

**February 5, 2020 ▪ 12:00 – 2:00 p.m.**  
Center for Healthy Communities at  
The California Endowment, Catalina Room  
1000 N. Alameda Street  
Los Angeles, CA 90012

**AGENDA**

- |       |   |   |
|-------|---|---|
| 1.    | Welcome and Introductions   | Julie Taren, Chair  |
| 12:00 | ▪ Opening Statement and Comments by the Chair   |   |
| 2.    | Approval of Minutes   | <b>Action Item</b> Ernesto Saldaña, Vice Chair                    |
| 12:10 | ▪ December 4, 2019  |   |
| 3.    | Public Policy Report  | Emma Watson, Co-chair   |
| 12:15 | ▪ Governor’s Proposed Budget for Fiscal Year 2020-21                                    | Joint Committee on Legislation                                    |
|       | ▪ Proposal for Department of Early Childhood Development                                |   |
| 4.    | Master Plan for Early Learning and Care: Lending Los Angeles County’s Voice to the Plan | Emma Watson and Joyce Robinson, Low Income Investment Fund (LIFF) |
| 12:40 |   |   |
| 5.    | Strategic Plan: Shaping the Implementation Update                                       | Michele Sartell, Staff  |
| 1:40  |   |   |
| 6.    | Announcements and Public Comment  | Ernesto Saldaña   |
| 1:50  |   |   |
| 7.    | Call to Adjourn   | Julie Taren   |

**Next Child Care Planning Committee Meeting**

Wednesday, March 4, 2020 ▪ 12:00 – 2:00 p.m.  
KPCC’s Crawford Family Forum  
474 South Raymond Avenue  
Pasadena, CA 91105

**VISION STATEMENT**

*Children are healthy, thriving and have equitable opportunities to achieve optimal development and succeed in life.*

**MISSION STATEMENT**

*Lead, build and strengthen an affordable and high-quality early care and education system for the children and families of Los Angeles County.*

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COUNTY OF LOS ANGELES



POLICY • PLANNING • PRACTICE

**Meeting Minutes – December 4, 2019**

Members in Attendance (32)				
Parents	ECE Program	Community Agency	Public Agencies	Discretionary
Cathy Coddington	Rocio Bach	Liliana Sanchez for Samitha Givens	Ranae Amezquita	Christina Acosta
Sachin Sangani	Nicole Lopez	Alex Himmel	Anne Blackstock-Bernstein	Kevin Dieterle
Delia Vicente	Veronica Herrera for Deborah Paratore	Elyssa Nelson	Eileen Carrillo-Lau	Toni Isaacs
	Lisa Wilkin	Melissa Noriega	Robert Beck for Nora Garcia-Rosales	Kimberly Dobson-Garcia for Kelly O'Connell <i>1<sup>st</sup> Supervisorial District</i>
		Ariana Oliva	Jacqueline Lopez for Daniel Orosco	Dianne Philibosian <i>5<sup>th</sup> Supervisorial District</i>
		Joyce Robinson	Ana Lopez for Ricardo Rivera	Michael Shannon
		Kathy Schreiner	Maria Mora	Sarah Soriano <i>4<sup>th</sup> Supervisorial District</i>
		Victoria Tarango		Julie Taren <i>3<sup>rd</sup> Supervisorial District</i>
		Veronica Torres		
		Roberto Viramontes		

**Guests and Alternates:** Avis Boyd – Alternate for Alex Himmel, Osvaldo Colin – Los Angeles County Office of Education (LACOE)/Head Start and Early Learning Division, Eileen Friscia – Child Care Resource Center, Liz Guerra – LACOE/Head Start and Early Learning Division, Shoghig Khadarian – California Department of Social Services/Community Care Licensing Division, Crystal O’Grady – Alternate for Dianne Philibosian, Magdalena Pereyra – Alternate for Delia Vicente, Gina Rodriguez – Alternate for Kevin Dieterle, Ancelma Sanchez – Alternate for Lisa Wilkin, Edilma Serna – WestEd: PITC, Fiona Stewart – Alternate for Christina Acosta, and Jana Wright – Los Angeles Best Babies Network

**Staff:** Michele Sartell, Debra Colman

**1. Welcome and Introductions**

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

## **2. Approval of Minutes**

*Julie Taren, Chair, reviewed the minutes from November 6, 2019 and asked for a motion to approve. Sarah Soriano made the motion to approve the minutes; Kevin Dieterle seconded the motion. The motion on the minutes passed with abstentions from Kimberly Garcia-Dobson, Toni Isaacs, and Veronica Torres.*

## **3. Strategic Plan – 2020-2025**

Debra Colman, Director with the Office for the Advancement of Early Care and Education, directed meeting participants to her slide deck as she presented an overview of the *County of Los Angeles – A Unified Strategic Plan for Early Care and Education 2020-2025*. Debra laid out the structure of the plan that begins with an introduction followed by background on the Office for the Advancement of Early Care and Education, Planning Committee and Policy Roundtable for Child Care and Development (Roundtable). She acknowledged other efforts occurring across the state and locally that informed the development of the plan and will continue to contribute to thinking as the Planning Committee and Roundtable dive into implementation planning. Next, Debra presented the unified vision and mission statements in final as agreed upon by the two bodies. Debra then presented the slide that elevates the OAECE as an agent of change with articulated roles including educator, convener, data manager, strategist and advocate.

More time was spent on the four strategic priority areas: access, quality, workforce, and families and communities. Debra reviewed the goal and strategies associated with each priority area, noting that a sample activity for each strategy is included in the strategic plan before launching into implementation planning that is scheduled for completion by June 2020.

Questions/comments were offered by the meeting participants, focusing on what they liked about the plan and areas needing more clarity. It was noted that implementation will be an inclusive process that involves the Planning Committee and Roundtable membership as well as other stakeholders in early care and education. The intersect among the strategic priority areas was noted, for example access for infants and toddlers requires consideration as part of the families and communities work as does specific populations of children and families such as immigrant families. Comments regarding priority setting and roles of the Planning Committee and others will be addressed in the retreat as will a conversation about streamlining and systems changes specific to structures/functions of the Planning Committee and Roundtable, noting that there was a recommendation to possibly combine the two bodies. Many members applauded the final product that reflects a year's worth by the Planning Committee and Roundtable. A suggestion was made to create a tagline that encompasses the vision and mission statements.

*Dianne Philibosian made the motion to approve the Los Angeles County Unified Strategic Plan for Early Care and Education – 2020-2025; Toni Isaacs seconded the motion. The motion passed unanimously.*

Debra returned to her slide deck to illustrate the next phase for developing an implementation plan. Implementation planning will launch at the all-day Los Angeles County Unified ECE Retreat scheduled for January 21, 2020. The aim is to complete the plan by June 30, 2020. Debra concluded by asking the meeting participants to consider three questions: what workgroup they would like to join; why a workgroup and focus area is important to the individual; and what is needed to effectively participate in the workgroup? She asked meeting participants to rank their workgroup preferences on the sign in sheet distributed at the meeting. In response to a few questions raised, Debra answered that each workgroup would likely be facilitated by a member of OAECE staff. It was suggested that there may

need to be a group that looks at the intersection of the priority areas, particularly as a consideration of systems change. Clarification was offered regarding the potential role of the Planning Committee as advisory in some cases, contributing to planning, elevating policy issues, engaging in implementation activities, and making recommendations on proposals with potential impact on early care and education services.

#### **4. Quality Start Los Angeles: Preparing for the IMPACT 2020 Release**

Julie introduced the next agenda item by reflecting on the last time the Planning Committee received an update from the implementers of Quality Start Los Angeles (QSLA), which was nearly two years ago. The Planning Committee is integral as an advisory to the work of QSLA as a signatory on all applications for funding submitted to the California Department of Education (CDE) and First 5 California. In addition, Nellie Ríos-Parra serves as the Planning Committee's representative to the QSLA Leadership Council. Julie referred to the meeting packet for the bios on Kevin Dieterle of First 5 LA and Liz Guerra of the Los Angeles County Office of Education (LACOE)-Head Start and Early Learning Division. Both Kevin and Liz also serve on the Leadership Council.

