome goals will have clear links to policy work.

Meeting participants engaged in deep conversations at their tables for 15 minutes, reflecting on the vision, mission, goals and objectives by completing a worksheet that asked, “what do you like?”, “what is missing?” and “additional thoughts?” A representative of each table presented their 2-3 highlights from the discussion as follows:

- ∞ More description is needed in the mission – consider adding language like “innovative, “continue to improve”
- ∞ In Goal 2, is the intent to better understand the data or collect more data?
- ∞ The template is a good first step. Need more specificity in mission and more specific language for the goals and objectives. Address systems alignment (re. Blue Ribbon Commission recommendations) and mention other stakeholders, i.e. mental health, school districts, infant/toddler representatives.
- ∞ Define the terminology – what does “just culture” mean?
- ∞ The goals and objectives should be measurable, so list the metrics to measure success.
- ∞ Add stakeholders and timelines; use the strategic plan as a vehicle to promote community partnerships. Be sure to add advocacy for funding/legislation.
- ∞ Vision to answer “why are we doing this? So that children are healthy, thriving and have equitable opportunities to succeed in life.
- ∞ Define access – also access to location, not just slots, i.e. hours of operation, non-traditional work schedules, transportation.
- ∞ Engaging families – how do we really bring in families. Add parent perspective. Seems top down. As study milestones, how do families feel about it? Are these things they look for? Define the purpose for this goal and flesh it out.
- ∞ Like as a whole – 1<sup>st</sup> goal important. Mixed delivery system needs to stay strong.
- ∞ Quality goal requires a broader statement that moves us beyond the limitations of Quality Start LA (QSLA). In addition, need to know why family child care providers are dropping out of QSLA – examine recent studies. Furthermore, quality should also encompass items such as dual language learners, class size, ratios. More local decision making around quality controls and that is inclusive of transitional kindergarten.
- ∞ Goal 4 – support and sustain providers, addressing barriers including opening and sustaining a license.
- ∞ Create a separate and sixth goal for data collection and analysis to address the infrastructure of the system – data set and indicators.
- ∞ Why? Yes, need answers to why.
- ∞ Vision should be loftier – to what end?
- ∞ Mission – also include how – specify advocacy work?
- ∞ Access goal needs more specificity and should also address equity and infants and toddlers.
- ∞ Add affordable to high quality in mission; language around all and then targeted, i.e. – expand to low- and middle-income families as intentionality.
- ∞ Goal 1 – appreciate communications, stakeholders; Goal 2– quality story collection, what data is collected, qualitative and quantitative assets-based data; Goal 4 – advocating for compensation important to include; Goal 5 – appreciate including families yet needs to be done right. Add specifics strengths and assets – what are specific learning outcomes that families yield us.

Julie and Alex thanked the meeting participants for their work, reminding each group to turn in their worksheet. The information from the exercise will continue to shape the development of the plan.

#### **IV. Comprehensive Fiscal Analysis: Findings and Preliminary Recommendations**

Julie introduced Jeanna Capito and Karen Yarbrough, members of the consultant team working on the analysis on behalf of the ECE Prevention Work Group convened by the Los Angeles County Office of Child Protection and the Roundtable. Bios for Jeanna and Karen were included in the meeting packets as well as a fact sheet providing an overview of the project.

Karen acknowledged the collective wisdom of meeting participants in the room from which they hope to draw feedback and then directed them to the slide deck. She presented their approach to the work to gather information on the multiple funding streams – local, state and federal – that support early care and education in Los Angeles County. The team is beginning to identify gaps and the cost of those gaps in serving children and their families, particularly those that are most in need. The final report will be an analysis of the funding streams accompanied by local stories.

Meeting participants asked for clarification regarding the focus of the funding for early care and education, whether the study will look at cost of living and wages. The analysis is mostly concerned with public funds, however other sources of funding that support early care and education is being collected, such as funding awarded by philanthropic organizations. Cost of living and wages will not necessarily be addressed, however they are looking at ways that certain early care and education services are subsidized. The goal is to build a model that can accommodate various drives to address costs.

Julie thanked Karen and Jeanna, adding that they are available to take additional comments and questions via e-mail. Julie emphasized the importance of the study for Los Angeles County and its local communities that will be informative for improving the expansion of services.

#### **V. Board Motion: Assessing County Property for Future Early Care and Education**

Julie introduced Max Thelander of the Master Planning Unit located in the Asset Management Branch of Los Angeles County's Chief Executive Office. Max directed meeting participants to his slide deck, also included as a copy in the meeting materials. Max provided background on the Asset Management Branch, followed by an overview of the Board of Supervisors motion requiring an inventory of County owned buildings currently not in use that could be used for early care and education services (also included in the meeting packets). He discussed County-owned properties, some of which already house facilities that serve a combination of County employees and community members, as well as those that would not be appropriate for early care and education. He shared the list of criteria for facilities developed by his office there were informed by conversations with various stakeholders. Max next presented heat maps developed using the LPC Local Funding Priorities that illustrate the greatest gaps in subsidized services across of Los Angeles County.

Max noted their preliminary recommendations categorized by available properties in geographic areas with the greatest unmet needs and the technical assistance that would be required to streamline the permitting processes where feasible. He added that they are considering looking into facilities that may fall outside of the County jurisdiction, such as schools, faith-based organizations and others. Max listed next steps, including filing the final report to the Board of Supervisors in mid-June.

Unfortunately, there was not enough time for questions and comments. Michele Sartell, staff to the Planning Committee promised to forward the questions for input so that Max could be contacted directly.

Julie thanked Max for his presentation. She again stressed the importance of this study in addition to the fiscal analysis as critical to making the case for increased investments in early care and education in Los Angeles County.

#### **VI. Announcements and Public Comment**

- Kevin Dieterle announced that First 5 LA is hoping to solicit input on First 5 LA's strategic plan refinement process from the Child Care Planning Committee immediately following the close of the meeting scheduled for May 1<sup>st</sup>.
- Sarah Soriano announced that Young Horizons is celebrating its 50<sup>th</sup> anniversary. For more information an event scheduled for celebrating this milestone, visit <http://www.younghorizons.org/springfest/>.

#### **VII. Adjournment**

<i>The meeting was adjourned at 1:44 p.m.</i>
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**PUBLIC POLICY PLATFORM**  
**Second Year of 2019-20 Legislative Session**

**Introduction**

The Child Care Planning Committee (Planning Committee) and Policy Roundtable for Child Care and Development (Roundtable) promote policies designed to increase the availability of and access to affordable, high quality early care and education programs for all children and their families of Los Angeles County. This public policy platform presents current and emerging policy issues in early care and education that are consistent with the County of Los Angeles State Legislative Agenda for the Second Year of the 2019-20 Legislative Session. The platform delineates each of the County's legislative agenda items in **bold** followed by examples of efforts that may be addressed by proposed legislation and/or the proposed state budget.

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**Platform Issues**

**1. Support efforts to enhance the quality of early care and education that set high standards for all services and program types and address the needs of all children, including those with disabilities and other special needs, and their families.**

Such efforts should include, but not be limited to:

- Addressing the early care and education needs of children from birth through age 12, including infants and toddlers, preschool and school age children, and children with disabilities and other special needs up to age 22, and their families.
- Enhancing the quality of centers, family child care homes, and license-exempt care providers.
- Promoting a strengthening families approach to meet the needs of children at risk for abuse, neglect or sexual exploitation or under the supervision of the child welfare system and children of families under the supervision of Probation.
- Integrating early identification and intervention systems that recognize and respond early to young children who may be at risk for disabilities and other special needs.
- Developing policies that encourage collaboration between early care and education programs and locally-funded projects and public agencies that foster child and family well-being through the provision of coordinated services.
- Incorporating optimal health promotion policies and procedures as an integral component that contributes to the overall quality of early care and education services and programs.
- Engaging parents as their child's first teachers and partners in promoting their child's optimal growth and development.

**2. Support efforts to develop and implement a statewide quality rating and improvement system and a system to adjust reimbursement rates based on demonstrated quality.**

Such efforts should include, but not be limited to:

- Providing parents with clear, concise information on the quality of early care and education settings.
- Fostering the engagement of parents that promotes their child's optimal healthy growth and development and learning.
- Incorporating early learning standards that are research-based, culturally responsive to children from diverse cultural and linguistic backgrounds, aligned with existing regulatory systems and local quality initiatives, recognize and respond to the individual needs of children in group settings, and attend to families' needs for comprehensive services.
- Building an infrastructure of technical assistance, financial supports and training, all of which are tied to defined quality standards, to help early care and education programs achieve and maintain high quality services.

