

AGENDA

Welcome and Introductions

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|-------|---|-------------|----------------------|
| 10:00 | 1. Comments from the Chair | | Jackie Majors, Chair |
| 10:10 | 2. Approval of Minutes – June 12, 2019 | Action Item | Jackie Majors, Chair |
| | 3. Approval of 2019 Sunset Review Application | Action Item | |

Public Policy

- | | | | |
|-------|--|-------------|---|
| 10:15 | 4. 2019-20 State Budget Wrap Up | Information | Michele Sartell,
Child Care Planning
Coordinator, OAECE |
| | 5. Priority Legislation | Discussion | |
| | ▪ AB 324 (Aguiar-Curry): Professional Development Stipends | | |
| | ▪ AB 125 (McCarty): Reimbursement Rate System Plan | | |
| | ▪ AB 1001 (Ting): Strategic Planning Councils | | |
| | ▪ SB 174 (Leyva): Reimbursement Rates | | |
| | ▪ SB 234 (Skinner): Family Child Care Homes | | |

Ongoing Efforts

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| 10:45 | 6. Office for the Advancement of Early Care and Education | Information | Debra Colman,
Director, OAECE |
| | ▪ Overview of Office and Current Activities | | |
| | ▪ Strategic Plan Update, timeline and Next Steps | | |

Guest Speaker

- | | | | |
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| 11:15 | 7. Guest Speaker – 2020 Census | Information/
Discussion | Giovary Hernandez,
Regional Census
Campaign Manager,
NALEO |
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Wrap-up

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|-------|--|-------------|-------------------------------------|
| 11:50 | 8. Announcements and Public Comments | Information | Meeting Participants |
| 11:55 | 9. Meeting in Review and Call to Adjourn | | Karla Pleitez Howell,
Vice Chair |

Next Meeting:

Wednesday, October 09, 2019, 10:00 a.m. to 12:00 p.m.
 Kenneth Hahn Hall of Administration
 500 West Temple Street Room 743
 Los Angeles, CA 9001

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Meeting Minutes for June 12, 2019

Welcome and Introductions

1. Call to Order and Comments by the Chair

Chair Terry Ogawa opened the meeting of the Policy Roundtable for Child Care and Development (Roundtable) at 10:06 a.m. with self-introductions. Ms. Ogawa welcomed everybody and mentioned that this was her last meeting as Chair of the Roundtable.

Mrs. Ogawa added that this was the last meeting for the fiscal year and there was a lot to talk about as we move forward in September. Ms. Ogawa asked Dr. Robert Gilchick to comment on the new OAECE Director. Dr. Gilchick announced that Debra Colman would be joining the Office for the Advancement of Early Care and Education as the new Director starting June 25th. Ms. Colman most recently served as a Senior Program Officer with First 5 LA and has a very long history in Los Angeles County with various organizations working in the early care and education field.

Ms. Ogawa turned to the Sunset Review, noting that the Roundtable does not yet have a document to submit. As such, the date for submission has been extended to September 2019. She encouraged members to plan on attending the September 11th meeting when the response to the survey will be presented to the membership for approval.

2. Approval of May 08, 2019 Minutes

Upon a motion by Ms. Karla Pleitéz Howell and seconded by Ms. Nellie Ríos-Parra, the minutes for the May 8, 2019 meeting were approved. Dr. Dawn Kurtz abstained.

Public Policy

3. 2019-20 State Budget Negotiations and Priority Legislation

Ms. Michele Sartell began her presentation by stating that since the last meeting Governor Newsom released his revisions to the original budget proposal for Fiscal Year (FY) 2019-20. Both the Assembly and the Senate prepared their budget packages in response to the May Revise. The budget matrix in the meeting packets compares the proposed budgets for early care and education. Overall, the Assembly proposes a more generous budget than the Senate budget, yet both address items overlooked by the Governor's budget including funding to increase access for infants and toddlers and reimbursement rate adjustments. The budget proposals next go to the Conference Committee with the expectation that there will be compromises. Both the Senate and Assembly versions propose funding for the Alternative Payment Program and general child care. The budget proposals also would expand eligibility for State Preschool as slots are available and has funding for facility development. In addition, the budget proposals invest in workforce development and data systems. The proposed budget also increases the investment for the Emergency Child Care Bridge Fund for Children in Foster Care.



Ms. Sartell conclude her presentation by announcing that Sarah Neville-Morgan, who has been the Director of the California Department of Education/Early Learning and Care Division (CDE/ELCD), has been promoted to serve as a Deputy Superintendent overseeing Teaching and Learning Support Branch.

Ms. Karla Pleitéz Howell began her presentation talking about the Master Plan. She shared that the Governor convened a meeting of a few stakeholders including a media person to bring attention to the needs of children and their families. Ms. Pleitéz Howell mentioned that the Governor's message is to make sure the field stays united in terms of what is missing and recognizing work completed to date. The message to the Governor is to not recreate the wheel. Ms. Pleitéz Howell then addressed the investments for facilities. The Governor had proposed adding \$600 million dollars for kindergarten facilities, but upon hearing from advocates and the Legislative Analyst's Office, has modified his proposal to allocate \$300 million for preschool facility developing by local education agencies and to include technical assistance provided by the CDE. She added that a bond measure that will include preschool is also being discussed.

Ms. Sartell next spoke to priority legislation, noting that AB 324 (Aguiar-Curry) proposes to expand the scope of who can participate in the AB 212 stipend program based on the model established by Los Angeles County. Under AB 212, counties are limited to providing stipends to early educators who are working in CDE-contracted center-based programs. Los Angeles County was able to expand the program as a result of legislation so that early educators working in centers and family child care homes serving a majority of children subsidized by the state are eligible to receive stipends for completing college coursework towards a degree in child development or closely related field. AB 324 would go future by requiring the local child care and development planning councils to work with the Alternative Payment Program Agencies and local Quality Count consortias on development the implementation plan.

4. Strategic Planning: Reviewing and Refining

Ms. Ellen Cervantes reminded the group that the strategic plan was really for the Office for the Advancement of Early Care and Education, working with two different bodies so the mission, vision and the values will encompass the office. Ellen directed the group to the meeting materials for the worksheet to be accomplished in smaller breakouts. Prior to the breakouts, there was a lengthy discussion on the strategic plan. Comments were as follows:

- Critically important is that the role of OAECE is conceptualized as the entity that drives the work. So, the way it should read is, this office is authorized to move things forward, as opposed to the office will continue to plan.
- Access bucket, how to figure out how to summarize the things that are important. The group recommended three different buckets, infrastructure, slots, facilities and data. We think the sort of general reactions are missing, equity is missing from the plan. There is real calling out on access, especially for highest need populations in Los Angeles County. There is a way to align to the Blue Ribbon Commission recommendations and not recreate the wheel. Lastly, the recommendation would be to combine priority-2 access and priority-3 quality. Our families think about high access to quality programming and our field keeps on dividing them up.
- One of the biggest issues was equity, and especially when it comes to having a strategy that is conclusive of universal quality, to include license exempt, family friends and neighbors, and the childcare providers that are most in need.
- Equity is a cross cutting issue that covers all categories, just like data. As a group we were wondering if we should make a separate category to address equity. Make the language in terms of what our role is, a little bit more consistent across all the recommendations. Some ideas were to switch the order so certain things are more prioritized than others. Maybe not lead with advocating for a single reimbursement rate system. Rather lead with something

more specific that might not be such a long-term project. We also taught about combining some categories like making the early educator stipend program, part of another strategy around professional development pathways.

- We really wanted to push an action-oriented purpose for the office.

Ms. Maura Harrington, the strategic plan consultant, concluded this part of the presentation by thanking the group for their helpful work and feedback. She mentioned that the clear message was to push the action orientation and with the OAECE as the driver for accomplishing implementation of the plan. Ms. Harrington reminded members to vote on the proposed mission and vision statements as they left the meeting.

5. Assembly Blue Ribbon Commission on Early Childhood Education, Recommendations: Considerations for Los Angeles County

Dr. Jacquelyn McCroskey highlighted areas where the Blue Ribbon Commission made recommendations that could apply and be useful to us in Los Angeles County, regardless of where the state budget ends up on some of these things.