Directing meeting participants to the slide deck, Kevin and Liz provided an overview of their presentation that included both local and statewide updates and the opportunity for the work ahead with funding under IMPACT 2020. Updates included numbers of children served in programs participating in QSLA. They reported that a majority of the family child care homes have moved up to Tier 4 rating, impressive given some of challenges they face. Of the centers, 60 percent are at Tiers 4 and 5.

Liz and Kevin emphasized the ongoing learning that continues to shape the program structure. There is a clear governance structure and technical assistance has been added to aid programs from the application process through ratings. Resources also have guided the direction of QSLA, including the elimination of specialty coaching due to inadequate funding to meet the need. QSLA entered into a contract with RAND to conduct a developmental evaluation, which provides real time information that has the potential to guide direction with some immediacy. Commenting on the governance structure, QSLA incorporates diverse partners representing multiple agencies with a diversity of opinions and thoughts, yet with the capacity to reach consensus. The structure includes a funders circle, which makes financial decisions. The partnership organizations, for the most part, drive program implementation.

Meeting participants were asked to share their thoughts into Slido.com.

Next, Liz and Kevin presented an overview of the IMPACT 2020 primary goals. This next iteration will move away from ratings to more systems level work and supporting quality improvement. In addition, funding will be targeted to new program types and counties will have more latitude on how to serve populations. The total funding allocation across the state is \$75 million plus \$8 million of carry-over funds of which Los Angeles' QSLA is eligible for a capped amount. Kevin and Liz then summarized state QRIS updates, beginning with proposed changes to the rating matrix that are on pause pending decisions at the state level. For instance, CDE is considering taking on the rating function with a focus only on the California State Preschool Programs.

Liz and Kevin concluded their presentation with three questions: how can QSLA best reach family/friend/neighbor, family child care homes and other alternative setting providers; what thoughts are there for moving the needle on quality improvement in these settings; and what supports can be scaled for a post-IMPACT future? Suggestions ranged from implementing efforts on a neighborhood basis to adopting a social engagement approach like Yelp, partnering with the Child Care Resource and Referral Agencies and the Service Employees International Union (SEIU), and simplifying

messaging. A member asked how information is reaching parents. Liz shared that there has been push back to publicize the ratings as it is not a sole marker of quality. They are envisioning messaging that encourages parents to look at indicators of quality when making their search.

#### **5. Announcements and Public Comment**

- The next meeting of EveryChild California – Southern Section is scheduled for December 13, 2019 from 9:00 a.m. to 2:00 p.m. in Riverside. The theme is 20/20 Vision: Ready or Not. For more information, visit [https://www.everychildca.org/index.php?option=com\\_jevents&task=icalevent.detail&evid=99](https://www.everychildca.org/index.php?option=com_jevents&task=icalevent.detail&evid=99).
- First 5 LA Strategic Plan 2020-2028 is now posted on their website at <https://www.first5la.org/2020-2028-strategic-plan/>. The appendices include the results from the input sessions.
- Save the Date for the Infant and Development Association Early Start Policy Workshop to be held on January 27, 2020 at the Braille Institute.
- On November 22<sup>nd</sup>, Governor Newsom Announced Early Childhood Policy Council and a Team to Develop Master Plan for Early Learning and Care. The press release is available at [http://cert1.mail-west.com/mc7rmhAyjuN/zjan/ak171hAqtmYu/hAjo3y2obpe9/271hAqvng/ugao18ej1yd9sea?\\_c=d%7Cze7pzanwmhlzgt%7C1729ql1wr81bnth&ce=1575935715.7a183762295aadb855cba7421f000cb4](http://cert1.mail-west.com/mc7rmhAyjuN/zjan/ak171hAqtmYu/hAjo3y2obpe9/271hAqvng/ugao18ej1yd9sea?_c=d%7Cze7pzanwmhlzgt%7C1729ql1wr81bnth&ce=1575935715.7a183762295aadb855cba7421f000cb4)

#### **6. Adjournment**

*The meeting was adjourned at 2:00 p.m.*



## **Speaker Bios - February 5, 2020**

### **JOYCE ROBINSON – OPPORTUNITIES EXCHANGE**

Joyce L. Robinson is currently working as a consultant with Opportunities Exchange promoting Shared Services ECE Alliances in Los Angeles County. In addition, Joyce administered the Los ECE Bridge Fund for the Low Income Investment Fund (LIIF) for five years. Last Fall, LIIF invited her to work with as a consultant on the facilities team for the Governor's Master Plan, focusing on LA County.

Joyce was an elementary school teacher and a public school administrator supervising the district's state funded ECE and School Age Child Care programs. She has directed a state funded nonprofit ECE program, started a family literacy program, and supervised a large full day Head Start site. Joyce has a Master's in Human Development with an emphasis in leadership from Pacific Oaks College and a Master's in Business Administration from Azusa Pacific University. She holds several California Teaching Credentials. She has been an adjunct instructor at community colleges and Pacific Oaks College.

Joyce is passionate about the specialness of early childhood and continues to advocate for adequate funded for programs at a level to offer the highest quality services to children and families.

### **EMMA WATSON – EDUCATIONAL EQUITY, ADVANCEMENT PROJECT**

Emma serves as a Policy and Research Analyst within the Educational Equity team. Her work primarily focuses on Early Care and Education policies with a special attention to access and quality. Her research also helps to inform the K-12 Watercooler Network work. Emma comes to the Advancement Project with a dedication to facilitating systemic change that positively influences the welfare and educational opportunities of communities around her. Previously, she was the Luskin Leadership Fellow at the Partnership for Los Angeles Schools, a non-profit organization that works in-district to support and build capacity of 18 traditional Los Angeles Unified District schools located in Boyle Heights, South LA and Watts. At the Partnership, Emma supported systems change efforts and co-wrote a policy brief on designing an equitable unified enrollment in Los Angeles. Previously, Emma served as a Family Advocate at Early Head Start, a federally funded early education program that provides services to low-income families' age zero 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.

She received her Bachelor of Arts in Political Science and a minor in Public Affairs from UCLA where she volunteered for UCLA UniCamp, a student run camp for youth in the Los Angeles area. Emma completed her Master of Public Policy at the UCLA Luskin School of Public Affairs with an emphasis in education policy, non-profit management and quantitative methods. She finds herself most happy when she is in a place of service whether through working with the community or teaching yoga, this is when her heart is most full.

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# Early Care and Education Policy Update

Child Care Planning Committee  
February 5, 2020



# PRESENTATION OBJECTIVES

- Governor's Priorities for 2020
- Early Care and Education Priorities for 2020



## GOVERNOR'S PROPOSED 2020-21 BUDGET FOR ECE

- General Child Care
  - ✓ Serves Infants and Toddlers and School Age Children
  - ✓ \$60 million Cannabis Funds
    - \$50 million ongoing “supplantation”
    - \$10.3 million to increase services to additional 621 children



## GOVERNOR'S PROPOSED 2020-21 BUDGET FOR ECE

- California State Preschool Program
  - ✓ \$31.9 million in FY 2020-21
  - ✓ \$10.3 million non-Prop 98 for 10,000 more children served by non-LEAs beginning April 1, 2021
- Inclusive Early Education Expansion Program
  - ✓ \$75 million Proposition 98 for facility expansion – construct or modify



## GOVERNOR'S PROPOSED 2020-21 BUDGET FOR ECE

- Establishes the new Department of Early Childhood Development
  - ✓ Administered by California Health and Human Services Agency
  - ✓ Would streamline state subsidy programs
    - Voucher-based programs
    - General Child Care
    - CalWORKs Stages 1, 2 and 3
    - Alternative Payment Program
    - Emergency Child Care Bridge Fund for Children in Foster Care
  - ✓ Master Plan, Policy Council, Integrated Data System