**3. Support efforts to develop and sustain a well-educated and highly skilled professional workforce prepared to serve the culturally and linguistically diverse child and family populations of Los Angeles County.**

Such efforts should include, but not be limited to:

- Focusing on teachers and other members of the workforce gaining skills and demonstrating competencies in the following areas: forming relationships and interacting with children, how to provide instructional support to children, best practices in working with dual language learners, proficiency in recognition and response to children with disabilities and other special needs, health and nutrition best practices, **trauma-informed practices**, engaging parents and guardians, and expertise on the spectrum of child development from birth through early adolescence. Workforce practice must be based on established early care and education research.
- Offering coursework and instruction responsive to a multi-lingual, multicultural workforce, including but not limited to providing content in students' home language and offering classes during non-traditional hours.
- **Integrating early childhood mental health consultation into early care and education programs to support the workforce in meeting the social, emotional and mental health needs of children.**
- Expanding early childhood educators' access to higher education through stipend programs, grant funds and loan forgiveness programs, higher compensation when they attain post-secondary degrees, and benefits (i.e. health insurance and retirement plans).

- Facilitating child development or early childhood education coursework coordination and articulation between the community colleges and California State University (CSU) and University of California (UC) systems.
  - Supporting efforts to enhance the quality of the license-exempt care workforce and facilitating connections between license-exempt care and the larger system of early care and education.
  - Supporting alignment of teacher requirements under Title 22 with teacher requirements under Title 5.
- 4. Support efforts to ensure the health and safety of all children cared for in licensed early care and education facilities as afforded by timely, regular, and frequent on-site monitoring by the California Department of Social Services, Community Care Licensing Division (CCLD).**

Such efforts should include, but not be limited to:

- Increasing to, at a minimum, annual inspections of centers and family child care homes.
  - Advocating for, at a minimum, annual unannounced inspections of all licensed facilities.
  - Providing that CCLD is sufficiently funded, staffed and held accountable to meet the standards, conduct timely reviews of licensing applications and responses to complaints, and provide technical assistance and resources to current and future licensees.
  - Ensuring that costs of obtaining and renewing the license (or licenses for programs with multiple sites) is reasonable and not an extraordinary burden to the licensee's cost of doing business.
  - Facilitating oversight of license-exempt (family, friend and neighbor) providers serving children subsidized with federal Child Care and Development Block Grant funds.
- 5. Support efforts to adequately fund high quality early care and education services for all children from low and moderate income families.**

Such efforts should include, but not be limited to:

- Expanding access to high quality subsidized services for all eligible children, including infants and toddlers and children with disabilities and other special needs as well as preschool and school age children.
- Increasing levels of reimbursement in the Standard Reimbursement Rate (SRR) and the Regional Market Rate (RMR) to compensate providers for the true cost of high quality services.

- Streamlining and reforming the dual reimbursement systems into a single, regionalized reimbursement system that incentivizes quality and supports the cost of program operations.
- Prioritizing funds targeted to infants and toddlers to meet the growing demand for high quality services.
- Increasing funds for expansion of high quality full-day, full-year services for all ages.
- Offering tax incentives to businesses to provide or subsidize employee's early care and education services.
- Ensuring that the income ceiling for eligibility for State subsidized care reflects the current State Median Income (SMI), adjusted by region if appropriate.
- Opposing proposals that would reduce subsidized rates based on geographic location.

**6. Support the streamlining of California Department of Education administrative processes to expand access for low-income families, ensure continuity of care, and promote flexible use of early care and education funding to meet the needs of families.**

Such efforts should include, but not be limited to:

- Allowing administrative efficiencies such as multi-year contracting, grant-based funding, and waivers on program rules and regulations to allow flexibility of services based on community and family needs.
- Maintaining a 12-month annual eligibility redetermination to allow for more stable enrollments for early care and education programs and continuous services for children and their families while exploring implementation of 24-month annual eligibility.
- Ensuring agencies have the capacity to connect with and serve the most vulnerable and the most difficult-to-serve families.
- Maintaining affordable family fees that do not exceed eight percent of gross family income.
- Maintaining part-day State Preschool as a free, comprehensive early care and education program.
- Allowing for various systems that serve vulnerable and low-income children and families to streamline administrative functions and share information in order to facilitate the enrollment of children in subsidized early care and education programs and to participate in joint data collection efforts.
- Expanding the role of the local child care and development planning councils to augment and strengthen the preparation of the needs assessment to capture and report on data relating, but not limited, to workforce, quality and facilities as well as access.

- 7. Support proposals designed to prevent, detect, investigate and, when appropriate, prosecute fraud in subsidized child care and development programs.**
- 8. Support efforts to ensure that vulnerable children and their families have access to consistent, uninterrupted subsidized early care and education services.**

Such efforts should include, but not be limited to:

- Making sure that California Work Opportunity and Responsibility to Kids (CalWORKs) families have access to child care and education services, ensure that participating families are afforded the time and information needed to evaluate their child care and education options and make sound choices, and that allow parents to pursue or maintain employment.
- Establishing 12-months annual eligibility for CalWORKs Stage 1 Child Care for welfare-to-work participants or until the participant is transferred to CalWORKs Stage 2 Child Care.
- Promoting, facilitating and supporting consistent and continuous participation of children under the supervision of the child welfare system and Probation and their families in high quality programs that promote healthy child development and support effective parenting.
- Ensuring that all subsidized children – infants and toddlers, preschool age, and school age children – and their families have access to consistent and continuous high quality early care and education services that partner with parents to promote children's healthy growth and development and prepare them for school and life, and meet the needs of families.
- Addressing the needs of pregnant and parenting teens to ensure their access to high quality early care and education services that support their academic goals, promote positive and effective parenting skills, and contribute to their child's healthy growth and development.
- Facilitating access to high quality early care and education programs that are responsive to the unique needs of children and families experiencing homelessness.

- 9. Support efforts to expand the supply of appropriate early care and education services through facility development in communities with a significant shortage of these services.**

Such efforts should include, but not be limited to:

- Facilitating the cost of effective construction or renovation of early care and education facilities in communities with unmet needs for these services.
- Integrating early care and education in specific plans for land use, housing, transportation, economic, workforce, and community development.

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**Speaker Bios - May 1, 2019**

***Tackling the Facilities Challenge – An Advancement Project Report***

**LEILA FOROUZAN – POLICY AND RESEARCH ANALYST, EDUCATIONAL EQUITY/ADVANCEMENT PROJECT**

Leila Forouzan is a Senior Research and Data Analyst at Advancement Project California. She conducts research and creates visualizations that are used in the fight for racial equity. Working with program staff at Advancement Project and with community partners, she develops effective data-driven analyses to support community voices. Leila has contributed to many of Advancement Project's initiatives since 2011, among them RACECOUNTS.org, Early Childhood Education reports, Student Equity Need Indexes, community safety scorecards, and community-engaged research around Civic Engagement in Los Angeles. Her work includes using a combination of administrative data, such as Census data, and focus group or survey data to create impactful maps, charts, and other visualizations.

Leila earned her M.P.A. in Public Policy from Baruch College, City University of New York and B.A. in International Affairs from the University of Pittsburgh.

**EMMA WATSON – POLICY RESEARCH ASSISTANT, EDUCATIONAL EQUITY/ADVANCEMENT PROJECT**

Emma Watson's primary policy focus is early care and education policy (ECE) with a special attention to access, affordability and quality. Statewide in California and locally in Los Angeles she advocates for greater investments in quality ECE opportunities for high need communities, especially for low-income families and communities of color who experience the highest gaps in access to ECE. Emma comes to the Advancement Project with a dedication to facilitating systemic change that positively influences the educational opportunities of communities around her. While receiving her Master of Public Policy, she served as the Luskin Leadership Fellow at the Partnership for Los Angeles Schools where she supported systems change efforts, co-wrote a policy brief on designing an equitable unified enrollment in LA and helped build student recruitment capacity at 18 traditional LAUSD schools located in Boyle Heights, South LA and Watts. Beforehand, Emma served as a Family Advocate at Early Head Start, where she supported families and their children birth to three. In this role, she loved developing relationships with enrolled parents and children to allow her to better adapt services to meet their needs.