- Single reimbursement rate system – a paper prepared by First 5 California in partnership with other key entities at the state level has developed specific actions plans needed to establish a single reimbursement rate system. It is recommended that the OAECE and the Roundtable spend time examining the paper.
- Aligning systems – Los Angeles County led the work to create the Emergency Child Care Bridge Fund for Children in Foster Care, now referenced in the Blue Ribbon Commission report. The Blue Ribbon Commission Report includes recommendations for aligning systems, particularly between services funded under the CDE and those funded under the California Department of Social Services (e.g. CalWORKs Child Care). The conversations about 12-month eligibility for CalWORKs Stage 1 Child Care is important.
- Full day kindergarten and utilization school facilities – Currently, the Los Angeles County Office of Education (LACOE) is in leadership mode. The Roundtable needs to be doing is having specific engage in conversations with school districts in Los Angeles County, their current needs, and how they are currently using their facilities.
- Data – There is money allocated at the state level to look at a longitudinal data system, not only for K-12 education, but also for early care and education. The Chief Information Office located in the County's Chief Executive Office has been designated as the data steward for Los Angeles County, assigned to understand the data that is already collected, the key metrics, and much more.
- Integrate efforts to support families – For example paid family leave, home visitations, the Women and Girls' Initiative and the Office for the Indians.
- Facilities – Los Angeles County is in a good position to pull together the processes that can be used to develop new facilities with the programmatic functions for early care and education.

Ongoing Efforts

6. Draft Findings and Recommendations on Los Angeles County's Early Care and Education Comprehensive Fiscal Analysis

Ms. Jeanna Capito state that there are three major things that the fiscal analysis, modeled after a project they completed in San Francisco, encompasses. First is research and investigation, which provides everyone with a common understanding of what is funding early care and education services for young children, birth to five years old. It does not include services like home visitation or parent education programming. A second piece of the analysis is the revenue and expense model. The consultant team is building a Los Angeles County model that looks at both the revenues that are available to fund early care and education services for a child and the

cost of delivering care to that child at a certain set level of quality. Ms. Capito mentioned that they are building an aspirational model that addresses wage parity and benefits. The third component is a written report that lists recommendations on thinking about the fiscal system, how it operates, how things are funded, where there are opportunities for better efficiencies, and where there is opportunity to make sure that the county is leveraging and bringing down all the resources that it can.

Ms.Capito then moved into the recommendations. Copies of the draft recommendations were distributed to the meeting participants and the opened for discussion.

Wrap Up

6. Announcements and Public Comments

Ms. OgawaTerry reminded the group to vote for a favorite mission and vision as they left the meeting. She also reminded the group that the next meeting is scheduled for September 11th.

5. Meeting in Review

a. Action Items

Item Description	Lead
Policy Stakeholder Event Continue the Strategic Planning Progress	Terry Ogawa Richard Cohen & Ellen Cervantes

b. Follow up Items

Item Description	Lead	Pending/Due
Early Childhood Mental Health Consultation	Kalene Gilbert	Updates
Child Care Alliance of Los Angeles to present the updates on the Emergency Child Care Bridge Program for Foster Children	Ellen Cervantes Cristina Alvarado	Updates
Continue discussions with the Office of Women and Girls Initiative	Terry Ogawa	TBD
Measure H – Homeless Initiative: Board of Supervisor’s Child Care Motion	Cristina Alvarado	Updates

8. Call to Adjourn

The meeting was adjourned at 12:01 p.m.

Members Attending:

Boris Villacorta, First Supervisorial District
 Dawn Kurtz, Child 360
 Ellen Cervantes, Fith Supervisorial District
 Jackie Majors, Child Care Alliance of Los Angeles (CCALA)
 Jacquelyn McCroskey, Commission on Children and Families
 Jennifer Hottenroth, Department of Children Family Services

Kalene Gilbert, Department of Mental Health
Karla Pleitéz Howell, First Supervisorial District
Karen Chang, Fourth Supervisorial District
Nellie Ríos-Parra, Child Care Planning Committee
Ofelia Medina, First 5 LA
Richard Cohen, Third Supervisorial District
Robert Gilchick, Department of Public Health
Sharoni Little, Second Supervisorial District
Terry Ogawa, Third Supervisorial District

Alternate Members Attending:

Aden Michael, Department of Public Health
Colleen Pagter, Los Angeles Unified School District
Katie Dingman, Los Angeles County Parks and Recreation
Liliana Hernandez, Southern California Chapter, California Association for the Education of Young Children
Paul Pulver, Child Care Alliance of Los Angeles County

Guests Attending:

Ariana Oliva, Los Angeles Area Chamber of Commerce
Aracely Estrada, Department of Public Social Services
Ashley Portillo, Child 360
Jessica Guerra, CCALA
Katie Fallin Kenyon, Kenyon Consulting
Maral Karaccusian, Board of Supervisors Fourth District
Max Thelander, CEO, Asset Management Branch
Patrick MacFarlane, Child Care Resource Center
Yasmin Grewal-Kök, Early Edge California
Robert Beck, Department of Public Social Services

Staff:

Marghot Carabali
Michele Sartell



GOVERNOR'S ADOPTS 2019-20 STATE BUDGET EARLY CARE AND EDUCATION ITEMS

Overview

Governor Gavin Newsom signed the state budget for Fiscal Year (FY) 2019-20 on June 27, 2019. The \$214.8 billion budget provides funding for reserve accounts, addresses pension liabilities, and pays down ongoing debts while increasing investments in health care for low- and middle-income individuals, access to safe and affordable drinking water, services to persons at risk for or experiencing homelessness, emergency preparedness and intervention, and a focus on rehabilitation and successful re-entry for individuals involved in the criminal justice system. A hallmark of the Governor's budget are his investments contributing to the overall well-being on young children and their families, including the expansion of paid family leave, increased funding for home visitation, and improved access to early care and education programs.¹

This paper serves as a summary of the State Budget for 2019-20 items specific mostly to early care and education, while highlighting additional elements of the Governor's comprehensive approach that contribute to stronger families and child well-being.

Table 1 on page 5 specifies the funding allocations by program type for FY 2019-20 compared to the Budget Act of 2018-19.

Early Care and Education Items

Increasing Access²

California State Preschool Program (CSPP)³ – Makes available \$31.4 million effective April 1, 2020 to provide 10,000 additional full-day state preschool slots offered in non-local education agencies (e.g. community-based organizations). Furthermore, as of January 1, 2020 allows state preschool programs within the attendance boundary of a public school where at least 80 percent of enrolled students are eligible for free- or reduced-price meals to enroll four-year-old children with established residency of the local public school without meeting the eligibility requirements in remaining, unfilled slots.

General Child Care – Invests an additional \$50 million to provide 3,086 slots in centers serving infants and toddlers and school age children of income eligible families effective July 1, 2019.

Alternative Payment Program – Increases funding for this voucher-based program to serve an additional 9,459 children beginning July 1, 2019 (\$12.8 million in ongoing Federal Child Care Development Block Grant Funds and \$80.5 million in ongoing Proposition 64 funds).

CalWORKs Stage 1 Child Care⁴ – Approves 12 months of continuous eligibility for CalWORKs recipients to receive Stage 1 Child Care that supports consistent child care access while their work activities stabilize (\$60.6 million General Fund for 2019-20; \$74.2 million ongoing).

Investing in Infrastructure Supports

Early Learning and Care Master Plan and Early Childhood Policy Council⁵ – Allocates \$5 million in one-time General Fund for the Secretary of California Health and Human Services in

concurrence with the executive directors of the State Board of Education and in consultation with the Superintendent of Public Instruction (SPI) to prepare a report by October 1, 2020 to guide the development of a master plan. The purpose of the master plan is to ensure comprehensive, quality and affordable child care and universal preschool for children from birth to school age. In addition, requires the establishment of an Early Childhood Policy Council to advise the Governor, Legislature and SPI on statewide early learning and care policy, including the planning for, implementation and evaluation of the state's Master Plan for Early Learning and Care and the 2019 California Assembly Blue Ribbon Commission on Early Childhood Education Final Report. The council is to maintain parent and workforce advisory committees with representation of each committee also serving on the council. The council will be staffed by the California Health and Human Services Agency.