Except California State  
Preschool Program



## GOVERNOR'S PROPOSED 2020-21 BUDGET FOR ECE

- Adverse Childhood Experiences (ACEs) cross-sector training
  - ✓ \$10 million training across sectors including ECE, education, government and law enforcement and to fund an awareness campaign
- Paid Family leave
  - Continued commitment to move towards 6 months and to align PFL benefits with job protection



## EARLY CARE AND EDUCATION PRIORITIES FOR 2020

- Reimbursement Rate System Reform\*
  - ✓ Single-Rate Reimbursement Structure
  - ✓ Regionalized
  - ✓ Compensates for true cost of ECE, including early educators commensurate with education and experience
  - ✓ Incentives and compensates for quality
  
- Infants and Toddlers
  
- Workforce
  
- Facilities
  - ✓ Increase investments for access and continued facility development

\* *Developing a Single-Rate System Reimbursement Structure for California. November 2018.* Available at [https://www.cafc.ca.gov/pdf/about/organization/policy/Developing\\_Single-Rate\\_Structure.pdf](https://www.cafc.ca.gov/pdf/about/organization/policy/Developing_Single-Rate_Structure.pdf)



## EXCERPT OF STATE LEGISLATIVE CALENDAR FOR 2020

January 10 <sup>th</sup>	Budget bill for 2020-21 submitted by Governor
January 31 <sup>st</sup>	Last day to pass bills introduced in previous session
February 21 <sup>st</sup>	Last day to introduce new bills
Mid-May	Governor releases revisions to proposed budget
May 29 <sup>th</sup>	Last day to pass bills from house of origin
June 15 <sup>th</sup>	Legislature must pass budget bill by midnight
August 21 <sup>st</sup>	Last day to amend bills
August 22 <sup>nd</sup>	Last day to pass bills
August 30 <sup>th</sup>	Last day for Governor to sign or veto bills
January 1 <sup>st</sup>	Statutes take effect





# Questions/Comments



## Discussion Questions:

- General budget reactions
  - What is missing?
- Discussion regarding the new Department of Early Childhood Development
  - Initial reaction
  - Benefits?
  - Concerns?
  - What considerations need to be made to make this successful?
  - What can we learn from LA County?



QUESTIONS? COMMENTS...

Emma Watson  
Joint Committee on Legislation Co-chair



**Small Group Conversations**  
**Governor's Proposal – Department of Early Childhood Development**

<b>Initial Reactions?</b>	<b>Benefits?</b>	<b>Concerns?</b>	<b>What considerations need to be made to make this successful?</b>	<b>What can we learn from LA County?</b>



## GOVERNOR INTRODUCES PROPOSED BUDGET – FY 2020-21 EARLY CARE AND EDUCATION ITEMS

### Overview

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Governor Gavin Newsom introduced his proposed budget for Fiscal Year (FY) 2020-21 on January 10, 2020. The proposed budget reflects on his bold investments achieved in the 2019-20 budget package and expresses intent to continue building upon those investments into future years. While California's economy is strong, the Governor is committed to building the reserves as the future remains uncertain. Priorities for the coming year include moving people out of poverty, expanding affordable and supportive housing to address homelessness, and addressing climate change.

This paper focuses on the Governor's budget proposals for early care and education, building upon his cradle to career agenda introduced in last year's budget and with an emphasis on the development of the Master Plan for Early Learning that will serve as a "roadmap to universal preschool and a comprehensive, quality, and affordable child care system." The next section briefly summarizes the items outlined in the proposed budget. Table 1 on page 3 specifies the funding allocations by program type for FY 2020-21 compared to the Budget Act of 2019.

### Early Care and Education Items

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**Department of Early Childhood Development** – Proposes to establish a new department under the California Health and Human Services Agency (CHHS) effective July 1, 2021. The new department would consolidate under a single system of state administration and in partnership with the California Department of Education the existing funding streams and programs addressing the early care and education needs of low-income children and their families eligible for subsidized services. The California Department would continue to administer the State Preschool Program. Allocates \$8.5 million General Fund to establish a transition team at CHHS for establishing the new department and support staffing at the Department of Human Resources to implement child care collective bargaining activities approved in last year's budget.

**CalWORKs Stages 2 and 3 Child Care** – Increases funding by \$53.8 million non-Proposition 98 General fund to reflect caseload changes including a reduction in Stage 2 caseloads and an increase in the projected Stage 3 caseload. (Total costs for Stage 2 and 3 are \$588 million and \$583.1 million, respectively.)

**General Child Care** – Allocates \$50 million ongoing Cannabis funds to support over 3,000 General Child Care slots previously funded with General Fund and adds \$10.3 million Cannabis Fund for an increase of 621 General Child Care slots.

**California State Preschool Program** – Proposes an increase of \$31.9 million in FY 2020-21 and \$127 million ongoing non-Proposition 98 General fund for an additional 10,000 State Preschool slots at non-local educational agencies beginning April 1, 2021.

**Inclusive Early Education Expansion Program** – Provides \$75.0 million in Proposition 98 General Funds for expansion of the program, providing funds to local educational agencies to construct or modify preschool facilities to serve students with exceptional needs or severe disabilities.

**Cost-of-Living Adjustments (COLA)** – Allocates an increase of \$122.4 million Proposition 98 General Fund for a 2.29 percent COLA for categorical programs including special education, child nutrition, and state preschool, among others.

**Public Preschool, K-12, and College Health and Safety Bond Act of 2020** – If approved by voters in March, proposes statute authorizing the State Allocation Board to provide new construction or modernization per pupil enhancement to local education agencies to expand preschool programs on school campuses.

### **Additional Investments in Children and Families**

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**Paid Family Leave** – Expresses intent to align paid family leave benefits with job protections and provide resources to support small businesses that extend the benefits to their employees.

**Developmental Screenings** – Includes \$10 million in one-time General Fund for the development of an adverse childhood experiences cross-sector training as well as a statewide adverse childhood experiences public awareness campaign.

### **For More Information**

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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/Health Promotion Bureau by e-mail at [msartell@ph.lacounty.gov](mailto:msartell@ph.lacounty.gov) or by telephone at (213) 639-6239.

### *Resources*

AB 1917 (Ting) and SB 808 (Mitchell). Budget Act of 2020. See sections 6100-194-001, 6100-194-0890, 6100-196-0001, 6100-197-089, 6100-294-0890, and 6870-101-0001. Retrieved on January 15, 2020 from [http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201920200AB1917](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1917).

Department of Finance. *California Child Care Programs – Local Assistance – All Funds – 2020-21 Governor’s Budget*. January 2020.

Department of Finance. *Department of Education Child Development Programs – 2020-21 Governor’s Budget*. January 2020.

Newsom, Governor Gavin. *Governor’s Budget Summary 2020-21*. State of California. Retrieved from <http://www.ebudget.ca.gov/> on January 10, 2020.

State of California. *Budget Request Description of Early Childhood Development and Subsidized Childcare Provider Collective Bargaining Activities*. January 2020.