***ECE Workforce Registry and AB 212 – Proposed Partnership to Build Efficiencies through Technology***

**ELISE CRANE – PROGRAM MANAGER, CALIFORNIA EARLY CARE AND EDUCATION WORKFORCE REGISTRY/CHILD CARE ALLIANCE OF LOS ANGELES**

For over 15 years Elise Crane led compensation and workforce development policy for the San Francisco Office of Early Care and Education for licensed centers and family child care homes and supported a budget growth from \$4.1 million to \$13 million in her tenure. In 2011, Ms. Crane led the development and implementation of the CA ECE Workforce Registry in collaboration with Los Angeles County and developed strategic relationships with state agencies and stakeholders from across the state. Since January 2016, Ms. Crane joined the team at the Child Care Alliance of Los Angeles to lead efforts to implement the Registry statewide, including the procurement of \$3 million of expansion and integration funding.

### **FIONA STEWART, M.A. – PROGRAM DIRECTOR, CHILD CARE ALLIANCE OF LOS ANGELES**

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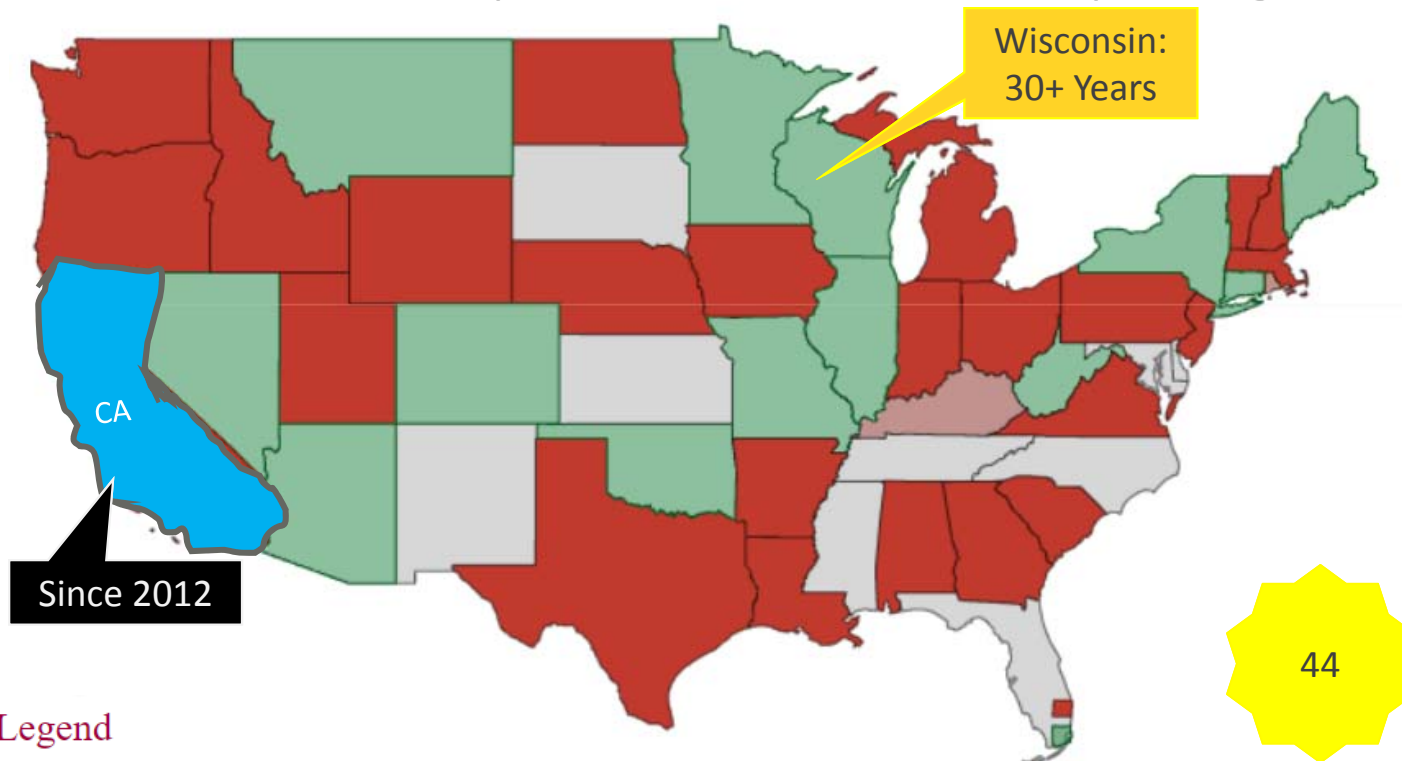
In her more than 25 years in the early childhood education field, Fiona has worked as a teacher and director in early childhood programs, a college instructor, grant administrator, program director and trainer/speaker on leadership and early learning and care. As the Program Director of the Child Care Alliance of Los Angeles, she develops and oversees all county-wide training, coaching, and quality improvement programs, including the Gateways for Early Educators™ professional development system and the California Early Care & Education Workforce Registry. In 2016 Fiona was chosen as a Master Leader from the Exchange Leadership Initiative. She is the author of “Building Together: Collaborative Leadership in Early Childhood Systems” (Redleaf Press 2019). Fiona has a Master’s Degree in Human Development from Pacific Oaks College and a Bachelor’s Degree in Human Development and Family Studies from Cornell University.





CA ECE Workforce Registry  
*Expansion and Integration*  
*May 1, 2019*

# National Map of Child Develop Registries



## Legend

Alliance Member who has completed PER

Alliance Member with a Registry

Not Alliance Member, has a Registry

Alliance Member, no Registry

Not Alliance Member, no Registry

Source: <http://www.registryalliance.org/about-us-top/map-of-registries>

# What is a Workforce Registry?

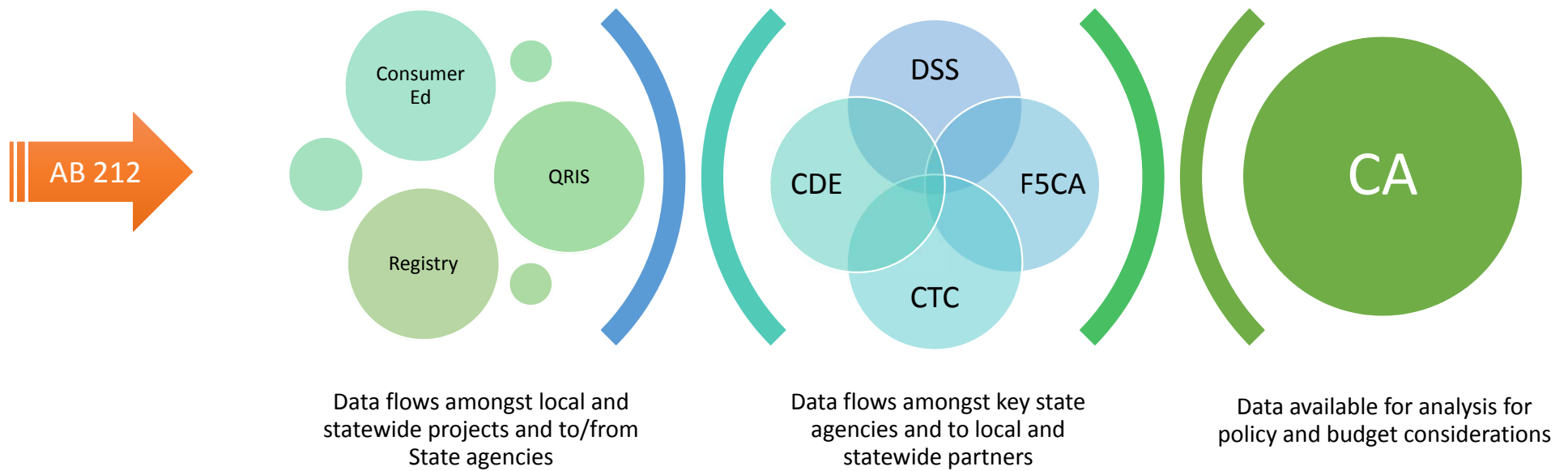
- Streamlines processes, information, and data collection
- Aligns data systems and reporting
- Verifies, tracks and stores educational and professional development accomplishments
- Enables statewide system of reporting and export functionality.