Early Learning and Care Infrastructure Grant Program/Facilities⁶ – Reallocates approximately \$18 million of unused funds from the Child Care Facilities Revolving Fund, which has provided loans for renovation, repair or improvement of existing buildings for licensed child care and development services, to the newly established Early Learning and Care Infrastructure Grant Program (Grant Program). The Grant Program will support the construction of new facilities or retrofitting, renovation or expansion of existing facilities to expand access to subsidized early learning and care opportunities for children up to five years old. An additional \$142.7 million is allocated from the General Fund to the California Department of Education (CDE) for the program.

Early Learning and Care Workforce Development Grants Program⁷ – Appropriates \$195 million to expand the number of qualified early learning and care professionals and increase the educational credentials of existing early learning and care professionals across the state. The SPI is to administer this grant program. Workforce development grants shall be awarded to local and/or regional quality improvement partnerships representing all 58 counties. A local and/or regional quality improvement partnership may form a consortia with one or more regional partners who will submit a plan defining how the funds will be allocated to increase the number, qualifications and competencies of early educators in the county. Additionally, the plan is to describe how the local partnerships will engage collaboratively with their members, local government agencies, businesses, nonprofit organizations or other professionals including those working in centers, family child care homes and license-exempt settings. Grant awards will be based on several factors including the demonstrated need for early educators in the county and the number of children under 13 years old of families whose income is up to 85 percent of State Median Income (SMI). Grants may be used for educational costs that move the workforce along the career lattice and support their attainment of increased education in early childhood instruction or child development. Local partners receiving the grants will be required to provide program data to the CDE and participate in overall program evaluation.

Family Child Care⁸ – Appropriates \$1 million from General Fund to support future collective bargaining of family child care providers. Requires the California Departments of Education and Social Services and other state departments or agencies administering a state-funded early care and education program to collect contact information on family child providers for submission to a provider organization.

California Cradle-to-Career Data Systems Act⁹ – Expresses legislative intent to build a data system that enables partner entities to share information privately and securely and is flexible to meet future needs. The data system is intended to serve students and families by: identifying and tracking predictive indicators to enable parents, teachers, health and human services providers, and policymakers to provide appropriate interventions and supports to address

disparities in opportunities and improve student outcomes; creating direct support tools for teachers, parents, advisors and students; enabling agencies to plan for and optimize workforce educational, workforce, and health and human services programs; and advancing academic and governmental research on improving policies within the cradle-to-career spectrum. Establishes a workgroup to assess, make recommendations and provide ongoing advisement regarding the data system. The budget appropriates \$10 million General Fund to the Office of Planning and Research on a one-time basis available for expenditures through FY 2021-22.

Cost-of-Living Adjustment (COLA)¹⁰ – 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.

California State University Child Care¹¹ – Funds the expansion of early care and education facility infrastructure to meet the needs of student parents attending California institutions of higher learning (\$239 million one-time General Fund).

Regulatory Compliance/Licensing

Fingerprint Fees¹² – Deletes prohibition for charging a fee for fingerprinting or obtaining a criminal record for a license applicant serving up to six children.

Annual Inspections¹³ – Expresses legislative intent to achieve annual inspections of licensed child care centers and family child care homes by July 1, 2021.

Emergency Child Care Bridge Program for Foster Children¹⁴ – Requires a provider compensated under this program to be registered as a Trustline provider at no cost to the provider. Additionally, a provider with a criminal conviction will cease receiving compensation unless an exemption is granted.

Additional Investments in Children and Families

Paid Family Leave¹⁵ – Expands the paid family leave program from six to eight weeks to allow a parent or close family member to promote bonding with their newborn or newly adopted baby. By November 2019, the Office of the Governor, in consultation with a task force, will develop a proposal to increase paid family leave duration to a full six months by 2021–22.

CalWORKs Home Visiting Program¹⁶ – Establishes a voluntary program to support positive health, development, and well-being outcomes for pregnant and parenting people, families, and infants born into poverty, expanding their future educational, economic, and financial capability opportunities, and improving the likelihood that they will exit poverty. The program will provide high-quality, evidence-based, culturally competent services for 24 months or until the child's second birthday, whichever is later, that meet the needs of at-risk assistance units, including those in underserved, rural, tribal, impoverished, and other communities.

Home Visitation/Public Health – Invests funding to support the California Home Visiting Program and the Black Infant health Program inclusive of the Perinatal Equity Initiative.

Developmental Screenings – Includes funding to provide early developmental screenings for children and adverse childhood experiences (ACEs) screenings for children and adults in the Medi-Cal program.

Child Savings Account¹⁷ – Allocates \$25 million to the California Student Aid Commission to help families with incoming kindergartners build assets for their children’s post-secondary education.

California Early Income Tax Credit (EITC) – Expands the EITC to an estimated three million households, tripling the amount of credits from \$400 million to approximately \$1.2 billion. The credit will provide an \$1,000 credit for every family that qualifies and has at least one child under six years old and increases the maximum eligible earned income to \$30,000 so that individuals working up to full time at the 2022 minimum wage of \$15 per hour will be eligible for the credit.

Full-Day Kindergarten Facilities Grant Program¹⁸ – Appropriates \$300 million for FY 2019-20 from the General Fund to provide one-time grants to school districts to construct new or retrofit existing school facilities to provide full-day kindergarten classrooms

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	Total Funds	Budget Act of 2019		Difference
			State General Funds	Federal Funds	
General Child Development	\$411,970,000	\$521,504,000	\$387,658,000 ¹⁹	\$133,846,000	\$109,534,000
Migrant Day Care	\$40,080,000	\$44,857,000	\$39,446,000	\$5,411,000	\$4,777,000
Alternative Payment Program	\$427,380,000	\$535,930,000	\$170,131,000	\$365,463,000 ²⁰	\$108,550,000
Resource and Referral	\$19,691,000	\$20,333,000	\$20,333,000		\$642,000
CalWORKs Stage 2	\$559,923,000	\$614,573,000	\$533,937,000	\$80,636,000	\$54,650,000
CalWORKs Stage 3	\$398,552,000	\$502,850,000	\$160,236,000	\$342,614,000 ²¹	\$104,298,000
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	\$436,807,000 ^{22, 23}	\$275,961,000	\$160,846,000	\$320,002,000
Local Planning Councils	\$3,497,000	\$3,611,000	\$292,000	\$3,319,000	\$114,000
QRIS Infant-Toddler Block Grant	\$100,000,000				(\$100,000,000)
<i>Subtotal</i>	\$2,084,155,000	\$2,686,438,000	\$1,594,303,000	\$1,092,135,000	\$602,619,000
			Proposition 98	Non-Prop 98	
State Preschool – Local Educational Agencies	\$928,845,000	\$913,466,000	\$913,466,000		(\$15,379,000)
State Preschool – non-Local Educational Agencies	463,061,000	\$517,572,000		517,472,000 ²⁴	\$54,511,000
Child Development QRIS Grants	\$50,000,000	\$50,000,000	\$50,000,000		
<i>Subtotal</i>	\$1,441,906,000	\$1,481,038,000	\$963,466,000	\$517,472,000	\$39,132,000
			Proposition 98	TANF	
Inclusive Early Education Expansion Program (one time)	\$167,242,000	\$10,000,000	\$10,000,000		
			State Funds	Federal Funds	
Early Head Start-Child Care Partnership Grant ²⁵	\$3,622,000	\$3,060,000		\$3,060,000	
Emergency Child Care Bridge Program	\$40,585,000	53,994,000			\$3,409,000
California Department of Social Services			State General Funds	Federal Funds	
CalWORKs Stage 1	\$327,349,000	\$318,424,000			(\$8,925,000)
Non-Direct Child Care Services, Trustline, etc.	\$3,548,000	\$2,919,000			(\$629,000)
<i>Subtotal</i>	\$330,807,000	\$321,343,000			(\$9,554,000)
Learning Supports			State General Funds	Federal Funds	
After School and Education Safety Program	\$596,547,000	\$646,407,000	\$646,407,000		\$49,860,000
21st Century Community Learning Centers ²⁶	\$138,153,000	\$150,850,000		\$150,850,000	\$12,697,000
<i>Subtotal</i>	\$734,700,000	\$747,257,000	\$596,407,000	\$150,850,000	\$12,557,000
California Community Colleges			Proposition 98		
Cal-WORKs Child Care – Community Colleges ²⁷	\$9,188,000	\$9,488,000	\$9,488,000		\$300,000
Campus Child Care Tax Bailout ²⁸	\$3,434,000	\$3,645,000	\$3,645,000		\$218,000

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.