**Table 1. Comparison between the Budget Act of 2019 and the Proposed Budget for Fiscal Year 2020-21**

Program Type	Budget Act of 2019	Proposed FY 2020-21			
		Totals – 2020-21 Budget Proposals	State General Funds	Proposition 64 (Cannabis)	Federal Funds
General Child Development	\$521,504,000	\$533,011,000	\$338,878,000	\$60,287,000	\$133,846,000
Migrant Day Care	\$44,857,000	\$44,962,000	\$39,551,000		\$5,411,000
Alternative Payment Program	\$535,930,000	\$537,184,000	\$171,385,000	\$80,463,000	\$285,336,000
Resource and Referral	\$20,333,000	\$20,799,000	20,799,000		
CalWORKs Stage 2	\$614,573,000	\$588,093,000	\$507,457,000		\$80,636,000
CalWORKs Stage 3	\$502,850,000	\$583,100,000	\$309,066,000		\$274,034,000
Accounts Payable	\$4,000,000	\$4,000,000	\$4,000,000		
Child Care for Children with Disabilities	\$2,084,000	\$2,089,000	\$2,089,000		
California Child Care Initiative	\$225,000	\$225,000	\$225,000		
Quality Improvement	\$418,807,000	\$93,024,000	\$1,461,000		\$91,563,000
Local Planning Councils	\$3,611,000	\$3,694,000	\$375,000		\$3,319,000
QRIS Infant-Toddler Block Grant					
<i>Subtotal</i>	\$2,668,774,000	\$2,410,181,000	\$1,395,286,000	\$140,750,000	\$874,145,000
			<b>Proposition 98</b>	<b>Non-Prop 98</b>	
State Preschool – Local Educational Agencies	\$913,466,000	\$915,603,000	\$915,603,000		
State Preschool (Prop 98, full-day wrap)	\$517,572,000	\$646,272,000	\$646,272,000		
Child Development QRIS Grants	\$50,000,000	\$50,000,000	\$50,000,000		
<i>Subtotal</i>	\$1,481,038,000	\$1,611,875,000	\$1,611,875,000		
			<b>Proposition 98</b>		
Inclusive Early Education Expansion Program (one time)	\$10,000,000	\$75,000,000	\$75,000,000		
			<b>State Funds</b>	<b>Federal Funds</b>	
Early Head Start-Child Care Partnership Grant	\$3,060,000	\$3,060,000		\$3,060,000	
Emergency Child Care Bridge Program	\$53,994,000	\$59,599,000			
			<b>State General Funds</b>	<b>Federal Funds</b>	
CalWORKs Stage 1	\$318,424,000	\$329,803,000			
Non-Direct Child Care Services, Trustline, etc.	\$2,919,000	\$2,754,000			
<i>Subtotal</i>	\$321,343,000				
			<b>State General Funds</b>	<b>Federal Funds</b>	
<b>Learning Supports</b>					
After School and Education Safety Program	\$646,407,000	\$646,407,000	\$646,407,000		
21st Century Community Learning Centers	\$150,850,000	\$145,850,000		\$145,850,000	
<i>Subtotal</i>	\$747,257,000				
			<b>State General Funds</b>		
<b>California Community Colleges</b>					
Cal-WORKs Child Care – Community Colleges	\$9,488,000	\$9,705,000			
Campus Child Care Tax Bailout		\$3,728,000	\$3,728,000		

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# Master Plan for Early Learning and Care: Facilities

Los Angeles Child Care  
Planning Committee

February 5, 2020

# Master Plan Early Learning and Care Scope



## Finance

Framework including shared responsibility, fiscal sustainability, regional variability, affordability

## Facilities

Identify areas with the most need and creative options to expand early learning and care programs

## Access

Assess need for subsidized care of underserved, including attention to gaps based on race, language, and other child characteristics

## Quality

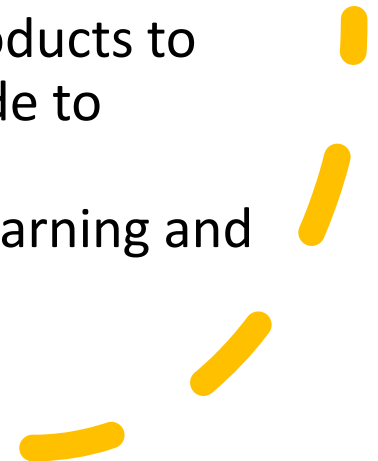
Creation of minimum quality and program guidelines that address whole child needs and cohesive and accessible career pathway for providers.

## Universal Preschool

Plan for all three- and four-year old children to access care that reflects system coordination and access to full-day care

# Master Plan for Early Learning and Care

- Part of the call to action and investment to deliver on the Governor's early learning and care agenda
- Seeks bold and innovative solutions in the form of actionable recommendations for advancing long-term goals
  - Universal preschool and access to child care and systems of service that support children's health development
- Deliver studies and other products to provide California with a guide to implement a well-aligned, comprehensive State early learning and care system



# What We Have Learned

- The issues, challenges, and needs for California's early childhood system are well documented and include work by the **Blue Ribbon Commission** and **Preschool Development Grant**
- Key ideas and priorities:
  - Equity,
  - Family-centered, and
  - Access and opportunity to achieve a California for ALL Kids



# Addressing Facility Needs

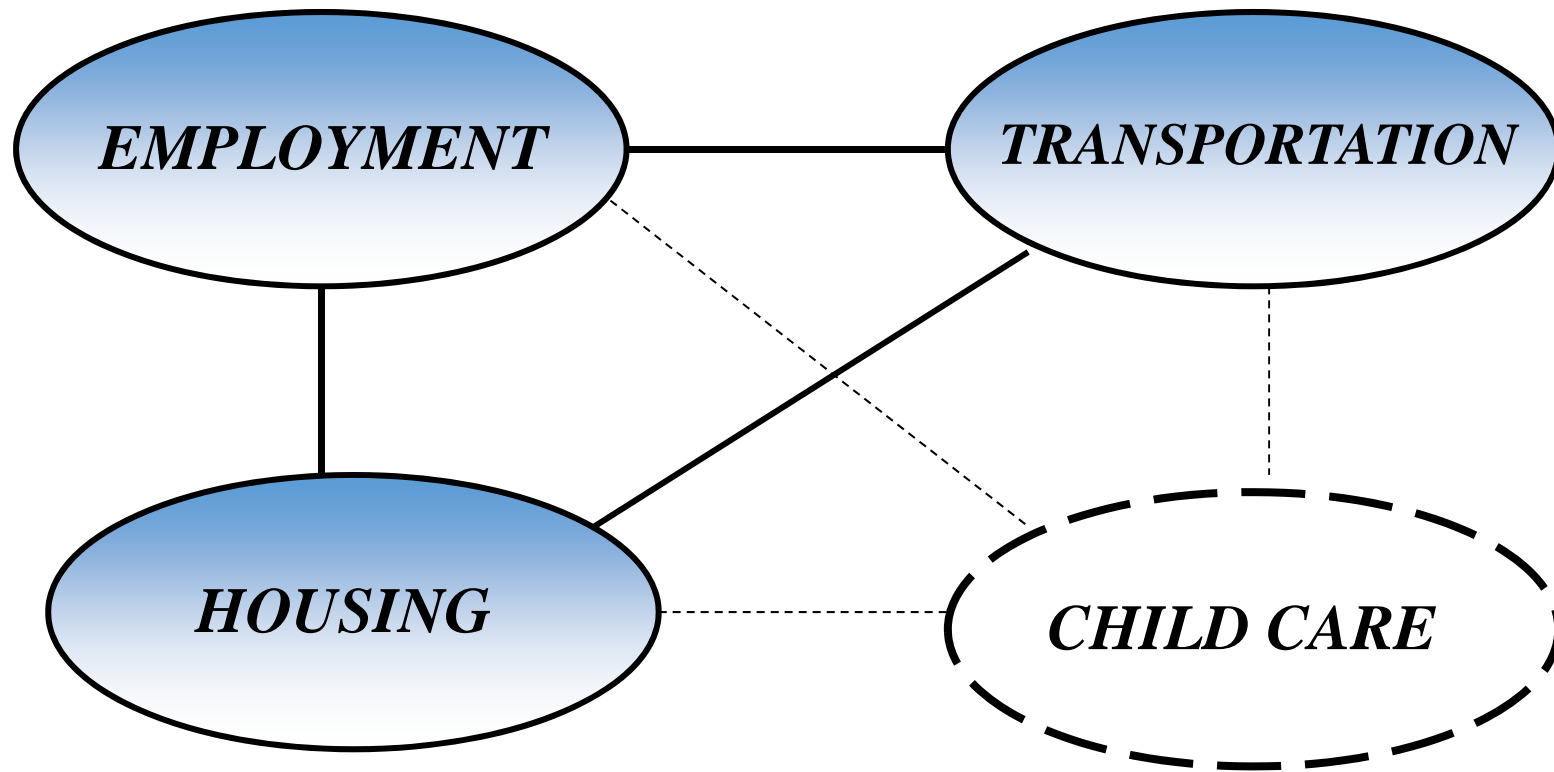
- Collecting and analyzing data, and listening to identify:
  - Opportunities and creative options for expanding current and adding new child public child care facilities
  - Barriers to developing child care regionally
  - Optimal local intermediary structures and current status of facilities – lease/own, and physical state