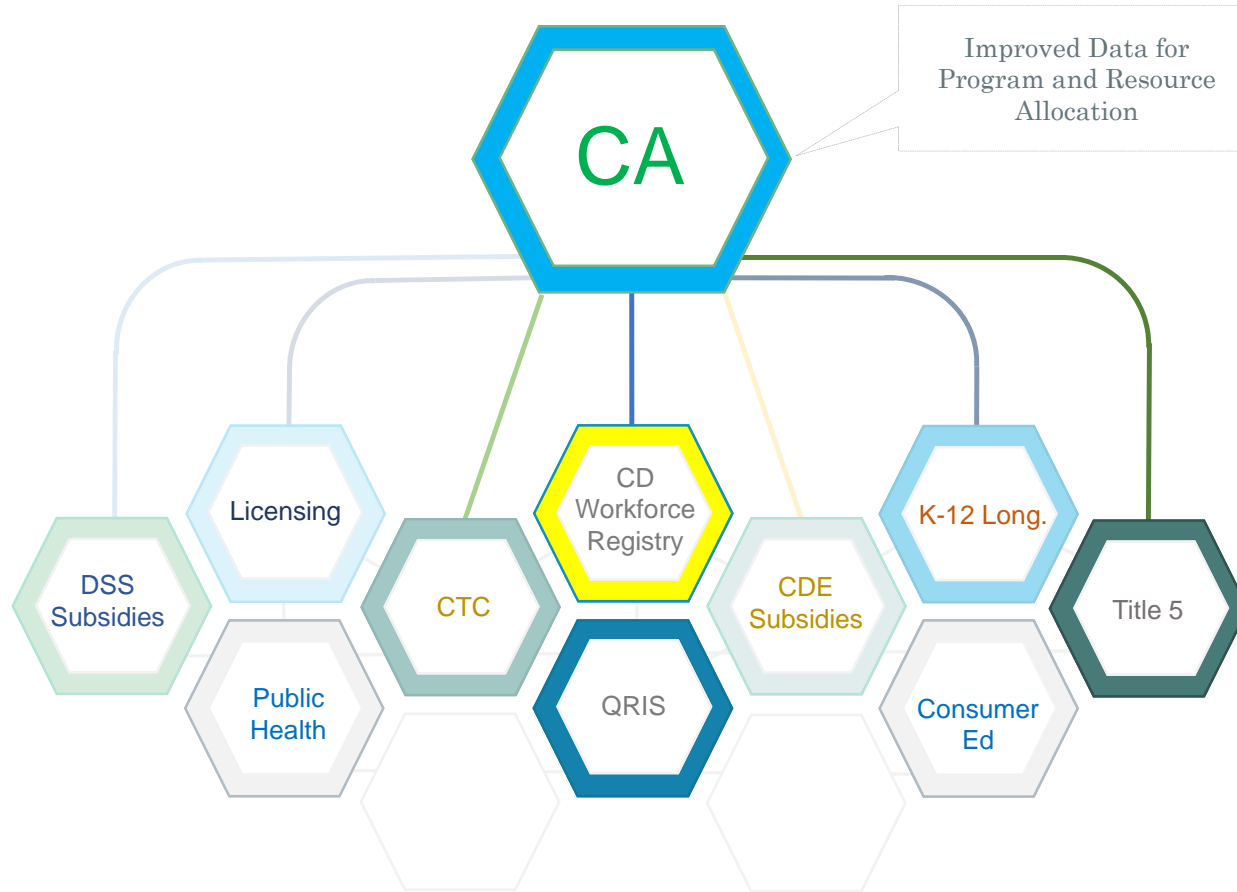
# Registry Main Functions

- Individual Information
- Employer Information
- Training Calendar
- Stipend Module
- Job Board
- Reports
- QRIS Data Export
- Registry Office -> Qualification Verification

# Registry Streamlining



# CA ECE Registry Nestled in Data Infrastructure



# State Requirements and Opportunities

- **CDE – Early Learning and Care Division (ELCD)**
  - Training Module/Calendar Use for Quality Improvement Contractors
  - Registry ID for AB 212 activities
  - Personnel Roster (Title 5 Reporting of Sites/Staff-Qualifications)
- **First 5 CA**
  - Quality Counts California (QCC) participating programs must get staff to create/update Registry Profiles with qualification documents by 7/1/20
  - Tracking qualifications of trainers
- **Community Care Licensing**
  - Qualification Review via Registry
- **Commission on Teacher Credentialing**
  - Permit/Credential data sharing and application

# LA - Current Integration and Opportunities

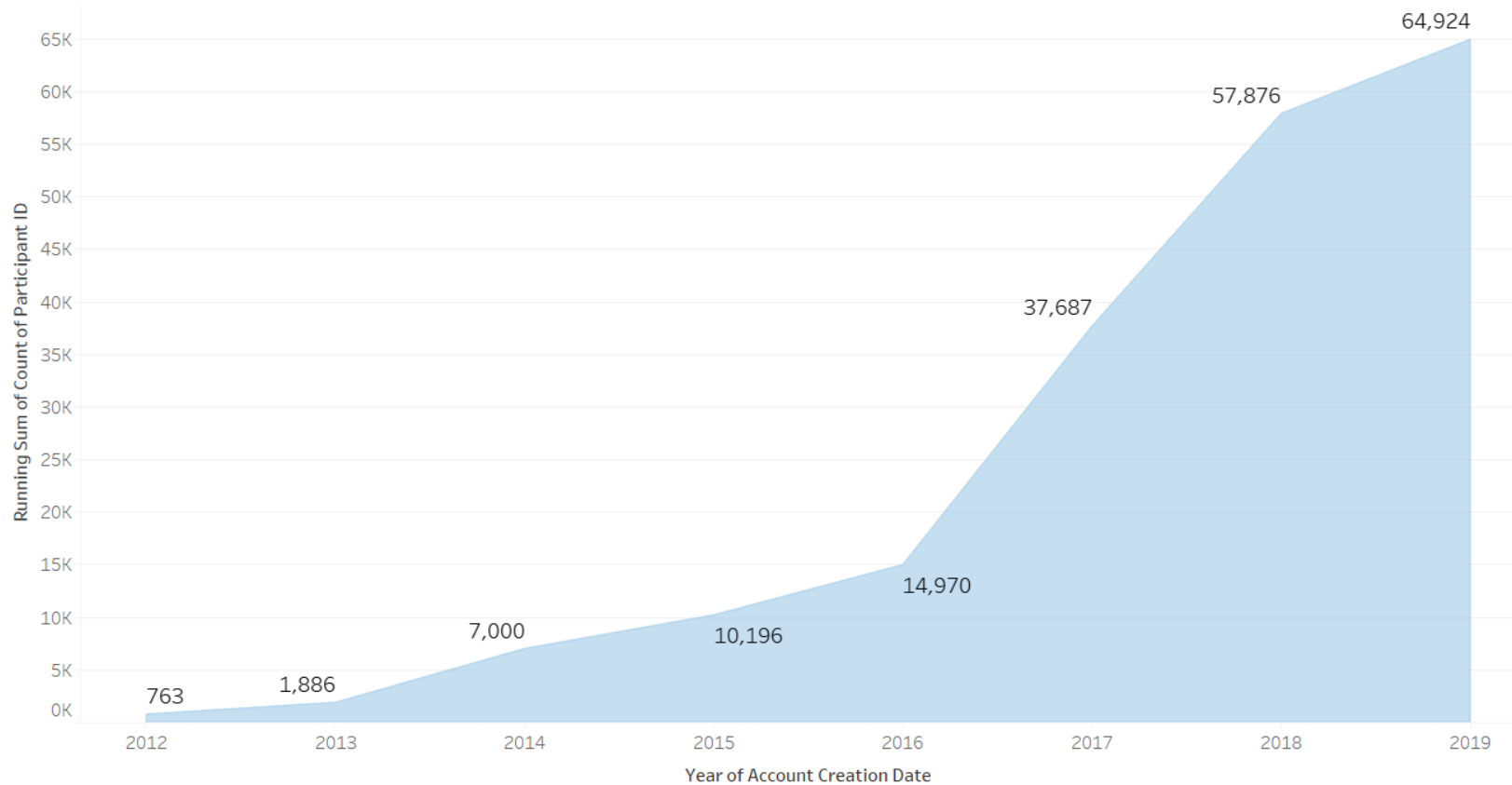
- Quality Start Los Angeles (QSLA)
  - Qualification submission to verify qualification points
- R & R Training on Training Calendar
  - Local R & Rs post trainings on the Training Calendar and verify attendance
  - Gateways Passport implementation
- Stipend Module – potential implementation for online application and administration