Newsom, Governor Gavin. *May Revise 2019-20*. State of California. Retrieved from <http://www.ebudget.ca.gov/2019-20/pdf/Revised/BudgetSummary/FullBudgetSummary.pdf> on May 8, 2019.

California Department of Finance. *California Child Care Programs – Local Assistance-All Funds – 2019-20 May Revise*. May 8, 2019.

California Department of Finance. *Department of Education – Child Development Programs – 2019-20 May Revise*. May 8, 2019.

Endnotes

¹ Governor's Press Office. *Governor Newsom Signs 2019-20 State Budget*. June 27, 2019. See <https://www.gov.ca.gov/2019/06/27/governor-newsom-signs-2019-20-state-budget/>.

² AB 74 (Ting): Budget Act of 2019 (Chapter 23; Approved June 26, 2019); Sections 6100-194-0001, 6100-194-0890 and 6100-196-0001.

³ SB 75 (Committee on Budget and Fiscal Review): Education finance: education omnibus budget trailer bill (Chapter 51; Approved July 1, 2019). Article 14. Early Childhood Policy Council, Section 8236.3. Retrieved from http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB75 on July 10, 2019.

⁴ SB 80 (Committee on Budget and Fiscal Review): Human services omnibus (Chapter 27; Approved June 27, 2019). SEC. 46. Retrieved on July 10, 2019 from http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB80.

⁵ SB 75 (Committee on Budget and Fiscal Review): Education finance: education omnibus budget trailer bill (Chapter 51; Approved July 1, 2019). Article 14. Early Childhood Policy Council, Section 8286. Retrieved from http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB75 on July 10, 2019.

⁶ Ibid. See Article 13.1. Early Learning and Care Infrastructure and Workforce Development, Section 8280.

⁷ Ibid. See Article 13.1. Early Learning and Care Infrastructure and Workforce Development, Section 8280.1.

⁸ Ibid. Article 19.5. Child Care Providers, Sections 8430-8432.

⁹ Ibid. Chapter 8.5. California Cradle-to-Career Data Systems Act, Sections 10850-.10859.

¹⁰ Department of Finance. Department of Education – Child Development Program, 2019-20 Budget Act. June 2019.

¹¹ AB 74 (Ting): Budget Act of 2019 (Chapter 23; Approved June 26, 2019); Section 6610-001-0001, Provision 1.5(a). Retrieved on July 10, 2019 from http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB74.

¹² SB 80 (Committee on Budget and Fiscal Review): Human services omnibus (Chapter 27; Approved June 27, 2019). Retrieved from http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB80 on July 10, 2019.

¹³ Ibid. SEC. 13, Section 1597.09(e) and SEC. 14, Section 1597.55a(j).

¹⁴ Ibid. SEC. 11, Section 1596.671.

¹⁵ SB 83 (Committee on Budget and Fiscal Review): Employment (Chapter 24; Approved June 27, 2019). SEC. 43. Retrieved from http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB83 on July 23, 2019.

¹⁶ SB 80 (Committee on Budget and Fiscal Review): Human services omnibus (Chapter 27; Approved June 27, 2019). SEC. 52, Section 11330.6. Retrieved from http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB80 on July 10, 2019.

¹⁷ AB 74 (Ting): Budget Act of 2019 (Chapter 23; Approved June 26, 2019); Section 6980-103-0001.

¹⁸ SB 75 (Committee on Budget and Fiscal Review): Education finance: education omnibus budget trailer bill (Chapter 51; Approved July 1, 2019). Article 19.5. Child Care Providers, SEC. 16, Section 17375. Retrieved from http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB75 on July 10, 2019.

¹⁹ Of this amount, \$50 million is available as of July 1, 2019 to provide 3,086 slots for General Child Care. AB 74 (Ting): Budget Act of 2019 (Chapter 23; Approved June 26, 2019); Section 6100-194-0001, Provision 16.

²⁰ Of this amount, \$102,295,000 is available ongoing for the Child Development Block Grant; \$12,842,000 is available July 1, 2019 to provide 1,298 additional child care vouchers. See AB 74 (Ting): Budget Act of 2019 (Chapter 23; Approved June 26, 2019); Section 6100-194-0890, Provisions 8 and 9 respectively. An additional \$80.2 million is appropriated from Proposition 64 for more slots.

²¹ Of this amount, \$11,285,000 is available on a one-time basis for CalWORKs Stage 3 Child Care from the federal Child Care and Development Block Grant Funds appropriated before the 2019-20 fiscal year. See AB 74 (Ting): Budget Act of 2019 (Chapter 23; Approved June 26, 2019); Section 6100-194-0890, Provision 5.

²² Of this amount, \$1.5 million is available on a one-time basis for the City of Los Angeles to build a child development center in Reseda, California. AB 74 (Ting): Budget Act of 2019 (Chapter 23; Approved June 26, 2019); Section 6100-194-0001, Provision 17.

²³ Of the funds for this item, \$17,983,000 is available on a one-time basis for quality activities from the federal Child Care and Development Grant funds appropriated prior to FY 2019-20; \$6.3 million is available on a one-time basis to support the activities for the Preschool Development Block Grant Birth through Five; and \$1.1 million is available for programs that expanded training for providers to gain the skills necessary to manage an early learning and care business. See AB 74 (Ting): Budget Act of 2019 (Chapter 23; Approved June 26, 2019); Section 6100-194-0890, Provisions 7, 10 and 11 respectively. In addition, captures funding allocations for the follow items: \$2.2 million for the Early Childhood Council; \$5 million for the Master Plan for Early Learning and Care; and \$18 million representing the shift of the Child Care Revolving Fund to the facilities grant program.

²⁴ Of this amount, \$31,400,000 is available effective April 1, 2020 to provide an additional 10,000 additional full-day state preschool slots to non-local educational agencies (LEAs). Otherwise, funds shall be allocated to both the part- and full-day California State Preschool Program for non-LEAs. AB 74 (Ting): Budget Act of 2019 (Chapter 23; Approved June 26, 2019); Section 6100-194-0001, Provisions 13 and 15.

²⁵ AB 74 (Ting): Budget Act of 2019 (Chapter 23; Approved June 26, 2019); Section 6100-294-0890.

²⁶ Ibid. Section 6100-197-0890.

²⁷ The funds appropriated to the California Community Colleges for Student Services for CalWORKs recipients designates funds for child care, except that a community college district may request that the chancellor allow use of the funds for other purposes. See AB 74 (Ting): Budget Act of 2019 (Chapter 23; Approved June 26, 2019); Section 6870-101-0001, Schedule (7) and Provision 8(b)(1).

²⁸ AB 74 (Ting): Budget Act of 2019 (Chapter 23; Approved June 26, 2019); Section 6870-101-0001, Schedule (20) and Provision 18.

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Overview of the Office for Advancement of Early Care and Education