# Facilities are the Most Local Aspect of Our System!

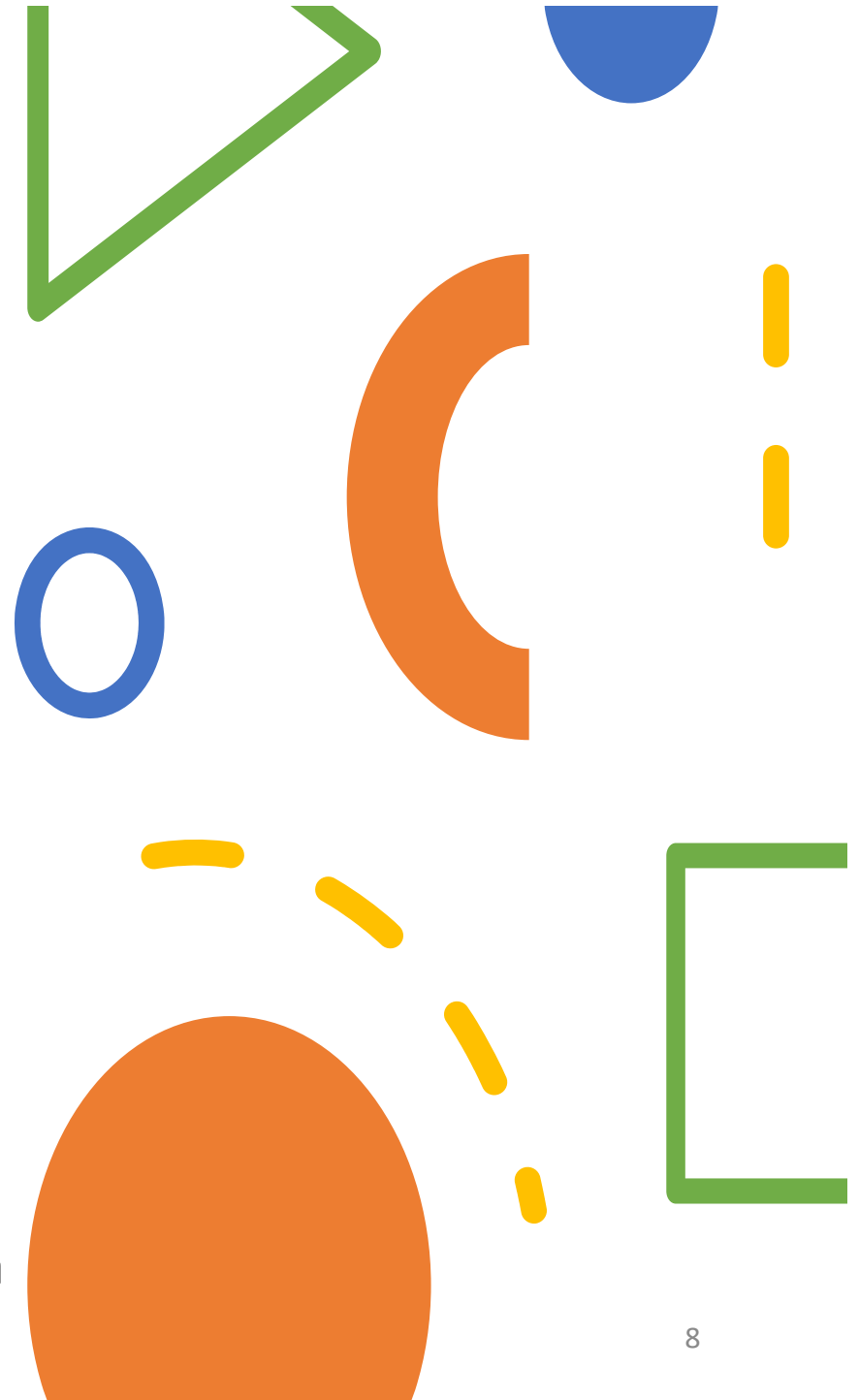
- **Development is supported or challenged by local (city or county) land use policies and practices**
  - General Plans, Zoning Codes, permitting process/fees, incentives or requirements for developers
  - Note: LEAs and providers on operating school sites may be unfamiliar since exempt from city regulations (only DSA approval for facility changes)
- **Facilities are part of the infrastructure of communities**

# Child Care: A Missing Piece in Community Planning & Development Impacting Families' Lives



# Deeper Dive: Los Angeles County Experience

- Complementing statewide data we are collecting additional information from a small group of counties
- Such information allow us to fill in gaps for the state and provide a description of local context to describe areas where adaptation of statewide strategies may be needed or merited
- The information we gather is complemented by a wide array of other sources and information that collectively will contribute to an actionable Master Plan for California





# Next Steps



Facilities data collection and analysis



Follow-up with LA County stakeholders



Focus groups with FCCHEN contractors and large center-based providers

# TABLE QUESTIONS



What are the top 3 priorities that the FACILITIES Master Plan work should accomplish for LA County? Best outcomes!



What are the barriers for center based/FCC facility expansion in LA County and what recommendations to include in the Masterplan to alleviate these barriers?



Who would you recommend that the team talk with to broaden insight into the issues and strategies to move forward? (Individuals and groups)



For more information contact:

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## **Master Plan for Early Learning and Care: Facilities**

**Los Angeles Child Care Planning Committee**

**February 5, 2020**

1. What are the top 3 priorities that the FACILITIES Master Plan work should accomplish for LA County? Best outcomes!
2. What are the barriers for center based/FCC facility expansion in LA County and what recommendations to include in the Masterplan to alleviate these barriers?
3. Who would you recommend that the team talk with to broaden insight into the issues and strategies to move forward? (Individuals and groups)
4. Other questions or recommendations?

**Senate Bill No. 75**

**CHAPTER 51**

An act to amend Sections 8227.7, 8239, 8263, 8265.5, 8278.3, 17375, 33050, 35147, 37700, 41202, 41202.5, 41203.1, 46392, 47604.33, 47605, 47605.6, 47606.5, 47632, 47635, 48985, 51222, 52064.5, 52065, 52073, 52452, 53070, 53071, 53072, 53073, 53075, 56122, 56836.08, 56836.165, 56836.24, 64001, 65001, 88827, 88828, 88830, 88831, and 88833 of, to amend the heading of Chapter 4.7 (commencing with Section 56475) of Part 30 of Division 4 of Title 2 of, to add Sections 8207, 8236.3, 8266.2, 14002.05, 41207.46, 41404.5, 44226, 56477, and 56836.045 to, to add Article 13.1 (commencing with Section 8280) and Article 19.5 (commencing with Section 8430) to Chapter 2 of Part 6 of Division 1 of Title 1 of, to add Article 5 (commencing with Section 44690) to Chapter 3.1 of Part 25 of Division 3 of Title 2 of, to add Article 14 (commencing with Section 45500) to Chapter 5 of Part 25 of Division 3 of Title 2 of, to add Article 6.5 (commencing with Section 56836.39) to Chapter 7.2 of Part 30 of Division 4 of Title 2 of, to add Article 5.1 (commencing with Section 69617) to Chapter 2 of Part 42 of Division 5 of Title 3 of, to add Chapter 8.5 (commencing with Section 10850) to Part 7 of Division 1 of Title 1 of, to repeal and add Section 56213 of, and to repeal and add Article 14 (commencing with Section 8286) of Chapter 2 of Part 6 of Division 1 of Title 1 of, the Education Code, to amend Section 17581.6 of, and to add Section 6253.21 to, the Government Code, to amend Section 1596.86 of the Health and Safety Code, and to add Chapter 3 (commencing with Section 5886) to Part 4 of Division 5 of the Welfare and Institutions Code, relating to education finance, and making an appropriation therefor, to take effect immediately, bill related to the budget.