# Statewide Participation

Number of Registry Profiles - 3rd Quarter FY 18-19

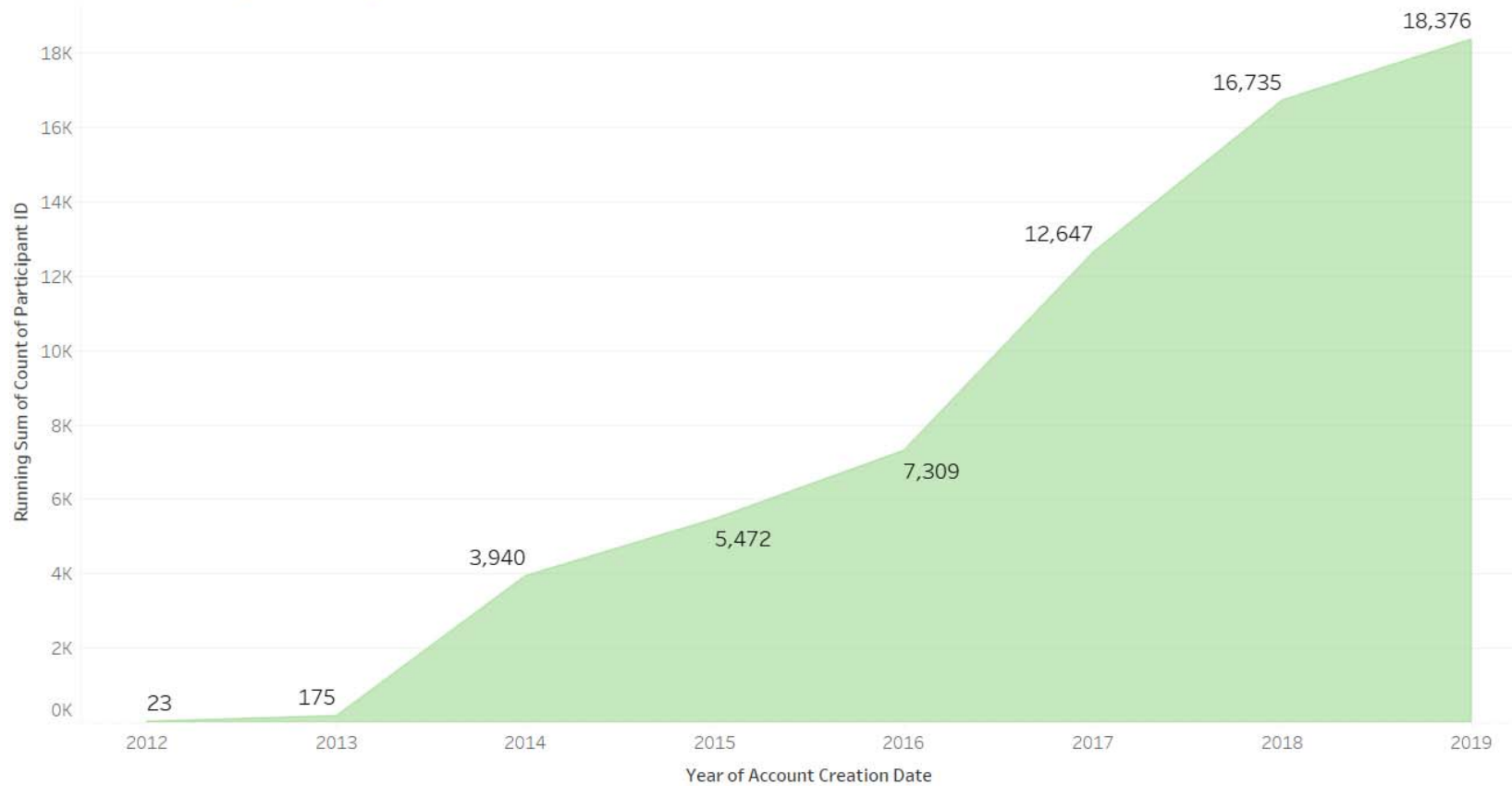
Statewide



# Los Angeles Participation

Number of Registry Profiles - 3rd Quarter FY 18-19

Live or Work in Los Angeles County





## Training Calendar Statewide/LA

- 110 organizations/projects statewide with access to the Training Module
- 14 organizations providing training in Los Angeles county

# Stipend Module Features

## For Individuals

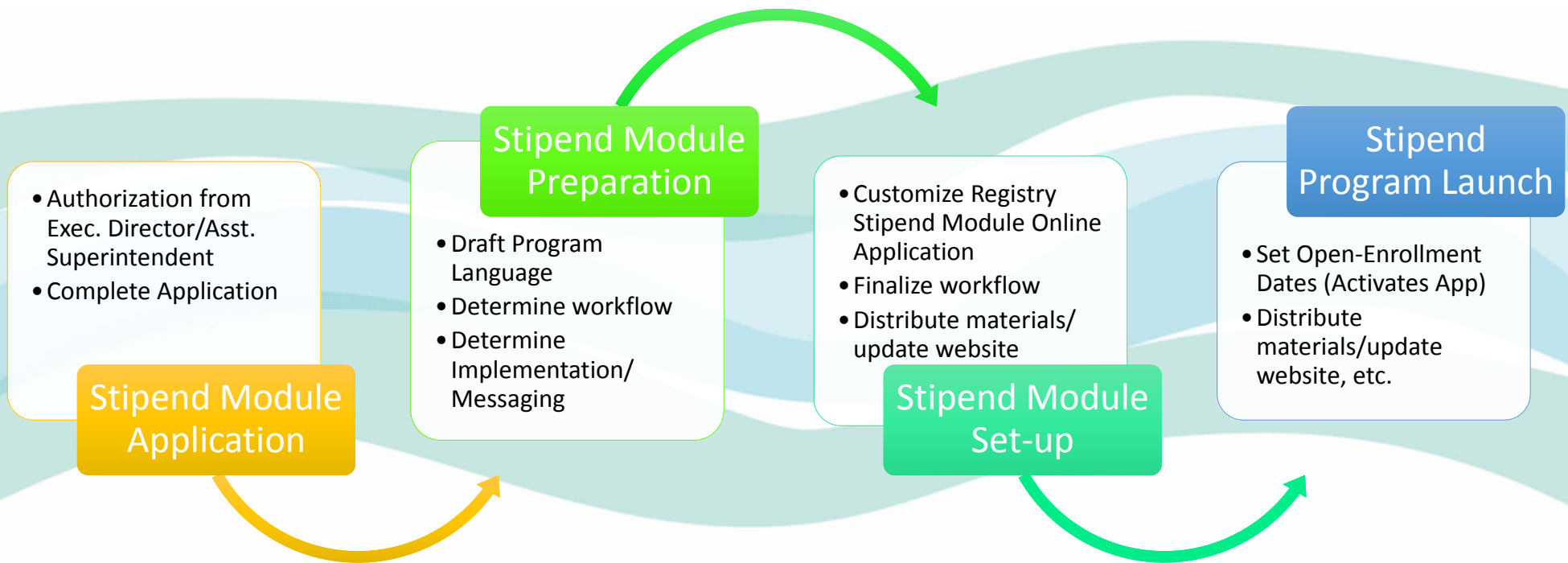
- Access Registry ID - Returning applicants
- Access online application connected to Registry Profile
- View stipend application(s)
- Upload/view documents
- View verified Education and Training Report
- Receive email notifications of application status

# Stipend Module Features

## Stipend Administrator

- Semi-customizable online Application connected to Registry Profile
- View submissions
- View uploaded documents
- Generate reports
- Apply stipend amounts by funding streams

# Stipend Administration Planning & Preparation



# Stipend Application Screen 1



1. Log-in/Create Registry Profile
2. Go to Stipends & Pathways

*1 Registry account per individual*

# Stipend Application Screen 2

## Update Information

If any of the information below is incorrect, please click the link to your [Registry Profile](#) and correct information before continuing to the next page. The accuracy of this information will determine eligibility criteria for stipend applications.