September 11, 2019

Debra Colman, MSW

Director, Office for Advancement of
Early Care and Education



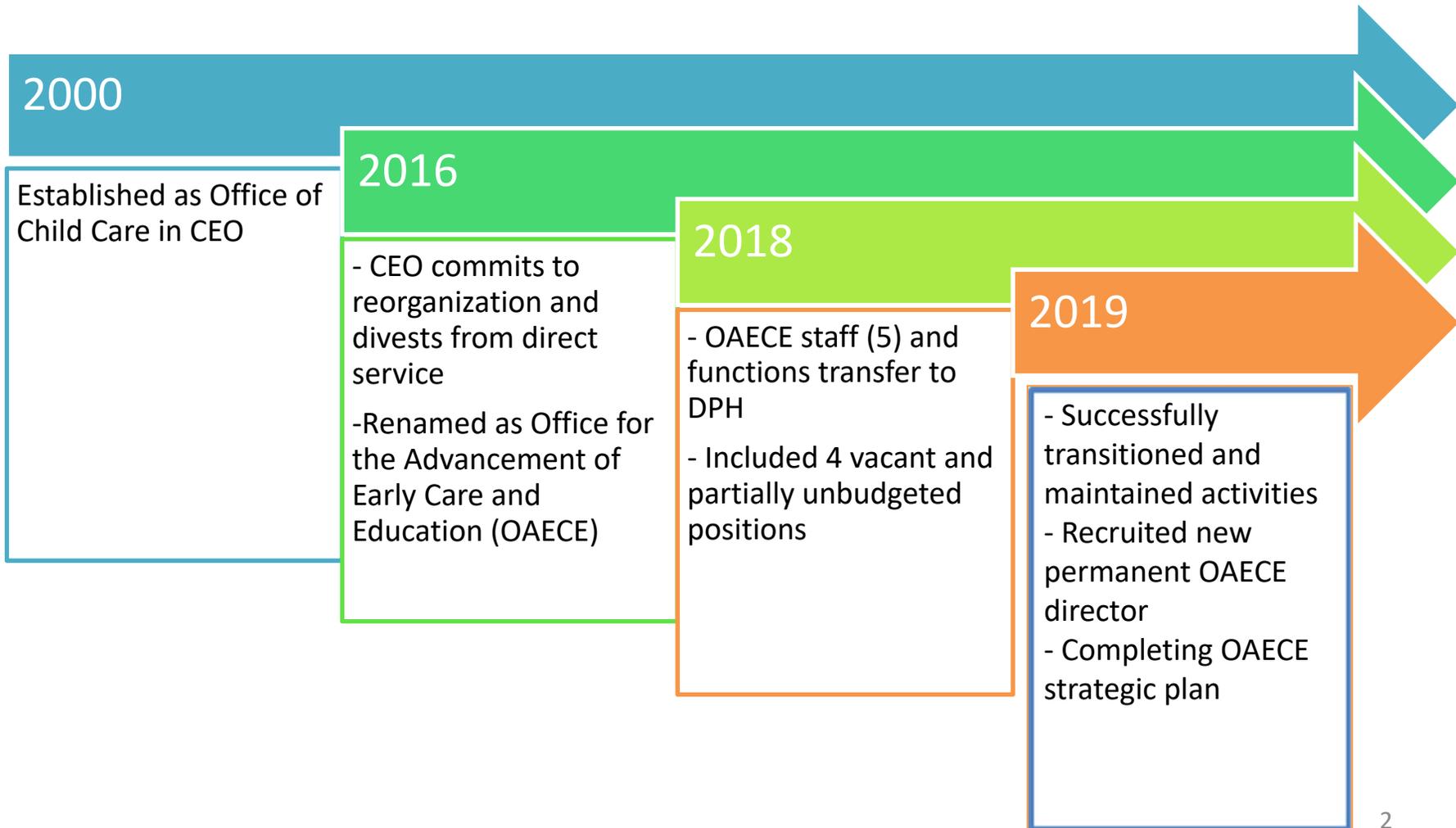
Goals for Today



- Enhance knowledge of the OAECE's history and its transition to the Department of Public Health
- Strengthen understanding of OAECE's current roles
- Share an update on the strategic plan and next steps



OAECE History and Transition



Perry Preschool Project participants at 40 years old compared to non-participants:

- **Housing:**
 - More stable dwelling arrangements and car ownership
- **Education:**
 - Higher high school graduation rates
- **Social Supports:**
 - Less use of social services
 - Fewer lifetime arrests
- **Family Income:**
 - Higher median income
- **Employment:**
 - Higher employment rates

SOCIAL DETERMINANTS OF HEALTH

The social determinants of health are the conditions in which we are born, we grow and age, and in which we live and work. The factors below impact on our health and wellbeing.



Childhood experiences



Housing



Education



Social support



Family income



Employment



Our communities



Access to health services

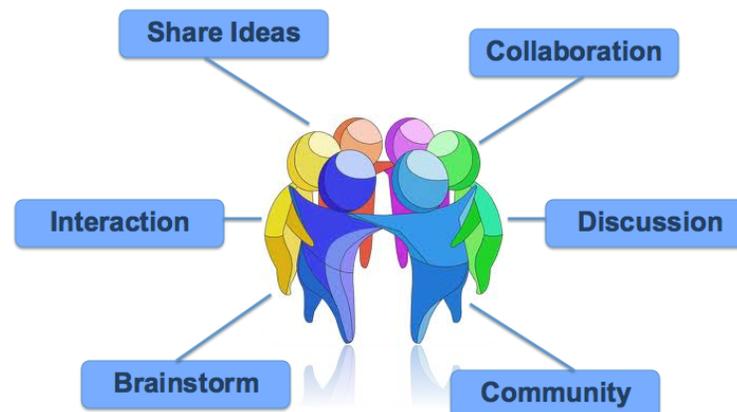
Source: NHS Health Scotland



- **Convener**
 - Child Care Planning Committee
 - Policy Roundtable for Child Care and Development
 - Joint Committee on Legislation
- **Workforce Development Supporter**
 - Investing in Early Educators Stipend Program (AB 212)
 - California Transitional Kindergarten Stipend Program
- **Advisor**
 - County Employee Child Development Centers
- **Thought Leader**
 - Partnering with advocates for ECE policy and systems change

Convenes CDE-mandated Local Child Care and Development Planning Council for LA County:

- Annual contract with the California Department of Education (CDE)
- 50 members including parent/consumers, child care providers, community organizations, public agencies, and Board of Supervisor Appointees
- Responsibilities include 5-year needs assessment, countywide plan, and annual local funding priorities for child care



Convenes Policy Roundtable for Child Care and Development:

- 24 Roundtable members
 - Community leaders in early childhood, education, business, economics, and research
 - County departments – DCFS, DMH, DPH, DPSS, Parks, Probation, LACOE
- Provides recommendations to Board of Supervisors on policy, systems, and infrastructure improvement

Joint Committee on Legislation:

- Comprised of members of both the Planning Committee and the Policy Roundtable
- Recommends positions on state level policy



Workforce Development Support:



- **Investing in Early Educators Stipend Program (AB 212):**
 - For ECE staff working in programs where the majority of children are State-subsidized
 - Incentivizes professional development, salary enhancement, and retention of workforce
 - Annual allocation – Cycle 20 (FY18/19)
 - \$2.6 M distributed to 1,300 participants
- **California Transitional Kindergarten Stipend Program:**
 - For credentialed teachers working in TK California State Preschool Programs
 - Supports completion of specific early child development units
 - Program sunsets in September 2019



County Employee Child Development Centers

- 13 centers with slots prioritized for County employees
- Facilities operated by County Departments
- Departments contract with an ECE provider to deliver services and sets fee schedule
- OAECE director serves on each advisory board
- CEO manages Van Nuys Child Development Center
 - Multiple departments contribute to facility management
 - Management will transfer from CEO to DPH when new provider solicitation complete (est. July, 2020)





Quality Start LA (Quality Rating and Improvement System)

- Voluntary participation serving 43,973 children
- 645 centers and 222 family child care homes



Comprehensive Financial Landscape Analysis (OCP)

- Analysis of ECE funding coming into L.A. County in order to better leverage federal, state, and local funding streams



County Child Care Facilities Motion

- Availability of county-owned properties to expand access, especially for infant and toddlers

- **Resources:**
 - First 5 LA provided funding to support plan development
- **Planning:**
 - Joint retreat held in December 2018
 - Facilitator convened workgroup during FY 18- 19
- **Process:**
 - Engaged Planning Committee and Roundtable members
 - Developed values and principles
 - Created a unified vision and mission for OAECE, the Planning Committee and the Roundtable
 - Drafted priorities, strategies and activities