[Approved by Governor July 1, 2019. Filed with Secretary of  
State July 1, 2019.]

LEGISLATIVE COUNSEL'S DIGEST

SB 75, Committee on Budget and Fiscal Review. Education finance: education omnibus budget trailer bill.

(1) The Child Care and Development Services Act, administered by the State Department of Education, requires the Superintendent of Public Instruction to administer childcare and development programs that offer a full range of services to eligible children from infancy to 13 years of age, inclusive. The act requires the Superintendent to administer all California state preschool programs, which include part-day age and developmentally appropriate programs for 3- and 4-year-old children, as provided. Existing law provides that 3- and 4-year-old children are eligible for the state part-day

preschool program if the family meets specified eligibility requirements, including that the family needs childcare services for specified reasons.

This bill would require the Secretary of California Health and Human Services, in concurrence with the executive director of the State Board of Education, and in consultation with the Superintendent, to prepare a report, or series of reports, on or before October 1, 2020, to be used to develop a master plan to ensure comprehensive, quality, and affordable childcare and universal preschool for children from birth to school age. The bill would establish a 27-member Early Childhood Policy Council with specified duties relating to statewide early learning and care policy.

The bill would make a family eligible for a full-day California state preschool program without meeting the requirements relating to the need for childcare services if all families meeting those requirements have been enrolled. The bill would, commencing January 1, 2020, and notwithstanding any other law, authorize a provider operating a state preschool program within the attendance boundary of a public school, except as provided, where at least 80% of enrolled pupils are eligible for free or reduced-price meals, to enroll 4-year-old children meeting specified priorities. The bill would authorize any remaining slots to be open for enrollment to any other families not otherwise eligible, as provided.

(2) Existing law establishes the Child Care Facilities Revolving Fund in the State Treasury to provide funding for loans for the renovation, repair, or improvement of an existing building to make the building suitable for licensure for childcare and development services, and for the purchase of new relocatable childcare facilities for the lease to local educational agencies and contracting agencies that provide childcare and development services. Existing law requires that a local educational agency or a contracting agency using facilities purchased by the use of these funds be charged a leasing fee, as provided, over a 10-year period. Existing law requires title to be transferred from the state to the local educational agency or contracting agency upon full repayment of the purchase and relocation costs. Existing law requires the Superintendent to deposit all revenue derived from the lease payments or renovation or repair loan repayments into the Child Care Facilities Revolving Fund.

This bill would make this program inoperative on January 1, 2020, except as provided. The bill would require the remaining moneys in the fund, as of December 31, 2019, to be allocated in a specified manner, including to the Early Learning and Care Infrastructure Grant Program, which this bill would establish. The bill would require the Superintendent to administer the grant program to expand access to early learning and care opportunities for children up to 5 years of age by providing resources to build new facilities or retrofit, renovate, or expand existing facilities, as provided. The bill would appropriate \$142,705,000 from the General Fund to the State Department of Education for these purposes, as provided. The bill would also require the Superintendent to administer the Early Learning and Care Workforce Development Grants Program, which the bill would establish, to expand the number of qualified early learning and care professionals and increase

(38) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

(39) Certain funds appropriated by this bill would be applied toward the minimum funding requirements for school districts and community college districts imposed by Section 8 of Article XVI of the California Constitution.

(40) This bill would declare that it is to take effect immediately as a bill providing for appropriations related to the Budget Bill.

Appropriation: yes.

*The people of the State of California do enact as follows:*

SECTION 1. Section 8207 is added to the Education Code, to read:

8207. (a) The Legislature finds and declares all of the following:

(1) Providing children in California with a healthy start is one of the best investments the state can make.

(2) Research links early childhood interventions and improved life outcomes, including higher education levels, better health, and stronger career opportunities.

(3) All children, from birth through 12 years of age, should have access to culturally, linguistically, and developmentally appropriate, nurturing, educational, and high-quality early learning and care opportunities.

(4) All families should have access to a variety of early learning and care settings that meet their needs and are affordable.

(5) Parents are more likely to be successful in school and work if they know that their children are safe and productively engaged throughout the day.

(6) Children who are emotionally, developmentally, and academically supported in an early learning and care setting are more likely to start school ready to learn and continue to excel once they are enrolled in school.

(7) High-quality early learning and care programs require a competent, effective, well-compensated, and professionally supported workforce that reflects the racial, ethnic, and linguistic diversity and needs of the children and families served, including children who are dual language learners and children with exceptional needs.

(8) Early learning and care programs must be integrated with other supports and services for children, families, and the workforce.

(9) Subsidized access to high-quality early learning and care programs requires funding sources that are adequate and sustainable to meet the costs of care, respond to the diverse needs of children and families, and adequately compensate and support the workforce.

(b) To guide the implementation of a well-aligned, comprehensive state early learning and care system, the Secretary of California Health and Human Services, or the secretary's designee, in concurrence with the executive director of the state board, or the executive director's designee, and in consultation with the Superintendent, or the Superintendent's designee, shall enter into a contract with one or more nongovernmental research entities to review existing research and data and to conduct research on priority areas of study identified pursuant to subdivision (d). This work shall be compiled in a report, or series of reports, released on a continuing basis and shall be completed on or before October 1, 2020, and provided to the Governor, the chairpersons of the relevant legislative policy and budget committees, the Secretary of California Health and Human Services, the executive director of the state board, the Superintendent, and the Director of Finance.

(c) The report or series of reports prepared pursuant to subdivision (b) shall be designed to support and incorporate relevant components of the 2019 California Assembly Blue Ribbon Commission on Early Childhood Education Final Report, and are intended to be used to develop a master plan to ensure comprehensive, quality, and affordable childcare and universal preschool for children from birth to school age. To the extent necessary and appropriate, the entities conducting research pursuant to this section shall engage a diverse group of stakeholders and experts, including families and providers, to inform their recommendations. All reports shall take into account fiscal sustainability and include costs to implement the recommendations and strategies for prioritizing investments into the recommendations over a multiyear period.

(d) The amount appropriated for purposes of this section in the Budget Act of 2019 shall be allocated for the following priority areas of study:

(1) A fiscal framework that provides options for ongoing funding to significantly expand early learning and care in the state, including options to generate needed revenues and examine alternate funding streams. This framework shall incorporate the principles of shared responsibility, fiscal sustainability, and regional variability, including by examining the appropriate role for government, businesses, and parents in meeting high-quality, affordable childcare and prekindergarten education needs.

(2) Early learning and care facility needs statewide, including surveys of subsidized early learning and care providers to collect information regarding ownership or rental of the facilities, monthly facility payments, ancillary costs, interest in expanding existing facilities, and any associated challenges, including ongoing facility maintenance. This study shall identify areas of the state most in need of early learning and care facility expansion and shall recommend the most appropriate setting types given the unique geographic and capacity characteristics of the region. Additionally, this study shall also seek input from relevant regional entities to identify existing publicly owned facilities that could house early learning and care programs with modifications to meet health and safety requirements, including those



facilities owned by school districts, county offices of education, cities, and counties.

(3) Need for early learning and care services by families eligible for subsidies, including those not currently receiving services. The study shall include, but not be limited to, surveys of parents to collect information on current early learning and care arrangements, hours of care needs, key considerations regarding choice of provider and setting, and data about the racial, ethnic, and linguistic diversity of eligible families. This study shall include the need for early learning and care with a priority focus on those children from birth through 5 years of age, but shall also include children from birth through 12 years of age, and shall highlight regions of the state with the lowest relative access to care. The study shall also make recommendations on how to support and promote types of early learning and care that meet families' cultural and linguistic needs.