NOTE: If you need to update your profile, you will restart the application process by going to the Stipends and Pathways link then click Application. If you know your Employment Profile needs to be updated, update it from your Registry Profile and then proceed to the Stipends and Pathways link, then click Apply to begin the application process.

## Personal Information

Name: Elise Crane  
Residential Address: po box 7988 San Francisco CA 94120  
Residential County: san francisco  
Daytime Phone: (415) 557-5671  
Evening Phone: (707) 448-4743  
Cell Phone: (707) 330-9971  
Self-Reported Highest Level of Education: Master's Degree

(To view your verified education, download your [Education and Training Report](#).)

## Employment Information

Listed below is your current employment information. If any of the information below is incorrect, please click the link to your [Employment Profile](#) and correct information before continuing to the next page. If no employment is listed, please go to your Employment Profile and add your current employer. The accuracy of this information will determine eligibility criteria for stipend applications. NOTE: If updating employment information, you will need to go back to Stipends and Pathways and then click the Application link to restart the application process.

Employer	Job Title	Start Date	Ages Served
SF Human Services Agency - Office of Early Care and Education	Program Staff	06/18/2001	Adults in Field

Confirm and Continue

1. Review Personal Information & Employment Information
2. Update, if needed
3. Go back to Application



## Stipend Application Screen 3

Program  
Logo

Program Description

Continue to Online Application

- Read program description
- Continue to Online Application

# Stipend Application Screen 4

## <Stipend Program Name> – Online Application

Please identify which education goal(s) this stipend will help you attain? You may select up to two.

- ☐ Complete Early Care and Education/Child Development (ECE/CD) classes toward a degree
- ☐ Complete General Education (GE) classes toward a degree
- ☒ Complete Math/English Classes toward a degree
- ☐ Obtain an Associate's Degree in ECE
- ☒ Obtain a Bachelor's Degree in ECE
- ☐ Obtain a Master's Degree in ECE
- ☐ Obtain a Doctorate Degree in ECE

Please select the stipend period: Spring 2019 ▼

Provide the details below for the stipend for which you are applying: [Add](#)

Course Type	Institution/Organization Name	Units Enrolled/ Completed	Unit Type	Student ID (College/University Only)
College Credit ▼	City College of San Francisco	9	Semester ▼	1234567

### Statements of Understanding

- SoU 1
- SoU 2
- SoU 3

Completing this application is agreement to the terms and conditions listed above.

[Save](#) [Cancel](#)

1. Choose education goals
2. Choose Stipend Period
3. Fill out stipend request details
4. Read Statement of Understanding
5. Save to complete application

# Stipend Application Screen 5

## Stipend Program – Online Application

**Step 1:** The online portion of your application has been submitted for review.

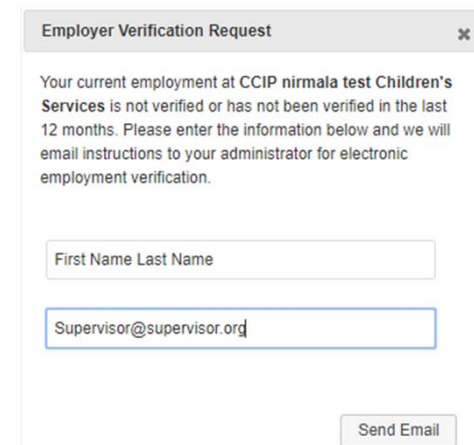
**Step 2:** Next, download the [Supplemental Forms](#)

**Step 3:** Upload your completed required documents, including your supplemental forms, to your profile in [My Documents](#). If you would like to send your forms by email, instructions are in the confirmation email you received.

You can track progress and update your application by going to [My Stipends](#), and by checking your email.

## Employer Contact – Electronic Employment Verification

1. Enter First and Last Name of Supervisor
2. Enter Supervisor Email Address
3. Send Email



The screenshot shows a web form titled "Employer Verification Request" with a close button (X) in the top right corner. The form contains a message: "Your current employment at CCIP nirmala test Children's Services is not verified or has not been verified in the last 12 months. Please enter the information below and we will email instructions to your administrator for electronic employment verification." Below the message are two input fields: "First Name Last Name" and "Supervisor@supervisor.org". At the bottom right of the form is a "Send Email" button.






# Stipend Application Summary

## My Stipends

Request Date	Stipend Program	Request Status	
02/08/2019	San Francisco: SEED TEST Stipend II	Paid	<a href="#">View</a>
02/08/2019	San Francisco: SEED TEST Stipend II	Applied	<a href="#">View</a>

# Stipend Administration


Stipend Administration - <Stipend Program Name>


 <b>Stipend Set-Up</b>	 <b>Application(s)</b> 7 awaiting	 <b>Document(s)</b> 5 awaiting	 <b>Apply Payment</b>	 <b>Reports</b>
---	---	--	--	--


[Return to Stipend List](#)


# Stipend Administration


Stipend Administration - <Stipend Program Name>

 **Stipend Set-Up**

 **Application(s)**  
7 awaiting

 **Document(s)**  
5 awaiting






 **Apply Payment**

 **Reports**

- Prog Descrip.
- \$ Units/Hours
- Pathway Goals
- App Filters
- Funding Types
- Materials
- Statement of
- Applied Email






# Stipend Administration

Stipend Administration - <Stipend Program Name>

 <b>Stipend Set-Up</b>	 <b>Application(s)</b> 7 awaiting	 <b>Document(s)</b> 5 awaiting	 <b>Apply Payment</b>	 <b>Reports</b>
	<ul style="list-style-type: none"><li>• View pending “applied”</li><li>• Process Appl</li><li>• Add Notes</li><li>• Filter Data</li><li>• Export Results</li></ul>	<ul style="list-style-type: none"><li>• View docs submitted after application</li><li>• Mark Docs</li><li>• Add Notes</li><li>• Filter Data</li><li>• Export Results</li></ul>		

# Stipend Administration

Stipend Administration - <Stipend Program Name>

 <b>Stipend Set-Up</b>	 <b>Application(s)</b> 7 awaiting	 <b>Document(s)</b> 5 awaiting	 <b>Apply Payment</b> <ul style="list-style-type: none"><li>• Links to tools</li></ul>	 <b>Reports</b>
---	---	--	--	--



# Stipend Administration

## Apply Payment - <Stipend Program Name>

This function allows you to download a report of stipends that do not have funding allocated and allocate that funding, then upload it back into the system.



**Allocate Funding**  
0 awaiting



**Stipend Report**



**Upload Payment**







**Send Paid Emails**

[Return to Stipend Administration](#)

# Stipend Administration

## Apply Payment - <Stipend Program Name>


This function allows you to download a report of stipends that do not have funding allocated and allocate that funding, then upload it back into the system.


 <b>Allocate Funding</b> 0 awaiting	 <b>Stipend Report</b>	 <b>Upload Payment</b>	 <b>Send Paid Emails</b>
<ul style="list-style-type: none"><li>• Downloads Excel report of all “Approved” stipends without funding applied</li><li>• Input stipend values</li></ul>	<ul style="list-style-type: none"><li>• Filter Data</li><li>• Export Results</li></ul>	<ul style="list-style-type: none"><li>• Upload Excel spreadsheet with allocated funding streams</li><li>• Option to send email to stipend applicants with “Paid” status</li></ul>	<ul style="list-style-type: none"><li>• Send “Paid” emails to all approved stipend applications with funding allocated</li><li>• Paid date applied</li></ul>


[Return to Stipend Administration](#)


# Stipend Administration


Stipend Administration - <Stipend Program Name>

 **Stipend Set-Up**

 **Application(s)**  
7 awaiting

 **Document(s)**  
5 awaiting

 **Apply Payment**

 **Reports**

- Applicant
- Education/Qual
- Demographics
- Employer Outreach
- DSPR → AB 212

# Contact Us

Fiona Stewart  
Program Director  
[Fiona.Stewart@ccala.net](mailto:Fiona.Stewart@ccala.net)

Elise Crane  
Program Manager – Statewide  
[Elise.Crane@ccala.net](mailto:Elise.Crane@ccala.net)

Thank you!!