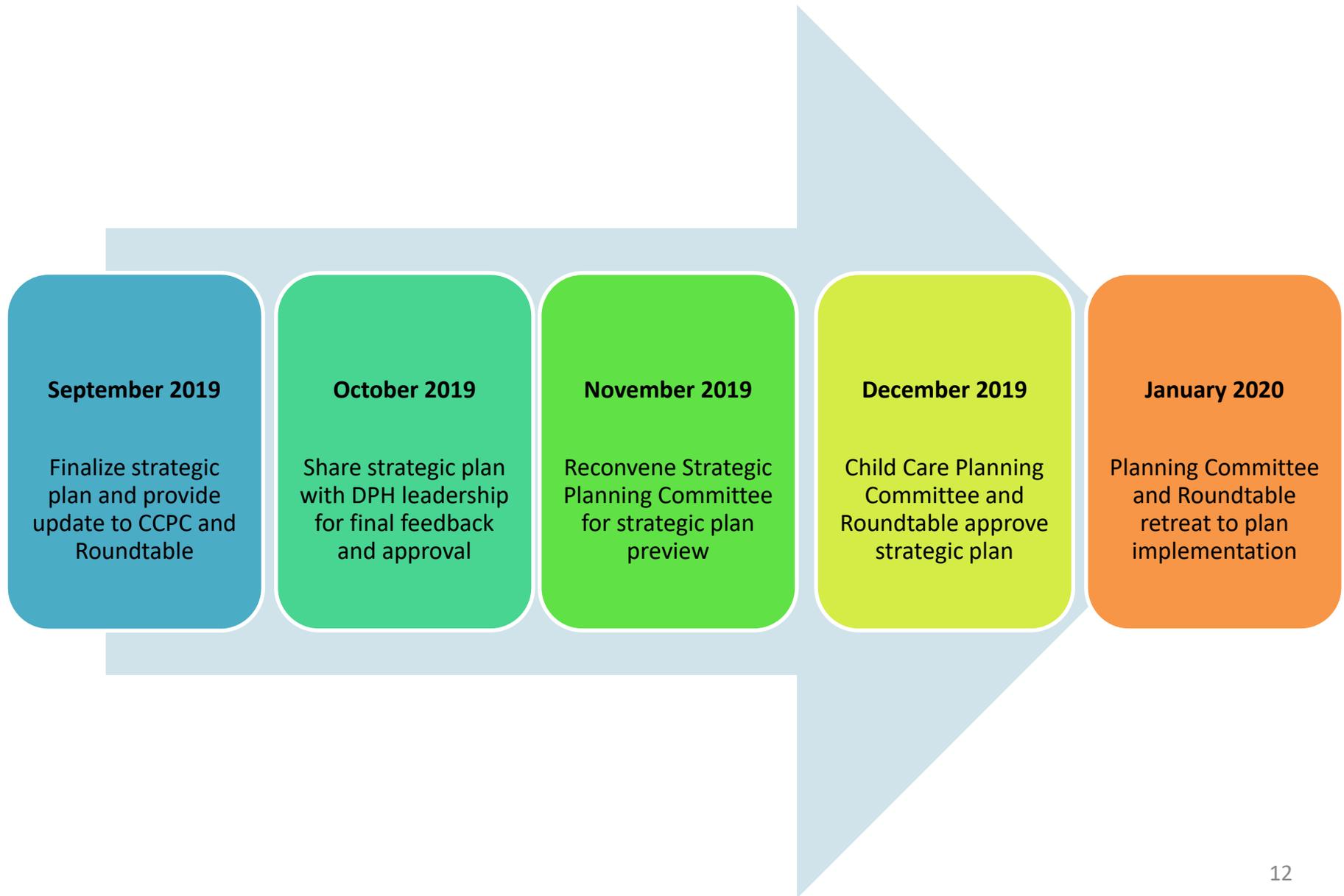
Strategic Priorities



- Positioning OAECE as an Agent of Change
- Four Strategic Priorities:
 - Access
 - Quality
 - Workforce
 - Families and Communities
- Each strategic priority has a goal, strategy and activities



Timeline and Next Steps



- What are your questions, reflections or “aha” moments?





Historic Undercount of Children and the Importance of Ensuring a Full Count in 2020

September 11, 2019

Giovany Hernandez
Regional Census Campaign Manager

NALEO Educational Fund

Implications

- The undercount of Latino children reduces potential federal funding for state programs serving low-income families.
- Four federal assistance programs—Head Start; the Special Supplemental Program for Women, Infants, and Children (WIC); the Child Care and Development Block Grant; and the Maternal and Child Health Services Block Grant—distribute \$20 billion annually to states and localities based, at least in part, on census counts of the population under age 5.
- Yet 62 percent of young Latino children—more than 11 million boys and girls—currently live in or near poverty.



Recommendations for the 2020 Census

- **Education.** Alert stakeholders to the potential implications of a high undercount among young Latino children. All relevant stakeholders—including Latino families and communities, and state and local policymakers—should understand the negative consequences of this undercount.
- **Engagement.** Improve targeted outreach to those areas with the largest number of undercounted children.
- **Partnerships.** Develop more relationships with vested stakeholders, such as civic organizations and early childhood education organizations that will be able to reach households with young children.
- **Research.** Examine who the undercounted young children are and what neighborhoods they live in. Test language used in Census instructions with low-income Latino parents to gauge clarity.

Reference

Report authors: William P. O'Hare, Ph.D.; Yeris Mayol-Garcia, Ph.D.; Elizabeth Wildsmith, Ph.D.; Alicia Torres, Ph.D.

The Heising-Simons Foundation and The Annie E. Casey Foundation provided funding for this report.

Child Trends is a nonpartisan research organization focused on improving the lives and prospects of children, youth, and their families. The Child Trends Hispanic Institute examines the needs and issues of low-income Latino children and families. childtrends.org

NALEO Educational Fund is the nation's leading 501(c) (3) non-profit organization that facilitates full Latino participation in the American political process, from citizenship to public service. naleo.org

Census data are the basis of our
REPRESENTATIVE DEMOCRACY
critical to the
PROTECTION OF CIVIL RIGHTS
used annually to distribute
BILLIONS IN FEDERAL FUNDS
and used to
MAKE INFORMED DECISIONS

Census data are used for apportionment of Congressional seats, and redistricting at all levels of government.

Census data are indispensable for monitoring and enforcement of a broad range of civil rights policies.

Census data guide the allocation of more than \$800 billion in federal government resources to states, localities and families every year.

Census data and the allocation of federal funds

More than \$800 billion in FY 2016 federal funding was distributed on the basis of Census-guided data.

Top 11 Census-guided federal programs

Program	Amount (in billions)
Medicaid	\$361.2
Federal Direct Student Loans	\$93.5
Supplemental Nutritional Assistance Program	\$66.4
Medicare Supplemental Medical Insurance (Part B)	\$66.1
Highway Planning and Construction	\$40.3
Federal Pell Grant Program	\$26.0
Section 8 Housing Choice Vouchers	\$19.4
Temporary Assistance for Needy Families	\$17.1
Very Low to Moderate Income Housing Loans	\$16.9
Title I Grants to Local Education Agencies	\$14.4
State Children's Health Insurance Program	\$13.8

Source: Andrew Reamer, *Counting For Dollars: The Role of the Decennial Census in the Geographic Distribution of Federal Funds*, George Washington University, 2019

Very young children are most likely to be excluded from the Census count

Census 2010 missed **an estimated 1 million** very young children (age 0-4).

- In California, approximately **210,000** young children (age 0-4) were undercounted.
- In Los Angeles County, **74,000** young children (age 0-4) were undercounted.

Source: Child Trends Hispanic Institute and NALEO Educational Fund, *The Invisible Ones: How Latino Children are Left out of our Nation's Census Count*.



Undercount of very young Latino children is concentrated in a few states

State	Net Undercount	Share of Net Undercount
California	-113,000	29%
Texas	-75,000	19%
Florida	-44,000	11%
Arizona	-32,000	8%
New York	-21,000	5%
Georgia	-21,000	5%
Total for Six States	-306,000	78%*
United States	-391,000	

**Total share is greater than sum of individual states because of rounding.*

The undercount of young Latino children is concentrated in just a few large counties:

County (State)	Net Undercount
Los Angeles (CA)	47,000
Maricopa (AZ)	27,000
Miami-Dade (FL)	18,000
Dallas (TX)	17,000
Orange (CA)	15,000
San Diego (CA)	12,000
Cook (IL)	11,000
Harris (TX)	9,000
Kings/New York (NY)	6,000
Riverside (CA)	6,000
Clark (NV)	6,000
Broward (FL)	6,000

Importance of Counting All Children

- The census consistently undercounts children younger than age 5 at a much higher rate than any other age group.
- The net undercount rate for young Latino children was 7.1 percent, compared to 4.3 percent for non-Latinos.
- Approximately 400,000 young Latino children age 0 to 4 were left uncounted by the 2010 Census.
- Five states—California, Texas, Florida, Arizona, and New York—accounted for 72 percent of the national net undercount of young Latinos.
- The undercount of young children means less federal funding for key federal assistance programs.