(4) An actionable quality improvement plan that includes, but is not limited to, both of the following:

(A) A cohesive set of minimum quality and program guidelines for all subsidized childcare providers by and across settings that balances the improved social, emotional, cognitive, and academic development of children with the resources available to providers, and that takes into account gender, class, race, language access, implicit bias, and lived experience in the construction of quality.

(B) An accessible and cohesive career pathway for all types of childcare professionals, including those whose primary language is not English, that considers a ladder of mobility, aligned with the state's system of provider reimbursement, based on competencies that are evidence based and driven by characteristics of quality, and that may consider educational attainment to produce a trained and stable workforce.

(5) Necessary steps to provide universal prekindergarten education for all three- and four-year-old children in California, including by considering both of the following:

(A) Recommendations to address the overlap between the transitional kindergarten, state preschool, and Head Start programs, and ensure that all children, regardless of family income, have access to the same level of prekindergarten program quality.

(B) Recommendations to align prekindergarten education with the subsidized childcare system and the elementary and secondary education system, to ensure that children have access to a full day of care, as needed, and ensure seamless matriculation to elementary and secondary education.

(e) The Secretary of California Health and Human Services shall report to the Department of Finance and the Joint Legislative Budget Committee on the proposed expenditures of funding for research identified pursuant to subdivision (d) before entering into any contract for this purpose.

(f) For purposes of subdivisions (b) to (d), inclusive, the California Health and Human Services Agency may enter into exclusive or nonexclusive contracts with nongovernmental research entities on a bid or negotiated basis. A contract entered into or amended pursuant to subdivision (b) shall

be exempt from Chapter 6 (commencing with Section 14825) of Part 5.5 of Division 3 of Title 2 of the Government Code, Section 19130 of the Government Code, and Part 2 (commencing with Section 10100) of Division 2 of the Public Contract Code, and shall be exempt from the review or approval of any division of the Department of General Services.

(g) Notwithstanding any other law, the one or more nongovernmental research entities may subcontract as necessary in the performance of its duties, subject to approval of the Secretary of California Health and Human Services.

SEC. 2. Section 8227.7 of the Education Code is amended to read:

8227.7. (a) Commencing July 1, 2020, alternative payment programs shall provide notice to a childcare provider of a change in reimbursement amounts for childcare services, a change in the hours of care, rates, or schedules, an increase or decrease in parent fees, or a termination of services. For purposes of this section, the notice shall occur either electronically, if requested by the childcare provider, or via the United States Postal Service. The alternative payment program shall provide the notice at least 14 calendar days before the effective date of the intended action.

(b) The notification shall not be deemed a violation of the parent's confidentiality but as a method to ensure the proper administration of subsidy funds.

SEC. 3. Section 8236.3 is added to the Education Code, to read:

8236.3. (a) Commencing January 1, 2020, and notwithstanding any other law, a provider operating a state preschool program within the attendance boundary of a public school, except a charter or magnet school, where at least 80 percent of enrolled pupils are eligible for free or reduced-price meals, may enroll four-year-old children, as defined in Section 8208, as follows:

(1) First priority shall be given to children as provided for in paragraph (1) of subdivision (a) of Section 8236.

(2) Second priority shall be given to children as provided for in paragraph (2) of subdivision (a) of Section 8236.

(3) Third priority shall be given to families meeting the eligibility requirements of Section 8263.

(4) Any remaining slots may be open to enrollment of any families not otherwise eligible pursuant to paragraph (1) of subdivision (a) of Section 8263, subject to both of the following:

(A) Enrollment of eligible four-year-old children pursuant to this paragraph shall be limited to families that establish residency within the attendance boundary of the qualifying public school pursuant to this subdivision. Providers shall require proof of residency as a condition of enrollment.

(B) To the best of their ability, providers shall give first enrollment priority for slots available pursuant to this paragraph to families with the lowest income, and last enrollment priority to families with the highest income.

(j) The competitive workforce development grants program established pursuant to this section shall be funded from funds appropriated in this section.

(k) Notwithstanding any other provision of this section, the Superintendent, with the concurrence of the executive director of the state board, shall recommend to the Department of Finance and the budget committees of the Legislature by January 1, 2021, any changes to the funding methodology in this section related to the recommendations and priorities provided pursuant to Section 8207.

SEC. 11. Article 14 (commencing with Section 8286) of Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code is repealed.

SEC. 12. Article 14 (commencing with Section 8286) is added to Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code, to read:

#### Article 14. Early Childhood Policy Council

8286. (a) The Early Childhood Policy Council is hereby established to advise the Governor, the Legislature, and the Superintendent on statewide early learning and care policy, including the planning for, and the 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.

(b) (1) The council shall maintain at least two ongoing standing advisory committees: a parent advisory committee appointed pursuant to subdivision (e) and a workforce advisory committee appointed pursuant to subdivision (f).

(2) The council shall include 27 members who shall be appointed as follows:

(A) Fourteen members appointed by the Governor, including those required pursuant to Section 9837b of Title 42 of the United States Code. One of the Governor's appointees shall be the chairperson of the council.

(B) Four members appointed by the Speaker of the Assembly.

(C) Four members appointed by the Senate Committee on Rules.

(D) One member appointed by the Superintendent.

(E) Two members of the parent advisory committee, appointed by that committee.

(F) Two member of the workforce advisory committee, appointed by that committee.

(3) Members of the council shall include stakeholder representatives reflecting the comprehensive childcare system; represent the ethnic, racial, and language diversity of the state; and represent geographic diversity and those communities separated from opportunity due to poverty, racial bias, language, geographic isolation, disability, and other factors.

(4) Members of the council shall serve terms of three years and no member may serve more than two terms.

(5) To the extent funding for the council is provided in the annual Budget Act, language interpretation services shall be provided at convenings of the council and its committees to ensure language access and meaningful participation.

(6) To the extent funding for the council is provided in the annual Budget Act, members of the council or its committees who are provider participants or parent representatives shall be reimbursed as necessary for their reasonable expenses, including travel, a stipend to cover childcare costs, lost wages, and expenses for substitutes for attending council meetings.

(c) The council shall do all of the following:

(1) Convene at least four public meetings per year. These meetings shall provide access for participants throughout the state.

(2) Advise the Governor and perform activities required pursuant to Section 9837b of Title 42 of the United States Code.

(3) Prepare a formal public annual report on the work of the council.

(4) Provide specific recommendations directly to the Governor, the Legislature, and the Superintendent on all aspects of the state's early childhood education system, including on the following topics:

(A) Equity, with consideration for demographic, geographic, and economic diversity, and with a focus on family-centered two-generation approaches.

(B) Opportunities to incorporate a support model of accountability, as opposed to a compliance model of accountability, into the state's early childhood education system.

(C) Ways that the state's Master Plan for Early Learning and Care and the 2019 California Assembly Blue Ribbon Commission on Early Childhood Education Final Report can be updated and improved.

(d) Staff for the council and its committees shall be provided by the California Health and Human Services Agency. From funding appropriated for purposes of this section, up to three hundred thousand dollars (\$300,000) may be used by the California Health and Human Services Agency for the costs to provide staff for the council and its committees.

(e) (1) The parent advisory committee shall be a standing committee of the council.

(2) The members and the cochaIRS of the parent advisory committee shall be appointed by the Governor, the Legislature, and the Superintendent.

(3) Committee members shall include parent participants of the childcare subsidy system, including those receiving subsidies through vouchers and contracted Title 5 programs, those on a subsidy waiting list, and those paying privately.

(4) The parent advisory committee shall provide recommendations to the council and other entities on all aspects of early childhood education, including all of the following:

(A) Equity, access, and best practices for engaging families.

(B) Creating warm and welcoming care environments.

(C) How to develop local and state partnerships to support the best outcomes for families that interact with the state's early childhood education system.

(f) (1) The workforce advisory committee shall be a standing committee of the council.

(2) The members and the cochaIRS of the workforce advisory committee shall be appointed by the Governor, the Legislature, and the Superintendent.