# BUILDING CALIFORNIA'S FUTURE:

Tackling the Facilities Challenge for Our  
Youngest Learners



*Emma Watson, Policy & Research Analyst*  
*Leila Forouzan, Senior Research & Data Analyst*



# FACILITIES MOMENTUM AT THE STATE AND LOCAL LEVEL



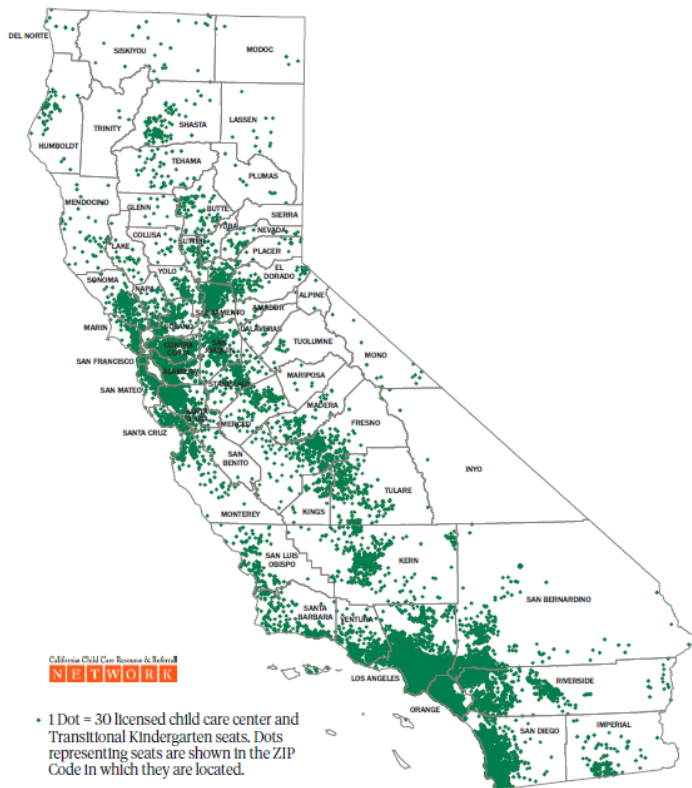


# UNDERSTANDING BARRIERS TO INCREASE ECE ACCESS



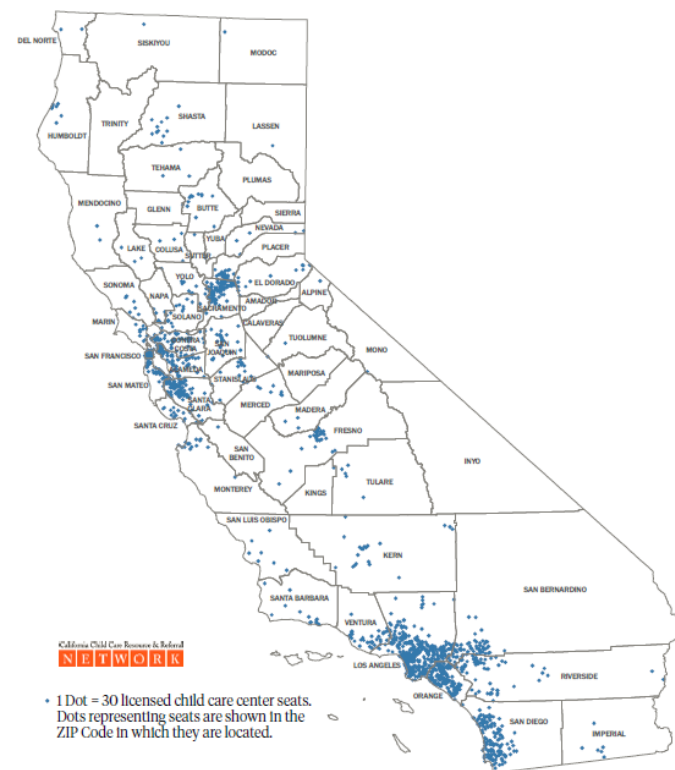
# MAP 1

Only 613,000 child care center and TK seats for more than 2 million children ages two through five.




# MAP 2

Only 47,000 child care center seats for nearly 1 million children under age two.

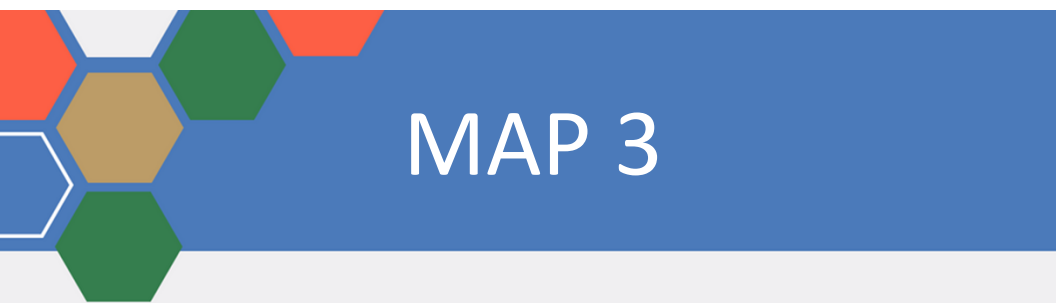






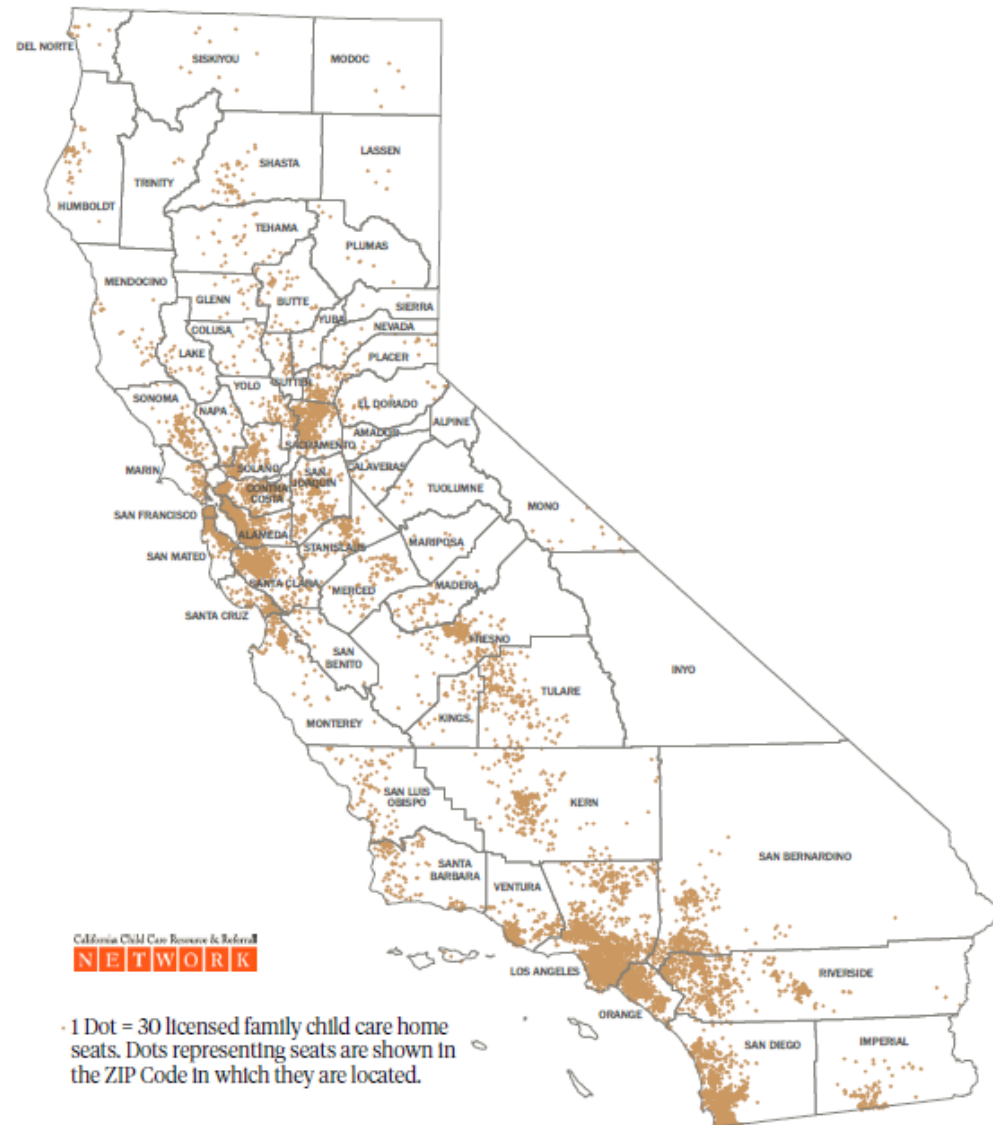
# MAP 3

CA Family Child Care Homes are critical to the ECE system and provide over 280,000 seats.