The Census has never been accurate, while the count has improved over time, certain populations are “undercounted” including

- **African Americans, Latinos and American Indians**
- **Households with low incomes**
- **Immigrants and individuals with low English-language proficiency**
- **Renters**
- **Residents who live in non-traditional housing**
- **Rural residents**
- **Highly mobile residents, such as farmworkers**
- **Very young children aged 0-4**

Young Children at Risk of Being Undercounted

- Young children living in **rental units**
- Young children living in households that was **not enumerated by self-response**
- Young children living with **young householder** (under age 30)
- Young children living in a **low-income household**
- Young children living in a household with **limited English speaking** ability
- Young children living in **very small household** (2 people)
- Young children living in **very large household** (6 or more people)
- Young children who **moved in the past year**
- Young children **living with a grandparent**
- Children **born in the 3 months before Census Day** (January 1 to April 1)

Implications of an Undercount of Latino Children

-
- The undercount of Latino children reduces potential federal funding for state programs serving low-income families.
 - Four federal assistance **programs—Head Start; the Special Supplemental Program for Women, Infants, and Children (WIC); the Child Care and Development Block Grant; and the Maternal and Child Health Services Block Grant**—distribute \$20 billion annually to states and localities based, at least in part, on census counts of the population under age 5.
 - Yet 62 percent of young Latino children—more than 11 million boys and girls—currently live in or near poverty

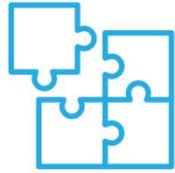
Title 1 Grants to Local Education Agencies

This funding provides financial assistance to schools and school districts with high numbers or high percentages of children from low income families to help ensure that all children meet the state academic standards.

Title 1 funding helps support the following:

- Promotion of effective instruction for at-risk children and for enriched and accelerated programs
- School-wide programs that serve all children
- School-based planning
- Results based accountability
- Promoting parental participation
- Coordination with health and social services agencies

Source: Project on Government Oversight, The George Washington University



2020 CENSUS: UNDERCOUNT OF CHILDREN

Households with children age seventeen and younger

- 53 percent of survey respondents stated that they have one or more children age seventeen and younger in the household
- Among respondents with children age seventeen and younger in the home, 11 percent said they would not count them or do not know if they would

Households with children age four and younger

- 24 percent of survey respondents stated that they have one or more children age four and younger in the household
 - Among respondents with children age 4 and younger in the home, 15 percent said they would not count them or do not know if they would
-

More research is needed to assess these attitudes toward excluding children in the household from the Census

Messengers

- “**Family Members**” were the most trusted messengers.
- Nurses, doctors, health providers, Latino community organizations were also highly trusted as messengers.
- People who speak for “the children” or “the schools” – such as **teachers** -were especially trusted and convincing



We Need to Take Action

Los Angeles County must make a fair and accurate count of very young children a top priority in Census 2020 outreach:



- Census 2020 outreach must be “baked in” to all County activities that involve contact with families with very young children, including:
 - Public assistance programs.
 - Pre-K, after-school, and recreational programs.
 - Health services (including those provided to pets).
- The County should continue to work with the Census Bureau to advocate for or use resources to reach families with very young children:
 - Promote use of Bureau’s Statistics in Schools Pre-K materials by early childhood educators and other organizations.
 - Bureau’s Communications Campaign must have specific messaging component to ensure Latino adults include young children in their responses.

Making the Best Use of Your Networks

Leverage existing partnerships; proactively build new ones:

- Institutions and organizations which work with new or expectant Latino mothers, such as hospitals and maternity services.
- Health and education professional organizations (educator and medical associations).
- Faith-based organizations.
- Local businesses and media.
- Think creatively about outreach opportunities – such as festivals, fairs, baptisms, children’s art programs, other events with a celebratory atmosphere.

The *iHágase Contar!* Census 2020 Campaign is a national effort led and developed by NALEO Educational Fund.



The campaign is focused on regions with significant Hard-To-Count (HTC) Latino communities. Nationally, the *iHágase Contar!* Census 2020 campaign will provide partners with a number of resources, including:

- “Train-the-trainer” curriculum & training opportunities;
- State of the Census 2020 briefings;
- Campaign material, stakeholder toolkits, and promotional information;
- Public awareness events and informational panels;
- Digital and traditional media efforts;
- Questionnaire Information & Assistance Centers
- National bilingual hotline – **877-EL-CENSO** (877-352-3676);
- Informational Website: **hagasecontar.org**

The *iHázme Contar!* Campaign, is a sub-campaign focused on achieving a full count of very young Latino children (ages 0-5).



The *iHázme Contar!* campaign will include working with local and national partners, educators, school board members, childcare providers, and parent leader groups to ensure they have the tools, information, and resources needed to inform their community on the importance of counting all children in the household – including young children.

The *iHázme Contar!* campaign will feature a number of resources, including :

- Comprehensive toolkit, sample curriculum, informational material, template presentation for educators and parents;
- Template resolutions for school boards; and
- Earned media opportunities and digital media efforts.

We look forward to working with you and local and national media partners to ensure a full count of our kids!

Ways to Get Involved



Visit hagasecontar.org/resources and download:

- ✓ Our bilingual communications toolkit
- ✓ Our bilingual citizenship question toolkit
- ✓ Template resolutions

Visit hazmecontar.org and download:

- ✓ Factsheet on undercount of young Latino children

Distribute information about census jobs: <https://2020census.gov/jobs>

Join our campaign:

- ✓ <https://hagasecontar.org/pledge>
- ✓ Text "CENSUS" to 97779
- ✓ Text "CENSO" to 97779

Partner on key dates and national days of action

Promote:

- ✓ Bilingual national hotline 877-EL CENSO
- ✓ hagasecontar.org website

Use our Back to School tools, which include:

- Template Presentation for Educators and Teachers
- Template Presentation for Parents and Parent Leaders

**¡Infórmese sobre el
Censo 2020 y las maneras
en que usted y su familia
pueden ser contados!**



Llame a nuestra línea gratuita
bilingüe del censo:

877-EL-CENSO

Lunes a viernes de
8:30 a.m. - 8:30 p.m. ET



877-EL-CENSO (877-352-3676)

Bilingual Census Information Hotline

Monday – Friday: 8:30 a.m. – 8:30 p.m. ET

**Fully trained bilingual staff and trusted
messaging ready to answer all census related
questions, including:**

- Information about Summer 2019 test
- Census outreach events in your community
- How and where to apply for Census jobs
- Up to date information on Census operations and CQ
- Flagging major issues and rapid response referrals
- Self response methods and non response follow up
- Basic information on questionnaire and who should be included

Key Census 2020 Dates

2019

January – September 2019

U.S. Census Bureau will open 248 area Census offices.

April 23, 2019

U.S. Supreme Court will hear case on citizenship question.

June 2019

Decision from U.S. Supreme Court on citizenship question case is expected.

June – August 2019

Census Test by U.S. Census Bureau to evaluate effect of Citizenship question on self-response rates (*preliminary results expected in October*).

September 2019 and On

Recruitment and hiring by U.S. Census Bureau of temporary Census field staff.

2020

January 2020

The first enumeration begins in remote areas of Alaska, before the spring thaw.

March – April 2020

Self Response phase of Census 2020 (*internet, mail, and phone; four waves of staggered mail*).

April 1, 2020

National Census Day

May – July 2020

Primary non-response follow-up operation (*to households that did not self-respond*).

December 31, 2020

Census Bureau delivers final apportionment count to White House



Key Campaign Peak Dates

Opportunities for Message Amplification



2019

**Visibility, Information Dissemination,
Train the Trainer**

August - September

- August: Back to School
- August 4 – 10: National Health Center Week
- September 2: Labor Day
- September 17: Citizenship Day
- September 15 – October 15: Hispanic Heritage Month

October - November

- October 7: Child Health Day
- November: National Caregivers Month

2020

**Information Dissemination, Train the Trainers, Community
Assistance Efforts and Events**

January - February

- Women's March
- January 20: MLK Day
- February: Black History Month
- February 17: President's Day

March - April (*Self Response*)

- March 2: Read Across America Day
- March 3: Super Tuesday
- March 31: Cesar Chavez Day
- April 1: Census Day
- April 30: *Día del Niño*

May – July (*Non Response Follow Up*)

- May 1: May Day
- May 7: National Teachers Day
- June: Immigrant Heritage Month
- July 4: Independence Day

Thank you.



Giovany Hernandez

Los Angeles Regional Census Manager

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Twitter: @NALEO | #HazmeContar | #HagaseContar
HagaseContar.org | HazmeContar.org | naleo.org

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Our Kids Count

In our community, we believe every person counts. And we believe every person should get their fair share — especially little kids.