(3) Committee members shall include licensed family childcare providers, family, friend, and neighbor childcare providers, center-based teachers and directors from subsidized and nonsubsidized childcare programs, and statewide organizations representing childcare providers.

(4) The workforce advisory committee shall provide recommendations to the council and other entities on all aspects of early childhood education on an ongoing basis

SEC. 13. Article 19.5 (commencing with Section 8430) is added to Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code, to read:

#### Article 19.5. Childcare Providers

8430. The Legislature finds and declares that this article is intended to support future collective bargaining legislation. It is the intent of the Legislature to enact future legislation granting family childcare providers the right to democratically choose a representative to meet and negotiate in a formal process with the state regarding the applicable scope of bargaining.

8431. As used in this article:

(a) (1) "Family childcare provider" or "provider" means a childcare provider who participates in a state-funded early care and education program as specified in subdivision (c) and is either of the following:

(A) An individual who operates a family daycare home, as defined in Section 1596.78 of the Health and Safety Code, and who is licensed pursuant to the requirement in Section 1596.80 of the Health and Safety Code.

(B) An individual who provides early care and education in their own home or in the home of the child receiving care and is exempt from licensing requirements pursuant to Section 1596.792 of the Health and Safety Code.

(2) In no instance shall an assistant-provider, a volunteer, or any other individual who works or volunteers for a family daycare home, as defined in Section 1596.78 of the Health and Safety Code, and does not possess a license pursuant to Section 1596.80 of the Health and Safety Code be considered a family childcare provider for purposes of this article. However, any individual who, separate and apart from such work or volunteer service within a family daycare home, participates in a state-funded early care and education program and provides care that is exempt from licensing requirements pursuant to Section 1596.792 of the Health and Safety Code shall be considered a family childcare provider for purposes of this article in their capacity as the provider of this separate, license-exempt care.





## Announcing a New ECE Workforce Study

Teachers, directors, and family child care providers like you are the key to providing quality early care and education (ECE) for children and families. Yet we know little about California's current ECE workforce as a whole, particularly in terms of demographic characteristics, educational attainment, training, tenure, turnover, wages, benefits, well-being, and working conditions, making it difficult for local and state leaders to plan for workforce needs.

In order to create a detailed portrait of the ECE workforce, the **Center for the Study of Child Care Employment (CSCCE) at UC Berkeley**, in partnership with the **California Child Care Resource & Referral Network (Network)**, will be conducting a **California Early Care & Education Workforce Study** of early educators across the state, in 2020.

CSCCE will randomly select child care centers and family child care providers to participate in this study. If your program is selected, you will be contacted by CSCCE's research partner, E&W Research. You will have the option to complete the survey online or by phone. Participants who complete the survey are eligible to receive a gift card.

While participation is completely voluntary, we value your perspective and hope to hear from you! The input you provide will help inform decision-makers as they address the wide variety of needs for the workforce and respond to recent policy and funding interventions.

We realize that you may have been contacted about participating in other recent ECE surveys. Each survey has a distinct and important purpose, but the California ECE Workforce Study is the only study intended to represent all early educators across the state, and to the extent possible, at the local level.

If you have questions or would like more information, please contact Elena Montoya at CSCCE at [elena.montoya@berkeley.edu](mailto:elena.montoya@berkeley.edu).

*This study is being conducted in partnership with the California Child Care Resource & Referral Network and is funded by the California Department of Education: Early Learning & Care Division, First 5 California, the Heising-Simons Foundation, and the David and Lucile Packard Foundation.*



Center for the Study of Child Care Employment  
Institute for Research on Labor and Employment  
University of California, Berkeley



## Anunciando un nuevo Estudio de la fuerza laboral en ECE

Los maestros, directores y proveedores de cuidado infantil en el hogar como usted son la clave para prestar cuidado y educación de la primera infancia (ECE) de calidad para los niños y sus familias. No obstante, sabemos poco acerca de la fuerza laboral actual en ECE de California en su totalidad, particularmente en términos de características demográficas, rendimiento escolar, capacitación, permanencia, rotación, sueldos, beneficios, bienestar y condiciones laborales, dificultándoles a los líderes locales y estatales planificar para satisfacer las necesidades de la fuerza laboral.

A fin de crear un perfil detallado de la fuerza laboral en ECE, el **Centro para el Estudio del Empleo en Cuidado Infantil (Center for the Study of Child Care Employment) (CSCCE)** en UC Berkeley, en colaboración con la **Red de Recursos y Referencias de Cuidado Infantil de California (California Child Care Resource & Referral Network) (Network)**, estarán realizando un **Estudio de la fuerza laboral en el cuidado y educación de la primera infancia de California de educadores de la primera infancia** por todo el estado, en 2020.

El CSCCE seleccionará aleatoriamente a centros de cuidado infantil y proveedores de cuidado infantil en el hogar para participar en este estudio. Si se selecciona a su programa, nuestro socio de investigaciones, E&W Research, se comunicará con usted. Tendrá la opción de completar la encuesta por Internet o por teléfono. Los participantes que completen la encuesta llenan los requisitos para recibir una tarjeta de regalo.

Aunque la participación es completamente voluntaria, valoramos su perspectiva y ¡esperamos tener noticias suyas! Los comentarios que proporcione ayudarán a informar a los encargados de tomar decisiones mientras abordan la amplia variedad de necesidades para la fuerza laboral y a responder a recientes políticas e intervenciones de financiación.

Estamos al tanto de que posiblemente se le haya contactado recientemente acerca de participar en otras encuestas en ECE. Cada encuesta tiene una finalidad separada e importante, pero el Estudio de la fuerza laboral en ECE de California es el único estudio destinado a representar a todos los educadores de la primera infancia por todo el estado, y en la medida posible, a nivel local.

Si tiene preguntas o desea obtener más información, favor de comunicarse con Elena Montoya en el CSCCE en [elena.montoya@berkeley.edu](mailto:elena.montoya@berkeley.edu).

*Este estudio se está realizando en colaboración con la Red de Recursos y Referencias de Cuidado Infantil de California y está financiado por la División de Cuidado y Educación de la Primera Infancia: Departamento de Educación de California (California Department of Education: Early Learning & Care Division), First 5 California, la Fundación Heising-Simons y la Fundación David y Lucile Packard.*



Center for the Study of Child Care Employment  
Institute for Research on Labor and Employment  
University of California, Berkeley





# The DMH-UCLA Early Childhood Fellowship

An intensive learning opportunity to support the professional development and wellbeing of early childhood professionals in Los Angeles County.

The DMH-UCLA Early Childhood Fellowship brings together professionals working with young children in Los Angeles County to learn scientifically sound, community-informed practices in prevention and early intervention. Fellows have the opportunity to apply knowledge and skills through experiential, hands-on trainings, reflective practice groups, web-based consultations, and team projects.

The Fellowship cultivates a collaborative learning community to support customized application within the Fellows' professional settings. The Fellowship emphasizes relationship building and workforce wellbeing in order to provide sustained support for professional and personal growth. The program also integrates a sociocultural lens throughout the training to create a learning environment that recognizes and honors both the strengths and challenges found within the diverse communities of Los Angeles County.

## Fellows can expect to:

- Develop the knowledge and skills to flexibly integrate and apply trauma, resilience, and culturally informed perspectives to their early childhood work.
- Recognize the impact of early experience on children's brain development and family functioning.
- Understand and apply reflective practice principles in their work with young children and families, as well as their interactions with colleagues, supervisors, and supervisees.

The Fellowship is designed for individuals working in a variety of sectors, including mental health, early childhood education, child welfare, and home visiting. Fellows are selected from a highly competitive pool of applicants based on their commitment to early childhood work and their potential to promote quality improvements and sustain their impact in their own agencies.

**Participation is free to Fellows accepted into the program.**

Contact us: [Wellbeing4LA.org](http://Wellbeing4LA.org) | [info@Wellbeing4LA.org](mailto:info@Wellbeing4LA.org)