# MAP 3

CA Family Child Care Homes are critical to the ECE system and provide over 280,000 seats.



Two-Thirds of children in Lowest Need Areas are White, while two-thirds in the Highest Need Areas are LatinX.

**Lowest Need**

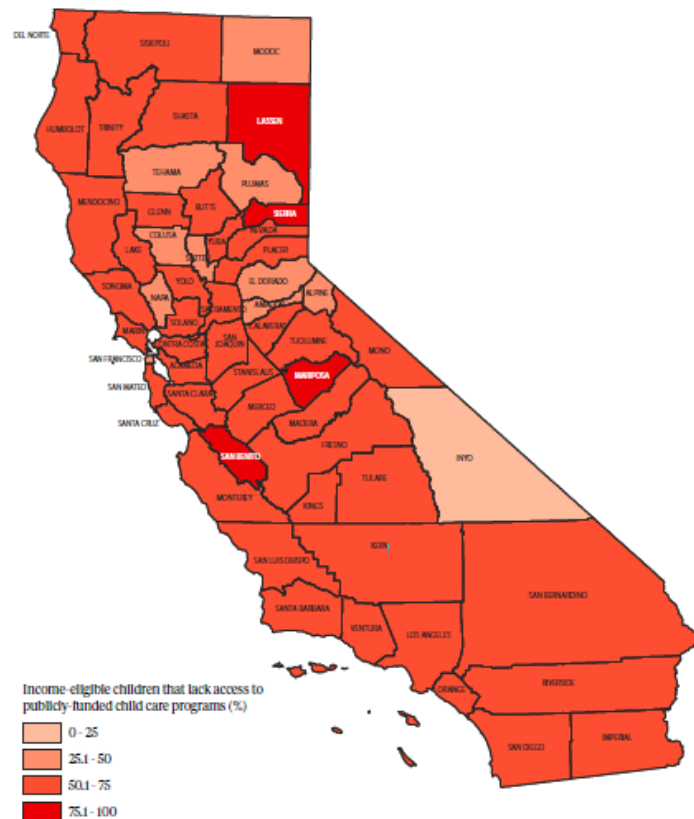


**Highest Need**



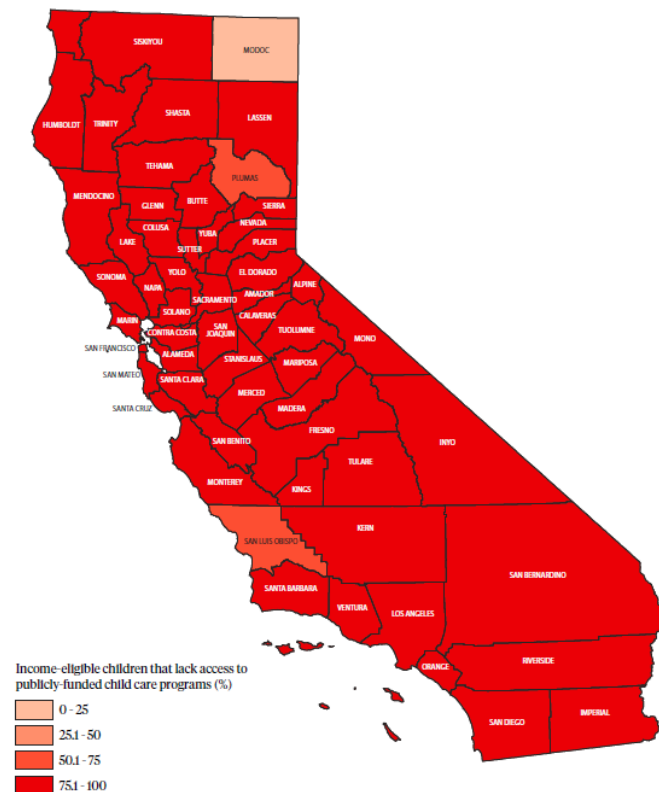
# MAP 4

**Only 39 out of 100 low-income preschoolers have access to a publicly-funded seat.**



# MAP 5

**Only 6 out of 100 low-income babies and toddlers have access to a publicly-funded seat.**



# HIGHEST NEED COUNTIES

**TABLE 2: California counties with most low-income children under six without access to publicly-funded ECE seat**



# ACTION PLAN

## Short Term:

- A. Loans vs Grants.
- B. Conduct Inventory.

## Mid-Term:

- A. General Plan.
- B. Establish ECE facilities technical assistance office.

## Long Term:

- A. Create a statewide ECE Facilities Bond.



# POLICY SOLUTION FEEDBACK

- What is the best entity to provide technical assistance at the State level? Local Level?
- What are examples of technical assistance best practices?



# GET INVOLVED!



Participate in LA County Babies and Toddler Campaign—Sign up!

# For More Information & Questions

[ewatson@advanceproj.org](mailto:ewatson@advanceproj.org)  
[lforouzan@advanceproj.org](mailto:lforouzan@advanceproj.org)







# THANK YOU

Questions?



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## Michele Sartell

---

**From:** bounce-1612782-10235827@mlist.cde.ca.gov on behalf of CDDLlists@cde.ca.gov  
**Sent:** Tuesday, April 30, 2019 2:31 PM  
**To:** Michele Sartell  
**Subject:** Update on California's Preschool Development Grant Birth through Five  
**Importance:** High

This is a message from the California Department of Education (CDE), Early Learning and Care Division (ELCD).

\*\*\*\*\*

### Update on California's Preschool Development Grant Birth through Five

On January 16, 2019, the State Superintendent of Public Instruction announced that the CDE, along with 44 other states and territories, was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) for \$10,620,000 from the U.S. Department of Health and Human Services. The announcement can be found at the CDE's News Release web page at <https://www.cde.ca.gov/nr/ne/yr19/yr19rel05.asp>.

The PDG B-5 represents a unique opportunity to analyze California's early learning and care (ELC) landscape and build on previous and current planning efforts to develop an actionable strategic plan for improving the state's ELC system. In addition to funding a state needs assessment and strategic plan, the PDG B-5 will also support several projects that will help lay the foundation for systems improvements. Examples include:

- Building Local Planning Council capacity for a more consistent, robust data collection and needs assessment process
- Expanding parental knowledge of child development through Parent Cafés
- Establishing a Parent Committee to inform the State Advisory Council on Early Learning and Care (SAC)
- Strengthening and streamlining Quality Counts California
- Establishing an integrated online professional learning platform

The PDG B-5 is a one year grant through December 2019 with an opportunity to apply for additional funding. Given the short timeline to conduct the activities required under the federal grant, initial work has already begun. The first quarter has primarily focused on launching the needs assessment and strategic plan processes, as well as finalizing contracts with partner agencies. Several resources, including a PDG B-5 fact sheet and organizational chart, will soon be available for stakeholders and the general public.

There are two stakeholder surveys the public can complete to help inform the strategic planning process. Please feel free to complete both surveys at the newly launched PDG B–5 website at <https://capdg.wested.org>.

Please also join the CDE at the upcoming **SAC meeting on May 6, 2019, from 9 a.m. to 4 p.m.** (details are available on the May 6 SAC Meeting Agenda web page at <https://www.cde.ca.gov/sp/cd/ce/sacmeeting06may2019.asp>) to learn more about the PDG B–5. The CDE partners, American Institutes for Research and WestEd, will be presenting on progress made so far on the PDG B–5 needs assessment and strategic plan. Members of the SAC and the public will have the opportunity to ask questions and provide feedback. Targeted surveys to inform the needs assessment an expert/stakeholder engagement series will also start by the summer.

For questions regarding the California’s PDG B–5 grant, please feel free to send an email to [CAPDG@cde.ca.gov](mailto:CAPDG@cde.ca.gov).

You have received this message because you are subscribed to an e-mail list from the California Department of Education's Early Learning and Care Division. To unsubscribe from this list, go to <http://www.cde.ca.gov/sp/cd/ci/emailindex.asp>.