A big way our community gets money for child and family programs is by participating in the U.S. Census. The state and federal government uses census information to fund programs like child care, free and low-cost school lunches, and Medi-Cal.

Here are just a few reasons why your participation in the census matters:



When you and your kids are part of the census count, the community receives its fair share of money for important programs like Medi-Cal, WIC, Head Start, the National School Lunch Program, CHIP, and child care.



California receives more than \$115 billion every year based on census data. We must count everyone so we don't lose these resources.



The number of people California has in Congress is based on the census count.

Here is how it works:

- (1) In March 2020, you will get a census reminder in the mail.
- (2) Complete the census form online, or over the phone.
- (3) Request a paper form, or wait to receive a paper form in the mail, if you prefer to respond that way. Please complete by end of April to avoid a home visit from a census official.

About one million kids under age 5 in the United States were not counted in the last census.

Please be counted so your community gets the funding and services it deserves.

For information and assistance, call NALEO Educational Fund's toll-free bilingual hotline:
1-877-EL-CENSO (352-3676)

Common Questions about the Census



Are my answers confidential? YES.

By law, your response to the census CANNOT BE SHARED with anyone outside the census. This includes ICE (immigration), police, CPS (Child Protective Services), the IRS, the FBI, your landlord, or anyone else. No one can use your census answers to reduce your benefits, evict you, deport you, fine you, or take your children.

Will there be a question on the census asking if I am a citizen? NO.

Can I skip questions? The best way to avoid a phone call or visit from a census worker is to complete all the questions truthfully. And please make sure everyone in your household is counted — every adult, child, and baby.

How can I complete the census? You have options. You can fill out the census on a computer (at home or at a library), over the phone, or on paper. For help on how to respond using a paper census form, call 1-877-352-3676.

What if my child is a baby — do I list him or her on the census? YES. Please list your baby no matter how old — even if you are still in the hospital!

I am pregnant — how should I fill out the census? Every child born on or before April 1, 2020 should be counted.

I have kids living with me who aren't mine — do I list them? YES. You should count every child who is living at your address, even if only temporarily, on April 1, 2020.

I have more people living with me than my landlord knows. I shouldn't list them, should I? Everyone must be listed, according to the U.S. Constitution. The census will not report your answers to your landlord or anyone else. Please make sure all people living in your household, or property, on April 1st, 2020 are counted.

I am not in the country legally. Should I take the census? YES. By law, the census cannot report your answers to any immigration authorities, law enforcement, or people in charge of government benefits. Everyone living in the U.S. at the time of the census should be counted, no matter their citizenship or immigration status.

My child doesn't live with me all the time — do I list him or her? It depends. Whomever your child lives with most of the time should count your child. If time is split evenly, the adult who has the child on April 1, 2020 should count the child.

How long does it take? About 10 minutes.

Your answers to the census are 100% confidential and are not shared with anyone. Please fill out your census form in 2020!

Implications

- The undercount of Latino children reduces potential federal funding for state programs serving low-income families.
- Four federal assistance programs—Head Start; the Special Supplemental Program for Women, Infants, and Children (WIC); the Child Care and Development Block Grant; and the Maternal and Child Health Services Block Grant—distribute \$20 billion annually to states and localities based, at least in part, on census counts of the population under age 5.
- Yet 62 percent of young Latino children—more than 11 million boys and girls—currently live in or near poverty.



Recommendations for the 2020 Census

- **Education.** Alert stakeholders to the potential implications of a high undercount among young Latino children. All relevant stakeholders—including Latino families and communities, and state and local policymakers—should understand the negative consequences of this undercount.
- **Engagement.** Improve targeted outreach to those areas with the largest number of undercounted children.
- **Partnerships.** Develop more relationships with vested stakeholders, such as civic organizations and early childhood education organizations that will be able to reach households with young children.
- **Research.** Examine who the undercounted young children are and what neighborhoods they live in. Test language used in Census instructions with low-income Latino parents to gauge clarity.

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Make All Children Count IN 2020!



Did you know that nearly 1 million kids under the age of 5 were not counted in the 2010 Census. Can we count on your support to help make sure all kids are counted in 2020?

Everyone in the family needs to be counted on the census form, including babies and young kids, not just adults.

Accurate census data means more benefits for our local communities including getting the schools, hospitals, roads, child care centers, senior centers and other services our families need.

When very young Latino children are not counted, our families and communities cannot access important resources and services like the Children's Health Insurance Program (CHIP), Head Start, education programs like Title I funding to schools, IDEA special education funding for children with disabilities, foster care programs, and the Women, Infants and Children (WIC) Supplemental Nutrition Program.

These programs and many other federal programs are guided by census data.



Importance of Counting All Children in 2020 Census

- The census consistently undercounts children younger than age 5 at a much higher rate than any other age group.
- The 2010 Census failed to count almost one million children ages 0-5.
- Approximately 400,000 young Latino children ages 0 to 4 were left uncouned by the 2010 Census.
- The net undercount rate for young Latino children was 7.1 percent, compared to 4.3 percent for non-Latinos.
- Five states—California, Texas, Florida, Arizona, and New York—accounted for 72 percent of the national net undercount of young Latino children.
- The undercount of young children means less federal funding for key federal assistance programs.

Counties with Highest Net Undercount of Latino Children

1. Los Angeles (CA) – 47,000
2. Maricopa (AZ) – 27,000
3. Miami-Dade (FL) – 18,000
4. Dallas (TX) – 17,000
5. Orange (CA) – 15,000
6. San Diego (CA) – 12,000
7. Cook (IL) – 11,000
8. Harris (TX) – 9,000
9. Kings & New York (NY) – 6,000
10. Riverside (CA) – 6,000

Why Are Latino Youth Missed in the Census?

- Latinos are more likely than non-Latinos to live in hard-to-count places: for example, areas with multi-unit buildings and a high proportion of renters.
- Latinos are more likely than non-Latinos to live in hard-to-count families and households, such as multigenerational and highly mobile families, and households with complex relationships.
- Latino adults are more likely than non-Latino adults to believe that young children do not need to be listed on the census form.

Implications of an Undercount of Latino Children

- The undercount of Latino children reduces the potential federal funding for state programs serving low-income families.
- Four federal assistance programs—Head Start; the Special Supplemental Program for Women, Infants, and Children (WIC); the Child Care and Development Block Grant; and the Maternal and Child Health Services Block Grant—distribute \$20 billion annually to states and localities based, at least in part, on census counts of the population under age 5.
- Yet 62 percent of young Latino children—more than 11 million boys and girls—currently live in or near poverty.

Make Sure Everyone Counts on Census Day - April 1, 2020

- Every household should fill out a 2020 Census form (either online, or by mail or phone) by April 1, 2020.
- Census data are confidential and by law can only be used for statistical purposes.
- In March 2020, every household will receive a mailing from the U.S. Census Bureau with instructions on how to fill out the census. If a household does not respond, a paper form will be mailed on the fourth and final mailing from the Bureau.
- Every family member and person residing in the household needs to be counted on the census form, including newborns who are still in the hospital on April 1, 2020.
- The census counts everyone at the household where they live and sleep most of the time, or where they stayed on Census Day, April 1, 2020, if a child or family member splits time between two homes.
- For the 2020 Census, U.S. Census Bureau enumerators will only visit homes that do not respond to the census.

Join our ¡Hazme Contar! Campaign

- The ¡Hazme Contar! Campaign is a sub campaign of the NALEO Educational Fund's national ¡Hágase Contar! Census 2020 Campaign with a specific focus on ensuring the full count of all Latino children.
- The ¡Hazme Contar! Campaign will work with local and national partners, educators, school board members, childcare providers, and parent leader groups to ensure they have the tools, information, and resources needed to inform their community about the importance of counting all children in the household.
- Campaign partners will have access to a variety of resources, including sample curriculum, template resolutions for school boards, informational material, sample presentations for educators and parent leaders, a comprehensive census toolkit, and earned media opportunities. These items are in addition to NALEO Educational Fund's existing bilingual information resources, including our national hotline ([877-EL-CENSO](tel:877-EL-CENSO)) and website (www.hagasecontar.org).



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**We look forward to working with you and
local and national media partners to ensure a full count of our kids!**

For more information, call [877-EL-CENSO](tel:877-EL-CENSO) or visit hagasecontar.org

Text CENSUS to [97779](tel:97779) to get involved.

